



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

School Improvement Grant (1003g)

LEA Application: General Information

Corporation Name:		Corporation Number:
Evansville Vanderburgh School Corporation		7995
Contact for the School Improvement Grant:		
Velinda F. Stubbs		
Position and Office: Director of Title I Office of Academic Affairs		Contact's Mailing Address: 1 SE 9 th Street Evansville IN 47708
Telephone: 812 435-0902(office) 812 480-5417 (cell)		Fax: 812 435-8657
Email Address: velinda.stubbs@evsc.k12.in.us		
Superintendent (Printed name) Dr. Vincent Bertram		Telephone: 812 435-0915
Signature of Superintendent X <u></u>		Date: 4-27-10

- ➔ 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

Instructions:

- 1) Using the list of Tier I, II and III schools provided by the IDOE (see “General Instructions for Applying for a School Improvement Grant”), complete the information below. Include all Tier I and II schools listed in the “General Information” document whether or not the LEA plans to serve them. Typing in the school name and indicate the grade span (e.g., K-5, 6-8, 6-12, etc.).
- 2) Complete the activities and information in the Tier I and Tier II application or the Tie III application. This will lead to an appropriate determination for the best “fit” of an improvement model for each specific school.
- 3) For each school below, place an “X” indicating the tier and the school improvement (intervention) model selected. (Add rows to the table as needed to add more schools.)

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

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	Transform-ation	Restart	Closure	No model will be implemented
1. Glenwood Middle School	09-10 6-8 10-11 K-8	X			X			
2. Henry Reis Educational Center-Alt High School	9-12		X					X
3. John M Culver Elem School	PK-5	X						X
4. Christa McAuliffe Alternative Middle School	6-8	X						X

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

We will serve all of our Tier I schools.

We believe we do not have the capacity to serve all Tier I schools. Our explanation for why is provided below.

- Culver Elementary School will reopen as an Early Childhood Center. Students from Culver will be served at the Glenwood K-8 School.
- Henry Reis Alternative Center, Christa McAuliffe Alternative Middle School and the Learning Center are closing and will be reconfigured as a new Alternative Education Program serving students from these programs.

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date it occurred. (Individual names are not needed*).

School Name: Glenwood

School Number:

Stakeholder Group	Mode of Communication	Date
Evansville Teachers Association	Meeting	April 1, 2010
	Phone conference	April 8, 2010
	Phone conference	April 22, 2010
Families and students	Stakeholders Survey	February, 2010
Teachers	Team meetings with LEA Director	January 14, 2010
Teachers and staff	Staff Meetings with technical assistant	March 15, 2010, April 22, 2010

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*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 model's 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 a letter(s) from the teacher's union with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

The Evansville Vanderburgh School Corporation assures that it will

- 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.
- 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.
- 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.
- "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.

➤ *Complete Tier I and Tier II application or Tier III application if not already done so.*



School Improvement Grant (1003g)

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 Evansville Vanderburgh Number 7995

School Name Glenwood

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:

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| X <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |
-

A. LEA Analysis of School Needs

➤ **Instructions:**

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-Poverty, High-Performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and 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 2008-2009. (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://mustang.doe.state.in.us/AP/ayppress.cfm>

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)
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English/Language Arts

Black	66.7%	40	High	High
Free/Reduced Lunch	69.9%	68	High	High
White	45.5%	15	High	High

Mathematics

Black	65%	36	High	High
Free/Reduced Lunch	60.8%	59	High	High
White	41.2%	14	High	High

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p>
<p>A minimum of 60% of our students (Black and Free and reduced lunch subgroups) did not pass ISTEP ELA in vocabulary, comprehension and language conventions.</p>	<p>Our ELA program does not consistently provide students with engaging, rigorous lessons to support higher level thinking and comprehension, authentic use of language conventions and explicit instruction in vocabulary.</p> <p>Our school does not share high academic expectations for all students.</p> <p>The school does not consistently and intentionally articulate the relationship between academic performance and future career/work success.</p> <p>The school does not consistently and intentionally engage students in their own education.</p>

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.

	2007-2008	2008-2009
1. Number of minutes within the school year that students are to attend school	72,900 minutes (includes lunch)	72,900 minutes (includes lunch)
2. Dropout rate*	NA	NA
3. Student attendance rate*	96.3%	96.3%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes	NA	NA
5. Discipline incidents*	Overall 1039	Overall 1352
	Black 743 71%	Black 1076 80%
	White 189 25%	White 153 11%
	F/R 1024 98%	F/R 1302 96%
	SE 295 28%	SE 320 24%
6. Truants*	Overall 745	Overall 659

	Black 755 61%	Black 498 76%
	White 194 26%	White 62 9%
	F/R 740 99%	F/R 652 99%
	SE 167 22%	SE 139 21%
7. Distribution of teachers by performance level on LEA's teacher evaluation system	NA	NA
8. Teacher attendance rate	93.39%	91.57%

*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?
<p>Teachers were out of the classroom on average 6.61 days during 2007-08 and 8.43 days in 2009-10. During both years, at least 45% of the absences were due to illness with 25-30% of days being attributed to Professional Development.</p> <p>There were over 1000 discipline referrals each year in 2007-08 and 2008-09 that resulted in students missing significant instructional time.</p> <p>Students attend school 72,900 minutes per year. A summer program is offered to Glenwood students to extend time, but not all students participate.</p>	<p>Our school is not addressing the root causes of discipline issues including increasing student engagement with more meaningful work that is culturally responsive.</p> <p>Our school should provide time for all students to improve achievement.</p>

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

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially those of high-poverty, high-performing schools. These practices are embedded in the school intervention/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.		X			4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.			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. Is short, i.e., one-shot sessions.		X			3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.
4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.			X		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.			X		1. Provides social and emotional supports from school and community organizations.
2. Does not ensure a safe school and community environment for children.		X			2. Creates a safe learning environment within the school and within the community.
		X			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?
A majority of the principal's time is spent managing the school.	The principal has difficulty utilizing various forms of leadership to develop others' leadership roles within the school.
We provide instruction that is textbook-oriented with minimal evaluation of problems of practice connected to student learning growth and graduation rates.	We do not connect the instruction occurring in middle school to data gathered around graduation rates.
Our teachers have not developed a deeper	The unpacking of state standards to determine

understanding of curriculum that goes beyond the textbook and have not meaningfully aligned the skills and contents across grade levels.	the skills, content, and depth of knowledge required in each content area has not systemically occurred.
The use of data through formative assessments is not embedded within our practice.	We do not have the collective knowledge base around how to create, use, and evaluate common formative assessments. This process has primarily been driven by the achievement coaches with minimal building of assessment and data literacy for teachers.
We provide professional development for teachers that is not consistently high quality.	Our professional development does not follow a gradual release of responsibility model that supports teachers through implementation and refinement of new strategies within their classrooms.
We provide a physically safe environment but do not actively create a learning environment that encourages taking academic risks.	We do not build in opportunities and use specific strategies to build interpersonal connections with students.
We do not take into account students' interests, background knowledge, and experiences when developing school wide programs and curriculum.	We do not actively seek information regarding students' interests, background knowledge, and experiences to inform our planning and instruction.

B. Selection of School Improvement Model

- **Instructions:** Read and discuss with the team the elements of the four school intervention models below.

Turnaround Model	Transformation Model
<i>Required Elements</i>	<i>Required Elements</i>
<p>Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.</p>	<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p>	<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
<p>Promote the use of student data to inform and differentiate instruction.</p>	<p><u>Comprehensive Instructional Reform Strategies</u></p> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.
<p>Establish schedules and implement strategies that provide increased learning time.</p>	<p><u>Provide Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.
<p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>	

Turnaround Model
<i>Permissible Elements</i>
New school model (e.g., themed, dual language academy)
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Transformation Model
<i>Permissible Elements</i>
<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<p><u>Comprehensive Instructional Reform</u></p> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a schoolwide “response-to-intervention” model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<p><u>Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Restart Model
<i>Required Elements</i>
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
<i>Permissible Elements</i>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
<i>Required Elements</i>
Close the school and enroll the students in other schools in the LEA that are higher achieving.

- **Instructions:** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, of affecting principal leadership, teacher instruction, and student learning.

Intervention model selected Transformational

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

Even with an intentional focus on leadership, Glenwood Middle School has had unacceptable, stagnant performance for years. Glenwood must experience revolutionary change to see marked improvement in student outcomes.

Teachers have been rigorously evaluated and received job-embedded professional development at Glenwood; however, retaining those teachers has been challenging. Because there are no incentives in place, teachers can transfer to other openings within the LEA working with less challenging populations of students. Years of not making AYP, have led staff to seek success elsewhere. Additionally, the professional development and technical assistance has been sporadic and lacks the intentionality necessary to reverse achievement trends. Data analysis has been a focus at Glenwood, yet transfer to instructional practice has not been rigorously monitored.

Students have not been engaged in, or seen the relevance in their education. Partially this is due to a lack of culturally responsive curriculum and methodology. Teachers have felt inhibited by district and state initiatives, feeling virtually no control over their time with students.

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

Nothing invigorates a staff more than instructional freedom and input into the necessary changes. Teachers and principals encourage accountability when they have control over the resources and opportunities. Incentives alone without increased capacity cannot significantly impact achievement; however, improved professional development, increased learning time, and rigorous practices to transfer findings from data to classroom practice will be the catalyst for staff change at the school. When capacity is built and school rewards are in place, the result will be a team focus on increased student achievement. All staff, rather than those who teach tested areas, will become invested in the work. Teachers will begin holding one another accountable for outcomes, and will support one another in unprecedented ways.

When students and families see the commitment to extended learning opportunities/time, they will begin to believe that talk of achievement is no longer rhetoric. A positive shift in the community is already beginning, and this monumental transformation is needed to continue engaging the community and families. Already, the community has begun a revitalization effort in this neighborhood which includes a Front Door Pride program, tearing down dilapidated homes which are replaced with beautiful, yet affordable homes. A Habitat development is planned across the street with community park areas. When parents witness the commitment of the state, city, school district, and staff to these students, they will be more likely to support the school and its initiatives.

An intentional focus on student voice will result in student input on educational practice and school culture. Students will be interviewed, set learning goals, and track their own progress. Additional supports will be in place to ensure student success and prevent failure. The school will also have an unprecedented level of technology; classrooms will be equipped with Interactive white boards, flip cameras, document cameras, and audio systems. Additional technology includes: flip cameras, Netbook carts, and teacher mates (small multi-media handheld computers with leveled software for skill reinforcement and enrichment). This technology will level the playing field for our students as they prepare for postsecondary education and the workforce, creating a more engaging environment for students and families.

Lastly, a lasting partnership with one of the most esteemed institutions in the world, Brown University, will be motivating for all staff as well. Intentional PD tied to transformational school change for all staff will serve as an external motivator for success.

C. LEA Capacity to Implement the Intervention Model

- **Instructions:** Consider each topic under the column “capacity” and determine if the district currently has or will develop the ability to complete this task. Select “yes” or “no.” List the evidence available should IDOE request proof of the district’s capacity (e.g., resumes of all teachers to show their previous work with the improvement models).

Capacity Task	Yes	No	District Evidence
3. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		Budget planning documents, budget
4. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		Budget planning documents, budget
5. Projected budgets meet the requirements of reasonable, allocable, and necessary. <i>All models</i>	X		Budget planning documents, budget
6. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		Budget
7. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>	X		District Office of Academic Affairs plan of support, budget and budget planning documents
8. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i>	X		Budget planning documents, budget

Capacity	Yes	No	District Evidence
<p>9. Principals and staff have the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p>	X		<p>Staff will successfully complete Professional Development academy. Principal vita.</p>
<p>10. The district has received the support of parents and the community to implement the intervention model, including multiple meetings to seek their input and inform them of progress.</p> <p><i>All models</i></p>	X		<p>Schedule, agenda and minutes of parent and community meetings</p>
<p>11. The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>	X		<p>School board minutes approving grant application</p>
<p>10. The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>	X		<p>Letter of support from Superintendent</p>
<p>11. The teacher's union has expressed commitment 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.</p> <p><i>Turnaround, Transformation Models</i></p>	X		<p>Letter of support from Evansville Teachers' Association</p>

Capacity	Yes	No	District Evidence
12. The district has the ability to recruit new principals. <i>Turnaround, Transformation Models</i>	X		Learning Leadership Cadre pipeline of highly qualified administrative candidates who have on-going Professional Development facilitated by Brown University staff
13. The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year. <i>All models</i>	X		Timeline and planning documents
14. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. <i>Turnaround, Transformation, Restart Models</i>	X		Vitas of District support staff: District structure of support
15. The district demonstrates the ability to align federal, state, and local funding sources with grant activities <i>All models</i>	X		Schoolwide Plan
16. The district demonstrates the ability and commitment to increased instructional time. <i>Turnaround, Transformation Models</i>	X		Equity Model of increased instructional time, flexibility and support of school-based decisions implemented in three schools during the 2009-2010 school year facilitated by Evansville Teachers' Association and LEA collaboration. School may increase instructional time up to 20 days per school year and 5 additional days for teacher collaboration.

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 implemented or which must take place in *school year 2010-11*.
- 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 A.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<i>1. Design and implement school intervention model consistent with federal application requirements.</i>	No response needed here as this information is required later in the description of the model selected.
<i>2. The LEA has or will recruit, screen, selects and support appropriate external providers.</i>	<ul style="list-style-type: none"> • Brown University’s Annenberg Institute for Education, nationally recognized for excellence, was identified as a technical assistance provider for EVSC. Brown’s capacity and commitment to education research and support of innovation were key components of their selection. In 2007, Brown University under the direction of Dr. Kenneth Wong, developed an Urban Education Policy Program (UEPP). The program focuses on addressing the unique obstacles and barriers to success that urban schools face. The Urban Education Policy Program has conducted extensive research in identifying promising and proven practices. Brown faculty with the Annenberg Institute for School Reform will provide evidence-based policy practices from urban settings to the district, school, and classroom level. Faculty at Brown have developed partnerships with numerous researchers, external providers and school districts on the cutting edge of reform that will remove urban schools from improvement status and improve

	<p>the academic performance of all students. The UEPP program aligns with the strategic mission and plan of the EVSC with core focus areas including:</p> <ul style="list-style-type: none"> ○ data analysis and data-based decision making, ○ economic theory and application in the realm of urban education policy analysis, ○ urban politics as they relate to and impact urban education, ○ human development in an urban education context, ○ the role played by changing urban demographics in designing and implementing sound education policies, and ○ knowledge development regarding promising ideas and models for organizing schools and education systems in ways that enhance the education of urban students. <ul style="list-style-type: none"> • Dr. Kenneth Wong, in addition to being the chair of the Annenberg Foundation, is Director of the National Research Center on School Choice, Competition and Student Achievement, funded by a \$10 million IES grant. Dr. Wong is on the faculty at Vanderbilt University and the University of Chicago. He is personally committed to the Transformational Model development at Glenwood Leadership Academy. • Dr. Wong and Brown University have provided technical assistance and support to Brockton Public Schools (MA) to address the school district's Corrective Action status under NCLB. The Brockton district is of a similar size and demographics to EVSC. Brown's work with Brockton has been recognized by the Massachusetts Department of Education. • EVSC developed a partnership with Brown University during the 2009-10 school year to work collaboratively to develop the Learning Leadership Cadre. This partnership has afforded identified EVSC teachers, administrators and aspiring administrators the opportunity to benefit from Brown University Education Department's expertise in school research and
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	<p>reform. The Learning Leadership Cadre under the facilitation of Brown University has also provided the opportunity for EVSC to connect with many external providers, researchers and school districts with proven track records of successful school reform.</p> <ul style="list-style-type: none">• Dr. Wong and Brown University are a natural choice as a technical assistance provider due to established relationships with EVSC. Dr. Wong and Brown are familiar with the issues facing our school, the data composite of the school and the district efforts to improve student achievement. Through their extensive partnerships, Brown can assist the school in the identification of needs. However, Brown will not stop with identification of needs, but will connect EVSC and Glenwood Leadership Academy with resources that are among the most recognized in the nation and proven to specifically address the needs of the school. These resources include but are not limited to Drs. Trent Kaufman and Anne Jones with Education Directions (Data Wise), Dr. John Tyler, who has worked extensively with the Cincinnati Public Schools on researching teacher evaluation and the value added model, Dr. Sam Reddington, Center on Innovation and Improvement, a national content center supported by the U.S. Department of Education who focus on supporting turnaround school models.• Dr. Kenneth Wong, Brown University, has committed to continuing the collaboration with EVSC by providing technical assistance to the Glenwood School Transformational Model implementation. This support will include a staff member from Brown who will support and manage the project. Monthly site visits or video conferences during the school year with school leadership, teachers and district staff. The Glenwood School Community Council will schedule a meeting with Brown staff to solicit input from parents and neighborhood stakeholders during the late summer. Brown will provide support directly in the form of evaluation of the school needs, researching and matching resources to identified needs, providing on-going professional development and technical support and evaluation of implementation. In addition, Brown staff will assist in the support of the development and review of the teacher personal professional development plans in order to ensure high quality research based professional development and alignment
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	<p>of professional development and student needs.</p> <ul style="list-style-type: none">• During the 2009-10 school year, the EVSC has worked with Trent Kaufman and Anne Jones, trainers with the Data Wise process, to develop a district-wide model of using data to inform school goals and instruction. This partnership was the result of Brown University Learning Leadership Cadre with EVSC during the summer of 2009. As a part of the Transformational Model, Data Wise will devote additional time and work more closely with the Glenwood Leadership team and Glenwood teachers to support the systematic use of data to implement a thoroughly aligned curriculum, differentiate instruction and plan for needed supports and professional development. Data Wise will meet with Glenwood staff on-site a minimum of four times per year to build assessment literacy, analyze school and classroom level data, examine instruction, develop action plans based on the data and plan to assess progress.• With the support of Dr. Wong and Brown staff, the District team will analyze data and identify any additional external providers and continue on-going collaboration in order to ensure successful implementation of the model.• Yearly, the staff will utilize a Data Wise protocol model and collect input from teachers and school level and district administration as to the effectiveness of the technical support. Once each semester, the school leadership team and district administrative staff will meet with staff from Brown University to analyze impact and effectiveness.
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Indicators of LEA Commitment	Description of how this commitment was or will be completed	
<p>3. <i>Align other resources with the school improvement model.</i> (For examples of resources and how they might align, see Attachment B).</p>		
<p>○ For <i>each</i> resource identified, <i>specific ways</i> to align it to the intervention model has been provided.</p>	<p><i>1003 a School Improvement Grant:</i></p>	<p>Math Coach to support implementation of instructional best practice and PLCs through job embedded staff development to improve the quality of instruction and support the improvement of staff quality and increase in student achievement.</p>
	<p>Title I, Part A: Regular and Stimulus:</p>	<p>Professional development, materials, and supplies to support the use of research based instructional practices that are aligned and address state standards.</p> <p>Additional staff: 6 instructionalists to provide additional instruction and small group intensive support for students who are not meeting standards.</p> <p>Achievement Coach to support implementation of instructional best practice and PLCs through job embedded staff development to improve the quality of instruction and support the improvement of staff quality and increase in student achievement.</p> <p>Additional time (afterschool and summer) for enrichment and remediation. Students will be offered a minimum of 4 weeks (20 days) in summer and 26 weeks during the school year of extended time .</p>

		<p>Social services for families and students provided by school social worker.</p> <p>Pre-school program available for families of students most in need in the Glenwood neighborhood.</p>
	21 st Century Community Learning Grant	Additional time (afterschool and summer) for enrichment and remediation. Students will be offered a minimum of 4 weeks (20 days) in summer and 26 weeks during the school year of extended time .
	Title II:	<p>High quality job embedded professional development</p> <p>Recruitment of teaching staff</p>
	Glenwood Neighborhood Association	<p>The Glenwood Community Development Project (GCDP) created a Planning Team in 2008 to facilitate collaboration among community residents, service providers and community investors to create transformational neighborhood improvement. Since 2008 a shared vision and a list of priorities have been created.</p> <p>Priorities:</p> <p>The neighborhood’s open spaces and structures will be <u>Clean and Green.</u></p> <p><u>Education</u> for adults and children will be the lighthouse of the community. The school will be a multi-purpose facility serving the entire community and supporting excellence in learning and community partnership.</p> <p>Neighborhood design and services will promote holistic <u>Health and Wellbeing.</u></p>

		<p>Housing and Infrastructure will be improved and beautified to create a walkable, healthy and safe community.</p> <p>Through concentrated reinvestment a full-service neighborhood will be created. This will facilitate an improvement in the overall health and well being of the Glenwood community.</p>
	Coordinated School Health	<p>Glenwood School will be implementing the Coordinated School model through a Communities Putting Prevention to Work Grant through the Indiana Department of Health. The Welborn Baptist Foundation will serve as the fiscal agent for the grant and will be working through the EVSC Center for Family, School, and Community Partnerships to provide support to Glenwood School.</p> <p>The Eight Components of Coordinated School Health include: Health Education, Physical Education, Health Services, Nutrition Services, Counseling, Psychological Services & Social Services, Healthy School Environment, Health Promotion of Staff and Family, School, and Community Involvement.</p>
	EVSC School Community Council	<p>The EVSC School Community Council (SCC) partners with over 70 community agencies who are working together to support the academic, social emotional, and health needs of students and families.</p> <p>Glenwood School has an established Site Council, which will serve as the community based hub for the School Community Council's work.</p> <p>Subcommittees of the School Community Council include: After School Programs Team, Asthma Team, Social and Emotional Learning Team, Health and</p>

	Physical Activities Team, Evaluation Team, and the Communication's Team.
<ul style="list-style-type: none"> ○ <i>Multiple</i> financial and non-financial resources have been identified and describe how they would align to the model. 	<p>Title I, Part a, Stimulus, School Improvement, 21st Century Community Schools, Title II will all support the implementation of the model at Glenwood. Resources including personnel (district Office of Academic Affairs Team, staff from the School for Family, School and Community, Office of Technology and support from other departments of the EVSC) will be leveraged to ensure the implementation and success of the model.</p>

Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p>	
<p>a) Teacher and principal evaluations differentiate performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).</p>	<ul style="list-style-type: none"> • The current EVSC teacher evaluation system, as per the contractual agreement with the Evansville Teachers' Association, and the administrative evaluation system have four ratings: Exemplary, Proficient, Progressing and Does Not Meet Standards. • The school will collaborate and develop (2010-11), pilot, collect feedback and finalize (2011-12) a new performance evaluation with the four rating categories. The LEA and Evansville Teachers Association (bargaining unit) will facilitate and support the work. The IDOE Teacher Effectiveness and Principal Effectiveness rubrics will be used as guidance.
<p>b) Staff evaluation process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance.</p>	<ul style="list-style-type: none"> • The current EVSC teacher evaluation system, as per the contractual agreement with the Evansville Teachers' Association, requires a minimum of at least two observations and can be conducted on an annual basis. • Principals will meet with teachers individually at least two times per year to review school level, grade level and classroom level student data. • The Personal Professional Development plan will be based on school, grade or student level data and will address Learner Center problems and Problems of Practice. • District staff will conduct Performance Management meetings with the Principal and other administration at least three times per year to review school level and grade level data. • The school will collaborate and develop (2010-11), pilot, collect feedback and finalize (2011-12) a new performance evaluation which will include annual observations and is at least 51% based on school and/or student performance. The LEA and Evansville Teachers Association (bargaining unit) will facilitate and support this work. The IDOE Teacher Effectiveness and Principal Effectiveness rubrics will be used as guidance.

<p>c) Clear dismissal pathway for ineffective teachers and principals.</p>	<ul style="list-style-type: none"> • The current EVSC teacher evaluation system, as per the contractual agreement with the Evansville Teachers' Association, and the Administrative Evaluation system have clear pathways for the dismissal of ineffective teachers and administrators who are identified as Not Meeting Standards and who do not successfully demonstrate competence after a Program of Improvement. The current EVSC teachers' contract requires all teachers receive a minimum of two observations and formal evaluation and conference completed by December 31st for semi and non-permanent teachers, and by January 31st for permanent teachers. Any teacher identified as Not Meeting Standards must submit a Plan of Improvement within 5 days of the formal conference. The evaluator reviews the plan submitted by the teacher and makes suggestions and additions to support the teacher's growth in identified areas. Additional supports including professional development provided by district support staff, coaches and mentor teachers may be identified as a part of the Plan of Improvement. Subsequent observations and feedback conferences during the implementation of the plan of improvement are frequent, typically weekly. A final follow-up conference will be conducted by February 15th (semi and non-permanent) or by April 1st (permanent). Teachers who do not successfully complete the Program of Improvement and continue to receive a Not Meeting Standards rating will be recommended for probation or termination. The entire process is outlined in the EVSC Guidelines for Evaluation. http://www.evscstyleguide.com/assets/forms/evsc_guidelines_for_teacher_evaluation_20091016.pdf • The District will collaborate with Evansville Teachers Association (bargaining unit) to develop guidelines regarding clear pathways for dismissal as a part of the new Teacher evaluation. The guidelines outlined in the new evaluation will not be less rigorous than currently adopted. Teachers will be afforded the opportunity to improve identified areas of need; however, any teacher not showing improvement will be dismissed. • Principals are currently evaluated yearly by the Director who supervises the school using the EVSC Administrator Evaluation Form and EVSC Administrator Evaluation Rubric. Principals who are in need of improvement are given the opportunity to develop a plan of improvement. District level support personnel will provide professional development and on-going support and feedback. If improvement is not notable in areas of need, the principal will be dismissed from
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	<p>the building assignment. The new Principal evaluation will include more specific guidelines for pathways for dismissal based on the results of evaluation. The evaluation will be at least 51% based on school performance.</p>
<p>d) <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.</p>	<ul style="list-style-type: none"> • Teachers at Glenwood will participate in a Professional Development Academy which will require 40 hours of intense professional development and the development of individual professional development plans. • Flexibility will be afforded in the assignment of teachers to Glenwood Leadership Academy. Any teachers new to Glenwood Leadership Academy will participate in a Professional Development Academy which will require 40 hours of intense professional development and the development of individual professional development plans. This will ensure that teachers at the school including new hires, transfers or replacements are of high quality and possess the capacity to implement the model. Teachers attracted to the Glenwood Leadership Academy will have high personal standards for achievement, be life-long learners, seek a highly collaborative environment and a challenge. • Flexibility in the hiring process will be afforded to Glenwood Leadership team who will have the first opportunity to hire new staff identified as exemplary candidates through a screening process conducted by district staff.
<p>e) <i>Appropriate</i> amount of instructional time added (if required by the model).</p>	<ul style="list-style-type: none"> • An additional 20 days, 3 hours per day of extended time, remediation, and enrichment will be offered during June 2010 and June 2011. • During the 2010-2011 school year, 26 weeks of extended time afterschool programs will be offered to students providing remediation and enrichment. After-school programming will continue to provide extended time through the life of the grant. • A site based decision making model will be utilized whereby staff use student performance and other data sources to determine additional instructional days (up to 20 student instructional days and 5 teacher data days (with a minimum of 5 instructional days and 5 data days) and/or realignment of the school year calendar and instructional minutes. • The 2011-2012 regular school calendar and/or schedule will reflect increased learning time in addition to extended time as a part of afterschool programming and /or summer programming.

Indicators of LEA Commitment	Description of how this action was or will be completed
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5. Sustain the model after the funding period ends.

a) *Continuous* measurement of effectiveness of model's implementation provided.

- The District will utilize personnel and resources from the EVSC Office of Assessment and Research to analyze the effectiveness of the model's implementation including use of the district Performance Management model. Performance Management is a rigorous process of continuous evaluation and improvement guided by data and rigorous questioning of current practice by which ineffective practices are discarded and effective practices are identified. Data sources will include summative assessments including ISTEP for grades 3-8, mClass end of the year DIBELS, TRC and mathematics assessments for grades K-2, formative assessments including Acuity for grades 3-8, beginning of the year and mid-year DIBELS, TRC and mathematics assessments for grades K-2 and teachers made assessments. EVSC conducted an extensive stakeholders' survey during 2010 gathering input from students, parents, community partners and staff. The results of this survey will be compared to a similar survey conducted each year and will help to determine the perception of success of the model with all stakeholders. Other data sources will include but not be limited to attendance, discipline, classroom walk-throughs, and attendance and performance during afterschool programming.
- Diehl and Associates will conduct an external evaluation of the model effectiveness.
- Brown University staff will assist in the analysis of effectiveness of the implementation of the model at the district level and make recommendations for adaptations to improve effectiveness at least one time per school year.
- DataWise (Kaufman and Jones) will assist in the analysis of the effectiveness of the implementation of the model with the school staff working with the Data Team, leadership team and grade and content area teams three times per year to assist in the analysis of formative assessment data and make adjustments to improve instruction and increase effectiveness.
- District staff will conduct Performance Management meetings with the

	<p>Principal and leadership team a minimum of three times per year to review school level and grade level data. Based on the results of these reviews, adjustments will be made to increase effectiveness and ensure the fidelity of implementation.</p> <ul style="list-style-type: none"> • All school personnel will be invited to participate in performance management sessions to be knowledgeable about the data and focused on improvement.
<p>b) Based on measurement, <i>routinely</i> adapts implementation to increase fidelity.</p>	<ul style="list-style-type: none"> • The Performance Management model will regularly review school level data (a minimum of three times per year) and District support staff will work with the school to adapt implementation to address needs and to increase school success. • As a part of the Data Wise process, grade level and content area teams will formally review formative assessments (a minimum of three times per year) and make adjustments to improve instruction and increase effectiveness. In addition, teacher teams will utilize the Data Wise process to review student work and additional formative assessments and make adjustments accordingly.
<p>c) Provides <i>detailed</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends.</p>	<ul style="list-style-type: none"> • The District will work to develop a detailed contingency plan to align resources and address sustainability. • The LEA will hire a district level coordinator/liaison to act as a catalyst to support this work, coordinate technical assistance and other professional development support. This liaison will work directly with the district Director of Professional Development and Director of Title I, the building administrators and teacher leaders. After funding ends, the afore mentioned personnel, both LEA and building level will work together to continue to sustain and realign the model. • The additional administrative position, supporting teacher effectiveness and quality will be continued after funding ends based on analysis of need. • Title I and/or general fund dollars will support extended time based on results of student achievement. • Title I will support teacher incentives based on student achievement. • The teacher Professional Development mini-grants will be continued by on a competitive basis supported by community partners including Rotary, Public

	<p>Education Foundation and the EVSC Foundation.</p> <ul style="list-style-type: none">• On-going professional development utilizing Data Wise protocols, use of data to align curriculum and inform instruction will be supported by building level coaches (Basic Title I grant, School Improvement) and building administration.
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E. 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) Federal guidance notes that “the majority of the FY 2009 SIG funds will be used to fully implement the school improvement models in Tier I and II schools in the 2010-2011 school year” (F-2, p. 28). Thus, IDOE expects that all of the elements will be implemented during the 2010-2011 school year.
- 4) **Complete the table for only the model that the school will implement.**
- 5) If the improvement model will *not* be implemented, check “We will not implement this model.”

Turnaround Model

(Guidance Document, Section B, pages 15-18)

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. <i>Replace the principal and grant principal operational flexibility.</i>			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i></p>			
<p>3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i></p>			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>			
5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>			
6. <i>Use data to implement an aligned instructional program.</i>			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
7. <i>Promote the use of data to inform and differentiated instruction.</i>			
8. <i>Provide increased learning time for students and staff.</i>			
9. <i>Provide social-emotional and community-oriented services/supports.</i>			

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

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.		

Transformation Model

(Guidance Document, Section E, pages 22-27)

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

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	<ul style="list-style-type: none"> • LEA will conduct needs assessment of staff, parents and community to determine characteristics of change leader as identified by stakeholders. • LEA will compare the characteristics as identified by stakeholders with characteristics needed by leaders of Second Order change (Marzano). 	Chief Academic Officer, Director of Title I	May-June 2010
	<ul style="list-style-type: none"> • LEA will recruit and secure a leader with proven track record and skill sets and characteristics to address the challenges and opportunities in order to implement transformational change. 	Chief Academic Officer, Director of Title I	June-July 2010
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	<ul style="list-style-type: none"> • Collaborate with teachers' bargaining unit to finalize timeline and structures for support during the decision making process and development of the evaluation system. • Utilize technical assistance provider to support the development of shared decision-making model. • Collaborate with administrative team to finalize the timeline for the development of evaluation system for administration. 	Chief Academic Officer, Director of Title I	May/August 2010

	<ul style="list-style-type: none"> • Work with school level teacher teams utilizing a collective inquiry model and shared decision making process to determine evaluation framework. • Collaborate with administrative team to determine timeline for the development of evaluation system for administration. 	Chief Academic Officer, Director of Title I	September, 2010-January, 2011
	Present pilot evaluation instrument for Transformational Schools to the teachers' bargaining unit.	Chief Academic Officer, Director of Title I	February 2011
	Provide professional development for implementation of the Transformational Model Evaluation tool for teachers.	Director of Professional Development, Transformational School Coordinator/Liaison	March-April 2011
	Pilot new Transformational Model Evaluation systems for teachers and administrators.	School level Administration, Director of Title I	August, 2011-February, 2012
	Collect feedback and refine systems.	Chief Academic Officer, Director of Title I	March-April 2012
	Present final evaluation instrument for Transformational Schools to the teachers' bargaining unit.	Chief Academic Officer, Director of Title I	May 2012
	Fully implement Transformational Model evaluation systems.	School level Administration, Director of Title I	August 2012

<p>3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i></p>	<p>Teachers and administrative staff participate in Professional Development Academy to build capacity of all staff including development of cultural responsive teaching, classroom management, increasing student engagement and determining a framework for the development of a personal professional development plans that are based on student achievement goals.</p>	<p>Director of Professional Development, Transformational School Coordinator/Liaison</p>	<p>September, 2010- November, 2010</p>
	<p>Teachers/administrators develop personal PD plan based on data and set student achievement goals that are attainable and rigorous. Teachers and administrators identify resources needed and apply for Classroom Innovation Performance Grant up to \$2000.</p>	<p>Director of Professional Development, Transformational School Coordinator/Liaison, LEA support team</p>	<p>December, 2010- January, 2011 December, 2011- January, 2012 December, 2012- January, 2013</p>
	<p>LEA support team review, assist in revision and award mini grants to teachers and administrators.</p>	<p>Transformational School Coordinator/Liaison, LEA support team</p>	<p>January-February, 2011 January-February, 2012 January-February, 2013</p>
	<p>Teachers/administrators implement plan and participate in identified professional development.</p>	<p>Transformational School Coordinator/Liaison</p>	<p>January-August, 2011 January-August, 2012 January-August, 2013</p>
	<p>Teachers/administrators complete Professional Development plan and additional compensation is determined.</p>		<p>September, 2011 September,</p>

			2012 September, 2013
	Teachers who do not demonstrate capacity to improve student learning will work more directly with the Transformational Coordinator/Liaison to develop their personal Professional Development plan of improvement which will be crafted to address the problem of instructional practice that is hindering student performance. Building level coaches and district personnel will be recruited to assist teachers who need additional professional development and support.	Transformational Coordinator/Liaison	January 2011, September, 2011, 2012, 2013
	Building wide performance indicators and benchmarks are determined and Teachers/administrators and support staff receive performance stipends based on student performance.		September 2011, 2012, 2013
	As per EVSC policy and contractual agreements, teachers and administrators who are determined to “Not Meet Standards” and who do not successfully complete a program of improvement are terminated.	School Administrator, Chief Academic Officer	On-going
Elements	Tasks	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	Coordinate all professional development to support the implementation of the model including school level professional development and personal professional development plans.	Director of Professional Development, Transformational School Coordinator/Liaison	Ongoing
	Collaborate with technical assistance provider to ensure that all professional development is high quality research based.	Director of Professional Development	On-going
	Secure full-time Professional Development substitute	Building	September 2010

	to provide release time for teachers to conduct peer observations and meet with Achievement Coaches while ensuring continuity of high quality instruction for students.	Administrator	
	Provide additional staff to support daily Professional Learning Communities. Align areas of focus for PLCs based on data analysis and implementation of model.	Director of Professional Development, Director of Title I	September 2010
	Contract with distinguished principal to provide technical assistance and professional development to building administrative team	Director of Title I	September 2010

5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>	Transformational School Model will offer financial incentives for implementation of personal Professional Development plans including student achievement goals.	Director of Professional Development, Director of Title I	Yearly
	Teachers will have the autonomy and resources to plan and implement their own professional development. Teachers will benefit from career growth by participating in quality focused professional development including on- going professional development provided by Brown University, recognized as a national leader in education and in urban education.	Director of Professional Development, Director of Title I	Yearly
	The Glenwood Leadership team will have the first opportunity to hire new staff identified as exemplary candidates through a screening process conducted by district staff. These new staff will be mentored by teachers on staff and will also be provided direct support from the coaches. The eLearning (technology integration), math and achievement coaches and the	Director of Human Resources, LEA Support Team, Director of Professional	Yearly

	Transformational Coach/Liaison will prioritize their work to ensure that new staff and/or staff who are new to their grade level or teaching assignment have adequate support and mentoring.	Development	
	Flexibility will be afforded in the assignment of teachers to Glenwood Leadership Academy. Any teachers new to Glenwood Leadership Academy will participate in a Professional Development Academy which will require 40 hours of intense professional development and the development of individual professional development plans. This will ensure that teachers at the school including new hires, transfers or replacements are of high quality and possess the capacity to implement the model. Teachers attracted to the Glenwood Leadership Academy will have high personal standards for achievement, be life-long learners, seeking a highly collaborative environment and seeking a challenge.	Director of Human Resources, Director of Professional Development	Yearly
	In year two of the grant, Lead Teachers who have demonstrated improved student performance will be identified at each level (Primary, Intermediate, Upper Elementary). These individuals will be released from teaching responsibilities one class period per day to support teachers directly in classroom through observation/feedback, model teaching (demonstration lessons) and team teaching. In addition, these individuals will participate by co-leading team meetings and assist building level coaches in implementation of the model. Lead Teachers will receive a responsibility stipend of up to \$3000 per year.	2011-2012 and 2012-2013	Director of Professional Development

<p>6. <i>Provide increased learning time for students and staff.</i></p>	<p>An additional 20 days, 3 hours per day of extended time remediation and enrichment will be offered during June 2010 and June 2011. During the 2010-2011 school year, 26 weeks of extended time afterschool programs will be offered to students providing remediation and enrichment. After-school programming will continue to provide extended time through the life of the grant.</p> <p>A site based decision making model will be utilized whereby staff use student performance and other data sources (including family input) to determine additional instructional days (up to 20 student instructional days and 5 teacher data days with a minimum of 5 instructional days and 5 data days) and/or realignment of the school year calendar and instructional minutes. Additional days (beyond the 25 days) for extended time will be adjusted based on the school calendar for the 2011-2012 and 2012-2013 school year.</p>	<p>Transformational School Coordinator/Liaison</p>	<p>September, 2010-January, 2011</p>
	<p>Offer extended time through after-school and summer programming and implement regular school calendar/schedule with increased instructional time for all students.</p>	<p>Director of Title I, School Administrators</p>	<p>2010-2011, 2011-2012 and 2012-2013 school years</p>
<p>7. <i>Use data to implement an aligned instructional program.</i></p>	<p>Revisit curriculum mapping process with all teacher teams using Data Wise protocols K-8 focusing on vertical alignment of curriculum, Indiana Common Core Standards and statewide curriculum maps.</p>	<p>Director of Professional Development, Curriculum Mapping Coach</p>	<p>August-December 2010</p>

	Refine lesson planning protocols to ensure differentiation, intentionality around student engagement and culturally responsive teaching.	Director of Professional Development, Building Administrator	January-May 2011

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	Data Wise protocols will be refined through team Professional Learning Communities to inform and differentiate instruction	Director of Professional Development, Transformational School Coordinator/Liaison	2010-2011 school year
	Data Wise (Kaufman and Jones) audit grade level team PLC data day to assess level of implementation and collaboration.	Director of Professional Development	February, 2011
	Develop and refine common interim assessments for all core content areas and grade levels.	Transformational School Coordinator/Liaison, Curriculum Mapping Coach	August-December 2010
9. <i>Provide mechanisms for family and community engagement.</i>	Collaborate with the Center for School, Family and Community Partners, Glenwood Neighborhood Association and school families to develop strategic comprehensive plan for community and family engagement which would include school based health services.	Associate Superintendent for Family, Schools and Community Partners, Building Administrator	September, 2010
	Secure Family and Community Development Coordinator position	Associate Superintendent for Family, Schools and Community Partners,	September, 2010

		Building Administrator	
	Finalize partnership with community healthcare provider to offer enhanced school based community healthcare /mental health services on-site	Associate Superintendent of Family, Schools and Community Partners, Building Administrator	September 2010
	Finalize partnership with Evansville Public Library to offer library services to students, families and community through and library programming on site extended hours including some evenings and weekends.	Director of Core Experiences	September 2010
	Secure Student Support Counselor position who will work with students, families and community resources to ensure successful student transition to High School.	Associate Superintendent of Family, Schools and Community Partners, Building Administrator	September 2010
	Secure Behavior Specialist position who will work with students, families and community resources to support student success.	Associate Superintendent of Family, Schools and Community Partners, Building Administrator	September 2010
	Align work of school counselors, school social worker, Behavior Specialist and Family and Community Development Coordinator.	Associate Superintendent of Family,	September 2010

		Schools and Community Partners, Building Administrator	
<i>10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</i>	The staff will be led through the process of shared decision making including data review, identifying priorities, identifying options, narrowing options and identifying method of input as a part of the Professional Development Academy. This process will be used as the staff determine the school schedule and calendar.	Director of Title I, Transformational School Coordinator/Liaison	Fall 2010
	Building Principal and school leadership team will determine specific staffing needs including professional development and use of resources. The administration of the school will be afforded autonomy with the use of these resources.	Director of Title I, Transformational School Coordinator/Liaison	On-going
	Staff will use a shared decision making model to determine additional days of instruction (extended calendar) and flexible schedule. This will include flexibility with busing schedules, food service program, and custodial support.	Director of Title I, Transformational School Coordinator/Liaison	January 2011
	Building Principal and school leadership team will determine use of resources including recommendations for school level budgets.	Director of Title I, Transformational School Coordinator/Liaison	On-going
	Building Principal and school leadership team will determine focus of extended time outside of newly aligned calendar (after-school and summer programming) including staffing, programming and curriculum.	Director of Title I, Transformational School Coordinator/Liaison	On-going

<p><i>11. LEA and SEA supports school with ongoing, intensive technical assistance and support.</i></p>	<p>LEA District Academic Team will support and align district initiatives and Transformational Model, strive to remove barriers to successful implementation and provide on-going support. The Director of Title I (a former Title I building level Principal) and The Director of Middle School (worked as an administrator at Glenwood School) will act as mentors to the building level administrators.</p>	<p>Chief Academic Officer, Director of Title I, Director of Middle Schools</p>	<p>On-going</p>
	<p>Kristi Sweeney, identified as a Distinguished Principal by Indiana Department of Education, will meet with the building level administration to provide technical assistance.</p>	<p>Director of Middle Schools</p>	<p>Scheduled fall of 2010, 2011, 2012</p>
	<p>Dr. Kenneth Wong and Brown University will continue the collaboration with EVSC established in 2009-2010 by providing technical assistance to the Glenwood School Transformational Model implementation. This support will include a staff member from Brown who will support and manage the project and monthly site visits or video conferences during the school year with school leadership, teachers and district staff. Brown will provide support directly in the form of evaluation of the school needs, researching and matching resources to identified needs, providing on-going professional development and technical support and evaluation of implementation. In addition, Brown staff will assist in the support of the development and review of the teacher personal professional development plans in order to ensure high quality research based professional development and alignment of professional development and student needs.</p>	<p>Chief Academic Officer, Director of Title I,</p>	<p>On-going</p>

	Drs. Trent Kaufman and Anne Jones with Education Directions (Data Wise) will meet with the school data team four times per year and grade/content level teacher teams three times per year. They will provide professional development regarding effective implementation of the Data Wise model of data analysis and planning for instructional adjustments. In addition, they will monitor the validity of the model implementation at Glenwood and provide feedback for improvement.	Director of Professional Development	2010-2011, 2011-2012, 2012-2013
	Dr. John Tyler, who has worked extensively with the Cincinnati Public Schools on researching teacher evaluation and the value added model, will provide technical assistance as the school develops the new teacher/principal evaluation model.	Director of Title I	2010-2011, 2011-2012, 2012-2013
	Dr. Sam Reddington, Center on Innovation and Improvement, a national content center supported by the U.S. Department of Education will who focus on supporting turnaround school models.	Director of Title I	2010-2011, 2011-2012, 2012-2013

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

The LEA will conduct needs assessment of staff, parents and community to determine characteristics of change leader as identified by stakeholder groups. These characteristics will then be analyzed comparing them to Marzano’s characteristics of leaders of Second Order change. The LEA will consult with the SEA to determine the availability of outstanding candidates as identified by the SEA. The district Office of Human Resources will conduct a search for additional candidates. Non-negotiable skills include a demonstrated capacity to be a critical leadership change agent, and essential skills and competencies necessary to advance student achievement by building the capacity of teachers to meet the learning needs of all students. Ideal candidates will be collaborative, student-centered, detail-oriented and have the skills necessary to be a catalyst for change as an integral part of a high performing leadership team.

Selected candidates will be interviewed multiple times by a team of district personnel including community and teacher representation. The LEA will intentionally work to provide an administrative leadership building level team who possess skills and talents that are diverse and complementary, providing balance and diverse communication styles and problem solving approaches.

The final determination of the new leader will be the responsibility of the Superintendent of Schools and the Board of School Trustees.

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.	All elements will be addressed in year one with a timeline for full implementation	

Restart Model

(Guidance Document, Section C, pages 19-20)

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

If implementing the restart model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.</i>			
2. <i>Must enroll within the grades it serves, any former student who wishes to attend.</i>			

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.		

School Closure

(Guidance Document, Section D, pages 21-22)

We will implement this model.

We will not implement this model – do not complete.

If implementing the school closure model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Close the school.</i>			
2. <i>Must enroll the students in other schools in the LEA that are higher achieving.</i>			

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.		

F. 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:
 - o One English/language arts goal for “all students.”
 - o One mathematics goal for “all students.”
 - o 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 measurable and aggressive, yet attainable (SMART goals).

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2010-2011	SY 2011-2012	SY 2012-2013
39.4% of all students are proficient on ISTEP+ ELA.	50% of all students are proficient on ISTEP+ ELA.	65% of all students are proficient on ISTEP+ ELA.	80% of all students are proficient on ISTEP+ ELA.
42.3% of all students are proficient on ISTEP+ Mathematics.	52% of all students are proficient on ISTEP+ Mathematics.	67% of all students are proficient on ISTEP+ Mathematics.	82% of all students are proficient on ISTEP+ Mathematics.

➤ *Complete “LEA Application: General Information” if have not already done so.*

Section II: Budget

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2010-2011, 2011-2012, 2012-2013.
- 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 B for suggestions)

Element of the Intervention	Intervention	Resource
<i>Federal Resources</i>		
<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i>	Transformational	1003(a) School Improvement Grant - AYP funds
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Transformation	Title I, Part A - regular and stimulus funds Title II
<i>Provide mechanisms for family and community engagement</i>	Transformational	Title I, Part A 21st Century Community Learning Grant
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Transformation	1003(a) School Improvement Grant - AYP funds Title I, Part A - regular and stimulus funds Title II
<i>Recruitment of teaching staff</i> with skills and	Transformation	Title II, Part A

experience to effectively implement the selected intervention model		
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Transformation	Title III, Part A - LEP
<i>State Resources</i>		
High ability grants to provide resources that support high ability students.	Transformation	High Ability Grant

**Submit all materials in this document,
including the two worksheets in this application to IDOE**

Attachment A: LEA Commitments Scoring Rubric

1. Design and implement interventions consistent with the final requirements.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>None</i> of the elements of the selected intervention model are described. ○ The descriptions of how the elements will be or have been implemented are <i>not included</i>. ○ The timeline demonstrates that <i>none</i> of the model's elements are or will be implemented during the 2010-2011 school year. ○ LEA staff has <i>no</i> expertise or successful experience in researching, designing or implementing the selected intervention model or other reform models. ○ <i>No or little</i> engagement has occurred with the school community. 	<ul style="list-style-type: none"> ○ <i>Some</i> of the elements of the selected intervention model are described. ○ The descriptions of how <i>some</i> elements will be or have been implemented are <i>not</i> detailed and/or steps or processes are <i>missing</i>. ○ The timeline demonstrates that <i>some</i> of the model's elements are or will be implemented during the 2010-2011 school year. ○ LEA staff has <i>some</i> expertise and successful experience in researching, designing, and implementing the selected model or other school reform models. ○ <i>Some</i> of the school community has been engaged in the progress and in providing input. 	<ul style="list-style-type: none"> ○ <i>All</i> the elements of the selected intervention model are included. ○ The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive. ○ The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year. ○ LEA staff has <i>high</i> levels of expertise and successful experience in researching, and implementing the selected intervention model. ○ The school community has been purposefully engaged <i>multiple</i> times to inform them of progress and seek their input.

*A proficient score is needed for approval.

2. The LEA has or will recruit, screen, select and support appropriate external providers.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>No plan</i> exists to identify external providers. ○ Available providers have <i>not been investigated</i> as to their track record. 	<ul style="list-style-type: none"> ○ A <i>plan</i> exists to identify external providers willing to serve in the LEA's part of the state. ○ Available providers have been <i>investigated</i> to their past work with schools and districts in improvement. 	<ul style="list-style-type: none"> ○ A <i>timely plan</i> exists to identify external providers willing to serve in the LEA's part of the state. ○ Available providers have been <i>thoroughly investigated</i> as to their past work with schools and districts in improvement.

<ul style="list-style-type: none"> ○ Parents and the community have <i>not been involved</i> in the selection process. ○ The provider <i>does not have</i> a track record of success. ○ The roles and responsibilities of the LEA and the provider <i>are not defined</i> in the contract. ○ The LEA <i>does not indicate</i> that it will hold the provider accountable to high performance standards. ○ The capacity of the external provider to serve the school is <i>not described</i> or the capacity is <i>poor</i>. 	<ul style="list-style-type: none"> ○ Parents and the community are <i>involved</i> in the selection process. ○ The provider selected <i>generally</i> has a track record of success. ○ The roles and responsibilities of the LEA and the provider have been <i>broadly defined</i> in the contract. ○ The LEA <i>indicates</i> that it will hold the provider accountable to performance standards. ○ The capacity of the external provider to serve the school is <i>briefly described</i>. 	<ul style="list-style-type: none"> ○ Parents and the community are <i>meaningful involved</i> from the beginning of the provider selection process. ○ The provider selected has a proven track record of success in <i>similar schools and/or student populations</i>. ○ The roles and responsibilities of the LEA and the provider have been <i>clearly defined</i> in the contract. ○ The LEA and provider have <i>clear delineation</i> of roles and responsibilities in the contract. ○ The LEA describes how it will hold the provider accountable to <i>high</i> performance standards. ○ The capacity of the external provider to serve the school is <i>clearly described</i>.
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*A proficient score is rating is needed for approval.

3. The LEA has or will align other resources with the interventions.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>Inappropriate or a few</i> financial and non-financial resources have been identified. ○ Ways in which to align the interventions with resources have <i>not been provided</i> or <i>do not correspond</i> to the selected intervention model. 	<ul style="list-style-type: none"> ○ <i>Limited</i> financial and non-financial resources have been identified. ○ For <i>some</i> of the resources identified, <i>general ways</i> to align to the intervention model have been provided. 	<ul style="list-style-type: none"> ○ <i>Multiple</i> financial and non-financial resources have been identified. ○ For <i>each</i> resource identified, <i>specific ways</i> to align to the intervention model has been provided.

*A proficient score is needed for approval.

4. The LEA has or will modify its practices and policies to enable it and the school the full and effective implementation of the intervention.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation <i>does not</i> differentiate performance across categories. ○ The principal and teacher evaluation process includes <i>one or no</i> observations, based on school/student performance. ○ Dismissal policy is <i>never</i> utilized for ineffective teachers and principals. ○ <i>Very little or no flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model. ○ <i>Very limited or no</i> additional instructional time added. 	<ul style="list-style-type: none"> ○ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation indicates <i>some</i> differentiation of performance across categories (i.e., effective, ineffective). ○ The principal and teacher evaluation processes includes a <i>few</i> observations and is <i>less than 51%</i> based on school and/or student performance. ○ Dismissal policy is <i>rarely</i> utilized or implemented for ineffective teachers and principals. ○ <i>Limited flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the model. ○ <i>Some</i> instructional time added (if required by the model). 	<ul style="list-style-type: none"> ➤ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation differentiates performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective). ○ Teacher and principal evaluations process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance. ○ Clear dismissal pathway for ineffective teachers and principals. ○ <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model. ○ <i>Appropriate</i> amount of instructional time added (if required by the model).

(5) The LEA will provide evidence for sustaining the reform after the funding period ends.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>No</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>never or rarely</i> adapts implementation ○ Provides <i>no or limited</i> description of potential availability of funding, staff, and other resources to continue the intervention after funding ends. 	<ul style="list-style-type: none"> ○ <i>Some</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>occasionally</i> adapts implementation to increase fidelity. ○ Provides <i>limited</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends. 	<ul style="list-style-type: none"> ○ <i>Continuous</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>routinely</i> adapts implementation to increase fidelity. ○ Provides <i>detailed</i> description of the availability of funding, staff, and other resources to continue the intervention after funding ends.

*A proficient score is needed for approval.

Attachment B: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
<i>Federal Resources</i>		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	1003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation Restart	Title III, Part A - LEP
<i>State Resources</i>		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant
High ability grants to provide resources that support high ability students.	Turnaround Transformation Restart	High Ability Grant

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2010 - 2011

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: Evansville Vanderburgh School Corporation
 Corporation Number: 7995
 School Name: Glenwood

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Additional Administrator	1.00	Y		Salary for Building level Administrator to support teacher quality (assistant Principal)	\$ 80,500.00	
Transformation Coordinator/Liaison	0.50	Y		Salary for Transformation Coordinator/Liaison	\$ 34,000.00	
Behavior Interventionist	1.00	Y		Salary for Behavior Interventionist	\$ 56,000.00	
Student support counselor	1.00	Y		Salary for Student Support Counselor to focus on student engagement and HS transition	\$ 56,000.00	
Support Person	0.50		Y	Salary for Support Personnel	\$ 16,470.00	
Community Liaison	1.00		Y	Salary for Family/Community Coordinator	\$ 43,400.00	
eLearning technology coach	1.00	Y		Salary for coach to support integration of technology	\$ 56,000.00	
Technology Support Staff	0.50		Y	Salary for Technology Support Staff	\$ 20,000.00	
Professional Development Substitute	1.00	Y		Salary for Professional Development Substitute	\$ 37,000.00	
Assistant Director of Title I	0.20	Y		Coordination of Community Partnerships	\$ 17,938.00	
Classroom Grants				\$2,000 per classroom each year	\$ 120,000.00	
Extended time salaries	Y			Up to 20 additional instructional days and 5 additional data/collaboration days	\$ 250,000.00	
Extended time salaries			Y	Up to 20 additional instructional days and 5 additional data/collaboration days	\$ 80,000.00	
Performance Incentive/Stipend		Y		Up to \$3000 per year for reaching building performance goals	\$ 120,000.00	
Performance Incentive/Stipend			Y	Up to \$1500 per year for reaching building performance goals	\$ 30,000.00	
PD Subs/Stipends				Financial incentive for successful completion of personal professional development plan/ ACT training/ Additional PD hours	\$ 96,600.00	
	7.70	TOTAL SALARIES				\$ 1,113,908.00
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.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				\$ 165,000.00
3. TRAVEL: (differentiate in-state and out-of-state)						

out-of-state	Applied Control Theory Seminar/ National Staff Development Council	\$ 100,000.00	
out-of-state	Problem Based Learning Conference	\$ 8,000.00	
in-state	3 trips to Indy	\$ 5,000.00	
out of state	Turnaround Leader Institute	\$3,000.00	
out of state	Turnaround Urban Schools Staff Visits	\$ 31,000.00	
	TOTAL TRAVEL		\$ 147,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Brown University	technical assistance	\$ 150,000.00	
The Cicero Group	On-site coaching and feedback on Data Wise process	\$ 50,000.00	
New View	ACT training and support	\$ 25,000.00	
St Mary's HealthCare	school-based health care	\$ 50,000.00	
Arts Council	Enhancement of the learning environment	\$ 10,000.00	
Diehl and Associates	evaluation of model	\$50,000	
Kristie Sweeney	technical assistance, mentoring for principal	\$10,000	
Evansville Public Library	contracted services for additional school based library hours	\$ 32,000.00	
	TOTAL CONTRACTED SERVICES		\$ 377,000.00
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		\$ 14,000.00

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			\$ 157,500.00
7. OTHER SERVICES: (Include a specific description of services.)			
	Project Child Renewal	\$ 10,000.00	
	Project Based Learning Field Experiences	\$ 9,000.00	
	Parent Involvement program	\$ 6,000.00	
	TOTAL OTHER SERVICES		\$25,000.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 1,999,408.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
6	Leveled text for Progress Monitoring mClass TRC	\$ 900.00	\$ 5,400.00
1	materials for Project Based learning implementation	\$ 800.00	\$ 800.00
1	Copies and supplies for extended time	\$ 800.00	\$ 800.00
1	Professional Development Materials	\$ 5,000.00	\$ 5,000.00
100	Parent support materials take home learning kits	\$ 20.00	\$ 2,000.00
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 14,000.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
8	computers for additional grant staff	\$ 2,200.00	\$ 17,600.00
8	IP phones for additional grant staff	\$ 700.00	\$ 5,600.00
5	Promethean Boards	\$ 6,000.00	\$ 30,000.00
2	Macbook carts	\$ 35,000.00	\$ 70,000.00
68	software	\$ 50.00	\$ 3,400.00
36	K-2 Teacher Mates	\$ 100.00	\$ 3,600.00
50	Flip Cameras	\$ 150.00	\$ 7,500.00
120	Rosetta Stone Software student slots	\$ 89.00	\$ 10,680.00
60	Headsets	\$ 32.00	\$ 1,920.00
9	iPad for coach and principal walkthroughs	\$ 800.00	\$ 7,200.00
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 157,500.00

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2011 - 2012

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: Evansville Vanderburgh School Corporation
 Corporation Number: 7995
 School Name: Glenwood

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Additional Administrator	1.00	Y		Salary for Building level Administrator to support teacher quality (assistant Principal)	\$ 83,720.00	
Transformation Coordinator/Liaison	0.50	Y		Salary for Transformation Coordinator/Liaison	\$ 35,360.00	
Student support counselor	1.00	Y		Salary for Student Support Counselor to focus on student engagement and HS transition	\$ 58,240.00	
Behavior Interventionist	1.00	Y		Salary for Behavior Interventionist	\$ 58,240.00	
Support Person	0.50		Y	Salary for Support Personnel	\$ 17,128.80	
Community Liaison	1.00		Y	Salary for Family/Community Coordinator	\$ 45,136.00	
eLearning technology coach	1.00	Y		Salary for coach to support integration of technology	\$ 58,240.00	
Technology Support Staff	0.50		Y	Salary for Technology Support Staff	\$ 18,720.00	
Professional Development Substitute	1.00	Y		Salary for Professional Development Substitute	\$ 38,480.00	
Assistant Director of Title I	0.20	Y		Coordination of Community Partnerships	\$ 17,938.00	
Classroom Grants				\$2,000 per classroom each year	\$ 120,000.00	
Extended time salaries	Y			Up to 20 additional instructional days and 5 additional data/	\$ 260,000.00	
Extended time salaries			Y	Up to 20 additional instructional days and 5 additional data/ collaboration days	\$ 83,200.00	
Performance Incentive/Stipend		Y		Up to \$3000 per year for reaching building performance goals	\$ 120,000.00	
Performance Incentive/Stipend			Y	Up to \$1500 per year for reaching building performance goals	\$ 30,000.00	
Stipends for lead teachers		Y		Stipends for lead teachers	\$ 15,000.00	
PD Subs/Stipends				Financial incentive for successful completion of personal professional development plan/ ACT training/ Additional PD hours	\$ 96,600.00	
	7.70	TOTAL SALARIES				\$ 1,156,002.80
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.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				\$ 173,250.00
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state			Applied Control Theory Seminar/ National Staff Development Council	\$ 20,000.00	
	out-of-state			Problem Based Learning Conference	\$ 8,000.00	
	in-state			3 trips to Indy	\$ 5,000.00	

out of state	High Performing Urban Schools Visit	\$ 20,000.00	
out of state	Turnaround Leader Institute	\$3,000.00	
	TOTAL TRAVEL		\$ 56,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Brown University	technical assistance	\$ 150,000.00	
The Cicero Group	On-site coaching and feedback on Data Wise process	\$ 50,000.00	
New View	ACT training and support	\$ 25,000.00	
St Mary's HealthCare	school-based health care	\$ 55,000.00	
Diehl and Associates	evaluation of model	\$57,000	
Kristie Sweeney	technical assistance, mentoring for principal	\$12,000	
Evansville Public Library	contracted services for additional school based library hours	\$ 40,000.00	
	TOTAL CONTRACTED SERVICES		\$ 389,000.00
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		\$ 8,600.00
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		\$ 110,935.00

7. OTHER SERVICES: (Include a specific description of services.)			
	Project Child Renewal	\$ 10,000.00	
	Project Based Learning Field Experiences	\$ 9,000.00	
	Parent support training	\$ 6,000.00	
	TOTAL OTHER SERVICES		\$25,000.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$1,918,787.80

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
			\$ -
1	materials for Project Based learning implementation	\$ 800.00	\$ 800.00
1	Copies and supplies for extended time	\$ 800.00	\$ 800.00
1	Professional Development Materials	\$ 5,000.00	\$ 5,000.00
100	Parent Support Materials	\$ 20.00	\$ 2,000.00
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 8,600.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
2	Macbook carts	\$ 35,000.00	\$ 70,000.00
60	software	\$ 50.00	\$ 3,000.00
135	Rosetta Stone Student Slots	\$ 89.00	\$ 12,015.00
60	Headsets	\$ 32.00	\$ 1,920.00
2	Digital Media Labs	\$ 12,000.00	\$ 24,000.00
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 110,935.00

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: Evansville Vanderburgh School Corporation
 Corporation Number: 7995
 School Name: Glenwood

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Additional Administrator	1.00	Y		Salary for Building level Administrator to support teacher quality (assistant Principal)	\$ 87,068.80	
Transformation Coordinator/Liaison	0.50	Y		Salary for Transformation Coordinator/Liaison	\$ 36,774.00	
Student support counselor	1.00	Y		Salary for Student Support Counselor to focus on student engagement and HS transition	\$ 60,569.60	
Behavior Interventionist	1.00	Y		Salary for Behavior Interventionist	\$ 60,569.00	
Support Person	0.50		Y	Salary for Support Personnel	\$ 17,813.12	
Community Liaison	1.00		Y	Salary for Family/Community Coordinator	\$ 46,941.44	
eLearning technology coach	1.00	Y		Salary for coach to support integration of technology	\$ 60,569.60	
Technology Support Staff	0.50		Y	Salary for Technology Support Staff	\$ 19,468.80	
Professional Development Substitute	1.00	Y		Salary for Professional Development Substitute	\$ 40,019.20	
Assistant Director of Title I	0.20	Y		Coordination of Community Partnerships	\$ 18,655.00	
Classroom Grants				\$2,000 per classroom each year	\$ 120,000.00	
Extended time salaries	Y			Up to 20 additional instructional days and 5 additional	\$ 270,400.00	
Extended time salaries			Y	Up to 20 additional instructional days and 5 additional data/ collaboration days	\$ 86,528.00	
Performance Incentive/Stipend		Y		Up to \$3000 per year for reaching building performance goals	\$ 120,000.00	
Stipends for lead teachers		Y		Stipends for lead teachers	\$ 15,000.00	
Performance Incentive/Stipend			Y	Up to \$1500 per year for reaching building performance goals	\$ 30,000.00	
PD Subs/Stipends				Financial incentive for successful completion of personal professional development plan/ ACT training/ Additional PD hours	\$ 96,600.00	
	7.70	TOTAL SALARIES				\$ 1,186,976.56
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.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				\$ 181,912.50
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state	Applied Control Theory Seminar/ National Staff Development Council			\$ 20,000.00	
	out-of-state	Problem Based Learning Conference			\$ 8,000.00	

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		\$ 87,380.00
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7. **OTHER SERVICES:** (Include a specific description of services.)

	Project Child Renewal	\$ 10,000.00	
	Project Based Learning Field Experiences	\$ 9,000.00	
	TOTAL OTHER SERVICES		\$19,000.00

TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 1,929,869.06
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SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
			\$ -
1	materials for Project Based learning implementation	\$ 800.00	\$ 800.00
1	Copies and supplies for extended time	\$ 800.00	\$ 800.00
1	Professional Development Materials	\$ 5,000.00	\$ 5,000.00
100	Parent involvement take home kits	\$ 20.00	\$ 2,000.00
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 8,600.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
140	Rosetta Stone Student Slots	\$ 89.00	\$ 12,460.00
2	Macbook carts	\$ 35,000.00	\$ 70,000.00
60	software	\$ 50.00	\$ 3,000.00
60	Headsets	\$ 32.00	\$ 1,920.00
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 87,380.00