Indiana Department of Education
SUPPORTING STUDENT SUCCESS

School Improvement Grant 1003(g)

Appendix F: LEA Application of General Information 2011-2012

School Improvement Grant 1003(g)

LEA Application: General Information

Corporation Name: **Gary Community School Corporation**	Corporation Number: **4690**
Contact for the School Improvement Grant: **Dr. Myrtle V. Campbell**	
Position and Office: **Superintendent**	Contact's Mailing Address: **610 E. 10th Place** **Gary, IN 46402**
Telephone: **219.881.5401**	Fax: **219.886.9376**
Email Address: **mvcampbell@garycsc.k12.in.us**	
Superintendent (Printed name) **Dr. Myrtle V. Campbell**	Telephone: **219.888.5401**
Signature of Superintendent X _____	Date: July 15, 2011

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

➔ **Complete a second form, "Tier I and II 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 and Tier II schools provided by the IDOE, complete the information below, for all Tier I and II schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
2) Place an "X" indicating the tier and the school improvement model (intervention) selected, based on the "School Needs Assessment" conducted by the LEA. (Add cells 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	Transformation	Restart	Closure	No model will be implemented
1. Bailly Preparatory Academy	K-6	X (new)		X				
2. Lew Wallace High School	7-12		X	X				
3. Theodore Roosevelt Career & Technical Academy	7-12		X	X				
4. West Side Leadership Academy	9-12		X					X
5. Dr. Bernard C. Watson Academy for Boys	K-6	X (new)						X
6.								

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

☐ We will serve all of our Tier I schools.

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

We have two schools, Bailly Preparatory Academy and the Bernard C. Watson Academy for Boys which have been identified as Tier I (new) schools. We have made the decision to serve one of these two, Bailly Preparatory Academy. We have also decided to serve Lew Wallace STEM Academy and Roosevelt Career and Technical Academy, both 7-12 schools. We are particularly concerned about the academic achievements of our students at the secondary level, particularly in the areas of English 10 and Algebra I. Both schools have results far below expectations, as well as below schools of similar demographics.

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 occurred. (Individual names are not needed*).

School Name: Bailly Preparatory Academy **School Number: 4102**

Stakeholder Group	Mode of Communication	Date
Faculty	Meetings	Aug. 16 ; Sept. 2; Oct. 7; Nov. 4; Dec. 2; Jan. 6; Feb. 3; March 3; April 14; May 5; July 8
Parents	Meetings	Oct. 7, 13, 27, 29; Nov. 8, 10; Dec. 8; Feb. 16; April 1
Parents	Workshops	Oct. 26; Nov. 2, 9, 16, 23; Dec. 15; Jan. 4, 11, 18, 25; Feb. 8, 15, 22; Mar. 1, 8, 14, 22, 28; April 12, 19, 26,; May 3, 17
External Partner	Meetings	July 6, 8, 12, 13

School Name: Lew Wallace STEM Academy **School Number: 4029**

Stakeholder Group	Mode of Communication	Date
Faculty	Meetings	Aug. 16; Sept. 16; Feb 17; March 17; April 21; June 14
Parents	Meetings	August 3 and 10; Sept 16 and 24; Oct 2 and 28; Jan 20; Feb 17; June 15
Parents	Workshop	April 1
Community Partnership/Student/Teacher	Forum Workshop	March 14 April 25, April 27, March 11, Sept 22, April 22 , Jan 4
External Partner		July 6, 8, 12, 13

*I **School Name:** **Roosevelt Career and Technical Academy** **School Number:** **4033**

Stakeholder Group	Mode of Communication	Date
Faculty	Meetings	Aug 16; Sept 15; Oct 13; Nov17; Dec 7;Feb 16; March 16; April 20; May 18
Parents	Meetings	Dec 17; Jan 31; May 18
Parents	Workshop	Oct 18; Nov 11 & 22; Dec 13; 1& 31; Feb 18; May 18; June 27; July 16
Community Partnership/Student/Teacher	Meeting	Sept /Dec – Weekly meeting with Students
External Partner	Workshop/PD	Sept 10; Oct 10; Nov 10; April 11 Oct/Dec – Weekly Departmental Meetings

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

D. Collaboration with Teachers' Unions

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

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

E. Assurances

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

Corporation/Charter School Name

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

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

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

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

F. Waivers

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

☑ Extending the period of availability of school improvement funds.

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

- ☐ "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.

Appendix G: LEA Application for Each Tier I and Tier II School

School Improvement Grant 1003(g)
2011-2012

LEA School Application: Tier I and Tier II

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

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

School Name __**Lew Wallace High School (NCES ID# 180387000612)**_____

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

X☐ Turnaround ☐ Restart

☐ Transformation ☐ Closure

Assurances

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

Corporation/Charter School Name

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

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

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

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

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

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

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

English/Language Arts

Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Black	**80%**	**426**	**High – Missed AYP 3 yrs.**	**High – Four or more grade levels behind in reading comprehension**
Free/Reduced	**80%**	**366**	**High – Missed AYP 3 yrs.**	**High – Four or more grade levels behind in reading comprehension**
Special Education	**74%**	**178**	**High – Missed AYP 3 yrs.**	**High – Four or more grade levels behind in reading comprehension**

Mathematics

Black	**81%**	**456**	**High – Missed AYP 3 yrs.**	**High – Four or more grade levels behind in reading comprehension**
Free/Reduced	**81%**	**393**	**High – Missed AYP 3 yrs.**	**High – Four or more grade levels behind in reading comprehension**
Special Education	**93%**	**126**	**High – Missed AYP 3 yrs.**	**High – Four or more grade levels behind in reading comprehension**

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership? *Not appropriate example:* Students from Mexico aren't doing well in school. " *Appropriate example:* "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+." *Appropriate example:* "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."	**What is at the "root" of the findings? What is the underlying cause?** *Inappropriate example:* "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English." *Appropriate example:* "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."
1. 26% of our students identified with special needs demonstrated proficiency on ISTEP+ English/Language Arts. 2. Only 7% of our students in special education demonstrated proficiency on ISTEP+ Math. 3. 68% of our 7th graders and 76% of our 8th graders did not pass number sense on ISTEP + Math. 4. 93% of our 9th graders did not pass sketching and interpretation of graphs on the ECA for Algebra I. 5. 78% of 7th graders and 71% of our 8th graders did not pass vocabulary on the ISTEP+ for English/Language Arts. 6. 84% of our 10th grade students did not pass Writing Application on ECA for English.	Our students lack the foundational basics to be successful in school. We need an intervention that is proven and powerful to provide these basics and help student **destroy misconceptions** that are barriers to their learning. Our students need to **learn to read strategically** and **develop the academic language** needed to be successful in school and careers. Our teachers are very traditional when delivering instruction and are not engaging students in their learning. Since teachers are teaching to the whole group, students with special needs and learners whose preferred modality for learning is not auditory are not being met. Teachers are missing opportunities to challenge our gifted and talented students (lack of **rigor**) and frustrating our struggling learners (lack of **differentiation of instruction**). Technology is not used effectively and our students need to "power up" and use tools that are an important part of their daily life to support learning. **Technology** can also provide our student **immediate feedback and reinforce** essential

7. End of Course Assessments (ECA) results follow:

IDOE End of Course Assessment Results Lew Wallace STEM Academy				
	Percent Passing			
Course	Spring 2010	Winter 2011 Retest	Spring 2011	Change
Alg I	5.9%	38%	25%	19.1%
Eng 10	16.1%	46%	16%	-0.1%
Bio I	2.1%	Not tested	16%	13.9%

learning.

Our teachers need **professional development** so that they can effectively use data to drive instruction. It is very apparent that most teachers are not **differentiating instruction** so that our students with their diverse needs and learning styles are supported. Professional development needs to be personalized, monitored, and supported with coaching, so that curriculum is delivered with fidelity in all classrooms.

ECA results seem to indicate that our students CAN learn and our teachers CAN teach. When students had to repeat Algebra I and English 10, scores improved by over 30 percentage points. Students in the Spring of 2011, overall, performed better on ECA which seems to indicate that students and teachers are recognizing the importance (**relevance**) of passing these benchmarks and putting forth EFFORT.

The math department, based on principal evaluations and observations, implemented the 8-Step Instructional Process with rigor to foster academic gains that are reflected in the increase of 19 percentage points. It also suggests that the 8-Steps Instructional Process efforts, coupled with students' heightened sense of urgency, are yielding results. The English scores stayed the same due to the lack of effective implementation of the 8- step process; in particular the success period was not implemented in contrast to algebra 1. The students who took algebra I were also enrolled in Biology; therefore, the scores are reflected due to the STEM collaboration between math and science.

Both teachers and students need to be **motivated to change**.

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.

	2009-2010	2010-2011
1. Number of minutes within the school year that students are required to attend school	**65,160**	**65,160**
2. Dropout rate*	**16.7%**	**9.3%**
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	**97.6%**	**95.9%**
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	**59/800 students 7.3%**	**45/717 students 6.3%**
5. Number of students completing dual enrollment classes	**7**	**7**
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	**BAS SS WES Other**	**BAS SS WES Other**

7. Discipline incidents*	**3727 days of Suspension**	**4929 days of Suspensions**
8. Truants (# of unduplicated students, enter as a whole number)	**51**	**51**
9. Distribution of teachers by performance level on LEA's teacher evaluation system		4=Distinguished 85=Proficient 4=Basic 2=Unsatisfactory
10 Teacher attendance rate	**90%**	**90%**

*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?**
Inappropriate example: "Teachers are absent a lot." *Appropriate example:* " Teachers on average are out of the classroom 32 days of the school year."	*Inappropriate example:"* Teachers don't feel like coming to school" *Appropriate example:* "Teachers' working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers' classrooms"
1. More students need to take rigorous curriculum offerings. 2. Attendance rate does not reflect student potential. 3. When students are suspended from school, they are not in the classroom learning. 4. There is an increase in suspensions. 5. Our dropout rate has improved significantly. 6. Incidents of insubordination rose from 1189 in 2009-2010 to 3664 in 2010-2011. Incidents of fighting almost doubled from 133 during 2009-2010 to 260 during 2010-2011. 7. Many of our teachers receive poor evaluations, but they are not motivated to change as tenure keeps their job secure, despite having to reduce staff by over 300 teachers districtwide. 8. The graduation rate for 2009 was 51.1%, and 2010 was 75.5% for all students (this is not non-waiver data). Our goal for 2011 is	1. Our students have little opportunity to take advanced coursework as we only offer 6 advanced courses. A majority of students haven't been given access to these types of courses. We are concerned that overall our courses have lacked **rigor and relevance**. 2. We are not using an appropriate method for determining half and full day absence to more accurately reflect the student attendance rate. 3. We do not have alternative programming within the building to continue the learning process for suspended students. 4. The increase in suspensions is due in part to one day suspensions for violation of uniform policy which incurs a one day suspension. Some students were suspended multiple times. The increase in the number of multiple suspensions is due to the alternative education program starting during second semester.

85%. As stated in the Goals section, our non-waiver data indicate our graduation rate is 60.3%.	5. The dropout rate has lowered because a recent change in administration has provided students with a safer and more orderly environment than before. 6. Insubordination is often caused by student frustrations related to the teacher's classroom management. 7. Many teachers are not using effective classroom management and teaching strategies. 8. Staff members are inconsistent in implementing and monitoring the rules pertaining to undesirable behavior. Indiana's model evidence based plan for improving behavior and discipline will be implemented during the 2011-2012 school year. 9. Contributing factors for increase in graduation rates include: -Communicating to parents the importance of remediation opportunities -Embedding remediation within the school day -Tracking student progress by grade level -Implementing New Secondary Success Initiatives (CAO) -Faculty communicating with students and parents on graduation status/ requirements -Hosting Guest Speakers on College and Career Readiness

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

➢ ***Instructions:***

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

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

2. Places the same cognitive demands on all learners (no differentiation).	X				2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.		X			3. Uses multiple sources beyond textbooks.
4. Does not include technology.		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	X		1. Is of high quality and job-embedded.
2. Is not related to curriculum, instruction, or assessment.					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. 2. Does not ensure a safe school and community environment for children.	X	X	X		1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

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

What are the key findings from the self-assessment of high-performing schools?	**What is at the "root" of the findings? What is the underlying cause?**
Appropriate example: "We don't have a curriculum aligned across grade levels." *Appropriate example:* "We only teach flags, festivals and foods with our students. "	*Appropriate example* " We don't know how to align our curriculum across grade levels." *Appropriate example:* "Connecting curriculum to students' lives takes longer to prepare lessons."
The Principal and Leadership Much of the principal's time is spent managing the school which limits her ability to be in classrooms and to facilitate collaboration among teachers on a regular basis. Hiring is done at the district level and teachers are assigned to Lew Wallace without principal input. **Instruction** Most (65%) of the staff has over 20 years experience (average is 23 years). Instruction is very traditional, largely delivered in a lecture format in a teacher-centered manner. Students are often disengaged, which is	**The Principal and Leadership** There is an ongoing challenge to implement an effective school-wide management system, which holds staff and students accountable both inside and outside of class. Heretofore, the collective bargaining agreement did not allow principals the operational flexibility to select faculty and staff. The majority of the staff is unwilling to accept change. There is an adult-centered culture at the school. There are not enough adults willing to confront this culture, and engage in action steps that result in a paradigm shift to a student-centered culture. Many adults have abdicated their professional responsibility to hold each other and themselves accountable. **Instruction** The instructional plans lack student engagement opportunities. Many teachers are reluctant to allow students to use instructional technology and programs provided because they as the teachers are uncertain of its

acceptable as long as they don't disrupt the other students in the class.	educational value and because their classroom management tools are limited.-Few teachers engage in the type of rigorous, sustained professional development/coaching experiences that result in improved management and instructional strategies use. Many teachers are not experiencing enough academic successes with enough students because they lack strategies for improving students' reading skills. We have not had a proper framework to help our students on this vital issue. Staff is not being held accountable.
Curriculum While the district provides pacing guides and standards-based curriculum, teachers rely on their textbooks to determine what they teach. There is little to no monitoring to ensure that the curriculum is being taught.	**Curriculum** Too many teachers base instruction in text books rather than the district's curriculum and state standards. Teachers are in need of developing their content knowledge, ability to deliver the targeted curriculum and instructional strategies. Because of many teachers' choices to forego development opportunities, many students may not be receiving instruction that allows them to be successful on assessments that they are given every three weeks. As stated above in Principal and leadership, many adults have abdicated their professional responsibility to hold each other and themselves accountable.
Data-Formative Assessment While we collect data, we don't know how to	**Data-Formative Assessment** PD specifically for analyzing and using data to

use it effectively. District quarterly assessment reports arrive approximately two weeks after testing and by that time teachers have moved on to new material.	focus instruction has been offered in the past, few teachers have participated. The 8-Step Instructional process has not been implemented long enough or widely enough. Teachers have received initial training on the 8- Step Instructional Process but need coaching, support, and monitoring to make it a part of their practice. The procedure for analyzing and distributing DQA results was such that the data was often obsolete upon arrival at the school. Few teachers use the time provided through common planning time to **regularly collaborate** to design instruction that is **student centered, highly engaging,** and supported by tools and **technology** that motivate their 21st century learners. Monitoring of this process did not occur. The kind of teacher leadership needed to organize and facilitate collaboration was not emphasized with intent.
Professional Development District driven professional development is not mandatory and many feel it is ineffective.	**Professional Development** Elements of the collective bargaining agreement have resulted in allowing many teachers to view professional development as voluntary as opposed to an urgent component of improving professional practice. Teachers are faulting research based methods as the cause of misbehavior rather than their

	own classroom management skills. They believe they can only keep control with whole group instruction. Teachers need to see these **strategies modeled effectively in their classrooms** to disprove this myth. Not enough teachers and staff **differentiate instruction** or provide powerful and effective **interventions.** There is continuity between the district's initiatives, but teachers often perceive there to be less emphasis on old initiatives as new ones come to the forefront. We have not developed administrators, teachers and staff deep enough and long enough in district initiatives for them to sustain themselves, thus the perception is that they "come and go."
Parents, Family, Community Staff surveyed stated that there is occasional parent involvement at planned school functions after specific teacher requests.	**Parents, Family, Community** Communication with parents is limited to scheduled conferences, meetings, and occasional notes sent home. There is an active parent organization at the school. We are not tapping into the considerable benefit of strong parent involvement and support of community partners. Education is not at the top of the pyramid of hierarchy of needs and many of our families are struggling

	to provide for their physiological needs.
Cultural Competency Little attention has been paid to this feature. If teachers feel cultural competence is important, they may incorporate this into their classroom practice. The textbooks bring some understanding of other cultures.	**Cultural Competency** Not enough teaching practices demonstrate a value of the student's culture.

B. Selection of School Improvement Model

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

➢ ***Instructions:*** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement

Intervention model selected **Turnaround Model**

(1) *Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.* Lew Wallace STEM Academy, located at the southern end of Gary in Glen Park, is one of 4 high schools in the Gary Community School Corporation (GCSC). Lew Wallace STEM Academy has 1073 students and is comprised of approximately 97% African American, 2% Hispanic, and 0.7% Caucasian. The feeder schools for Lew Wallace are Bailly, Glen Park Academy, and Webster. Lew Wallace is the city-wide high school center for bilingual students as well as visually-impaired, and hearing-impaired. At the present time, 809 of our students are enrolled in regular education and 264 are identified as special needs students. Our population is comprised of 33% special needs students. Eight hundred and seventy-seven of the households served at Lew Wallace are classified as indigent, per state and federal guidelines for determining free and reduced lunches. Of the total number of students, 855 (73%) qualify for free lunch and 22 (2%) for reduced lunch.

Our collaboratively developed mission statement is more of a vision statement as we must Turnaround our school in order to deliver on this mission:

> ***Lew Wallace STEM Academy is committed to the effective engagement of staff, students, parents, and community in providing a quality education in a safe and orderly environment. We hold high expectations that all students will be prepared to function successfully as productive, responsible, and caring citizens in a diverse, global, technological society.***

Our needs assessment has opened our eyes to **ineffective teacher practice** using **antiquated methods**, **unengaged students** distracted by gang presence, and our practice of collecting data but not **using it to drive instruction**. We find many of our students more than four years below grade level in **reading comprehension** and recognize that we need to TURNAROUND our practices. While it will be a real challenge to replace the principal and at least half of the staff at Lew Wallace, we are committed and directed by our Board of School Trustees to do whatever it takes to Turnaround our school.

Our current principal is an effective administrator and instructional leader who has made gains, particularly in improving our graduation rate, but since this will be her third year as principal, we realize that she will have to be replaced and have started that process. We believe that rehiring less than 50% of the staff will send a clear message to all teachers that **they MUST change** and we will provide incentives and support for our new faculty to Turnaround their practice while requiring them to personally commit to thoroughly implementing all aspects of our Turnaround. We have identified Pearson as our External Provider and they have come alongside us during the planning process and will bring to both Lew Wallace STEM Academy and one of our feeder schools, Bailly Preparatory Academy, powerful and proven intervention that will get at root causes for our students failure: poor reading comprehension, ineffective instruction, lack of student engagement, and little accountability for student achievement. They will provide high-quality, job embedded professional development that is personalized, modeled, supported with coaching, and monitored for accountability.

Our district recognizes that as a Turnaround School we will need operational flexibility and support and has identified a Turnaround Officer who will become a visible and supportive presence at Lew Wallace through weekly visits and Focus Walks. Our External Provider will help us become USERS of data, not merely collectors of data. They will support us as our teachers regularly collaborate to use data to drive instruction that is differentiated. We recognize that both our students and staff will need increased time for learning. More importantly, that time needs to be used effectively and supported by technology that motivates our digital learners.

We recognize that we cannot cordon ourselves off from our community. We need to reach out to our parents and build strong bonds, providing mutual support for our students' success. We want to reach out and find community partners to come in and see the effectiveness of our Turnaround and spread the news of our success throughout the community. We want our students to connect what

they are learning to the workplace and what better way to do it than to enlist community partners to provide internships, job shadowing, and permit us to join them in improving our local community through shared planning and implementation.

We believe, with the assistance of resources provided by this School Improvement Grant, Lew Wallace STEM Academy can achieve its collaboratively developed Vision statement:

> ***All students apply daily the knowledge, values and behaviors learned through participation in STEM-based educational experiences and realize their maximum potential and become responsible and productive citizens.***

While this needs assessment opened our eyes and exposed some of the problems that must be addressed through our Turnaround, our External Provider, Pearson, will dig deeper to create a personalized solution through the Getting Started phase as they bring their Comprehensive Improvement Model to support our Turnaround.

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

We have set aggressive, but reachable, goals for our 7-12 graders. We included both ISTEP+ and End of Course Assessments to ensure that our turnaround efforts are impacting all students in our school.

Annual Goals

SY 2010-2011 Baseline Data (most recent available data that corresponds to the proposed goals)	**Annual Goals**		
	SY 2011-2012	**SY 2012-2013**	**SY 2013-2014**
Example: 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
20% of all students are proficient on ISTEP+ English/ language arts	**35% of all students are proficient on ISTEP+ English/ language arts**	**50% of all students are proficient on ISTEP+ English/ language arts**	**65% of all students are proficient on ISTEP+ English/ language arts**
24% of all students are proficient on ISTEP+ mathematics	**35% of all students are proficient on ISTEP+ mathematics**	**50% of all students are proficient on ISTEP+ mathematics**	**65% of all students are proficient on ISTEP+ mathematics**
16% of all students demonstrated proficiency for English 10 on End of Course Assessments the first time	**30% of all students demonstrated proficiency for English 10 on End of Course Assessments the first time**	**50% of all students demonstrated proficiency for English 10 on End of Course Assessments the first time**	**65% of all students demonstrated proficiency for English 10 on End of Course Assessments the first time**

they were tested	**they were tested**	**they were tested**	**they were tested**
25% of all students demonstrated proficiency for Algebra I on End of Course Assessments the first time they were tested	**35% of all students demonstrated proficiency for Algebra I on End of Course Assessments the first time they were tested**	**50% of all students demonstrated proficiency for Algebra I on End of Course Assessments the first time they were tested**	**65% of all students demonstrated proficiency for Algebra I on End of Course Assessments the first time they were tested**
60.3% of all students graduated during their expected graduation year (2009-2010 non-waiver data)	**65% of all students graduated during their expected graduation year (2010-2011 non-waiver data)**	**70% of all students graduated during their expected graduation year (2011-2012 non-waiver data)**	**75% of all students graduated during their expected graduation year (2012-2013 non-waiver data)**

In order to realize these goals, we recognize that we need a comprehensive solution that will bring positive change to our school, students, teachers, and leaders. The Pearson approach to comprehensive school improvement involves a rigorous methodology that guides change across all dimensions of the school to quickly increase academic achievement for all students—from vision, leadership, and instructional practice to collaboration and stakeholder involvement.

This comprehensive school improvement model is powered by America's Choice research and experience in implementing its school design and leverages the Pearson's range of education programs and services to complement the proven school design and expand its capacity to meet schools' needs for improvement. These programs include, Learning Teams, and the Assessment Training Institute, which are also based on a firm foundation of research. The result is a robust improvement model for schools facing the challenge of turnaround—resources to reverse the spiral of declining performance, achieve realistic growth goals within two years, and set course for sustained improvement with a strategy built on the foundations of a high performing school.

Building blocks of the Model include:

- A rigorous core curriculum framework (Tier 1) aligned to state standards
- Instructional approaches and materials aligned to the curriculum framework
- Supplementary instruction and accelerated learning aligned to the curriculum framework and state standards (Tier 2 and Tier 3)

- Supports for students' social and emotional development and age appropriate career interventions that address student motivation and discipline
- Professional development for teachers tailored to the standards, curriculum, and assessments and incorporating research-based practices in professional learning and teacher collaboration
- Institutional supports to establish and sustain the system and coaching and technical assistance for school leaders, teachers, and guidance staff
- Supports focused on alignment and effectiveness of critical system components, including recruitment and performance management, management of resources, and provision of operational flexibility
- Parent engagement and community outreach that builds commitment to and understanding of the system

The foundation of this approach is a commitment to standards-based reform and the belief that all students can meet high expectations. The essential elements of our approach are as follows:

- Effective school turnaround requires a comprehensive vision of a standards-based, aligned, and coherent instructional system.
- An effective leader and leadership by example are essential to school turnaround. No one individual can develop the vision, communicate it, eliminate obstacles, and produce successful people who lead, manage, and secure the change as an integral part of the school's culture. Leadership must be distributed.
- Substantive change requires development of an institutional belief that all students can meet high expectations. Our approach is designed to help people at all levels of school systems clarify and change their expectations of students, and to build a school culture that reflects and supports high expectations for all students.
- Improvements to system alignment and coherence must proceed on all fronts simultaneously. But implementation needs to be managed by steps (30-, 60-, and 90-day plans) within an articulated vision of the goal and regular evidence-based reviews and plan adjustments.
- The classroom is the focus of improvement in outcomes; the teacher really matters and student engagement really matters. Professional development must build instructional practices that match the belief that all students can meet high expectations and focus explicitly on building student engagement so that students are able and willing to share responsibility for their achievement.
- Students' progress towards college and career readiness involves both their academic progress and development of college-ready behaviors. Students' progress in both areas must be monitored regularly and linked to tiered systems of support to help students get on track and stay there.
- Building capacity for sustainability must be a focus from the beginning. Scaffolding learning applies to the students and adults in the system alike; thus, modeling and coaching to provide scaffold support will be provided by a **Literacy Coach**, a **Math Coach**, a **Differentiated Accountability Coach (DA Coach), Transition Coach**, and Pearson Field Specialists to school/district leaders and teachers as they develop their roles. These coaches will receive training so they deliver consistent and effective support for our adult learners.

These elements of turnaround are consistent with Mass Insight's formulation of Readiness to Learn, Readiness to Teach, and Readiness to Act. This turn around approach is informed directly by the Common Core State Standards (CCSS). We have focused redesign of our instructional supports and professional development have been refocused on helping schools prepare to meet the demands of the new standards.

Curriculum and the Comprehensive Improvement Model

The Model is built upon a standards-based, comprehensive, and balanced approach to teaching and learning, grounded in research. Its roots lie in the standards development efforts of the various national subject organizations, together with national bodies such as Achieve and the New Standards project which was one of the antecedents of America's Choice. Programmatic elements are clearly connected to the CCSS. Pearson's goal is to help us achieve success for our students in meeting the expectations of the standards and assessments for which they are accountable.

For the core instructional program, the Model focuses on **enhancing the rigor** of the curriculum in preparing students for college and careers and increasing the effectiveness of instruction. To support students' effective access to the core instructional program, the Model includes supplementary instructional and replacement acceleration interventions. These interventions are comprehensive, research-based instructional programs that are vertically aligned from one grade to the next.

The chart below presents Pearson's approach to preparing all students to achieve proficiency or beyond. This approach is consistent with a Response to Intervention model. It displays a continuum that moves from students who are successful in regular on-grade classrooms to students who have fallen two or more years behind their peers. Each level of the chart identifies issues that some students face during the course of their academic studies. As they first encounter difficulties in making progress, students may require some extra attention from the classroom teacher or in an after-school homework clinic where their questions can be answered. Effective monitoring of students' progress and provision for differentiation based on student need within the core instructional program are vital for meeting students' learning needs and for limiting the number of students who require supplementary instructional support.

The next level of student need is critical because, as questions are not answered, students often begin to develop **misconceptions** or **knowledge gaps** that become obstacles to their effective participation in the core instructional program. At this point, a short-term intervention is required. If students do not obtain the instructional support of such an intervention that is targeted to their needs, it is likely that they will fall further behind and eventually require a replacement acceleration course to catch them up with their peers. We recognize that our students will benefit from Ramp-Up courses which are designed for our students who are more than four years below grade level in reading comprehension and who are unable to access the core instructional program. As is evident from the following table, to meeting students' learning needs is consistent with the concepts of Response to Intervention.

Situation of Student	Needed by Student	Intervention	Tier of Instruction
Keeps up with coursework	Regular instruction	Instruction aligned with standards	Tier 1: Core Instructional Program
Struggles with some assignments	Extra feedback on work, thinking	Focused teaching with classroom Q&A, partner work, teacher help	
Not bringing enough from earlier lessons each day	Extra support with regular program	Addition of homework clinic, tutoring, attention beyond class	
Misconceptions disrupt participation; misunderstanding disrupts learning	In-depth concentration on troublesome concepts	Sustained supplementary instruction in addition to the regular program using special materials, e.g., Navigator	Tier 2: Supplementary Instructional Support
Two or more years behind, misconceptions accrued over many years	Intensive acceleration course	Double-period Ramp-Up course	Tier 3: Intensive Academic Acceleration

In this typology of student learning needs, the first three rows of the chart align with Tier 1 of Response to Intervention; these rows serve to distinguish the needs of certain students, at different times, within the core instructional program. The fourth and fifth rows align with Tier 2 and Tier 3 of Response to Intervention, respectively. This typology of student circumstances and needs provides a tool for analyzing schools' provision of an appropriate range of services to make certain that each student has access to a rigorous academic program. To ensure such access, Pearson offers the following services related to curriculum.

Literacy/English Language Arts

- A comprehensive approach to reading and writing within a workshop structure. The literacy program will incorporates author and genre studies designed for grades 7 through 10 and an approach that embeds assessment and test preparation into daily instruction.
- An intervention program for targeted students focused on comprehension of informational text.
- An acceleration program for striving readers in high school.

The academic reading and writing program for Lew Wallace STEM has as its goal high levels of student performance in reading, writing, and speaking. It follows a workshop approach that blends reading and writing within the workshop structure. The workshop approach is designed to provide a balance of whole–group, small–group, and individual instruction and to scaffold the development of students' academic behaviors to allow them to act as independent and responsible learners. The professional development guides teachers in establishing the workshop and its associated routines, rituals, and instructional practices.

Support for the literacy workshop is designed to strengthen the academic reading and writing skills of high school students, consistent with the requirements of the CCSS. Genre studies immerse students in close reading and analyzing examples of critical genres, such as expository essay and argument, so that they can research, organize, and draft their own versions of each genre. They study organizing patterns such as chronology, general/specific, comparison, and cause and effect in the texts that they read and the texts that they write. Students are taught explicitly the relevant tools of cohesion, style, and grammar to make their writing effective. Focused attention is also given to academic vocabulary and sophisticated syntax to elevate students' written language. A Genre Study of Standardized Testing helps students take a genre approach to understanding this form of assessment and helps teachers embed preparation for the assessment into daily instruction.

Foundations Readers Workshop models instruction aligned to the CCSS Reading Standards. Students become better readers as teachers focus on compatible close reading strategies to improve comprehension, especially the comprehension of complex informational and literary texts. The turnaround model approach to reading works with any reading program, so it does not require a new text adoption. This intervention model uses model lessons to illustrate how to teach students to make ideas in different parts of a text cohere, to paraphrase and summarize texts, and to use visual representations and graphic organizers to enhance comprehension. Attention is also paid to improving classroom discussions to enhance the comprehension of texts.

Each study includes pre- and post-tests, rubrics for a scaffold set of tasks and work products throughout, and class profiles for progress monitoring.

An intervention program: Literacy Navigator is a modular supplementary intervention program that helps students build the reading comprehension skills necessary to navigate texts found in content-area courses and measured by high stakes reading assessments. As a supplemental program, it helps students master the key comprehension concepts they need in order to succeed as they move to higher grade levels. Literacy Navigator is based on the results of thirty years of reading and cognitive science research. Moreover, it is highly consistent with the CCSS Reading Standards.

As students move from the early grade to secondary school "reading" becomes "reading to learn," and students encounter increasingly complex informational text. Research tells us that the fourth grade reader who struggles to comprehend will become the eighth grader who reads one or two years below grade level; an eighth grader who struggles to comprehend has a high likelihood of becoming a tenth grader who drops out of school. Literacy Navigator is designed to help these students before their reading problems defeat them. Literacy Navigator teaches comprehension simultaneously with content knowledge.

Literacy Navigator modules include: Comprehension Strategies, Word Study, Main Idea, Inference, Patterns and Details. The content is drawn from Science and Social Studies topics. The program can be offered during the school day, before or after school, or in the summer.

An acceleration program: The Ramp-Up Literacy program is designed for students who enter high school **two or more years behind in reading.** It is a comprehensive replacement course that accelerates reading and writing performance. Ramp-Up Literacy moves striving readers from phonics to fluency. Ramp-Up Literacy teachers learn to teach comprehension explicitly by modeling important comprehension skills for students and providing direct guidance in the application of reading strategies.

Ramp-Up Literacy motivates students and enables them to develop the reading, writing, speaking, and listening skills they need to succeed. This standards-based course includes explicit instruction in comprehension and writing strategies and contextualized vocabulary instruction for all enrolled students, and individualized and small-group instruction for those students needing fluency, decoding support, and strategic and critical reading skills. The Ramp-Up Literacy curriculum is aligned with the *Reading Next* report.

These literacy intervention programs pay special attention to the needs of ELLs and **students with special needs**. The research basis of the Navigator and Ramp-Up programs are available online at www.americaschoice.org.

Mathematics

- Support for implementation of adopted mathematics curricula that include an emphasis on conceptual learning to balance the common emphasis on skills and problem solving.
- Professional development around core mathematics concepts as well as implementation of a workshop structure for learning.
- An intervention program focused on addressing mathematics misconceptions of targeted students.
- An acceleration program for students who are two or more years behind.

Support for strengthening the core instructional program in mathematics is designed around our district's adopted mathematics texts and the CCSS. The findings of the Trends in International Mathematics and Science Studies (TIMSS) and the turnaround partner's in-depth international benchmarking have focused attention on the need to balance skills, problem solving, and conceptual understanding and the importance of establishing a coherent sequence of mathematical study to move students toward higher mathematical proficiency.

Professional development, support materials, and technical assistance are designed to support our teachers. CICIM staff will provide professional development that places an emphasis on conceptual learning to balance the common emphasis on skills and problem solving. The approach is aimed first and foremost at strengthening our teachers' content and curricular knowledge while building teachers' understanding of core mathematics concepts that are critical to laying the pathway to students' achievement in advanced mathematics.

A further focus of the Model is on the instructional environment in mathematics and strategies for providing **differentiated instruction** and establishing a climate of disciplined inquiry through the use of effective instructional strategies and evidenced by accountable talk. Special attention is paid to the establishment of the Standards for Mathematical Practice included in the CCSS. Our teachers will adopt a workshop approach with a balance of whole-class, small group, and individual instruction and independent work. This approach is geared to a block of 60 minutes of mathematics instruction every day. The workshop is framed by routines and rituals that are consistent with those used in other content areas but designed specifically to establish effective environments for learning mathematics. Building a common approach to instruction on the part of the math department at the secondary level allows teachers to develop independent learners and thinkers among their students and confidently step out of their traditional lecture delivery mode.

Screeners for assessing students' needs help to identify Tier 1 needs (such as curriculum or knowledge gaps). What screeners are we going to use?

An intervention program: The Mathematics Navigator intervention program supplements the regular mathematics program for students who struggle with mathematics and need additional time and focused instruction to strengthen their performance in their regular classroom. Secondary modules target decimals, percents, rational numbers, functions and graphs, and expressions and equations.

The intervention is intended to augment and enhance, *not replace*, our math curriculum or series. These short-term modules help students master key concepts that will help them be successful in their regular math classroom. The intervention can be used during the school day, before or after school, or during the summer. The screeners referenced above are designed for use early in the school year to assess the mastery of concepts and skills from the end of the prior grade. Screener results also help identify those students in need of additional Tier 2 support. A second, non-parallel screener, for use midyear, identifies concepts and skills that should be mastered throughout that particular grade.

An acceleration program: Ramp-Up to Algebra is a double period, yearlong course that prepares students for success in Algebra I. It focuses on the following eight topics: Foundations of Algebra; The Number System; Geometry and Measure; Factors and Fractions; Data and Negatives; Ratio and Proportionality; Showing Relationships with Graphs; and Using Equations to Solve Problems.
Acceleration is different than simple remediation of skills and standards. Statistics on remedial courses in math are clear: they have served to hold students back rather than move them forward. Built upon a study of Japanese curriculum, the Ramp-Up courses are constructed from topics often misunderstood from the upper elementary curriculum (such as place value and fractions) that hampers math growth in high school. This approach is designed to help students not only to overcome their misconceptions but also to tie the concepts together in a coherent way. Moreover, the courses introduce algebraic concepts and notation from the first unit and thread them through the study of each topic. These courses also are designed to build students' confidence in their capacity as learners and their resources to support their own learning. The courses include pre-and post-tests and interim diagnostic assessments of student progress.

These intervention and acceleration math programs pay special attention to the needs of ELLs and students with special needs. The research basis of the Navigator and Ramp-Up programs are available online at www.americaschoice.org.

Science

Science classes embrace a philosophy of "science as inquiry." The approach is informed by the psychological underpinnings of constructivism and supported by evidence that "hands-on" science fits well with the way people learn and construct knowledge. This approach emphasizes data collection and interpretation rather than memorization of the scientific method. In conjunction with this, we use a learning cycle called the "5E model"—Engage, Explore, Explain, Extend, and Evaluate. Both constructivism and the use of the 5E learning cycle are endorsed strongly by a range of professional science education groups and are reflected in the widely accepted National Science Education Standards (NSES) developed in 1996 under the aegis of the National Research Council. According to the NSES, students should "work more like scientists," and teachers should "use inquiry as an instructional strategy." We were particularly attracted to this hands-on approach as we look to provide **highly engaged lessons** at Lew Wallace STEM

The professional development is designed to guide teachers through the process of establishing the workshop structures and the associated routines and rituals. It models instruction in which students write about, talk about, draw about, and read about science to gain a deeper understanding and command of science concepts, principles, and inquiry methods. Teachers work from these models through a scaffolded process of designing and implementing instruction built upon their adopted programs and texts.

Reading and Writing to Learn the Content

The CCSS include standards for literacy targeted specifically for Science and Social Studies. Pearson will work with our teachers in these content areas to incorporate the standards into instruction to provide a discipline-based approach to comprehending text with elements specific to each content area. This approach extends into writing, with a focus on argumentative and explanatory writing.

Lew Wallace STEM has AP certified teachers in Biology, Chemistry, Technology, English, Social Studies and Math. We plan to purchase the AP Vernier Kits for each subject to supplement their programs. They will use electronic devices with their laptops and calculators to collect data and do statistical technical writing. The students will also be required to do inquiry research that is student based using these electronic, scientific, electronic data collection probes. We also have purchased a video conferencing room to help facilitate the delivery of these curriculums with our partners, Purdue Lafayette Biology, Purdue Lafayette Howard Hughes Medical Institute and Indiana University Northwest.

Research clearly identifies a relationship between student engagement and student achievement. Through the use of the scientific equipment students will manipulate their environment through innovative ways, thus improving both the rigor and the quality of their learning. Students will be required to do individualized research, explaining their finding using live data on the graphical interface connecting science, math, and language arts.

Embedded Assessments

Each of the intervention programs described above includes a comprehensive assessment component developed in partnership with the Australian Council for Educational Research (ACER). ACER, world renowned for high quality, cutting-edge work in international assessment, contributed to the development of TIMSS and created PISA.

Teachers will be trained in the 8- step instructional process as well as the specific content programs and are expected to check student performance throughout the school year and adjust teaching to meet student needs using Acuity. There are a wide range of assessment opportunities built into the core, intervention, and acceleration programs. Teachers are trained to use a broad variety of tools to learn what their students know and how best to approach their individual learning needs. The DA Coach will assist us in regularly using assessment data to make informed decisions about what is to be taught or to revise instructional plans to address identified needs will enable teachers to bring all students to standard and beyond.

Assessment and Reporting Online

The web-based Assessments and Reports Online (ARO) will be fed into the Acuity system to provide a robust reporting mechanism that offers progress monitoring, instructional direction, and growth analysis, for students enrolled in Navigator programs and Ramp-Up courses. Reports are available immediately after students conclude online testing. Reports provide real-time actionable instructional guidance to teachers and students and satisfy the requirements of the federally defined criteria for progress monitoring, especially for Response to Intervention. Reports can be generated at the individual student level and at any level of aggregation up through the educational organization. Data from the system can be easily imported via delimited data files into most commercial Student Information Systems (SIS).

Professional Development to Support Implementation

This model for comprehensive improvement is founded on a deeply held belief in the critical role of teachers, and the administrators and coaches who support them, in the improvement of educational outcomes for students, and belief that the quality of teachers' skills and judgments is enhanced by continuing professional development throughout their careers.

Ongoing, job-embedded professional development:

- Focuses on instructional practices critical to improving the quality of students' learning, with a special emphasis on those practices that schools experience most difficulty getting established on their own, such as differentiation during the work period
- Emphasizes using assessment to focus teaching and to move students from where they are to where they need to be
- Scaffolds participants' learning, with hands-on experience with content and modeling of practices they will use in their classrooms
- Emphasizes embedding professional development in ongoing instructional practice
- Addresses instructional needs of ELLs at different English Language Development (ELD) proficiency levels and research-based strategies for addressing these needs
- Attends to instructional needs of students with special needs who are included in the general education classroom and research-based strategies for addressing these needs
- Features a foundation in relevant research and inclusion of explicit connections to best practices

The development of focused and distributed leadership and the development of professional learning communities are core elements of this approach to school improvement. Common Planning Time is already in place to facilitate this effort. Professional development is also closely linked to the standards established by the National Staff Development Council, with a firm foundation in the relevant research on student and adult learning, systematic use of data to inform decision-making, and a focus on the achievement of aligned instructional systems.

Lew Wallace will use ***Teacher Compass*** to measure the effectiveness of this professional development as it is applied in the classroom. The district approved evaluation tool will be uploaded into *Teacher Compass,* an easy-to-use, online tool for collecting, organizing, and analyzing teacher performance data and using that data to create differentiated professional development plans. *Teacher Compass* will help our new principal and supervisors:

- Save time by streamlining the evaluation process
- Create rich, accurate observation and evaluation reports
- Improve feedback and coaching
- Differentiate professional development plans for individual teachers and teams

Armed with an **iPad II**, the principal, coaches, and supervisors will be able to provide personalized professional development plans from ***Teacher Compass*** data gleaned during Focus Walks.

Sustained Onsite Technical Assistance and Coaching

Sustained onsite technical assistance and coaching are integral features of the Model.

Certified field specialists work with the school leadership team, instructional coaches, and classroom teachers using a process of needs assessment and evaluation, demonstration, modeling, and ongoing observation and feedback. Onsite technical assistance and coaching are designed to:

- Introduce powerful new tools and programs, explain how they work, model their application, and help school staff become experts
- Help school leadership teams and teachers use data to pinpoint student needs and identify the right kind of interventions and strategies to improve performance
- Guide school leadership team members in making decisions about resource allocation
- Show teachers how to help students make standards their own, so they can judge the worth of their work and know what to do to make it achieve the standards
- Create a collaborative school environment where everyone shares the same vision of success

Technical assistance and coaching are designed to actively support the development of the school as a professional community in a combination of ways. Lew Wallace STEM establishes classrooms that will provide models of the practices to be implemented across the school. These become sites in which teachers can observe these practices in action. The instructional coaches provide in-class support to teachers as they try them out, with feedback to guide progressive refinement. This process is supported by a combination of study groups and teacher meetings that take place at grade-level meetings, department meetings, or faculty professional development sessions as appropriate. This process is aligned with the adopted district's teachers' effectiveness framework for teaching by Charlotte Danielson.

Technology

While some of our classrooms have interactive whiteboards, teachers don't use them effectively to provide high engagement lessons. We plan to purchase **interactive whiteboards** and **eResponse systems** to allow our students to participate in a manner that motivates and supports learning. We recognize that our teachers will require **Technology Training** to effectively integrate these tools as part of daily practice.

Pearson's technology consultants (integration team) will provide an array of coaching and modeling services that provide Lew Wallace educators with job-embedded opportunities to deepen their skills and teaching strategies. Their technology integration consultants will work with us to design a coaching and modeling approach that will have a lasting and sustained impact on participants' instructional practice which focuses on:

- Transforming Instruction with Interactive Whiteboards
- Integrating an Interactive Whiteboard into the Curriculum
- Creating Technology-Rich Lessons
- Infusing Technology-Rich Lessons into Instruction

- Managing a Technology-Rich Classroom
- Differentiated Instruction with Technology
- Integrating Technology to Create a 21st Century Classroom
- 21st Century Skills and the Digital Classroom
- Technology and the Project-Based Classroom
- Differentiated Instruction with Technology

These coaching and modeling services are designed to leverage a combination of the following coaching and modeling activities:

- Demonstration and modeling of effective lessons
- Lesson analysis and debriefing
- Live observation of instructional practice with feedback
- Guided analysis of videos for learning

Co-teaching is supported by a Pearson consultant.

Design Tasks

The Pearson Comprehensive Improvement Model is organized around five design tasks that specify the aspects of school operations that must be addressed to achieve comprehensive school improvement. The implementation expectations are organized around these tasks and **bring about principal, teacher, student, and school change.**

Design Task 1: Standards and Assessments

Students, teachers, parents, and administrators need to understand when student work is "good enough" to meet the standards. This means making the expectations of the standards explicit.

Stakeholders need to know the criteria against which student work will be assessed. And when possible, they need to have examples of student work that meets the standard. Making the criteria explicit, teaching to those criteria, and then assessing work against the criteria make standards real and useful to the teachers and students in the classroom. This design task requires that:

- Teachers make the expectations of state and district standards and proficiencies explicit and accessible to students as discussed in regular learning team discussions.
- The school uses assessment data (formative, periodic, and annual summative information) to set targets and plan for instruction that provides for differentiation to meet students' assessed needs.
- Assessment data is available to students and parent uses intentional avenues to entice parental involvement

- Teachers will differentiate their instruction based on data that clearly targets students' needs and misconceptions and will have regular coaching and modeling around these best practices

This Design Task will create the following **changes** at Lew Wallace STEM Academy:

The common learning targets derived from the district curriculum guide will be explicitly shared with Lew Wallace students and parents.

- Students will know what is expected. Models of acceptable student work will be posted so that students are aware of what they need to know and be able to do.
- Teachers will collaborate in vertical and horizontal teams to examine student work for rigor and alignment with the standard with support from the learning team consultant
- The principal will look for posted learning targets and models of proficient student work on daily Focus Walks and share leadership responsibilities to provide distributed leaderships opportunities which supports the teacher perception of low fidelity curriculum checks.

Design Task 2: Aligned Instructional Systems

Aligning instruction to state standards is critical to improving student performance. This design task includes:

- Developing effective learning environments
- Planning and delivering instruction aligned with the standards and curriculum
- Providing scaffold support for learning to meet students' needs
- Offering safety nets
- Providing instructional supports for students whose needs cannot be served by the core instructional program alone.

Establishing consistent, instructionally sound classroom routines and rituals promote students' responsibility for their learning and allow teachers to differentiate instruction. Focused teaching matches instruction to students' needs through continual monitoring and diagnosis of student performance. This provides the means of differentiating instruction for all students, including English language learners and students with special needs. Effective safety nets, aligned with classroom instruction, provide timely interventions to support students who need extra help.

This Design Task will create the following **changes** at Lew Wallace STEM Academy:

- Students will benefit from differentiated learning and instructional tools that promote individualized learning and support STEM.
- Teachers will employ mastery learning and tiered interventions to ensure that all students can successful demonstrate their learning on ISTEP+ as learning targets will be aligned to Indiana standards.

- Principal, assistant principals, and coaches will regularly monitor instruction to make sure instruction matches posted learning targets through daily Focus Walk.

Design Task 3: High-Performance Leadership, Management, and Organization
This design task focuses on developing the school's leadership, management, and organization to serve and support an aligned instructional system. It includes:

- Building the principal's instructional leadership role
- Distributing leadership among the School Leadership Team
- Promoting a standards-based school culture
- Aligning supervision with expectations for implementing the design
- Establishing management systems for monitoring student progress
- Aligning academic interventions with students' needs
- Developing organizational structures to support the school's primary focus on improving student achievement.

The new principal at Lew Wallace will be supported by a Pearson Cluster Leader and leadership will be distributed through a SLT (composed of Principal, Assistant Principal, Instructional Coaches, Counselors, and Parent and Community Liaison). Leadership will be greatly expanded as teacher-leaders are identified, supported, and given leadership responsibilities that support continuous instructional improvement. The principal and other leaders will receive training and support throughout the engagement.

This Design Task will create the following **changes** at Lew Wallace STEM Academy:

- Students will benefit from expanded offerings and opportunities through extended time learning enrichment opportunities and provided with powerful learning tools.
- Teachers will feel valued and empowered with expanded career path opportunities. They will receive personalized professional development to support their individualized needs.
- The principal and teacher-leaders will receive extensive and ongoing training to develop effective distributed leadership in a turnaround environment. They will be equipped to provide personalized professional development for teachers.

Design Task 4: Professional Learning Communities
A commitment to creating true professional learning communities within a school is fundamental. Research into teaching and learning over the past 15 years indicates that student performance improves significantly when teachers work collaboratively with a relentless focus on results.

This design task focuses on establishing structures and practices that enable and encourage school-wide participation in fully-functioning Learning Teams (LT). This task focuses on:

- Building professional learning as an ongoing part of the school's work, where continual growth in knowledge and skills is recognized as an integral part of teaching and both an individual and a collective responsibility
- Developing an integrated, coherent approach to professional learning that includes coaching, establishment of model classrooms, cross-classroom visitations, Teacher Meetings, Study Groups, and collaborative teacher planning and skill-building meetings

This Design Task will create the following **changes** at Lew Wallace STEM Academy:

- Students will benefit from differentiated learning opportunities designed during teacher collaboration at LT meetings and supported by a variety of instructional tools.
- Teachers will become collaborative data users as they plan instruction that meets the needs of all learners and then verify their efforts with student data in order to inform next steps.
- The principal will review collaborative lesson plans and carry on reflective conversations with teachers regarding implementation and outcome based on student data.

Design Task 5: Parent/Guardian and Community Engagement

Years of research confirm the critical role of family involvement in student learning. This design task focuses on keeping this finding at the forefront of the school's work on standards-based restructuring and on developing vital community partnerships. Parent/Guardian and community engagement goals include:

- Encouraging and enabling parents/guardians and the community to support the school-wide focus on student achievement
- Establishing the Parent and Community Liaison as a core position on the School Leadership Team to ensure that parents/guardians and community members are valued as partners in the school improvement process and to represent these stakeholders' interests.

The School Leadership Team also provides occasions that include parents/guardians and the broader community in celebrating the steps made by individual students and the school as a whole in the journey toward meeting the standards.

This Design Task will create the following **changes** at Lew Wallace STEM Academy:

- Students will be reinforced to succeed through sharing success at school with their families on a regular basis.
- Teachers will communicate with parents at regular meetings, in newsletters, and in online format.
- The principal will include the Parent and Community Liaison in weekly School Leadership Meetings.
- Parents will benefit from improved communication and a welcoming attitude from administration and staff.

C. LEA Capacity to Implement the Intervention Model

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

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*	X		**Budget** Budget resources to support successful implementation are carefully calculated and assigned to address each identified turnaround intervention elements through an aligned check.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*	X		**Budget** Budget resources to support successful implementation are carefully calculated and assigned to address each identified turnaround intervention elements through an aligned check.
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*	X		**Budget** Budget requests are reasonable, allocable, and allowable.
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*	X		**Budget** The annual budget is between $50,000 and $2,000,000.

Capacity Task	Yes	No	District Evidence
5. The district has the resources to serve the number of Tier I and II schools that are indicated. *All models*	X		If granted the SIG funding proposed, the district has the resources to serve the schools that are planning to adopt the Turnaround Model.

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement	X		**Chart Below** In order to achieve the goals for all students in English/Language Arts, Mathematics and continue improving our graduation rate, we will be applying the Comprehensive Improvement Model at Lew Wallace STEM Academy. The following chart describes the resources that will support our turnaround and demonstrates that there is a clear alignment between our goals and the five design tasks that direct our Turnaround.

DESIGN TASK	RESOURCE/ INTERVENTION	DESCRIPTION/RATIONALE

Design Task 1: Standards and Assessments	Curriculum & Accountability Divisions	Provide pacing guides, formative assessments, and assessment data
	Differentiated Accountability Coach (DA Coach)	Create and update school Data Wall Facilitate data meetings and conversations with teachers
	Literacy Coach	Provides modeling, support, and monitoring of professional development
	Math Coach	Provides modeling, support, and monitoring of professional development
	Transition Coach	Oversees student interventions; coordinates interventions for Extended Learning Time, intercedes when students are identified by *Prevent* (see below)
	Literacy, Math, Science Institutes	Teacher training incorporating a workshop model to support student engagement
Design Task 2: Aligned Instructional Systems	Pearson Safety Net Programs (Navigator, Ramp-Up, etc.)	Support tiered instruction for literacy, mathematics, and science
	Technology Support: • 12 iPad II's for SLT (gather teacher effectiveness data) • Interactive White Boards • eResponse Sets for core content classrooms • technology to support STEM and Project Lead the Way	Allow real time data collection of teacher effectiveness for improved instruction supporting the needs of all students Support diverse learning styles and students with special needs Promote student engagement Provide tools necessary for STEM courses
	Professional Development	Personalized, job-embedded PD to support literacy, mathematics, differentiated learning, integrating technology, and data driven decision making
	Extended Learning Time	Additional 1- 2 hours of instruction 4 days a week, and 18 sessions of Saturday School (280-296 add'l hours)
	Prevent	Provide an early warning system for students at risk of dropping out
	Technology Specialist	Keep all technology working properly Support teacher training as they integrate technology into instruction Upgrade/update school website to facilitate home school communication

Design Task 3: High-Performance Leadership, Management, and Organization	District Turnaround Officer & Support	Monitor implementation and remove barriers as necessary
	Project Manager	Clerical work including disaggregated data reports, creating schedules and reports, organizing and timely processing of all documents of the turnaround
	Coaching Institute	Trains coaches in expectations and behaviors to support teacher effectiveness
	Leadership Academy	Support and equip building leaders
	Pearson Cluster Leader	Onsite support and coach for principal
	Teacher Compass	Web-based teacher effectiveness tool to personalize teacher PD based on observation data. Leadership Team will require **iPad II's** to collect these data.
	Pearson Leadership Networks	Support collegial discourse among turnaround leaders
	Future Leaders	Identify and support Teacher-Leaders with 40 hours of professional development
	Summer Staff Retreat	Provide time for school revisioning, curriculum planning, and intensive professional development (1 week)
	Technology Training	Content training/coaching to support the integration of technology to provide highly engaged instruction
Design Task 4: Professional Learning Communities	Instructional Leadership Team	Foster distributed leadership through data driven systems for collaborative decision making
	Learning Teams	Collaborative teacher teams employ specific protocol to use assessment for learning in a manner that mirrors the 8-Step Process
	CADRE Teachers	Release, or substitute, for classroom teachers for data-driven collaborative planning; professional development; provide assessment support; assist classroom instruction and the work of the coaches on a daily basis
	Compensation for Extended Time Learning	Compensation for PD that occurs beyond the school day/calendar & for teaching during Extended Time for Learning
	Teacher/Leader Incentives	Financial incentives to retain & reward performance that are heavily weighted on student achievement data

Design Task 5: Parent/Guardian and Community Engagement	Parent Liaison	Liaison between home and School Leadership Team
	Student Incentives	Provide rewards for student attendance at Extended Time Learning and meeting proficiency goals
	Transportation: Bus for Extended Time Learning	Provide student transportation to allow students to remain after the traditional end of day bus run

Capacity	Yes	No	District Evidence
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*	X		**Resume of George Comer, Turnaround Officer** Since the leader and teachers are not yet selected, we attach the resume of George Comer, our Assistant Superintendent for Curriculum and Instruction who will serve as Turnaround Officer. He has strong credentials and experience improving student achievement. As the staff are identified, credentials including highly qualified status and documentation of Turnaround model success will be collected.
8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*	X		**Teacher Commitment Letter** All staff members will sign a letter of support and commitment to fully implement the Turnaround Model as they apply for positions on Lew Wallace STEM Academy staff.

9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*	X		**Parent Meeting Agenda/Sign Up Sheets** Meetings were held with parents to discuss school improvement efforts and design a solution on the following dates: Mailing August 3, 2010 1. Transcripts 2. Credit Status 3. Educational Future and Plans for Attaining Reachable Goals to Graduate. September 16, 2010: Title I Orientation October 28, 2010 1.How to interpret test data 2. Transitional Coaches 3. Literacy Coaches 4. Online Educational Sites/RDS and Gradebook January 20, 2011 College Readiness February 17, 2011 Community Partnerships a. Gary Life Education Initiative Inc. b. Real Women Moving Forward April 1, 2011 Technology a. RDS b. Learning Connection c. Moodle

			Parent Focus Groups: June 15, 2011 Parent Survey

Capacity Task	Yes	No	District Evidence
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*	X		**Minutes of School Board Meeting** School Board Meeting Minutes from July 12, 2011, summarize the discussion by Board Members that resulted in their support for fully committing to the Turnaround Model are attached.
11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation*	X		Dr. Myrtle V. Campbell is fully committed and was an active participant in the creation of this proposal. She supports eliminating barriers to allow for the full implementation of the Turnaround Model. The Turnaround Officer will provide weekly reports directly to the Superintendent so that she may closely monitor the Turnaround.

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

13. The district has the ability to recruit new principals. *Turnaround, Transformation Models* • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*	X		**Principal Posting** The Human Resources Department has begun an aggressive recruitment program for an effective principal to lead Lew Wallace STEM Academy as it applies the Turnaround Model. Job postings have been listed within major newspapers and publications, including *Education Week*. Incentives will be provided through adjustments in salary and benefits based upon training and experience. Priority will be given to candidates who have a documented record of successfully leading a school to turnaround its practices.

Capacity Task	Yes	No	District Evidence
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*	X		**Principal Selection Process** The Indiana Department of Education Principal Effectiveness Rubric will be used to determine qualifications during our paper search. Candidates that successfully meet those requirements will be invited for interview and a campus tour during which time the candidate will meet with district administrator, teacher, parent/community, and School Board representatives. Collaboratively, the Superintendent and the School Board will select the best candidate based upon the recommendations of this group. **Teacher Selection Process** We recently completed a reduction in force that found us releasing over 300 teachers. Many times our best and brightest teachers were also the least senior which means we believe there are excellent candidates to fill these positions. We will use the following procedure. 1. All staff must reapply for their position 2. All staff must be willing to sign a commitment letter agreeing to fully support the Turnaround and understand that all professional development is mandatory 3. Selection will be based on review of teacher evaluation data, principal recommendation, and interview.

			4. Priority will be given to teachers who have a history of positive student growth data and a personal passion for helping ALL students learn. 5. No more than 49% of the staff may be rehired.

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)* • *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*	X		**Timeline Below** The following tentative timeline indicates the ongoing training, collaboration, and monitoring of the Turnaround that will take place at Lew Wallace STEM Academy on a monthly basis. Specific services provided by Pearson will depend upon the collaborative agreement developed during the Getting Started phase when specific SMART Goals will be established, action steps identified, and monitoring processes established so that Lew Wallace will successfully meet its Goals listed at the end of this document. During Year 1 all components of the Turnaround will be in place. During Year 2 our collaborative teaching teams will transition into formal Learning Teams. Together we will look at structures such as the master school schedule, extended school day, and school culture issues to provide the best possible learning environment for Lew Wallace students.

Turnaround School Implementation Timeline		
All elements of the turnaround plan are implemented in Year 1and sustained across Years 2 and 3. Findings from continuous implementation monitoring will inform necessary adjustments (e.g., focus of professional development)		
Time Period	**Objective**	**Lead and Key Partners**
July/August	**Pearson** (external partner) will begin the planning process with the district turnaround officer	Turnaround Officer & Pearson Rep.
	Principal Hiring: Identify and hire new principal	Human Resource Dept. & Supt.
	Faculty: Complete hiring of faculty for Lew Wallace STEM Academy	Human Resource Dept. & Principal
	• **CADRE Teachers:** Hire four (4) certified teachers to relieve/assist classroom teachers to permit teacher collaboration and professional development	
	• **Differentiated Accountability Coach:** Hire certified teacher to facilitate data discussions and provide job-embedded PD	
	• **Literacy Coach:** Hire certified master teacher to model, support, and monitor teachers to improve literacy schoolwide	
	• **Math Coach:** Hire certified master teacher to model, support, and monitor math teachers	
	• **Transitional Coach:** Hire certified master teacher to connect with students at risk of school failure and oversee the intervention program during Extended Time	
	• **Project Manager:** Hire noncertified person to facilitate the timely completion and processing of schedules and paperwork associated with the turnaround	
	• **Technology Specialist:** Provide support to teachers and keep all technology online and operational; update school website to provide enhanced communication with parents/community	
	• **Parent and Community Liaison:** Identify/hire parent to reach out to parents and community and serve as family advocate on the School Leadership Team	

	Leadership Academy: Four day training of Principal and 4 other school leader in the Pearson Comprehensive Improvement Model	Pearson Leadership Trainer
	Orientation: One day training for Principal, Asst. Principal, coaches, and Parent Community Outreach Coordinator in the Pearson Comprehensive Improvement Model	Pearson Trainer
	Team Building for Lower Division: Two day training for 9th grade staff	Pearson Trainers
	Literacy Institutes: Five day training of Literacy Coach and 2 teachers	Pearson Trainers
	Literacy Institute/Ramp Up: Literacy Coach and 2 Ramp Up teachers	Pearson Trainer
	Math Institutes: Five day training of Math coach and 2 lead teachers	Pearson Trainer
	Math Institute/Ramp Up: Six day training for Math Coach and 2 Ramp Up teachers	Pearson Trainer
	Science Institute: Two day training for science dept. chair & 2 teachers	Pearson Trainer
	Principal Training: Two day training for vision setting, rituals and routines with staff	Principal and Pearson Trainer
	Getting Started: a three-day on site visit to gather baseline data, complete Profile, and collaboratively action Plan	Pearson Cluster Leader
	Coaching Institute: Two day training of all coaches: Literacy, Math, DA, Transition Coaches, and principal	Pearson Trainer
	Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training	Coaches &/or Pearson Field Specialist
	School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround	Pearson Cluster Leader, Principal, & SLT
	Coaching/Modeling/Monitoring: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks	Principal, Wallace Coaches & Pearson Field Specialists
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	Principal &Transition Coach
September	**Coaching/Modeling/Monitoring**: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback	Principal, Coaches & Pearson Field Specialists/ Cluster Leader

	from principal and coaches on Focus Walks	
	Formative Assessments: 3-week cycle Formative assessments are administered by teachers. Results will be used to inform re-teaching, adjust strategies and determine interventions.	Teachers & DA Coach
	Pearson leadership monitoring/coaching site visits three (3) times per month.	Pearson Cluster Leader
	Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training	Coaches &/or Pearson Field Specialist
	School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround	Principal & SLT
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	Principal &Transition Coach
	Parent Workshop: Monthly parent workshops will focus on ways parents can support student success. Attendance encouraged through incentives.	Parent and Community Liaison
	District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent	Turnaround Officer
October	**Coaching/Modeling/Monitoring**: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks	Principal, Coaches & Pearson Field Specialists/ Cluster Leader
	Formative Assessments: 3-week cycle Formative assessments are administered by teachers. Results will be used to inform re-teaching, adjust strategies and determine interventions.	Teachers & DA Coach
	Quarterly Assessment #1 administered. Results are used to inform re-teaching, adjust strategies and determine interventions.	Teachers & DA Coach
	Pearson leadership monitoring/coaching site visits three (3) times per month.	Pearson Cluster Leader
	Principals Network: Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.	Pearson Trainer
	Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training	Coaches &/or Pearson Field Specialist
	School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround	Principal & SLT

	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	Principal & SLT
	Parent Workshop: Monthly parent workshops focus on ways parents can support school success. Attendance encouraged through incentives.	Principal &Transition Coach
	District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent	Turnaround Officer
November	**Coaching/Modeling/Monitoring**: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks	Principal, Coaches & Pearson Field Specialists/ Cluster Leader
	Pearson leadership monitoring/coaching site visits three (3) times per month.	Pearson Cluster Leader
	Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training	Coaches &/or Pearson Field Specialist
	School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround	Principal & SLT
	Formative Assessments: 3-week cycle Formative assessments are administered by teachers. Results will be used to inform re-teaching, adjust strategies and determine interventions.	Teachers & DA Coach
	Principals Network: Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.	Pearson Trainer
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	Principal &Transition Coach
	Parent Workshop: Monthly parent workshops focus on ways parents can support school success. Attendance encouraged through incentives.	Parent and Community Liaison
	District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent	Turnaround Officer
December	**Coaching/Modeling/Monitoring**: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks	Principal, Coaches & Pearson Field Specialists/ Cluster Leader
	Quarterly Assessment #2 administered. Results are used to inform re-teaching, adjust strategies and determine interventions.	Teachers & DA Coach
	Pearson leadership monitoring/coaching site visits three (3) times per month.	Pearson Cluster Leader

	Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training	Coaches &/or Pearson Field Specialist
	School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround	Principal & SLT
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	Principal &Transition Coach
	Parent Workshop: Monthly parent workshops focus on ways parents can support school success. Attendance encouraged through incentives.	Parent & Community Liaison
	District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent	Turnaround Officer
January	**Coaching/Modeling/Monitoring**: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks	Principal, Coaches & Pearson Field Specialists/ Cluster Leader
	Quality Review: Leadership Team presents developing school portfolio to school community to show evidence of progress.	Pearson Cluster Leader & SLT
	Pearson leadership monitoring/coaching site visits three (3) times per month.	Pearson Cluster Leader
	Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training	Coaches &/or Pearson Field Specialist
	School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround	Principal & SLT
	Formative Assessments: 3-week cycle Formative assessments are administered by teachers. Results will be used to inform re-teaching, adjust strategies and determine interventions.	Teachers & DA Coach
	Principals Network: Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.	Pearson Trainer
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	Principal &Transition Coach
	Parent Workshop: Monthly parent workshops focus on ways parents can support school success. Attendance encouraged through incentives.	Parent and Community Liaison

	District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent	Turnaround Officer
	Financial Incentives: Calculate teacher & leader financial incentives based on performance and student achievement.	Turnaround Officer
February	**Coaching/Modeling/Monitoring**: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks	Principal, Coaches & Pearson Field Specialists/ Cluster Leader
	Quarterly Assessment #3 will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.	Teachers & DA Coach
	Pearson leadership monitoring/coaching site visits three (3) times per month.	Pearson Cluster Leader
	Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training	Coaches &/or Pearson Field Specialist
	School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround	Principal & SLT
	Formative Assessments: 3-week cycle Formative assessments are administered by teachers. Results will be used to inform re-teaching, adjust strategies and determine interventions.	Teachers & DA Coach
	Principals Network: Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.	Pearson Trainer
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	Principal &Transition Coach
	Parent Workshop: Monthly parent workshops focus on ways parents can support school success. Attendance encouraged through incentives.	Parent and Community Liaison
	District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent	Turnaround Officer
March	**Coaching/Modeling/Monitoring**: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks	Principal, Coaches & Pearson Field Specialists/ Cluster Leader
	ISTEP+ Writing Assessment (March/April) will be administered. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.	Teachers & Principal

	Pearson leadership monitoring/coaching site visits three (3) times per month.	Pearson Cluster Leader
	Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training	Coaches &/or Pearson Field Specialist
	School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround	Principal & SLT
	Formative Assessments: 3-week cycle Formative assessments are administered by teachers. Results will be used to inform re-teaching, adjust strategies and determine interventions.	Teachers & DA Coach
	Principals Network: Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.	Pearson Trainer
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	Principal &Transition Coach
	Parent Workshop: Monthly parent workshops focus on ways parents can support school success. Attendance encouraged through incentives.	Parent and Community Liaison
	District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent.	Turnaround Officer
April	**Coaching/Modeling/Monitoring**: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks	Principal, Coaches & Pearson Field Specialists/ Cluster Leader
	Quarterly Assessment #3 administered. Results are used to inform re-teaching, adjust strategies and determine interventions.	Teachers & DA Coach
	Pearson leadership monitoring/coaching site visits three (3) times per month.	Pearson Cluster Leader
	Principals Network: Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.	Pearson Trainer
	ISTEP+ Multiple Choice Assessments (April/May) will be administered. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.	Teachers & Principal
	Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training	Coaches &/or Pearson Field Specialist
	School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the	Principal & SLT

	progress of the turnaround	
	Formative Assessments: 3-week cycle Formative assessments are administered by teachers. Results will be used to inform re-teaching, adjust strategies and determine interventions.	Teachers & DA Coach
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	Principal &Transition Coach
	Parent Workshop: Monthly parent workshops focus on ways parents can support school success. Attendance encouraged through incentives.	Parent and Community Liaison
	District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent.	Turnaround Officer
May	**Coaching/Modeling/Monitoring**: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks	Principal, Coaches & Pearson Field Specialists/ Cluster Leader
	Diagnostic Assessment #4 will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.	Teachers & DA Coach
	Pearson leadership monitoring/coaching site visits three (3) times per month.	Pearson Cluster Leader
	Principals Network: Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.	Pearson Trainer
	Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training	Coaches &/or Pearson Field Specialist
	School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround	Principal & SLT
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	Principal &Transition Coach
	Parent Workshop: Monthly parent workshops focus on ways parents can support school success. Attendance encouraged through incentives.	Parent and Community Liaison
	District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent.	Turnaround Officer
	Financial Incentives: Calculate teacher & leader financial incentives based on performance and student achievement	Turnaround Officer

June	**Quality Review:** Leadership Team presents developing school portfolio to school community to show evidence of progress. **LT Leadership Institute:** Two-day training for all members of the Instructional Leadership Team (ILT)	Pearson Cluster Leader and SLT Pearson Senior LT Advisor

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

17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets*	X		**Parent and Community Meetings** Meetings were held with parents and community members to inform and seek input on this schools progress on the following dates: August 3 and 10; Sept 16 and 24; Oct 2 and 28; Jan 20; Feb 17; June 15

• *Community Partner Assurances* • *Documentation of mailings*			

Capacity Task	Yes	No	District Evidence
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*	X		**Alignment Chart** The chart below summarized the alignment of funding sources to our school Turnaround efforts.

Lew Wallace Resources for School Turnaround		
	Resource	**Funding Source**
Design Task 1: Standards and Assessments	Pacing Guides & Formative Assessments	General Fund
	Differentiated Accountability Coach (DA Coach)	SIG Funded

	Literacy Coach	SIG Funded
	Math Coach	SIG Funded
	Instructional/Transition Coach	SIG Funded
	Literacy, Math, and Science Institutes	SIG Funded
Design Task 2: Aligned Instructional Systems	Pearson Safety Net Programs (Navigator, Ramp-Up, etc.)	SIG Funded
	Technology Support: • 14 iPad II's for SLT (gather teacher effectiveness data) • Air slates (8 for math/sci/English) • Interactive White Boards • Technology to support STEM and Project Lead the Way	SIG Funded
	Professional Development	SIG Funded and Title II
	Extended Learning Time	SIG Funded for teacher compensation and student incentives
	Prevent	SIG Funded
	Technology Specialist	SIG Funded
	Technology Training	SIG Funded
Design Task 3: High-Performance Leadership, Management, and Organization	District Turnaround Officer & Support	District funded
	Project Manager	SIG Funded
	Prevention Programs	Title IV
	Leadership Academy	SIG Funded
	Pearson Cluster Leader	SIG Funded

	Teacher Compass	SIG Funded
	Pearson Leadership Networks	SIG Funded
	Future Leaders	SIG Funded
	Summer Staff Retreat	SIG Funded
	Coaching Institute	SIG Funded
Design Task 4: Professional Learning Communities	Instructional Leadership Team	SIG Funded
	Learning Teams	SIG Funded
	CADRE Teachers	SIG Funded
	Compensation for Extended Time Learning	SIG Funded
	Teacher/Leader Incentives	SIG Funded
Design Task 5: Parent/Guardian and Community Engagement	Parent & Community Liaison	SIG Funded
	Student Incentives	SIG Funded
	Transportation: Bus for Extended Time Learning	District Funded

19. The district demonstrates the ability and commitment to increased instructional time. *Turnaround, Transformation Models* • *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar* • *Increased learning time for students is tiered and supported by licensed and/or*	X		While we have attempted in the past year to increase learning time by extending the day and holding Saturday School, getting students to attend has been problematic. We believe by offering both enrichment and high powered intervention to our students, accompanied by incentives, we can increase our instructional time by over 200 hours. We plan to extend our school day one hour at the 7th and 8th grade level four days a week. In addition, we will offer Saturday School (4 hours)

highly qualified educators
• *A needs assessment has been completed to identify areas where extended time can be most effectively used*
• *Increased learning time is structured as a vehicle to support differentiated learning (ex:…)*
  ○ *An additional block of time embedded into the school day*
  ○ *Summer enrichment/remediation*
  ○ *Saturday intervention*
  ○ *Before or after school enrichment/remediation*
  ○ *School vacation weeks*
• *Compensation for extended day is identified by the LEA*
			18 times during the year. This means our 7th and 8th graders will receive 216 hours of additional instruction.
			
			Our high school students' day will be extended in the same way, but in February, since it gets dark later, we will begin extending the school day by two hours, Monday through Thursday. This means our high school students will receive 232 hours of additional instruction.
			
			Pearson will provide screeners to identify students who need these interventions and train teachers to use them effectively.
			
			Our Parent & Community Coordinator will reach out to community partners to find enrichment opportunities (clubs, teams, PBL, mini internships, community service, etc.) for our students while our coaches and School Leadership Team will use data to determine which students will be mandated to attend short cycle intervention classes that focus on specific learning targets. All students who attend will qualify for incentives.

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

➢ *Instructions:*

1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2011-12.*
3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school intervention model consistent with federal application requirements. ***The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:*** (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least	With our External Provider, we have developed a plan to address our failure to make AYP by looking at our data and analyzing them to determine findings and root causes. We recognize our school culture must change and through the Turnaround Model we believe we can bring about positive change that will support Lew Wallace STEM Academy to provide rigor and relevance for our students by supporting effective teachers to create lessons that engage and challenge our students, preparing them for college and careers. **<u>Turnaround Officer</u>** A designated (district-funded) Turnaround Officer signals the district's commitment to supporting the important work of this initiative. While turnaround principals are charged with making significant achievement and graduation rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other schools—to make it happen. To enable the work of turnaround principals, they will be given direct access to an individual with the knowledge, determination and the authority to be responsive to issues that impede success. Our Assistant Superintendent for Curriculum and Instruction, George Comer, will serve as the district's Turnaround Officer. Dr. Myrtle V. Campbell, Superintendent, will appoint George Comer the Turnaround Officer, giving turnaround principals direct reporting authority to the Officer-that will enable relief from traditional organizational structures encountered that may impede needed reform. Most notably, increased flexibility—not available to other schools—the Turnaround Officer will enable the responsive action needed to enact necessary changes. Throughout the SIG grant period, the Turnaround Officer will work closely with the

biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of meetings and communications, (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.	External Provider, Pearson, to support identified leadership and instructional improvements needed to positively impact the work of turnaround schools to dramatically-increase student achievement.

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

each school's SIG needs; (b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs, (f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE. (g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s), (h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff	• We researched a number of potential providers • We interviewed 2 of these providers • We determined Pearson best fit the needs of the Gary schools. **Proven and Powerful** The Pearson Comprehensive Improvement Model helps schools change patterns of low performance and close achievement gaps that may have existed for many years. The design pays particular attention to literacy and mathematics. Without solid grounding in reading and mathematics (the fundamental building blocks for learning), Lew Wallace students face an uphill battle to achieve. Lew Wallace needs the capacity to improve results in these subjects. Readers, Writers, and Mathematics Workshops **provide a framework for differentiated instruction** to improve student performance. Pearson provides a coherent solution to overcome multiple challenges. The Model includes • Ongoing, sustained **professional development** • On-site **technical assistance and coaching** • High-quality **materials supporting tiered intervention** This program has helped over 2,000 schools across the country. The Model boasts improved student achievement, higher test scores, increased graduation rates, fewer discipline problems, and more effective leadership and teaching described more specifically as follows: • After just one year working with the lowest performing school across the state, Arkansas elementary students **outpaced state gains in proficiency in both literacy and mathematics**. • Over four years, average annual growth in 30 middle schools in Georgia exceeded state growth in both English language arts and mathematics.

with the selected service provider(s) to ensure the full implementation of supports; and (i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.	"Georgia's Choice" has yielded **long-term, statewide results**—and has met the Georgia Department of Education's challenge to get at least 50 percent of students to proficiency on a new state test within three years. • In Hawaii, our schools have made **steady growth in proficiency over five years** in both literacy and mathematics. Three schools that had been in restructuring met AYP for the first time. • Over three years, elementary, middle, and high schools in Mississippi using **exceeded the state growth rate in reading, language, and mathematics**. Eight of the first 40 schools identified as the lowest performing in the state exited the "priority" list after just one year as America's Choice schools. • Schools in Rochester, NY, made **substantial long-term gains in student achievement**, particularly for low-performing and minority students, on state tests and other nationally normed measures. The results come from an **independent, comprehensive, longitudinal study**. • Over seven years, schools in New York City topped state gains in English language arts and mathematics. Elementary students in almost 40 of the toughest schools in the district **exceeded state gains annually and cumulatively**. • After just one year of implementation, three Chicago K–8 schools made the city's **"top 50 gainers"** list for composite increases on the state test. • Niagara Falls, NY, is **closing the gap with the state** with districtwide results on the state's English language arts assessment. • Duval County, FL, implementation is in more than a third of its 160-plus schools. The district made steady growth in reading and mathematics—and was **recognized by the state for the highest increase in "A"-rated schools**. • William E. Doar Jr. Public Charter School for the Performing Arts in Washington, DC, selected this model when it opened in 2004. In a struggling district, the school **made AYP for the first time** in its third year of operation.

	• In two years implementing this model, Chattooga High School in rural Georgia **increased its graduation rate by 20 percent and improved student performance in all subjects on graduation tests**. The school also made AYP and improved results substantially for students with disabilities. Pearson, our External Partner, brings a **research-driven program** with **proven results**. Eleven (11) Consortium for Policy Research in Education (CPRE) studies demonstrate effectiveness of Pearson's Comprehensive Improvement Model. Pearson will help us in the following ways: • Support effective teachers • Evaluate students and teachers using fair, valid, and reliable measures • Enhance collaboration between teachers • Share leadership and accountability • Build bridges between school and community Lew Wallace's professional learning communities will have the opportunity to expand collaborative practice to transition to fully functioning Pearson Learning Teams (LT). LT is a well-defined, researched, and scalable framework for professional learning communities designed to improve student achievement and build instructional leadership. LT was developed and researched over the last two decades in schools serving low-income and minority students. LT focuses teacher collaboration explicitly on improving student learning by improving classroom instruction. As one of the few programs to have scientifically validated the positive effects of its

	teacher collaboration model on student achievement, LT has demonstrated success in both high performing and challenged schools (Saunders et al, 2009[1]). Additionally, LT promotes distributed school leadership to improve the implementation fidelity as well as the classroom impact of other initiatives in curriculum and instruction, shifting leadership framework to build additional leadership capacity (Graff-Ermeling, 2007[2]). Results from a five-year study of Pearson's collaborative LT model indicate that LT provides "more focus in grade-level and ILT (Instructional Leadership Team) meetings on student academics, systematic and joint planning, purposeful use of assessment data (of all kinds), and efforts to implement and evaluate jointly developed instruction" (Gallimore, et al, 2009[3]). Research also suggests that LT improves teacher retention as teachers become empowered with greater instructional decision-making (Borman & Dowling 2008[4]). In a study of 2,000 former and current California teachers, decision-making autonomy was the one factor that mattered most to teachers who chose to stay in the field, more so than adequate pay or effective system supports (Futernick 2007[5]). The LT Model will help Lew Wallace STEM Academy develop powerful collaborative teacher workgroups to enhance our use of data for instructional

[1] Saunders, W.M., Goldenberg, C.N. , & Gallimore, R. (2009) Increasing achievement by focusing grade level teams on improving classroom learning: A Prospective, Quasi-experimental Study of Title 1 Schools. *American Educational Research Journal*, 46, 4, 1006-1033.

[2] Graff-Ermeling, G. (2007). Building Coherence: The role of an externally supported, site-based leadership team, in sustaining settings for instructional improvement. Santa Monica: LessonLab Research Institute.

[3] Gallimore, R., Ermeling, BA, Saunders, WM, & Goldenberg, C. (May, 2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *The Elementary School Journal* (special issue edited by Morris & Hiebert), 109 (5), 537-553.

[4] Borman, GD & Dowling, NM (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 78, 367-409.

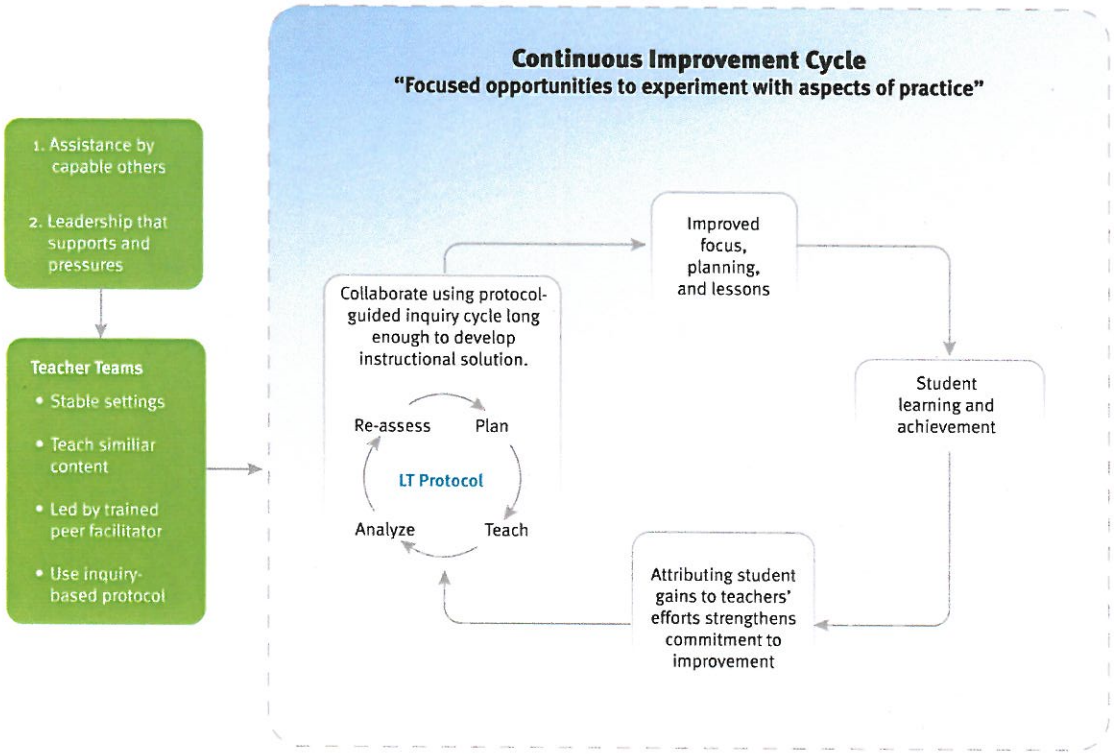
[5] Futernick, K. (2007). A possible dream: Retaining California's special education teachers. Retrieved January 1, 2010, from http://www.calstat.org/textAlt/SpEDge_eng/sum07edge.html

	decision-making. **Additional information on the services Pearson will deliver, as well as evidence of its success, are described below this box.** **Systematic Monitoring of Progress and Impact of Implementation** The professional development, technical assistance, and coaching supports for implementation are guided by a focused plan for the school. This plan is based on the school's needs assessment and the Model Implementation Expectations, which describe expectations for implementation of practices designed to support school improvement. The focused plan is a roadmap for implementation. Ongoing monitoring of implementation of the plan uses measures of student achievement data from curriculum-embedded, benchmark, and high stakes assessments to track progress. We also use an integrated set of processes and tools to monitor progress and measure qualitative and quantitative aspects of implementation. These include the Focus Walk, school portfolio, and Quality Review. A Focus Walk is a guided process of gathering and analyzing evidence of implementation and facilitation of reflection on their progress relative to the criteria of the Implementation Expectations. The work of the school is also captured in a portfolio, which provides leadership teams with a structured approach to analyzing the quality of implementation. While development of the school portfolio is an ongoing process, it is presented twice a year during the Quality Review. This process highlights the school's patterns of success and challenges and steers a new focus for the leadership team's work. After the review, the leadership team shares the results with the school community and works collectively to develop a plan for action to strengthen expectations or change the focus for implementation as the review findings have indicated. As the school leadership team develops capacity, it takes increasing responsibility for the conduct of the Quality Review, while our field staff transition into a critical observer role. Even after the designated period of implementation, we encourage schools to continue this process by engaging outside observers who can bring a critical perspective to the process. Tools such as Data Walls and the Spotlight Report, an electronic implementation rubric customized to school's plan, support these monitoring processes and inform the leadership team's

	ongoing work.

Pearson Learning Teams

The LT program is supported by a clear, research-based Theory of Action. As the following diagram illustrates, the LT theory of action is based on *effective leadership* and *stable settings* that support *collaborative teacher teams led by trained peer facilitators*. This in turn supports a cycle of continuous improvement within which teachers receive "focused opportunities to experiment with aspects of practice" in the classroom.



Anticipated Outcomes. Well-implementing LT schools should yield the following outcomes within 1-3 years:

- Gains in student achievement that significantly surpass the average rate of gain among schools in the same district and the state
- Effective teacher workgroup meetings in which teachers spend the majority of time planning, evaluating, and refining their teaching
- Greater capacity among teachers to provide effective instructional leadership to workgroups and the staff as a whole
- Sharper and more enduring focus on academic goals and outcomes
- Stronger collective commitment among staff towards improving teaching, learning, and student achievement

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. *Align other resources with the school improvement model.* (For examples of resources and how they might align, see Attachment C).	
The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet	While we have done a preliminary alignment of resources and our External Provider, Pearson will do a more thorough alignment as part of the Getting Started Phase. **Getting Started** This process establishes specific goals for school improvement based on evidence, provides explicit recognition of the unique characteristics and culture of the school, takes into account the programs and initiatives already in place and their relative effectiveness in terms of student performance, and is designed to develop school ownership of the findings. Pearson will begin by collecting information on the school via publicly available sites, including: general information on student population, staffing, budget, and demographics; academic performance data, both school-specific and comparative data; and other pertinent documents, such as annual reports and strategic plans. A team of Pearson staff spends three days onsite conducting interviews with school and district staff, and with community stakeholders to go deeper into the information collected. These meetings are intended as frank and open discussions about strengths and challenges. Topics incorporated into these discussions include the following: ▪ The culture, practices, and attitudes around students' achievement of college and career readiness ▪ Uses of assessment in the system ▪ Core curriculum and supporting instructional materials ▪ Safety net programs to help academically at-risk students ▪ Efforts to address levels of motivation and discipline among students ▪ Professional development for teachers and leaders

the intended outcomes or making adjustments as necessary; (f) Redirecting resources that are not being used to support the school improvement process; and (g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.	▪ Any other institutional supports to establish and sustain the system ▪ How parents and the community are engaged in the school The Pearson team conducts Focus Walks to study and learn about the school in operation. They follow a protocol and focus on programs and practices relevant to the alignment and coherence of the school's curriculum and systems for monitoring and supporting students' growth. Each school visit includes time to view classes in session, as the schedule allows, and to meet with the principal and key staff. We inquire about curricula, course sequencing, graduation requirements, textbooks, assessment systems, scheduling, and supports for special populations. Part of this information gathering focuses on school budgeting, paying particular attention to the various federal funding streams. They will look at the distribution of professional development funds (during the school year, after school, and over the summer). They review all of the sources of funds to support our school, including Title I funds distribution, and funds that follow particular students. As they learn about instructional programming, they note any duplication or gaps that may need to be addressed. Throughout this process, they pay special attention to the concept of a coherent, standards-based instructional system in which all components are aligned to support students' achievement of the standards. They lay out these components of the school's instructional system, discuss them with school personnel, and examine each of these aspects of alignment: ▪ Alignment of the curriculum to the standards and assessments ▪ Alignment of instructional materials to the curriculum ▪ Systematic monitoring of students' progress toward meeting the standards and use of the information gathered through monitoring to modify instruction and otherwise meet students' assessed needs ▪ The alignment of safety net programs to the curriculum and their effectiveness in addressing students' needs and enabling them to their learning ▪ The quality of alignment of the professional development for teachers to the

	standards, curriculum, and assessments ▪ Institutional supports to establish and sustain the system, including coaching, professional development, and technical assistance for school leaders, teachers, and guidance staff ▪ The nature and level of parent and community engagement This dialogue and data gathering results in a Profile that captures critical programmatic elements that contribute to the success of school improvement efforts and highlights issues that need to be addressed in enabling the school to move forward. It emphasizes what is already in place, where challenges exist, and the implications for the school improvement plan. An important component of the Profile is a series of force field analyses that capture the "driving forces" that are promoting progress toward improvement goals and "resisting forces" which need to be overcome if improvement goals are to be addressed, let alone achieved. Pearson has a highly engaging protocol that give our school personnel, as well as our parents and other community stakeholders, an opportunity to participate in our own review and rating of the driving and restraining forces. The protocol is designed to foster a common understanding of key issues and assist in the development of plans for capitalizing on the driving forces and removing or mitigating the effects of resisting forces. The Profile lays the foundation for working with our school and district to map out a coherent implementation plan for school improvement that integrates existing efforts, builds on strengths, and establishes clear action steps to meet program outcomes.

Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures;	**Operational Flexibility** We recognize the size and complexity of our school district can provide barriers to school improvement despite our best intentions. The many layers of our large organization can hinder timely decision making and implementation. In order to facilitate Turnaround at our Turnaround Schools, our Turnaround Officer will be a direct conduit to district resources and administrators, including the Superintendent. In addition, the principal will be involved in the hiring process for all staff members. Human Resources will provide support rather than simply assigning teachers to these schools. The principal will interview and screen all candidates and be the decision maker when it comes to hiring or retaining teachers. Rigorous, regular monitoring of grant implementation is a challenge. The IDOE and the Gary Community School Corporation will commit to more rigorous monitoring, including twice-yearly site visits and twice-yearly virtual meetings for the purpose of monitoring grant implementation progress, and to allow interventions to be swiftly implemented, as needed. Three progress updates will be presented jointed to the Board of School Trustees and community partners throughout the school year. Community partners will be required to submit their collaboration efforts for review via an online portal. It is our belief that a more transparent approach to implementation will result in a more informed and invested school community and general community.

(iii) school administrator and staff dismissal procedures; (iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time.	

Indicators of LEA Commitment	Description of how this action was or will be completed
5. *Sustain the model after the funding period ends.*	
The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to: (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational	**Building Capacity for Sustained Improvement** One of the reasons we chose Pearson as our External Provider is the Comprehensive Improvement Model is designed to sustain improvement after the period of funding. Each aspect of the implementation process and the system of supports Pearson provides is designed to scaffold development of capacity for sustained improvement within each school and district. Scaffolding includes modeling, shoulder-to-shoulder coaching, co-planning, providing exemplars, giving direct advice, and other strategies designed to provide support and guidance for us as we take on new roles, tackle new problems, or approach tasks in different ways from those we have followed in the past. Pearson uses a debriefing processes and transparent facilitation and provides protocols to transfer these practices to us. Pearson will gradually withdraw scaffolding as we grow in competence and confidence in our changed roles. This approach is reflected in the design of professional development and, especially, in the way their field services teams provide onsite technical assistance and coaching. The scaffolds provided are designed to build capacity so we can assume responsibility, independent of Pearson support, for continuing improvement at the end of our funding. **Future Leaders** In order to create a pipeline for other turnaround leaders, each principal will identify teachers who demonstrate the skills and abilities of a future turnaround leader. Lew Wallace will identify four teachers to receive 40 hours of leadership training each

improvement; (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan; (g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy; (h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement; (i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity; (j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs; (k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of	year in order to create an at-hand supply of effective turnaround leaders. These individuals will attend Leadership Institutes and Leadership Networks and serve on the School Leadership Team. They will assume leadership roles and learn to distribute leadership effectively throughout the building.

interventions and school improvement activities; (l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.	

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

➢ ***Instructions:***

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

Turnaround Model

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

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

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)

1. *Replace the principal and grant principal operational flexibility.*	**Principal Posting** The Human Resources Department has begun an aggressive recruitment program for an effective principal to lead Lew Wallace STEM Academy as it applies the Turnaround Model. Job postings have been listed within major newspapers and publications, including *Education Week*. Incentives will be provided through adjustments in salary and benefits based upon training and experience. Priority will be given to candidates who have a documented record of successfully leading a school to turnaround its practices. 1) Post Position 2) Complete paper screening 3) Invite all Candidates for interviews 4) Stakeholders and district administrators interview and rank candidates 5) Collaborative decision is made to forward 3 names to Superintendent 6) Superintendent makes a recommendation for Board action.	1) Human Resources (HR) 2) HR 3) HR 4) HR 5) Supt. & Board of Education	1) July 2011 2) August 3) August 4) August 5) August

Elements	Tasks/Steps	Lead Person/	Time Period

		Position	(month)
2. *Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.*	1) Contact all current staff and RIF'd teachers to inform them of the need to apply 2) Post all positions and alert the need to sign a letter of commitment and support for all elements of the turnaround including mandatory professional development that will include a week of training this summer (compensated) 3) Screen all candidates using evaluations on file 4) Interview all viable candidates 5) Select staff rehiring no more than 50% 6) Notify new staff and invite to Staff Retreat	1) HR 2) HR 3) HR 4) Principal 5) Principal 6) Principal	1) July 2) July 3) July/August 4) August 5) August

3. *Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).*	1) Notify teachers and leaders of financial incentives linked to their performance and the performance of their students. 2) Notify staff of Future Leaders opportunity 3) Create rubric for determining financial incentives collaboratively 4) Identify Future Leaders 5) Share rubrics for financial incentives 6) Invite Future Leaders to Leadership Academy (2 days) & Principal Networks (6 times per year) 7) Calculate and deliver financial incentive based upon teacher performance and student growth 8) Revise financial incentive rubric as needed 9) Share new rubric with all staff	1) HR 2) HR 3) Principal & teachers 4) Principal 5) Principal & SLT 6) Principal & Pearson Trainer 7) Turnaround Officer 8) Principal & Future Leaders 9) Principal	1) July 2) July 3) August 4) August 5) August 6) August 7) January & May of each year 8) June 9) August

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*	Professional development at Lew Wallace will be personalized, job-embedded, supported, and closely monitored. The principal and coaches will use ***Teacher Compass***, a web based teacher effectiveness software, to gather teacher effectiveness data for each teacher. They will collect this data on iPad II's and then share these data with teachers. After reflective conversations with each teacher, they will create a personalized plan for growing their skills. Coaches will be available to come alongside to model, support, and then monitor the effectiveness of the teacher as they apply these new practices in their classroom. Teachers will be directed to resources that include peer observation, facilitated by CADRE teachers, and an online *Community of Learners* site that holds powerful resources including video and interactive chat rooms. The following training is provided as part of the Comprehensive Improvement Model. **CADRE Teachers** will be used to release teachers for training when it occurs during the school day. Some of the listed trainings will be part of the week-long Staff Retreat. Teachers will receive their regular compensation for professional development received outside of the normal school day. 1) Staff Retreat (5days) for all Lew Wallace staff members 2) Orientation (1 day training for SLT: principal, asst.	1) Principal & Pearson Cluster Leader 2) Pearson Trainer 3) Pearson	1) August 2) August 3) August 4) 6 times throughout the year 5) August 6) Aug (2 days), Oct (2 days), Jan (1 day) 7) Aug (2

	principal, parent & community liaison, coaches) 3) Leadership Academy (4 day) for principal and other leaders 4) Principal Networks (6 times per year) principal and Future Leaders 5) Team Building for Lower Division (2 days) for teachers of grades 7-9 6) Literacy Institute (5 days) for Literacy Coach and lead English teachers 7) Literacy Institute/Ramp Up (6 days) for Literacy Coach and 2 Ramp Up teachers 8) Math Institute (5 days) for Math Coach and lead math teachers 9) Math Institute/Ramp Up (6 days) for Math Coach and 2 Ramp Up math teachers 10) Science Institute (2 days) for Science Dept. Chair and 2 science teachers 11) Coaching Institute (2 days) for principal and coaches 12) Collaborative teacher team meetings for data conversations 13) Focus visits by principal and coaches followed by reflective conversations 14) Learning Teams Leadership Institute (2 days) for principal and Instructional Leadership Team	Trainer 4) Pearson Trainer 5) Pearson Trainer 6) Pearson Trainer 7) Pearson Trainer 8) Pearson Trainer 9) Pearson Trainer 10) Pearson Trainer 11) Pearson Trainer 12) DA Coach 13) Principal & Coaches 14) Pearson Senior LT Advisor	days), Sept (2 days), Nov (2 days) 8) Aug (2 days), Oct (2 days), Jan (1 day) 9) Aug (2 days), Sept (2 days), Nov (2 days) 10) August 11) August 12) Weekly 13) Daily 14) Summer 2012

Additional professional development opportunities include:

- Onsite technical assistance for demonstrating, modeling, and coaching
- Support for the development of teacher collaboration by means of study groups that providing a continuing focus for analysis of information about students' progress including the study of student work, shared lesson planning, and development of teaching strategies
- Access to the online Community of Learning, which provides classroom videos, materials, and connections to Pearson experts

The focus on teacher collaboration moves to a further stage at advanced stages of implementation. As professional capacity grows the school, our focus moves to supporting sustained, self-directed professional learning. The ***Learning Teams (LT)*** model offers a means of

enhancing development of collaboration that will support this goal. LT brings teachers and administrators together in focused, collaborative settings on a regular basis to systematically examine their practice, set concrete goals and objectives, and work together to improve teaching and learning in a way that mirrors the 8-Step Process. LT provides both teachers and administrators with the necessary framework for integrating transformative instructional strategies into their work and sustaining the school's journey to becoming a high performing school.

5. *Adopt a new governance structure (i.e., turnaround office, turnaround leader).*	Gary CSC will name a Turnaround Officer to provide an efficient and effective conduit between our two Turnaround Schools and the Superintendent. Our Turnaround Officer will visit each school weekly, accompany the principal on Focus Walks, and be a regular and visible presence. The purpose of the Turnaround Officer is to remove barriers and support each school to fulfill the goals of their Turnaround. The principal will report directly to the Turnaround Officer and the Turnaround Officer will report directly to the Superintendent, bypassing the many layers normally associated with our large urban district.	Turnaound Officer	August 2011-August 2014

6. *Use data to implement an aligned instructional program.*	**Developing a data-driven culture** Making effective use of assessment information, both formative and summative, is critical to our effectiveness in closing achievement gaps and ensuring access to a rigorous academic program for all students. Through a combination of institutes, networks and technical assistance, our External Provider will: ▪ Coach the leadership team to apply a systems approach as they integrate, synthesize and apply	Pearson Cluster Leader, Principal, DA Coach	August 2011-August 2014

	assessment findings throughout the school to effect positive change in teaching and learning ▪ Assist the leadership team to map and navigate the existing data environment, for example, the state and district assessments; other assessments that are used in the school; and test preparation programs that are currently in place ▪ Focus technical assistance visits on modeling and scaffolding learning about the process of analyzing and reflecting on student achievement data and how to use the data to guide instructional decision-making ▪ Build capacity for data use at the school level; for example, assisting in interpreting results and connecting to teaching strategies; helping teachers and leadership teams to identify students "on the bubble" as a result of quarterly benchmarks or state data; stressing the importance of formative assessments These supports are designed to ensure that districts and schools have aligned their management and use of assessment information effectively.		
	Specifically, we will use data through Teacher Compass to enhance teachers' effectiveness through reflective conversation and targeted professional development and use Acuity to provide formative assessment data for students on a three-week cycle to direct instruction.	Principal & Coaches DA Coach	Daily Weekly
	The SLT will monitor school data and prepare a school portfolio that showcases data supporting their Turnaround and share their work with the Lew Wallace STEM Academy stakeholders.	Principal & SLT	Semi-Annually

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
7. *Promote the use of data to inform and differentiated instruction.*	Teachers will learn to use data to inform and differentiate instruction through targeted assistance by coaches and Pearson field specialists. They will employ the 8-Step Process under the direction of the Differentiated Accountability Coach (DA Coach). 1) Administer scanners to identify students in need of intervention or acceleration courses 2) Schedule student into Navigator & Ramp Up courses 3) Administer formative assessments 4) Hold data conversations to determine instruction based on student work and results of formative assessment 5) Provide intervention for students not meeting standards 6) Retest remediated students	1) DA Coach 2) Principal & DA Coach 3) Teachers 4) DA Coach & Teacher Teams 5) Teachers 6) Teacher	1) August 2) August 3) Every 3 weeks 4) Weekly 5) Daily 6) At end of interventi on

8. *Provide increased learning time for students and staff.*	**Extended Time for Learning** Learning time will be increased for both staff and students. Staff will participate in a Staff Retreat (5 days) before school starts to begin the process of Turnaround. They will participate in revisioning, orientation, and team building as they begin the formidable work of changing the culture at Lew Wallace STEM Academy. **Extended Time for Learning for Faculty** Ongoing professional development will require attendance at trainings that occur both within and outside the school day. All professional development is mandatory and	Principal, Transition Coach, Parent & Community Liaison	August 2011-May 2014

	teachers commit to participate fully when applying for their position. Compensation for professional development that occurs outside the school day, and for teaching during Extended Time, will be SIG funded. **Extended Time for Learning for Students** Instructional time will be increased dependent upon grade level. Grades 7 & 8 will be extended for one hour on Monday through Thursday. This will add an additional 144 hours of instruction. Grades 9-12 will be extended for one hour on Monday through Thursday from August until January. As the day lengthens and students begin to understand the urgency of completing requirement in a timely fashion, we will extend instruction for two hours, four days a week. This means our 9-12 graders will receive an additional 208 hours of instruction. We will also offer Saturday School. Students will receive four hours of instruction on 18 Saturdays throughout the year. This means we are providing an **additional 216 hours for our 7th and 8th grade students and 232 hours for our 9th through 12th grade students.** Students will have the opportunity to participate in enrichment classes and intervention programs during this time. Our Parent and Community Liaison will be reaching out to our Community Partners to help us provide relevant and exciting enrichment programs while our Transition		

	Coach will oversee scheduling and incentives to support the intervention program.		

9. *Provide social-emotional and community-oriented services/supports.*	**Support for Building Parent Engagement and Community Outreach** Research-based My Voice surveys open the conversation with our stakeholders about the need and requirements for turnaround. The resulting data allows us to engage stakeholders in processes, including force-field analysis, that provide productive ways of enabling open discussion of issues about expectations that must be addressed if the school's performance is to improve. Parents and the community need to see that the effort to build involvement and engagement is sponsored and led from the "top" of the school. The principal and SLT will learn about the importance of building parent and community support and strategies for establishing and sustaining this support to draw on the resources of their community as they undertake this process to design and implement a parent and community outreach plan that is linked to their comprehensive plan for improving student performance. A Parent and Community Liaison will be part of the SLT and bring the parent/community perspective to this leadership team. This person will also reach out to parents and community to support and celebrate the turnaround of Lew Wallace STEM Academy. **Academic Behaviors** Pearson's Comprehensive School Improvement Model	Principal & Parent and Community Liaison	August 2011-August 2014

	provides support for consistent, age-appropriate expectations and the necessary scaffolding for students' development as effective learners and members of a productive learning community across content areas, such as skills in identifying and setting goals for one's learning, working independently and in groups, and knowing when and how to seek help. Expectations related to these academic behaviors are threaded throughout the CCSS. They are articulated in the CCSS description of College and Career Readiness and in the Standards for Mathematical Practice. Systematic attention to students' development of these academic behaviors is important for all students and vital for students for whom skills in self-management and cooperation do not come easily. These types of support are also incorporated into the Tier 2 and Tier 3 academic interventions. **Small Learning Communities And Teacher Teaming** A further focus is the development of small learning communities and teacher teaming to build personalization and strong teacher-student relationships. The driving concept is that each student should have at least one adult in the school who knows him or her as an individual and as a learner. A basic design is a team made up of the four core academic teachers and about 100 students. This small learning community becomes its own self-contained program with a common set of instructional periods blocked at the same time each day and daily common planning time. This "school-within-a-school" allows scheduling flexibility and opportunities to differentiate the placement of students, even on a daily basis. It creates a synergy among teachers that allows them collectively to monitor the needs of their		

	students, both academically and personally. **Monitoring Students' Progress And Providing Additional Supports** Pearson will work with us to ensure an effective system for monitoring students' progress in relation to motivation, engagement, and capacity to manage themselves as learners. ***Prevent*** provides early warning of students at risk. ***Prevent*** is a software program that aggregates the most relevant and predictive student information data points to pinpoint which students are mostly likely to drop out of school. By pulling together readily available data contained on current student information systems, including, but not limited to, a student's grade point average, discipline history, attendance, and grade level, Prevent provides an early warning system for teachers and counselors and helps them determine where to spend their time most effectively to prevent students from leaving school without a diploma. The Transition Coach will use ***Prevent*** and take action to put intervention in place for students identified by ***Prevent***. The Model includes support for Tier 2 interventions for students who need additional social and emotional supports. Recommended strategies include the assignment of mentors for students and a planning process for providing the assistance students need to address issues they struggle with and barriers to their engagement in school. Tier 3 is reserved for students with multiple risk factors for dropping out of school in need of intensive support and mentoring. Ensuring these students have the help they need to get back on track often involves community agencies as well as school and district resources. We help to establish	Principal & Transition Coordinator	Daily

	coordinated systems of support that involve district departments and community agencies. **Parent Training** The Parent and Community Liaison will hold monthly parent workshops on topics of interest of families to support student success. A few of the topics follow: • Computer Workshop for home literacy and math strategies • Interpretation of test data • Using Parent Portals • Completing Financial Aid Forms • Becoming Twenty First Century Scholars In addition, our Parent and Community Liaison will reach out to community partners so that we may provide additional services to the parents and families of our community.	Parent & Community Liaison	Monthly

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

The Human Resources Department has begun an aggressive recruitment program for an effective principal to lead Bailly Preparatory Academy Academy as it applies the Turnaround Model.

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

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

Pre-Implementation

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

Action: NA

Timeline:

Budget:

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

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.	X	
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2011-2012 school year.	X	

Transformation Model (Guidance Document, Section E, pages 36-41)

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

Restart Model (Guidance Document, Section C, pages 31-33)

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

School Closure (Guidance Document, Section D, pages 34-35)

☐ We will implement this model. X We will not implement this model – do not complete.

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

Instructions:

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

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

SY 2010-2011 Baseline Data (most recent available data that corresponds to the proposed goals)	**Annual Goals**		
	SY 2011-2012	**SY 2012-2013**	**SY 2013-2014**
Example: 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
20% of all students are proficient on ISTEP+ English/ language arts	**35% of all students are proficient on ISTEP+ English/ language arts**	**50% of all students are proficient on ISTEP+ English/ language arts**	**65% of all students are proficient on ISTEP+ English/ language arts**
24% of all students are proficient on ISTEP+ mathematics	**35% of all students are proficient on ISTEP+ mathematics**	**50% of all students are proficient on ISTEP+ mathematics**	**65% of all students are proficient on ISTEP+ mathematics**
16% of all students demonstrated proficiency for English 10 on End of Course Assessments the first time they were tested	**30% of all students demonstrated proficiency for English 10 on End of Course Assessments the first time they were tested**	**50% of all students demonstrated proficiency for English 10 on End of Course Assessments the first time they were tested**	**65% of all students demonstrated proficiency for English 10 on End of Course Assessments the first time they were tested**
25% of all students demonstrated proficiency for Algebra I on End of Course Assessments the first time they were tested	**35% of all students demonstrated proficiency for Algebra I on End of Course Assessments the first time they were tested**	**50% of all students demonstrated proficiency for Algebra I on End of Course Assessments the first time they were tested**	**65% of all students demonstrated proficiency for Algebra I on End of Course Assessments the first time they were tested**
60.3% of all students	**65% of all students graduated**	**70% of all students graduated**	**75% of all students graduated**

graduated during their expected graduation year (2009-2010 non-waiver data)	during their expected graduation year (2010-2011 non-waiver data)	during their expected graduation year (2011-2012 non-waiver data)	during their expected graduation year (2012-2013 non-waiver data)

II: Budget

Instructions:

1) Complete the budget pages provided in the Excel file for the three years (see copies in Attachment C).
2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

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

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

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

Element of the Intervention	**Intervention**	**Resource**
Federal Resources		
Use of *research-based instructional practices* that are vertically aligned across grade levels and the state standards **What will Title I funds support?**	Turnaround	**Title I, Part A** - regular and stimulus funds (schoolwide or targeted assistance programs)
Pearson Comprehensive Improvement Model: Assistance with design and implementation of *improvement plan* including high-quality job-embedded PD and leadership training (Orientation, Leadership Academies, Principal Networks, Literacy Institutes, Math Institutes, Science Institutes, Team Building for Lower Division, Coaching Institute, and on-site technical assistance)	Turnaround	**1003(a)** School Improvement Grant - AYP funds

Technology Training: Support for integrating technology in content area classes with fidelity and on-site coaching and support **Staff Retreat**: Intensive orientation and training to support school culture change **Transition Coach, Differentiated Accountability Coach, Literacy Coach, Math Coach:** Onsite coaching and facilitation of collaborative data use **Parent and Community Liaison**: Reach out to parents and community partners to support student success **Technology Specialist:** Integrating technology & troubleshooting **CADRE Teachers:** Relieve teachers to permit data analysis, collaborative planning & PD **Project Manager:** Complete schedules/paperwork for all elements of Turnaround in a timely fashion **Future Leaders:** Leadership training (40 hours of PD) for 4 educators **Pearson Learning Teams:** Collaborative PD & leadership training (Year 2 & 3) **Financial Incentives:** Bonuses based on student achievement data and performance for teachers and leaders **Extended Time Learning:** Compensation for teachers for work performed, or PD, beyond the contractual day; transportation for students attending ETL **Student/Family Incentives:** Funds to provide motivational items/events for students and families **Technology Enhancement:** Interactive Whiteboardsand eResponse systems to support student engagement, iPad II to collect teacher effectiveness data **Teacher Compass:** Teacher effectiveness data collection system to provide personalized professional development plans **Prevent:** Early alert system to identify students at risk of dropping out **Intervention Materials:** Consumable materials for tiered intervention (Navigator, Ramp Up, etc.) **Transportation:** Support Extended Time Learning **America's Choice National Conference:** Foster collegial discourse with turnaround leaders from across the nation		
Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model	Turnaround	**Title II, Part A**

State Resources What do state funds support?		
Curriculum & Formative Assessments: Provide student growth data with accompanying reports **Data Warehouse:** System for retaining, analyzing, and distributing records	Turnaround	
	Turnaround	District
Teacher salaries and aides: Provide instruction for students identified with special needs	Turnaround	Special Education Accounts

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

Attachment A: LEA Budget Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
1. The budget includes attention to each element of the selected intervention. *All models*			
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*			
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*			
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*			
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. *All models*			

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement			
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*			

8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*			
9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*			
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			

12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*			

13. The district has the ability to recruit new principals.			

Turnaround, Transformation Models • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*			
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*			

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)*			

• *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*			

16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*			

17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*			

18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*			

19. The district demonstrates the ability and commitment to increased instructional time.
Turnaround, Transformation Models
• *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*
• *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*
• *A needs assessment has been completed to identify areas where extended time can be most effectively used*
• *Increased learning time is structured as a vehicle to support differentiated learning (ex:…)*
  ○ *An additional block of time embedded into the school day*
  ○ *Summer enrichment/remediation*			

○ *Saturday intervention* ○ *Before or after school enrichment/remediation* ○ *School vacation weeks* • *Compensation for extended day is identified by the LEA*			

Attachment B: LEA Commitments Scoring Rubric

(1) The LEA has analyzed the needs of each school and has selected an intervention for each one.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
• *Full* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *All* of the required data sources have been provided • *All* of the analysis (findings) from the data and the root cause analysis are logical • The alignment between the needs of the school and the model chosen is *specifically and conclusively* demonstrated as appropriate.	• *Some* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *Some* of the required data sources have been provided • *Some* of the analysis (findings) from the data and the root cause analysis is accurate • A *general* alignment between the needs of the school and the model chosen is has been demonstrated	• *No* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *Little to none* of the required data sources have been provided and/or the analysis (findings) is lacking or minimal • *Little or no* use of root cause analysis and/or causes are illogical and not based on data • The alignment of the school and its needs and the improvement model chosen is *lacking or minimal.*

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
There is exceptional evidence of a process for recruiting, screening, and selecting an external provider. All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained. The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.	There is adequate evidence of a process for recruiting, screening, and selecting an external provider. Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained. Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.	There is inadequate evidence of a process for recruiting, screening, and selecting an external provider. Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for recruiting, screening, and selecting an external provider does not meet the identified needs.

(3) Align other resources with the interventions.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. All of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained. The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. Most of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and adequately explained. Minor changes are needed to the LEA process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. Some or none of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for aligning resources with the selected model, interventions, and/or school improvement activities does not meet the identified needs.

(4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
There is exceptional evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. All of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained. The LEA includes a comprehensive process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is adequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. Most of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and adequately explained. Minor changes are needed to the LEA process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is inadequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. Some or none of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities does not meet the identified needs.

(5) Sustain the reforms after the funding period ends.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
There is exceptional evidence of a process for sustaining reforms after the funding period ends. All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained. The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified.	There is adequate evidence of a process for sustaining reforms after the funding period ends. Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained. Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified.	There is inadequate evidence of a process for sustaining reforms after the funding period ends. Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for sustaining reforms after the funding period ends does not meet the identified needs.

Attachment C: Budget

§ 2011-2012 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

☐ Original
☐ Amendment # ____

Allocation Amount

Corporation Name: Gary Community Schools Corporation

Corp #: 4690

School Name: Lew Wallace STEM Academy | **School #: 4029**

Account Number	Expenditure Account	110 Salary Cert	120 Salary Noncert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services	611-689 General Supplies	710-748 Property	910 Transfer	Line Totals
11000	Instruction	378,574.85	3,930.00	139,141.49	510.42					342,710		$864,866.76
21000	Support Services-Student	64,000		34,346.42				2,000	3,000			$103,346.42
22100	Improvement of Instruction (Professional development)	64,000	209,594.78	34,346.42	15,405.22	667,762			328.92			$991,437.34
22900	Other Support Services: Admin for School-Level Activities											$0.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance											$0.00
27000	Transportation							5,000				$5,000
33000	Community Service Operations		8,100		716.85				2000			$10,816.85
60100	Transfers (Interfund)											$0.00
	Column Totals	$506,574.85	$221,624.78	$207,834.33	$16,632.49	$667,762	0	$7,000	$5,328.92	342,710	0	
								TOTAL COST				$1,975,467.37

Current Indirect Cost
2.12

Subtract the amount above 25,000 (per individual contracted service) from your total budget: 1,372,705.37

Total after deducting Property (710-748)	1,022,557.37
Total Available for Indirect Costs	1,022,557.37
Amount of Indirect Cost to be used	21,678.22
Grand Total After Indirect Cost	**1,997,145.59**

ITEMIZE and EXPLAIN				
General Supplies	**Property: Equipment/Technology**	**Prof. Services**	**Other Purchase Services**	**Salary Personnel**
Books required to institute PBL's using the equipment and technology in column 2 $200 Photo paper and ink supplies required for professional presentation boards within the PBL components of STEM. Gloss Photo Premium: 3 Reams x $35.00=$105.00 Ink Cartridges: 1 x $23.92= $23.92	Interactive White Boards $1795 x 35 = $62,825 eResponse Systems $3,000 x 15 = $45,000 iPads (principal & coaches to collect classroom observation data 12 x $450 = $5,400 Package (Elmo, projector, cart, screen) $2,180 x 35 = $76,300 Technology and Equipment supporting the STEM Vernier PBL Curriculum within the Math, Science and Language Arts programs. Technologies required to institute and support the P.L.T.W and CAD engineering programs transitioning to PBL designs. Laptops: 240 x $500.00= $120,000.00 Mobile Carts:8 x $400.00= $3,200.00 Desktop Computers (Project Lead the Way) : 24 x $500= $12,000.00 Software (Project Lead the Way): $5,000.00 Vernier-Technology Spectrophotometer/Fluorometer 2 x $450 = $900.00 Easy Math Package (Deluxe) 1 x $496= $496.00 Lab Quest: 1 x $329= $329.00	Consultant Ruby Payne, Building Relationships between students and parents; PLTW training $40,000 External Lead Partner services: Middle School & High School **Comprehensive Improvement Model** $510,000 **Technology Training and Coaching** $27,500 **Prevent** early alert system for identifying students at risk of dropping out $4,302 **Teacher Compass** online tool for collecting, organizing, and analyzing teacher performance data $10,120 Materials supporting Tier II & III Intervention (Navigator & Ramp Up $75, 840	**Transportation** for students to and from Saturday School and Extended Learning Time $5,000 Travel; Professional Conferences/Workshops: America's Choice National Conference attendance by 5 leaders; conferences, workshops, and training for select teachers. $15,000 Adobe CS 5.5 Design Premium Software licenses (site license and 10 CD's) and E-Learning Suite 2 (5 licenses, 3 CDs) $10,650.00	**Differentiated Accountabilities Coach** $98,346 **Literacy Coach** 0.5 - Used to give direct services to students in the English classrooms with regular teachers. $49,173 0.5 –Used to collaborate with English teachers on implementation of strategies in the classroom. $49,173 **Math Coach** 0.5 - Used to give direct services to students in the Math classrooms with regular teachers $49,173 0.5 –Used to collaborate with Math teachers on implementation of strategies in the classroom. $49,173 Math Double Dose Teacher $98,346 **Transitional Coach** $98,346 Used to intervene with student's behavior and academics before failure begins. Used as a personal liaison to make home visits providing support when phones are not available. **CADRE Teachers** (4) to relieve teachers for professional development during the school day $200,000

	Vernier Blood Pressure-Censor: 2 x $105= $210.00 Desktop Printer (Ink Jet)= 1 x 400= $400.00			**Extended Learning Time** **Saturday School:** Administrator $ 3,695 8 Teachers $37,810 2 Security $2,738 1 custodian $1,702 for clean, safe,orderly environment **Extended School Day:** Plato After School Lab; 1 Teacher for tutorial and credit recovery $11,553.08 **Parent Community Liaison**– Liaison between home and School Leadership Team providing welcoming access to family and serve on School Leadership Team. $8,817 **Project Manager** to provide clerical support and timely completion of required reports $25,000 **Financial Incentives** for teachers and leaders based on performance and student growth (up to $5000 per staff member) $151,653.58 **Student Incentives** to encourage extended time learning and achievement of academic goals $ 5,000 **Parent Incentives** to encourage parental involvement $ 2,000

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

§ 2011-2012 SCHOOL IMPROVEMENT GRANT 1003(g) LEA BUDGET

☐ Original
☐ Amendment # ____

Allocation Amount

Corporation Name: _____

Corp #: ____

			School Name:						School #:			
		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary Cert	Salary Noncert	Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
11000	Instruction											$0.00
21000	Support Services-Student											$0.00
22100	Improvement of Instruction (Professional development)											$0.00
22900	Other Support Services: Admin for LEA Activities											$0.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance											$0.00
27000	Transportation											$0.00
33000	Community Service Operations											$0.00
60100	Transfers (Interfund)											$0.00
	Column Totals	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
								TOTAL COST				$0.00

Current Indirect Cost
2.12

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

Total after deducting Property (710-748)	$0.00
Total Available for Indirect Costs	$0.00
Amount of Indirect Cost to be used	
Grand Total After Indirect Cost	####

ITEMIZE and EXPLAIN				
General Supplies	**Property: Equipment/Technology**	**Prof. Services**	**Other Purchase Services**	**Salary Personnel**

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

§ 2012-2013 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

☐ Original
☐ Amendment # ____

Allocation Amount

Corporation Name: Gary Community School Corporation

Corp #: 4690

School Name: Lew Wallace STEM Academy | **School #:4029**

Account Number	Expenditure Account	110 Salary Cert	120 Salary Noncert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services	611-689 General Supplies	710-748 Property	910 Transfer	Line Totals
11000	Instruction	378,574.85	3,930.00	139,141.49	510.42					392,991		$915,147.76
21000	Support Services-Student	64,000		34,346.42				2,000	3,000			$103,346.42
22100	Improvement of Instruction (Professional development)	64,000	209,594.78	34,346.42	15,405.22	$602,422		18540				$944,308.42
22900	Other Support Services: Admin for LEA Activities											$0.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance											$0.00
27000	Transportation							5,000				$5,000
33000	Community Service Operations		8,100		716.85				2,000			$10,816.85
60100	Transfers (Interfund)											$0.00
	Column Totals	$506,574.85	$221,624.78	$207,834.33	$16,632.49	$602,422	$0.00	$25,540	$5,000.00	$392,991	$0.00	
								TOTAL COST				$1,978,619.45

Current Indirect Cost
2.12

Subtract the amount above 25,000 (per individual contracted service) from your total budget: 1,401,197.45

Total after deducting Property (710-748)	1,008,206.45
Total Available for Indirect Costs	1,008,206.45
Amount of Indirect Cost to be used	1,999,993.33

Grand Total After Indirect Cost	####

ITEMIZE and EXPLAIN				
General Supplies	**Property: Equipment/Technology**	**Prof. Services**	**Other Purchase Services**	**Salary Personnel**
Ink Cartridges: 8 x $35.00= $280.00	White Boards $1795 x 15 = $26,925 eResponse Systems $3,000 x 10= $30,000 Package (Elmo, projector, cart, screen) $2,180 x 15 = $32,700 Technology and Equipment supporting the STEM Vernier PBL Curriculum within the Math, Science and Language Arts programs. Technologies required to institute and support the P.L.T.W and CAD engineering programs transitioning to PBL designs. Laptops: 575 x $500.00= $287,500.00 Mobile Carts:19 x $400.00= $7,600.00 Vernier Easy Math Package (Deluxe) 1 x $496= $496.00 Vernier Ap Biology Venier Kit: 1 x $1527= $1527.00 Vernier Chemistry Kit AP Kit-Deluxe 1 X $ 1547= $1547.00 Go!Link Teacher 8 Pack	PLTW training $10,000 External Lead Partner services: Middle School & High School **Comprehensive Improvement Model** $510,000 **Technology Training and Coaching** $27,500 **Prevent** early alert system for identifying students at risk of dropping out $2,302 **Teacher Compass** online tool for collecting, organizing, and analyzing teacher performance data $6,620 Materials supporting Tier II & III Intervention (Navigator & Ramp Up $46,000 Total $602,422	**Transportation** for students to and from Saturday School and Extended Learning Time $5,000 Connect Pro Account supplied by ADOBE. The teacher will merge video portal technology with our current Moodle online educational portal. Adobe Connect Pro 25 – Meeting Licenses = $3750 (Each license will house up to 100 students for each teacher.) Retreat for Summer Professional Development $18,540	**Differentiated Accountabilities Coach** $98,346 **Literacy Coach** 0.5 - Used to give direct services to students in the English classrooms with regular teachers. $49,173 0.5 –Used to collaborate with English teachers on implementation of strategies in the classroom. $49,173 **Math Coach** 0.5 - Used to give direct services to students in the Math classrooms with regular teachers $49,173 0.5 –Used to collaborate with Math teachers on implementation of strategies in the classroom. $49,173 Math Double Dose Teacher $98,346 **Transitional Coach** $98,346 Used to intervene with student's behavior and academics before failure begins. Used as a personal liaison to make home visits providing support when phones are not available. **CADRE Teachers** (4) to relieve teachers for professional development during the school day $200,000

	2 X 473 = $946.00			**Extended Learning Time** **Saturday School:** Administrator $ 3,695 8 Teachers $37,810 2 Security $2,738 1 custodian $1,702 for clean, safe,orderly environment **Extended School Day:** Plato After School Lab; 1 Teacher for tutorial and credit recovery $11,553.08 **Parent Community Liaison**– Liaison between home and School Leadership Team providing welcoming access to family and serve on School Leadership Team. $8,817 **Project Manager** to provide clerical support and timely completion of required reports $25,000 **Financial Incentives** for teachers and leaders based on performance and student growth (up to $5000 per staff member) $151,653.58 **Student Incentives** to encourage extended time learning and achievement of academic goals $ 5,000 **Parent Incentives** to encourage parental involvement $ 2,000

§ 2013-2014 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

☐ Original
☐ Amendment # ____

Allocation Amount

Corporation Name: Gary Community School Corporation

Corp #: 4690

		School Name:						School #:				
		110	**120**	**211-290**	**211-290**	**311-319**	**440**	**510-593**	**611-689**	**710-748**	**910**	**Line Totals**
Account Number	Expenditure Account	Salary Cert	Salary Noncert	Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
11000	Instruction	442,574.85	3,930.00	173,487.91	510.42					185,781		$806,284.18
21000	Support Services-Student	64,000		34,346.42				2,000	3,000			$103,346.42
22100	Improvement of Instruction (Professional development)	64,000	209,594.78	34,346.42	15,405.22	$670,922		48,000				$1,042,268.42
22900	Other Support Services: Admin for School-Level Activities											$0.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance											$0.00
27000	Transportation							5,000				$5,000.00
33000	Community Service Operations		8,100		716.85				2,000			$10,816.85
60100	Transfers (Interfund)											$0.00
	Column Totals	$570,574.85	$221,624.78	242,180.75	$16,632.49	$670,922	0	$55,000	$5,000	185,781	0	
								TOTAL COST				1,967,715.87

Current Indirect Cost
2.12

Subtract the amount above 25,000 (per individual contracted service) from your total budget: 1,321,793.87

Total after deducting Property (710-748)	1,136,012.87
Total Available for Indirect Costs	1,136,012.87
Amount of Indirect Cost to be used	24,083.48
Grand Total After Indirect Cost	**1,991,799.35**

ITEMIZE and EXPLAIN				
General Supplies	**Property: Equipment/Technology**	**Prof. Services**	**Other Purchase Services**	**Salary Personnel**
Gloss Photo Premium: 10 Reams x $35.00=$350.00 Ink Cartridges: 10 x $35.00= $3,500.00 Texbooks required to institute PBLs using the Vernier equipment and technology in the property column; Vernier Inquiry Biology Lab Book Lab Book- 4x $50= $200 Middle School Science with Vernier Lab Book- 4x $50= $200 Investigating Chemistry through Inquiry Lab Book- 4x $50= $200 Book- STEM 2 with Vernier and Lego Mindstorm (NXT) Lab Book- 5x $35= $175.00 Forensic Science with Vernier Lab Book 4X $35=$140.00	Technology and Equipment supporting the STEM Vernier PBL Curriculum within the Math, Science and Language Arts programs. Technologies required to institute and support the P.L.T.W and CAD engineering programs transitioning to PBL designs. Laptops: 185 x $500.00= $92,500.00 Mobile Carts:7 x $400.00= $2,800.00 Lab Quest: 2 x $329= $658.00 Vernier Ap Biology Venier Kit: 2 x$3054= $3054.00 Vernier Chemistry Kit AP Kit-Deluxe 1 X $ 1547= $1547.00 Vernier Middle School Science Kit 3X $1076= $3228.00 Vernier Lab Quest Physics Kit Deluxe 1 X $1064= $1064.00 Vernier ProScope HR Deluxe Kit 6 X 900.00 = $5400.00 Go! Link Teacher 8 Pack	External Lead Partner services: Middle School & High School **Comprehensive Improvement Model** $510,000 **Technology Training and Coaching** $27,500 **Prevent** early alert system for identifying students at risk of dropping out $2,302 **Teacher Compass** online tool for collecting, organizing, and analyzing teacher performance data $5,120 Learning Teams leadership training and support for the development of collaborative teacher teams and distributed leadership $80,000 Materials supporting Tier II & III Intervention (Navigator & Ramp Up $46,000 Total $670,922	**Transportation** for students to and from Saturday School and Extended Learning Time $5,000 **Travel** for conferences, workshops, and training for select teachers. $48,000 Connect Pro Account supplied by ADOBE. The teacher will merge video portal technology with our current Moodle online educational portal. Adobe Connect Pro 25 – Meeting Licenses = $3750 (Each license will house up to 100 students for each teacher.)	**Differentiated Accountabilities Coach** $98,346 **Literacy Coach** 0.5 - Used to give direct services to students in the English classrooms with regular teachers. $49,173 0.5 –Used to collaborate with English teachers on implementation of strategies in the classroom. $49,173 **Math Coach** 0.5 - Used to give direct services to students in the Math classrooms with regular teachers $49,173 0.5 –Used to collaborate with Math teachers on implementation of strategies in the classroom. $49,173 Math Double Dose Teacher $98,346 **Transitional Coach** $98,346 Used to intervene with student's behavior and academics before failure begins. Used as a personal liaison to make home visits providing support when phones are not available. **CADRE Teachers** (4) to relieve teachers for professional development during the school day $200,000

	10X473= $4,730.00 Desktop Printer (Ink Jet)= 2 x 400= $800.00 LEGO Mindstorms Robotics Invention System 2.0 - Robotics 6 X1000= $6,000 Build a Robot System Advanced Technology 1X 20,000 = $20,000 Interwrite Mobi System (Mobi Tablet, 2 Mobi Learners, Mobi Dock, & Workspace 8.0) Price: $1,150X35= $40,250			**Extended Learning Time** **Saturday School:** Administrator $ 3,695 8 Teachers $37,810 2 Security $2,738 1 custodian $1,702 for clean, safe, orderly environment **Extended School Day:** Plato After School Lab; 1 Teacher for tutorial and credit recovery $11,553.08 **Parent Community Liaison**– Liaison between home and School Leadership Team providing welcoming access to family and serve on School Leadership Team. $8,817 **Project Manager** to provide clerical support and timely completion of required reports $25,000 **Financial Incentives** for teachers and leaders based on performance and student growth (up to $5000 per staff member) $151,653.58 **Student Incentives** to encourage extended time learning and achievement of academic goals $ 5,000 **Parent Incentives** to encourage parental involvement $ 2,000

				Project Lead the Way Teacher $98,346 **PLTW STEM Engineering teacher**

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

§ 2013-2014 SCHOOL IMPROVEMENT GRANT 1003(g) LEA BUDGET

☐ Original
☐ Amendment # ____

Allocation Amount

Corporation Name: _____

Corp #: ____

School Name: | **School #:**

Account Number	Expenditure Account	110 Salary Cert	120 Salary Noncert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services	611-689 General Supplies	710-748 Property	910 Transfer	Line Totals
11000	Instruction											$0.00
21000	Support Services-Student											$0.00
22100	Improvement of Instruction (Professional development)											$0.00
22900	Other Support Services: Admin for LEA Activities											$0.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance											$0.00
27000	Transportation											$0.00
33000	Community Service Operations											$0.00
60100	Transfers (Interfund)											$0.00
	Column Totals	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
								TOTAL COST				$0.00

Current Indirect Cost

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

Total after deducting Property (710-748)	$0.00
Total Available for Indirect Costs	$0.00
Amount of Indirect Cost to be used	
Grand Total After Indirect Cost	####

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel

ATTACHMENTS

Minutes of School Board Meeting

Memorandum of Understanding: Restructuring of Schools

Letter from Teachers Union

Resume for George Comer, Assistant Superintendent for Curriculum and Instruction & Turnaround Officer

MINUTES OF THE REGULAR MEETING OF THE BOARD OF SCHOOL TRUSTEES

TUESDAY, JULY 12, 2011

CONSENT AGENDA **Dr. Myrtle Campbell**

Dr. Campbell: The Superintendent recommends approval of the Consent Agenda for July 12, 2011 as follows:

CURRICULUM, INSTRUCTION AND TECHNOLOGY

1. 1003g School Improvement Grant

Dr. Campbell: The Superintendent recommends approval of the intent to apply for the 1003g School Improvement Grant and the adoption of the Turnaround Model for School Intervention for Roosevelt Career and Technical Academy, Lew Wallace STEM Academy and Bailly Preparatory Academy.

Mr. D. Washington: You have heard the recommendation from the Superintendent. What is the pleasure of the Board?

Ms. Moore moved approval of the recommendation. Mrs. King-Smith seconded the motion.

Mr. D. Washington: It has been moved and seconded that we approve the recommendation as presented by the Superintendent. Are there any questions or comments from Board Members? Hearing none, we would like a roll call.

Roll Call
Vote: Approval of the Consent Agenda including the 1003g School Improvement Grant
Ayes: D. Washington, Williams, Leek, Moore, King-Smith, Stalling, R. Washington
Nays: None
President D. Washington declared the motion carried.

Memorandum of Understanding
RE: Restructuring of Schools

During the life of the Agreement from January1, 2011, through December 31, 2014, when the State notifies the School Corporation that a school is in need of restructuring based on its failure to meet state standards:

- The School Board shall instruct staff to adopt an appropriate "restructuring" model to address issues identified by the State Department of Education.
- A School Board member shall chair a collaborative committee comprised of administration, Union, local universities, and parent representatives.
- A CPM schedule (including benchmarks) will be developed by the parties and submitted to the Board of Trustees for approval.
- Restructuring models should incorporate those adopted by the state.
- The Gary Community School Corporation and the Gary Teachers Union shall immediately work on a school remediation (turnaround) model for schools in their 5th year of school improvement.
- The work on the development of these models would be conducted by a collaborative committee (administration, school board, Union, local universities and parents).
- Modifications of the collective bargaining agreement shall be made in accordance with Article 38, Section D

The Memorandum of Understanding shall not be subject to the grievance procedure. Approval of school remediation models shall be the exclusive prerogative of the Board, and any provision of this Memorandum of Understanding that conflicts with the restructuring options available to the Board of School Trustees of the Gary Community School Corporation under federal or state statutes, regulations, or rules because of a failure of the School Corporation or school to meet federal or state accountability standards shall be null and void insofar as it restricts the restructuring options available to the Board of School Trustees.

Board of School Trustees
Gary Community School Corp. By:

Kenneth A. Stalling, President

Barbara D. Leek, Secretary

Gary Teachers Union, Local #4, AFT, AFL-CIO By:

Carlos Tolliver, President

GlenEva Dunham, Secretary

April 15, 2011

GARY TEACHERS UNION
Local No. 4, AFT, AFL-CIO
1401 Virginia Street – Gary, Indiana 46407
Phone: (219) 886-7320 FAX: (219) 886-0411

Carlos Tolliver, President

July 15, 2011

Dr. Myrtle Campbell, Superintendent
Gary Community School Corporation
620 East 10th Place
Gary, Indiana 46402

RE: SIG Grant Application – Lew Wallace STEM Academy

Dear Dr. Campbell:

This letter is to inform you the Gary Teachers Union, Local 4, American Federation of Teachers received the Gary Community School Corporation's School Improvement Grant Application (Roosevelt Career and Technical Academy) on Thursday July 14, 2011. We are in the process of reviewing the document (approximately 137 pages). After a comprehensive analysis of the document and forthcoming budget and addendums, we will provide you with a specific recommendation.

Please feel free to contact me in the event you may have a need for additional information.

Sincerely,

Carlos Tolliver

Carlos Tolliver
President

C: Darren Washington
Gary School Board of Trustees
Local 4 Executive Board

George Comer
12590 Pennsylvania
Crown Point, IN 46307
(219)662-0389

Work Experience:

Assistant Superintendent for Curriculum and Instruction
Gary Community School Corporation
620 East 10th Place Gary, IN
2009 – Present

Director of Federal Program and Grants
Gary Community School Corporation
2002 – 2009

Director of Student and Family Services
Gary Community School Corporation
1999 – 2002

Director of Curriculum Services
Gary Community School Corporation
1988 – 1999

Supervisor of English/Language Arts
Gary Community School Corporation
1976 – 1988

Dean of Students
Gary Community School Corporation
1975 – 1976

Administrative Assistant,
Dunbar-Pulaski Middle School
Gary Community School Corporation
1974 – 1975

Teacher, English/Language Arts
Tolleston Middle/High School
Gary Community School Corporation
1968 – 1974

Education:

Educational Specialist,
Purdue University, Lafayette, IN, 2010

Turnaround experience includes the following:

- Directing the creation and execution of the critical systems, such as leadership, curriculum, pedagogy, assessment, intervention, data management and professional development
- Directing all staff in articulating a clear vision of the qualities necessary for effective differentiated instruction within Professional Learning Communities.

- Establishing and promoting high standards and expectations for all students and staff for academic performance and responsibility for behavior (e.g. develop staff reward/incentive program).
- Recognizing patterns and trends related to school performance, analyzing complex information to formulate strategic vision consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, and emergency procedures.
- Establishing the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the District's philosophy, mission statement and instructional goals.
- Supervising the instructional programs of the schools, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
- Evaluating administrators and teachers and the building based upon an approved evaluation instrument.
- Establishing procedures for evaluation and selection of instructional materials and equipment.
- Keeping the staff informed and seeking ideas for the improvement through out the district.
- Organizing teaching and learning opportunities and collaboration meetings on as needed intervals; facilitating districtwide staff meetings.
- Assuming responsibility for average yearly progress for district schools.