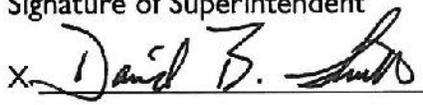


**LEA Renewal Application of General Information
2011-2012**

School Improvement Grant (1003g)

LEA Application: General Information

Corporation Name: Evansville Vanderburgh School Corporation		Corporation Number: 7995
Contact for the School Improvement Grant: Velinda Stubbs		
Position and Office: Director of Elementary Title I Schools Office of Academics		Contact's Mailing Address: 951 Walnut Street, Administration Building, Evansville, Indiana 47713
Telephone: (812) 435-0902		Fax: (812) 435-8358
Email Address: Velinda.Stubbs@evsc.k12.in.us		
Superintendent (Printed name) Dr. David B. Smith, Ed.D.		Telephone: (812) 435-8460 or (812) 435-8477
Signature of Superintendent x. 		Date:

➔ Complete and submit this form one time only.

A. 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 renewal application indicating its agreement to fully participate in all components of the school improvement model selected for the 2011-2012 school year.

B. 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.

C. 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.

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. <i>All models</i>	✓		The school principal and school transformation team were the driving force in recommendations for budget adjustments for year two based on needs determined at the school level. See budget, which will be reviewed by EVSC and IDOE fiscal officers and is aligned to each element of the Transformational Model.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	✓		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. <i>All models</i>	✓		The budget was reviewed by the federal bookkeeper prior to submission and is based on needs of the school as determined in the CNA and School Improvement Plan.

<p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p>	✓		<p>See proposed budget, which meets the requirements of being ≥ \$50,000 and ≤ \$2,000,000 per year.</p>
Capacity Task	Yes	No	District Evidence
<p>5. The district has the resources to serve the number of Tier I and II schools that are indicated.</p> <p><i>All models</i></p>	✓		<p>An intentionally-aligned “Transformational Schools Support Team” will focus specifically on all SIG-rewarded schools. The team will be comprised of district-level support with targeted areas of expertise, including specialists in student data-analysis, human resources, research-based best practices, transformational leadership, community partnerships, and teacher evaluation practices. See appendices for complete details of support team model.</p>

<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • 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, 	✓		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Transformation School Required Elements</th> </tr> </thead> <tbody> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;">Develop Teacher and Leader Effectiveness</td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> • TAP mentor teachers, Data Coach, health specialist , E-learning Coach , PD substitute, SE Department chair/coordinator • Assistant Principal • Professional development conference (reading conference, TAP National conference) </td> </tr> </tbody> </table>	Transformation School Required Elements		Develop Teacher and Leader Effectiveness	<ul style="list-style-type: none"> • TAP mentor teachers, Data Coach, health specialist , E-learning Coach , PD substitute, SE Department chair/coordinator • Assistant Principal • Professional development conference (reading conference, TAP National conference)
Transformation School Required Elements							
Develop Teacher and Leader Effectiveness	<ul style="list-style-type: none"> • TAP mentor teachers, Data Coach, health specialist , E-learning Coach , PD substitute, SE Department chair/coordinator • Assistant Principal • Professional development conference (reading conference, TAP National conference) 						

<p>professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application</p> <ul style="list-style-type: none"> • Funding supports the schools current capacity to improve student achievement 				<ul style="list-style-type: none"> • ACT training • Additional reward based on meeting school goals • Reward for non-certified staff • Technical assistance with Learning Worx, Cicero Group •
			<p>Increasing Learning Time and Creating Community-Oriented Schools</p>	<ul style="list-style-type: none"> • Coordinator of Extended Programs • Summer, after-school and Twilight school salaries • Family /Community Coordinator • Student Support Counselor • Behavior Interventionist • Community Partnerships: Evansville Public Library, Coordinated Community Health Care, Peters' group, Certified Ladies Club

			<p>Comprehensive Instructional Reform Strategies</p>	<ul style="list-style-type: none"> • EPGY Stanford University Software and tech support • Phonics /reading intervention program • Technology enhanced instruction • Technical assistance and professional development partners: Brown University, Cicero Group (Data Wise), and Learning Worx
			<p>Provide Operational Flexibility and Sustained Support</p>	<ul style="list-style-type: none"> • Salary for extended time calendar, associated transportation expenses • Technical assistance partners: Data Wise, Learning Worx, Brown University. External evaluator: Diehl and Associates

Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	✓		<p>The principal worked with a distinguished mentor principal as identified by IDOE during the 2010-11 school year.</p> <p>All of the GLA administrative team were selected as participants in the EVSC Learning Leadership Cadre and completed a rigorous action research project.</p> <p>The LEA and School Leadership Team, including TAP master and mentor teachers, are participating in nine days of intensive training and professional development on the implementation of the TAP model of teacher evaluation, incentives, and support.</p> <p>Each staff member will develop an Individual Growth Plan alongside their master/mentor teachers that aligns student performance with professional development goals.</p> <p>Every teacher will be evaluated each year with an instrument that provides a clear pathway to removal if not found to be successful. In year two of the grant, the TAP instrument will be utilized as the evaluation tool.</p> <p>District School Transformation Team consists of district personnel having diverse experiences and expertise to inform the school change process through directional, problem-solving and research supports (See appendix.)</p> <p>See appendix for master and mentor teachers' HQT and leadership credentials</p>

<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 	✓		<p>The principal established a Transformation team during the 2010-11 school year. This leadership team has been a driving force in the implementation and adjustments to the grant. Full staff meetings 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 were given the opportunity to vote on the continuation of the grant and the grant was supported by over 75% of the staff. In addition, over 75% of the staff voted to support the TAP model of observation/evaluation.</p>
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<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 	✓		<p>The Family and Community Outreach Coordinator has worked with community partners and families throughout the implementation of the grant to solicit input and support. Agendas are available on request. The EVSC conducted a Stakeholder Survey in 2011 which included parent survey information. See appendix.</p>
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Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> 	✓		<p>Reapplication approved in the minutes from school board meeting on date of 07/11/11. See appendix.</p> <p>Superintendent commitment to support the organization of the EVSC School Transformation Team as soon as possible with the addition of additional SIG schools.</p>

<ul style="list-style-type: none"> • <i>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</i> 			
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<p>II. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>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</i> 			<p>Meeting between Director of Title I and new Superintendent, Dr. David Smith, on July 6, 2011 to discuss the School Improvement Grant reapplication and alignment with other grants and reorganization support to create a district School Transformation Team.</p> <p>School Board Meeting Minutes from July 11, 2011.</p>
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Capacity Task	Yes	No	District Evidence
<p>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.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	✓		<p>MOU from the Evansville Teachers Association outlines contractual flexibility and support of the Transformation Model. Union fully involved in the acceptance of the TAP model of evaluation/compensation.</p>

<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 	✓		<p>Not applicable: Principal and leadership team in place.</p>
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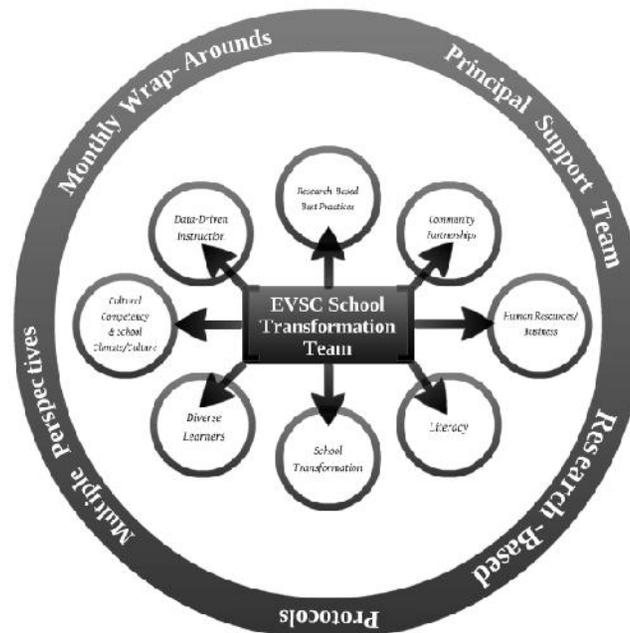
Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 	✓		<p>The district implemented a robust screening process including a screening interview phase and a final interview phase as well as classroom observations 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. The EVSC Director of Recruitment works one-on-one with hiring and interviewing practices and matches directly with the departments. The Director of Recruitment will continue to focus on recruiting teachers and administrators, particularly for licensure areas that are currently difficult to fill and also to recruit underrepresented minorities. 1003g schools are offered staffing priority for new hires.</p>
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> 	✓		<p>The non-chronological implementation timeline for GLA is included in the Transformational Model Plan. A chronological timeline is available upon request of the IDOE.</p> <p>New goals are reasonable but reflect improvement in student performance.</p>

- *Measurable Outcomes (consisting of transformative, formative, and summative data)*
- *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*

Capacity Task	Yes	No	District Evidence
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16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.

New EVSC School Transformation Team Structure:



Turnaround, Transformation, Restart Models

- *Professional Development sign in sheets aligned to SIG funded PD*
- *Support framework of*

<p><i>district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i></p>		<p>New alignment model of district administration with a School Transformation Team of specialists will serve to provide three main areas of support:</p> <ul style="list-style-type: none"> • Directional Support: Support all transformational schools in staying on track with research-based interventions and • Problem-Solving Support: Serve as a problem-solving committee for principals of turnaround schools that need multiple perspectives for solving difficult problems that are keeping the school from experiencing academic success. Principal can call the district’s School Transformation to meet at any time, as needed. Otherwise, the team will meet monthly to review the progress of each school, calibrate based on new findings, and problem solve any issues principals bring to the team. • Researching Support: Research successful turnaround/transformational schools and other school models in supporting local transformational principals and staff as well as look at overall school success with transformation model and to calibrate around areas where success is not being reached. <p>District leaders involved with the transformational models are participating in an intense transformational urban leadership cohort.</p> <p>District team will integrate training from the Center on Innovation and Improvement regional comprehensive center centercii.org. Some members of the district team will also work with Mass Insight Education regarding their work with school transformation.</p>
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<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 	✓	<p>The Family and Community Outreach Coordinator worked with community partners throughout the implementation of the grant to solicit input and support. Agendas of monthly site council meetings are available on request. The Assistant Director of Title I and the Associate Superintendent of Family, School and Community Partnerships have collaborated with identified community service providers and partners throughout the implementation of the grant. The Assistant Director of Title I has acted as the liaison with the principal to ensure that community partnerships are meeting the needs of the school. MOUs from partners are available on request.</p>
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Capacity Task	Yes	No	District Evidence															
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 	✓		<p>Funds from all funding sources are aligned to support the school’s Schoolwide Improvement Plan and 1003g SIG grant. This includes school and district initiatives.</p> <table border="1" data-bbox="816 407 1709 1393"> <thead> <tr> <th data-bbox="816 407 1110 509">Element of the Intervention</th> <th data-bbox="1110 407 1409 509">Intervention</th> <th data-bbox="1409 407 1709 509">Resource</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="816 509 1709 612" style="text-align: center;">Federal Resources</td> </tr> <tr> <td data-bbox="816 612 1110 818"><i>Use of research-based instructional practices that are vertically aligned across grade levels and the state standards</i></td> <td data-bbox="1110 612 1409 818">Transformation</td> <td data-bbox="1409 612 1709 818">Title I Part A</td> </tr> <tr> <td data-bbox="816 818 1110 1192">Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model</td> <td data-bbox="1110 818 1409 1192">Transformation</td> <td data-bbox="1409 818 1709 1192">Title I, Part A, Title I, School Improvement</td> </tr> <tr> <td data-bbox="816 1192 1110 1393"><i>Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model</i></td> <td data-bbox="1110 1192 1409 1393">Transformation</td> <td data-bbox="1409 1192 1709 1393">Title II, Part A</td> </tr> </tbody> </table>	Element of the Intervention	Intervention	Resource	Federal Resources			<i>Use of research-based instructional practices that are vertically aligned across grade levels and the state standards</i>	Transformation	Title I Part A	Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Transformation	Title I, Part A, Title I, School Improvement	<i>Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model</i>	Transformation	Title II, Part A
Element of the Intervention	Intervention	Resource																
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<i>Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model</i>	Transformation	Title II, Part A																

			Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Transformation Title III, Part A - LEP (when applicable)
			Provide extended learning opportunities for students	Transformation Full Service School Community Grant, 21 st Century Learning Communities Grant, Title I
			Provide community and family supports	Transformation Full Service school community grant
			State Resources	
			Provide extended time learning opportunities for students	Transformation Full Day Kindergarten Grant

<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas</i> 	✓	<ul style="list-style-type: none"> • GLA will offer an increased calendar including an additional 10 days of instruction for students and 9 additional professional development days for teachers. • Summer programming will be offered to all students including incoming Kindergarten students for a minimum of 10 days. • Both summer and after school programming will be structured to support differentiation, enrichment and remediation. The principal requested a Coordinator of Extended Time to
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where extended time can be most effectively used

- *Increased learning time is structured as a vehicle to support differentiated learning (ex:...)*
 - *An additional block of time embedded into the school day*
 - *Summer enrichment/remediation*
 - *Saturday intervention*
 - *Before or after school enrichment/remediation*
 - *School vacation weeks*
- *Compensation for extended day is identified by the LEA*

LEA Budget/Capacity Scoring Rubric

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

<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • 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 			
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 			

<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 			
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 			
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>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</i> 			

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<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>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</i> 			
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<p>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.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 			
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<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 			
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 			

<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i> 			
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>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)</i> 			

<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 			
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<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Title I</i> • <i>Title II</i> • <i>Title III</i> • <i>IDEA</i> • <i>E-Rate</i> • <i>TAP</i> 			
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<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex:...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> 			
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LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2011-2012*.
- 2) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 3) For how the descriptions of commitments will be scored, see the attached scoring rubric.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>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:</i></p> <p>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</p> <p>(c) Assessing the alignment of the LEA and school improvement processes for</p>	<ul style="list-style-type: none"> • <i>The EVSC/LEA has implemented a thorough process for completing the School Needs assessment, including creating a comprehensive assessment team and seeking input from current distinguished-principal mentors who have worked with the principals at Glenwood Leadership Academy, McGary Middle School, and Evans School.</i> • <i>It was evident to EVSC that additional and very intentionally-aligned support was needed in order to not only support our current SIG School better, but also to be at the capacity to serve the potential of two additional schools. With the creation of the School Transformation Team, the district is well-prepared to serve as support to SIG schools in implementing the TAP Model and the Transformational Model.</i> • The schools and LEA have a continuous and ongoing school improvement process that involves frequent calibrations based on data and student evidence of effectiveness. There are not separate processes as everything works closely together. • The LEA has placed funding sources side-by-side in an effort to assess what implementation efforts would require additional financial support.

<p>supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(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;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<ul style="list-style-type: none"> • EVSC works with Diehl Consulting to do an EVSC Stakeholder Evaluation every year. This feedback provides important information to each school and the district as a whole including commentary on improvement suggestions. Additionally, extended learning opportunities are also evaluated separately through Diehl Consulting. School stakeholders provide information regarding extended learning opportunities that take place in the schools. • Glenwood Leadership Academy, McGary Middle School, and Evans School all operate site councils and practice site-based decision making with parents, guardians, community partnerships, and school representatives. • 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 regularly meeting around student data. Also, the schools all implement the Data Wise process. Part of the process, after looking at the data is inquiring about data and acting on identified teaching and learning problems. Additionally, all three schools already or will align the 8-step-process to Data Wise in establishing and implementing targeted interventions based on data and continuously monitoring how the interventions are working. • The EVSC, particularly in the form of the School Transformation Team, will take the lead on assessing the intentionality, collaboration, and effectiveness of selected providers. • The Assistant Director of Title I, who will take the lead on organizing around community partnerships and selected providers, will maintain documentation of meetings and communications.
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	<ul style="list-style-type: none"> • The Assistant Director of Title I will work with school level leadership teams and the District School Transformation Team in continuously monitoring and calibrating the work and, with all stakeholders, will work to revise schedules, goals, and timelines as needed. <p><i>The EVSC Office of Academic Affairs (Title I Division) assures that it will submit all data/forms to the IDOE/USDE as requested.</i></p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>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:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(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;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely</p>	<ul style="list-style-type: none"> • The Evansville Vanderburgh School Corporation has a clear process for recruiting, screening, and selecting external providers including: <ul style="list-style-type: none"> • Making data-driven decisions around needs by completing a comprehensive-needs assessment. • Identifying external providers 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. • More in depth studying of narrowed provider list while contacting external providers to interview (and seek demonstrations, if applicable.) • 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. • Receive board-approval for applicable MOUs.

and effective implementation and the ability to meet school needs;

(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;

(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,

(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.

(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),

(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff 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.

- Once funding becomes available, solidify partnership with an ancillary agreement outlining services.

- 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 District School Transformational Team, who will follow up on the concern.

- LEA will assure that progress is reported to all stakeholders.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).</p>	
<p><i>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:</i></p> <p>(a) Identifying resources currently being utilized in an academic support capacity;</p> <p>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</p> <p>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</p> <p>(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);</p> <p>(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</p>	<ul style="list-style-type: none"> • (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 grants at Glenwood, McGary, and Evans. • (c)(d) Attachment C shows the alignment of resources. The LEA will continuously work with the schools to assess and make fiscally responsible decisions as needed.) • (e) The federal bookkeeper will consult with the School Leadership Team, including the Director and Assistant Director of Title I, 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. • (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.

adjustments as necessary;

(f) Redirecting resources that are not being used to support the school improvement process; and

(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.

Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p>	
<p>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:</p> <p>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</p> <p>(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</p> <p>(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:</p> <p>(i) school administrator and staff hiring practices;</p> <p>(ii) school administrator and staff transfer procedures;</p> <p>(iii) school administrator and staff dismissal procedures;</p>	<ul style="list-style-type: none"> • The EVSC as LEA will implement a district School Transformation Team that will meet regularly to ensure full implementation of the grant as well as supporting school transformation leaders with problems that they may encounter. • The EVSC will follow protocol in supporting the modification of practices and policy. • The district School Transformation 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.

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| <ul style="list-style-type: none">(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. | |
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Indicators of LEA Commitment	Description of how this action was or will be completed
5. <i>Sustain the model after the funding period ends.</i>	

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 continuous development of teacher knowledge and skills to incorporate changes into their instruction as

- The EVSC provides technical support in school improvement processes that support sustainability of education reform.
- Members of EVSC's School Transformation Leadership 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. Two of the current transformational principals are in the program.
- 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 Professional Development will work with school leaders and the School Transformation Team to identify meaningful professional development for school leadership and staff that support both short- and long-term initiatives of educational improvement.
- The EVSC fully supports its transformational schools in the implementation of the TAP System while also aligning Data Wise and 8-Step Processes 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 the LEA level of supporting those schools.

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 accountability processes that provide effective oversight of the interventions,

- The Transformational Schools will keep their needs-based goals and school mission as the cornerstone of decisions around student learning and budgeting.
- The School Leadership Team will collaborate to create a growth model for fiscal and human capital within the LEA in planning for sustainability of those interventions that are proving to be successful while assessing the need for continuation for lesser effective interventions.
- The members of the School Transformation 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.

school improvement activities, financial management, and operations of the school.

Attachment B: LEA Commitments Scoring Rubric

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

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

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

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

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

Transformation Model

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

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

If implementing the transformation model, complete the table below.

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

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

	<p>Present final evaluation instrument for Transformational Schools to the teachers' bargaining unit.</p> <ul style="list-style-type: none"> • 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 with the complete support of the teachers' bargaining unit. (See attached 1003g Teacher Evaluation and Compensation Plan.) • The school leadership team (consisting of principal, master and mentor teachers with district support) is participating in nine days of mandatory training on the observation/evaluation model June-October, 2011. The Leadership Team will be responsible for operation/ implementation of the Teacher Advancement Program. The team is expected to meet 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. • Teachers will be evaluated on both the TAP and EVSC evaluation tool during the 2011-12 school year. This represents an 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 	<p>Chief Academic Officer, Director of Title I Principal and Leadership team</p>	<p>May 2012</p> <p>August, 2011</p>
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	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 a plan of improvement. (See attached 1003g Teacher Evaluation and Compensation Plan.)		
	Fully implement Transformational Model evaluation systems(TAP System of Teacher and Student Advancement).	School level Administration, Director of Title I	August 2012 August, 2011

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

			January-February, 2013
	Teachers/administrators implement plan and participate in identified professional development.	Transformational School Coordinator/Liaison	January-August, 2011 January-August, 2012 January-August, 2013
	Teachers/administrators complete Professional Development plan and additional compensation is determined.		September, 2011 September, 2012 September, 2013
	Teachers who do not demonstrate capacity to improve student learning will work more directly with the Transformational Coordinator/Liaison and with TAP master and mentor teachers to develop their personal Professional Development plan of improvement which will be crafted to address the problem of instructional practice that is hindering student performance. Building level coaches and district personnel will be recruited to assist teachers who need additional professional development and support.	Principal, TAP Master and Mentor Teachers, Transformational Coordinator/Liaison	January 2011, September, 2011, 2012, 2013
	Building wide performance indicators and benchmarks are determined and Teachers/administrators and support staff receive performance stipends based on student performance. IDOE approved June 2011.	Principal and Leadership Team	September 2011, 2012, 2013 June, 2011 (Compensation received after AYP status is released)
	As per EVSC policy and contractual agreements, teachers and administrators who are determined to “Not Meet Standards” and who do not successfully complete a program of improvement are terminated. The Superintendent may transfer a teacher. See EVSC 1003g Teacher Evaluation and Compensation Plan.	Principal, Superintendent School Administrator, Chief Academic Officer	On-going

	<ul style="list-style-type: none"> • 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 per teacher for compensation. • The school leadership team (consisting of principal, assistant principal, master and mentor teachers with district support) is participating in nine days of mandatory training on the observation/evaluation model June-October, 2011. The Leadership Team will be responsible for operation/ implementation of the Teacher Advancement Program. The team is expected to meet 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. • Teachers will be evaluated on both the TAP and EVSC evaluation tool during the 2011-12 school year. This represents an 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 	Principal, School Leadership Team	<ul style="list-style-type: none"> • August, 2011- June 2012 • June-Oct. 2011 • June-July 2012 (after student growth data is available)
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	<p>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 a plan of improvement.</p> <ul style="list-style-type: none"> 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 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 staff will be eligible for up to \$1500 for the building reaching TAP related goals. 		<ul style="list-style-type: none"> June-July 2012 December, 2011; implemented by July, 2012 June-August, 2012
Elements	Tasks	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	Coordinate all professional development to support the implementation of the model including school level professional development and personal professional development plans.	Principal, Leadership Team, Director of Professional Development,	Ongoing

		Transformational School Coordinator/Liaison,	
	Collaborate with technical assistance provider (Learning Worx) to ensure that all professional development is high quality research based and aligned to the goals of Transformation Schools.	District School Leadership Team, Director of Professional Development	On-going
	Secure full-time Professional Development substitute to provide release time for teachers to conduct peer observations and meet with Achievement Coaches while ensuring continuity of high quality instruction for students.	Building Administrator	September 2010
	Provide additional staff to support daily Professional Learning Communities. Align areas of focus for PLCs based on data analysis and implementation of model. Provide additional support for professional development as requested by the Principal.	Principal, District School Leadership Team	September 2010, on-going
	Contract with distinguished principal(Learning Worx) to provide technical assistance and professional development to building administrative team	District School Transformation Team, Director of Title I	September 2010 July, 2011
	<ul style="list-style-type: none"> The TAP System for Teacher and Student Advancement will be implemented this fall, requiring each teacher to have an individualized professional growth plan based on classroom observations or student level data. TAP master and mentor teachers will support career teachers in the development and implementation of plans. Professional Growth Blocks will be non-instructional professional growth time for cluster groups. These professional activities are aligned 	Principal with Master and Mentor Teachers	<ul style="list-style-type: none"> August, 2011- June 2012

	<p>with TAP's STEPS for Effective Learning and are focused on learning specific, research-based and field testing instructional strategies to address an identified student need. To achieve this, some cluster activities may 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.</p> <ul style="list-style-type: none"> • Faculty meetings, which meet a minimum of once a month, will be professional development oriented meetings around the school-wide problem of practice as identified by the use of the Data Wise process and protocols. • DataWise (Ciscero Group) will provide on-going PD and technical assistance to Leadership team to mentor and coach Master and mentor and teachers on the PLC process including data and collaboration protocols and alignment of the 8 Step Process, Data Wise and TAP model. 		<ul style="list-style-type: none"> • Every week beginning in August, 2012 • Monthly beginning in August, 2012 • Five times per year and weekly phone consultation Aug., 2011-May, 2012
	<ul style="list-style-type: none"> • Secure Special Education Coordinator/Department Chair as requested by principal, who will facilitate PD for implementation of inclusion process for collaborative teaching model for general 	Principal, Leadership team	<ul style="list-style-type: none"> • August, 2011

	education and SE teachers with the goal of maximizing academic achievement of all students with focus on SE sub-group.		
	<ul style="list-style-type: none"> Secure Health Specialist (.3) as requested by Principal, to be shared with other 1003g schools to provide professional development to staff on Minds in Motion theory of learning with practical application. 	Principal, Leadership team	<ul style="list-style-type: none"> August, 2011
	<ul style="list-style-type: none"> Secure Data Coach (.3) as requested by Principal to support instructional coaching and results driven use of data. 	Principal, Leadership team	<ul style="list-style-type: none"> August, 2011

5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>	Transformational School Model will offer financial incentives for implementation of personal Professional Development plans including student achievement goals.	Director of Professional Development, Director of Title I	Yearly Jan. 2011
	Teachers will have the autonomy and resources to plan and implement their own professional development. Leadership Team members will benefit from career growth by participating in quality focused professional development including on- going professional development provided by Brown University, recognized as a national leader in education and in urban education.	Principal, District School Leadership Team, Director of Professional Development, Director of Title I	Yearly
	The Glenwood Leadership team will have the first opportunity to hire new staff identified as exemplary	Director of Human	Yearly

	<p>candidates through a screening process conducted by district staff. These new staff will be mentored by teachers on staff and will also be provided direct support from the coaches. The eLearning (technology integration), Master and Mentor teachers math and achievement coaches and the Transformational Coach/Liaison will prioritize their work to ensure that new staff and/or staff who are new to their grade level or teaching assignment have adequate support and mentoring.</p>	<p>Resources, LEA Support Team, Director of Professional Development</p> <p>Principal, Leadership team</p>	
	<p>Flexibility will be afforded in the assignment of teachers to Glenwood Leadership Academy, . Any teachers new to Glenwood Leadership Academy will participate in a Professional Development Academy which will require 40 hours of intense professional development and the development of individual professional development plans. This will ensure that teachers at the school including new hires, transfers or replacements are of high quality and possess the capacity to implement the model. Teachers attracted to the Glenwood Leadership Academy will have high personal standards for achievement, be life long learners, seeking a highly collaborative environment and seeking a challenge.</p>	<p>Director of Human Resources, Director of Professional Development</p>	<p>Yearly</p>
	<p>In year two of the grant, Lead Teachers who have demonstrated improved student performance will be identified at each level (Primary, Intermediate, Upper Elementary). These individuals will be released from teaching responsibilities one class period per day to support teachers directly in classroom through observation/feedback, model teaching (demonstration lessons) and team teaching. In</p>	<p>2011-2012 and 2012-2013</p>	<p>Director of Professional Development</p>

	<p>addition, these individuals will participate by co-leading team meetings and assist building level coaches in implementation of the model. Lead Teachers will receive a responsibility stipend of up to \$3000 per year.</p>		
	<ul style="list-style-type: none"> • TAP system will create upward mobility for teachers through multiple career paths as well as compensation competitive with the market, ongoing applied professional development, and performance-based accountability. • <u>Performance Award Weights:</u> The performance award fund is broken down into three award pools, which designate the percent of each teacher's performance award that is allocated to: (1) skills, knowledge and responsibilities (50 percent of the award); (2) classroom achievement gains (30 percent of the award); and (3) schoolwide achievement gains (20 percent of the award). Teachers may receive up to \$2500 per year based on their performance award. • In addition, certified teaching staff would be eligible for an additional \$500 of compensation (beyond TAP) based on building wide student achievement goals. Staff will determine the structure of the compensation plan. • All teachers will be assigned to a TAP master or mentor 	<p>Principal and Leadership Team</p>	<ul style="list-style-type: none"> • July 2011 (Recruitment/hiring began in April 2011 and TAP Training of administration and Master/Mentor took place in June 2011). • TAP Incentive pay July 2012 (based on availability of growth data) <p>August, 2012</p>

	teacher who will provide on-going coaching, feedback, support and mentoring.	Principal	
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6. <i>Provide increased learning time for students and staff.</i>	<p>An additional 20 days, 3 hours per day of extended time remediation and enrichment will be offered during June 2010 and June 2011. During the 2010-2011 school year, 26 weeks of extended time afterschool programs will be offered to students providing remediation and enrichment. After school programming will continue to provide extended time through the life of the grant.</p> <p>A site based decision making model will be utilized whereby staff use student performance and other data sources (including family input) to determine additional instructional days (up to 20 student instructional days and 5 teacher data days with a minimum of 5 instructional days and 5 data days) and/or realignment of the school year calendar and instructional minutes. Additional days (beyond the 25 days) for extended time will be adjusted based on the school calendar for the 2011-2012 and 2012-2013 school year.</p> <p>GLA will offer an additional 10 instructional days in the 2011-12 school year and an additional 6 teacher professional development days.</p>	<p>Transformational School Coordinator/Liaison</p> <p>Principal</p>	<p>September, 2010-January, 2011</p> <p>August, 2011-June, 2012</p>
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	<p>Summer programming will be a minimum of an additional 10 days for students and aligned to differentiate for enrichment and remediation needs of students. The Coordinator of Extended Learning advisor will coordinate after/school summer and twilight school programming to align with individual student needs as identified by data analysis and student choice.</p>		June-July, 2012
	<p>Offer extended time through after-school and summer programming and implement regular school calendar/schedule with increased instructional time for all students.</p>	Director of Title I, School Administrators	2010-2011, 2011-2012 and 2012-2013 school years
	<p>Offer extended time for all students through coordinated after school programs aligning both school-based and community programming for a minimum of 26 weeks.</p> <p>A Twilight School will be instituted for students who have been suspended from school. This program will ensure that quality instruction and supports are in place to increase academic attainment and reclaim time lost when students are suspended from the regular school day setting.</p> <p>The Coordinator of Extended Learning advisor will coordinate after/school summer and twilight school programming to align with individual student needs as identified by data analysis and student choice.</p>	Principal, Coordinator of Extended Learning Advisor	<p>August, 2011-May, 2012</p> <p>Sept. 2011-May, 2012</p>
7. <i>Use data to implement an aligned instructional program.</i>	<p>Revisit curriculum mapping process with all teacher teams using Data Wise protocols K-8 focusing on vertical alignment of curriculum, Indiana Common Core Standards and statewide curriculum maps.</p>	Director of Professional Development, Curriculum	August-December 2010

		Mapping Coach	
	Refine lesson planning protocols to ensure differentiation, intentionality around student engagement and culturally responsive teaching.	Director of Professional Development, Building Administrator	January-May 2011
	Cicero group will provide technical assistance to Leadership team to ensure that data protocols are utilized and monitor and provide feedback to the Leadership team. The focus will be on using formative assessment data to make instructional adjustments.	Principal, Leadership team	Sept., 2011-June 2012
	Reading /ELA teachers met during the summer of 2011 to align Common Core with current standards, revise curriculum maps and create common summative assessments. All other content areas will align their maps to the reading maps and create common assessments. These maps will be reviewed for alignment during cluster and team meetings. During cluster and team time the teams will create formative assessments, review results and group for instruction.	Leadership team	June-August, 2011 August, 2011-May, 2012

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	Data Wise protocols will be refined through team Professional Learning Communities to inform and differentiate instruction	Director of Professional Development, Transformational School Coordinator/Liaison	2010-2011 school year
	Cicero Group/Data Wise (Jones) audit grade level team PLC data day to assess level of implementation and collaboration.	Director of Professional Development	February, 2011
	<ul style="list-style-type: none"> Secure Data Coach (.3) as requested by Principal to support instructional coaching and results driven use of data. 	Principal, Leadership team	<ul style="list-style-type: none"> August, 2011
	<ul style="list-style-type: none"> Cicero Group/Data Wise will audit and provide coaching and feedback to TAP clusters and leadership team in utilization of process and protocols to use data to align and inform instruction. 	Principal, District School Leadership Team	<ul style="list-style-type: none"> August, 2011-May, 2012
	Develop and refine common interim assessments for all core content areas and grade levels. Reading/ELA teachers met during the summer of 2011 to align Common Core with current standards, revise curriculum maps and create common summative assessments. All other content areas will align their maps to the reading maps and create common assessments. These maps will be reviewed for alignment during cluster and team meetings. During cluster and team time the teams will create formative assessments, review results and group for instruction.	Transformational School Coordinator/Liaison, Curriculum Mapping Coach TAP Master and Mentor teachers	August-December 2010 June, 2011-May, 2012
	Brown University will provide professional	Principal, District	August, 2011-

	development and technical assistance in analysis of student engagement data and triangulating with student performance data and teacher instructional strategies.	School Leadership Team	June 2012
	In order to provide resources to differentiate, the school will secure technology based interventions.	Principal, School Transformational team	August-Sept., 2011

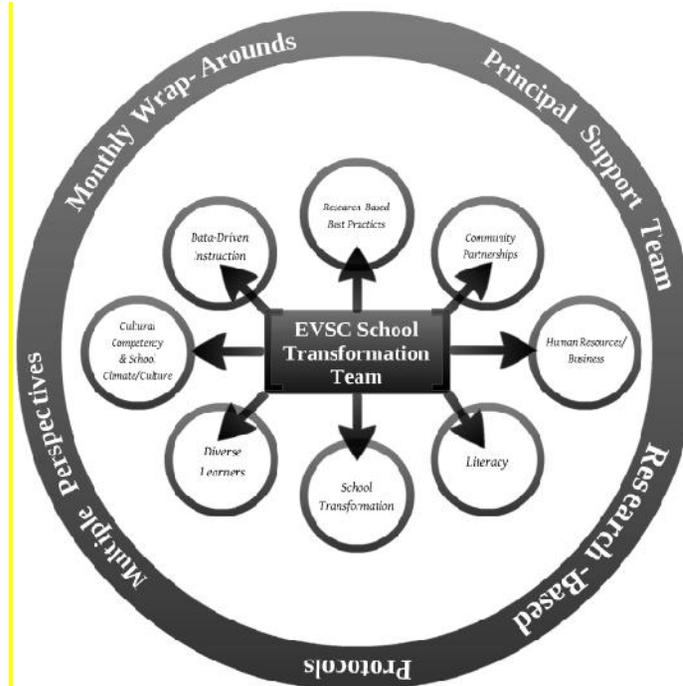
9. <i>Provide mechanisms for family and community engagement.</i>	Collaborate with the Center for School, Family and Community Partners, Glenwood Neighborhood Association and school families to develop strategic comprehensive plan for community and family engagement which would include school based health services. Partnerships requiring grant funding for 2011-12 school year include Evansville Vanderburgh Public Library, and community health partners (physical, dental, social and emotional). A new community partnership is being developed with Leadership Evansville to increase the capacity of leadership both within GLA and in the Glenwood neighborhood. The partnership will take place through a train-the-trainer model of leadership development while wrapping around the concept of service learning within the Glenwood Community Development Initiative.	GLA Administration and Family Community Outreach Coordinator, Assistant Director of Title I	September, 2010 On-going
	Secure Family and Community Development Coordinator position	Associate Superintendent for Family, Schools and Community Partners, Building Administrator	September, 2010

	<p>Finalize partnership with community healthcare provider to offer enhanced school based community healthcare /mental health services on-site. Comprehensive model with built in sustainability will assess community health care needs for physical, dental and emotional health, determine appropriate level of service and coordinate delivery of services to GLA families and community.</p>	<p>Associate Superintendent of Family, Schools and Community Partners, GLA Administration and Family Community Outreach Coordinator, Building Administrator</p>	<p>September 2010 August, 2011- June, 2012</p>
	<p>Finalize partnership with Evansville Public Library will continue to offer library services to students, families and community through library programming on site. Services will be delivered through extended hours, including scheduled evenings, weekends, and summer dates. This partnership will be expanded to further meet the needs of students and families.</p>	<p>Director of Core Experiences GLA Administrators and GLA Family Community Outreach Coordinator,</p>	<p>September 2010 August, 2011- July, 2012</p>
	<p>Secure Coordinator of Extended Learning Counselor position who will work with teachers, students, families and community resources to ensure successful student transition to High School. maximize learning during extended time including summer programming, 21st Century after school programs, and Twilight school. Student achievement and interest data will drive programming to differentiate based on need and interest and provide high quality programs.</p>	<p>Associate Superintendent of Family, Schools and Community Partners, Principal, Building Administrators</p>	<p>September 2010 August, 2011</p>

	Secure-Behavior Specialist position continues to who will work with students, families and community resources to support student success.	GLA Administration, Associate Superintendent of Family, Schools and Community Partners, Building Administrator	September 2010 August, 2011-June, 2012
	Align work of school counselors, school social worker, Behavior Specialist and Family and Community Development Coordinator.	GLA Administration Associate Superintendent of Family, Schools and Community Partners, Building Administrator	September 2010 August, 2011-June, 2012

10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).	The staff will be led through the process of shared decision making including data review, identifying priorities, identifying options, narrowing options and identifying method of input as a part of the Professional Development Academy. This process will be used as the staff determine the school schedule and calendar.	Director of Title I, Transformational School Coordinator/Liaison	Fall 2010
	Building Principal and school leadership team will determine specific staffing needs including professional development and use of resources. The administration of the school will be afforded autonomy with the use of these resources through the	EVSC School Leadership Team, Director of Title I, Transformational School	On-going

	support of the EVSC School Leadership Team.	Coordinator/Liaison	
	Staff will use a shared decision making model to determine additional days of instruction (extended calendar) and flexible schedule. This will include flexibility with busing schedules, food service program, and custodial support.	Principal, EVSC School Leadership Team, Director of Title I, Transformational School Coordinator/Liaison	January 2011 Jan., 2012
	Building Principal and school leadership team will determine use of resources including recommendations for school level budgets.	Principal, EVSC School Leadership Team, Director of Title I, Transformational School Coordinator/Liaison	On-going
	Building Principal and school leadership team will determine focus of extended time outside of newly aligned calendar (after-school and summer programming) including staffing, programming and curriculum.	Principal, Leadership team, Director of Title I, Transformational School Coordinator/Liaison	On-going
	New EVSC School Leadership Team:	Superintendent, Director of Title I	September, 2011-June, 2012



New alignment model of district administration with a School Leadership Team of specialists will serve to provide three main areas of support:

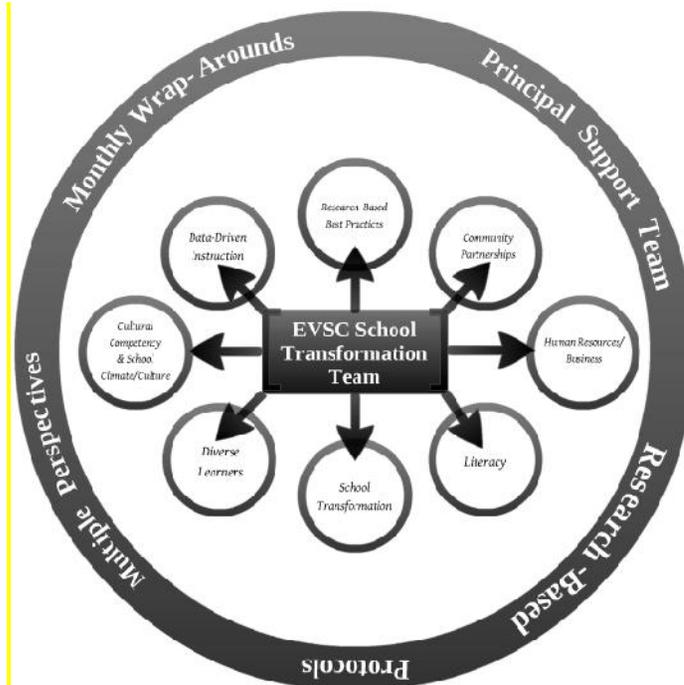
- **Directional Support: Support all transformational schools in staying on track with research-based interventions and**
- **Problem-Solving Support: Serve as a problem-solving committee for principals of turnaround schools that need multiple perspectives for solving difficult problems that are keeping the school from experiencing academic success. Principal can call the district's School Transformation to meet at any time, as needed.**

	<p>Otherwise, the team will meet monthly to review the progress of each school, calibrate based on new findings, and problem solve any issues principals bring to the team.</p> <ul style="list-style-type: none"> Researching Support: Research successful turnaround/transformational schools and other school models in supporting local transformational principals and staff as well as look at overall school success with transformation model and to calibrate around areas where success is not being reached. <p>District leaders involved with the transformational models are participating in an intense transformational urban leadership cohort.</p> <p>District team will integrate training from the Center on Innovation and Improvement regional comprehensive center through centercii.org. Some members of the district team will also work with Mass Insight Education during summer institute at Brown University.</p>		
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<p>11. LEA and SEA supports school with ongoing, intensive technical assistance and support.</p>	<p>LEA District Academic Team will support and align district initiatives and Transformational Model, strive to remove barriers to successful implementation and provide on-going support. The Director of Title I (a former Title I building level Principal) and The Director of Middle School (worked as an administrator at Glenwood School) will act as mentors to the building level administrators.</p>	<p>Chief Academic Officer, Director of Title I, Director of Middle Schools</p>	<p>On-going</p>
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	<p>Learning Worx (Kristi Sweeney, identified as a Distinguished Principal by Indiana Department of Education) will meet with the building level administration to provide technical assistance for the Principal.</p>	<p>Director of Middle Schools</p>	<p>Scheduled fall of 2010, 2011, 2012</p>
	<p>Dr. Kenneth Wong and Brown University will continue the collaboration with EVSC established in 2009-2010 by providing technical assistance to the Glenwood School Transformational Model implementation. This support will include a staff member from Brown who will support and manage the project and monthly site visits or video conferences during the school year with school leadership, teachers and district staff. Brown will provide support directly in the form of evaluation of the school needs, researching and matching resources to identified needs, providing on-going professional development and technical support and evaluation of implementation. In addition, Brown staff will assist in the support of the development and review of the teacher personal professional development plans in order to ensure high quality research based professional development and alignment of professional development and student needs.</p> <p>Brown University will provide professional development and technical assistance in analysis of student engagement data and triangulating with student performance data and teacher instructional strategies.</p> <p>The GLA Transformation Team, including teacher leaders, administrators and Master teachers attended a week long institute at Brown University under the direction of Dr. Kenneth Wong. The focus was urban school reform and included a working session with Mass</p>	<p>Principal, EVSC School Leadership Team, Chief Academic Officer, Director of Title I,</p>	<p>On-going</p> <p>August, 2011- May, 2012</p> <p>July, 2012</p>

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



New alignment model of district administration with a School Leadership Team of specialists will serve to provide three main areas of support:

- **Directional Support:** Support all transformational schools in staying on track with research-based interventions and
- **Problem-Solving Support:** Serve as a problem-solving committee for principals of turnaround schools that need multiple perspectives for solving difficult problems that are keeping the school from experiencing academic success. Principal can call the district's School Transformation to meet at any time, as needed. Otherwise, the team will meet

	<p>monthly to review the progress of each school, calibrate based on new findings, and problem solve any issues principals bring to the team.</p> <ul style="list-style-type: none"> • Researching Support: Research successful turnaround/transformational schools and other school models in supporting local transformational principals and staff as well as look at overall school success with transformation model and to calibrate around areas where success is not being reached. <p>District leaders involved with the transformational models are participating in an intense transformational urban leadership cohort.</p> <p>District team will integrate training from the Center on Innovation and Improvement regional comprehensive center through centercii.org. Some members of the district team will also work with Mass Insight Education during summer institute at Brown University.</p>		
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➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

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

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

~~The final determination of the new leader will be the responsibility of the Superintendent of Schools and the Board of~~

Check Your Work - *Additional Requirements for All Models*

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 2011-2012 school year.	<p>All elements will be addressed in year one with a timeline for full implementation</p> <p>X</p>	

Transformation Intervention Scoring Rubric

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> Principal is replaced with one that has evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one without evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one having an ineffective track record 	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth 	
	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' and principal involvement 	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' or principals involvement 	<ul style="list-style-type: none"> Evaluation system development does <i>not include involvement</i> of principal or teachers 	
3. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who,	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	

<p>after professional development, have not.</p>	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment 	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions 	<ul style="list-style-type: none"> ○ Awards <i>not described or do not correspond to effective practices</i> of retaining teachers and thus are unlikely motivators 	
	<ul style="list-style-type: none"> ○ Provides a comprehensive, <i>effective, and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release 	<ul style="list-style-type: none"> ○ Provides description of <i>effective and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates 	<ul style="list-style-type: none"> ○ Description for assisting teachers who are not improving student learning or graduation rates is <i>not given, not detailed, or not likely to change teachers' practices</i> 	
<p>4. Provide high-quality, job embedded professional development</p>	<ul style="list-style-type: none"> ○ <i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ <i>Topics of professional development are connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ <i>Topics of professional development are disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need</i> 	
	<ul style="list-style-type: none"> ○ Professional development is conducted <i>weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is conducted <i>monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is <i>rarely provided at the school; usually occurs as a whole district</i> 	

	<ul style="list-style-type: none"> Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> Focus of professional development is <i>not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i> 	
5. Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least three <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and offering job promotions 	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least two <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and/or offering job promotions 	<ul style="list-style-type: none"> Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i> 	
	<ul style="list-style-type: none"> <i>Mentors and/or coaches are provided for all staff</i> 	<ul style="list-style-type: none"> <i>Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels</i> 	<ul style="list-style-type: none"> <i>Mentors nor coaches are included</i> 	
6. Provide increased learning time for students and staff	<ul style="list-style-type: none"> Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff 	<ul style="list-style-type: none"> Provides increased learning time for <i>all</i> students and staff 	<ul style="list-style-type: none"> Does not provide increased learning time for all students and staff 	
	<ul style="list-style-type: none"> Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> Time is <i>not of sufficient length (90 hours or less)</i> to create change 	
7. Use data to implement an aligned	<ul style="list-style-type: none"> LEA <i>provides multiple assessments and data points</i> 	<ul style="list-style-type: none"> LEA provides some <i>assessments and data</i> with minimal 	<ul style="list-style-type: none"> LEA <i>provides minimal assessments</i> with no data; technology is not 	

instructional program	<i>through technology-based resources</i> for the school to align its instructional program	technology for the school to align its instructional program	used	
	<ul style="list-style-type: none"> ○ LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year 	<ul style="list-style-type: none"> ○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> ○ <i>LEA rarely provides</i> professional development for teachers to increase skills in conducting assessments and using results to inform instruction 	
8. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> ○ Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ <i>Rarely provides</i> time for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> ○ Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> ○ Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> ○ Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction 	
9. Provide mechanism for family and community engagement	<ul style="list-style-type: none"> ○ LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of 	<ul style="list-style-type: none"> ○ LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and 	<ul style="list-style-type: none"> ○ LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these 	

	the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	coordinated to address these challenges.	challenges.	
10. Give school sufficient operational flexibility	<ul style="list-style-type: none"> LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the school 	<ul style="list-style-type: none"> LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the school 	<ul style="list-style-type: none"> LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the school to make operational decisions; or the decisions allowed are <i>not of significance</i>. 	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	<ul style="list-style-type: none"> <i>Multiple</i> supports detailed; occur <i>throughout the year</i> 	<ul style="list-style-type: none"> <i>Some</i> supports detailed; occur <i>throughout the year</i> 	<ul style="list-style-type: none"> No supports are described; support appears <i>sporadic</i> 	
	<ul style="list-style-type: none"> Multiple support for <i>both</i> teachers and principals are in place 	<ul style="list-style-type: none"> Some supports for <i>both</i> teachers and principals are in place 	<ul style="list-style-type: none"> Support for <i>both</i> teachers and principals are not in place or transparent 	
	<ul style="list-style-type: none"> Provided by external, <i>experienced leaders</i> in change and in the school model 	<ul style="list-style-type: none"> Provided by <i>external leaders</i> in change with knowledge of the identified school model 	<ul style="list-style-type: none"> Provided by district staff or others <i>without proven track records</i> in school change or the model 	

Total Score ____/66

Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) 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 measurable and aggressive, yet attainable.

SY 2010-2011 Baseline Data E/LA and Math (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
<i>Example: 50% of all students are proficient on ISTEP+ mathematics</i>	<i>75% of all students are proficient on ISTEP+ mathematics</i>	<i>85% of all students are proficient on ISTEP+ mathematics</i>	<i>95% of all students are proficient on ISTEP+ mathematics</i>
E/LA 34% of all students are proficient on ISTEP+ ELA.	E/LA 48% of all students are proficient on ISTEP+ ELA.	E/LA 58% of all students are proficient on ISTEP+ ELA.	E/LA 68% of all students are proficient on ISTEP+ ELA.
Math 29% of all students are proficient on ISTEP+ mathematics.	Math 43% of all students are proficient on ISTEP+ mathematics.	Math 53% of all students are proficient on ISTEP+ mathematics.	Math 63% of all students are proficient on ISTEP+ mathematics.

SY 2010-2011 Baseline Data	Graduation Rate Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
Graduation Rate			

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

Allocation Amount	\$1,917,668.14
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Original
 Amendment # ____

Corporation Name: Evansville-Vanderburgh Sch Corp

Corp #: 7995

School Name: GLENWOOD LEADERSHIP ACADEMY

School #: 8301

		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert	Noncert									
11000	Instruction	\$250,400.00	\$100,000.00	\$51,332.00	\$0.00			\$40,000.00		\$2,100.00		\$443,832.00
21000	Support Services-Student	\$277,000.00	\$50,000.00	\$56,662.43	\$10,250.00			\$15,000.00		\$5,650.00		\$414,562.43
22100	Improvement of Instruction (Professional development)	\$257,300.00	\$48,000.00	\$52,746.50	\$9,840.00	\$290,000.00		\$108,000.00				\$765,886.50
22900	Other Support Services: Admin for LEA Activities	\$24,364.00	\$17,000.00	\$0.00	\$3,485.00	\$45,000.00						\$89,849.00
25191	Refund of Revenue	\$0.00	\$0.00	\$0.00	\$0.00							\$0.00
26000	Operation and Maintenance	\$0.00	\$21,700.00	\$0.00	\$4,448.50							\$26,148.50
27000	Transportation	\$0.00	\$12,840.00	\$0.00	\$2,632.20							\$15,472.20
33000	Community Service Operations	\$0.00	\$36,000.00	\$0.00	\$7,380.00	\$87,000.00		\$4,000.00				\$134,380.00
60100	Transfers (Interfund)	\$0.00	\$0.00	\$0.00	\$0.00							\$0.00
Column Totals		\$809,064.00	\$285,540.00	\$160,740.93	\$38,035.70	\$422,000.00	\$0.00	\$167,000.00	\$0.00	\$7,750.00	\$0.00	

TOTAL COST

\$1,890,130.63

Current Indirect Cost

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

\$272,000.00

Total after deducting Property (710-748)

\$7,750.00

Total Available for Indirect Costs

\$27,537.51

1.71%

Amount of Indirect Cost to be used \$27,537.51

Grand Total After Indirect Cost \$1,917,668.14

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase	Additional Notes
	<ul style="list-style-type: none"> * 2 Macbooks for Admin * Software for Macbooks * Bento software for connectivity of all staff * Headsets for virtual learning 	<ul style="list-style-type: none"> * Brown University Technical Assistance * Cicero Group Onsite Data Wise * Physical, Mental, and Dental Health Services * Diehl Consulting - Outside evaluation * Learning Worx - Embedded training and support for principal * Leadership Evansville - Train-the-trainer technical assistance and embedded support * Evansville Vanderburgh Public Library - Literacy programs and services on school site. 	<p>Travel:</p> <ul style="list-style-type: none"> * ACT Training * Family, School, Community * Indianapolis Follow Up Support * Literacy Conference <p>Other services include: * Stanford EPGY Software and other research-based software, * The Peters Group training and certification</p>	<p>Salaries include:</p> <ul style="list-style-type: none"> * Additional Administrative Supports * Additional Student Supports * Additional Professional Development, Instructional, and Data-Driven Practice Supports including addition of TAP Mentors * Extended learning time staff and transportation * Incentives/Stipends for student achievement

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

Activities	Amount
------------	--------

Administrative Salaries for Grant Implementation and Technical Assistance/Support (Cert)	\$24,364
Grant support and management (noncert)	\$17,000
Travel dollars for SIG-sponsored PD for LEA admin who support Transformational Schools	\$1,500
TOTAL	42,864.00

Evansville-Vanderburgh School Corporation
Scoping Document: Glenwood School Improvement Support Consulting
Anne Jones and Trent Kaufman

EVSC seeks technical assistance from Drs. Trent Kaufman and Anne Jones for Glenwood Leadership Academy in its successful implementation of the Data Wise School Improvement Model as part of their School Improvement Grant under ESEA section 1003(g). Drs. Kaufman and Jones have provided support for implementation of Data Wise professional development for school data teams district wide over the past year.

In the below proposal, Anne Jones and Trent Kaufman describe the type of commitment and involvement that will be required to properly support Glenwood Leadership Academy to reach their lofty improvement goals as stated in their grant application.

Glenwood Support Strategies:

- **Pre School Year Planning** will enable Trent and Anne to meet virtually with new school leadership and assist them with the earliest steps of engaging in this work. This planning is essential as multiple partners are brought together, combined with new school leadership, to ensure continuity of prior work with new thinking.
- **Thought Partnership**, with monthly support / coaching phone calls, will enable Trent and Anne to help throughout the school year at regular intervals. This regular support will be directed at school leadership and/or district coaches (see below) to enable ideas to be fully developed and conceived prior to implementation. Ideas for agenda items for these support calls include reviewing upcoming data team meeting agendas, staff meeting agendas, action plans, recent data, and plans to assess progress.
- **Direct Data Team Support** will entail the school leadership / data team meeting with Trent and Anne while they are in town, as well as regular coaching as needed. Preferably these meetings would happen the day prior to the off-site full day sessions led by Trent and Anne. At these data team meetings where Trent and Anne are in attendance, Trent and Anne will not “lead” the work; instead, their role is to contribute to the meeting where relevant and to debrief with school leadership and the data team as a whole to improve their processes and maximize their efforts.
- **Additional Coaching Support** will mean additional coaching and support for the district coaches assigned to Glenwood Leadership Academy. These support meetings could happen in conjunction with the monthly support phone meetings with school leadership or separately. The purpose is to best equip district coaches to maximize the effectiveness of their assistance to Glenwood.
- **Mid- and Post- School Year Evaluation** will entail Trent and Anne helping to design a quantitative program evaluation and to directly evaluate the program qualitatively.

Professional Arrangements:

The below tasks are included in the project fee:

- All roles listed above under “Glenwood Support Strategies”
- All travel and travel-related expenses, including those that might extend the travel costs under the existing EVSC contract



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 2011-2012 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:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Glenwood Leadership Academy | <input checked="" type="checkbox"/> McGary Middle School | <input checked="" type="checkbox"/> 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 (in relation to comprehensive evaluation services).

Signature

7-6-11

Date

**EVSC – BROWN UNIVERSITY AGREEMENT FOR
GLENWOOD LEADERSHIP ACADEMY**

THIS EVSC – BROWN UNIVERSITY AGREEMENT FOR GLENWOOD LEADERSHIP ACADEMY ("Agreement") is made and entered into as of the ___ day of August 2010, by and between the **EVANSVILLE VANDERBURGH SCHOOL CORPORATION** ("EVSC") and **BROWN UNIVERSITY** ("BROWN").

WITNESSETH:

WHEREAS, Brown is qualified to deliver certain instructional activities, which are more particularly described below: and

WHEREAS, the EVSC are in need of the instructional activities; and

WHEREAS, the EVSC and Brown wish to form a collaborative relationship to provide the activities, as more specifically provided for herein

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

1. **Program to Be Provided.**

- Learning Leadership Cadre at Glenwood
- Engagement of students and teachers
- Facilitate a system on assessing teaching

2. **Costs.** EVSC shall compensate BROWN in the sum of \$180,000 per year each of the three years of the 1003g grant to cover time worked by Brown, travel expenses, and materials.

3. **Facilities and Equipment.** EVSC shall provide necessary facilities and equipment so that Brown can provide all necessary services pursuant to this Agreement.

4. **Responsibilities of Consultant.** Brown shall, during the term of this Agreement, perform the services described:

Program Elements for 2010-2013:

- Learning Leadership Cadre at Glenwood:
 - Focus on evidence-based transformation practices
 - Offer learning experience and exchange with networks of researchers and reformers

- Participate in a week-long summer institute at Brown University and three intensive week-end, theme-based workshops for each of the three project years
 - Individual/group, multi-year action research projects that are mentored by faculty at Brown University
 - Use survey findings to strengthen the design and implementation of the full service model
- Engagement of students and teachers:
 - Use state-of-the-art communication tools to collect real-time student engagement information on lessons across different subject areas and learning settings (field trip, lab work, and classroom)
 - Use state-of-the-art communication tools to collect real-time teacher engagement information on professional development and coaching activities throughout the year
 - Engagement data will be analyzed and shared with teachers/coaches for the sole purpose of instructional improvement
- Facilitate a system on assessing teaching
 - Support district and school efforts to design and implement performance-based compensation system in Glenwood

Facilitation of this program will take place through a weeklong intensive summer experience at Brown University each year as well as three intensive visits at Glenwood Leadership Academy during the school year. Ongoing support and leadership will be provided on critical areas of the plan through other means between the intensive experiences outlined above.

5. **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 Brown 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.

6. **Limitation of Third-Party Beneficiary Rights.** Except as specifically provided herein, this Agreement shall not create nor be construed to create in any manner whatsoever any third-party beneficiary rights in any person.

7. **Indemnification.** Brown 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, the Agreement or Brown's performance, lack of performance, actions or inactions thereunder; provided, however,

that Brown 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.

8. **Liability Insurance.** Brown 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, \$5,000,000.00 aggregate.

Brown 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 Brown shall provide the EVSC proof thereof.

9. **Confidentiality.** Both parties shall observe all applicable federal, state and local laws governing the confidentiality and release of student records.

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

11. **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.

12. **Additional Instruments.** Each of the parties shall, bi-annually, during the period of the contract, at the request of the other, execute, acknowledge and deliver to the other party, any and all further instruments that may be reasonably required to give full force and effect to the provisions of this Agreement.

13. **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.

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:

Vince M. Bertram, Superintendent
Evansville Vanderburgh School Corporation
951 Walnut Street
Evansville, IN 47713

For Brown:

Norman Hebert
Director, Office of Sponsored Projects
Brown University
Box 1929
Providence, RI 02912

Kenneth K. Wong, Chair
Department of Education
Brown University
Box 1938
Providence, RI 02912

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. This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seal the day and date hereinabove first written.

EVANSVILLE VANDERBURGH SCHOOL CORPORATION

By: _____

Its: _____

BROWN UNIVERSITY

By: _____

Its: _____

By: _____

Its: _____

Brown University – Timeline of Services

2010-2011

Glenwood Leadership Academy Transformational School Model – Brown University Services, school improvement grant derived from School Improvement Fund, Section 1003(g) of Title I of the ESEA – Brown University as Partner (as established in Glenwood Leadership Academy: Logic Model and Evaluation Plan, presented by Diehl Evaluation and Consulting Services on December 3, 2010 to the Evansville Vanderburgh School Corporation)

Per Element 4: *Provide Operational Flexibility and Sustained Support, Sub-Element 4.2, Strategy V. External Professional Development: Brown*, the following is a timeline of services provided or planned by Brown University to Glenwood Leadership Academy, in which it is broadly defined the Brown will provide technical assistance to the Glenwood School Transformation Model.

Timeline of future services provided by Brown to Glenwood Leadership Academy:

- September 30, 2010: The Brown team consisting of a program coordinator and Education Department Chair Dr. Kenneth Wong visited Glenwood, meeting with several groups at the school.
 - Meeting 1: School administration, teachers, and coaches, topics discussed: Find important topics of study; provide research material and training supplies; Student engagement barometer; The 40 hours of professional development topic suggestions
 - Meeting 2: Debbie Hartz (grant funded technical assistance liaison) and two union representatives.
 - Meeting 3: Community organizations and key stakeholders (Habitat for Humanity, First Presbyterian Church, Wellborn Baptist Foundation, Glenwood Neighborhood Association, EVSC Title 1 deputy, Cathy Gray).
- December 8, 2010: The Brown coordinator visited to meet with the professional development supervisor, Debbie Hartz and the school's leadership team, Tammy Dexter, Krista McClure, and Carrie Terry.

- January 7, 2010: the Brown coordinator and Education Department Chair visited with the Glenwood Leadership Team, including Debbie Hartz, Emily McCormick-Smith, and Velinda Stubbs to discuss the possible implementation of TAP – Teacher Advancement Program. Also in January, the Brown coordinator worked with Glenwood’s evaluator, Dan Diehl, to create a new set of baseline surveys based on the teacher evaluation plan that was likely to be used in the school.
- March 12, 2010: Brown met with Vice Principal Krista McClure and achievement coach Ryan Beck to discuss future plans and events at Glenwood and how Brown can assist.
- Teacher Advancement Program Preparation:
 - In November of 2010, Education Department Chair Dr. Kenneth Wong, with the assistance of Urban Education Masters student Bonnie Driscoll, provided Glenwood with eight literature summaries based on Teacher Advancement Program implementation work. Ms. Driscoll also offered a one page summary sheet of the related articles, and I available upon request.
- DANYA International Student Engagement Data:
 - Starting in the early fall of 2010, Dr. Kenneth Wong contracted with DANYA International to install and operate several student engagement kiosks within Glenwood Leadership Academy. The Glenwood liaison for this work is current TAP Master Teacher Richard Roll. Working with Mr. Roll, DANYA collected student engagement throughout the school year, and receiving responses in seven distinct weeks, spanning the middle of November, 2010 to late February, 2011. The total amount of responses collected over that time period was 23,575, with each student responding completing eleven questions per week.
 - In the spring of 2011, the Brown team received the raw data, which gave the indicated student response (on a 1 to 5 scale), along with the student’s name, as well as the subject and teacher the response referred to.

Timeline of future services provided by Brown to Glenwood Leadership Academy:

- During the week of July 10-15, 2011, several members of Glenwood Leadership Academy, including their leadership team and members of their transition team will take part in conference of urban education best practices on the Brown University camp.

- July 12, 2011: Mass Insight Education, a non-profit school turnaround consultant based out of Boston, will facilitate a two hour session with the Glenwood team. The session will include a presentation from Mass Insight about their national school turnaround model, and then group discussion on how Glenwood's first year process mirrors that of Mass Insight's preferred practice. The specialists at Mass Insight will also discuss with the group how to leverage district and state resources to improve their turnaround efforts.
- July 13, 2011: The Glenwood Leadership Academy team will take part in an all day in-service workshop regarding teacher quality. The workshop will be facilitated by Thomas Fowler-Finn, a former school superintendent in many states that now serves as a district consultant on implementing his unique teacher quality feedback system known as Instructional Rounds.
- July 14, 2011: The Brown team will facilitate a session of data analysis and feedback regarding the DANYA International, Inc. student engagement data. Brown has taken the raw data and developed time-frame based graphs that show the change in mean student response at seven different intervals starting with November 2010 to February 2011. Some of the data includes teacher specific changes throughout the data, while other data reflects the students' feelings toward the school in general. The session is intended to highlight the output of the student engagement data, what it indicates about teacher instruction, school culture, and specific student engagement practices. The session will also include feedback that is intended to improve the use of the data for future meetings, especially format, analysis, and presentation.
- Fall 2011:
 - Brown University will follow up the summer student engagement data session by working with each teacher team individually to further address the data conclusions.
 - Brown will also align the student engagement data analysis to student achievement to assist Glenwood in developing trends of effective practice. This alignment process will be ongoing, beginning in the summer and continuing into the school year, and include Glenwood's leadership team.
 - Brown will ensure there is at least one workshop during the spring that includes what it previously determined to be pressing topics at Glenwood: culture competency, efficient use of coaching positions, updating and formalizing an organizational chart,

differentiated instruction, classroom management, making classes interactive with promethean boards, creating thematic units, creating a continuum of learning. These topics were determined through meetings with Glenwood administration and staff during the 2010-2011 school year, though they are subject to update.

- Toward the end of the first semester, Brown will issue a report on the conclusions stemming from the student engagement data use in its first year (Fall 2010 – Spring 2011), and will continue to work with DANYA to improve the consistency of data, ensuring that suitable and relevant output will be provided to effectively address transitional quality at Glenwood.
- Brown will meet with the Glenwood transition team several times to plan future (short term and long term) workshop and technical assistance plans.
- Spring 2011:
 - a. Brown will ensure there is at least one workshop during the spring that includes what it previously determined to be pressing topics at Glenwood: culture competency, efficient use of coaching positions, updating and formalizing an organizational chart, differentiated instruction, classroom management, making classes interactive with promethean boards, creating thematic units, creating a continuum of learning. These topics were determined through meetings with Glenwood administration and staff during the 2010-2011 school year, though they are subject to update.
 - b. Brown will continue to improve the alignment of student achievement data to the DANYA-produced student engagement data. Glenwood will coordinate with Brown to have follow up sessions with teaching teams to use the data in a formative capacity, either in person or by proxy.
 - c. Brown will seek to provide opportunities for the Glenwood team to visit or learn from other transitional schools around the country that have shown significant and lasting improvement.



EVSC 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 2011-2012 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:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Glenwood
Leadership
Academy | <input type="checkbox"/> McGary
Middle
School | <input checked="" type="checkbox"/> 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.**



 Lynn Miller-Fease, Executive Director



 Date

SCHOOL-BASED HEALTH SERVICES

THIS PROGRAM AGREEMENT, ("Agreement") is made and entered into as of the ___ day of _____, 2010, by and between the **EVANSVILLE VANDERBURGH SCHOOL CORPORATION** ("EVSC") and **ECHO COMMUNITY HEALTH CARE** ("ECHO").

WITNESSETH:

WHEREAS, the parties hereto desire to implement new and continue providing current health related services to students of the EVSC:

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

1. **Programs to Be Provided.**

1. Health related services for students at 4 school locations where school based clinics will be implemented: Cedar Hall; Glenwood Leadership Academy; Lincoln; and Lodge Community School.

2. Supplemental outreach services including, but not limited to, assisting parents in finding a medical home for their children, providing education, referral and consultation to referred students, and assisting with enrollment in Hoosier Healthwise.

2. **Costs.** No program expenses will be the responsibility of EVSC.

3. **Facilities and Equipment.** EVSC shall provide necessary facilities and equipment so that ECHO can provide all necessary services pursuant to this Agreement. Facilities and equipment will include office space, furniture, fixtures, utilities, internet connectivity, and housekeeping services.

4. **Responsibilities of ECHO.** ECHO shall perform the services described:

The services to be provided by ECHO pursuant hereto are as follows:

- a) Work with both EVSC and St. Mary's Medical Center to gain data which will help substantiate the volume and need for school-based health center services in the four schools over the 2010-2011 school year.
- b) Offer a Pediatric "FAST TRAC" program for EVSC children within the four schools:
 1. As either EVSC school nurse or St. Mary's Medical Center identifies a child with medical need and who is without a "medical home", ECHO will offer:
Same day or next day primary care appointments at ECHO's Pediatric Clinic located at 25 W. Division Street. Appointment scheduling to be initiated by the child's parent;
Since the volume of children at EVSC who may need primary medical services is unknown, ECHO has identified that we can accommodate up to 26 additional patients per day through an expansion in our current programming;
ECHO is willing to make incremental changes to meet the influx of EVSC patients, as needed.

5. **Term of Agreement.** The term of this Agreement shall be for one (1) year, which term, notwithstanding the date hereof, shall become effective as of the 1st day of July, 2010, and shall continue to and including the 30th day of June, 2011, which term is hereinafter referred to as the “Basic Term”, and shall renew automatically each school year given available funding.
6. **Termination; Extension of Services in the Event of Termination.** This Agreement may be terminated by either party upon the giving of at least thirty (30) days written notice.
7. **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 ECHO 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. **Limitation of Third-Party Beneficiary Rights.** Except as specifically provided herein, this Agreement shall not create nor be construed to create in any manner whatsoever any third-party beneficiary rights in any person.
9. **Indemnification.** The EVSC shall indemnify and hold ECHO harmless from liability arising out of or in relation to this Agreement that arises solely and directly out of the negligence of the EVSC or EVSC employees. ECHO shall indemnify and hold EVSC harmless from liability arising out of or in relation to this Agreement that arises solely and directly out of the negligence of ECHO or ECHO employees.
10. **Liability Insurance.** Each party to this Memorandum of Understanding shall carry in its own name, at its own cost, the following insurance or self-insurance:
 1. Comprehensive General Liability Insurance with limits of not less than \$1,000,000.00 per occurrence and \$3,000,000.00 aggregate for bodily injury liability and property damage liability;
 2. Professional Liability Insurance
 3. Worker’s Compensation Insurance covering any liability incurred under the Indiana Worker’s Compensation Act and the Occupational Disease Act and including not less than \$100,000 employer’s liability insurance.

Each party shall, upon request, furnish to the other 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 and ECHO shall provide the EVSC proof thereof.
11. **Confidentiality.** Both parties shall observe all applicable federal, state and local laws governing the confidentiality and release of student records.
12. **Assignment.** The parties agree that the duties to be performed hereunder by ECHO are professional in nature, and that this Agreement may not be assigned by ECHO, nor its duties

delegated to others, without the advanced written consent of EVSC. Consent may not be unreasonably withheld.

13. **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.
14. **Additional Instruments.** Each of the parties shall, bi-annually, during the period of the contract, at the request of the other, execute, acknowledge and deliver to the other party, any and all further instruments that may be reasonably required to give full force and effect to the provisions of this Agreement.
15. **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. This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.
16. **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.
17. **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:

Vince M. Bertram, Superintendent
Evansville Vanderburgh School Corporation
1 SE Ninth
Evansville, IN 47708

For ECHO:

Sandee Strader-McMillen, CEO
ECHO Community Health Care
315 Mulberry Street
Evansville, IN 47713

18. **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.
19. **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.
20. **Compliance with Law.** The parties agree that this Agreement is intended to comply with all applicable state and federal laws, rules, regulations, and accreditation standards, including, but not limited to, the Medicare and Medicaid Fraud and Abuse Statute and Regulations, Internal Revenue Service Intermediate Sanction Regulations, and requirements with rules and regulations related to the operation of tax-exempt entities, and standards of accrediting bodies, including The Joint Commission standards, and all regulations governing use of facilities financed with tax-exempt bonds or receiving payment from government payment programs (“Laws”). Upon the occurrence of a legal determination by a state or federal governmental agency, federal or state court with appropriate jurisdiction, or a nationally or regionally recognized attorney or law firm with legal expertise concerning health law issues that any of the transactions contemplated by this Agreement creates a substantial risk of violating the Laws, the parties shall meet on a prompt and reasonable basis to negotiate a mutually acceptable means of restructuring their relationship in a manner that would eliminate any such substantial risk. If the parties are unable to arrive at a mutually acceptable means of restructuring their relationship, then this Agreement shall terminate thirty (30) days after either party notifies the other in writing that the party believes in good faith further negotiations would be futile.
21. **Health Insurance Portability and Accountability Act Compliance.** Each party agrees that it will comply in all material respects with all federal and state mandated regulations, rules or orders applicable to privacy, security and electronic transactions, including without limitation, regulations promulgated under Title II Subtitle F of the Health Insurance Portability and Accountability Act (Public Law 104-191) (“HIPAA”). Furthermore, the parties shall promptly amend the Agreement to conform with any new or revised legislation, rules and regulations to which ECHO is subject now or in the future including, without limitation, the Standards for Privacy of Individually Identifiable Health Information or similar legislation (collectively, “Laws”) in order to ensure that ECHO is at all times in conformance with all Laws. If, within thirty (30) days of either party first providing notice to the other of the need to amend the Agreement to comply with Laws, the parties, acting in good faith, are (i) unable to mutually agree upon and make amendments or alterations to this Agreement to meet the requirements in question, or (ii) alternatively, the parties determine in good faith that amendments or alterations to the requirements are not feasible, then either party may terminate this Agreement upon ninety (90) days prior written notice. All medical records generated in the performance of Services under this Agreement shall be the property of ECHO.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seal the day and date hereinabove first written.

EVANSVILLE VANDERBURGH SCHOOL CORPORATION

By: _____

Its: _____

ECHO COMMUNITY HEALTH CARE

By: _____

Its: _____

SCHOOL-BASED HEALTH SERVICES

THIS PROGRAM AGREEMENT, ("Agreement") is made and entered into as of the ___ day of _____, 2010, by and between the **EVANSVILLE VANDERBURGH SCHOOL CORPORATION** ("EVSC") and **ST. MARY'S HEALTH SYSTEM OF AMERICA, INC.** ("St. Mary's").

WITNESSETH:

WHEREAS, the parties hereto desire to implement new and continue providing current health related services to students/ faculty of the EVSC:

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

1. **Programs to Be Provided.**
 - a. Health related services for teachers and students at 4 school locations where school based clinics will be implemented: Cedar Hall; Glenwood Leadership Academy; Lincoln; and Lodge Community School.
 - b. Health-related education and direct health care including, but not limited to, dental care for children, blood pressure, BMI, etc. at other school locations.
2. **Costs.** No program expenses will be the responsibility of EVSC. Service charges, when necessary, will be billed by St. Mary's directly to the patient or other responsible payer.
3. **Facilities and Equipment.** EVSC shall provide necessary facilities and equipment so that St. Mary's can provide all necessary services pursuant to this Agreement. Facilities and equipment will include office space, furniture, fixtures, utilities, internet connectivity, and housekeeping services.
4. **Responsibilities of St. Mary's** St. Mary's shall perform the services described:

The services to be provided by St. Mary's pursuant hereto are as follows:

- a) Respiratory therapy education and assessment, especially of identified children in need of resources.
- b) Nutritional education and counseling, especially for those identified as "at-risk".
- c) Staff screenings and health fairs.
- d) Physicals and Immunizations through Back-to-School Blitz
- e) Support for PEP screenings
- f) Health Access Advocates Assistance with applications for state insurance and benefits
- g) Safesitter classes for students
- h) CPR training
- i) Expansion of Dental Clinic services for students, and possibly staff in emergency situations.
- j) In conjunction with EVSC, collection of protected health information to identify medical needs and services.

5. **Term of Agreement.** The term of this Agreement shall be for one (1) year, which term, notwithstanding the date hereof, shall become effective as of the 1st day of July, 2010, and shall continue to and including the 30th day of June, 2011, which term is hereinafter referred to as the “Basic Term”, and shall renew automatically each school year given available funding.
6. **Termination; Extension of Services in the Event of Termination.** This Agreement may be terminated by either party upon the giving of at least ninety (90) days written notice.
7. **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 St. Mary’s 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. **Limitation of Third-Party Beneficiary Rights.** Except as specifically provided herein, this Agreement shall not create nor be construed to create in any manner whatsoever any third-party beneficiary rights in any person.
9. **Indemnification.** The EVSC shall indemnify and hold St. Mary’s harmless from liability arising out of or in relation to this Agreement that arises solely and directly out of the negligence of the EVSC or EVSC employees. St. Mary’s shall indemnify and hold EVSC harmless from liability arising out of or in relation to this Agreement that arises solely and directly out of the negligence of St. Mary’s or St. Mary’s’s employees.
10. **Liability Insurance.** Each party to this Memorandum of Understanding shall carry in its own name, at its own cost, the following insurance or self-insurance:
 1. Comprehensive General Liability Insurance with limits of not less than \$1,000,000.00 per occurrence and \$3,000,000.00 aggregate for bodily injury liability and property damage liability;
 2. Professional Liability Insurance with limits of not less than those prescribed for hospitals in the case of St. Mary’s, as set forth in I.C. 34-18-4-1, as amended and as it may be amended from time to time;
 3. Worker’s Compensation Insurance covering any liability incurred under the Indiana Worker’s Compensation Act and the Occupational Disease Act and including not less than \$100,000 employer’s liability insurance.

Each party shall, upon request, furnish to the other 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 insured for the Comprehensive General and Professional Liability Insurance and St. Mary’s shall provide the EVSC proof thereof.

11. **Confidentiality.** Both parties shall observe all applicable federal, state and local laws governing the confidentiality and release of student records.

12. **Assignment.** The parties agree that the duties to be performed hereunder by St. Mary's are professional in nature, and that this Agreement may not be assigned by St. Mary's, nor its duties delegated to others, without the advanced written consent of EVSC. Consent may not be unreasonably withheld.
13. **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.
14. **Additional Instruments.** Each of the parties shall, bi-annually, during the period of the contract, at the request of the other, execute, acknowledge and deliver to the other party, any and all further instruments that may be reasonably required to give full force and effect to the provisions of this Agreement.
15. **Entire Agreement.** This Agreement and the attached Business Associate Addendum (Exhibit A) contain the entire understanding of the parties, and there are no representations, warranties, covenants or understandings other than those expressly set forth herein. This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.
16. **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.
17. **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:

Vince M. Bertram, Superintendent
Evansville Vanderburgh School Corporation
1 SE Ninth
Evansville, IN 47708

For St. Mary's:

Timothy Flesch, President/CEO
St. Mary's Health System of America, Inc.
3700 Washington Avenue
Evansville, IN 47750

18. **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.
19. **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.
20. **Compliance with Law.** The parties agree that this Agreement is intended to comply with all applicable state and federal laws, rules, regulations, and accreditation standards, including, but not limited to, the Medicare and Medicaid Fraud and Abuse Statute and Regulations, Internal Revenue Service Intermediate Sanction Regulations, and requirements with rules and regulations related to the operation of tax-exempt entities, and standards of accrediting bodies, including The Joint Commission standards, and all regulations governing use of facilities financed with tax-exempt bonds or receiving payment from government payment programs (“Laws”). Upon the occurrence of a legal determination by a state or federal governmental agency, federal or state court with appropriate jurisdiction, or a nationally or regionally recognized attorney or law firm with legal expertise concerning health law issues that any of the transactions contemplated by this Agreement creates a substantial risk of violating the Laws, the parties shall meet on a prompt and reasonable basis to negotiate a mutually acceptable means of restructuring their relationship in a manner that would eliminate any such substantial risk. If the parties are unable to arrive at a mutually acceptable means of restructuring their relationship, then this Agreement shall terminate thirty (30) days after either party notifies the other in writing that the party believes in good faith further negotiations would be futile.
21. **Corporate Responsibility.** St. Mary’s has in place a Corporate Responsibility Program (“Program”), which has as its goal to ensure that St. Mary’s complies with federal, state, and local laws and regulations. The Program focuses on risk management, the promotion of good corporate citizenship, including the commitment to uphold a high standard of ethical and legal business practices, and the prevention of misconduct. EVSC will not tolerate illegal or unethical activity with relation to EVSC’s performance under this Agreement and promises to take whatever steps are required by the Program to identify, report, and prevent such activity. EVSC has reviewed a copy of St. Mary’s Standards of Conduct and understands that all business transactions which occur pursuant to this Agreement must be conducted in accordance with the underlying philosophy of Corporate Responsibility adopted by St. Mary’s
22. **Ethical and Religious Directives.** The parties acknowledge that St. Mary’s is a wholly owned subsidiary of the Ascension Health System (“Ascension”). Accordingly, St. Mary’s, its employees and contracted agents are bound to conduct its activities in a manner consistent with the *Ethical and Religious Directives for Catholic Health Care Services* (ERDs) as adopted and amended from time to time by the United States Conference of Catholic Bishops (or its successor) and as implemented by the local Ordinary (diocesan Bishop). While performing Services pursuant to this Agreement, all Services shall be provided in accordance with the Ethical and Religious Directives provided, however, that nothing in this Agreement shall be construed to require EVSC to endorse any particular religious doctrine or belief.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seal the day and date hereinabove first written.

EVANSVILLE VANDERBURGH SCHOOL CORPORATION

By:_____

Its:_____

ST. MARY'S HEALTH SYSTEM OF AMERICA, INC.

By:_____

Its:_____

EXHIBIT A

HIPAA Business Associate Addendum

THIS HIPAA BUSINESS ASSOCIATE ADDENDUM (the “Addendum”) is entered into effective the _____ day of _____, 2010 (the “Effective Date”), by and between the Evansville Vanderburgh School Corporation (“Business Associate”) and St. Mary’s Health System of America, Inc., on behalf of itself and its affiliates, if any (individually and collectively, the “Covered Entity”) and is incorporated in the School-Based Services Program Agreement dated _____ (the “Agreement”) entered into between Business Associate and Covered Entity.

Pursuant to the Agreement, Business Associate performs functions or activities on behalf of Covered Entity involving the use and/or disclosure of PHI. Business Associate, therefore, agrees to the following terms and conditions set forth in this HIPAA Business Associate Addendum.

1. **Definitions.** For purposes of this Addendum, the following terms shall have the designated meanings. All other terms shall have the same meanings as in HIPAA or HITECH.
 - (a) “*Administrative Safeguards*” shall mean administrative actions, policies and procedures to manage the selection, development, implementation and maintenance of security measures to protect Electronic PHI and to manage the conduct of the Business Associate’s workforce in relation to the protection of that information.
 - (b) “*Breach*” shall mean the unauthorized acquisition, access, use, or disclosure of unsecured PHI which compromises the security or privacy of such information, except where an unauthorized person to whom such information is disclosed would not reasonably have been able to retain such information.
 - (c) “*Designated Record Set*” shall mean a group of records maintained by or for Business Associate or a Covered Entity that is (i) the medical records and billing records about individuals maintained by or for Business Associate or a Covered Entity, (ii) the enrollment, payment, claims adjudication, and case or medical management record systems maintained by or for a health plan; or (iii) used, in whole or in part, by or for Business Associate to make decisions about individuals. As used herein, the term “Record” means any item, collection, or grouping of information that includes PHI and is maintained, collected, used, or disseminated by or for Business Associate or a Covered Entity.
 - (d) “*Electronic PHI*” shall mean PHI that is transmitted or maintained in electronic media.
 - (e) “*HIPAA*” shall mean the Health Insurance Portability and Accountability Act of 1996, and any amendments thereto.
 - (f) “*HITECH*” shall mean the Health Information Technology for Economic and Clinical Health Act, which is Title XIII of the American Recovery and Reinvestment Act, and any amendments, regulations, rules and guidance issued thereto and the relevant dates for compliance.
 - (g) “*Individually Identifiable Health Information*” shall mean information that is a subset of health information, including demographic information collected from an individual, and
 - (a) is created or received by a healthcare provider, health plan, employer, or healthcare clearinghouse; and

(b) relates to the past, present, or future physical or mental health or condition of an individual; the provision of healthcare to an individual; or the past, present, or future payment for the provision of healthcare to an individual; and (i) identifies the individual, or (ii) with respect to which there is a reasonable basis to believe the information can be used to identify the individual.

- (h) “*Physical Safeguards*” shall mean physical measures, policies and procedures to protect Business Associate’s electronic information systems and related buildings and equipment from natural and environmental hazards and unauthorized intrusion.
- (i) “*Privacy Standards*” shall mean the Standards for Privacy of Individually Identifiable Health Information, 45 C.F.R. Parts 160 and 164.
- (j) “*Protected Health Information*” or “PHI” shall mean Individually Identifiable Health Information that is (i) transmitted by electronic media; (ii) maintained in any medium constituting electronic media; or (iii) transmitted or maintained in any other form or medium. “PHI” shall not include education records covered by the Family Educational Right and Privacy Act, as amended, 20 U.S.C. § 1232g, or records described in 20 U.S.C. § 1232g(a)(4)(B)(iv).
- (k) “*Secretary*” shall mean Secretary of the United States Department of Health and Human Services.
- (l) “*Security Incident*” shall mean the attempted or successful unauthorized access, use, disclosure, modification or destruction of information or interference with system operations in an information system.
- (m) “*Security Standards*” shall mean the regulations with regard to security standards for health information, 45 C.F.R. Parts 160 and 164.
- (n) “*Technical Safeguards*” shall mean the technology, and the policy and procedures for its use that protects Electronic PHI and controls access to it.
- (o) “*Transaction Standards*” shall mean the Standards for Electronic Transactions, 45 C.F.R. 160 and 162.
- (p) “*Unsecured PHI*” shall mean PHI not secured through the use of a technology or methodology specified in guidance by the Secretary that renders PHI unusable, unreadable, or indecipherable to unauthorized individuals.

2. **Compliance with Applicable Law.** The parties acknowledge and agree that, beginning with the relevant effective dates, Business Associate shall comply with its obligations under this Addendum and with all obligations of a business associate under HIPAA, HITECH and other related laws and any implementing regulations, as they exist at the time this Addendum is executed and as they are amended, for so long as this Addendum is in place.
3. **Uses and Disclosures of PHI.** Business Associate shall not, and shall ensure that its directors, officers, employees, and agents do not, use or disclose PHI received from Covered Entity in any manner that is not permitted or required by the Agreement or required by law. All uses and disclosures of and requests by Business Associate for PHI are subject to the minimum necessary rule of the Privacy Standards and shall be limited to the information contained in a limited data set, to the extent practical, unless additional information is needed to accomplish the intended purpose, or as otherwise permitted in accordance with Section 13405(b) of HITECH and any implementing regulations.

4. **Required Safeguards to Protect PHI.** Business Associate agrees that it will implement physical safeguards in accordance with the Privacy Standards to prevent the use or disclosure of PHI other than pursuant to the terms and conditions of the Agreement.
5. **Reporting of Improper Use and Disclosures of PHI.** Business Associate shall immediately report to Covered Entity a use or disclosure of PHI in violation of this Addendum by Business Associate, its officers, directors, employees, or agents, or by a third party to whom Business Associate disclosed PHI.
6. **Reporting of Breaches of Unsecured PHI.** Business Associate shall immediately report to Covered Entity a breach of unsecured PHI, in accordance with Section 13402(b) of HITECH.
7. **Mitigation of Harmful Effects.** Business Associate agrees to mitigate, to the extent practicable, any harmful effect of a use or disclosure of PHI by Business Associate in violation of the requirements of this Addendum, including, but not limited to, compliance with any state law or contractual data breach requirements.
8. **Agreements by Third Parties.** Business Associate shall enter into an agreement with any agent or subcontractor of Business Associate that will have access to PHI that is received from, or is created or received by, Business Associate on behalf of Covered Entity. Pursuant to such agreement, the agent or subcontractor shall agree to be bound by the same restrictions, terms, and conditions that apply to Business Associate under this Addendum with respect to such PHI.
9. **Access to Information.** Within five (5) days of a request by Covered Entity for access to PHI about an individual contained in a Designated Record Set, Business Associate shall make available to Covered Entity such PHI for so long as such information is maintained by Business Associate in the Designated Record Set, as required by 45 C.F.R. § 164.524. In the event any individual delivers directly to Business Associate a request for access to PHI, Business Associate shall within two (2) days forward such request to Covered Entity.
10. **Availability of PHI for Amendment.** Within ten (10) days of receipt of a request from Covered Entity for the amendment of an individual's PHI or a record regarding an individual contained in a Designated Record Set (for so long as the PHI is maintained in the Designated Record Set), Business Associate shall provide such information to Covered Entity for amendment and incorporate any such amendments in the PHI as required by 45 C.F.R. § 164.526.
11. **Documentation of Disclosures.** Business Associate agrees to document disclosures of PHI and information related to such disclosures as would be required for Covered Entity to respond to a request by an individual for an accounting of disclosures of PHI in accordance with 45 C.F.R. § 164.528. At a minimum, Business Associate shall provide Covered Entity with the following information; (i) the date of the disclosure; (ii) the name of the entity or person who received the PHI, and if known, the address of such entity or person; (iii) a brief description of the PHI disclosed; and (iv) a brief statement of the purpose of such disclosure which includes an explanation of the basis for such disclosure.
12. **Accounting of Disclosures.** Within ten (10) days of notice by Covered Entity to Business Associate that it has received a request for an accounting of disclosures of PHI regarding an individual during the six (6) years prior to the date on which the accounting was requested, Business Associate shall make available to Covered Entity information collected in accordance with Section 11 of this Agreement, to permit Covered Entity to respond to the request for an accounting of disclosures of PHI, as required by 45 C.F.R. § 164.528. In the case of an electronic health record maintained or hosted by Business Associate on behalf of Covered Entity, the accounting period shall be three (3) years and the accounting

shall include disclosures for treatment, payment and healthcare operations, in accordance with the applicable effective date of Section 13402(a) of HITECH. In the event the request for an accounting is delivered directly to Business Associate, Business Associate shall within two (2) days forward such request to Covered Entity. Business Associate hereby agrees to implement an appropriate record keeping process to enable it to comply with the requirements of this Section.

13. **Availability of Books and Records.** Business Associate hereby agrees to make its internal practices, books, and records relating to the use and disclosure of PHI received from, or created or received by Business Associate on behalf of, Covered Entity available to the Secretary for purposes of determining Covered Entity's compliance with the Privacy Standards.
14. **Electronic PHI.** To the extent that Business Associate creates, receives, maintains or transmits Electronic PHI on behalf of Covered Entity, Business Associate shall comply with the Security Standards as of the relevant effective date and further, shall:
 - (a) Implement Administrative, Physical and Technical Safeguards that reasonably and appropriately protect the confidentiality, integrity and availability of the Electronic PHI, in accordance with Section 13401(a) of HITECH;
 - (b) Ensure that any agent, including a Business Associate, to whom it provides Electronic PHI agrees to implement reasonable and appropriate safeguards to protect it; and
 - (c) Report to Covered Entity any Security Incident of which Business Associate becomes aware.
15. **Effect of Termination of Agreement.** Upon the termination of the Agreement or this Addendum for any reason, Business Associate shall return to Covered Entity, or, at Covered Entity's direction, destroy, all PHI received from Covered Entity that Business Associate maintains in any form, recorded on any medium, or stored in any storage system, unless said information has been de-identified and is no longer PHI. This provision shall apply to PHI that is in the possession of Business Associates or agents of Business Associate. Business Associate shall retain no copies of the PHI. Business Associate shall remain bound by the provisions of this Addendum, even after termination of the Agreement or Addendum until such time as all PHI has been returned, de-identified or otherwise destroyed as provided in this Section.
16. **Breach of Contract by Business Associate.** In addition to any other rights Covered Entity may have in the Agreement, this Addendum or by operation of law or in equity, Covered Entity may (i) immediately terminate the Agreement if Covered Entity determines that Business Associate has violated a material term of this Addendum, or (ii) at Covered Entity's option, permit Business Associate to cure or end any such violation within the time specified by Covered Entity. Covered Entity's option to have cured a breach of this Addendum shall not be construed as a waiver of any other rights Covered Entity has in the Agreement, this Addendum or by operation of law or in equity.
17. **Breach of Contract by Covered Entity.** If Business Associate knows of a material breach by Covered Entity that is not cured, Business Associate may terminate the Agreement or report the problem to the Secretary, to the extent explicitly required by and in accordance with Section 13404(b) of HITECH, and shall provide advance or simultaneous notice to Covered Entity.
18. **Third Party Rights.** The terms of this Addendum are not intended, nor should they be construed, to grant any rights to any parties other than Business Associate and Covered Entity.

19. **Indemnification.** Business Associate shall indemnify and hold harmless Covered Entity and its officers, trustees, employees, and agents from any and all claims, penalties, fines, costs, liabilities or damages, including but not limited to reasonable attorney fees, incurred by Covered Entity arising from a violation by Business Associate of its obligations under this Addendum.
20. **Injunctive Relief.** Business Associate acknowledges and stipulates that its unauthorized use or disclosure of PHI while performing services pursuant to the Agreement or this Addendum would cause irreparable harm to Covered Entity, and in such event, Covered Entity should be entitled, if it so elects, to institute and prosecute proceedings in any court of competent jurisdiction, either in law or in equity, to obtain damages and injunctive relief, together with the right to recover from Business Associate costs, including reasonable attorneys' fees, for any such breach of the terms and conditions of the Agreement or this Addendum.
21. **Owner of PHI.** Under no circumstances shall Business Associate be deemed in any respect to be the owner of any PHI used or disclosed by or to Business Associate pursuant to the terms of the Agreement.
22. **Changes in the Law.** Covered Entity may amend either the Agreement or this Addendum, as appropriate, to conform to any new or revised legislation, rules and regulations to which Covered Entity is subject now or in the future including, without limitation, HIPAA, HITECH, the Privacy Standards, Security Standards or Transactions Standards.
23. **Exclusion from Limitation of Liability.** To the extent that Business Associate has limited its liability under the terms of the Agreement, whether with a maximum recovery for direct damages or a disclaimer against any consequential, indirect or punitive damages, or other such limitations, all limitations shall exclude any damages to Covered Entity arising from Business Associate's breach of its obligations relating to the use and disclosure of PHI.
24. **Judicial and Administrative Proceedings.** In the event Business Associate receives a subpoena, court or administrative order or other discovery request or mandate for release of PHI, Covered Entity shall have the right to control Business Associate's response to such request. Business Associate shall notify Covered Entity of the request as soon as reasonably practicable, but in any event within forty-eight (48) business hours of receipt of such request.
25. **Conflicts.** If there is any direct conflict between the Agreement and this Addendum, the terms and conditions of this Addendum shall control.

IN WITNESS WHEREOF, the parties have executed this Addendum the day and year first above written.

BUSINESS ASSOCIATE_____	COVERED ENTITY_____
Signed_____	Signed_____
Printed_____	Printed_____
Date_____	Date_____

SCHOOL-BASED HEALTH SERVICES

THIS PROGRAM AGREEMENT, ("Agreement") is made and entered into as of the ___ day of _____, 2010, by and between the **EVANSVILLE VANDERBURGH SCHOOL CORPORATION** ("EVSC") and **SOUTHWESTERN BEHAVIORAL HEALTHCARE, INC.** ("BEHAVIORAL").

WITNESSETH:

WHEREAS, the parties hereto desire to implement new mental health related services to students of the EVSC:

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

1. **Programs to Be Provided.**

Behavioral health services at 4 school locations where school based clinics will be implemented: Cedar Hall; Glenwood Leadership Academy; Lincoln; and Lodge Community School

2. **Costs.** No program expenses will be the responsibility of EVSC.

3. **Facilities and Equipment.** EVSC shall provide necessary facilities and equipment so that BEHAVIORAL can provide all necessary services pursuant to this Agreement. Facilities and equipment will include office space, furniture, fixtures, utilities, internet connectivity, and housekeeping services.

4. **Responsibilities of BEHAVIORAL.** BEHAVIORAL shall perform the services described:

a. Outpatient Behavioral Health Services

5. **Term of Agreement.** The term of this Agreement shall be for one (1) year, which term, notwithstanding the date hereof, shall become effective as of the 1st day of July, 2010, and shall continue to and including the 30th day of June, 2011, which term is hereinafter referred to as the "Basic Term", and shall renew automatically each school year given available funding.

6. **Termination; Extension of Services in the Event of Termination.** This Agreement may be terminated by either party upon the giving of at least thirty (30) days written notice.

7. **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 BEHAVIORAL 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. **Limitation of Third-Party Beneficiary Rights.** Except as specifically provided herein, this Agreement shall not create nor be construed to create in any manner whatsoever any third-party beneficiary rights in any person.
9. **Indemnification.** The EVSC shall indemnify and hold BEHAVIORAL harmless from liability arising out of or in relation to this Agreement that arises solely and directly out of the negligence of the EVSC or EVSC employees. BEHAVIORAL shall indemnify and hold EVSC harmless from liability arising out of or in relation to this Agreement that arises solely and directly out of the negligence of BEHAVIORAL or BEHAVIORAL employees.
10. **Liability Insurance.** Each party to this Memorandum of Understanding shall carry in its own name, at its own cost, the following insurance or self-insurance:
 1. Comprehensive General Liability Insurance with limits of not less than \$1,000,000.00 per occurrence and \$3,000,000.00 aggregate for bodily injury liability and property damage liability;
 2. Professional Liability Insurance with limits of at least \$750,000 combined single liability per occurrence.
 3. Worker's Compensation Insurance covering any liability incurred under the Indiana Worker's Compensation Act and the Occupational Disease Act and including not less than \$100,000 employer's liability insurance.

Each party shall, upon request, furnish to the other 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 and BEHAVIORAL shall provide the EVSC proof thereof.

11. **Confidentiality.** Both parties shall observe all applicable federal, state and local laws governing the confidentiality and release of student records.
12. **Assignment.** The parties agree that the duties to be performed hereunder by BEHAVIORAL are professional in nature, and that this Agreement may not be assigned by BEHAVIORAL, nor its duties delegated to others, without the advanced written consent of EVSC. Consent may not be unreasonably withheld.
13. **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.
14. **Additional Instruments.** Each of the parties shall, bi-annually, during the period of the contract, at the request of the other, execute, acknowledge and deliver to the other party, any and all further instruments that may be reasonably required to give full force and effect to the provisions of this Agreement.

15. **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. This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.
16. **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.
17. **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:

Vince M. Bertram, Superintendent
Evansville Vanderburgh School Corporation
1 SE Ninth
Evansville, IN 47708

For BEHAVIORAL:

John K. Browning, President
Southwestern Behavioral Healthcare, Inc.
415 Mulberry Street
Evansville, IN 47713

18. **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.
19. **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.
20. **Compliance with Law.** The parties agree that this Agreement is intended to comply with all applicable state and federal laws, rules, regulations, and accreditation standards, including, but not limited to, the Medicare and Medicaid Fraud and Abuse Statute and Regulations, Internal Revenue Service Intermediate Sanction Regulations, and requirements with rules and regulations related to the operation of tax-exempt entities, and standards of accrediting bodies, including The Joint Commission standards, and all regulations governing use of facilities financed with tax-exempt bonds or receiving payment from government payment programs (“Laws”). Upon the occurrence of a legal determination by a state or federal governmental agency, federal or state court with appropriate jurisdiction, or a nationally or regionally recognized attorney or law firm with legal expertise concerning health law issues that any of

the transactions contemplated by this Agreement creates a substantial risk of violating the Laws, the parties shall meet on a prompt and reasonable basis to negotiate a mutually acceptable means of restructuring their relationship in a manner that would eliminate any such substantial risk. If the parties are unable to arrive at a mutually acceptable means of restructuring their relationship, then this Agreement shall terminate thirty (30) days after either party notifies the other in writing that the party believes in good faith further negotiations would be futile.

21. **Health Insurance Portability and Accountability Act Compliance.** Each party agrees that it will comply in all material respects with all federal and state mandated regulations, rules or orders applicable to privacy, security and electronic transactions, including without limitation, regulations promulgated under Title II Subtitle F of the Health Insurance Portability and Accountability Act (Public Law 104-191) (“HIPAA”). Furthermore, the parties shall promptly amend the Agreement to conform with any new or revised legislation, rules and regulations to which BEHAVIORAL is subject now or in the future including, without limitation, the Standards for Privacy of Individually Identifiable Health Information or similar legislation (collectively, “Laws”) in order to ensure that BEHAVIORAL is at all times in conformance with all Laws. If, within thirty (30) days of either party first providing notice to the other of the need to amend the Agreement to comply with Laws, the parties, acting in good faith, are (i) unable to mutually agree upon and make amendments or alterations to this Agreement to meet the requirements in question, or (ii) alternatively, the parties determine in good faith that amendments or alterations to the requirements are not feasible, then either party may terminate this Agreement upon ninety (90) days prior written notice. All medical records generated in the performance of Services under this Agreement shall be the property of BEHAVIORAL.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seal the day and date hereinabove first written.

EVANSVILLE VANDERBURGH SCHOOL CORPORATION

By: _____

Its: _____

SOUTHWESTERN BEHAVIORAL HEALTHCARE, INC.

By: _____

Its: _____

**Glenwood Leadership Team
1003 Grant 2011-12**

Name	Position	Qualifications/Work Experience
Dexter, Tammy	Principal	Tammy Dexter has an Administrative license from Indiana State University, an MA in School Counseling from Western Kentucky University, and a BS in English from the University of Southern Indiana. She spent 13 years in the classroom as a high school English teacher, 8 years as a Guidance Counselor, and 2 years as a high school assistant principal. Mrs. Dexter has participated in the Learning Leadership Cadre with Brown University and is currently working toward a doctorate in Transformational Urban Leadership from Indiana State University.
McClure, Krista	Asst Principal	Krista McClure just completed her work in the Learning Leadership Cadre Resident program. Here, her action research focused on Ron Clark's Essential 55 and how to use those strategies in the classroom. The majority of our staff has now visited RCA, so this work will continue. Ms. McClure has gone through the PBIS training, and will lead this team next year. The team is already working on this next level of work this summer. She has been working with the Bosse District leadership to discuss discipline plans and strategies. Ms. McClure also attended TAP I training and will attend TAP II in July.
Terry, Carrie	Asst Principal	Carrie Terry has a Master's Degree in Education and has taught for 26 years. She has been certified as a Reading Recovery Specialist as well as in Advanced Cognitive Coaching. Ms. Terry also has experience as a Reading Coach. She has completed the School Administrative Leadership Program and EVSC Learning Leadership Cadre. She is currently working on her Ph.D.
Roll, Rick	Master Teacher	Richard Roll has a MA from Western Governors' University in Educational Leadership and a BS in Elementary Education with a Reading Specialist degree from the University of Evansville. After teaching sixth grade for two years in Chicago Public Schools, Richard worked with Galapagos Charter School to open a second campus in Rockford, IL. Once the school opened he taught second grade. In 2010, he moved to Evansville and worked as the eLearning Coach. Mr. Roll is a member of the Learning Leadership Cadre with Brown University. He is currently the TAP Master Teacher at Glenwood Leadership Academy.
Oliver, Angie	Master Teacher	Angie Oliver received a BA degree in Secondary Education Mathematics from the University of Evansville and a Masters degree in Secondary Education from the University of Southern Indiana. She also has additional graduate experience in teacher mentoring and during her 22 year teaching career at Bosse High School, has consistently served as a mentor teacher for University of Evansville education interns and new teachers. In addition, Ms. Terry has participated in professional development training in International Baccalaureate Diploma Program Coordination and IB Middle Years Coordination. She has also served in many other leadership roles including High School Varsity Girls' Basketball Coach, IB Program 9th and 10th grade Coordinator, Freshmen Academy Coordinator and District Mathematics Coordinator. In 2007, she was awarded the Evansville-Vanderburgh County/University of Evansville Educator of the Year and in 2011, she received the Benjamin Bosse High School Educator of the year award.
Boeglin, Lisa	Mentor Teacher	Lisa Boeglin holds a Masters degree and has obtained an Administrative license, as well. Ms. Boeglin's first position with EVSC was that of a Curriculum Facilitator. In that role she modeled lessons, mentored teachers and facilitated team meetings. She just finished her tenure as a member of the first cohort class of the EVSC Learning Leadership Cadre, in partnership with Brown University. She has been a member of the school data team.
Dartt, Melissa	Mentor Teacher	Melissa Dartt has a BA in Elementary Education from the University of Southern Indiana. Melissa has been teaching 3 years in the elementary setting. Melissa was a Professional Development Instructionalist at Howard Roosa Elementary School for 2 years. Melissa was a Title 1 Instructionalist at Glenwood Leadership Academy for 1 year. Melissa is currently a TAP mentor teacher at Glenwood Leadership Academy.
Pigman, Carol	Mentor Teacher	Carol Pigman earned a BS in English and a MS in Secondary Education from the University of Southern Indiana. She has served the past two years as the eLearning Coach and one year as APEX site coordinator at North High School. Prior to that, she spent 12 years at North as an English teacher, during which time she taught both gifted and talented students as well as at risk student. During her 14 years at North, she has been involved with the following: NCA (Chairperson of committee), DATAwise, CAP (College Achievement Program) dual credit coordinator, new school committee (one year); Student Mentor coordinator; and graduate of the first EVSC Learning Leadership Cadre.
Groseclose, Michael	Mentor Teacher	Michael Groseclose has a MA from College of Mount Saint Joseph with an emphasis on teaching science and mathematics in grades 7-12. He spent 3 years teaching high school Physical Science, in a credit recovery school. In addition to this experience with at-risk students, he spent 5 years conducting scientific research for NASA and Procter & Gamble. He currently is a Mentor Teacher at Glenwood Leadership Academy.



RESULTS OF JUNE 11, 2011
MEETING OF THE EVSC BOARD OF SCHOOL TRUSTEES

2.03 Good News (Vice President Duckworth)

Summer School Success – Janet Leistner, director of the Virtual Academy

Apex virtual courses were used at Bosse High School for summer school classes this year. Students attending worked three hours a day in school, and many worked several additional hours outside of school to recover credits toward graduation.

89 seniors completed 146 credits and received their diploma

29 received 57 credits and 18 received 20 credits, and are working toward their diploma.

Because several seniors completed their courses very quickly, 22 positions were opened up for sophomores and juniors, who attended the final three weeks of classes.

The program has been such a success in the EVSC that Apex executives came to see it in action, and asked the EVSC to speak at some of their conferences.

Mike Duckworth: Inspiring that we have a program that allows kids to do that. He said he would like to see the program expand to the alternative school setting – continue schooling even though they are away from their building. Keep them focused, on task and moving forward.

Sally Becker: Impressive. The relationships are important. They know you care.

David Smith: Said that Janet’s relationships built with students made all the difference. “They were happy to see her. And she knew them by the name.”

Seussical the Musical – Jack Schriber

The cast of Seussical performed a few of the songs from the musical. Tickets are now on sale at The Centre box office and the musical opens Thursday night.

2.04 Public Comment Cards

3. Consent Items (Dr. David Smith) *Approved*

3.01 Consideration of Minutes of the June 20, 2011 Board meeting

3.02 Consideration of Allowance of Payments

Allowance of Payments for the Evansville Vanderburgh School Corporation: June 17, 24, 30 and July 1, 2011: \$8,017,492.12

3.03 Consideration to purchase items from Extracurricular Accounts

<u>School</u>	<u>Items</u>	<u>Amount</u>
Harrison High School	s-80 Soccer Goal From Demand and Precision Parts	\$3,000.00

3.04 Consideration to submit three grants

<u>Teacher</u>	<u>School</u>	<u>Grant Name</u>	<u>Source</u>	<u>Amount</u>
Velinda Stubbs	Glenwood	Title I/1003g (renewal)	IDOE	1,917,668.14
Velinda Stubbs	McGary	Title I/1003g	IDOE	1,999,586.34

3.05 Consideration to approve the agreement between EVSC and CAPE Head Start Agreement information posted on <http://www.boarddocs.com/in/evsc/Board.nsf/Public>

3.06 Consideration to approve the amendment for the agreement between EVSC and Learning Worx, Inc. <http://www.boarddocs.com/in/evsc/Board.nsf/Public>

3.07 Consideration to approve the agreement between EVSC and Evansville Association for the Blind <http://www.boarddocs.com/in/evsc/Board.nsf/Public>

3.08 Consideration to approve the agreement between EVSC and Blackboard <http://www.boarddocs.com/in/evsc/Board.nsf/Public>

3.09 Consideration to approve the agreement between EVSC and Ivy Tech Community College <http://www.boarddocs.com/in/evsc/Board.nsf/Public>

Sally Becker: Asked if the EVSC is setting the standards for this program. "Nationally, not at our local level, we are seeing that some agreements like this are satisfying requirements, but not truly preparing students." Superintendent Smith said the EVSC is setting the standards for the program.

3.10 Consideration to approve the amendment to the agreement between EVSC and Apex Learning, Inc. <http://www.boarddocs.com/in/evsc/Board.nsf/Public>

3.11 Consideration to approve the agreement between EVSC and Brown University Brown University will provide professional development for the LLC 2. More information contained in agreement on <http://www.boarddocs.com/in/evsc/Board.nsf/Public>

3.12 Consideration to approve the resolution to extend participation with Key Government The resolution continues an agreement with Key Government Finance, Inc. for a line of credit not to exceed \$12 million that was originally established during the 1028 Hearing in 2008.

3.13 Consideration to approve the resolution authorizing petition to court for appointment of appraisers for North and a portion of SICTC Appraisals will be conducted to determine the fair market value of the current North High School and a portion of SICTC in order to release the lease and bonds that encumber North High School.

3.14 Consideration to realign the titles for athletic treasurers at the high schools The title for the high school athletic treasure will be changed to deputy treasurer with direct oversight for the deputy treasurer resting with each high school treasurer.

3.15 Consideration to approve the transfer of funds for Oak Hill School Approval is requested to transfer \$6,000.00 from the construction account to the equipment account for the purchase of furniture.

4. Consideration of Personnel Recommendations (Dr. David Smith)

4.01 Personnel Recommendations (Smith) *Approved*

See attached document

Administrative Positions:

Daniel J. Ulrich, chief academic officer, filling the position which will be left vacant by the departure of David Dimmett. Dimmett will leave the EVSC on July 15 to join Project Lead the Way. Ulrich has served the EVSC since

1978 in a variety of leadership and teaching roles, but has been the director of career/technical and adult education since 2005 at the Southern Indiana Career and Technical Center. He holds BS and MS degrees from Indiana State University and a Master's plus additional hours from the University of Southern Indiana.

Susan K. McDowell Riley, deputy superintendent for academic affairs and accountability. This position will oversee the work of the Office of Academic Affairs and the Office of Performance, Assessment and Research. This work is closely intertwined and the position will place McDowell Riley in good position to direct the impact of data on instruction. She has been with the EVSC since her start as a special education teacher in 1974 and has also been a school psychologist, led the work of the Office of Psychological Services and Testing and has been assistant superintendent for Performance, Assessment and Research since 2008. McDowell Riley holds a BS degree from Indiana University, an MS from the University of Evansville; and her PhD from Ball State University.

Pat Tuley, chief financial officer and chief human resources officer, replacing the position left open by the advancement of David Smith to superintendent. Tuley has served the EVSC since 1996 when he started as manager of the Book Fund and Supportive Services. He moved on to the positions of manager of purchasing, director of support services, director of school facilities and finally to his current position as chief operating officer. He has a BS degree from the University of Southern Indiana and is currently studying for his Master of Business Operational Excellence from The Ohio State University.

Stacy Mauser, chief technology officer, replacing Mike Russ, who retired June 30. Mauser holds a Bachelor of Science degree from Indiana State University and is currently studying for the Master of Business Operational Excellence from The Ohio State University. Most recently she has been the manager of information technology since 2005. Prior to that she was the supervisor of network/PC support and the PC networking specialist.

Superintendent Smith said: Those four movements resulted in three fewer administrative assignments and a savings of \$300,000 to the corporation.

Also named include:

Erin Ramsey, director of Early Childhood Education, replacing Valerie Bostick who is now principal of a private school in Florida. Ramsey is currently the director of public relations for the Indiana Association for Childcare Resource and Referral. She previously held the position of Executive Director of 4-C of Southern Indiana. Ramsey will work as the Director of Early Childhood Education at the Center for Family, School, and Community Partnerships. Ramsey has a BA degree from California State, and a Master of Public Service Administration from the University of Evansville.

Jay Hille, principal for Washington Middle School, replacing Rance Ossenberg, who retired. Hille has served as the Assistant Principal at Washington Middle School for the last four years. He was previously principal at Christa McAuliffe. Hille holds a bachelor's degree from Murray State and a master's degree from Oakland City University.

5. Action Items

5.01 Appointment of Treasurer of the Board of School Trustees (Smith) *Approved*

Patrick Tuley

5.02 Approval of Superintendent Contract (Shoulders) *Approved – roll call vote: all in attendance voted yes; absent, Patricia Swanson and Karen Ragland.*

Contract is nearly identical to former Superintendent Vince Bertram's first contract, four years ago at \$160,000. He will receive the same administrative package as all administrators; and a car allowance. He will have a three year contract, but after the first successful year, another year will be added; and after a second successful year, another year will be added.

Board Member Karen Ragland was not able to be present at this meeting, but sent a letter with her thoughts regarding a salary for the new superintendent. She suggested tiered increments for salary, starting at 140,000,

with a \$10,000 hike each year, for three years - ending with \$160,000. She said the former superintendent's contract was a negotiated contract based on credentials.

6. Public Comment

6.01 Public Comment

Stacy Makhecha, parent at Oak Hill K-6

She talked about the amazing progress Principal Lisa Shanks has made preparing for the upcoming school year for this new school. But, she had some concerns about the size of the school and lack of media center materials. She said that Oak Hill is already beyond its capacity at 725 students and the library will be temporarily housed this year and art classes will be done through a mobile unit, rather than in a static classroom. No money to date has been designated for purchase of library books. Parents raised over \$15,000 and donated \$4,000 worth of books; there is no English as a Second Language program planned. Research she did indicated that a minimum of 10 books per student should be purchased which would total about \$156,000.

Dan Hartz, ISTA UniServ director

Speaking on behalf of Keith Gambill, president of ETA, supporting the EVSC and ETA grant proposals for the 1003g school improvement grants. He noted that the ETA and EVSC collectively bargained the equity schools agreement. And now have been receiving calls from school corporations from around the nation. The work at these schools has been impressive and scores from this year seem to be significantly improved. "It would be very easy to rest on our laurels, but we need to continue to further expand the equity concept. He said the TAP grant was applied for and received, which is benefitting Glenwood, Evans and McGary. "This is a very positive layering of the ability to improve student learning." We support a continued expansion of the equity framework at Evans and McGary.

7. Continued Business (Dr. David Smith)

7.01 Continued Business

David Smith: "I want to acknowledge the tremendous support we have in this community. If the state is serious about supporting results driven programs, they will support these grant proposals."

ISTEP scores will be announced tomorrow morning and I think the community will be very proud of the results.

Smith spoke about the newly configured positions announced tonight. "Those individuals are quality through and through and they have a moral compass that is steady." He also acknowledged the work of departing academic affairs chief, Dave Dimmett. "I consider him a friend and he has dedicated many years of his life to this corporation. It is bittersweet to see him go to Project Lead the Way."

Smith asked for and received from the board, the latitude to hire people to fill positions necessary for start of school, if those openings occur before the next meeting on July 25.

Smith spoke about a recent event in the EVSC that showcased the talent within the corporation. The eLearning Conference that took place July 7 and 8 and was attended by 600 teachers and administrators, was staged and mostly taught by EVSC employees. He said that Professor Stephen Heppell from England and a keynote speaker on one day of the event, told him that "no where else in this world, has he seen the outstanding things going on with technology, that he sees here in the EVSC." Smith emphasized that it is not just about purchasing equipment, but teaching individuals how to use it in an engaging manner.

"Three years ago we had to bring in outside people to run this conference. This year most of that training was done by EVSC employees," Smith said. "Many other school corps came to the conference, because they wanted to learn from us."

"The options we have for kids, reside within us. 600 EVSC teachers attended for two days and did not receive compensation. Our teachers care and they are making a difference. I want to let everyone know – people look to Evansville for those outstanding educational opportunities."

Mike: Said he understands that education has evolved and technology is a big part of it. But, he is also concerned about the fate of cursive writing, no longer being one of the curriculum standards required by the State of Indiana. "I want us always want to be on top of things and to do that sometimes you have to look to the past. I think regardless of what the state of Indiana does, I think we need to continue to teach cursive."

8. Adjournment



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 Evansville Vanderburgh School Corporation (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

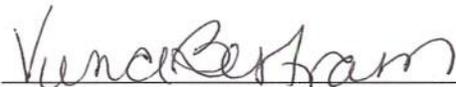
It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract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

6-23-10

Date



Chair of State Board of Education

6/9/10

Date

National Institute for Excellence in Teaching, President

Date



June 25, 2010

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

Dear Vince:

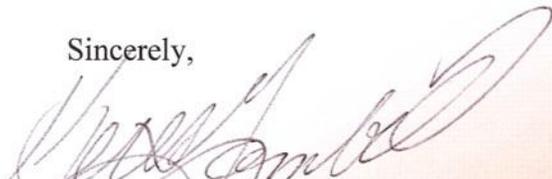
The Evansville Teachers Association (ETA) is pleased to partner with the Evansville Vanderburgh School Corporation (EVSC) in support of the Teacher Incentive Fund grant being submitted by the Indiana Department of Education to the Office of Elementary and Secondary Education of the United States Department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

1003g Grant
Memorandum of Understanding

This 1003g Grant memorandum is entered into between the Evansville Vanderburgh School Corporation (EVSC) and the Evansville Teachers Association (ETA). It is intended to run concurrently with the parties' collective bargaining agreement as if written therein. It is intended to establish conditions upon which the EVSC may initiate pursuit of 1003g Grant funding requiring changes in the parties' collectively bargained provisions, salaries, benefits, and/or working conditions and/or practices related thereto. The terms and conditions of this 1003g Grant memorandum are as follows:

1. The bargaining unit members assigned to Glenwood Leadership Academy must agree to implement the 1003g Grant.
2. Bargaining unit members will be held harmless through the three year life of the grant.
3. EVSC or ETA may unilaterally withdraw from its participation in the grant at any time through the three year life of the grant.
4. Should sustaining funds not be available at the end of the grant, all expectations will revert to the Contract in effect at the time

In witness and agreement to all of the above, the parties' respective agents place and date their signatures below:



Dr. Vincent Bertram, Superintendent
Evansville Vanderburgh School Corporation



Keith Gambill, President
Evansville Teachers Association

4-29-10

Date

4/27/10

Date

2011 2012 EVSC 1003g Plan to Reward, Evaluate, and Dismiss Teachers

EVSC teachers in Transformation Schools will be evaluated on both the TAP and EVSC evaluation tool during the 2011-12 school year. This represents an 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 a plan of improvement with a clear pathway to dismissal if adequate progress is not demonstrated.

	EVSC for Transformational Schools	TAP
Classroom observations	minimum of two: one announced if requested by teacher, one unannounced	minimum of four: two announced, two unannounced
1st Teacher Observation by Administrator	by Nov. 1	by Nov. 1st
Observations completed	Dec. 1 for teachers demonstrating need based on first observation ; Dec. 15th for semi-permanent; Jan. 15th for permanent	By the end of the school year (4 observations: one each by master, mentor and administration, one TBA by leadership team)
Formal evaluation completed	Dec. 15 for teachers demonstrating need; Dec. 31 for semi-permanent; Jan. 31 for permanent	after student growth data is available (expected July)
Program of Improvement	If teacher rates N (does not meet standards) in any area on the evaluation form a POI is to be initiated.	If scoring < 2 on Skills, Knowledge and Responsibilities or classroom achievement component of TAP, teacher will be placed immediately on POI to be initiated at TAP school at the beginning of the following school year (as per TAP Evaluation and Compensation Guidance pg. 10).
POI development	Teacher will submit POI within 5 attendance days. The principal may accept, reject or revise the plan. The program is to be established within 10 attendance days.	Teacher will submit POI within 5 attendance days of the first day of school. The principal may accept, reject or revise the plan. The program is to be established within 10 attendance days.
POI	Administrators will conduct weekly observations/feedback to assess progress.	Administrators will conduct weekly observations/feedback to assess progress.
Formal PIO conference to assess progress	Within four weeks, the administrator will hold a conference to assess progress to date.	Within four weeks, the administrator will hold a conference to assess progress to date.
Final conference	Within two additional weeks, final conference is held.	Within two additional weeks, final conference is held.
Recommendations	Administration can recommend teacher for retention, probation or termination.	Administration can recommend teacher for retention, probation or termination.
Superintendent's Transfer	The Superintendent of Schools may transfer a teacher.	The Superintendent of Schools may transfer a teacher.
Appeal Process	The teacher may submit a written appeal to the Chief of Staff within seven attendance days of the final evaluation conference.	The teacher may submit an appeal if there is a discrepancy of three or more points in any of the evaluator's scores for any of the rubric indicators (Instruction, Designing and Planning Instruction and Learning Environment). After the review/appeal process, the Principal makes the final determination (as per TAP Evaluation and Compensation Guidance, pg. 10).
Compensation		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 performance award compensation.

GLA Calendar # 1 2011-2012 SCHOOL YEAR

July27 Staff returns for ACT training

August..... 3-5- GLA teacher meetings to plan team activities for students 1st week

August.....8 - FIRST DAY OF SCHOOL
Students have a non-academic week of school.
See attached for details.

September5 - NO SCHOOL–Labor Day

October.....7 - No SCHOOL

October 13-14th: Use staff in building to cover HR teachers to conduct parent-teacher conferences

November 11 - GLA in session–(rest of EVSC off for Veterans' Day)

November .24-25 - NO SCHOOL–Thanksgiving

December 16 - END OF FIRST SEMESTER

Dec.19 - Dec. 30- WINTER RECESS

January..... 16 - No school: MLK Day

February20 - GLA in session, (rest of EVSC is off) CORE EXPERIENCE Day: Students will be on revised schedule to accommodate a core experience field trip/ speaker for every grade level.

March.....26-30 - SPRING RECESS

April..... ..6 - NO SCHOOL–Good Friday
potential make up day

April.....20 – NO SCHOOL-potential makeup Day

April.....23 - GLA in session (rest of EVSC is off)

May..... 4 - NO SCHOOL-potential makeup Day

May.....24-25- GLA in session (rest of EVSC is off)

May29, 30, 31- GLA in session (rest of EVSC is off)

See attached for details.

June 1-Teacher workday (paid), potential makeup day

.....
If additional makeup days are needed, they will be added to the end of the school year.

Color Code:

Red: No School

Purple: Extra PD days for GLA staff

Green: Extra School days for GLA students

Total Extra Days:

Teacher: 9 (5 for ACT training, 3 before school starts, and one after school lets out)

Student: 10

JULY 2011

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2011

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2012

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

SEPTEMBER 2011

S	M	T	W	T	F	S
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25	26	27	28	29	30	

MARCH 2012

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER 2011

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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2012

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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

NOVEMBER 2011

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2012

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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DECEMBER 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2012

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

Periods would be 45 minutes long, 8 periods a day, plus a connection piece/ period where we build in team-building, service-learning, and other research based programs for **all** students.

Staff returns to school on Wednesday, July 27th for 8 days of PD, including 5 days of ACT training and 3 days of school planning.

Students return on August 8th. The week of August 8th-12th is a non-academic week that looks like this:

- August 8th: Students spend the day with their homeroom teacher. They go over school wide procedures and expectations (PBS). Students will practice bathroom procedures, going to the nurse, going through the cafeteria, attending a program in the auditorium, etc. The principal, assistant principals, counselors, social worker, and behavior interventionist have a rotating schedule where they each visit **EVERY** homeroom.
- August 9th-10th: Students check in with homeroom teacher for a period. They are then split into their houses and focus on team-building, making “House Rules and Goals”, and other positive activities. (A committee will be formed to make the activities and agenda for these days.)
- August 11th: School wide training: Teams , professionals, community members, or staff will come in and present on life skills and leadership. Ideally, each homeroom or house would be presented the same info so our presenters would rotate through.
- August 12th: School wide service learning project. Each homeroom or house would be paired up with a community agency to give back.

Students begin their regular, academic schedule Monday, August 15th.

October 13, 14th: Revised schedule to accommodate parent teacher conferences

February 20th: School for all students (rest of EVSC off)

- Core Experience Day: Students will be on revised schedule to accommodate a core experience field trip/speaker for every grade level.

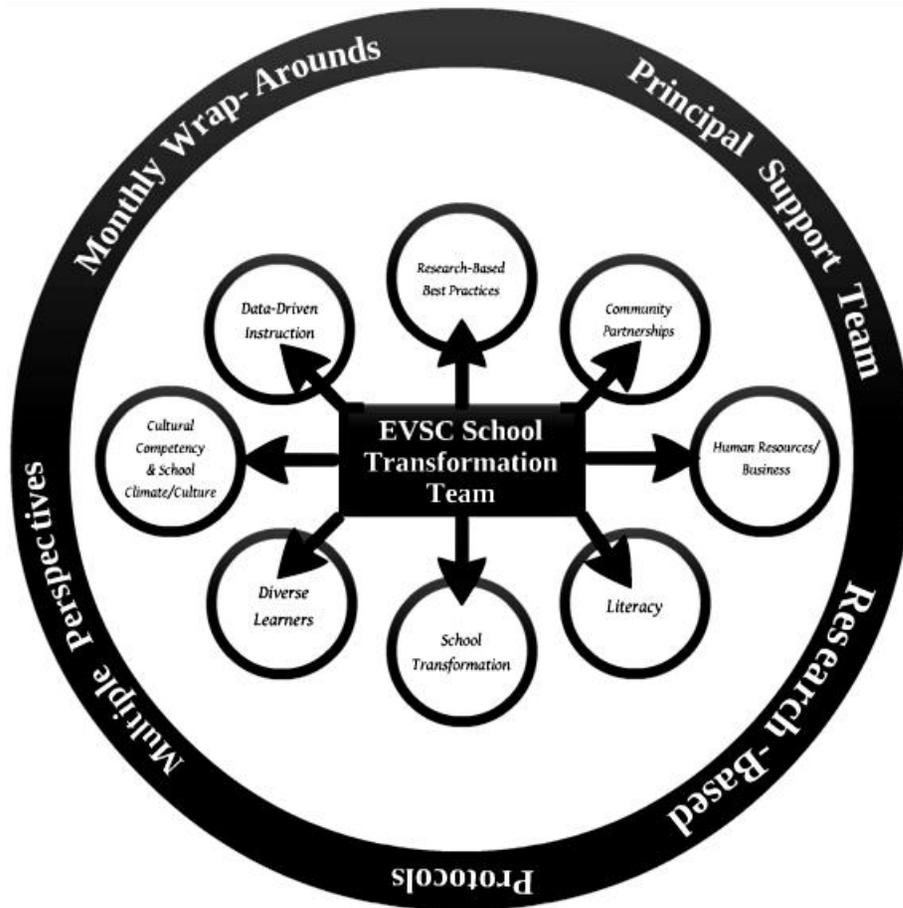
May 29th, 30th, 31st: School for all students (rest of EVSC off)

- May 29th: Core Experience Day: Students will be on revised schedule to accommodate a core experience field trip/ speaker for every grade level.
- May 30th: Year in review: Students will meet in homerooms or houses to do evaluation activities for the year. (Example, review goals set first week of school, evaluate school wide data on attendance/ behavior/ test scores, etc) A committee will plan these activities and rotate through to each group.
- May 31st: Field day, 8th grade recognition program

June 1st: Teacher work day (paid)

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PD days will be developed based on teacher needs. Teachers will know ahead of time what the agenda for the day will be. Many PD days will involve “break out” sessions where teachers will meet in small teams to discuss issues/ school protocol that they care about and want to have a voice in.

EVSC School Transformation Team



New alignment model of district administration with a School Transformation Team of specialists will serve to provide three main areas of support:

- Directional Support: Support all transformational schools in staying on track with research-based interventions and
- Problem-Solving Support: Serve as a problem-solving committee for principals of turnaround schools that need multiple perspectives for solving difficult problems that are keeping the school from experiencing academic success. Principal can call the district's School Transformation to meet at any time, as needed. Otherwise, the team will meet monthly to review the progress of each school, calibrate based on new findings, and problem solve any issues principals bring to the team.\
- Researching Support: Research successful turnaround/transformational schools and other school models in supporting local transformational principals and staff as well as look at overall school success with transformation model and to calibrate

**District School Transformation Team
Administrative Employees
1003 Grant 2011-12**

Name	Qualifications/Work Experience
Hillyard, Carrie	
Stubbs, Velinda	Velinda Stubbs has an EdS from Indiana State University. A BA and MA in Elementary Education with a Reading Specialist degree from the University of Evansville. She spent 17 years in the classroom, as a Reading Recovery teacher, Title I teacher and district coach. Mrs. Stubbs was the principal at Cedar Hall Elementary School, a Title I Full-Service School, for seven years. Mrs. Stubbs has participated in the Learning Leadership Cadre with Brown University, as a team member of the District Data Team and a district participant in the IDOE School Leadership Institute. She is currently Director of Title I for the EVSC.
Minihan, Catherine	school, high ability and English language learner assessments. Additionally, she conducts research related to these assessment results and other topics of interest to the schools and the district. Catherine focused her graduate school coursework on the area of educational assessment and after the completion of graduate school went to work for a company producing educational assessments. In her role as Standards and Assessment Manager she oversaw the creation of assessments and trained teachers and consultants on how to create assessments and utilize assessment results. Catherine used these experiences in her position as Assistant Principal to provide professional development for teachers on assessment. Through her coursework and professional experiences she has also conducted research on a variety of topics with most focusing on assessment.
Hartz, Deb	Deborah Hartz is a graduate of Indiana State University-Evansville (now University of Southern Indiana) with a masters degree in Elementary Education and minor in mathematics. She also holds an Administrative degree from Indiana State University. Deborah has been employed at Evansville Vanderburgh School Corporation since 1977. She has been an elementary self contained teacher in fourth and fifth grades, taught math to grade sixth, seventh and eighth, served as a reading coach, curriculum mapping coach, achievement coach, and math supervisor. Her current position is Equity/Transformational Schools Professional Development Liaison/Coach and working with Delaware Elementary School, Evans School, McGary Middle School and Glenwood Leadership Academy. Her duties include the design and delivery of professional development to the staffs as they entered and continue into the Equity model and 1003(g) grant. The professional development includes training on communication, learning styles, cultural competency, Marzano's High Yield Strategies, classroom management, technology, and redesigning their school. Deborah has also helped design and delivery training for new teachers to the EVSC. Her work also includes the monitoring of the schools as they move forward and providing PD as requested by the schools.
Blue, Dionne	Dr. Dionne Blue received her PhD in Curriculum and Instruction with a focus on language, literacy and culture from The Ohio State University. She also has a Master's Degree in Literacy Education from Washington State University and a Bachelor of Arts Degree in English from Spelman College. She has spent 10 years as an adjunct professor for several Universities across the midwest and has a strong higher education background working with preservice teachers and other adults. She brought her higher ed experience to the EVSC nearly 4 years ago when she was hired on as the Supervisor for Diversity and Equity. She was later promoted to the title of Chief Diversity Officer. Dr. Blue has led many professional development opportunities across the district related to building cultural competence for teachers, staff and administrators, as well as working with schools to increase student leadership and participation among underrepresented students. She is a member of the District Data Team, and a district mentor for the Learning Leadership Cadre with Brown University.
Bartley, Jane	Jane Bartley is the Director of Elementary Education for the Evansville Vanderburgh School Corporation. She has a Bachelor's and Master's Degree in Elementary Education from Indiana State University and is currently working toward her PhD in Transformational Urban Leadership. She specializes in topics around research-based best practices, learning and cognition, as well as differentiated instruction for diverse learners.

Hillyard, Carrie	<p>Indiana. Her most recent continuing education completions include MS in Elementary Ed/Curriculum & Instruction from Indiana University while also completing the Educational Leadership Licensure program through IU during her time as a Curriculum Studies doctoral student, where she focused on issues her research around teacher efficacy in high poverty schools, education reform, and school accountability. She is currently completing her PhD in a Transformational Urban Leadership Program through Indiana State University. Carrie served a successful classroom teacher in an inner city school where she was recognized for her contributions to professional development, contributions to literacy instruction, and had high levels of student achievement. She has also served as a Curriculum Facilitator and principal in low SES school settings.</p>
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