LEA Application of General Information
2012-2013

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

LEA Application: General Information

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

Contact for the School Improvement Grant:	
Carrie Hillyard	
Position and Office: **Director of Title Support,** **Office of Academic Affairs**	Contact's Mailing Address: **951 Walnut Street** **Evansville, Indiana 47713**
Telephone: **(812) 435-8459**	Fax: **(812) 435-8358**
Email Address: **Carrie.Hillyard@evsc.k12.in.us**	

Superintendent (Printed name)	Telephone:
Dr. David B. Smith, Ed. D	**(812) 435-8460 or** **(812) 435-8477**
Signature of Superintendent X David B. Smith	Date:

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

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

1. Schools to be Served by LEA

Instructions:

1) Using the list of Tier I, II and III schools provided by the IDOE, 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. **Glenwood Leadership Academy**	K-8	X			X			
2. **Evans School**	PreK-6	X			X			
3. **McGary Middle School**	6-8	X			X			
4.								
5.								
6.								

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

☑ We will serve all of our Tier I schools.

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

N/A

(Although The Learning Center [TLC] is listed as an eligible school, in 11-12 the EVSC completed requirements for TLC to be reverted back to a program instead of a school and is no longer Title I served.)

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: McGary Middle School **School Number: 8339**

Stakeholder Group	Mode of Communication	Date
McGary Staff	McGary Leadership Team – Root Cause Analysis Work	April 11, 2012
	Principal-led discussion with staff on STE(A)M infusion	April 16, 2012
	Leadership Team Co-Writing Session for	April 19, 2012
	SurveyMonkey (email) for input regarding increased learning time possibilities	April 23, 2012
	Staff Email Sent with SIG Transformational Model Draft	April 24, 2012
	Staff Input Sessions/Questions Prepared for Staff Meeting	April 25, 2012
	Staff Meeting with LEA, Building Administration, and ETA	April 25, 2012
	Staff Vote (16 of 18 supporting the SIG application/Transformational Model)	April 27, 2012
McGary Families	EVSC Facebook Post Requesting Stakeholder Input	April 10, 2012
	Parent Meetings/focus groups	April 10 and 12, 2012
	EVSC Website Update Requesting Stakeholder Input	April 10, 2012
	ConnectED Phone Blast to all McGary Families	April 11, 2012
	McGary Site Council – Input Session	April 18, 2012
	Individual parent interviews seeking input from LEA	April 27, 2012

McGary Site Council/Community Organizations	Principal Consultation with Center for Family, School, and Community Partnerships da Vinci Institute - Collaborative Planning at McGary (meeting) LearningWorx Consultation (Email and Phone Conference) Lampion Center (Phone Conference) Youth First, Inc. (Email and Phone Conference) Diehl Consulting (Email and Phone Conference)	April 5, 6, and 10, 2012 April 20, 2012 April 11, 2012 April 18, 2012 April 23 and 24, 2012 April 4, 2012
Evansville Teachers Association	Initial Notification of Grant Opportunity/Email from Director of Title Support ETA President/McGary Principal Follow-Up Discussion ETA President/Input on Application / STE(A)M infusion	April 10, 2012 April 10, 2012 April 19, 2012
Executive Leadership Team/Superintendent	Superintendent-led discussions with Executive Leadership Team	Held ongoing meetings regarding principal recruitment/selection; April 25, 2012 meeting for final review of grant proposal.
EVSC School Board of Trustees	Superintendent-led discussions with EVSC School Board of Trustees Board Approval of SIG	April 2, 2012 April 16, 2012 Board approval expected on May 7, 2012 (SIG application deadline was April 30, prior to School Board meeting.)

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

D. Collaboration with Teachers' Unions

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

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

E. Assurances

Evansville Vanderburgh School Corporation assures that it will

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

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

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

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

F. Waivers

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

☑ Extending the period of availability of school improvement funds.

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

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

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

LEA Application for Each Tier I and Tier II School

School Improvement Grant (1003g)
2012-2013

LEA School Application: Tier I and Tier II

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

School Corporation **Evansville Vanderburgh School Corporation** Number **7995**

School Name **McGary Middle School**

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:

☐ Turnaround	☐ Restart
☑ **Transformation**	☐ Closure

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

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

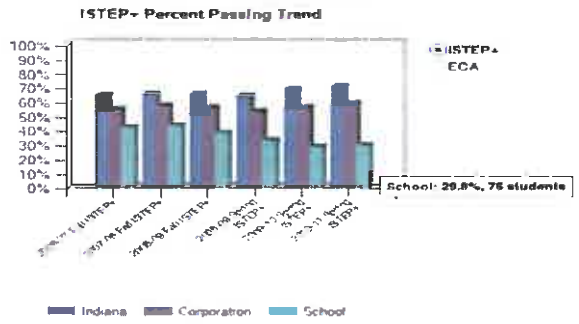
Student groups not meeting AYP (list groups below)	**% of this group not meeting AYP**	**# of students in this group not meeting AYP**	**How severe is this group's failure?** (high, medium, low)	**How unique are the learning needs of this group?** (high, medium, low)
English/Language Arts				
Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Black	68.75%	41	High	High – years behind their peers on reading level, etc. Lack of prior knowledge contributes to achievement gap.
Female	47.01%	63	High	High – motivational and relevance hinders classroom performance.
Male	54.89%	73	High	High – need for kinesthetic learning. Males have a stronger dislike for reading than females. Connection and relationship with teacher is

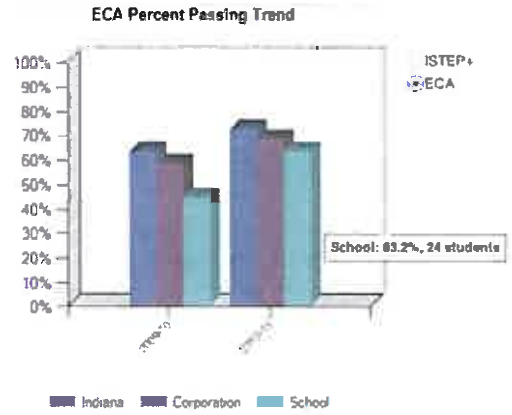
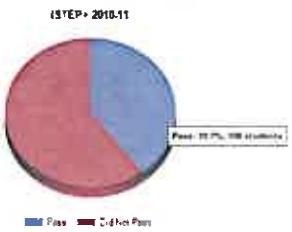
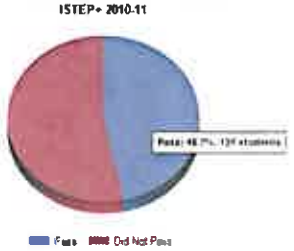
				critical; male students struggle to connect with some staff and experience trust issues due to high staff turnover.
Free/Reduced Lunch	62.2%	123	High	High – Low basic reading level for many students. Lack of background knowledge contributes to poor comprehension. Need for relevant reading experiences; additional social/emotional supports needed.

Mathematics

Black	65.67%	44	High	High – years behind their peers on reading level, etc. Conceptual skills gap hinders teaching grade level standards. Students have a strong dislike for math due to lack of successes and skills gap. High teacher turnover in math mid-school year; no fluidity in instruction and no opportunity to develop trusting relationship with teacher. Needs for completing work outside the classroom; support as needed.
Multiracial	65.96%	31	High	High - Students have a strong dislike for math due to lack of successes and skills gap. High teacher turnover in math mid-school year; no fluidity in instruction and no opportunity to develop trusting relationship with teacher.
White	50.75%	68	High	High - Students have a strong dislike for math due to lack of successes and skills gap. High teacher turnover in math mid-school year; no fluidity in

				instruction and no opportunity to develop trusting relationship with teacher.
Female	61.19%	82	High	High – differences in learning styles from males. Perception they "can't do math."
Male	54.89%	73	High	High – need for additional hands-on, concrete experiences. Need for relevant mathematical application. .
Free/Reduced Lunch	66%	140	High	High years behind their peers on reading level, etc. Conceptual skills gap hinders teaching grade level standards. Students have a strong dislike for math due to lack of successes and skills gap. High teacher turnover in math mid-school year resulting in no fluidity in instruction. Support needed for completing work outside the classroom.

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?	**What is at the "root" of the findings? What is the underlying cause?**
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'."	*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."
An ELA performance range of 47.01% - 68.75% of students not making AYP exists across ESEA subgroups.	Many McGary students are years behind their peers on reading level, etc. All students are in need of rigorous instruction in literature and in informational text comprehension. Students need skills to access materials with higher text complexity. Students lack background knowledge contributing to lack of comprehension and leading to limited relevance/engagement in instruction. Many males have the need for kinesthetic learning. Males have a stronger general dislike for reading than females. Connection and relationship with teacher is critical; male students struggle to connect with some staff and trust issues are more pronounced due to high staff turnover.
A mathematics performance range of 50.75% - 66% of students not making AYP exists across ESEA subgroups.  	Conceptual skills gap hinders teaching grade level standards. Students have a strong dislike for math due to lack of successes and skills gap. High teacher turnover in math mid-school year; no fluidity in instruction. Needs for completing work outside the classroom; support as needed.

While both ELA and Mathematics were high severity/high needs for the female subgroup, 19 more females failed math than English.	Our present practices are very linear and rote. A difference exists in cognitive processing in males. Female students have the perception they "can't do math." There is significant evidence the female brain needs to talk through the concepts in everyday language, use concrete examples and manipulatives. A STE(A)M-infused curriculum would give female students the opportunity to engage in "whole-brained" learning experiences in math that allow them to gain the confidence they need to fully master difficult math concepts and skills through instructional techniques that connect them with concrete and real world examples.
The black subgroup (68.75%) did not make AYP in ELA and (65.75%) in Mathematics, which had pronounced severity of subgroup performance.	Lack of prior knowledge enabling success in learning in the present structure of schools; learning not being "cool" and lack of relevance in curriculum and instruction. Without the orchestrating intentional connections and relevance within instructional practices, everything learned in school is separate and has to be memorized.
	 MATH  ELA

Student Leading Indicators

➢ ***Instructions:***

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

	2010-2011	2011-2012
1. Number of minutes within the school year that students are required to attend school	**76,950**	**76,950**
2. Dropout rate*	**N/A**	**N/A**
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	**95.3%**	**98.0%**
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	**N/A**	**N/A**
5. Number of students completing dual enrollment classes	**N/A**	**N/A**
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	**LSY** **BAS** **SS**	**LSY** **BAS** **SS**

7. Discipline incidents*

Subgroups	# Students	# Incidents
Ethnicity		
American Indian	*1*	*4*
Black	61	369
Hispanic	*9*	*24*
Multiracial	41	212
White	86	353
Gender		
Female	94	440
Male	104	454
IEP		
IEP Yes	45	267
IEP No	153	635
Lunch Status		
Free	156	748
Reduced	*19*	*67*
Paid	*23*	*80*

Subgroups	# Students	# Incidents
Ethnicity		
American Indian	1	12
Black	57	332
Hispanic	7	28
Multiracial	40	223
White	73	324
Gender		
Female	67	308
Male	111	595
IEP		
IEP Yes	54	328
IEP No	124	569
Lunch Status		
Free	155	810
Reduced	10	29
Paid	13	54

8. Truants
(# of unduplicated students, enter as a whole number)

Grade Level	# Truant Students
Grade 6	23
Grade 7	16
Grade 8	41

Grade Level	# Truant Students
Grade 6	6
Grade 7	12
Grade 8	9

<table>
<tr>
<td>9. Distribution of teachers by performance level on LEA's teacher evaluation system</td>
<td>
<table>
<tr><th></th><th>%</th><th>#</th></tr>
<tr><td>* Total</td><td></td><td>15</td></tr>
<tr><td>1-1.5</td><td>-</td><td>-</td></tr>
<tr><td>1.51-2</td><td>60%</td><td>9</td></tr>
<tr><td>2.01-2.5</td><td>27%</td><td>4</td></tr>
<tr><td>2.51-3</td><td>14%</td><td>2</td></tr>
<tr><td>3.01-3.5</td><td>-</td><td>-</td></tr>
<tr><td>3.51-4</td><td>-</td><td>-</td></tr>
</table>
* Totals based on EVSC Evaluation.
</td>
<td>
<table>
<tr><th></th><th>%</th><th>#</th></tr>
<tr><td>** Total</td><td></td><td>22</td></tr>
<tr><td>0-.49</td><td>-</td><td>-</td></tr>
<tr><td>.5-.99</td><td>-</td><td>-</td></tr>
<tr><td>1.0-1.49</td><td>-</td><td>-</td></tr>
<tr><td>1.5-1.99</td><td>5%</td><td>1</td></tr>
<tr><td>2.0-2.49</td><td>32%</td><td>7</td></tr>
<tr><td>2.5-2.99</td><td>55%</td><td>12</td></tr>
<tr><td>3.0-3.49</td><td>9%</td><td>2</td></tr>
<tr><td>3.5-4.0</td><td>-</td><td>-</td></tr>
</table>
** Based on TAP observation evaluation averages as of 4/12/2012 (SKR without Responsibilities Survey).

Overall observed strengths:
- Teacher Content Knowledge (3.12)
- Respectful Culture (3.08)
- Managing Student Behavior (3.02)
- Environment (2.9)
- Standards and Objectives (2.9)

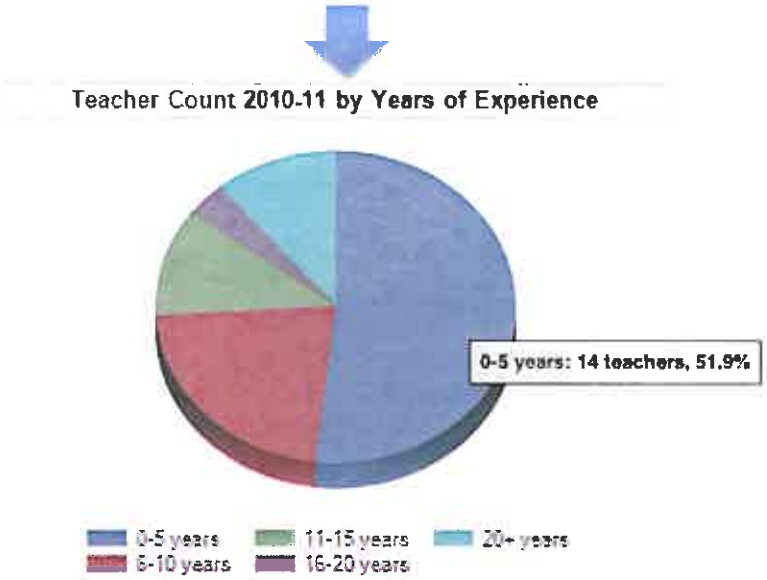
Overall observed growth opportunities:
- Grouping Students (2.08)
- Problem Solving (2.29)
- Thinking (2.34)
- Questioning (2.34)
- Assessment (2.41)
</td>
</tr>
<tr>
<td>10 Teacher attendance rate</td>
<td>95.3%</td>
<td>95.1%</td>
</tr>
</table>

<table>
<tr><th>What are key findings or summaries from the student leading indicator data?</th><th>What is at the "root" of the findings? What is the underlying cause?</th></tr>
<tr><td>Inappropriate example: "Teachers are absent a lot."

Appropriate example: " Teachers on average are out of the classroom 32 days of the school year."</td><td>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"</td></tr>
<tr><td>Student attendance on additional calendar days of McGary's calendar have traditionally been lower than regular attendance days when the rest of the district is in attendance.
<table>
<tr><th>McGary "Extended" School Calendar Days:</th><th>Student Attendance on Additional Days:</th></tr>
<tr><td>5/26/11</td><td>93%</td></tr>
<tr><td>5/27/11</td><td>91%</td></tr>
<tr><td>5/31/11</td><td>83%</td></tr>
<tr><td>6/1/11</td><td>86%</td></tr>
<tr><td>6/2/11</td><td>84%</td></tr>
<tr><td>6/3/11</td><td>77%</td></tr>
<tr><td>6/6/11</td><td>82%</td></tr>
<tr><td>6/7/11</td><td>81%</td></tr>
<tr><td>6/8/11</td><td>86%</td></tr>
<tr><td>6/9/11</td><td>85%</td></tr>
<tr><td>Total 10-11 Average for Extended Calendar Days:</td><td>85%</td></tr>
</table></td><td>McGary has implemented additional student calendar days for the past two years. Poor attendance on these additional student calendar days shows the need exists for alternative thinking about increasing learning time and creating learning experiences that engage and draw students into school and extended learning opportunities.</td></tr>
<tr><td>In all, 903 total discipline incidents during the 11-12 school year thus far has had an effect on instruction and learning.</td><td>Lack of understanding and inexperience of teachers in classroom management techniques; lack of stamina, particularly for new teachers, and missionary zeal. There is a need for intrinsically-motivating, culturally-responsive practices.</td></tr>
<tr><td>Teacher attendance rate at 95.1%; 31% of teacher absences were not covered by substitute teachers.</td><td>Teachers need to attend professional development, but need to be assured that their instruction will be continued, preferably by a certified teacher who has a relationship with the students. It is critical that instructional time is not lost, and the opportunity for teachers to continue to grow professionally is not revoked. Currently that is not happening, and frequently teachers lose their own planning time to</td></tr>
</table>

Only 60% of the 10-11 staff returned from the year prior; and 50% of the 10-11 staff returned during the current 11-12 school year. In fact, only 31% of current McGary teaching staff have taught at McGary for three or more consecutive years

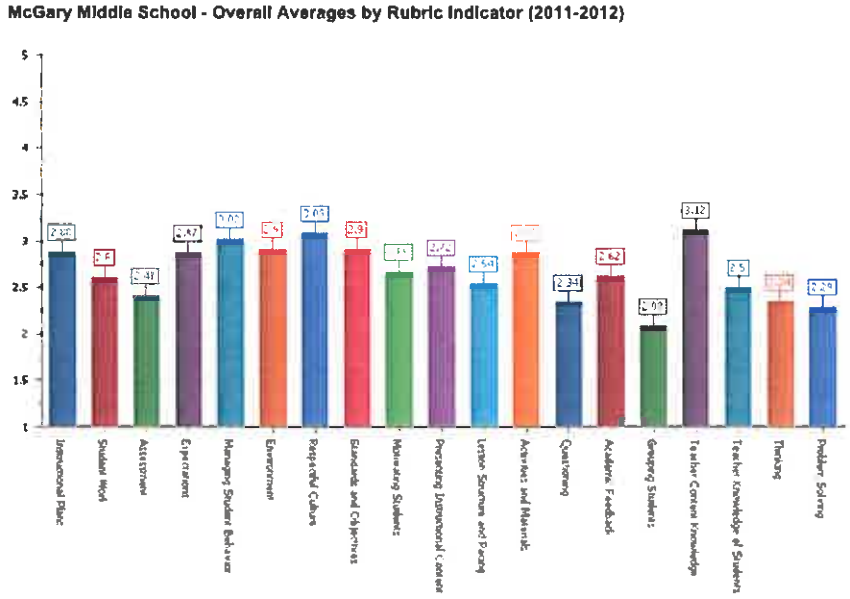


Overall observed growth opportunities for staff: (Evaluation Overview)

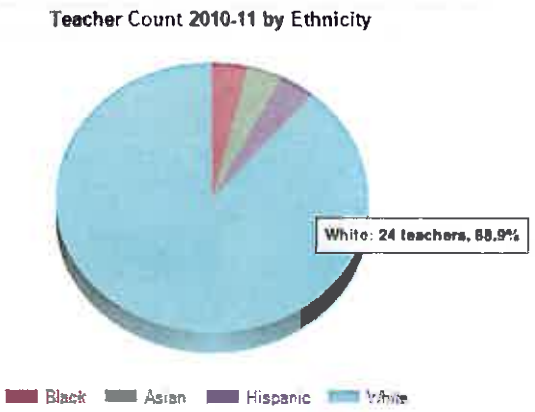
- Grouping Students (2.08)
- Problem Solving (2.29)
- Thinking (2.34)
- Questioning (2.34)
- Assessment (2.41)

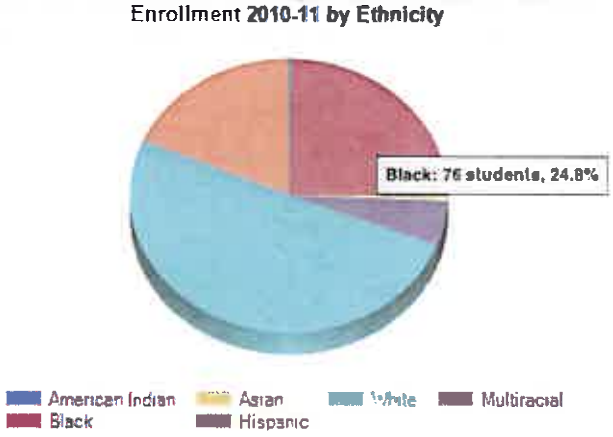
cover the instruction for their colleagues when they have teaching positions unfilled during PD.

Excessive teacher turnover during the past three years has contributed to an above average number of inexperienced teachers on staff.



Teacher observation scores from the TAP Rubric show that McGary teachers lack a foundational understanding of effective strategies to increase the likelihood of learning. Professional development in providing opportunities for students to problem solve, think critically, and question is a vital need. Additionally, teachers lack experience is grouping students in a variety of ways to increase student achievement. Further, assessment literacy is lacking.





Teacher and student demographics are incongruous;
There is a cultural disconnect between the adults and students in the building. This circumstance increases the likelihood of misunderstandings and misconceptions in terms of academic ability and appropriate behavior.

Behavior and academic data evidence the need to foster student-adult mentoring/teaching relationships. The intent is to bridge the cultural gap and agree upon a consistent definition of appropriate behavior in a environment of high academic expectations.

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.					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	X		6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
7. Instruction is not increased to allow for more student learning time.		X			7. Schedules and strategies provide for increased student learning time.

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

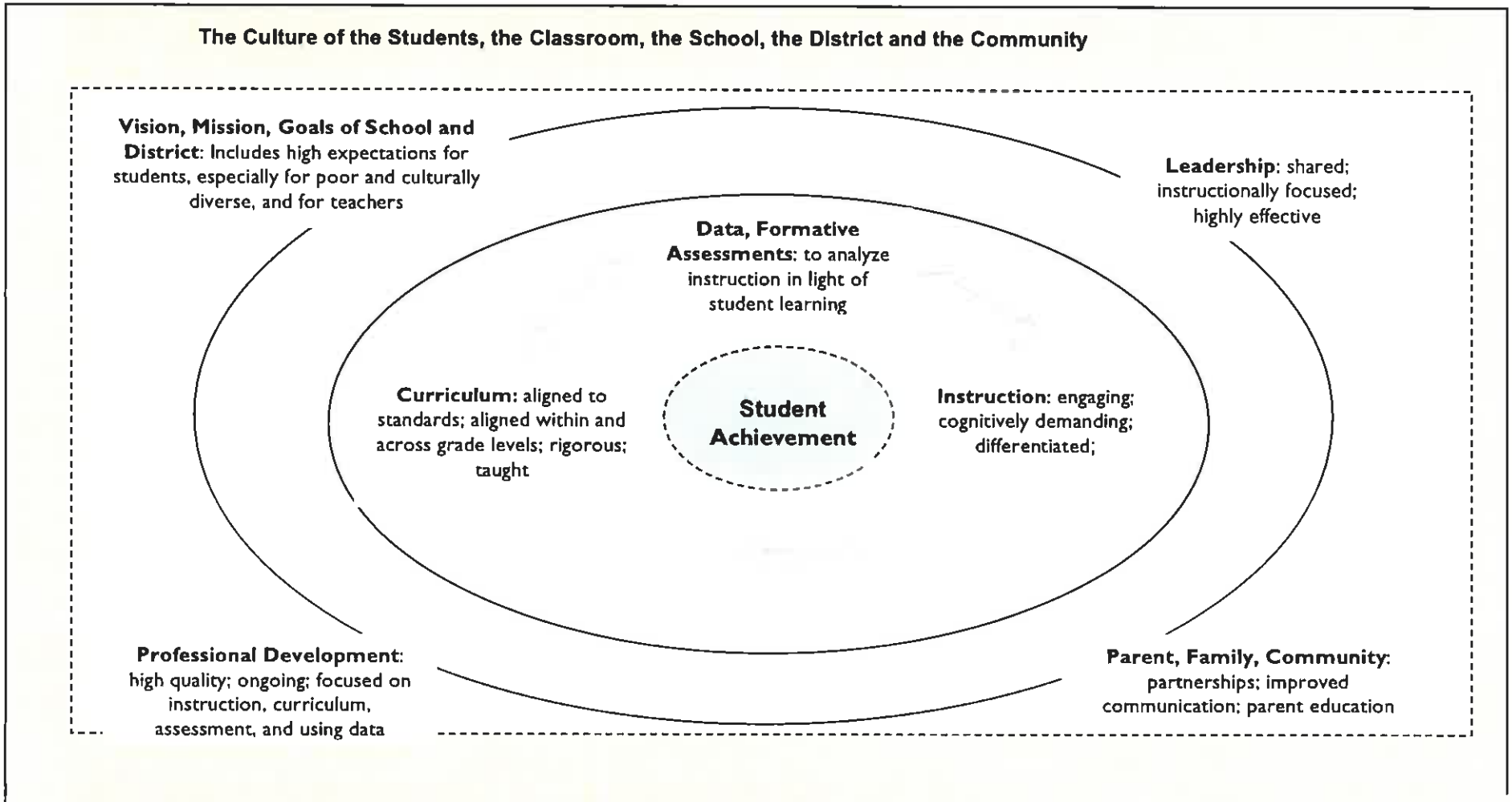
Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports.			X		1. Provides social and emotional supports from school and community organizations.
2. Does not ensure a safe school and community environment for children.		X			2. Creates a safe learning environment within the school and within the community.
			X		3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way.		X			1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.		X			2. Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.					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."
Cultural instruction is limited to study of flags, festivals, and foods of countries/people.	Students and staff have different backgrounds and experiences. Cultural competency and educational experiences varying from student experiences; disconnect of expectations. Connections/relationships are lacking and understanding students' "currency" regarding motivation and relationships.
We do not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.	Not applicable to McGary; no ELL subgroup.
Overall, instruction is ranked low for our school.	Lack of missionary zeal and importance of relationships; content versus student- and learning-centered. While progress has been made in one year, many of the teachers were overwhelmed with year I TAP implementation; Lack "big picture" and integrating multiple contents.
Use of data/formative assessments is ranked low for our school.	Working with data and developing assessments through weekly scrimmages as a group, but if systems would go away the practice may not continue (culture of compliance with formative assessments right now.) Data overload…Teachers desire to differentiate, but struggle to do that work and get everything else in.
We do not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.	Students find it difficult to shift from being in charge of younger students at home and to being learners at school (insulted by tone and articulation of staff.) Need to intentionally share with the staff effective styles of communicating with students of poverty; Thinking you are going to teach like you have been taught (socialization of professional practices from prior experiences).

Appendix C: Theory of Action for Indiana High-Poverty Schools and District in Improvement: Moving towards High-Performance

The Indiana Department of Education, Title I analyzed the literature and research on high-performance, high-poverty schools and districts. The findings revealed specific practices and policies of successful high-poverty schools and districts. These findings serve as the components of the Theory of Action below. Supports to and requirements of schools and districts correspond to these components of successfulness.



B. Selection of School Improvement Model
Elements of School Intervention/Improvement Models

Transformation Model	Transformation Model
Required Elements	***Permissible Elements***
Develop Teacher and Leader Effectiveness 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.	Develop Teacher and Leader Effectiveness 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
Increasing Learning Time and Creating Community-Oriented Schools 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.	Comprehensive Instructional Reform 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a schoolwide "response–to–intervention" model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
Comprehensive Instructional Reform Strategies 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.	Increasing Learning Time and Creating Community-Oriented Schools 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
Provide Operational Flexibility and Sustained Support 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.	Operational Flexibility and Sustained Support 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

II. Selection of Improvement Model

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

☐ Turnaround	☐ Restart
☑ Transformation	☐ Closure

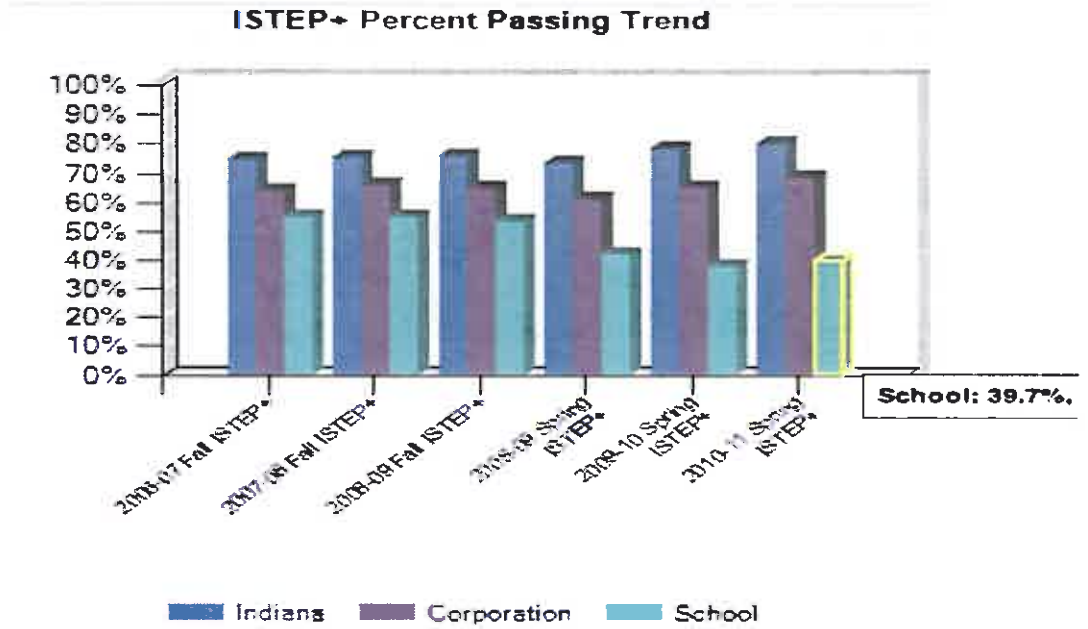
➢ ***Instructions:*** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership,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

Intervention Model Selected: **Transformational**

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

McGary Middle School – School Performance and Demographics Information

McGary Middle School served 307 students in grades 6-8 during the 2010-2011 school year. This urban middle school, located in Evansville, Indiana, is part of the Harrison High School attendance district. McGary has a history of low performance on ISTEP+, in addition to receiving ratings in the lowest designated category of Indiana's PL 221 Accountability Model for three consecutive years (see McGary's PL 221 History). This performance record has placed McGary in a position nearing potential state intervention. The need exists for school turnaround strategies and resources to change the trajectory of student achievement for the students at McGary, whose overall ISTEP+ results were at 39.7% in 2010-2011.



McGary's PL 221 History						
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Final PL 221 Status	Academic Watch	Academic Probation	Not Assessed	Academic Probation	F (Academic Probation)	TBD

Shared Vision and Focus Leading to School Transformation

The McGary community is invested in and positioned for changes that will result in significant increases in student achievement. The school has recently adopted **TAP** to evaluate teachers and to reward those who excel in the classroom, beginning with year one of implementation in the 2011-2012 school year. TAP provides opportunities for professional growth, collaboration, school-based professional development, and promotions and salary increases as a master or mentor teacher in an effort to recruit and retain high-quality teachers. Furthermore, the program provides fair and rigorous teacher evaluations based on the TAP Teaching Skills, Knowledge and Responsibility Standards to identify strengths and areas for improvement in the classroom. Finally, the TAP system includes performance-based compensation based on the classroom evaluation, individual classroom growth, and school growth (National Institute for Excellence in Teaching, 2011; Schacter & Thum, 2005). Evaluations of TAP implementations in Arizona, Louisiana, South Carolina, and Texas show **increased student growth** in schools implementing the system (National Institute for Excellence in Teaching, 2011; Schacter & Thum, 2005; Schacter, Thum, Reifsneider, & Schif, 2004).

Additionally beginning in the 2011-2012 school year, McGary Middle School worked collaboratively with **IDOE technical assistance** as a "**Year 3 Priority School**" approaching potential state intervention. In collaborating with IDOE's School Turnaround Specialist, Troy Crayton and with LEA support, it was determined McGary Middle School was **lacking clear and acute priorities** for their school. This finding translated into a lack of shared vision with misaligned school improvement efforts across the school community. To address the lack of a shared vision, focus groups conducted by the technical assistance team revealed that school priorities at the time interviews were conducted (October 2011) focused predominantly on the "perception" of the school to others in the community. Changing that community's perception of the school and shifting from data-only culture to a student-and learning-centered culture were identified as the two main priorities. During the 2011-2012 school year, McGary Middle School enlisted its stakeholders, including staff, students, families, and community partners in a visioning process for the school. The shared vision for McGary Middle School became:

"Developing 21st Century Learners!"

Developing 21st Century Leaders. Pink (2005) shared the meta-ability to understand "relationships between relationships" (**big-picture thinking**) may be one of the most important skills for 21st century learning (p. 141). In Pink's quotation, he reintroduces an essential element of preparing students for successful futures; the affective domain. McGary's new vision and initiatives, congruent with **Indiana's "90-25-90" Goal,** has been a collaborative development process throughout 11-12. This vision exemplifies the importance of engaging students in learning tasks that tap emotional intelligence and its power to captivate and motivate. Empowering students to own their learning and develop upon their unique skills and talents is the foundation that will prepare students to be **college and career ready**. This vision has served as a catalyst for McGary to develop a **STE(A)M-Infused Foundation** with **Project-Based Learning (PBL)** as a key strategy. The redefined curriculum will focus on critical thinking, collaboration, communication, and creativity, preparing students for a multitude of options on their college and career paths. "Arts integration is the collaboration between the arts and other content areas resulting in a richer, more complete whole that fosters **deep, personal learning** in both areas simultaneously" (Arts Integration Training Institute, 2005). In Champions of Change (1999), this integration is most effective in high poverty, urban school settings, where students benefit from creative thinking being integrated into the curriculum through the STE(A)M Model. "The arts are an oft-neglected area of the curriculum that have a dramatic impact on student performance," (Jensen, 2009, p. 118). Jenson (2009) concluded the infusion of arts builds attentional and processing skills used in sequencing and manipulation of data, strengthens memory skills, and builds lifelong and transferable skills such as reading (p. 118).

Equity Model/NEA Priority School/TAP. McGary Middle School is one of three **Equity Schools** in the Evansville Vanderburgh School Corporation. The school adopted the Equity Process as a collaborative innovative approach that would address the **significant need for improved student achievement**. In choosing the Equity Process, the staff has already fully committed to the complete overhaul of their processes and practices and the implementation of the **required elements** of the **Transformational Model**. All required elements, including some permissible elements have already been introduced through the combined efforts of the Equity and **TAP Models** in place at McGary Middle School. The Transformational Model's required and permissible elements will serve to significantly enhance and refine the efforts to improve the quality of curriculum and instruction. Utilizing a STE(A)M

What's the difference?

STEM approach	STEAM approach
Integrates science, technology, engineering and math to design products and solutions.	Emphasizes creative problem solving and innovation through language arts, visual arts and performing arts.
Most engaging for students who gravitate towards science and math.	Provides new access to science and math for some by tapping creative abilities and expression.
Teachers who do not teach science or math are not involved.	All teachers participate in meaningful whole school involvement.

Classroom project examples:

STEM approach	STEAM approach
7th grade science lab students calculate their body's stroke volume at rest and while active. (The stroke volume is the amount of times that blood circulates through the body.)	Students in physical education class calculate their stroke volume through exercises. This information would then be brought to science class where the class discusses the meaning and how it applies to the human body.
7th grade science students study the human body with lab or some sort of dissection unit.	Each day in language arts, students apply the information they are getting from science and other subjects like physical education to generate a writing or art project on how the different human body systems come together.

http://www.moundsviewschools.org/pdf07/SchoolTalk-10%5b1%5d.pdf

focus, the combined frameworks are intended to boost **teacher quality and efficacy**, use of data and site-based decision making, increase and intentionally align community partnerships, as well as support continued operational flexibility at a school that has already demonstrated success in stepping away from light touch reform efforts and implementing **school turnaround efforts.** These far-reaching efforts already in place at McGary Middle School make it well positioned for successful and immediate implementation of the Transformational Model's elements for school turnaround. Additionally, district personnel with high capacity to support and sustain schools implementing school turnaround efforts are already in place to support McGary in implementing this very rigorous school improvement model.

The model with STE(A)M alignment connects directly to the results of the **root cause analysis**. The focus is on student engagement/relevance, teacher quality, partnerships that address the need for students to identify and connect with a mentor to support college and career readiness, extending learning time for students and staff, as well as rewarding staff for their performance. STE(A)M implementation would be introduced in phases (see McGary STE(A)M Implementation Chart) so staff has time fully understand the principles of STE(A)M and to learn from Model teachers on site and plan accordingly.

McGary STE(A)M Implementation: Three Phases→Three Years

Year 1 (12-13) STE(A)M Exploration	Year 2 (13-14) Beginning Implementation	Year 3 (14-15) STE(A)M Infusion
McGary Middle School Vision: Developing 21st Century Learners!		
What is STE(A)M? STEM with an Arts infusion – Educating citizens of tomorrow will require redesigning our lessons of today. The STE(A)M model uses the arts as a teaching methodology that can better prepare students to use the knowledge they are acquiring in all subject areas to become creative thinkers and problem solvers.		
Inquiry Focus Question: How can STE(A)M enhance learning for myself and others?	Inquiry Focus Question: How can STE(A)M play a central role in my current and future learning?	Inquiry Focus Question: How can STE(A)M help us to re-envision and redesign our educational system in the 21st century?
Goal: Implement a train the trainer model – experts work with teachers to create sustainability by building expertise within – partnerships/experts from community (da Vinci Institute) and explore potential partnership for years 2 and 3 with Project Lead the Way (PLTW).	Goal: Continue work with specialists from STE(A)M professional fields. Increase knowledge and understanding of effective integrated learning strategies.	Goal: Specialists available for consultation and modeling.
• STEM Initiatives (Robotics, Video Production) • Visual Arts (2D and 3D art, Jewelry, Photography) • Performing Arts (Drama, choir, band, orchestra) • Humanities (Journalism, exploratory world languages, Creative writing) • Health and Physical Education (Dance, Yoga, Zumba) • Family and Consumer Science (Culinary Arts, Etiquette, Gardening)	Students: Student offerings for extended learning will be assessed for effectiveness and adapted in a continuous improvement process.	Students: Student offerings continue and vary as students develop new STE(A)M curricular interests.
Key Strategy: Lab Model Teachers will pilot STE(A)M Interdisciplinary units of study each quarter. Current teaching staff would have the opportunity to observe this PD as a lab/PD opportunity during the initial pilot year.	Key Strategy: Integrating STE(A)M into core instruction	Key Strategy: Full STE(A)M Infusion

The Arts infusion of STE(A)M creates an environment of emphasizing and embedding skills needed for the 21st century. Typical school tasks presently assigned to students only require convergent or recall thinking skills. Creative thinking necessitates sophisticated cognitive action that involves more complex neuro patterning. Because successful students must be able to navigate an unpredictable future and find a variety of possible solutions to life's problems, diverse thinking and ideational fluency are instilled within the STE(A)M model (Hardiman, 2010).

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

While all required elements of the Transformational Model are already in place at McGary, implementing the SIG Transformational Model will afford the principal and school leadership team an **increased level of autonomy** to effect change that will positively impact student success with the necessary resources to do so through **drastic, turnaround principles**. The school leadership team will be supported through additional mentoring and **professional development** (LearningWorx and LEA Support—see Appendix I). Additional **community partnerships** (i.e. Lampion, Youth First, Inc. Social Work) will serve to support students and their families social and emotional needs as well as teacher efficacy and the development of their levels of expertise by **collaborating** with **professionals in the field** (da Vinci Institute-- see Appendices J and K). A STE(A)M Team of teachers will create model classrooms demonstrating STE(A)M infusion; simultaneously decreasing student to teacher classroom ratios throughout the school. A professional development substitute who is trained and fully invested in the McGary vision for change will give staff the flexibility to grow professionally and collaborate with their peers without interfering with core instruction.

"Teachers, like all leaders, seek results that cannot possibly be achieved solely by their own efforts" (Dufour, R. & Marzano, R., 2011, p. 3). Additional embedded supports for staff (i.e. TAP Master/Mentors, Data Coach) will bolster the professional learning in cluster meetings as teachers learn to apply **research-based instructional strategies** in their own classrooms. Increased **data-driven instructional supports** will strengthen McGary teachers' and administrator's ability to determine the effectiveness of their intensive and concentrated turnaround efforts.

Hanushek (2002) states that the magnitude of differences among teachers is so great that within a single large urban district, "teachers near the top of the quality distribution can get an entire year's worth of additional learning out of their students compared to those near the bottom" (p. 1). Because **improving teacher quality** is imperative, teachers will implement **Individualized Growth Plans** (IGPs) within the TAP Model. They will set personal goals based on current student performance, consistent observation, and feedback from their leadership team beginning in 2012-13. Additional supports aligned with the implementation of the Transformational Model will reinforce **Career, Mentor, and Master Teachers**. The principal and other school staff will **field-test specific strategies** in order to differentiate professional growth support.

Additionally, upon implementing the Transformational Model, students will have the opportunity to participate in **380 additional hours** of extended learning afterschool and throughout the summer. The additional learning time will be tightly aligned to proven-instructional needs with a **STE(A)M-infused emphasis**. McGary's plan is to optimize existing "academic learning time" (Econorthwest, 2008) by ensuring the content of the additional hours gained through the extended time offerings aligns closely to the

core instruction students receive throughout the day. Analysis of **Acuity** will be a strong component used to design extended offerings and **Achieve 3000**, a personalized learning platform, will further bolster continuous individual learning through technology and the corporation's one to one initiative. Planned summer school programming would also extend the opportunities for students to participate in STE(A)M-focused learning.

An additional element of the grant addresses the whole child's "readiness to learn" domain. Students and families will be supported more intensively with social and emotional wrap-around services to meet needs that impeded academic success (i.e. Social Worker, student and family counseling services).

A pilot STE(A)M teacher team will create a model STE(A)M infused classroom curricular lab program for other staff to observe. A key expectation of the model team during phase one of the transition to STE(A)M infusion will be to create a collaborative dialogue with staff members regarding the arts infused instructional program and how it relates to effective instruction in general. Additional personalized professional development and training will be embedded for staff, as necessary, in phase one (2012-2013). Teachers will be freed up by the professional development substitute, as necessary, to co-plan with teachers who choose to begin infusing STE(A)M immediately into their core corriculum (see Appendices A and B). Partnerships from the professional field, coordinated by the da Vinci Institute, will provide a unique professional learning experience for the STE(A)M Team and McGary Staff (see Appendices J and K).

EVSC'S Transformational Efforts to Target Determined Needs: Overview of Required Elements

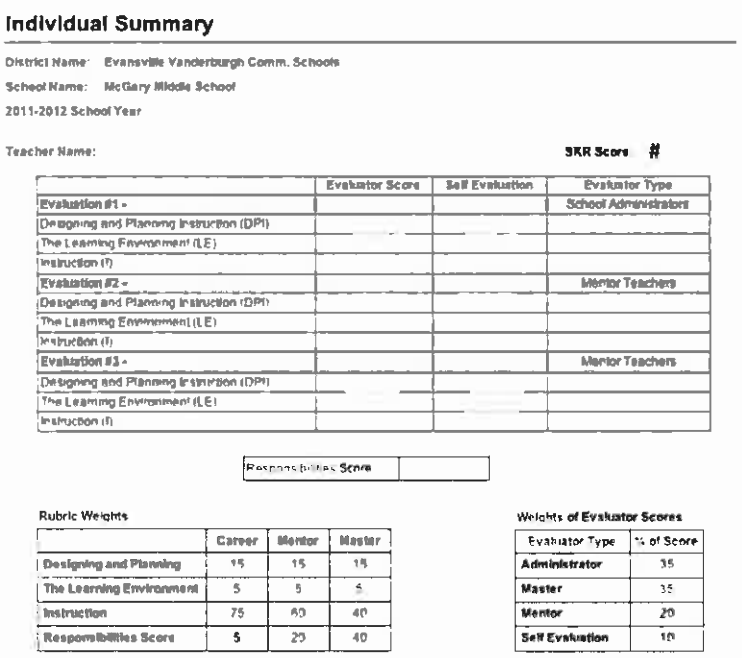
A. Develop Teacher and Leader Effectiveness

1a. Replace the principal who led the school prior to implementing the model.

A new principal will begin at McGary Middle School and open the 12-13 school year. Of highest importance was the recruitment and selection of the McGary Middle School's new principal, Tammy Dexter. A subgroup of the Superintendent's Executive Leadership Team recognized Ms. Dexter as a proven leader who could drive a school turnaround effort. Those leadership qualities targeted a leader who could mobilize staff relative to **Mass Insight's three HPHP Readiness Domains** of **readiness to learn, readiness to teach,** and **readiness to act** aligned to the elements of the Transformational Model. The importance of the leadership selection cannot be overstated. Considering carefully the building culture, current initiative and school improvement needs, and the skills necessary to make turnaround a reality, Tammy Dexter was the best candidate and uniquely suited to move McGary forward.

New principal, Tammy Dexter, has already demonstrated success as a turnaround leader in implementing a Transformational Model in a K-8 school for two years. She was a participant in the EVSC's Learning Leadership Cadre with Brown University and is currently completing her Ed S at Indiana State University. A former counselor and high school English teacher, Tammy has a wide variety of experiences with curriculum and instruction as well as with students, families and community partners. At her former school, Tammy led the school into a newly renovated building with a different grade level configuration that required the merging of two staffs (K-5 and 6-8). Because of the critical need to increase student learning, Ms. Dexter guided the implementation of TAP, the creation of an alternative Twilight program, and the oversight1003g Transformational Model.

2a. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. (Evaluations are developed with teacher and principal.)



Individual Summary

District Name: Evansville Vanderburgh Comm. Schools

School Name: McGary Middle School

2011-2012 School Year

Teacher Name: SKR Score #

	Evaluator Score	Self Evaluation	Evaluator Type
Evaluation #1 -			School Administrators
Designing and Planning Instruction (DPI)			
The Learning Environment (LE)			
Instruction (I)			
Evaluation #2 -			Mentor Teachers
Designing and Planning Instruction (DPI)			
The Learning Environment (LE)			
Instruction (I)			
Evaluation #3 -			Mentor Teachers
Designing and Planning Instruction (DPI)			
The Learning Environment (LE)			
Instruction (I)			

Responsibilities Score	

Rubric Weights

	Career	Mentor	Master
Designing and Planning	15	15	15
The Learning Environment	5	5	5
Instruction	75	60	40
Responsibilities Score	5	20	40

Weights of Evaluator Scores

Evaluator Type	% of Score
Administrator	35
Master	35
Mentor	20
Self Evaluation	10

The extensive research on teacher quality has led to two conclusions. First, there are large and significant differences among teachers in terms of their capacity to improve student achievement. Second, these differences are not captured by common measures of teacher qualifications (E. A. Hanushek, Teacher quality, in: L.T. Izumi, W. M. Evers (Eds.), Teacher Quality, Hoofer Press, Palo Alto, CA, 2002, p. 1-12). The McGary staff identified the TAP System for Teacher and Student Advancement as the model that would provide increased teacher support, professional development, evaluation and compensation for student performance based on the ISTEP+ Indiana Growth model.

In a collaborative effort with the teachers' association to transition into the TAP model, EVSC teachers in TAP schools will continue to be evaluated by both the TAP and EVSC evaluation tool during the 2012-2013 school year. The EVSC evaluation system has a clear and systematic pathway for removal for those who have not improved after resources for improvement have been provided. The TAP system relies on the district evaluation system in cases where removal is appropriate.

The ongoing evaluation of every staff member through the TAP process provides targeted assistance throughout the year. Teachers who have not shown adequate performance through the TAP evaluation system or EVSC evaluation tool will work through a plan of improvement with intensive support and feedback from school level leadership. The LEA also serves as additional support to the principal as needed during plans of improvement (Marzano & Waters, 2009, p. 4).

Upon completion of the plan of improvement, the administrator will re-evaluate using the district evaluation tool and recommend the teacher for retention, probation, or termination.

3a. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. grad rates.

In The staff-selected TAP model of compensation for student performance will continue to be used in the 12-13 school year year of implementation. The TAP model for evaluation and performance-based compensation will create structure and additional supports for McGary Middle School. The TAP System:

- Adds a research-based compensation system based on roles, responsibilities, and student achievement.
- Provides opportunities to earn bonuses each year based on performance in the classroom, student achievement gains, and the entire school's achievement growth.
- Incorporates Master and Mentor Teachers, who can receive additional compensation for their added roles and responsibilities.
- Adds a performance-based reward structure for school-level administration.

Note. Graphic from http://www.tapsystem.org/

Achievement Award Weights

For the career teacher *with* student achievement data, the award pool monies will be allocated as follows:

- 50% Skills, Knowledge, and Responsibilities
- 30% Classroom achievement gains
- 20% School achievement gains

For the career teacher *without* student achievement data, the award pool monies will be allocated as follows:

- 50% Skills, Knowledge, and Responsibilities
- 50% School achievement gains

For the mentor teacher *with* student achievement data, the award pool monies will be allocated as follows:

- 50% Skills, Knowledge, and Responsibilities
- 30% Classroom achievement gains
- 20% School achievement gains

For the mentor teacher *without* student achievement data, the award pool monies will be allocated as follows:

- 50% Skills, Knowledge, and Responsibilities
- 50% School achievement gains

For the master teacher *with* student achievement data, the award pool monies will be allocated as follows:

- 50% Skills, Knowledge, and Responsibilities
- 30% Classroom achievement gains
- 20% School achievement gains

For the master teacher *without* student achievement data, the award pool monies will be allocated as follows:

- 50% Skills, Knowledge, and Responsibilities
- 50% School achievement gains

Performance award weights will be distributed accordingly to level of position (Career, Master, Mentor) and will differ in proportions based on whether or not the teacher has student achievement data (See Achievement Award Weights).

Under the TAP model, $2500 per teacher will be added into a performance bonus compensation pool that will be distributed according to the Achievement Award Weights in in alignment with TAP guidelines. An additional $500 per teacher would be available per staff (connected to the TAP model).

The TAP Principal can earn up to an additional $10,000 based on 30% Principal Effectiveness Measure, 20% TAP Leadership Team Rubric, and 50% Schoolwide Value Added.

4a. Remove those who, after opportunities have been provided to improve, have not.

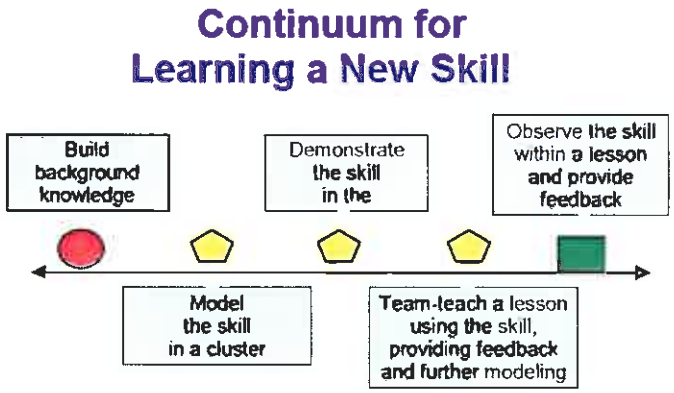
All EVSC teachers in TAP schools will continue to be evaluated by both the TAP and EVSC evaluation tool during the 2012-2013 school year. The EVSC evaluation system has a clear and systematic pathway for dismissal for those who have not improved after opportunities for improvement have been provided. The TAP system relies on the district evaluation system in cases where removal is appropriate.

The ongoing evaluation of every staff member through the TAP process provides targeted assistance throughout the year. Teachers who have not shown adequate performance as measured by the TAP evaluation system or EVSC evaluation tool, will design and implement their personal plan of improvement with intensive support and feedback from school level leadership. The LEA also serves as additional support to the principal as needed during plans of improvement (Marzano & Waters, 2009, p. 4).

Upon completion of the plan of improvement, the administrator will re-evaluate using the district evaluation tool and recommend the teacher for retention, probation, or termination.

5a. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the instructional program and designed with school staff

"When school personnel routinely evaluate, invent, and implement new practices, when those changes are motivated by and consistent with reform, and when teachers' professional communities and development are supported by the schools, change can be sustained" (Carpenter et al., 2004). In response to this research, the Evansville Vanderburgh School Corporation will sustain reform in McGary Middle School by providing ongoing and intensive professional development, fostering strong leadership from within school communities, encouraging collaboration both between teachers and between teachers and administrators, and committing adequate resources over the long-term. The EVSC will give operational flexibility in allowing the school's design of increased learning time to include teacher professional development days and will incorporate time for planning into the school day for collaboration.



School Meeting Schedule

Monday

School	Cluster	Time	
McGary Middle School	Setup Cluster		
McGary Middle School	English/Language Arts	7:30 AM	- 8:30 AM
McGary Middle School	Math and Science Cluster	1:15 PM	- 2:05 PM

Tuesday

School	Cluster	Time	
McGary Middle School	Social Studies and Related Arts	9:20 AM	- 10:10 AM
McGary Middle School	Math and Science Cluster	1:15 PM	- 2:05 PM

Wednesday

School	Cluster	Time	
McGary Middle School	English/Language Arts	7:30 AM	- 8:20 AM
McGary Middle School	Social Studies and Related Arts	9:20 AM	- 10:10 AM

Thursday

School	Cluster	Time	
McGary Middle School		3:00 PM	- 4:00 PM

In addition to commitments of materials and time, NCISLA researchers found that "schools and districts enhance their capacity for change if they promote leadership for teachers" and "recast administrative roles as facilitators rather than as managers" (Carpenter et al., 2004.) According to Reeves (2008), "the relationship between leadership and student achievement is profound and significant" (p. 13). Drawing from the work of Jim Collins, Rick DuFour, Robert Marzano, and Douglas Reeves, the EVSC currently builds the capacity of teacher leadership in a number of ways, including the development of the Learning Leadership Cadre (LLC), a capacity-building two-year cohort of teacher leaders in partnership with Dr. Ken Wong from Brown University. All members of the McGary administrators and Master Teachers will have successfully completed the LLC program.

STE(A)M Infusion. The transition to full infusion of STE(A)M will occur in three phases: Year one (2012-2013) will lay the foundation for integrating the STE(A)M elements into the curriculum and continually strengthened in subsequent years through intentional, well-articulated instruction within STE(A)M pilot lab. A team of STE(A)M Model Teachers will provide embedded professional development available each day for the faculty. The Model Teachers will be assigned students and pilot STE(A)M infused project based learning (PBL) strategies within their classrooms. In order to provide and further develop an understanding of the benefits of infusing STE(A)M concepts, current staff will have the opportunity to observe the model team working with a classroom of McGary students. The da Vinci Institute will endeavor to connect professionals in the various STE(A)M fields to provide relevance and bring real-world experiences to McGary students.

Principal Training. In addition to participating in all district and site-level training alongside teachers, principals will also receive intensive support and training by a distinguished mentor principal. The district's HPHP-Aligned Instructional Support Team will provide additional technical resources to the principal of McGary and the leadership team.

Focused and Systemic Professional Development. Teachers, staff, and the school leadership team will participate in purposefully structured and systemic professional development opportunities with a clear focus on:

- Embedded, ongoing, and team-oriented collaboration.
- Cluster groups led by experts.
- Ongoing classroom-based support with feedback and coaching.
- Prior restructuring of school day to have TAP teachers to participate in weekly cluster group meetings.
- Focus on examining student data together, collaborative planning, and taking action on results of inquiry.

6a. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff

The TAP model offers multiple career ladders for teachers who are demonstrating success. TAP Master and Mentor teachers have the opportunity to remain connected to the classroom while assuming teacher leadership positions and receiving additional compensation.

As an Equity School, teachers at McGary are given flexibility to determine the schedule for the increased learning time for staff and students. Each year the staff determines the school calendar, which includes increased learning time opportunities for staff and students based on student academic needs and funding availability.

Educational research consistently shows student achievement is most closely tied to teacher quality. Haycock (1996) concluded, "in the hands of our best teachers, the effects of poverty and institutional racism melt away" (p. 11). Additional resources and human capital are necessary in chronically low-performing, high poverty schools to target teacher quality and provide equity, which is their most pressing need. A considerable body of research cites the quality of teaching as the most important factor affecting student achievement (Nye, 2004; Hattie, 2008; Marzano, 2003, Rivkin, 2005, Marzano, 2003).

EVSC has experienced data consistent with national trends in schools with a low socioeconomic status (SES), including:

- Increased teacher attrition (Econnorthwest, 2008)
- Higher teacher absences
- Inflated levels of inexperienced teachers (Nye, Konstantopoulos, & Hedges, 204, p. 254)
- Decreased teacher self- and collective-efficacy
- Increased behavioral, social, and emotional needs in students
- Disproportionality of special education identification, student suspension, and achievement results

The teacher attrition rate at McGary Middle School has been at an all time high. Only 60% of the 10-11 staff returned from the year prior; and 50% of the 10-11 staff returned during the current 11-12 school year. In fact, only 31% of current McGary teaching staff have taught at McGary for three or more consecutive years. Incentives for recruiting, retaining, and attracting high quality teachers is critically important for McGary's improvement and sustained success. "The problem is most acute in the nation's high minority, high poverty, and low performing schools . . . . at-risk schools are in a constant cycle of rebuilding their staff" (National Commission on Teaching & America's Future, 2011). The needs at McGary mirror this cycle associated with underperforming schools.

Finally, the district has implemented a robust recruitment and hiring process including a screening interview phase and a final interview phase as well as classroom observations. An intentional effort is made to place top talent in the positions of TAP Master and Mentor teachers. All applicants take online screening exams through the Human Resources Department Job Fit (non-licensed) and Teacher Fit for all licensed positions.

B. Increasing Learning Time and Creating Community-Oriented Schools

1b. Establish schedules and implement strategies that provide increased learning time

McGary "Extended" School Calendar Days:	Student Attendance on Additional Days:
5/26/11	93%
5/27/11	91%
5/31/11	83%
6/1/11	86%
6/2/11	84%
6/3/11	77%
6/6/11	82%
6/7/11	81%
6/8/11	86%
6/9/11	85%
Total 10-11 Average for Extended Calendar Days:	85%

EVSC Transformational Schools- Increased Learning Time

In studying data from McGary's prior extended student calendar days, it was determined that a more effective and more engaging method of increased learning time should be considered. After seeking input from multiple stakeholders, it was determined adding additional time (up to two hours) after the school day with activities that leverage students to want to stay at school as

well as four weeks of summer program options created with student voice and choice would be the most effective method to increase participation and student achievement. Additionally, teachers will have three additional days for professional learning and collaboration. This would add a total of up to **380 student hours** and **24 additional staff hours** throughout the year.

In seeking input from families (see Appendices E, F, and G), one of the most critical needs shared for learning, particularly extended learning, is for students to have experiences connected to college- and career-readiness. Families shared an interest in developing increased community partnerships to support students having more exposure to the various fields. McGary's vision to develop 21st century learners closely aligns with the **Common Core State Standards** in integrating STE(A)M **college- and career-oriented experiences** as well as rigorous content and application of knowledge through higher-order skills .

Integrating the arts into the curriculum will give students the opportunity to develop the 21st century learning skills of critical thinking, creating, communicating, and collaborating with school peers. Utilizing technology, it is the intention to foster collaborative partnerships with local, national, and international schools. Helping students to understanding the benefits of becoming global learners and developing an appreciation of diversity is a goal for the extended learning as well. Providing students with opportunities to partner with community businesses is a long-term goal of this grant. For example, eighth grade students could select an area of interest and the STE(A)M Opportunities Specialist would work with the student, family, and local business to arrange an "externship" after the regular school day. Bus tokens could be provided for transportation to the business and home during the length of the externship. An example would be a student interested in video production working with a local television network for a period of 6-9 weeks two days a week as the newscast is developed. McGary will offer an in-house network for daily announcements for students to write, research, and produce. A designated production studio will ensure that students have the equipment and space engage multifaceted skillsets in the collaborative process of video production.

2b. Provide ongoing mechanisms for family and community engagement.

Following 15 years of success in developing community schools, the district has embraced the community school strategy as a means for achieving student success. EVSC has received numerous accolades including national recognition by the Coalition for Community Schools. Moreover, EVSC's full service community school work serves as an example to other communities throughout the nation. In order to strength the model, however, additional steps must be taken related to family engagement.

The intentional inclusion of parents and families as partners in their child's education "is critical for the successful implementation of any intervention associated with closing the achievement gap and increasing graduation rates. ... However, unless parent and community involvement in education is deliberately planned and connected to a school's and district's academic goals for students, such efforts may not product the desired results" (California Action Team Plan, 2009).

In order for family engagement to be a purposeful and meaningful element of school transformation, it is critical effective strategies be embedded and implemented within the culture of McGary School. Families will be better positioned to support their child's education, and school staff will be better prepared to work with parents and families, which will lead to improved

student success. Research shows that family involvement is positively related to student achievement, with student benefits including higher GPA and standardized test scores, increased credits earned, better attendance, increased enrollment in rigorous academic programs, and improved behavior, social skills, and adaptation to school (Henderson & Mapp, 2002). Further, Bryk et al. (2010) identify five essential ingredients for successful school reform: (1) principal as the driver of change; (2) ability to build professional capacity; (3) student-centered school climate; (4) coherent curriculum, and (5) real family and community engagement. Byrk states that one cannot expect successful reform without all of the five ingredients.

Unfortunately, most schools do not focus on intentional, meaningful family engagement and fail to see parents as true partners. EVSC made a conscious decision to utilize RtI due to its highly structured components and extensive evidence base. Specifically, the RtI framework provides a consistent, methodical process for linking families with supports. The literature highlights the success of RtI both systemically (Burns et al., 2005) and on individual students (e.g., Burns et al, 2005; Rock & Zigmond, 2001). However, the connection of RtI to systemic family engagement offers an innovative approach to service delivery.

Beginning in the 12-13 school year, the EVSC will initiate a systemic family engagement model using the Response to Intervention (RtI) framework. This proposed model includes six primary strategies: 1) RtI integration/ intervention development; 2) technology/data collection; 3) instructional staff training; 4) community engagement alignment; 5) communication with families; and 6) enlisting family engagement and RtI experts. Many school districts across the nation have adopted the RtI framework to organize their academic and social/emotional resources (Carney & Stiefel, 2008). Under RtI, research-based curriculum and behavioral interventions are organized into 3 tiers (Thomas & Dykes, 2010). Generally, the first tier (universal) focuses on 80 percent of students. Tier 2 (targeted group) interventions are designed to help those students with a little higher level of need and tier 3 (individualized) approaches are designed for students who need the most support in order to succeed (Clark & Gilmore, 2010; Flynnardt & Richardson, 2010; Thomas & Dykes, 2010). When families are engaged in their child's education and partnering with the school, students do better academically (Henderson & Mapp, 2002). Therefore, the EVSC believes that there must be an explicit integration of family engagement strategies with academic, social and emotional supports to maximize student success. We propose a systemic family engagement model utilizing RtI. Specific goals, objectives, and strategies are detailed (see EVSC RtI-Aligned Family Engagement Model).

EVSC RtI-Aligned Family Engagement Model (Goals, Objectives, and Strategies)

GOALS AND OBJECTIVES/OUTCOMES:	
Goal One:	Increase students' academic achievement and high school graduation. Objectives/Outcomes: 1.1 To increase the percentage of students who meet benchmark or demonstrate progress on formative assessments (e.g., reading/language arts, mathematics) from the beginning to the end of each school year; 1.2 To increase the percentage of students who meet proficiency on summative assessments (e.g., reading/language arts, mathematics) in spring of each school year; 1.3 To increase the percentage of students who demonstrate growth on summative assessments (e.g., reading/language arts, mathematics) from the prior academic year (based on growth model); 1.4 To increase the percentage of students who graduate high school.
Goal Two:	Increase conditions to support student learning within the school and community. Objectives/Outcomes: 2.1 To increase family engagement that supports student success (e.g., School-level Family Engagement Subscale administered in February of each school year); 2.2 To increase behavioral, affective, and cognitive engagement among students (e.g., School-level Student Engagement Surveys, attendance, suspensions); 2.3 To improve school climate and culture (e.g., School-level Climate/Culture Subscales: Student-Staff Relations, Welcoming Environment, and Safe School Environment administered in February of each school year).
Goal Three:	Increase instructional staff knowledge and use of research-based practices related to high quality family engagement strategies. Objectives/Outcomes: 3.1 To increase instructional staff members' knowledge and sense of efficacy related to the use of family engagement practices; 3.2 To increase instructional staff use of RtI for linking family needs to services.
STRATEGIES:	
Strategy One:	RtI integration and intervention development. *Intentional parent/family involvement strategies will be embedded within the district's RtI framework. This year, the district created an RtI team, consisting of the Director of Professional Development, responsible for academics, and a school psychologist, who oversees the behavior support. The RtI team will identify family engagement strategies for each tier using the National Center for RtI's family support framework and Epstein's (2002) six types of family involvement: 1) learning at home, 2) parenting plus, 3) communicating, 4) collaborating with the community, 5) volunteering, and 6) decision-making. Through this process, EVSC will ensure all tiered interventions are research based and designed to support the family roles in children's learning and academic success.*
Strategy Two:	Technology and data collection. *According to Thomas and Dykes (2010), "technology is an integral part of all tiered intervention systems because it is essential to... [managing] the large amounts of data generated" (p. 5). A comprehensive data system will link families with the appropriate supports, which will prevent failure and allow families to remain engaged with the educational system. To achieve these goals, the system must be user-friendly and allow for tracking across schools. Because no available software integrates family engagement supports, a software package must be designed specifically for this purpose, and this project will allocate resources to support the development or adaptation of a software program. This data system will also be used to support a comprehensive external evaluation of the model.*
Strategy Three:	Instructional staff training. *The RtI team will coordinate professional development for instructional staff. The EVSC has put into place a district-wide coaching model that employs academic coaches who embed professional learning within the everyday context of teachers and school staff.*
Strategy Four:	Communication with families. *We recognize that strong communication is a key component to engaging families and that improving communication requires school materials that are easy to read and school processes that are understandable.*
Strategy Five:	Aligning community engagement. *During the last 15 years, the EVSC has established itself as a leader in community schools. Through this work, the EVSC partners with more than 80 community agencies, and through these partnerships, numerous programs and services are offered to students/families. Partners will organize programs using RtI.*
Strategy Six:	Enlisting family engagement and RtI experts. *In an effort to build district capacity to support this model, the EVSC enlisted the National Center on RtI to support initial development. Further, teachers, families, and staff will receive support from national family engagement expert Anne Henderson, a senior consultant with the Community Organizing and Engagement Program at the Annenberg Institute for School Reform who is renowned for her writing and research on family engagement.*

STE(A)M-Infused Possibilities for Family and Community Engagement. Each individual walks into the classroom with skills and experiences unlike anyone else. More often than not, children of poverty typically do not have the opportunity to enjoy enriching academic experiences. Because **background and prior experiences** provide an anchor to which students create new meaning and build capacity to learn, students who have not had these experiences are at a considerable disadvantage in an academic setting (Marzano, 2004). The STE(A)M model provides encounters and **core experiences** that not only afford the student the "academic" experience itself, but are intentionally designed to include connections to a student's limited or non-academic background knowledge. As a result, the new knowledge is more likely to make sense in the child's culture and therefore become part of the permanent memory. Intentional connection is critical to acquisition of knowledge and too often ignored. Teaching disconnected bits of information and not connecting to student culture and community is like "asking students to put together a jigsaw puzzle without ever having seen the overall image" (Hardiman, 2010, p. 239).

Relationship Development as an Essential Element. Research indicates human connections that foster trusting relationships are vital to the learning process. In the root cause analysis, it was determined that creating positive interactions between adults and students is critically important and must be developed with intentionality. Whether students learn in school is dependent on factors associated with the complexity and relevance of the content, but more importantly the skill and attitude of the teacher to promote and cultivate hopeful, optimistic thinking (Jensen, 2009).

Stakeholders and Site-Based Decision Making. Bringing families and other stakeholders together is essential to addressing the multitude of needs ever present in the McGary School community. Effective communication is the key. McGary School has a SITE Council that meets monthly. The McGary School SITE Council is comprised of school staff, parents, and representatives from community organizations. This collaborative group examines school data and assesses needs. They work specifically to align community resources to the needs of schools, students, and families. Families and stakeholders are essential to the process of site-based decision making. Addressing needs that have been identified by data and collaborating together increase the likelihood of meeting students where they are and moving them forward.

In order to achieve this full community support, district leadership is coordinated and directed by EVSC's Associate Superintendent of Family, School, and Community Partnerships, who leads EVSC's Center for Family, School, and Community Partnerships. In concert with the Center, school principals as well as and members of the district's Instructional Support Team (IST) help define and implement meaningful family engagement and will continue to work closely with all stakeholders, including area businesses, parents, teachers, staff, and students. A shared vision for transforming teaching and learning in our targeted schools has been defined. As part of our efforts to realize this vision, the EVSC transformation schools will partner with local organizations (i.e. Evansville Teachers Association, The da Vinci Group, NEA Priority Schools, Lampion, Youth First, Inc.) in providing ongoing mechanisms for family and community engagement (see appendices for partnership agreements and other related documents).

The EVSC and McGary staff have collaborated to create numerous opportunities for parents to share ideas on ways they would like to see the schools improve. An effective parent/family partnership is " an ongoing relationship rather than a program or event". Communication between the school and the home includes five essential topics: 1) what the school can expect from parents; 2) what parents can expect from the school; 3) how the parents' child is progressing: 4) how the school can help the parents; and 5) how the parents can help the school (Redding, 2006, p. 159).

In preparation for the grant and as a continuing process, parent and other stakeholder input was sought out by both the LEA and McGary Leadership Team. Surveys were utilized to provide instant feedback and ideas on how to improve. The district's website and the school district Facebook page posted information specific to transformational schools and intentionally solicited input from parents (see Appendix D). Phone blasts were initiated to seek parent and student input regarding school reform and the transformational models (see Appendix C). Using an interview format, representatives of the LEA also made calls to families to request input. Parents and guardians provided ideas that guided the decision-making regarding the content of the new grant. Parent input included suggestions regarding increased opportunities: more learning experiences outside the school, more hands-on learning opportunities and technology, and even more individualized support for students who are struggling.

Specific dollars have been budgeted in this proposal for McGary's Family and Community Engagement efforts, including a Family Community Outreach Coordinator, professional development dollars for family engagement purposes, RtI supports, and substitute costs so staff and families can collaborate and conference discuss student learning.

C. Comprehensive Instructional Reform Strategies

1c. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards

The EVSC is moving to a structure of vertical alignment from Preschool through high school, into College and Career Readiness. This has grown out of many school feeder districts developing this process of both horizontal and vertical alignment. Out of this collaboration, the need was recognized for a Guaranteed and Viable Curriculum across the district. A guaranteed and viable curriculum is the variable most strongly related to student achievement at the school level (Marzano 2003). It is one of the most important things a school can do to enhance student learning. In the 11-12 school year, the LEA supported school staff (including McGary) in curriculum mapping for English/Language Arts and Mathematics. Teachers provided input in the development of quarterly districtwide maps of student learning priorities. At the school level, teams had the flexibility to use these maps as a guide for developing their own units of instruction that are focused, rigorous, coherent, and are tailored to the specific needs of their students.

McGary Middle School is part of the Harrison District Team, which is vertically and horizontally aligned via the PreK-12 feeder district pattern. Working collaboratively, the Harrison Feeder District has aligned practices and strategies to create continuity within Language Arts and Mathematics. The EVSC will continue to support McGary throughout the curriculum alignment process and in preparing for the transition to Common Core State Standards. As a whole, the district has made curriculum alignment a priority. EVSC has supported principals and leadership teams through specific professional development and embedded follow-up around planning and preparing for the Common Core State Standards and district-wide common/formative assessments based on learning targets contained in the Guaranteed and Viable Curriculum. In order to strengthen teacher understanding of the rigor of the Common Core, the district provided PARCC-like assessment items for teachers to include in their instruction. ELA and math items and scoring rubrics were available to schools both first and second semester.

The EVSC Equity School model has provided McGary the opportunity to thoroughly analyze the school's instructional program, align vertically with state standards including the transition years. School staff utilized school and classroom level data, identified instructional strategies that met needs and created formative and summative assessments. The TAP System for Student and Teacher Advancement provided an infrastructure that teachers used to review the instructional program was thoroughly and begin the process of transitioning to the Common Core State Standards.

2c. Promote the continuous use of student data to inform and differentiate instruction

Note. Taken from Data Wise A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning

The EVSC support structure aligned to the **HPHP Readiness Model** domains will continue to promote the continuous use of student data at the McGary (including formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of each individual student at the school.

The McGary staff has had continuous, embedded training in **Data Wise**, an 8-step ongoing process protocol for collaborating around data inquiry through **preparation, inquiry, and action.** Additionally, the leadership team has worked closely with IDOE technical assistance in aligning their work in this area with the Mass Insight Framework.

The cyclical nature of the improvement process is visually represented in what is referred to as The Backwards 9. The cycle begins looking at the data and staying very low on the level of inference. This is followed by an inquiry process in which teams investigate patterns in the data that may indicate problems with the teaching and learning in classrooms. Action follows based on what the staff has learned from the inquiry process. The cycle loops back by assessing and returning to a previous step in the **inquiry cycle**.

Currently, teachers have a cohesive system in place for ongoing collection and use of both formative and summative student data to inform and differentiate instruction. This system includes:

- Student-centered, systemic professional development.
- Embedded, ongoing, and team-oriented practices.
- Cluster groups led by experts.
- On-going, classroom-based support with feedback and coaching.
- Restructuring of school day to have TAP teachers to participate in regular Cluster Meetings.
- Focus on examining student data together, collaborative planning, and job-embedded support.

The LEA will also provide support for the school to increase the use of IDOE's online portal, the *Learning Connection*, in order for McGary to advance the strategic use of data described above. Additionally, the LEA will guarantee that the school is using a Root Cause Analysis process created/approved by the Indiana Department of Education and provide technical assistance as needed. Additional data-driven supports include the following:

Performance Management. EVSC performance management sessions look deeply at data and outcomes for each school and high school attendance district in order to bring about change for student success.

The goal of performance management is the continuous improvement of the EVSC educational environment as it addresses all aspects of student growth. The EVSC performance management sessions provide a forum of open communication for the distribution of information focusing on school issues. The setting is one that promotes **accountability** and **transparency** as schools become active in sharing their efforts to address student improvement. At forefront of the performance management sessions is the use of data to support topic information and guide decision-making. Specifically, the use of data is present at every stage of the session from preparation of the presentation, to session questions and discussion, and finally in addressing action items. The success of the sessions has resulted in a new approach to student achievement by focusing on the vertical alignment of schools within each high school attendance district and their unique contributions to factors that influence student growth. **McGary's performance management**

sessions take place in collaboration with its feeder district schools for Harrison High School. With the receipt of a Transformational Model, quarterly benchmark checkpoint sessions would take place to measure school progress through a mini-PM style session including outside evaluator Diehl Consulting, who will prepare quarterly report cards toward benchmark goals as talking points for the sessions.

Data Tools. Two data sources (the **data warehouse** and a teacher **data dashboard** called "DASH") provide easily accessible information-gathering tools for teachers and administrators. These tools have a three-way benefit of impacting instruction, decision-making, and accountability. Through the use of these tools, McGary educators are able to take massive amounts of data and transform them into information for knowledge-based decision making. Having the right data when it is needed empowers educators to make critical decisions that can be used to impact education. Whether analyzing program performance, performing longitudinal analysis or generating reports, the EVSC data warehouse and DASH provide simplified access to data and transform the data into actionable knowledge. Accessing a depth and variety of information promotes educational accountability and enables data-driven decision-making.

DASH and the data warehouse allow EVSC staff to quickly:

- Conduct longitudinal analysis for a student or group of students.
- Perform district, school and grade population counts by ethnicity, gender
- Compare data easily that normally resides in different EVSC data systems
- Manage all the data that affects EVSC learning missions.
- Use powerful analyses to pinpoint factors influencing successes and challenges.
- Measure and track progress toward important benchmarks.
- Track performance at the level of district, school, classroom, student.
- Examine local, state and national performance information and monitor educational progress.

Data Coaches. The EVSC data coaches serve as part of the leadership team, providing job-embedded and on-going professional development for teachers, staff, and administration. They provide support to the principal in data analysis and professional development decision-making. They provide professional development and guidance for teachers to guide their knowledge in the use of data to guide instructional practice. Overall, the job of the data coach is to build the capacity of the school and its teachers to meet the learning needs of all students.

The data coaches' goal is to ensure that school staff acquires understanding and skills to:

1) increase the level of student achievement through the use of data
2) enhance instructional and assessment practices through the use of data at the school and classroom level

If awarded a grant, McGary would have additional access to a data coach to work with teachers in job-embedded professional development activities including collaborative planning, reflective conversations, and facilitating examination of school data to improve instruction. Data coaches play a very strong role in the analysis and utilization of student achievement data to impact instructional decision-making. The focus of data coaches' work is to help teachers learn to use data for instructional planning that will have a positive impact on student achievement. In that role, the coaches help teachers learn how to administer and interpret various assessments tools and reports. The coaches facilitate teacher study groups in which they analyze student classroom work and data. The coach's analysis of student work and learning data will inform what occurs during coaching sessions with individual teachers and in teacher study groups through on-going coaching conversations.

D. Provide Operational Flexibility and Sustained Support

1d. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting)

In order for the Transformational Model to take hold in our persistently lowest-achieving schools, the Evansville Vanderburgh School Corporation fully supports school autonomy in carrying out the identified solutions to achieve their goals in ways that will positively impact students. Areas of operational flexibility will include:

- **Staffing.** Schools will provide ample professional development opportunities and reward teachers who increase student achievement and remove teachers who do not. School leaders will also be given flexibility in implementing recruiting and retention strategies which include financial incentives, career growth opportunities, and flexible work conditions. *McGary, is an Equity School and requires staff to successfully complete a specifically designed PD Academy in order to teach at McGary. This is an effort to ensure that McGary students are taught by the most highly qualified staff.*
- **Scheduling/Calendars.** McGary will have the freedom to revise teacher planning schedules, class schedules, and include extended learning opportunities.
- **Budgeting.** The school will be given flexibility in making final decisions regarding budgets/amendments regarding the Transformational Model.

Note. Graphic adapted from The Turnaround Challenge

To assist schools in making adjustments such as those discussed above, the Evansville Vanderburgh School Corporation (EVSC) is committed to ongoing and intensive technical and other support for all targeted schools. In an effort to provide ongoing support to schools as well as thinking innovatively about solutions to difficult problems that school leaders encounter, the district has created an Instructional Support Team (IST) that is intentionally designed to include strength-based team members. The team will "hold" the Transformational Model schools on the regular agenda and review any needs specific to these schools, and sub-committees will meet as necessary to address individual concerns in all of EVSC's Transformational Model Schools.

All Transformational Model and Equity Schools will have increased operational flexibility. The school leadership teams will communicate with staff and families to create a school schedule that works for the individual schools. The chart in section b1 above demonstrates flexibility the Evansville Vanderburgh School Corporation has with the school calendar. The EVSC is fully collaborative with schools in making sure their needs are met when creating a customized school schedule, including transportation, food services, support services, and other critical areas of need.

The LEA will also support the school in using appropriate diagnostic assessments, frameworks, and tools (e.g. *Learning Connection*) developed or approved by IDOE.

2d. Ensure that the school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization

The Evansville Vanderburgh School Corporation worked with the McGary leadership team to conduct the Root Cause Analysis, including an overview of five key areas: 1.) student achievement and risk factors, 2.) teacher effectiveness, 3.) leadership, 4.) current instruction, and 5.) community and parent support. The team looked at the following factors in detail: student achievement on state

assessment in reading and math, risk factors that affect student achievement, student attendance rate, discipline referrals, teacher turnover rate and length of tenure, quality of professional development, instructional quality, community programs, and parental feedback. The district committee evaluated all data in determining, along with stakeholders, which model would be appropriate and setting challenging yet achievable goals for student achievement at each school site.

McGary leadership and staff will continue to work with **Kristie Sweeney (LearningWorx)** as intensive, ongoing technical assistance targeting curriculum and instructional practices (see Appendix I). This will be funded through IDOE's Leadership Institute for year 1. After multiple considerations, it was determined the support of LearningWorx was more critical for McGary than ever before with the transition of a new principal and Kristie Sweeney's experience working at McGary as well as having previously supported McGary's new principal in her prior role. The principal views the continued collaboration with LearningWorx as vital to her success as a transformational leader.

McGary leadership will work with the **da Vinci Institute**(see appendices J and K), a unique external partnership organization developed as a result of the needs determined in transitioning to STE(A)M. This local STE(A)M-oriented organization will support in fostering the development of future partnerships at the school, a strong need determined by many stakeholders, as well as provide STE(A)M training and implementation support.

Overview of each participating school:

Glenwood Leadership Academy (Cohort 1):

Glenwood Leadership Academy is a K-8 school with a focus on service learning and leadership development in a neighborhood community that is undergoing a major grassroots community revitalization effort. Year 1 of the school opening under the umbrella of a Transformational Model school, the facility was seeing the completion of $9 million in renovation and two staffs were experiencing the difficultings of becoming a unified staff. The school is the centerpiece of the community effort and is a full supporter of the Glenwood Community Development Initiative. School personnel and district personnel are active collaborators with the neighborhood community partners. Glenwood will begin its second year of the transformational model, which will include additions to year 2. Some of those changes include the implemenation of TAP and also beginning full implementation of EPGY software through Stanford University, which proved to be successful in its pilot year, (Education Program for Gifted Youth) started as a gifted program but also has an intervention side to it and is self-paced to student need. Stanford is in the process of aligning this software to Common Core Standards.

Evans School (Cohort 2):

Evans is relocating to a new facility for the start of the 2011-2012 school year. The school has had success in meeting AYP and the leadership team has grown through the IDOE School Leadership Institute. With the support of SIG, Evans will be able to extend its academic offerings to support two preschool classrooms as well as prepare students as leaders to have students grow in their confidence and efficacy before entering a new junior high school with a higher SES peer group. The transformation plan also includes the development of core curricular field experiences to take learning outside of the classroom and support the students' development of schema and prior knowledge for engagement, making connections to the curriculum and learning processes.

McGary Middle School (Applying for Cohort 3):

McGary Middle School's shared vision is to develop 21st century learners, focusing on collaborating, communicating, creating, and thinking critically. Adopting the STE(A)M Framework (Science, Technology, Engineering, Arts, and Math) will provide our students the opportunity to create, innovate, and engage through inquiry-based learning. The SIG grant will also allow the school to address student social, emotional, behavioral, and learning needs. Middle School will further the implementation of the Equity model of school reform by integrating the Transformational Model. The current school staff had to successfully complete a rigorous 40 hours of professional development culminating in classroom observations in order to continue to teach at the school. The McGary staff is in the process of completing the first year of implementing the TAP system. The staff utilizes data on a weekly basis to inform and adapt instruction.

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).

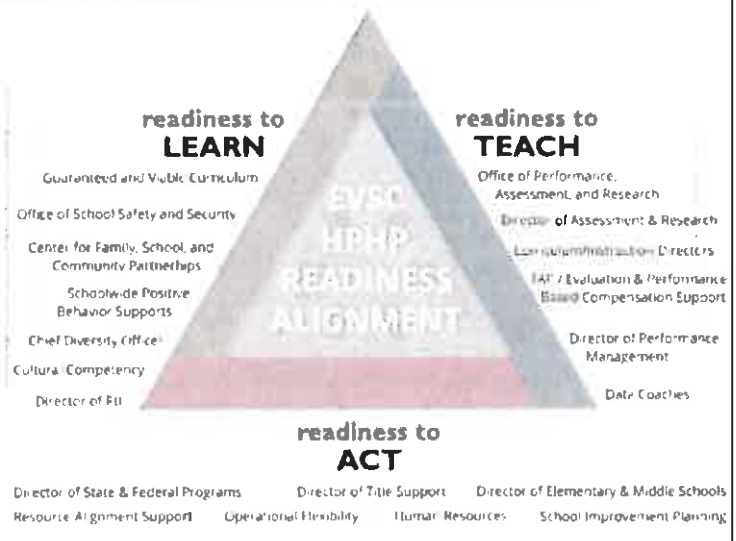
Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*	✓		The school leadership team was the driving force in program development. The school principal and EVSC Instructional Support Team (IST) collaboratively involved key stakeholders in creating the budget for McGary Middle School's Transformational Model. All budget requests are aligned with required and permissible elements of the Transformational Model.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*	✓		See proposed budget, which is aligned for effective implementation of the Transformational Model for the duration of the grant.
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*	✓		The budget was reviewed by the Federal Bookkeeper and Director of Federal Programs prior to submission and is based on needs of the school as determined through a Root Cause Analysis.
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*	✓		See proposed budget, which meets the requirements of being ≥ $50,000 and ≤ $2,000,000 per year.
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. *All models*	✓		The EVSC IST team will support all Transformational Model schools by applying the three domains of Mass Insight's HPHP Readiness Model: Readiness to Teach, Readiness to Act, and Readiness to Learn. The team will be comprised of district-level support with targeted areas of expertise, including specialists in student data-analysis, professional development, Response to Intervention (RtI), human resources, research-based best practices, transformational leadership, community partnerships, parent engagement, literacy, exceptional learners, and teacher evaluation practices.
6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models*	✓		**Transformation School Required Elements** **Develop Teacher and Leader Effectiveness** — • TAP mentor teachers, Data Coach, e Learning Coach ,

• 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				• STE(A)M Infusion Lab – Model Teachers • Professional development conferences (STE(A)M Infusion, TAP National conference) • Performance-based compensation • Reward for non-certified staff • STE(A)M Professional Field – Partnerships (da Vinci Institute facilitation) • Technical assistance with Learning Worx • Diverse Learners Specialist
			Increasing Learning Time and Creating Community-Oriented Schools	• Extended day for students with STE(A)M Infusion • Extended year (four additional weeks) with STE(A)M Infusion • STE(A)M Opportunities Specialist • Additional days for staff professional development • Family /Community Coordinator • Community Partnerships: da Vinci Institute, Lampion Center, Coordinated Community Health Care, Youth First Social Work services
			Comprehensive Instructional Reform Strategies	• STE(A)M Infusion • Achieve 3000 reading intervention program • State of the art technology • Technical assistance and professional development

				partners: LearningWorx
			Provide Operational Flexibility and Sustained Support	• Salary for extended time calendar, associated transportation expenses • Technical assistance partners: LearningWorx, External evaluator: Diehl Consulting • Ongoing LEA support and assistance aligned to three HPHP Readiness Domains of Readiness to Teach, Readiness to Act, and Readiness to Learn
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*	✓		The LEA has a high level of capacity for supporting school turnaround efforts. Multiple members of the Instructional Support Team, as well as the new principal (Tammy Dexter) have been part of an Executive Leadership Ph D Cohort in the Transformational Urban Leadership Program at Indiana State University as well as partnering with Brown University's Dr. Kenneth Wong in the locally developed Learning Leadership Cadre. The LEA has supported the successful implementation of two Transformational Models in EVSC.	
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*	✓		McGary staff has been involved in providing input for the Transformational Model application. A staff meeting and meetings with the leadership team were held to determine the focus for the SIG funds and how the SIG could bolster student achievement. Staff was given the opportunity to vote on the grant. 16 of 18 staff members voted in favor of the SIG application to implement the elements of the Transformational Model.	
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*	✓		EVSC seeks regular input from families. In addition to this survey, the EVSC posted a Facebook status update seeking input, included an update on the EVSC Website, conducted a phone blast to McGary families all in an effort to seek input on top of the school level meetings and interactions with families.	

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*	✓		EVSC'S Board of School Trustees has shown its full support and commitment to implementing Transformational Models in the district. Board approval of prior models occurred in July 2011 and May 2010. Board approval for the Transformational Model is expected on May 7, 2012 as the next board meeting fell after the April 30, 2012 submission deadline. Dr. Smith has led discussion with the EVSC School Board regarding McGary on April 2, 2012 and April 16, 2012. (Official EVSC Board approval expected on May 7, 2012).
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*	✓		See attached assurance from Superintendent Dr. David Smith. As EVSC's Superintendent, Dr. Smith as well as the EVSC Board of School Trustees are fully committed to providing resources, as necessary, to support the turnaround effort. To this point, multiple district administrators have worked collaboratively with the school leadership teams assisting with curriculum, professional development, data-driven practices, cultural competency, and school culture/climate needs. The district administrators recognize the critical importance of family engagement, school culture, student-adult relationships, student achievement, and the urgency surrounding the implementation of these initiatives for the benefit of our students. The Superintendent has held ongoing meetings regarding principal recruitment/selection and the Transformational Model proposal at McGary with members of his Executive Leadership Team as well as members of the Instructional Support Team; April 25, 2012 was the Executive Leadership Team meeting for final review with unanimous, full support of grant proposal.
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.	✓		Letter of Support from the Evansville Teachers Association outlines contractual flexibility afforded Equity Schools as stated in current contract and support of the Transformation Model. Union fully involved in the acceptance of the TAP model of evaluation/compensation as stated in the Letter of Support for the TAP model.

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*	✓		The recruitment and selection of the new principal, Tammy Dexter, was of highest importance and determined by a subgroup of the Superintendent's Executive Leadership Team regarding qualities needed to lead a school turnaround effort. Those qualities are determined around leadership and the ability to mobilize staff relative to readiness to learn, readiness to teach, and readiness to act aligned to the elements of the Transformational Model. The importance of this selection cannot be overstated. It must be made in the context of building culture, current initiatives, and the support necessary to make turnaround a reality. New principal, Tammy Dexter, has already demonstrated success as a turnaround leader in implementing a Transformational Model in a K-8 school for two years. She was a participant in the EVSC's Learning Leadership Cadre with Brown University and is currently completing her EdS at Indiana State University. A former counselor and high school English teacher, Tammy has a wide variety of experiences with curriculum and instruction as well as with students, families, and community partners. At her former school, Tammy led the school in the move to a renovated building and the merging of two staffs (K-5 and 6-8), the implementation of TAP, the creation of an alternative program, as well as the oversight of the 1003g Transformational Model.
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*	✓		The recruitment and selection of the new principal, Tammy Dexter, was of highest importance and determined by a subgroup of the Superintendent's Executive Leadership Team regarding qualities needed to lead a school turnaround effort. Those qualities are determined around leadership and the ability to mobilize staff relative to readiness to learn, readiness to teach, and readiness to act aligned to the elements of the Transformational Model. The importance of this selection cannot be overstated. It must be made in the context of building culture, current initiatives, and the support necessary to make turnaround a reality. The district also implemented a robust screening process to place top talent in the positions of TAP Master and Mentor teachers including dual interviews with district and school level teams and classroom observations.

			All applicants take online screening exams through the Human Resources Department Job Fit (non-licensed) and Teacher Fit for all licensed positions. Administrator Fit Staff at Equity schools must successfully complete a rigorous professional development strand including classroom observations of practice in order to remain at the school.
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*	✓		The non-chronological implementation timeline for McGary is included in the Transformational Model Plan. A chronological timeline is available upon request of the IDOE. Goals of the grant reflect student data and demonstrate the need for improvement in student performance. Smart Goals and measurable outcomes will be integrated in the Quarterly Benchmark Checkpoint Process, Worksheet, and Report Cards as well as in shorter intervals within the online TAP System for Cluster Planning.
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)*	✓		**EVSC – HPHP Readiness Model – Alignment of Supports**  Multiple LEA supports have spent intensive time in training with Kenneth Wong of Brown University, The School Turnaround Group, and in IDOE-sponsored training (i.e. REL Midwest/Lauren Rhim, networking sessions with other Indiana schools implementing turnaround). Additionally, the LEA has fully collaborated with IDOE School Turnaround Specialists throughout the past two years and has gained

<table>
<tr><td></td><td></td><td></td><td>great insight from the technical assistance of IDOE.

"Transformational Models" will have a held spot on the HPHP-Aligned Instructional Support Team to provide specific wrap-around supports as needed for all Transformational Model schools.</td></tr>
<tr><td>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</td><td>✓</td><td></td><td>The LEA and school leadership team have engaged families multiple opportunities to provide input regarding the school improvement efforts at McGary, including specific input regarding the 1003(g) application.

Additionally, the LEA conducts an annual Stakeholder Survey to seek input from parents, students, and staff.</td></tr>
<tr><td>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</td><td>✓</td><td></td><td>
<table>
<tr><th>Element of the Intervention</th><th>Intervention</th><th>Resource</th></tr>
<tr><td colspan="3">Federal Resources</td></tr>
<tr><td>Use of research-based instructional practices that are vertically aligned across grade levels and the state standards</td><td>Transformation</td><td>Title I Part A</td></tr>
<tr><td>Assistance with design and implementation of improvement plan including high-quality job-embedded professional development designed to assist schools in implementing the intervention model</td><td>Transformation</td><td>Title I, Part A,</td></tr>
<tr><td>Recruitment of teaching staff with skills and experience to effectively</td><td>Transformation</td><td>Title II, Part A</td></tr>
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			implement the selected intervention model		
			Job-embedded *staff development* aligned to grant goals to assist *English language learners*	Transformation	Title III, Part A - LEP (when applicable)
			Provide extended learning opportunities for students	Transformation	Full Service School Community Grant, 21st Century Learning Communities Grant, Title I
			Provide community and family supports	Transformation	Full Service school community grant
			State Resources		
			External partners to assist the school with ongoing technical assistance	Transformation	IDOE/SIGa (LearningWorx for 12-13).
			Reward teachers/leaders + use evaluation systems for teachers and principals that consider student growth and assessments	Transformation	TAP/TIF
			Provide high quality, job-embedded professional development	Transformation	Innovation Grant
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*	✓		Through the Equity Process, the district showed a commitment to increased instructional time beginning in the 2010-2011 school year, giving the school staff the autonomy to determine their own calendar as an Equity School. Data was collected and McGary staff determined the additional days in 10-11 and 11-12 had low student attendance results and did not lead greater achievement results. The LEA has supported the staff in restructuring their school calendar for increased effectiveness, which with funding would include extending the day and year with STE(A)M infused learning opportunities for all students as well as additional professional development days for staff.		

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*			

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

➢ *Instructions:*

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

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school 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	• *EVSC district leaders led the McGary Leadership Team through the Root Cause Analysis beginning in a collaborative session on April 11, 2012 to begin the process of identifying the greatest needs to address within a Transformational Model. The LEA continued to seek input of the McGary Staff based on the assessed needs.* • A subgroup of the LEA Instructional Support Team completed Attachment C (LEA Capacity to Implement the Intervention Model). It was determined by the subgroup that the LEA is fully able to support the implementation of a Transformational Model at McGary. • McGary and LEA have a continuous and embedded school improvement process that involves frequent calibrations based on data and student evidence of effectiveness. The EVSC has received national commendation for its efforts in supporting its schools through the continuous improvement process. See http://www.edweek.org/ew/articles/2012/04/18/28kaufman.h31.html?tkn=ZLZFSp9KuX7w6R%2B0zCmH6zNdrqjw6MX5hM4x&intc=es • *It is evident to EVSC that very intentionally aligned support was needed to not only support our current SIG Schools, but also have the capacity to serve a potential additional Transformational Model. These supports were embedded by design and not an "additional layer." The EVSC Instructional Support Team (IST) is aligned to the HPHP Readiness Framework and well prepared to serve as direct support to all SIG schools in implementing an additional Transformational Model School. EVSC's district capacity to support this difficult and complex work has been recognized by national experts on school improvement and turnaround. The district IST has developed metrics for districtwide impact/success based on the indicators within the 3 domains of the HPHP Readiness Model.*

interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at	• *The EVSC/LEA has implemented a thorough process for completing the School Needs The LEA has carefully reviewed the reports from IDOE onsite focus groups/monitoring of McGary Middle School as a Year 3 Priority School. These reports were provided by IDOE Turnaround Specialist, Troy Crayton, in collaboration with the EVSC;* EVSC works with Diehl Consulting to perform an EVSC Stakeholder Evaluation every year. This feedback provides important information to each school and the district as a whole including commentary and improvement suggestions. Additionally, extended learning opportunities are also evaluated separately through Diehl Consulting. • *Parent input has been sought through multiple methods of outreach. Assessment, including creating a comprehensive assessment team and seeking input from a current IDOE distinguished-principal mentor who has worked with the both the current principal of McGary Middle School and the newly recruited/appointed principal, Tammy Dexter.* McGary utilizes site-based decision making with parents, guardians, community partnerships, and school representatives through its School Site Council. See appendices for a Site Council meeting record form in which parents/community partners provided input on the 1003g grant. The EVSC hosts The Education Roundtable with several community partners and parent representatives as part of the Center for Family, School, and Community Partnerships key focus on involving stakeholders as partners around learning. • All transformational schools will follow the TAP system in regular meetings that focus on student data. Also, the schools all implement the Data Wise process to analyze the data. Part of the process, after looking at the data is inquiring about data and acting on identified teaching and learning problems. • The Director of Title Support will take the lead on organizing around community partnerships and selected providers, maintain documentation of meetings and communications, and integrate full collaboration with the Center for Family, School, and Community Partnerships. • The EVSC's Instructional Support Team will take the lead on assessing the intentionality, collaboration, and effectiveness of selected providers. • The Director of Title Support will work with school level leadership teams and the rest of the school leadership, parent groups and LEA will continue to assess and evaluate the merit and effectiveness engagement practices intended to increase partnerships with stakeholders by using the Mass Insight Readiness model as well as the EVSC Stakeholders survey and community communication through comment cards, Facebook postings, and phone calls. • The school leadership and LEA will continue to use the Mass Insight Readiness model to review all

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.	resources including academic and behavior support interventions to thoroughly evaluate the their impact on student behavior and academic achievement • *Parent input has been sought through multiple methods of outreach. Assessment, including creating a comprehensive assessment team and seeking input from a current IDOE distinguished-principal mentor who has worked with the both the current principal of McGary Middle School and the newly recruited/appointed principal, Tammy Dexter.* McGary utilizes site-based decision making with parents, guardians, community partnerships, and school representatives through its School Site Council. See appendices for a Site Council meeting record form in which parents/community partners provided input on the 1003g grant. The EVSC hosts The Education Roundtable with several community partners and parent representatives as part of the Center for Family, School, and Community Partnerships key focus on involving stakeholders as partners around learning. • All transformational schools will follow the TAP system in regular meetings that focus on student data. Also, the schools all implement the Data Wise process to analyze the data. Part of the process, after looking at the data is inquiring about data and acting on identified teaching and learning problems. • The Director of Title Support will take the lead on organizing around community partnerships and selected providers, maintain documentation of meetings and communications, and integrate full collaboration with the Center for Family, School, and Community Partnerships. • The EVSC's Instructional Support Team will take the lead on assessing the intentionality, collaboration, and effectiveness of selected providers. • The Director of Title Support will work with school level leadership teams and the rest of the Instructional Support Team to continuously monitor and calibrate the effectiveness of the work, which includes by is not limited to meeting with all stakeholders, working to revise schedules, goals, and timelines as needed. A robust, ongoing monitoring plan is in place and available upon request. • *The EVSC Office of Academic Affairs (Title I Division) assures it will submit all data/forms to the IDOE/USDE as requested.* • *EVSC will continue to work collaboratively with IDOE Technical Assistance from a School Turnaround Specialist for Priority Schools and will ensure all school and district processes are implemented with fidelity and as well as IDOE-aligned.*

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 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,	• The Evansville Vanderburgh School Corporation has a clear process for recruiting, screening, and selecting external providers including: a. Making data-driven decisions around needs by completing a comprehensive-needs assessment through a Root Cause Analysis process. b. The LEA and school leadership team interviewed and met with potential external providers (i.e. LearningWorx/Kristie Sweeney and da Vinci Group) that meet the needs based on the CNA and researching which provider would most effectively meet the needs determined as well as aligning with supports that may already be available in the district. c. More in depth studying of narrowed provider list while contacting external providers to interview (and seek demonstrations, if applicable.) d. Prepare an MOU or statement of assurance for services to be fulfilled if funding becomes available in conjunction with the Office of Chief of Staff. e. Receive board-approval for applicable MOUs. f. Once funding becomes available, solidify partnership with an ancillary agreement outlining services. g. LEA will complete ongoing follow up and assessment of effectiveness of the services and will calibrate as needed with the provider. The principal will also be aware of their ability to share concerns about any external provider with any representative of the EVSC Instructional Support Team, who will follow up on the concern. h. LEA assures progress and changes in the grant budget will be reported to all stakeholders, including records assessing quality and frequency of supports. i. The LEA will take the lead on monitoring the effectiveness and in-school presence of the selected

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 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.	external providers. j. Diehl Consulting will support in the evaluation of selected external providers.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).	
The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary; (f) Redirecting resources that are not being	• (a) The EVSC, acting as the LEA, have identified resource alignment in attachment C. • (b) The EVSC partners with organizations that provide in-kind services and supports as well as utilizing other federal resources, grants, and district initiatives that will align with the grant at McGary. • (c)(d) Attachment C shows the alignment of resources. The LEA will work continuously with the schools to assess and make fiscally responsible decisions as needed.) • (e) The federal bookkeeper will consult with the Instructional Support Team, including the Director of Title Support, Director of State and Federal Programs, and grant support staff in completing regular reviews of finances and resource alignment. • (f) The LEA will support the school leaders in completing any amendments as determined necessary. The Director of Title Support or other LEA representative will assure amendments are reviewed properly by key stakeholders prior to submission. • (g) The LEA representatives who are directly supporting the Transformational Schools will keep digital calendars with in-school supports represented. The LEA will have at least a weekly presence in year one schools and will serve as supports to ensure full implementation. • The LEA has placed funding sources side-by-side in an effort to assess which implementation efforts would require additional financial support.

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.	

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; (iii) school administrator and staff dismissal procedures;	• The EVSC is fully committed to identifying and accepting input regarding barriers that may exist that slow/halt the school improvement implementation process. The Director of Title Support, acting as the District Transformation Officer, will serve as a liaison between the school, district, and IDOE as necessary when addressing concerns. • The EVSC's Instructional Support Team will meet regularly to ensure full implementation of the grant as well as supporting school transformation leaders with problems that they may encounter. IST is fully aligned with the domains of Mass Insight's HPHP Readiness Model. • The EVSC will strengthen the protocol in supporting the modification of practices and policy. • The EVSC Instructional Support Team will meeting regularly to support the ongoing process of assessing areas that may be considered for policy and process modification. One function of the team is to align process and policy that support the transformation model implementation including administrative hiring practices, transfer, dismissal, evaluation, rewards, recruitment, and school calendar/day. • The EVSC is fully supportive of the TAP model in rewarding school teachers and leaders aligned to student achievement and this model has already been in place for one year at McGary. The Director of Title Support also serves as the TAP liaison between CELL, IDOE, and all TAP schools. Two additional district administrators will be trained in TAP (for a total of 6 TAP-trained and certified district-level supports.) • Additional opportunities to retain staff will be added as a result of the 1003g grant (i.e. classroom mini grants). • The EVSC fully supports McGary's autonomy in creating increased learning

(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.	opportunities for both students and staff. McGary staff has opted to increase their learning time for staff collaboration by 3 additional days in comparison to other EVSC schools. •

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 improvement; (f) Demonstrating a commitment to the	• The EVSC provides technical support in school improvement processes that support sustainability of education reform and have been nationally commended for their efforts; Data Wise embedded support. • Members of EVSC's Instructional Support Team will provide training to school leadership staff to ensure the understanding and efficient implementation of interventions into operational flexibility of the school. • The EVSC has developed a Transformational Urban Leadership program with ISU and Learning Leadership Cadre in partnership with Brown University for developing leadership capacity and training is embedded and sustained. • The EVSC will support the implementation of specialist positions that support the schools in areas determined as needed, including special education and data-driven practices. • The EVSC will continue to identify alternative funding sources to sustain operational protocol of transformational elements that may require financial support. • The Director of RtI will work with school leaders and the Instructional Support Team to identify meaningful professional development for school leadership and staff that support both short- and long-term initiatives of educational improvement aligned to a district-wide three-dimensional RtI Model. • The EVSC fully supports its transformational schools in the implementation of the TAP System while also aligning Data Wise and will continue to support schools in the implementation of an extensive 3-year school improvement plan. • The EVSC will continue to partner with Diehl Consulting, Inc. as an external evaluator. Diehl will evaluate the effectiveness of all interventions as well as monitoring throughout benchmarks to provide external feedback to the school leaders and School Transformation Team at checkpoints. This will support the teams in continuously modifying the work in the transformational schools and at

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 interventions and school improvement activities; (l) Establishing and implementing	the LEA level of supporting those schools. • The Transformational Schools will keep their needs-based goals and school mission as the cornerstone of decisions around student learning and budgeting. • The IST team will collaborate with stakeholders in planning for sustainability of those interventions that are proving to be successful while assessing the need for continuation for lesser effective interventions. A robust plan for monitoring interventions and strategies is available upon request. • The members of the Instructional Support Team with representatives and consultation from other departments will provide the oversight of interventions, school improvement activities, financial management, and operations of the school. The principal will be the driver of requesting needs to the team.

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).

Transformation Model (Guidance Document, Section E, pages 36-42)

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

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. *Replace the principal who led the school prior to implementing the model.*	A new principal has been appointed to McGary Middle School to begin in the 2012-2013 school year. Newly named principal Mrs. Tammy Dexter has had 4 years of administrative experience, including two prior years leading a Priority Title I School and has extensive knowledge of the Transformational Model and school turnaround.	Superintendent of Schools	July 2012
2. *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.* •	• The TAP System for Teacher and Student Advancement was adopted by McGary Middle School staff during the 2010-11 school year and was implemented during the 2011-12 school year. The TAP System for teacher evaluation considers student growth and achievement as part of the teacher evaluation ratings. Teachers are observed four times yearly, two announced and two unannounced. Teachers then self-evaluate the lesson using the TAP rubric, and a post conference is held which provides the teacher with an opportunity to learn a strategy to implement while working on their area of refinement. Teachers also receive an area of reinforcement from the observed lesson. • The school leadership team (consisting of principal, assistant principal, master and mentor teachers with district support participated in nine days of training on the TAP observation/evaluation model June-October, 2011 and are all certified in TAP. The Leadership Team is responsible for TAP's fidelity of implementation. This team continued to fulfill the requirements of meeting	TAP School Leadership Team TAP School Leadership Team	Begin in September 2012

	weekly with primary responsibilities around analyzing student data to create the school academic achievement plan; developing and reviewing cluster groups' goals, activities and outcomes; becoming Certified TAP Evaluators; conducting teacher evaluations; and ensuring inter-rater reliability regarding teacher evaluations. Ongoing, embedded technical assistance is provided by CELL (Center of Excellence in Leadership and Learning) through the support of a TAP Regional Coordinator. • Teachers were evaluated on both the TAP and EVSC evaluation tools during the 2011-12 school year. The TAP model provides McGary leadership the opportunity to reward teachers who demonstrate adequate to superior Skills, Knowledge and Responsibilities as measured by the TAP observation rubric and /or who demonstrate a positive impact on student achievement as demonstrated by student growth on ISTEP+. Teachers who have not shown adequate performance on the EVSC Teacher Evaluation will be placed on a plan of improvement with a clear pathway to dismissal if adequate progress is not demonstrated. Additionally, teachers who do not demonstrate adequate performance on the TAP Skills, Knowledge and Responsibilities or student growth will be placed on an EVSC plan of improvement at the beginning of the following year.	McGary Administrative Team	

3. *Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.*	• The TAP System for Teacher and Student Advancement was adopted by the school during the 2010-11 school year to be implemented during the 2011-12 school year which includes up to $2500 in compensation per teacher, which is added to a compensation pool. • The school leadership team (consisting of principal, assistant principal, master and mentor teachers with	Principal with LEA support TAP School Leadership Team	November 2013 *(Dependent on NIET-National Institute for Excellence in Teaching to determine distribution amounts)* Ongoing

	district support participated in nine days of training on the TAP observation/evaluation model June-October, 2011. The Leadership Team is responsible for TAP's fidelity of implementation. This team continued to fulfill the requirements of meeting weekly with primary responsibilities around analyzing student data to create the school academic achievement plan; developing and reviewing cluster groups' goals, activities and outcomes; becoming Certified TAP Evaluators; conducting teacher evaluations; and ensuring inter-rater reliability regarding teacher evaluations. Ongoing, embedded technical assistance is provided by CELL (Center of Excellence in Leadership and Learning) through the support of a TAP Regional Coordinator. • Teachers were evaluated on both the TAP and EVSC evaluation tools during the 2011-12 school year. The TAP model provides McGary leadership the opportunity to reward teachers who demonstrate adequate to superior Skills, Knowledge and Responsibilities as measured by the TAP observation rubric and /or who demonstrate a positive impact on student achievement as demonstrated by student growth on ISTEP+. Teachers who have not shown adequate performance on the EVSC Teacher Evaluation will be placed on a plan of improvement with a clear pathway to dismissal if adequate progress is not demonstrated. Additionally, teachers who do not demonstrate adequate performance on the TAP Skills, Knowledge and Responsibilities or student growth will be placed on an EVSC plan of improvement at the beginning of the following year. Teachers must earn a score of no less than 2.5 (career), 3.5 (mentor) and 4 (master) on the Skills, Knowledge and Responsibilities and no less than a score of 3 for classroom growth and not less than 3 on school-wide achievement growth to be eligible for TAP	McGary Administrative Team	Begin in September 2012

	performance award compensation. • In addition, certified teaching staff would be eligible for an additional $500 of compensation based on building wide student achievement goals. Staff will determine the structure of the compensation plan. • Non-instructional support staff will be eligible for up to $1500 for McGary reaching TAP related goals for schoolwide achievement. • Performance-based compensation is a component of the TAP system. The TAP system calculates student achievement gains in addition to teachers' instructional practices, based on the four evaluation scores when determining the end of the year bonus. The teachers are also evaluated utilizing the EVSC formal evaluation instrument, which has a clear pathway for evaluation and teacher dismissal with due process.	Principal with LEA Support Principal with LEA Support	November 2013 November 2013

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*	• The TAP System for Teacher and Student Advancement was implemented beginning in the Fall of 2011. • Each teacher will be required to have an Individual Growth Plan (IGP) based on classroom observations or student level data beginning in the Fall of 2012. TAP master and mentor teachers will support the career teachers' ongoing development and implementation of professional growth plans. TAP Master teachers had professional growth plans in 11-12, in which the principal supported. • Professional Learning Communities (Cluster Meetings) began in the 2011-2012 school year. Cluster Meetings are	PRINCIPAL AND TAP School Leadership Team TAP Master Teachers	Continue Fall 2012

	non-instructional professional growth time that occurs weekly in addition to daily PLCs and focuses on specific instructional strategies. The remainder of the week PLCs will focus on looking at student work and collaborative planning. These professional activities are aligned with TAP's STEPS for Effective Learning and are focused on learning specific, research-based and field-tested instructional strategies to address an identified student need at McGary. To achieve this, some cluster activities include test analysis for instructional improvement; alignment of standards, instruction and assessment; development of group members' instructional skills; classroom observations of demonstration lessons; and teachers becoming familiarized with the TAP Teaching Skills, Knowledge and Responsibility Standards. *(Within the TAP "CODE" system, all evaluative data is stored and reports are able to the generated by the leadership team to help support teachers' refinement areas and to guide what teachers learn during PLCs.)* • Faculty meetings, which meet a minimum of once a month, will be professional development-oriented meetings around the schoolwide problem of practice. • Student data will be disaggregated in cluster (PLC) time, and best practices will be researched and field-tested by Master Teachers to determine level of effectiveness with student population. • Teachers have been deconstructing and performing gap analysis of both the Indiana Academic Standards/Indicators and Common Core State Standards to insure the highest level of rigor at each grade level.	TAP School Leadership Team Principal Master and Mentor Teachers (facilitate for Career Teachers) Master and Mentor Teachers (facilitate for	August 2012 Begin August 2012 (continued from 2011) Begin August 2012 (continued from 2011) Begin August 2012 (continued from 2011)

	During weekly hour-long structured team plan times, content area teachers use classroom-level data to focus upon key skills and content within subject areas, methods of differentiation, literacy support for text-complexity, and structures for student engagement.	Career Teachers)	
	• Teachers will continuously learn and practice literacy and differentiation strategies during cluster time weekly, and determine specific plans for support needed throughout the week to implement each intentionally selected strategy in classroom (co-teaching, modeling, observation). TAP Master and Mentor teachers sustain the embedded supports for McGary Career Teachers throughout their implementation of targeted strategies.	Master and Mentor Teachers	October 2012
	• Teachers will continue to bring scrimmage data (i.e. weekly formative assessments, student work sample connected to targeted strategy) to cluster meetings to determine student needs and teacher support needed.	Master and Mentor Teachers	Begin August 2012
	• Monthly staff meetings will focus upon school improvement plan goals that evolve around review of school level data using inquiry-based, school improvement protocols, schoolwide problem of practice, and reviewing progress toward goal through formative assessments and other student products.	Principal	Begin August 2012
	• Teachers new to McGary will receive 20 hours of Equity School Professional Development along with additional embedded supports with TAP implementation and must demonstrate proficiency by the end of their initial year at McGary.	Equity Committee	September 2012

5. Implement strategies to recruit, place, retain staff (financial	• TAP affords multiple career paths for teachers who aspire to grow in areas other than administrative. The	Principal	Ongoing

incentives, promotion, career growth, flexible work time).	Indiana TIF grant aligns with the elements of SIG in that it provides additional compensation for leadership positions based on student performance and professional responsibilities. • Incentives for growth are provided through the TAP system. $2500.00 per teacher per year is placed into a teacher compensation pool. This total allocation is divided into two or three sections (differing based on teachers with and without classroom growth data): 1) Skills, Knowledge, and Responsibilities (50%) and 2) Overall School Achievement Gains (50%) or 1) Skills, Knowledge, and Responsibilities (50%), 2) classroom achievement gains (30%), and 3) overall school achievement gains (20%). • Classroom Mini Grants of $1,000 per classroom teacher will be awarded for the purchase of learning-centered supplies and materials for the classroom. These materials would support interdisciplinary units (STE(A)M alignment) for connected student learning and engagement. (All materials would stay with the teacher as long as the teacher remains at McGary.)	Principal with LEA Support Principal	November 2013 By October 2012

6. *Provide increased learning time for students and staff.*	• Increase student learning time by extending afterschool program offerings and aligning to student data-driven needs (300 additional hours—see next bullet for increased year). • Increase student learning time by extending calendar to include four weeks of summer program instructional options	Principal Principal	August 2012 August 2012

	for students (80 additional hours). • Increase staff learning time by increasing the teacher calendar by three days (24 additional hours). Teachers determined the need for additional teacher-only data/collaboration days, both before and during the school year, to monitor medium-term data, determine reteaching needs, and plan future instruction. • Through the Equity Model, McGary Middle School staff will attend three additional days of training/professional development throughout the 2012-2013 school year. These additional professional development days will be structured around Acuity tests and other student data points, including Achieve3000 Lexile data. All increased time for professional learning connects directly to individual team- or school-based improvement goals.	Principal Principal	August 2012 August 2012

7. *Use data to implement an aligned instructional program.*	• McGary has utilized the DataWise process through a district-wide initiative. Through this inquiry-based, systematic design a schoolwide "Problem of Practice" was identified through needs determined in student data and targeted as a core focus of the school-improvement plan. McGary Middle School will continue a systematic process for school improvement aligned with IDOE's adoption of the Mass Insight model and will determine needs through a Root Cause Analysis process. This will occur with technical assistance from the LEA and SEA. • Beginning in 2011 at McGary, the TAP system provided rubrics for performance standards of four domains of teaching skills, knowledge, and responsibilities. These are: instruction, the learning	McGary Data Team, Principal TAP Leadership Team	August 2012 (Root Cause Analysis – April 2012) August 2012

	environment, **designing and planning instruction**, and responsibilities. Teachers will continue to specifically focus on instructional plans, student work, and assessment while designing and planning instruction. All four domains will continue to be included as part of each teacher's ongoing professional development and evaluation. • Teachers have been deconstructing and performing gap analysis of both the Indiana Academic Standards/Indicators and Common Core State Standards to insure the highest level of rigor at each grade level. During weekly hour-long structured team plan times, content area teachers use classroom-level data to focus upon key skills and content within subject areas, methods of differentiation, literacy support for text-complexity, and structures for student engagement.	TAP master and mentor teachers	August 2012

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. *Promote the use of data to inform and differentiate instruction.*	• Differentiated Instruction (DI) is a core focus of our school-wide improvement plan. Teachers will be receiving weekly professional development on DI. TAP Master and Mentor Teachers research and field-test specific strategies to present in Cluster Meetings and for teachers to implement in their classrooms with embedded, sustained support.	TAP Master and Mentor teachers	Fall 2012
	• Teachers will bring classroom- and student- level data to cluster time to determine growth and needs.	TAP Master and Mentor Teachers	August 2012
	• Subject-area teachers meet daily to plan, analyze, and develop lessons based on student data. Teachers continue to work on curriculum maps for next year to transition to the Common Core. Guaranteed and Viable Curriculum maps have been prepared for implementation.	Principal, STE(A)M Opportunities Specialist	August 2012
	• Students who are identified based on assessment data require level II interventions will be provided with extended learning in the specific area(s) of literacy or numeracy.	Principal, Diverse Learners Coordinator	August 2012
	• Exceptional learners will have level II and III interventions to insure academic and social-emotional supports are provided.	Principal, Diverse Learners Coordinator	August 2012
	• McGary utilizes the DataWise process and has embedded Mass Insight's school improvement process into the backwards 9 design. Data is utilized to drive instruction and decisions. PLC's dedicate time each week to look at data and determine the plan of action and any course	Principal	August 2012

	corrections. The teachers work within the core subject areas to develop common assessments based on the indicator being taught. Instruction is differentiated based on the level of understanding students demonstrate on the frequent formative assessments. • In science, will continue to implement inquiry-based learning. Providing students with more opportunities for inquiry-based learning increases the ability to differentiate through the use of intentional grouping and selection of activities. • Increasing the choice of electives will expose students to a wide variety of arts (written, music, dance, performing, visual and instrumental) and will allow students to have more choice and voice as well as opportunities to learn at their ability level. (For example, 6^{th}-8^{th} grade performance and competition choir)	STE(A)M Mentor Teacher STE(A)M Opportunities Specialist	August 2012 August 2012

9. *Provide mechanisms for family and community engagement.*	• Community and business members, students, staff, and parents meet monthly as a Site Council to discuss **school-wide** improvement plan, progress, and ideas. This Council votes to **approve** the spending of Site Council monies for students. • STE(A)M –A partnership between McGary and The da Vinci Institute, which is comprised of representatives from our local universities, museums, art councils, and other STE(A)M-related agencies, will provide network opportunities, professional development, and technical assistance. • Parent and community voice is critical to improvement at McGary Middle School and throughout the EVSC. The district has utilized parent,	Principal, **Community** and Family Outreach Coordinator Principal, STE(A)M Opportunities Specialist Principal and LEA support	Continue August 2012 Spring 2013

	school, and community surveys to gain a greater understanding of areas of strength as well as areas of concern. The surveys also serve as a forum for stakeholders to provide suggestions for improvement to all schools and the EVSC in a safe and anonymous manner.		August 2012
	• The EVSC is committed to the belief that meeting the needs of students takes a whole community. Families, schools, and members of the community must form partnerships to support students so that they can be successful. Together, they must identify and provide key services to students and their families in order to help them overcome any barriers they are facing, which prevent students from being successful. The EVSC Center for Family, School, and Community Partnerships focuses on building a foundation that will support healthy alliances.	Principal, LEA support, Community and Family Outreach Coordinator Director of Community Schools, Principal, Community and Family Outreach Coordinator	August 2012 August 2012
	• A Community and Family Outreach Coordinator at McGary Middle School would be able to continue building mechanisms for family and community engagement as well as nurturing partnerships that support students, families, and the school's community. The Director of Community Schools will support McGary in creating more capacity for family and community engagement including health and social services, increased learning opportunities, etc. by supporting the school's Community and Family Outreach Coordinator.	Principal	
	• Lampion Center would extend its current partnership with McGary Middle School to include more hours of		

	behavioral therapy and other social/emotional/ mental health services on site.		

10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).	• McGary as an EVSC Equity School has been identified as having unprecedented autonomy as stated in the *Collective Bargaining Agreement between the Evansville Vanderburgh School Corporation and The Evansville Teachers Association* Section 203, III. **Autonomy of EQUITY schools** A. The EQUITY staff of each school will determine 1. Length of the school year 2. Waivers for regulations 3. School design and governance 4. Resource allocations • Staffing: As stated in the current *Collective Bargaining Agreement By and Between the Evansville Vanderburgh School Corporation and The Evansville Teachers Association,* teachers in Equity Schools must demonstrate mastery of basic competency in order to remain teaching at the school. Section 203. II. F. Completion of the academy and demonstrated mastery of the academy curriculum will be required to apply to teach in an EQUITY school. Mastery will be identified by a rubric. H. Teachers from EQUITY schools may remain after successful completion of the academy.	LEA and Evansville Teacher Association District EQUITY Committee	August 2012 August 2012

11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.	**EVSC – HPHP Readiness Model – Alignment of Supports** 	LEA Support	August 2012
	Multiple LEA district supports have spent intensive time in training with Kenneth Wong of Brown University, The School Turnaround Group, and in IDOE-sponsored training (i.e. REL Midwest/Lauren Rhim, networking sessions with other Indiana schools implementing turnaround). Additionally, the LEA has fully collaborated with IDOE School Turnaround Specialists throughout the past two years and has gained great insight from the technical assistance of IDOE.	Director of Title Support/DTO	Ongoing
	• The principal will receive additional technical assistance and professional development by **LearningWorx.** The support will be provided by Kristie Sweeney, identified as a Distinguished Principal by the IDOE for her turnaround leadership skills and strength in mentoring other administrators.	Director of Title Support/DTO	July 2012 (*Year 1 funding from IDOE – Leadership Institute)*

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

The recruitment and selection of the new principal, Tammy Dexter, was of highest importance and determined by a subgroup of the Superintendent's Executive Leadership Team regarding qualities needed to lead a school turnaround effort. Those qualities are determined around leadership and the ability to mobilize staff relative to readiness to learn, readiness to teach, and readiness to act aligned to the elements of the Transformational Model. The importance of this selection cannot be overstated. It must be made in the context of building culture, current initiatives, and the support necessary to make turnaround a reality.

New principal, Tammy Dexter, has already demonstrated success as a turnaround leader in implementing a Transformational Model in a K-8 school for two years.

Pre-Implementation

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

Action: N/A

Timeline: N/A

Budget: N/A

Check Your Work - *Additional Requirements for All Models*

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

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
47.79% of all students were proficient on ISTEP+ English/Language Arts (2010-2011).	≥ 58% of all students will be proficient on ISTEP+ ELA.	≥ 68% of all students will be proficient on ISTEP+ ELA.	≥ 78% of all students will be proficient on ISTEP+ ELA.
43.51% of all students were proficient on ISTEP+ Mathematics (2010-2011).	≥ 53% of all students will be proficient on ISTEP+ Mathematics.	≥ 63% of all students will be proficient on ISTEP+ Mathematics.	≥ 73% of all students will be proficient on ISTEP+ Mathematics.

II: Budget

Instructions:

1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment B). Electronically select each "tab" for years 2011-2012, 2012-2013, 2013-2014.
2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.
3) **The total amount of funding per year must total *no less than $50,000* and *no greater than $2,000,000* per year.**

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

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

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	Transformation	Title I Part A
Assistance with design and implementation of *improvement plan* including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Transformation	Title I, Part A,
Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model	Transformation	Title II, Part A
Job-embedded *staff development* aligned to grant goals to assist *English language learners*	Transformation	Title III, Part A - LEP (when applicable)
Provide extended learning opportunities for students	Transformation	Full Service School Community Grant, 21st Century Learning Communities Grant, Title I
Provide community and family supports	Transformation	Full Service school community grant
State Resources		
External partners to assist the school with ongoing technical assistance	Transformation	IDOE/SIGa (LearningWorx for 12-13).
Reward teachers/leaders who, in Implementing the model, increase student achievement + use evaluation systems for teachers and principals that consider student growth and assessments	Transformation	TAP/TIF
Provide high quality, job-embedded professional development	Transformation	Innovation Grant

Appendices

Appendix A

What is STE[+a]M

STE[+a]M™

STE[+a]M is the inclusion of Arts[+a] with Science, Technology, Engineering, Math [STEM].

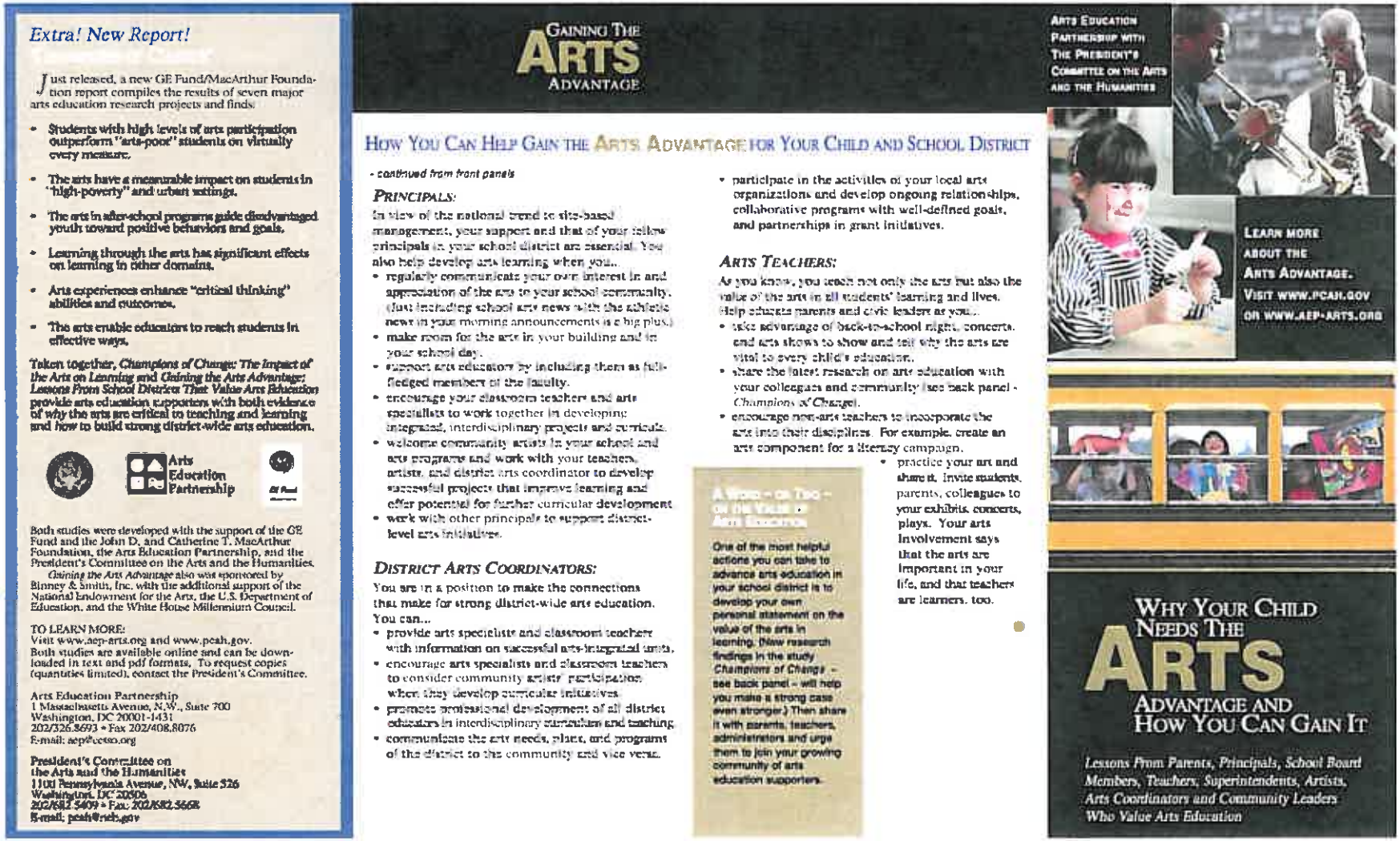
The foundation of STE[+a]M is based on the use of both sides of the brain where convergent and divergent thinking are able to occur

In order to be more "whole-brained" in their orientation, schools need to give equal weight to the arts, creativity, and the skills of imagination and synthesis. To foster a more whole-brained scholastic experience, teachers can use instruction techniques that connect with both sides of the brain. They can increase their classroom's right-brain learning activities by incorporating more patterning, metaphors, analogies, role playing, visuals, and movement into their reading, calculation, and analytical activities.

Secretary of Education, Arne Duncan released a letter in August 2009 to School and Education Community Leaders reiterating that the arts are a core subject area and should be part of every child's education. A narrow focus on STEM curriculum will crowd out other key curricular areas – including the arts, social studies, languages. A call for a balanced curriculum that educates the whole child brings about high achievement in all areas and offers the broadest preparation for citizenship, higher education and participation in a global economy and rapidly changing world should be the goal.

From: http://steammanifesto.com/

Appendix B



Extra! New Report!

Just released, a new GE Fund/MacArthur Foundation report compiles the results of seven major arts education research projects and finds:

- **Students with high levels of arts participation outperform "arts-poor" students on virtually every measure.**
- **The arts have a measurable impact on students in "high-poverty" and urban settings.**
- **The arts in after-school programs guide disadvantaged youth toward positive behaviors and goals.**
- **Learning through the arts has significant effects on learning in other domains.**
- **Arts experiences enhance "critical thinking" abilities and outcomes.**
- **The arts enable educators to reach students in effective ways.**

Taken together, *Champions of Change: The Impact of the Arts on Learning* and *Gaining the Arts Advantage: Lessons From School Districts That Value Arts Education* provide arts education supporters with both evidence of *why* the arts are critical to teaching and learning and *how* to build strong district-wide arts education.

Arts Education Partnership

Both studies were developed with the support of the GE Fund and the John D. and Catherine T. MacArthur Foundation, the Arts Education Partnership, and the President's Committee on the Arts and the Humanities.

Gaining the Arts Advantage also was sponsored by Binney & Smith, Inc. with the additional support of the National Endowment for the Arts, the U.S. Department of Education, and the White House Millennium Council.

TO LEARN MORE:
Visit www.aep-arts.org and www.pcah.gov.
Both studies are available online and can be downloaded in text and pdf formats. To request copies (quantities limited), contact the President's Committee.

Arts Education Partnership
1 Massachusetts Avenue, N.W., Suite 700
Washington, DC 20001-1431
202/326.8693 • Fax 202/408.8076
E-mail: aep@ccsso.org

President's Committee on
the Arts and the Humanities
1100 Pennsylvania Avenue, NW, Suite 526
Washington, DC 20506
202/682.5409 • Fax 202/682.5668
E-mail: pcah@nch.gov

GAINING THE ARTS ADVANTAGE

ARTS EDUCATION PARTNERSHIP WITH THE PRESIDENT'S COMMITTEE ON THE ARTS AND THE HUMANITIES

HOW YOU CAN HELP GAIN THE ARTS ADVANTAGE FOR YOUR CHILD AND SCHOOL DISTRICT

- continued from front panels

PRINCIPALS:

In view of the national trend to site-based management, your support and that of your fellow principals in your school district are essential. You also help develop arts learning when you...

- regularly communicate your own interest in and appreciation of the arts to your school community. (Just including school arts news with the athletic news in your morning announcements is a big plus.)
- make room for the arts in your building and in your school day.
- support arts educators by including them as full-fledged members of the faculty.
- encourage your classroom teachers and arts specialists to work together in developing integrated, interdisciplinary projects and curricula.
- welcome community artists in your school and arts programs and work with your teachers, artists, and district arts coordinator to develop successful projects that improve learning and offer potential for further curricular development.
- work with other principals to support district-level arts initiatives.

DISTRICT ARTS COORDINATORS:

You are in a position to make the connections that make for strong district-wide arts education. You can...

- provide arts specialists and classroom teachers with information on successful arts-integrated units.
- encourage arts specialists and classroom teachers to consider community artists' participation when they develop curricular initiatives.
- promote professional development of all district educators in interdisciplinary curriculum and teaching.
- communicate the arts needs, plans, and programs of the district to the community and vice versa.
- participate in the activities of your local arts organizations and develop ongoing relationships, collaborative programs with well-defined goals, and partnerships in grant initiatives.

ARTS TEACHERS:

As you know, you teach not only the arts but also the value of the arts in all students' learning and lives. Help educate parents and civic leaders as you...

- take advantage of back-to-school night, concerts, and arts shows to show and tell why the arts are vital to every child's education.
- share the latest research on arts education with your colleagues and community (see back panel - *Champions of Change*).
- encourage non-arts teachers to incorporate the arts into their disciplines. For example, create an arts component for a literacy campaign.
- practice your art and share it. Invite students, parents, colleagues to your exhibits, concerts, plays. Your arts involvement says that the arts are important in your life, and that teachers are learners, too.

A Word – or Two – on the Value of Arts Education

One of the most helpful actions you can take to advance arts education in your school district is to develop your own personal statement on the value of the arts in learning. (New research findings in the study *Champions of Change* – see back panel – will help you make a strong case even stronger.) Then share it with parents, teachers, administrators and urge them to join your growing community of arts education supporters.

LEARN MORE ABOUT THE ARTS ADVANTAGE. VISIT WWW.PCAH.GOV OR WWW.AEP-ARTS.ORG

WHY YOUR CHILD NEEDS THE ARTS

ADVANTAGE AND HOW YOU CAN GAIN IT

Lessons From Parents, Principals, School Board Members, Teachers, Superintendents, Artists, Arts Coordinators and Community Leaders Who Value Arts Education

From: http://www.aep-arts.org/files/publications/WhyYourChildNeedstheArts.pdf

GAINING THE ARTS ADVANTAGE

DOES YOUR SCHOOL DISTRICT HAVE THE

Gaining the Arts Advantage: Lessons from School Districts That Value Art Education is the first national study to examine district-wide arts education and identify strategies for its success.

Are these 13 "critical success factors" at work in your school district?

- √ a community actively engaged in the arts politics and instructional programs of the district – inside and outside the schools?
- √ a school board providing a supportive policy framework and environment for the arts?
- √ a superintendent regularly articulating a vision for arts education in the district?
- √ a cadre of principals that collectively supports the policy of arts education for all students?
- √ teachers who practice their art and are encouraged by district administrators to grow in their art as well as in their teaching competence?
- √ district arts coordinator(s) who facilitate program implementation and maintain an arts-supportive environment?
- √ parent/public relations programs to inform the community and gain its participation and support?
- √ national, state, and other policies, and programs employed by the district to advance arts education?
- √ an elementary foundation in the arts?
- √ opportunities for higher levels of student achievement through specialized programs?
- √ continuous improvement in arts education through reflective practices at all school levels?
- √ planning with a comprehensive district-wide education vision but incremental implementation?
- √ continuity in leadership in the school and in the community?

GAINING THE ARTS ADVANTAGE FOR YOUR CHILD AND SCHOOL DISTRICT

Tomorrow's workforce – and especially its leaders – will need broad abilities beyond technical skills. There will be a demand for people who are creative, analytical, disciplined, and self-confident – people who can solve problems, communicate ideas, and be sensitive to the world around them.

– Joyce Heryennan, President, GE Fund

How will today's children and tomorrow's leaders develop these broad abilities, which educators are now calling the 4Cs: cognition, communication, culture, and creativity?

"Hands-on participation in the arts is a proven way to help develop these abilities," the GE Fund's president observes, pointing to brand new research. (See *Champions of Change*, back panel.)

Children who receive an elementary foundation in the arts; ongoing, comprehensive, sequential education in music, drama, dance, and the visual arts; who are afforded opportunities for higher levels of achievement – these are children who will step into tomorrow's world with "the arts advantage." They will bring to it a quick mind, focus, discipline, imagination, judgement, personal drive, experience in teamwork, attention to detail, grasp of the big picture, and an essential urge to continue learning.

> "The strongest single factor in determining whether a school district provides arts education is the community's insistence, support, and participation in making it happen. So everyone who has a stake in our children's success should see arts education as their cause."
>
> – Hillary Rodham Clinton

Q. WHAT CAN I DO? A: LOTS OF THINGS.

COMMUNITY MEMBERS:

Whether you are an artist, arts council member, civic leader, or interested citizen you can...

- speak at school budget hearings on the value of the arts in a child's education.
- vote for local officials who support a vision for education that includes the arts.
- participate in your district's and community's concerts, plays, dance programs, and art exhibits.
- invite the district arts coordinator to serve on your arts council board and establish joint arts community-school district goals and integrated initiatives.
- volunteer to share an artistic skill, such as accompanying on the piano or talking about your graphic design work.
- offer to help write grant proposals or seek partners for district arts education initiatives.
- monitor the district's progress in key "critical success" areas such as planning; providing an elementary foundation and advanced opportunities; and the use of arts assessment techniques to improve student, teacher, and administrator performance.

Building and sustaining strong district-wide education requires a **community's ensemble effort, finds *Gaining the Arts Advantage*. Everyone can play an important part in that ensemble. Beginning in the column at left are suggestions from community members, school district administrators, and teachers all around the country who are doing just that. *Gaining the Arts Advantage's* 91 profiles and case studies – representing widely different school districts in 42 states – offer hundreds of useful** strategies and action steps from real people working in "real world" contexts. You can learn more from these districts – from Maine to Miami, Anchorage to Arlington County, VA – by visiting the study at: **www.pcah.gov/gaa or www.aep-arts.org.**

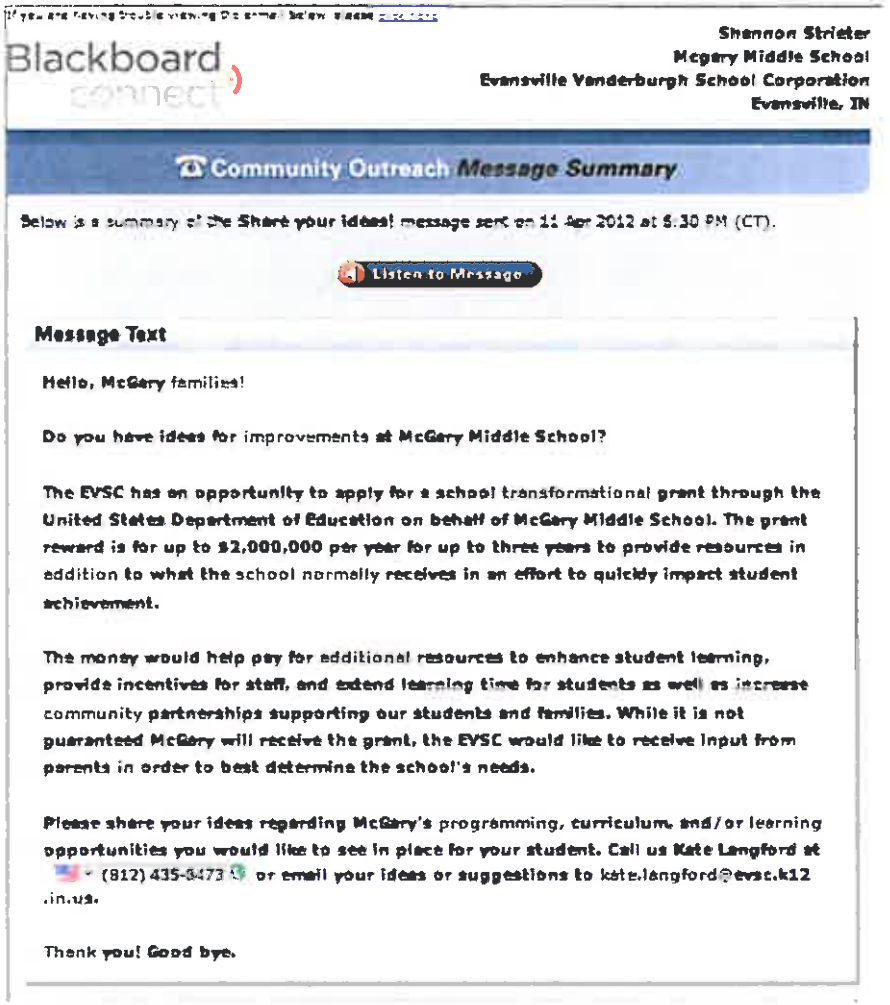
SCHOOL BOARD MEMBERS AND SUPERINTENDENTS:

Colleagues across the country in similar leadership roles urge you to:

- take the lead by assessing the community's commitment to the arts in learning before setting educational goals.
- develop an arts-supportive policy framework and an infrastructure that supports teaching and learning in and through the arts.
- provide ongoing professional development for arts specialists and classroom teachers.
- treat the arts as equal to other school subjects when budget cuts are required and apportion resources in accordance with the plan.
- consider the artistic qualities of buildings and the needs of arts education programs during facility renovation and development.
- hire and support strong district arts coordinators to link the district and the community, work collaboratively with principals, arts specialists, and curriculum specialists, and seek competitive funding for professional and curriculum development and innovative arts programs.
- encourage entrepreneurial thinking. Districts with outstanding arts programs seek and obtain federal, state, and local government grants, private grants, and use of community facilities for events. ***– continued on back panels***

From: http://www.aep-arts.org/files/publications/WhyYourChildNeedstheArts.pdf

Appendix C
4/11/2012 – Reaching out to Families – by Phone and Email (Phone Blast, Text, and Email)



Blackboard connect

Shannon Strieter
Mcgary Middle School
Evansville Vanderburgh School Corporation
Evansville, IN

Community Outreach Message Summary

Below is a summary of the **Share your ideas!** message sent on 11 Apr 2012 at 5:30 PM (CT).

Listen to Message

Message Text

Hello, McGary families!

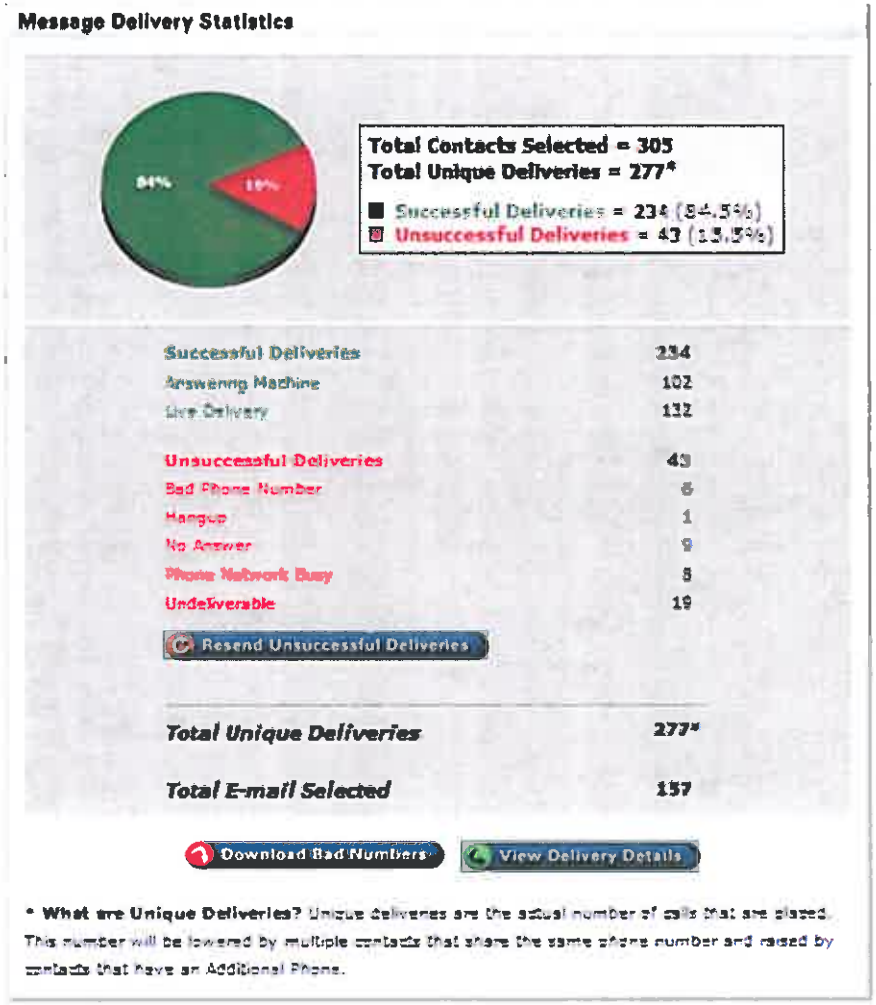
Do you have ideas for improvements at McGary Middle School?

The EVSC has an opportunity to apply for a school transformational grant through the United States Department of Education on behalf of McGary Middle School. The grant reward is for up to $2,000,000 per year for up to three years to provide resources in addition to what the school normally receives in an effort to quickly impact student achievement.

The money would help pay for additional resources to enhance student learning, provide incentives for staff, and extend learning time for students as well as increase community partnerships supporting our students and families. While it is not guaranteed McGary will receive the grant, the EVSC would like to receive input from parents in order to best determine the school's needs.

Please share your ideas regarding McGary's programming, curriculum, and/or learning opportunities you would like to see in place for your student. Call us Kate Langford at (812) 435-8473 or email your ideas or suggestions to kate.langford@evsc.k12.in.us.

Thank you! Good bye.



Message Delivery Statistics

Total Contacts Selected = 305
Total Unique Deliveries = 277*
Successful Deliveries = 234 (84.5%)
Unsuccessful Deliveries = 43 (15.5%)

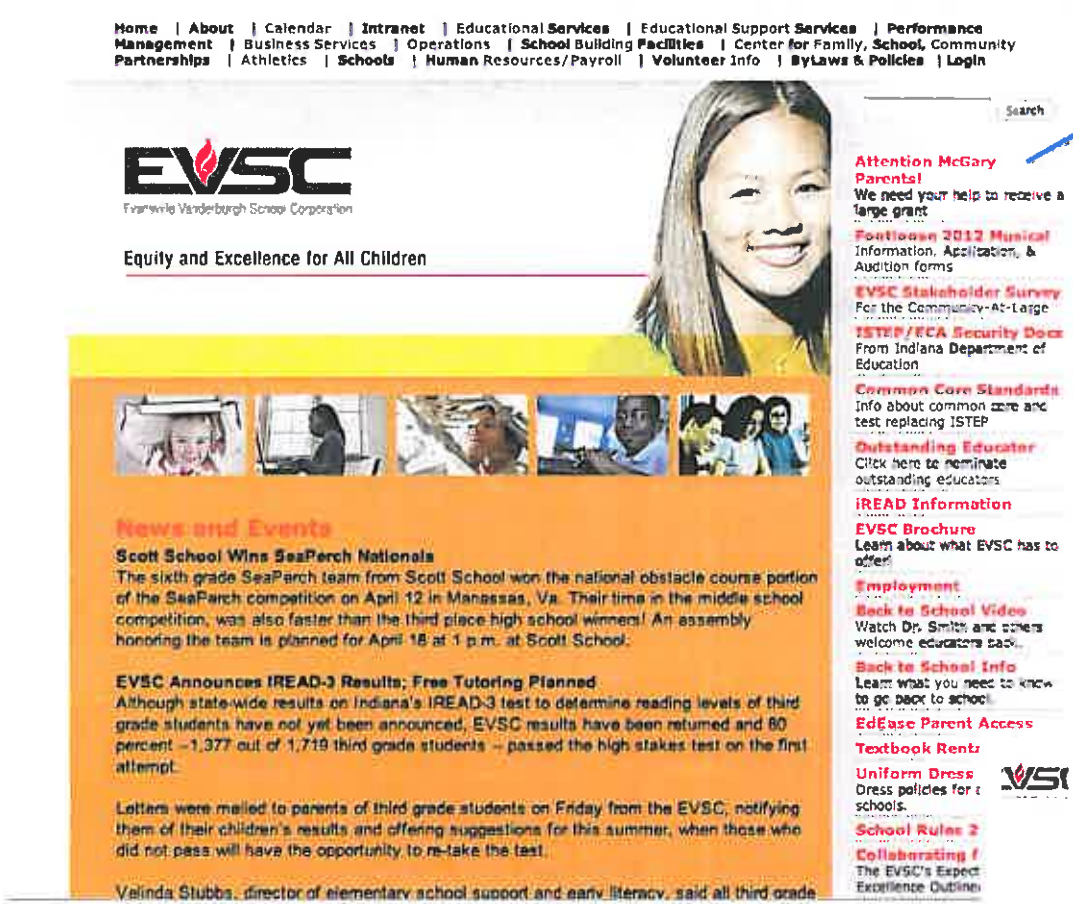
Successful Deliveries	234
Answering Machine	102
Live Delivery	132
Unsuccessful Deliveries	43
Bad Phone Number	6
Hangup	1
No Answer	9
Phone Network Busy	8
Undelivered	19
Total Unique Deliveries	277*
Total E-mail Selected	157

Resend Unsuccessful Deliveries

Download Bad Numbers | View Delivery Details

* **What are Unique Deliveries?** Unique deliveries are the actual number of calls that are placed. This number will be lowered by multiple contacts that share the same phone number and raised by contacts that have an Additional Phone.

Appendix D
Reaching out to Families – Online (Facebook Status Update and EVSC Website)



We Need Your Ideas!

The EVSC has an opportunity to apply for a school transformational grant through the United States Department of Education on behalf of McGary Middle School. The grant reward is for up to $2 million per year for up to three years to provide resources in addition to what the school normally receives in an effort to quickly impact student achievement.

The money would help pay for additional resources to enhance student learning, provide incentives for staff, and extend learning time for students as well as increase community partnerships supporting our students and families. While it is not guaranteed McGary will receive the grant, the EVSC would like to receive input from parents in order to best determine the school's needs.

Please share your ideas regarding programming, curriculum, and learning opportunities at McGary. Anything you think would be a good thing to have in place for your student, is what we would like to know about. Call Kate Langford at (812) 435-8473 or email your ideas or suggestions to kate.langford@evsc.k12.in.us.

EVSC (Evansville Vanderburgh School Corporation)

Attention Families of Students at McGary Middle School.
Do you have ideas for improvements to your student's school?

The EVSC has an opportunity to apply for a school transformational grant through the United States Department of Education on behalf of McGary Middle School. The grant reward is for up to $2,000,000 per year for up to three years to provide resources in addition to what the school normally receives in an effort to quickly impact student achievement.

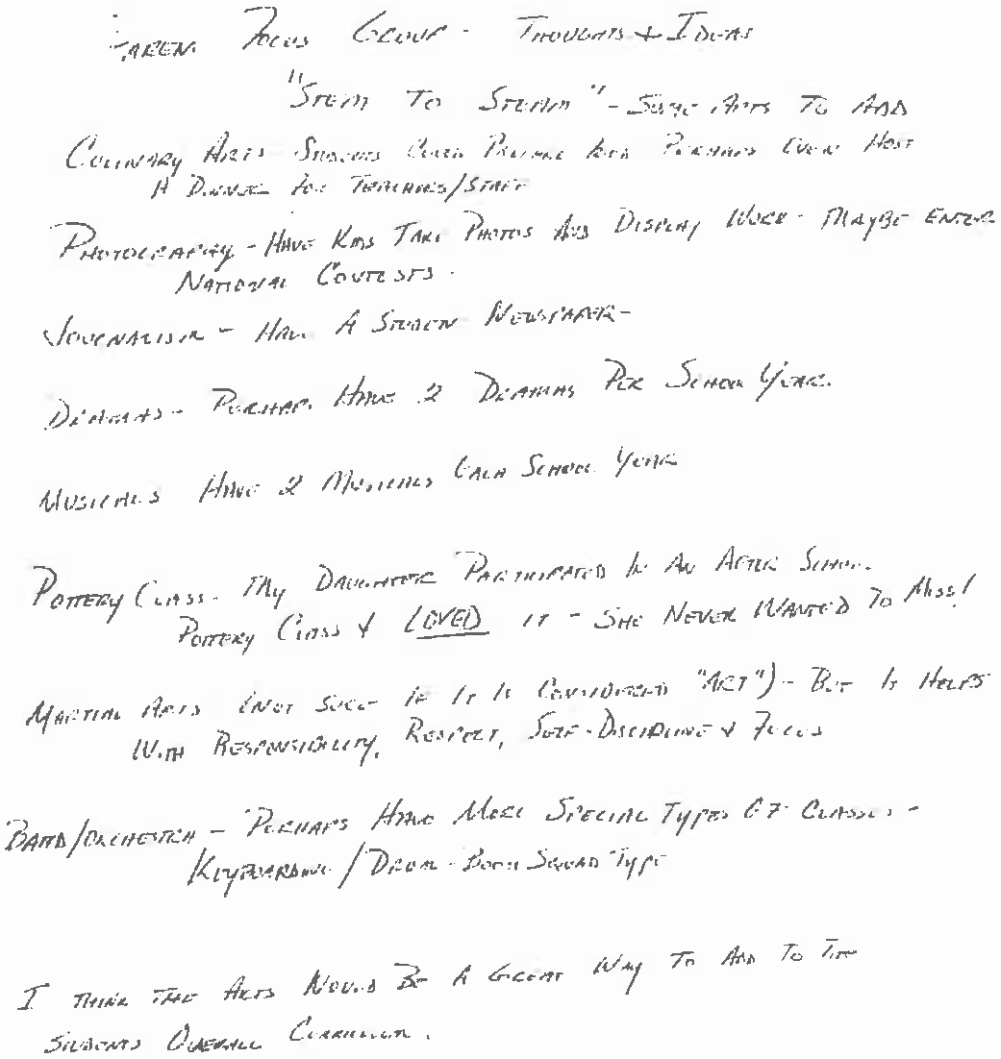
The money would help pay for additional resources to help students learn, incentives for staff, and more learning time for students as well as increased community partnerships supporting our students and families. While it is not guaranteed your child's school will receive the grant, the EVSC would like to receive input from parents in order to best determine the school's needs.

Please share your ideas regarding McGary's programming, curriculum, and/or learning opportunities you would like to see in place for your student. Call us Kate Langford at (812) 435-8473 or email your ideas or suggestions to kate.langford@evsc.k12.in.us.

Like Comment Share 1

Parent Focus Group, Interviews, and Site Council Notes

Appendix E: Parent Focus Group Notes



Parent Focus Group - Thoughts + Ideas

"Stem To Steam" - Some Arts To Add

Culinary Arts - Students Could Prepare And Perhaps Even Host A Dinner For Teachers/Staff

Photography - Have Kids Take Photos And Display Work - Maybe Enter National Contests.

Journalism - Have A Student Newspaper -

Debates - Perhaps Have 2 Debates Per School Year.

Musicals - Have 2 Musicals Each School Year

Pottery Class - My Daughter Participated In An After School Pottery Class + LOVED it - She Never Wanted To Miss!

Martial Arts (Not Sure If It Is Considered "Art") - But It Helps With Responsibility, Respect, Self-Discipline + Focus

Band/Orchestra - Perhaps Have More Specific Types Of Classes - Keyboarding / Drum - Boom Squad Type

I Think The Arts Would Be A Great Way To Add To The Students Overall Curriculum.

Appendix F

Summary of Suggestions and Concerns from 4/27/12 Parent Interviews:

Technology:

- Netbooks are a valued tool from most parents interviewed. Concerns were around parents not being familiar with technology, feeling a more of a balance is needed between technology and hands-on learning, and digital citizenship needs for students around social networking.
- Pronounced request for teachers to have professional training in how to utilize technology in ways that will help students in the future (examples given were photography/editing, making presentations, graphing)
- Interest in upgrading MACS and feels they can help students be more creative than PCs, though students will need experience with both.

The Arts:

- If a grant was received, the money should remember the importance of the arts and not just technology. Interest in an increase in theater/performing arts, music, and orchestra were mentioned specifically.

Math/Science:

- Funds needed for more hands-on science experiments; need for science to be more fun with labs versus textbooks and lecture.
- Parent sited motivation issues for their child to learn math; would like more hands-on opportunities to engage students.

College and Career Readiness:

- More career training with professionals from career fields supporting students and staff; increased community partnerships to support this effort.

Extended Learning Opportunities:

- Would like to see the staff more involved.

- Increased community partnership involvement.
- Geared toward student interest and career development.

Other:

- Need to change image of school; referred to as a "ghetto" school.
- Students need to make the connection that what they are doing now in middle school will impact their future.
- Need for students to have something to do outside instead of just standing around. One parent specified playground equipment; somewhere for students to go/socialize.
- Increased communication with families, specifying more physical information needed rather than just student word-of-mouth.
- More hands-on, one-on-one instruction needed in all subjects.

Appendix G
McGary Middle School Site Council Meeting Notes
April 18, 2012

In attendance: Jayna Ennis, Kat Isbell, Ashley Blondin, Stacy West, Theresa Schneider, Jean Barr, Diane Braun, Eric Martin, Jennifer Nance, Dave Schutte, Sara Batteiger, John Herring, Mary Schweizer, Dale Naylor, Patricia Weinzapfel.

Mrs. Schweizer and Mrs. Nance spoke about the 1003g grant that McGary is in the process of writing. There will only be 1 grant awarded this year. The grant will be awarded to the recipient in July, and all items must be implemented within the year. It is a 3 year grant for up to 2 million dollars. McGary tried for the grant last year, but our vision was a little less clear than it is this time. McGary is on track to become a STE(A)M school next year, (Science, Technology, Engineering, Art, and Math)., which is a fresh, new concept. It is similar to STEM but adds in the Arts as well, and incorporates them into the Core class curriculum. Our school is partnering with the da Vinci Institute to bring certain aspects of the STE(A)M process into action. Options that have been discussed are a Creative Arts Emersion, Dance and Choreography class, Culinary Arts, Gardening and Crafts. Ideas for teaching units will be inquiry based, and professional development and clusters will include all teachers meeting together at the same time to plan and incorporate each aspect of the lesson into each other so it is a cohesive flow. Each core class will have a part, and teach a unit, all tying together into one base lesson. The STEAM concept follows the Community School vision that we have for McGary. Some of our students at McGary do not fall under the High Ability Learners label, but their gift is creativity, and this grant meets that. It will keep the students engaged in an "out of the box" way. The Social and Emotional learning piece of the grant is still being worked on, but we would like to keep our school social worker, and Lampion, and add parent support groups, parent counseling, and book clubs and studies. Included in the grant are new positions such as a STE(A)M and Art Infusion Specialist, and an Extended Learning Coordinator. Adding these positions will reduce class sizes. As you can see, it is a very complicated grant to write, but it is being diligently worked on.

Mrs. Schweizer announced her promotion by the school board to the position of Director of Exceptional Learners. She will finish out the school year with us, and on July 1st, the new principal of McGary will become Mrs. Tammy Dexter. Mrs. Dexter is the current principal of Glenwood Leadership Academy.

Ms. Sorg spoke about an upcoming field trip she would like to take her 6th and 7th grade classes on. The trip is May 18th and 19th at Angel Mounds. It is centered around the concept of "CSI", giving the students the opportunity to explore Angel Mounds and be a part of a digging expedition. It is a standards based field trip. The total trip cost is $1,200. Ms. Sorg would like to ask Site Council for $600 to help cover the cost of the field trip. The students will come up with the other ½ themselves. A motion was made, seconded, and passed for $600 from Site Council funds to be used to help fund this trip.

Ashley Blondin spoke about the upcoming Summer Programs at McGary. These programs will be STEM based. The morning session will be Math/Language Arts based, focusing on Robotics while using technology. The afternoon session will be NASA Ignite. This program will include a physics component that will be used on the Holiday World trip at the end of the session. Mary will work on getting Holiday World to provide an inside tour of the workings of roller coasters for this

program. A motion was made, seconded and passed, that if needed, the money for the NASA Ignite program will come from Site Council dollars up to the amount of $21,110., which is the total cost of the program, although the cost will go down if there are less students in the program.

Dave spoke about how the Summer Programming site choices are made. Sadly, it does come down to funding. A lot of schools write summer programs into grants. Summer programs are valuable because of academics, the lunch programs, and the afternoon pieces. June 4th -29th, lunches will be served @ certain schools that are totally free to anyone 18 and under. Anyone over 18 will only pay $2.50 for lunch. Dave will send the location flyers for us to distribute.

Mary spoke about how the EPD is looking for a "break room" of sorts and McGary has offered space for them to use during the summer.

Stacey West spoke about the Safe Place Poster Contest and announced that McGary had the first, second, and third place winners. (Kassidy Burris, Kalyca Gantt, Savon Luckett). Their artwork has been framed and is hanging at Hillcrest. Stacy also spoke of success stories of the Safe Place program, and new site lists were given out.

Eric Martin spoke about the Wal-Mart, McGary and Vann Ave. Baptist Church partnered Easter Egg Hunt that took place this year. The event was a success and continues to grow every year.

Sara Batteiger spoke about the Evansville Christian Life Centers Unity Fest. There will be more uniform provided this year, as the need seems to be increasing. The goal this year is 2500 kids. More information will be forthcoming.

Appendix H – Partnership Support Documents

Diehl Evaluation and Consulting Services

Community Partnerships - Statement of Assurance

It is understood the Evansville Vanderburgh School Corporation is applying for a Title I, Section 1003(g) School Improvement Grant through the Indiana Department of Education to implement in the 2012-2013 school year (and potentially in succeeding years based on funding approval.) We are assuring our support of the following checked school(s) if a grant is rewarded:

X	Glenwood Leadership Academy (12-13 only)	X	McGary Middle School	X	Evans School

→ *If the school above received the 1003(g) grant, the checked element(s) listed below would be supported by our organization:*

- X Institute a system for measuring changes in instructional practices resulting from professional development.
- ☐ Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff.
- ☐ Establish schedules and implement strategies that provide increased learning time.
- ☐ Provide ongoing mechanisms for family and community engagement.
- ☐ Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
- ☐ Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.
- ☐ Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students.
- ☐ Using technology-based supports.
- ☐ Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments.
- ☐ Provide social-emotional and community-oriented services/supports
- X Provide intensive technical assistance and support (in relation to evaluation services).

Signature

4-13-12
Date

123 NW 4th Street | Suite #3 | Evansville, IN 47708 | Phone 812.434.6745 | Fax 812.434.4688 | Web www.diehlconsulting.org

Appendix I

Community Partnerships Statement of Assurance

It is understood the Evansville Vanderburgh School Corporation is applying for a Title I, Section 1003(g) School Improvement Grant through the Indiana Department of Education to implement in the 2012-2013 school year (and potentially in succeeding years based on funding approval.) We are assuring our support of the following checked school(s) if a grant is rewarded:

☒ Glenwood Leadership Academy (12-13 only)	☒ McGary Middle School	☒ Evans School

→ *If the school above received the 1003(g) grant, the checked element(s) listed below would be supported by our organization:*

- ☐ Institute a system for measuring changes in instructional practices resulting from professional development.
- ☒ Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff.
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- ☒ Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students.
- ☐ Using technology-based supports.
- ☐ Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments.
- ☐ Provide social-emotional and community-oriented services/supports
- ☐ Provide intensive technical assistance and support.

Signature

Evansville, 2012
Date

Appendix J

Community Partnerships - Statement of Assurance

The da Vinci Institute of Evansville, Indiana

It is understood the Evansville Vanderburgh School Corporation is applying for a Title I, Section 1003(g) School Improvement Grant through the Indiana Department of Education to implement in the 2012-2013 school year (and potentially in succeeding years based on funding approval.) We are assuring our support of the following checked school(s) if a grant is rewarded:

☐ Glenwood Leadership Academy [12-13 only]	☑ McGary Middle School	☐ Evans School

→ *If the school above received the 1003(g) grant, the checked element(s) listed below would be supported by our organization:*

- ☑ Institute a system for measuring changes in instructional practices resulting from professional development.
- ☑ Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed **with school staff**
- ☑ Establish schedules and implement strategies that provide increased learning time.
- ☑ Provide ongoing mechanisms for family and community engagement.
- ☑ Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards
- ☑ Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.
- ☑ Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students.
- ☑ Using technology-based supports.
- ☑ Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments.
- ☑ Provide social-emotional and community-oriented services/supports
- ☑ Provide intensive technical assistance and support.

Signature

4/10/12
Date

Appendix K

Vanderburgh Community Foundation

Walker Building
421 S.E. Sixth Street | Suite 203
Evansville IN 47713
Phone 812 422 1245
info@vcfoundation.org
www.vcfoundation.org

Scott Wylie
Foundation Director

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Charlotte Kohlman
Karen LeMond
Ralph Mallory
Mark Miller
David Mitchell
Andy Nestrick
Sam Rogers
Chad Sander
Tammy Schaefer
Ann Tornatta
Angela Williams

April 10, 2012

Dear Grants Committee,

We write to express our strong support for the McGary Middle School 1003(g) School Improvement Grant. The timing of their initiative coincides very well with the newly-formed da Vinci Institute in Evansville. The da Vinci Institute is a partnership of educational and community leaders in Evansville that fosters creative endeavors for our K-12 students. The organization grew out of a desire to ensure the arts and humanities were aligned and equally nurtured with the STEM subjects of science, technology, engineering, and math, so that our students will be inspired educationally and fully prepared to embrace the future. A key component of the organization is the importance of improving the quality of education through collaboration.

The collective expertise of community partners through the da Vinci Institute will ensure on-going support and sustainability for the efforts at McGary Middle School. The partners in the da Vinci Institute include all post-secondary schools in Evansville, including Ivy Tech, the University of Evansville, and the University of Southern Indiana. Faculty members from both the STEM and the arts and humanities subject areas at each university are represented on the committee. Additionally, the committee includes community partners and members from several local organizations, such as the Arts Council of Southwestern Indiana, Tales and Scales, and the Evansville Vanderburgh School Corporation. The Vanderburgh Community Foundation serves as the fiscal agent for the da Vinci Institute.

Because the da Vinci Institute is in its early stages of development, McGary Middle School and the Evansville Vanderburgh School Corporation are well situated to be directly involved in the professional development sessions that are immediate goals for the organization. With direct access to the da Vinci Institute, McGary Middle School will be able to draw on the expertise of a wide scope of community partners, including a member of the committee who previously managed federal Model Development and Dissemination Grants in South Carolina schools.

The da Vinci Institute will ensure sustainability for the initiatives at McGary, not only because the strength and knowledge of the partners will

enhance effectiveness, but also because the da Vinci Institute will continue to seek additional funding to support such efforts. Members of the committee are currently working with several foundations and granting organizations, and have preliminary assurance that a grant to support a summer symposium is already in place.

McGary Middle School will be a model for what is possible in education. The da Vinci Institute is pleased to partner with them. We hope you will fund their innovative and forward-thinking proposal, and look forward to the possibilities ahead.

Sincerely,

Scott Wylie, Esq.
Director,
Vanderburgh Community Foundation

Karen Ellerbrook
Co-Chair,
da Vinci Institute

Dr. Sharon Kazee
Co-Chair
da Vinci Institute

STEM to STE(A)M Committee

Jeanne Amsler
Ivy Tech
Professor of Fine Art

John Bertram
Castle North Middle School
Principal

Shelly Blunt
University of Southern Indiana
Associate Dean of the Pott College of Science, Engineering & Education
Associate Professor of Chemistry

Dave Dwyer
University of Evansville
Chair of Mathematics Department
Professor of Mathematics

Karen Ellerbrook
Indiana Arts Commissioner

Scott Gordon
University of Southern Indiana
Dean of the Pott College of Science, Engineering & Education
Professor of Biology

Allison Grabert
University of Southern Indiana
Interim Director – Southwest Indiana STEM Resource Center

Cathy Gray
Evansville Vanderburgh School Corporation
Assistant Superintendent for family, school and community partnerships

Amanda Groff
Evansville Museum of Arts, History & Science
Curator of Education

Sharon Kazee
University of Evansville
Former Dean and Vice President for Arts and Academics at the South Carolina Governor's School for the Arts and Humanities

Zane Mitchell
Chair of Engineering Department
Associate Professor of Engineering

Liz Mumford
Former Executive Director of Tales & Scales

Pat O'Connor
o'connor / creative – owner
writer, producer, and feature film and commercial director

Kathy Rodgers
University of Southern Indiana
Chair of Mathematics Department
Associate Professor of Mathematics

Kent Scheller
University of Southern Indiana
Associate Professor of Physics
Indiana Commission for Higher Education – faculty representative

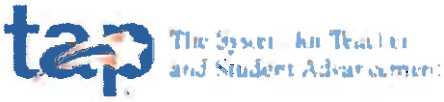
Jack Schriber
University of Southern Indiana
Lecturer in Communications

Heidi Strobel
University of Evansville
Associate Professor of Art History

Angela Torres
University of Southern Indiana
Management and Marketing Director of University Theatres

Dan Ulrich
Evansville Vanderburgh School Corporation
Chief Academic Officer

Elliot Wasserman
University of Southern Indiana
Chair of Performing Arts Department
Director of USI Theatre
Producing Artistic Director of New Harmony Theatre
Professor of Theatre



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Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and PARTNER NAME (hereafter referred to as "the local education agency, or LEA).

The purpose of the partnership is to develop and implement goals for TAP™, The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- By Summer 2012, provide substantial financial incentives for teachers and principals who are improving student achievement or who are performing additional responsibilities
- By May of 2012, increase teacher efficacy through on-going, applied professional development as measured in an annual attitudinal survey
- By August 2012, TIF schools will begin the school year with 100% of certified positions filled by highly-qualified and effective teachers by the first day of class, having multiple applicants for each position. This goal remains for all subsequent years of the grant.
- By May 2013, improve student achievement in each TIF school so that all teachers demonstrate, on average, at least 1 year of academic growth with their students.
- By 2014, TIF schools will retain effective teachers (as defined below in the grant) at higher rates than matched control schools.
- By 2015, TIF schools will allocate appropriate funds to continue TAP after the grant ends.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

The *Partner* agrees to perform the following activities:
1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET.

2. Commit to hiring effective candidates to participate in all grant activities.

3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews.

4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.

5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities.

6. Promote and participate in the specific activities listed in the TIF grant.

7. Work in collaboration with NIET on all grant activities.

8. Give priority to accomplishing the activities in collaboration with NIET.

9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities.

10. Adopt consistent policies across participating TAP schools

NIET agrees to the following:
1. Assign specific staff to serve as a liaison to partner LEA.

2. Promote and participate in the specific activities listed in the TIF grant.

3. Work in collaboration with partner LEA on all activities.

4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested

TERMS
This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

COSTS
It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.

Tony Bennett, State Superintendent — 6/9/10 Date

Lead Local Administrator for Grant (Superintendent or Charter Leader) — Date

Chair of State Board of Education — 6/9/10 Date

National Institute for Excellence in Teaching, President — Date

The System for Teacher and Student Advancement

Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

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The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals

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2. Commit to hiring effective candidates to participate in all grant activities.

3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews.

4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement, including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes

5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;

6. Promote and participate in the specific activities listed in the TIF grant.

7. Work in collaboration with NIET on all grant activities;

8. Give priority to accomplishing the activities in collaboration with NIET;

9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities.

10. Adopt consistent policies across participating TAP schools.

NIET agrees to the following:
1. Assign specific staff to serve as a liaison to partner LEA.

2. Promote and participate in the specific activities listed in the TIF grant;

3. Work in collaboration with partner LEA on all activities;

4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested

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This MOU binds NIET and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

COSTS
It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.

Tony Bennett, State Superintendent — 6/9/10 Date

Lead Local Administrator for Grant (Superintendent or Charter Leader) — 6-23-10 Date

Chair of State Board of Education — 6/9/10 Date

National Institute for Excellence in Teaching, President — Date

Evansville Teachers Association
[illegible]

June 25, 2010

Dr. Vincent Bertram, Superintendent
Evansville Vanderburgh School Corporation
951 Walnut St.
Evansville, IN 47713

Dear Vince:

The Evansville Teachers Association (ETA) is pleased to partner with the Evansville Vanderburgh School Corporation (EVSC) in support of the Teacher Incentive Fund grant being submitted by the Indiana Department of Education to the Office of Elementary and Secondary Education of the United States Department of Education.

The TAP System intentionally recognizes the value of collaboration between teachers and administrators to achieve success through the collective bargaining process. This type of process is one that the ETA and the EVSC have successfully achieved. Collective bargaining has not been an obstacle, but has instead produced greater commitment to our practice. We remain confident that our current practice of collective bargaining will continue.

Student achievement through attracting and retaining teachers in difficult to staff schools and subjects areas is at the forefront of the TAP System. Additionally, the program provides for authentic teacher evaluation leading to improved instructional practice, professional development tied to demonstrated teacher professional needs, career advancement for teachers and adequate compensation.

The collaborative effort of the ETA and the EVSC in the development of the Equity Schools Model and our 1003g grant reflects the nature in which we conduct business. The ETA believes the spirit of the TAP System mirrors our local efforts. We are pleased to lend our support to this application at the highest level possible.

Sincerely,

Keith Gambill
President

Appendix N

Evansville Teachers Association
701 John Street, Evansville, IN 47713 • 1-800-638-4406 • ETA@EvansvilleTA.org

April 30, 2012

To Whom It May Concern,

The Evansville Teachers Association (ETA) is pleased to partner with the Evansville Vanderburgh School Corporation (EVSC) in support of the application to the Indiana Department of Education for the Title I 1003(g) School Improvement Grant (SIG) for McGary Middle School. The ETA supports a continuation of the work of the Equity School partnership at McGary established during the 200-9-10 school year. The Equity School model has shown positive impact on student achievement and the 1003(g) grant will only enhance this work and provide the means for continued success and build on this work.

By fully developing the STE(A)M focus, teachers and staff will be able to put into practice the strides they have made through the Equity Schools model and TAP. This is a process that will allow the students of McGary to become 21st century learners. The Collective Bargaining Agreement By and Between the Evansville Vanderburgh School Corporation and the Evansville Teachers Association provides McGary the autonomy to richly immerse the students in this robust and exciting curriculum and provide operational flexibility to support the process.

The ETA supports, at the highest level, the efforts at McGary Middle School and their pursuit of the Title I 1003(g) School Improvement Grant.

Sincerely,

Keith Gambill
President

Appendix N (Continued)

Union Collaboration with McGary School

ETA

- Equity school bargained in the contract in 2008.
  - Professional Development designed for schools to begin the process of evaluating their school, curriculum and design of delivery of the curriculum
  - Coordinator of Equity with direct line to the ETA president and EVSC superintendent.
  - Professional development academy required all teachers and administrators to successful complete the academy. Those teachers who did not successful pass were declared excess and moved out of McGary. This was a joint effort between the school corporation and the teachers' union.
- Successfully worked with the EVSC for the implementation of TAP into the school.
- Active role in the school through school visits and teacher interaction.

ISTA

- Support of the bargaining process and reassignment of teacher because of Equity Academy.

NEA

- McGary designated as a Priority school by NEA
- Administrator, teachers and parent coordinator were invited to attend the Priority School Conference in New Orleans in 2011. There the school leadership have exposure to NEA resources and community partner resources to use in their school
- Training in Community Conversations through the Family/Community Engagement is scheduled for fall of 2012.
- ETA leadership attended a NEA conference about Family and Community Engagement. Information was shared with McGary leadership.
- NEA and partners helped to beginning the green house project. Sponsored provided concrete pads for the pathway to the green house. NEA student leadership, ISTA leadership, and ETA leadership pitched in the in the groundbreaking and work on the green house.
- NEA consultant is provided to provide guidance and feedback on projects.
- McGary is a recipient of the First Book $500 grant through NEA for Priorty Schools.
- Website http://neaprioityschools.org has information listed with McGary is listed as a Priority School with additional resources. It also has the mission and vision of Priority Schools.

Appendix O

AGREEMENT FOR SOCIAL WORKER SERVICES

THIS AGREEMENT FOR SOCIAL WORKER SERVICES ("Agreement") is entered into by and between **YOUTH FIRST, INC.**, an Indiana nonprofit corporation, with its administrative offices at 3420 E. Morgan Ave., Suite A, Evansville, Indiana 47715 (herein "Youth First"), and the **EVANSVILLE VANDERBURGH SCHOOL CORPORATION**, with its administrative offices at 951 Walnut Street, Evansville, IN 47713 (herein "EVSC").

WITNESSETH:

WHEREAS, Youth First is organized to provide as one of its purposes substance abuse prevention programs and behavioral health promotion programs for school age youth within the tri-state area;

WHEREAS, EVSC operates schools for the education of preschool, elementary, middle, and/or high school students within Vanderburgh County, Indiana; and

WHEREAS, Youth First employs and trains Master's level social workers to provide prevention programs and services; and

WHEREAS, Youth First and EVSC are currently working together on projects and programs to provide services to children and families in the EVSC service area; and

WHEREAS, Youth First and EVSC desire to continue the programs and services provided by Youth First Social Workers as more particularly set forth in this Agreement; and

WHEREAS, the Parties now wish to memorialize their understandings in writing

NOW, THEREFORE, in consideration of mutual covenants contained herein, the parties agree as follows:

I. DEFINITIONS

Unless otherwise clearly required by the context of this Agreement, the terms set forth below shall have the following meanings ascribed thereto:

1.1 School Standards and Procedures. "School Standards and Procedures" shall mean those standards and procedures of School promulgated from time to time

1.2 Services. "Services" shall mean those duties and responsibilities of the Social Workers as enumerated in Article II.

1.3 Social Worker. "Social Worker" shall be those persons employed by Youth First who shall be assigned by Youth First to provide services at School.

1.4 President & CEO. The "President & CEO" shall mean that person employed by Youth First who serves as the director of the agency.

1.5 Social Work Director. The "Social Work Director" shall mean that person employed by Youth First who serves as the immediate supervisor of the Social Worker.

1.6 School. The "School" shall mean the following schools: Bosse High School, Central High School, Harrison High School, North High School, Reitz High School, Academy for Innovative Studies, Lodge School, Evans School, McGary Middle School, Thompkins Middle School, and Washington Middle School.

1.7 School Principal. The "School Principal" shall mean the person(s) employed by EVSC who serves as the primary leader of the School

1.8 Associate Superintendent. The "Associate Superintendent" shall mean the person employed by EVSC who serves as Associate Superintendent of School, Family and Community Partnerships.

1.9 Coordinators. The "Coordinators" shall mean the persons employed by EVSC who serve as the Coordinator of Family Support Services and Coordinator of Student Services.

II. YOUTH FIRST DUTIES AND RESPONSIBILITIES

2.1 Employment & Supervision of Social Worker. Youth First shall employ and provide clinical supervision of Social Worker who will provide Services at School. The Social Worker shall possess a Master's Degree in social work or a License in Clinical Social Work, and authorized to provide Services in the State of Indiana. Social Worker shall be acceptable to the EVSC with the input of the School Principal and shall have experience in working with children and families, strong interpersonal skills, and knowledge of the community.

2.2 Services. The Social Worker shall be assigned to School full-time and shall provide case management services for at-risk students and their families and evidence-based programs approved by EVSC and Youth First. Services shall include, but not limited to (1) assessing families for risk factors and willingness to participate; (2) administering measurement instruments and developing individual family service plans; (3) providing intervention, advocacy, referrals, and other needed support; (4) charting family and student progress and sharing data with school personnel to assist academic progress; (5) providing supportive intervention services to school personnel; (6) providing evidence-based programs reviewed and approved by EVSC and Youth First; and (7) collecting and recording data for Program evaluation.

2.3 School Policies. The Social Worker shall be an employee of Youth First and perform his/her obligations and responsibilities in accordance with School Standards and Procedures including but not limited to procedures for reporting child abuse and neglect and building security issues.

2.4 Evaluation and Replacement of Social Workers. Youth First shall seek the input of

School Principal in the periodic evaluation of Social Worker. In the event that a Social Worker does not perform his/her duties and responsibilities in a satisfactory manner, the School Principal and Social Work Director shall consult and agree on a plan of improvement for Social Worker. The School Principal and Social Work Director shall monitor Social Worker's progress.

2.7 Transitions of Social Workers. Youth First shall notify School Principal, Associate Superintendent and Coordinators in writing in the event of resignation or changes in employment status of Social Worker. Youth First shall within a reasonable time provide a mutually acceptable replacement Social Worker. Until a permanent replacement is obtained, the parties agree that a temporary Social Worker may be utilized to provide continuing Services.

2.8 Placement of Interns. On occasion, Youth First shall screen, choose, and assign interns to work under the supervision of Social Worker with approval from EVSC. Youth First shall provide School with the names and copies of background checks for all interns.

2.9 Communication Procedure. Social Work Director shall be Youth First's contact person regarding daily operations and shall maintain open communication and bi-weekly contact with Coordinators regarding programs and services. President & CEO shall be Youth First's contact person regarding and shall maintain communication and monthly contact with the Associate Superintendent

2.10 Complete Criminal Background Checks. Youth First shall provide EVSC with copies of complete background checks for all Social Workers.

III. EVSC DUTIES AND RESPONSIBLITIES

3.1 Referral of Students. EVSC shall cause the School Principal, other staff and counselors of the School to refer students and families in need of Services to the Social Worker on an as needed basis.

3.2 Office Space. School Principal shall provide adequate space, including private office space for Services and use of a computer with e-mail access, private phone, desk, and locked filing cabinet for use by the Social Worker while working at the School. Other Program space shall be provided on an as needed basis.

3.3 Recognition. EVSC and School Principal shall recognize and inform students, parents, faculty, staff, board members, and other school constituents of Youth First prevention programs and Services. With approval of the School Principal, Youth First shall be allowed to display signage, newsletters and other materials at School.

3.4 School Oversight. School Principal shall provide on-site supervision of the Social Worker, provide orientation to school policies and procedures, and provide necessary assistance as determined by School Principal

3.5 Communication Procedure: Coordinators shall be EVSC's contact persons regarding

daily operations and shall maintain communication with Social Work Director regarding programs and services.

IV. COMPENSATION & SUSTAINABILITY

4.1 Compensation. Youth First has secured the funding necessary to cover fifty percent (50%) of the cost of Services for the term defined in Article V, and EVSC shall be responsible for the remaining fifty percent (50%). Youth First shall invoice EVSC for Services with payment due within 30 days of invoice.

4.2 Sustainability Support. Youth First and the EVSC agree to work together to identify funding opportunities for Services. Both parties agree to be ambassadors and advocates for one another, promoting each other, and making statements of support as requested.

V. TERM AND TERMINATION

5.1 Term. Subject to the provisions for termination as hereinafter provided, the term of this Agreement shall commence on the 26th day of September, 2011 and continue through the 31st day of May, 2012, subject to the availability of funds and EVSC's appropriation thereof pursuant to Ind. Code 5-22-17-5.

5.2 Termination. Notwithstanding Section 5.1, this Agreement shall terminate on the occurrence of any of the following events:

5.2-1 Termination Without Cause. Without cause, either party may terminate this Agreement upon ninety (90) days written notice to the other party. In such event, Youth First, if requested by EVSC, shall continue to render Services, and shall work under the compensation arrangement set forth in Article IV, up to the date of termination, which the EVSC or Youth First can set at any time during the ninety (90) day notice period.

5.2-2 Termination by School. EVSC may terminate this Agreement at any time for the following causes upon written notice to Youth First:

(a) Youth First's failure to immediately release the Social Worker upon the revocation or suspension of the Social Worker's license to practice as a certified clinical social worker in the State of Indiana, and failure to find a qualified replacement, within a reasonable amount of time, for the Social Worker whose license to practice as a certified clinical social worker was revoked or suspended.

(b) Youth First's failure to immediately release the Social Worker upon the conviction of a crime of the Social Worker constituting a felony or one involving moral turpitude, and failure to find a replacement, within a reasonable amount of time, for the Social Worker who has been convicted of a crime constituting a felony or one involving moral turpitude.

(c) Youth First's failure within thirty (30) days after its receipt of written notice thereof to cure any material breach by Youth First of any terms of provisions of this Agreement.

5.2-3 Termination by Youth First. Youth First may terminate this agreement upon written notice to EVSC in the event current funding for Social Worker is terminated or the EVSC fails within thirty (30) days after its receipt of written notice thereof to cure any material breach by EVSC of any terms of provisions of this Agreement.

VI. RECORDS

6.1 Student Records. Student records created by the Social Worker shall be deemed to be confidential, shall be owned by Youth First and shall not be copied or provided to the EVSC or School except pursuant to proper written authorization in accordance with Indiana law.

6.2 Authorization and Release Forms. Youth First shall only release records to the School or EVSC or any other third party in accordance with state and federal laws. EVSC shall cause the School Principal or other staff to obtain an Authorization and Release Form executed by the parent or legal guardian of the student, authorizing the School or EVSC to discuss the student's problems with the Social Worker and authorizing the Social Worker to discuss the student's problems with the School Principal or staff of the School.

6.3 Use of Data. Youth First and EVSC shall be permitted to use data that the Social Worker collects in the provision of Services hereunder for evaluation and for the purposes of developing sustainability except that Youth First and EVSC shall not use the names of the individuals upon which the data is based. This provision does not preclude Youth First's use of testimonials from students and families who sign the proper authorization form allowing Youth First to share such testimonial.

6.4 Legal Summons. Youth First and EVSC shall cooperate to make sure any legal notice or summons served on each other that is intended for the other party is timely given to the proper party for response.

VII. REGULATORY COMPLIANCE

7.1 General. The parties agree that this Agreement is intended to comply with all state and federal regulations ("Laws"). If, at anytime, this Agreement is found to violate any applicable provision of these Laws, or if either party has a reasonable belief that this Agreement creates a material risk of violating the Laws, and after consultation with the other party, and thirty (30) days after written notice to the other party, the parties shall amend the portion of this Agreement that creates the violation of the Laws. If the parties fail to reach agreement within one hundred twenty (120) days following said written notice, this Agreement shall terminate.

7.2 Youth First shall be solely responsible for paying the Social Workers assigned to EVSC their wages and for paying and administering all fringe benefit programs that it may determine shall be provided to its Social Workers. Further, with respect to each and every Social Worker assigned to provide services to EVSC, Youth First will be solely responsible for making all contributions for unemployment compensation funds as required by any federal, state, or local law; making all deductions required of employers by any federal, state, or local law, including deductions for social security and withholding taxes; making the proper deposits required of employers by any federal, state, or local law; paying all taxes as required by any federal, state, or local law; preparing and maintaining adequate payroll records and reports and complying with all applicable local, state, and federal laws and any regulations of all governmental agencies relative to the employment of said Social Workers. Further, Youth First will indemnify and hold EVSC harmless from and against any charges, claims, demands, complaints, lawsuits, losses, damages, costs of litigation, disbursements, reasonable attorney fees and liability for the failure or alleged failure to undertake, comply with and perform the above-described obligations.

VIII. STATUS OF THE PARTIES

8.1 Relationship of the Parties. Notwithstanding any provision to the contrary contained herein, no relationship of employer and employee is created by this Agreement, it being understood that Youth First and its agents and employees will act as independent contractors and shall not have any claim under this Agreement or otherwise against EVSC for vacation pay, sick leave, retirement benefits, Social Security, Workers' Compensation, disability or unemployment insurance benefits or employee benefits of any kind.

8.2 Solicitation. Neither party shall solicit the employee of the other party to leave his/her position for a position with the solicitating party.

IX. INSURANCE AND INDEMNIFICATION

9.1 Youth First Insurance

9.1 Youth First, at its sole cost and expense, shall either procure and maintain policies of comprehensive general liability insurance, including completed operation and blanket contractual liability, worker's compensation insurance, automobile liability insurance and professional liability insurance, or satisfy EVSC that it is self-insured for liability that would be covered by any such insurance. The comprehensive general liability coverage shall be with limits of at least One Million Dollars ($1,000,000.00) for each occurrence for bodily injury and property damage. The worker's compensation coverage shall provide for all employees of Youth First providing services under the terms of this Agreement, covering any liability under the Indiana Worker's Compensation Act and the Indiana Occupational Disease Act and including but less than One Hundred Thousand Dollars ($100,000.00) employer's liability coverage. The automobile liability coverage shall with limits of at least One Million Dollars ($1,000,000.00) combined single liability per occurrence. The professional liability coverage shall

be with limits of at least One Million Dollars ($1,000,000.00) combined single liability per occurrence. All such policies of insurance (unless Youth First satisfies EVSC that it is self-insured for liability that would be covered by such policies), shall be with the companies acceptable to EVSC. All such policies of insurance shall provide that the insurance carrier under each policy is required to give the EVSC less than thirty (30) days' written notice prior to cancellation of any policy. A memorandum certificate of such policy naming EVSC as an additional insured shall be deposited with EVSC promptly after the execution of this Agreement.

Prior to the expiration and/or cancellation of any such policy, Youth First shall secure replacement of such insurance coverage, upon the same terms and provisions, and furnish EVSC with a memorandum certificate as heretofore described. Youth First, for itself and for anyone claiming by, through, or under it, does hereby waive every right of subrogation against EVSC.

9.2 Youth First Indemnification.

9.1 Youth First shall indemnify, defend and hold harmless EVSC and its officers, directors, members, employees, representatives, attorneys, agents and affiliates from and against any and all losses liabilities, judgments, actions, causes of action, damages, claims, demands, costs, obligations, deficiencies and expenses (including interest, penalties and attorneys fees and expenses) which arise out of, result from, or relate to any wrongful act or omission of Youth First, including but not limited to the Social Worker, that give rise to a claim by a third party against EVSC.

9.3 EVSC Insurance.

9.3.1 EVSC, at its sole cost and expense, shall either procure and maintain policies of comprehensive general liability insurance, including completed operation and blanket contractual liability, worker's compensation insurance, automobile liability and liability insurance, or satisfy Youth First that it is self-insured for liability that would be covered under such insurance. The comprehensive general liability coverage shall be in limits of at least One Million Dollars ($1,000,000) for each occurrence of bodily injury and property damage. The worker's compensation coverage shall provide for all employees of EVSC providing Services under the terms of this Agreement, covering any liability under the Indiana Worker's Compensation Act and the Indiana Occupational Disease Act and including but not less than One Hundred Thousand Dollars ($100,000) employer's liability coverage. The automobile liability coverage shall be with limits of at least One Million Dollars ($1,000,000) combined single limit liability per occurrence. All such policies of insurance shall provide that the insurance carrier under each policy is required to give Youth First not less than thirty (30) days written notice prior to cancellation of any policy. A memorandum certificate of such policy shall be deposited with Youth First promptly after execution of this Agreement. Prior to the expiration and/or cancellation of any such policy, EVSC shall secure replacement of such insurance coverage upon the same terms and provisions, and furnish Youth First with a memorandum certificate as heretofore

described EVSC, for itself and for anyone claiming by, through, or under it, does hereby waive every right of subrogation against Youth First.

9.4 EVSC Indemnification

9.4 EVSC shall indemnify, defend and hold harmless Youth First and its officers, directors, members, employees, representatives, attorneys, agents and affiliates from and against any and all losses liabilities, judgments, actions, causes of action, damages, claims, demands, costs, obligations, deficiencies and expenses (including interest, penalties and attorneys fees and expenses) which arise out of, result from, or relate to any wrongful act or omission of EVSC, including but not limited to the School Principal, staff or counselors, that give rise to a claim by a third party against Youth First.

X. GENERAL PROVISIONS

10.1 Notices. Notices or communications herein required or permitted shall be given to the respective parties by registered or certified mail (said notice being deemed given as of the date of mailing) or by hand delivery at the following addresses unless either party shall otherwise designate its new address by written notice:

YOUTH FIRST, INC:
Parri O. Black
President & CEO
Youth First Inc.
3420 E. Morgan Ave., Suite A
Evansville, IN 47715

EVSC:
David Smith
Superintendent
Evansville Vanderburgh School Corporation
951 Walnut Street
Evansville, IN 47713

10.2 E-Verify Compliance. Pursuant to I.C. 22-5-1.7, Youth First shall enroll in and verify the work eligibility status of all newly hired employees of Youth First through the E-Verify Program (Program). Youth First is not required to verify the work eligibility status of all newly hired employees through the Program if the Program no longer exists. Also pursuant to I.C. 22-5-1.7, Youth First must execute an affidavit affirming that the Youth First does not knowingly employ an unauthorized alien and confirming Youth First's enrollment in the Program, unless the Program no longer exists, shall be filed with the School Corporation prior to the execution of this Agreement. This Agreement shall not be deemed fully executed until such affidavit is delivered to the School Corporation.

10.3 Assignment. Youth First may not assign its rights or obligations under this Agreement to another organization without the written approval of the EVSC.

10.4 Entire Agreement. This Agreement supersedes all previous contracts or agreements between the parties with respect to the same subject matter and does constitute the

entire Agreement between the parties hereto and neither Youth First nor EVSC shall be entitled to benefits other than those herein specifically enumerated.

10.5 Waiver of Breach. The waiver by either party of a breach or violation of any provision of this Agreement shall not operate as, nor be construed to be, a waiver of any subsequent breach hereof.

10.6 Choice of Law and Venue. Any dispute that arises out of or relating to the terms of this Agreement shall be brought in the Superior or Circuit Court of Vanderburgh County, Indiana or in the Federal District Court for the Southern District of Indiana, Evansville Division. The law of the State of Indiana shall govern any dispute.

10.7 Severability. In the event that any provision hereof is found invalid or unenforceable pursuant to judicial decree or decision, the remainder of this Agreement shall remain valid and enforceable according to its terms.

10.8 Amendments. This Agreement may be amended only by an instrument in writing and signed by the parties hereto.

10.9 Execution. This Agreement and any amendments thereto shall be executed in duplicate copies on behalf of Youth First and EVSC. Each duplicate copy shall be deemed an original, but both duplicate originals together constitute one and the same instrument.

XI. EXECUTION

IN WITNESS WHEREOF, a duly authorized officer and representative of Youth First and EVSC have executed this Agreement the 16 day of November, 2011.

EANSVILLE VANDERBURGH SCHOOL CORPORATION

By: David B. Smith

David Smith
Superintendent
Evansville Vanderburgh
School Corporation

YOUTH FIRST, INC. OF EVANSVILLE, IN

By: Parri O. Black

Parri O. Black
President & CEO
Youth First, Inc.

Appendix P

ANCILLARY SERVICES AGREEMENT

THIS ANCILLARY SERVICES AGREEMENT, ("Agreement") made and entered into as of the 22nd day of August, 2011, by and between the EVANSVILLE VANDERBURGH SCHOOL CORPORATION ("EVSC") and LAMPION CENTER, ("Lampion").

WITNESSETH:

WHEREAS, Lampion is qualified to provide certain services, which services are more particularly described below; and

WHEREAS, EVSC and/or students of the EVSC are in need of the Services; and

WHEREAS, EVSC and Lampion wish to form a working relationship to provide the Services, as more specifically provided herein.

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties agree as follows:

1. **Services to be provided**. Lampion agrees to provide the following services:

- Social Work services as mutually agreed upon by both parties.

2. **Term of Agreement**. The term of this agreement shall be effective as of the 22nd day of August, 2011, shall continue until the 21st of August, 2012. ("Term").

3. **Cost**. The parties will mutually agree on the amount to be paid by EVSC and will be contingent upon grant funding received.

4. **Termination of Specific Service**. EVSC may, at any time, with or without cause, terminate this Agreement as to any one or more of the Service(s) to be provided by Lampion.

5. **Indemnification**. Lampion shall indemnify, and hold harmless EVSC, its agents, officers, employees, and representatives, of, from, and against all third party claims, liabilities, costs, expenses, damages and judgments, including reasonable attorneys' fees, incurred by EVSC resulting, directly or indirectly, from the Agreement or Lampion's performance, lack of performance, actions or inactions thereunder; provided, however, that Lampion shall not be responsible for that part of any damage, liability, cost or loss (including reasonable attorneys' fees and expenses) incurred by EVSC which results from the negligence of EVSC.

6. **Relationship of Parties**. Notwithstanding any provision to the contrary contained herein, no relationship of employer and employee is created by this Agreement, it being understood that Lampion and its agents and employees will act as independent contractors and shall not have any claim under this Agreement or otherwise against EVSC for vacation pay, sick leave, retirement benefits, Social Security, Workers' Compensation, disability or unemployment insurance benefits or employee benefits of any kind.

7. **Confidentiality.** Lampion recognizes that EVSC student records must be kept confidential pursuant to federal and state law and agrees to maintain and preserve such confidentiality at all times.

8. **Liability Insurance.** Lampion shall carry in its own name, at its own cost, the following insurance or self-insurance:

> Comprehensive General Liability Insurance with limits of not less than $1,000,000.00 each occurrence, $3,000,000.00 aggregate.

Lampion shall furnish EVSC a certificate that the above insurance or self-insurance is at all times in full force and effect. EVSC shall be carried as an additional named insured thereunder and Lampion shall provide the EVSC proof thereof.

9. **EVSC Policies.** Lampion shall cause all of its agents, employees or personnel providing services hereunder to observe and comply with all rules, policies, standards and guidelines of the EVSC as may be adopted and amended from time to time by EVSC, including but not limited to procedures for reporting child abuse and neglect and building security issues, in addition to those of Lampion.

10. **Modification and Waiver.** A modification or waiver of any of the provisions of this Agreement shall be effective only if made in writing and executed with the same formality as this Agreement. A waiver by either party of any breach or default in the performance of any of the provisions of this Agreement on the part of the other shall not constitute a waiver of any subsequent breach or default on the part of either party.

11. **Severability; Invalid Provisions Inapplicable.** If any provision of this Agreement is contrary to, prohibited by, or deemed invalid under applicable laws or regulations of any jurisdiction in which it is sought to be enforced, then such provision shall be deemed inapplicable and deemed omitted, but shall not invalidate the remaining provisions hereof.

12. **Assignment.** The parties agree that the duties to be performed hereunder by Lampion are professional in nature, and that this Agreement may not be assigned by Lampion, nor its duties delegated to others, without the advanced written consent of EVSC.

13. **Criminal Background Checks.** All Lampion employees shall undergo a criminal background check prior to interaction with EVSC students.

14. **Notices.** All notices to be given under this Agreement shall be in writing and shall be deemed to have been given and served when delivered in person or mailed, postage pre-paid, to the addressee party at the following addresses:

For EVSC:

David B. Smith, Superintendent
Evansville Vanderburgh School Corporation
951 Walnut Street
Evansville, IN 47713

For Lampion Center:

Ms. Lynn Kyle
Executive Director
Lampion Center
655 S. Hebron Ave.
Evansville, IN 47714

15. **Successors.** All the obligations, conditions, terms and provisions of this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their heirs, administrators, executors, successors, permitted assigns, subsidiaries, officers, directors and employees.

16. **Choice of Law and Venue** Any dispute that arises out of or relating to the terms of this Agreement shall be brought in the Superior or Circuit Court of Vanderburgh County, Indiana or in the Federal District Court for the Southern District of Indiana, Evansville Division. The law of the State of Indiana shall govern any dispute.

17. **Entire Agreement.** This Agreement contains the entire understanding of the parties, and there are no representations, warranties, covenants or understandings other than those expressly set forth herein

EVANSVILLE VANDERBURGH SCHOOL CORPORATION

By: _____
David B. Smith

Its: Superintendent

LAMPION CENTER

By: _____

Its: Executive Director

Appendix Q
Vitaes:
Administrative Grant Support

Tamara LaGrange Dexter

1672 Woodland Hills Drive, Evansville, Indiana 47725
Phone: 812-454-2258 E-Mail: Tammy.Dexter@evsc.k12.in.us

Vitae

Experience

Principal, *Glenwood Leadership Academy K-8* **May 2010 - Present**

- Administrator of 1003g Federal Grant – Transformational Model
- Facilitated 4 site visits from State, Federal and National evaluators
- Led the consolidation of two schools (K-5 and 6-8) into a new K-8 with a building addition and renovation
- Supervised and evaluated over 50 faculty and staff members
- Oversaw Title I Budget, Stimulus Budget, 1003g Budget and General Budget for GLA
- Facilitated professional development
- Designed master schedule
- Implemented TAP

Assistant Principal, *Harrison High School* **July 2008- May 2010**

- Co-developed and implemented Randall Shepard Academy of Law and Social Justice
- Developed and implemented the Warrior Academy alternative school within a school
- Designed master schedule
- Completed required reports for IDOE, evaluated teachers, supervised students, assisted with discipline and attendance

Guidance Counselor, *North High School* **August 2001-July 2008**

- Provided academic, social and emotional guidance/counseling for approximately 400 students in grades 9 -12
- Coordinated all testing: ISTEP+, ECA, AP, and PLAN for the school
- Co-Coordinated Gold Star Counseling Program Certification

Guidance Counselor, *Cedar Hall Elementary K-5* **July 2000-August 2001**

- Provided classroom guidance/character lessons to all grades
- Coordinated ISTEP+ testing
- Coordinated EIT and 504 programs
- Monitored attendance
- Assisted the Principal with day to day management of students and staff

Tamara LaGrange Dexter – Vitae (Continued)

Tammy.Dexter@evsc.k12.in.us

Education

Indiana State University **January 2011 – August 2012**
Ed.S School Administration

Brown University **June 2009 – July 2011**

Completed the Learning Leadership Cadre (LLC), which was also an alternative licensure program for aspiring administrators within the EVSC. The cadre included two years of study with the Urban Education department at Brown, led by Dr. Kenneth Wong, with two, week long summer institutes in June of 2009 and June of 2010.

Indiana State University **2002 -2007**

Administrative Licensure, K-12

Western Kentucky University **1997-1999**
MA in School Counseling , K-12

University of Southern Indiana **1984-1988**
BS in English, Secondary Education

Professional Experiences

Teacher and student Advancement Program (TAP) Certified Evaluator
Glenwood Community Development Board Member
USI-Glenwood Community Health Center Advisory Council Member

Recent Professional Development

Applied Control Theory I Training, January 2011
TAP National Conference March 2011
TAP Evaluator Training Summer/Fall 2011
Ron Clark Academy, 2-Day Workshop, October 2011
ASCD Fall Conference on Teaching and Learning, November 2011
Applied Control Theory II Training, January 2012
National Reading Recovery and K-6 Reading Conference, February 2012

Carrie Ann Hillyard

951 Walnut Street, Evansville, IN 47713
Carrie.Hillyard@evsc.k12.in.us
Twitter: Educate4future

Education:

- **Indiana State University, 1/2011-Present (Terre Haute, Indiana)**
  PhD Candidate in ***Transformational Urban Leadership Program***
  Director of Curriculum and Instruction Licensure program (Completed 12/2011)
- **Indiana University, 8/2002- 7/2004 (Bloomington, Indiana)**
  PhD student in ***Curriculum Studies*** program
- **Indiana University, 8/2002- 5/2004 (Bloomington, Indiana)**
  Educational Leadership Licensure Program Completed
- **Indiana University, 8/2002-5/2004 (Bloomington, Indiana)**
  M.S., ***Elementary Education****, Curriculum and Instruction*
- **University of Southern Indiana, 8/1995-5/1999 (Evansville, Indiana)**
  B.A., ***Elementary Education***
  Minor: ***Reading Instruction***

Professional Experience:

Evansville Vanderburgh School Corporation—Office of Academic Affairs
(Director of Title Support) 7/11-Present

- Directly support Title I schools, **school transformation** and turnaround, through facilitating **federal grant design** and implementation.
- Serve as direct liaison between Indiana Department of Education Office of School Turnaround and Evansville Vanderburgh School Corporation; **collaborate** with the state department with regard to Title I, school **accountability**, continuous school improvement and drastic turnaround efforts, and state intervention.
- Member of EVSC's **Instructional Support Team**
- Direct support for two schools implementing **Transformational Models**

Evansville Vanderburgh School Corporation—Office of Academic Affairs
(Assistant Director of Title I Schools) 7/10-7/11

- Provide administrative support and *professional development* to EVSC's Title-served schools
- ***Research, writing,*** and implementation ***grant support*** to Federal Title I Basic and School Improvement Grants
- District *Academic Team* member for PK-12 curriculum and instruction under direction of Chief Academic Officer and learning from a team of colleagues with diverse strengths and interests during *project collaboration*
- Direct support to Transformational Model

Evansville Vanderburgh School Corporation
(Principal) 7/08-6/10

- Simultaneously lead two chronically low-performing Title I schools during 2009-2010 (one closing) while maintaining an **acute** instructional focus
- Aligned new **full-service community school** model with a ***neighborhood revitalization*** initiative in collaboration with the neighborhood association, Habitat for Humanity, and many other families and community partnerships with the school as the centerpiece of the community; served on Glenwood Community Development Corporation advisory board and chaired the education committee for the neighborhood initiative

Carrie Ann Hillyard – (Continued)

Evansville Vanderburgh School Corporation
(Curriculum Facilitator) 8/04-7/08

- Provided embedded professional development, modeling, and coaching to teachers in all subject areas *(language arts, math, health, science, social studies, technology, art, music, physical education).*
- Facilitated and implemented a shared vision and school improvement plan with all staff members through weekly team meetings through data-driven instructional practices.
- Maintained detailed records and documentation for Title I requirements as Title I Coordinator, including presenting documentation during State Title I Audit.
- Traveled to national and international conferences, model schools, and other training to keep staff current with research and best practices.
- Served on EIT (Education Intervention Team) and PL 221 Committee, in addition to serving as language arts and science coordinator positions.

Indiana University, Department of Curriculum and Instruction
(Associate Instructor and Student Teaching Supervisor) 1/04-8/04

- Designed and taught E594, Masters Seminar in Elementary Education course for students in the Elementary Transition to Teaching program.
- M550 Student Teaching Supervisor for 10 student teachers at the elementary and middle school levels
- Facilitated instruction on various subjects to pre-service teachers as: classroom management, looking at student work/tuning protocols, preparing for the first year of teaching, reflective teaching, multiple intelligences/learning styles, teacher leadership, how the brain learns, and data-driven instructional decision making.
- Served as liaison between the university and Indiana schools

Indiana University, Center for Research on Learning and Technology
(Professional Development Consultant) 6/02-8/04

- *Co-wrote $400,000* ***Eisenhower Higher Education Grant***
- Consultant/project support for middle and high school teachers and administrators through grant project: *Enhancing Teaching and Learning through Inquiry (and Technology)*
- Developed and facilitated workshops and coaching sessions for participating educators along with providing embedded professional development support

Indiana University, Center for Research on Learning and Technology
(Professional Development Consultant) 6/02-8/04

- Focused on ***inquiry-based*** learning and professional development, ***backward design process*** in planning integrated curricular units (Understanding by Design), ***integrating technology*** as a tool for learning, and renewing/expanding content knowledge
- Co-wrote and received **Improving Teacher Quality (ITQ)** Federal Grant

Culver Elementary School (Evansville, Indiana)
(Classroom Teacher) 8/99-5/02

- 3rd & 5th grade ***classroom teacher*** in an urban school serving as Title I Co-Coordinator for school.
- Keen focus on ***student engagement*** and ***student achievement***
- Created a ***brain-friendly visual curriculum*** that motivated and inspired students to learn while eagerly learning alongside the students
- ***Supervising teacher*** to pre-service teachers and ***teacher mentor*** to new colleagues; recognized as an Outstanding Mentor Teacher by the University of Southern Indiana

Daniel J. Ulrich

6711 Upper Mount Vernon Road, Evansville, IN 47712

Education

Indiana State University, Terre Haute, Indiana
Bachelor of Science in Career and Technical Education

Indiana State University, Terre Haute, Indiana
Master of Science in Education and Administrator's Certification

Western Kentucky University, Bowling Green, Kentucky
School Counselor Certification

Professional Experience

Evansville Vanderburgh School Corporation, Administration

- 2011 – Present Chief Academic Officer and Director of Career and Technical Education
  - Oversee Curriculum and Instruction for approximately 40 schools, 23,200 students
  - Supervisor of programs: Early College High School, Virtual Academy, New Tech Institute, Academy for Innovative Studies, Randall T. Shepard

Evansville Vanderburgh School Corporation, Southern Indiana Career and Technical Center

- 2002 – 2011 Director, Career and Technical Education, Southern Indiana Career and Technical Center
  - Oversee Career Technical Program which includes 5 counties and approximately 6,000 students

Evansville Vanderburgh School Corporation, Helfrich Park Middle School

- 1993 – 2002 Principal
  - Building Instructional Leader for approximately 60 staff members and 600 students

Evansville Vanderburgh School Corporation, Helfrich Park Middle School

- 1988 – 1993 Assistant Principal
  - Oversee discipline for approximately 600 middle school students
  - Assisted Principal with implementation of curriculum and instruction

Evansville Vanderburgh School Corporation, Bosse High School

- 1978 – 1988 Career and Technical Education, Precision Machine Trades
  - Classroom teacher and coach

Susan McDowell, Ph.D.

951 Walnut Street
Evansville, IN 47713
Work: 812-435-0910
susan.mcdowell@evsc.k12.in.us

PROFESSIONAL CAREER PROFILE

Results-focused, quality-driven professional with numerous experiences in working with youth, families, and school staff, demonstrating consistent achievement of program objectives, strong leadership skills, and dedication to organizational goals.

CURRENT POSITION:

Deputy Superintendent for Academic Affairs and Accountability
Evansville Vanderburgh School Corporation

RELEVANT EXPERIENCE:

Assistant Superintendent for Performance, Assessment, & Research 2008-2011
Evansville Vanderburgh School Corporation

Director of Psychological Services & Testing, Evansville Vanderburgh **School** Corporation 1990 – 2008

Directly supervised all standardized assessment programs as well as school psychologists, secretaries, consultants and interns in the Office of Psychological Services & Testing. Responsibilities included interviewing, hiring, and training employees; planning, assigning, and directing work; evaluating performance; holding staff meetings, addressing complaints and resolving problems.

- Supervised, coordinated and monitored EVSC standardized testing programs including: SAT, ACT, ISTEP+, Core 40 End-of-Course Assessment, DIBELS, Acuity, and High Ability
- Analyzed standardized test results and prepared reports regarding test results.
- Gathered and interpreted system-wide statistics related to standardized testing, including AYP & PL 221 information.
- Supervised school psychology program, ensuring compliance with state and federal laws.
- Conducted comprehensive psychological evaluations of students with suspected learning, emotional, or behavioral difficulties.
- Screened all psychological information of students moving into Vanderburgh County for compliance with federal regulations.
- Supervised 504 process.
- Coordinated Crisis Teams and provided crisis intervention.
- Coordinated and trained EVSC School Education Intervention Teams.
- Evaluated, supervised, and provided professional development for school psychologists.
- Developed and conducted professional development programs for EVSC staff.
- Served as liaison between the EVSC and community agencies.

Supervisor of Psychological Services, Evansville Vanderburgh **School Corporation** 7/83 – 6/90

School Psychologist, **Evansville Vanderburgh School** Corporation 9/82 – 6/83

School Psychologist **Intern, Evansville** Vanderburgh **School Corporation** 9/81 – 6/82

CERTIFICATIONS/LICENSURE:

- Elementary Principal, Indiana Department of Education
- Director of Special Education, Indiana Department of Education
- Director of Pupil Personnel Services, Indiana Department of Education
- Certified School Psychologist, Indiana Department of Education
- Indiana Elementary Education Teaching License
- Indiana Special Education (Mental Handicapped, Learning Disabled) Teaching License
- Licensed Psychologist, Indiana, License #20040186
- Health Service Provider in Indiana, License #20040186
- Council for the National Register of Health Service Providers, Certificate #40763
- Superintendent's License, Indiana Department of Education

PROFESSIONAL INVOLVEMENT:

- Indiana Department of Education Testing Advisory Council (Appointment is made by the Indiana Superintendent of Public Instruction)
- Indiana Association of School Psychologists
- National Association of School Psychologists
- Southwestern Indiana Psychological Association
- Board of Directors, Southwestern Indiana Mental Health Center

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EDUCATION:

BALL STATE UNIVERSITY

Doctor of Philosophy, 1985

School Psychology

Cognates: Research Methodology and Special Education

INDIANA STATE UNIVERSITY

Completed Course Work for Director of Special Education License, 1978

ELAF Course, 2008

UNIVERSITY OF EVANSVILLE

Master of Arts, 1977

Major: Special Education, Minor: Elementary Education

INDIANA UNIVERSITY

Bachelor of Science, 1974

Major: Elementary Education, Minor: Special Education

Coursework for Superintendent's License, 2009

DAVID B. SMITH, Ed.D.

EDUCATION

2011	The Ohio State University Master of Business Operational Excellence (Dec., 2011)	Columbus, OH
2008	Oakland City University Doctor of Education in Leadership	Oakland City, IN
2005	Indiana State University Education Specialist	Terre Haute, IN
2001	Indiana State University Secondary Administration and Supervision	Terre Haute, IN
1990	University of Evansville Master of Arts in Education	Evansville, IN
1982	University of Evansville Bachelor of Music Education	Evansville, IN

PROFESSIONAL EXPERIENCE

Assistant Superintendent for Human Resources and Business Affairs — Dec., 2009 - Present
Evansville Vanderburgh School Corporation — Evansville, IN

- Direct all functions related to Human Resources and Business Affairs:
  Maintain positive working relationships with the Evansville Teachers Association and Teamsters Local Union No. 215
  Negotiate employee contracts for nine employee groups
  Implement and assure contract maintenance for employee groups
  Administer teacher evaluation process
  Implement staffing requirements
  Manage employee benefits--FMLA, Sick Bank, ATDL, Extended Sick Leave, Worker's Compensation, health-dental-vision-life-LTD insurance
  Develop, implement, and oversee budgetary process
  Enforce legal compliance regarding the matters of the Offices of Human Resources and Office of Business Affairs
- Projects include:
  Equity Schools--from concept to reality
  New Harmony-EVSC Partnership
  $149 million Strategic Plan Referendum bond issues

Deputy Chief of Staff — 2008 - Dec., 2009
Evansville Vanderburgh School Corporation — Evansville, IN

- Supported the Chief of Staff functions as directed
- Provided and/or assisted Human Resource functions of negotiations, contract compliance, employee relations, benefits, salaries, staffing and employee due process
- Developed and maintained positive working relationships with employee bargaining units
- Insured compliance of contractual and statutory regulations concerning employment
- Assisted with oversight of legal aspects of school operations
- Provided oversight of school safety and security, student due process, and athletic programs

David Smith • EVSC k12 in us • Evansville Vanderburgh School Corporation • 1 SE 9th Street
Evansville, IN 47708 • 812-435-8460

Adjunct Professor – Doctoral Program 2008 - Present
Oakland City University Oakland City, IN

- Develop the syllabus and teach the following doctoral courses:
  Human Resources
  School Finance and Budget
  School Facilities
  A Leader's Role in Organizational Dynamics
- Mentor doctoral students by serving on dissertation committee

Director of Principal Support and Leadership Development 2007 - 2008
Evansville Vanderburgh School Corporation Evansville, IN

- Supported and advised principals regarding all aspects of school operations
- Facilitated professional development activities

Interim Deputy Superintendent of Business Services 2006 - 2007
Evansville Vanderburgh School Corporation Evansville, IN

- Directed all aspects of the following departments: Business, Finance, Fringe Benefits, Facilities, Transportation, Food Service, Technology, Safety & Security, Health Services & Wellness, and Personnel (including but not limited to recruitment, hiring, and discipline)
- Assured compliance with state and federal laws concerning students, finance, and personnel
- Assisted with negotiation of labor agreements with all employee groups

Principal, Evans Middle School 2004 - 2006
Evans Middle School, Evansville Vanderburgh School Corporation Evansville, IN

- Administered all aspects of a Title I middle school operation, including staffing, evaluations, curriculum, parental relations, and school climate
- Developed long-term business partnership with General Electric Advanced Materials Division – Mt. Vernon, Indiana

Assistant Principal 2001 - 2004
Evans Middle School, Evansville Vanderburgh School Corporation Evansville, IN

Instrumental Music Director 1999 - 2001
Thompkins Middle School, Evansville Vanderburgh School Corporation Evansville, IN

Instrumental Music Director 1993 - 1999
F. J. Reitz High School, Evansville Vanderburgh School Corporation Evansville, IN

- Produced 12 State Finalist appearances
- Increased student enrollment to such a degree that an additional full-time teacher added to staff

Instrumental Music Director 1982 - 1993
Bosse High School, Evansville Vanderburgh School Corporation Evansville, IN

- Served as Faculty Cabinet President and chaired Indiana 2000 Application
- Increased music program enrollment by 140% while the school enrollment decreased by 44%

Advertisement

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COMMENTARY

Using District Resources to Scale Up School Reform

The secret to scaling up school reform

By Trent E. Kaufman, Emily Dolci Grimm, and Allison Miller

Public education in the United States is at a critical juncture. Decades of public attention and reform have yielded few measurable results. "Nontraditional" public schools, alternative routes to teacher certification, and a reduced role for human judgment in teacher-evaluation models are just a few of the examples of a waning trust in educators. What's more, federal policymakers are years overdue in reauthorizing the Elementary and Secondary Education Act (currently known as the No Child Left Behind Act), and all of this comes amid a changing cultural and technological landscape that has dramatically redefined centuries-old definitions of information and knowledge.

Oh, and we should probably mention the recession, which has caused some of the greatest drops in state education budgets our

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generation has seen.

As we consider this troubling picture, there is hope in an unexpected place: district offices. District offices are full of successful former teachers and principals who signed up for a district role in hopes of helping schools improve. Sadly, these reform resources are often underleveraged. Ask a teacher or principal what role the district has played in improving teaching and learning, and you'll likely get a blank look. Ask district folks whether they feel their expertise and experience are fully leveraged by schools, and you'll get an earful.

There is a fundamental reason why this key variable is left out of most schools' improvement formulas. Simply put: Schools don't know how to leverage the talent in district offices, and district offices don't know how to contribute meaningfully without overstepping. Because of this disconnect, we have arrived at a point where many bright, successful, and well-paid former teachers and principals end up managing paperwork and processes for important but not mission-critical functions.

What's missing is an understanding within schools and district offices of the ways in which district personnel can engage to scale up best practices into a system standard—so that one phenomenal teacher's techniques could generate many excellent teachers, and one administrator's effective methods could serve other district professionals. These findings leave us with questions that have significant implications for scaling up improvement. If we understand the power of the classroom as the lever to realize improvement at the school, then what practices can districts adopt to become essential partners with schools in scaling up this work?

Addressing this question appears to be the next great quandary that education researchers, policymakers, and practitioners must address, as understanding the role of the district in school improvement will be critical to systematically improving education at scale. What's more, district offices have been a largely ignored resource for schools as they seek to improve teaching and learning.

One of the challenges to district personnel assistance is that schools in typical American districts enjoy a tremendous amount of autonomy. Such independence can create a dilemma for district personnel, who feel a responsibility to support school improvement yet are uncertain about their exact role when it comes to issuing mandates and requiring accountability versus deferring to school leadership.

The ambiguity that exists in the district's role in school improvement is particularly dramatic when examined beside the other critical roles in which districts engage. There exists considerably more clarity in the district's role in hiring, a process for which districts traditionally screen applicants and verify credentials, as well as in accounting for school expenses and paying teachers and other school employees. Unlike hiring or accounting, however, the work of school improvement is more nuanced and embedded in the specific context of a school environment.

The lack of clarity has left us wondering how schools and districts can partner more effectively for wide-scale improvements in teaching and learning. In our work as consultants supporting district and school transformation, we have seen powerful changes occur when motivated teachers, school administrators, and district leaders work hand in hand toward shared goals. Through better leveraging the resources of the district and facilitating the transfer of best practices, they are able to produce phenomenal gains in student achievement that extend beyond the high-performing pockets that exist in many districts.

These relationships go beyond traditional supervisory structures that have failed to result in the cultivation of best practices districtwide. Instead, these district-school relationships reflect true partnerships—those in which the outcome surpasses the individual contributions.

For example, districts can be critical partners in connecting schools engaged in similar improvement efforts. When district administrators lead and facilitate opportunities for schools to exchange ideas and innovations, the path clears for sharing and replicating best practices. Rather than toiling through the nuanced work of school improvement in isolation, we've found that schools are often each other's best resource. The practice of connecting enables success to diffuse across schools, driving improvement across a district.

In Evansville, Ind., a district team prioritized cross-school collaboration, creating regular, formal opportunities for all 40 schools in the district to connect.

On one occasion, the district decided to focus on practices around peer observation as a tool for progress monitoring. From the district-office vantage point—and because the office staff had invested the time to know what was going on in each school building—the district team identified one school that had created and implemented an effective observation plan. Harnessing this pocket of success, the district invited several teachers from the school to share details about their successes.

"District offices have been a largely ignored resource for schools as they seek to improve teaching and learning."

As the team shared their tools—including templates and protocols—and answered questions about time constraints and teacher anxiety, excitement for the work across the district grew. By demystifying the process of peer observation, one school's innovative methods scaled up across the district. Furthermore, as schools in Evansville engaged in opportunities to share their work, a culture of collaboration emerged. Excitement reached fever pitch when the district made adequate yearly progress for a second consecutive year, fueled by growth in every grade and every subject rather than by a few successful strongholds.

Districts can be powerful partners in scaling up school improvement, a reality highlighted by the recent announcement by U.S. Secretary of Education Arne Duncan of plans to funnel a portion of $550 million in new Race to the Top funds to districts rather than states.

Perhaps unsurprisingly, we've discovered that when district and school leaders focus on the same horizon, any rough terrain under foot begins to level. In other words, when districts have greater clarity in how they can best support scaled-up school improvement, the relationship between districts and schools becomes more productive overall, and existing dysfunction (even unrelated dysfunction) dissolves as they work toward dramatically improving teaching and learning, and then scaling up those best practices.

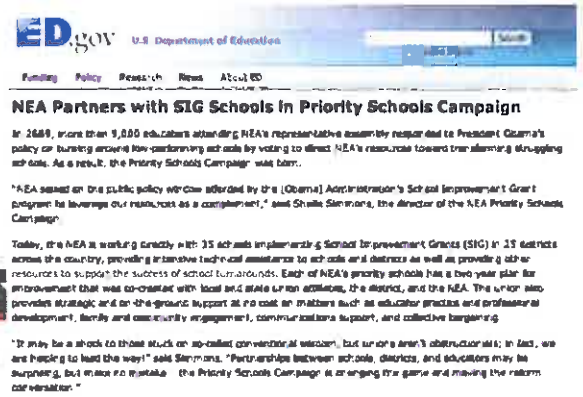
Trent E. Kaufman is the founder and president of Education Direction, a school reform research and consultancy firm based in Salt Lake City.

Emily Dolci Grimm is the firm's director of school transformation.

Allison Miller is its director of professional development.

The three of them are the authors of Collaborative School Improvement: Eight Practices for District-School Partnerships to Transform Teaching and Learning *(Harvard Education Press, March 2012).*

Vol. 31, Issue 2, Pages 22-23, 25



ED.gov U.S. Department of Education

NEA Partners with SIG Schools in Priority Schools Campaign

In 2669, more than 9,000 educators attending NEA's representative assembly responded to President Obama's policy of turning around low-performing schools by voting to direct NEA's resources toward transforming struggling schools. As a result, the Priority Schools Campaign was born.

"NEA passed on the public policy window afforded by the [Obama] Administration's School Improvement Grant program to leverage our resources as a complement," said Sheila Simmons, the director of the NEA Priority Schools Campaign.

Today, the NEA is working directly with 35 schools implementing School Improvement Grants (SIG) in 25 districts across the country, providing intensive technical assistance to schools and districts as well as providing other resources to support the success of school turnarounds. Each of NEA's priority schools has a two-year plan for improvement that was co-created with local and state union affiliates, the district, and the NEA. The union also provides strategic and on-the-ground support at no cost on matters such as educator practice and professional development, family and community engagement, communications support, and collective bargaining.

"It may be a shock to those stuck on so-called conventional wisdom, but unions aren't obstructionists; in fact, we are helping to lead the way!" said Simmons. "Partnerships between schools, districts, and educators may be surprising, but it makes no mistake: the Priority Schools Campaign is changing the game and moving the reform conversation."

nea NATIONAL EDUCATION ASSOCIATION

Priority Schools Campaign

ABOUT THE CAMPAIGN | NEWSROOM | STORIES BY STATE

Successful Students

Professional Educators

Engaged Families and Communities

Resources

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Twitter
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GroupSite
RSS

HOME ENGAGED FAMILIES AND COMMUNITIES GARDEN HELPS TO

Engaged Families and Communities

July 2, 2011 | By Amy Buffenbarger

Garden Helps to Engage Students, Get Involved in Community

NEA Student Program members and Evansville Teachers Association President Keith Gambill help students at McGary Middle School build the foundation for a greenhouse in the school's courtyard. Photo: Amy Buffenbarger

Tilling soil, shoveling ten tons of gravel, laying paving stones and growing crops aren't normal job duties for an educator. But for staff at McGary Middle School in Evansville, Indiana, that's exactly what they are doing this summer as they kick off a community garden project.

The idea for a community garden sprouted as students at McGary explored community issues throughout the year. They identified hunger and the lack of healthy food choices as a major concern, especially for low-income families. As a result, the courtyard at McGary will be transformed into an outdoor learning space, complete with a greenhouse that will house fresh fruits and vegetables and an outdoor instructional area for reading, math and science lessons.

Full article available at: http://neaprioityschools.org/engaged-families-and-communities/garden-helps-to-engage-students-get-involved-in-community

COMMUNITY SCHOOLS INITIATIVE

EVANSVILLE VANDERBURGH SCHOOL CORPORATION

EVSC
Equity and Excellence for All Children

A District-wide Initiative (38 schools)

http://www.evscschools.com

EVANSVILLE, INDIANA

PARTNERSHIPS

EVSC'S community partnerships are what really bring the full service model to life. Community agencies and organizations, hospitals and businesses, citizens and school staff now comprise the School-Community Council (the "Big Table"). All are doing work to support their community through EVSC's schools.

Three major components connect to make up the infrastructure for full-service community schools in Evansville: Site coordinators and Site Councils in the schools, the district's School -Community Council ("Big Table"), and school district organization.

RESULTS

The EVSC has experienced an increase in the number of students receiving mental health services (school social work and case management). For students receiving school social work services, significant reductions in students' behavioral concerns were observed by students, parents, and teachers. Additionally, students experienced significant gains in school adjustment measures over time.

Evansville's focus on early childhood development has contributed to a 31% increase in the percentage of students meeting early literacy benchmarks. In fall 2006, 38.8% of kindergarten students met DIBELS benchmark instructional recommendations upon entry into school, compared to 50.8% in fall 2010.

In 2010, over 1,500 students participated in afterschool and summer programs. Students participating in 30 days or more had significantly fewer absences compared to students with lower participation. Further, students participating 60 or more days in the program had higher overall grade point averages compared to students attending less than 30 days.

BACKGROUND

Evansville Vanderburgh School Corporation (EVSC), a school district in southwest Indiana, has taken the lessons from one community school to scale across the district. Community schools are now a central component of the district's strategy.
EVSC's mission is to establish school sites as places of community to support successful youth and family development and to provide equity and excellence for all students. Equity is accomplished by providing all students with fulfilling opportunities and experiences regardless of background and requires that educators move all students forward without holding others back.
Excellence involves providing all students with the skills necessary to achieve sustained success and growth.

With student achievement at its core, EVSC focuses on two primary goals:

- Strengthen bonds between families and children with schools and community by establishing an infrastructure of support that allows and encourages school sand agencies to work together to support children and families in school communities
- The physical, mental, and emotional health of the children and their families in the Evansville community will improve by providing access through schools to programs and services that promote health and wellbeing

LEADERSHIP

Site Councils and Coordinators: School-based Site Councils made up of parents, school staff, and representatives from community agencies meet monthly to discuss needs specific to each school. The Principal and/or facilitator lead a strategic planning process to identify, asses, and determine needs for each school site. Site Coordinators work with the school's Site Councils to create and run appropriate programming for each school's population. Some EVSC schools create teams called Student Services Teams (SST), comprised of principals, counselors, nurses, and teachers. The SST discuss how to grow the community school idea at their school site and bring in community partners.

School-Community Council: The "Big Table," including the school system and 70 community partners, works in three areas: prevention, intervention, and family involvement. It is a central forum for the discussion of issues that reach beyond individual school sites. Members include district staff, community members, parents, businesses, political leaders, universities, civic groups, and representatives from community agencies. Subcommittees focus on communications, evaluation, health and wellness, and afterschool.

District Organization: EVSC, led by an Associate Superintendent for Family, School and Community Partnership and supported by a Director of full service community schools, coordinates the work of the "Big Table" and its teams, keeping the school district connected to the community's needs and resources, braiding together funding streams, and coordinating the work of partners.

PROGRAMS AND SERVICES

EVSC and community agencies work in partnership to provide quality education and additional supports such as:

Comprehensive health education	Social skills training
Primary health care	Health screening
Immunizations	Dental care
Counseling	Mental Health services
After school programs	Summer enrichment programs

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School Year 2012-2013
Funding Allocation

Corporation Name: Evansville Vanderburgh School Corporation
Corporation Number: 7995
School Name: McGary Middle School

ACCOUNT NO.	FTE	Curr.	Nonrecr.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1 PERSONNEL (include positions and names)						
22120-11007	1.00	Y		PD substitute	$ 34,000.00	
22120-11000	n/a	Y		5 additional staff days	$ 30,000.00	
22120-11000	n/a	Y		After school programs	$ 19,200.00	
22120-12000	n/a		Y	After school programs	$ 2,160.00	
22120-11000	n/a	Y		Summer programs	$ 27,000.00	
22120-12000	n/a		Y	Summer programs	$ 4,000.00	
22120-12000	n/a		Y	Transportation staff	$ 25,000.00	
22120-11000	0.33	Y		Data Coach	$ 35,375.00	
22120-12000	0.14		Y	Grant specialist	$ 11,000.00	
22120-11000	2.00	Y		TAP Mentor Teacher	$ 136,000.00	
22120-11000	1.00	Y		TAP Mentor Teacher	$ 79,000.00	
22120-12000	1.00		Y	Family Engagement Coord	$ 35,000.00	
22120-12000	1.00		Y	STE(A)M Opportunities Spec.ialist	$ 35,000.00	
22120-11000	1.00	Y		STEM Lab Model Teacher	$ 51,000.00	
22120-11000	1.00	Y		Humanities Lab Model Tchr	$ 51,000.00	
22120-11000	1.00	Y		Arts(A) Infusion Lab Teacher	$ 51,000.00	
22120-11000	1.00	Y		STE(A)M Mentor Teacher	$ 51,000.00	
22120-11000	1.00	Y		Diverse Learners Specialist	$ 51,000.00	
22120-12000	0.33		Y	Tech support	$ 12,000.00	
22120-11000	1.00	Y		eLearning coach	$ 46,000.00	
22120-12000	n/a		Y	Incentives for performance	$ 1,500.00	
22120-11000	n/a	Y		Tchr/TAP perform. Incentives	$ 75,000.00	
22120-11000	n/a	Y		Substitutes for grant activities	$ 2,700.00	
22120-12000	1.00		Y	Behavior Interventionist	$ 36,000.00	
22120-11000	2.00	Y		RtI Interventionists Math/ELA	$ 72,000.00	
22120-12000	1.00		Y	RtI Paraprofessionals	$ 24,000.00	
	38.00	TOTAL SALARIES				$ 976,935.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project						
22120-20000		TOTAL FIXED CHARGES / FRINGE BENEFITS				$ 319,704.00
3 TRAVEL: (differentiate in-state and out-of-state)						
22120-58000	out of state	STE(A)M Professional Development Travel			$ 5,000.00	
22120-58000	out of state			FBL Conference for Leadership Team	$ 15,000.00	
22120-58000	in-state	Indianapolis Follow Up Technical Assistance			$ 2,000.00	
		TOTAL TRAVEL				$ 22,000.00
4. CONTRACTED SERVICES. (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
22120-31900		Lutheran (including family counseling hours)			$ 25,000.00	
22120-31900		STE(A)M Professional Field Partnerships - as coordinated by deVaro			$ 20,000.00	
22120-31900		Digital Consulting, Inc. (EIF Innovation Grant thru May 13)			$ 45,000.00	
22120-31900		Youth First, Inc.			$ 50,000.00	
		TOTAL CONTRACTED SERVICES				$ 140,000.00
5. SUPPLIES. Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
22120-61100		TOTAL SUPPLIES				$ 91,060.00
6. EQUIPMENT AND TECHNOLOGY. Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year."						
22120 74100		TOTAL EQUIPMENT AND TECHNOLOGY				$ 260,928.00
7 OTHER SERVICES. (Include a specific description of services.)						
		Indirect Costs @ 3.61%			$ 69,004.00	
22120-58000		STE(A)M Enhanced Core Experiences			$ 40,000.00	
22120-31900		STE(A)M Professional Development			$ 20,000.00	
		TOTAL OTHER SERVICES				$129,004.00
		TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM)				$ 1,939,031.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
25	Classroom mini grants	$ 1,000.00	$ 25,000.00
99	Nook tablet protective cases	$ 34.00	$ 3,060.00
1	Student incentives for PBIS/House	$ 3,000.00	$ 3,000.00
1	STE(A)M Infusion Materials (i.e. Engineering/Robotics kits, Inquiry-Based Science Kits, etc.)	$ 60,000.00	$ 60,000.00
		$ -	$
		$ -	$
		$ -	$
	TOTAL SUPPLIES COSTS		$ 91,060.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	Classroom set of Nook tablets for Keyboard lab	$ 4,000.00	$ 4,000.00
90	Nook tablets (one set of 30 per grade level)	$ 250.00	$ 22,500.00
3	Tablet sync stations	$ 3,500.00	$ 10,500.00
3	Mac carts and protection plans	$ 34,000.00	$ 102,000.00
1	Yamaha Music in Education keyboard lab	$ 15,000.00	$ 15,000.00
4	Activ classrooms (Promethean)	$ 5,557.00	$ 22,228.00
1	STE(A)M Infusion Technology	$ 50,000.00	$ 50,000.00
420	Headsets	$ 5.00	$ 2,100.00
10	Netbooks	$ 500.00	$ 5,000.00
30	iPads w/ cases and warranties	$ 700.00	$ 21,000.00
5	21.5" - 27" SmartMacs	$ 1,200.00	$ 6,000.00
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 260,328.00

School Year 2013-2014
Funding Allocation

Corporation Name: Evansville Vanderburgh School Corporation
Corporation Number: 7995
School Name: McGary Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (Include positions and names)						
22120-11007	1.00	Y		PD substitute	$ 34,000.00	
22120-11000	n/a	Y		3 additional staff days	$ 30,450.00	
22120-11000	n/a	Y		After school programs	$ 19,588.00	
22120-12000	n/a		Y	After school programs	$ 2,200.00	
22120-11000	n/a	Y		Summer programs	$ 27,500.00	
22120-12000	n/a		Y	Summer programs	$ 4,100.00	
22120-12000	n/a		Y	Transportation staff	$ 25,400.00	
22120-11000	0.33	Y		Data Coach	$ 15,600.00	
22120-12000	0.34		Y	Grant specialist	$ 11,200.00	
22120-11000	2.00	Y		TAP Mentor Teacher	$ 158,500.00	
22120-11000	1.00	Y		TAP Master Teacher	$ 79,000.00	
22120-12000	1.00		Y	Family Engagement Coord	$ 35,500.00	
22120-12000	1.00		Y	STE(A)M Opportunities Specialist	$ 35,500.00	
22120-11000	1.00	Y		STEM Lab Model Teacher	$ 51,700.00	
22120-11000	1.00	Y		Humanities Lab Model Tchr	$ 51,700.00	
22120-11000	1.00	Y		Arts(A) Infusion Lab Teacher	$ 51,700.00	
22120-11000	1.00	Y		STE(A)M Mentor Teacher	$ 51,700.00	
22120-11000	1.00	Y		Diverse Learners Specialist	$ 51,700.00	
22120-12000	0.33		Y	Tech support	$ 12,200.00	
22120-11000	1.00	Y		eLearning coach	$ 46,600.00	
22120-12000	n/a		Y	Incentives for performance	$ 1,500.00	
22120-11000	n/a	Y		Tchr/TAP perform. incentives	$ 75,000.00	
22120-11000	n/a	Y		Substitutes for grant activities	$ 2,700.00	
22120-12000	1.00		Y	Behavior interventionist	$ 36,500.00	
22120-11000	1.00	Y		RtI Interventionists Math/ELA	$ 73,000.00	
22120-12000	2.00		Y	RtI Paraprofessionals	$ 24,400.00	
22120-11000	n/a	Y		Pioneer Afterschool Academy	$ 50,000.00	
22120-12000	n/a		Y	Pioneer Afterschool Academy	$ 15,000.00	
	18.00	TOTAL SALARIES				$ 1,033,938.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
22120-20000		TOTAL FIXED CHARGES / FRINGE BENEFITS				$ 421,000.00
3. TRAVEL: (differentiate in-state and out-of-state)						
22120-58000	out of state	STE(A)M training, registration and travel expenses			$ 20,000.00	
22120-58000	in state	Indianapolis follow up training			$ 2,000.00	
		TOTAL TRAVEL				$ 22,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
22120-31900		Diehl Consulting			$ 45,000.00	
22120-31900		Learning Works			$ 60,000.00	
22120-31900		Youth First, Inc.			$ 50,000.00	
22120-31900		Lampion (including family counseling hours)			$ 25,000.00	
22120-31900		STE(A)M Partnerships			$ 40,000.00	
		TOTAL CONTRACTED SERVICES				$ 220,000.00
5. SUPPLIES. Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, program-specific and/or office supplies.)						
22120-61100		TOTAL SUPPLIES				$ 58,060.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
22120-74100		TOTAL EQUIPMENT AND TECHNOLOGY				$ 218,000.00
7. OTHER SERVICES. (Include a specific description of services.)						
		Indirect costs			$ 71,104.01	
22120-58000		STE(A)M Infused core experiences			$ 30,000.00	
		TOTAL OTHER SERVICES				$101,104.01
		TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).				$ 1,998,102.01

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	STE(A)M infusion material for classrooms	$ 30,000.00	$ 30,000.00
90	Nook cases	$ 34.00	$ 3,060.00
25	Classroom mini grants	$ 1,000.00	$ 25,000.00
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL SUPPLIES COSTS		$ 58,060.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
90	Nook Tablets	$ 250.00	$ 22,500.00
3	Mac carts	$ 34,000.00	$ 102,000.00
90	iPads w/ cases and warranties	$ 700.00	$ 63,000.00
3	Tablet sync stations	$ 3,500.00	$ 10,500.00
1	STE(A)M infused technology	$ 20,000.00	$ 20,000.00
		$	$
		$	$
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 218,000.00

School Improvement Grant (1003g)

School Year 2014-2015
Funding Allocation:

Corporation Name: Evansville Vanderburgh School Corporation
Corporation Number: 7995
School Name: McGary Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
22120-11007	1.00	Y		PD substitute	$ 34,000.00	
22120-11000	n/a	Y		3 additional staff days	$ 30,900.00	
22120-11000	n/a	Y		After school programs	$ 19,800.00	
22120-12000	n/a		Y	After school programs	$ 2,300.00	
22120-11000	n/a	Y		Summer programs	$ 27,900.00	
22120-12000	n/a		Y	Summer programs	$ 4,200.00	
22120-12000	n/a		Y	Transportation staff	$ 25,800.00	
22120-11000	0.33	Y		Data Coach	$ 15,900.00	
22120-12000	0.84		Y	Grant specialist	$ 11,400.00	
22120-11000	2.00	Y		TAP Mentor Teacher	$ 140,600.00	
22120-11000	1.00	Y		TAP Master Teacher	$ 79,000.00	
22120-12000	1.00		Y	Family Engagement Coord	$ 36,000.00	
22120-12000	1.00		Y	STE(A)M Opportunities Specialist	$ 36,000.00	
22120-11000	1.00	Y		STEM Lab Model Teacher	$ 52,450.00	
22120-11000	1.00	Y		Humanities Lab Model Tchr	$ 52,450.00	
22120-11000	1.00	Y		Arts[A] Infusion Lab Teacher	$ 52,450.00	
22120-11000	1.00	Y		STE(A)M Mentor Teacher	$ 52,450.00	
22120-11000	1.00	Y		Diverse Learners Specialist	$ 52,450.00	
22120-12000	0.33		Y	Tech support	$ 12,400.00	
22120-11000	1.00	Y		eLearning coach	$ 47,300.00	
22120-12000	n/a		Y	Incentives for performance	$ 1,500.00	
22120-11000	n/a	Y		Tchr/TAP perform. Incentives	$ 75,000.00	
22120-11000	n/a	Y		Substitutes for grant activities	$ 2,700.00	
22120-12000	1.00		Y	Behavior interventionist	$ 37,000.00	
22120-11000	2.00	Y		RtI Interventionists Math/ELA	$ 74,000.00	
22120-12000	2.00		Y	RtI Paraprofessionals	$ 24,800.00	
22120-11000	n/a	Y		Pioneer Afterschool Academy	$ 50,000.00	
22120-12000	n/a		Y	Pioneer Afterschool Academy	$ 15,000.00	
	18.00	TOTAL SALARIES				$ 1,065,752.00
2. Benefits: *Benefits should be based on actual known costs or on established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.*						
22120-20000		TOTAL FIXED CHARGES / FRINGE BENEFITS				$ 319,700.00
3. TRAVEL. *(differentiate in-state and out-of-state)*						
22120-58000	out-of-state	STE(A)M infusion professional development/conference site visits			$ 25,000.00	
22120-58000	in-state	Indianapolis follow-up support			$ 2,000.00	
		TOTAL TRAVEL				$ 27,000.00
4. CONTRACTED SERVICES. (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
22120-31900		Diehl consulting			$ 45,000.00	
22120-31900		Learning Work			$ 60,000.00	
22120-31900		Youth First, Inc.			$ 50,000.00	
22120-31900		Lampion Center (including family counseling hours)			$ 25,000.00	
22120-31900		STE(A)M infusion partnerships			$ 40,000.00	
		TOTAL CONTRACTED SERVICES				$ 220,000.00
5. SUPPLIES. Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
22120-61100		TOTAL SUPPLIES				$ 30,000.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
22120-74100		TOTAL EQUIPMENT AND TECHNOLOGY				$ 122,000.00
7. OTHER SERVICES: (include a specific description of services.)						
		Indirect costs			$ 68,060.21	
22120-58000		STE(A)M infused core experiences			$ 40,000.00	
		TOTAL OTHER SERVICES				$108,060.21
		TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).				$ 1,912,510.21

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	STE(A)M infusion supplies	$ 30,000.00	$ 30,000.00
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL SUPPLIES COSTS		$ 30,000.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
3	MAC carts	$ 34,000.00	$ 102,000.00
1	STE[A]M infused technology	$ 20,000.00	$ 20,000.00
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 122,000.00