

February 1, 2015

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

McGary Middle School, Amendment #1  
2014-2015 School Year

Your 2014-2015 1003(g) School Improvement Grant (SIG) amendment for McGary Middle School has been approved. These funds are authorized for use as of January 28, 2015. The amount listed below verifies the school improvement funds approved.

Your corporation is responsible for conducting the 1003g SIG program in the manner and for the purpose described in the application and in accordance with federal law. Please include the documentation as an appendix into your original 1003g SIG application as evidence of the approved amendment. If you have questions concerning the approval, please contact Rachael Havey at [rhavey@doe.in.gov](mailto:rhavey@doe.in.gov)

FY 2015 School Improvement Grant Availability:	\$1,094,672.00
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Sincerely,

Rachael Havey  
Title I Specialist  
Indiana Department of Education  
115 W. Washington St.  
South Tower, Suite 600  
Indianapolis, IN 46204

### 1003g SIG Amendment

will process and either approve or disapprove your request in writing. Generally, amendment requests will be processed and mailed within fifteen (15) business days of receipt of the request. IDOE will not approve any budget or with the purpose or terms and conditions of the 1003g federal grant.

Goal/Federal Requirement/Key Finding	Original Application	Revision	Justification	IDOE Comments
Developing teacher and school leader effectiveness; Comprehensive Instructional Reform Strategies; Implement strategies to recruit, place, retain staff (financial incentives, promotions, career growth...)	Due to hire dates, staff changes, etc. slight salary adjustments were made to the budget to reflect actual costs.	Include another round of mini-grants to staff as a smart retention strategy as a performance reward for the ELA PLC's action-research PD.	Changes were made to reflect actual costs. Note: The data coach position will not be replaced as Transformation Zone aligns increased support to McGary (in addition to the existing district structure) to ensure sustainability. McGary's growth is tremendous, including the investment into staff. McGary's Leadership would like to offer an additional round of mini grants at the close of the 14-15 school year as a tool to recruit, attract, and retain highly qualified staff. Additionally, the ELA PLC team has initiated action-research and the leadership would like to utilize a smaller mini-grant as a performance-reward for the team's successful project implementation.	
Aligned to all	Overprojection of extended learning salary amounts.	Increase in fringe/benefits	Increased costs to fringe/benefits.	
Establish schedules and implement strategies that provide increased learning time. 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. Provide ongoing mechanisms for family and community engagement. Promote the continuous use of student	Lampion (Contracted) Services and PD Materials were over-projected.	A Core Experience Application is being submitted.	See attached application.	
Technology-based supports for ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 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. Promote the continuous use	Lampion (Contracted) Services and PD Materials were over-projected.	Additional academic-based PBIS materials	This will support the transformational and technology-based card/scan based reward- system at McGary.	

Indicate any **increases** in a line item subtotal with GREEN text subtotal.  
Indicate and **decreases** in a line item with RED text in the subtotal.

School Improvement Grant (1003g)  
Section II - BUDGET  
Approved by ILE  
School Year 2014-2015



Note: The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.  
The original approved allocation amount cannot be increased through an amendment.  
All administrative costs - personnel, travel, supplies, etc. - MUST be noted in blue.

Approved by IDOE  
2/17/2015

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

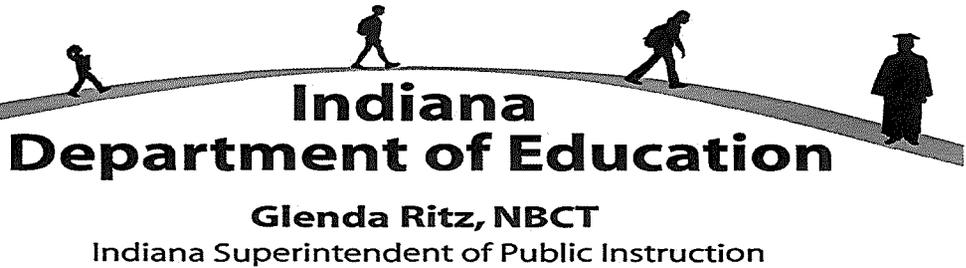
ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (Include positions and names)</b>						
Woolen	1	Y		PD substitute	\$34,000.00	
	n/a	Y		Substitutes and Stipends (Extended Learning and Grant Positions Included)	\$2,500.00	
	n/a	Y		Extended Learning programs	\$6,000.00	
	n/a		Y	Extended Learning programs	\$3,000.00	
	n/a		Y	Extended Learning Pupil Transportation	\$5,000.00	
Barnett	0.33	Y		Data Coach	\$0.00	
Langford	0.33		Y	Grant specialist	\$6,500.00	
Smth	0.33		Y	Federal Bookkeeper	\$11,400.00	
Marshall	1	Y		STEM Lab Model Teacher	\$35,464.00	
Gilbert	1	Y		Humanities Lab Model Teacher	\$47,411.00	
Hubers	1	Y		STE(A)M Teacher	\$35,464.00	
Matthews	0.33		Y	Tech support (Lineweber)	\$10,771.20	
Schwartz	1	Y		eLearning Coach	\$45,837.00	
	n/a	Y		Staff Bonuses	\$21,872.72	
Striater	0.4	Y		Sr. Transformation Strategist (Internal Lead Partner - embedded support)	\$32,333.33	
Wright	0.5	Y		Transformation Strategist (Internal Lead Partner - embedded support)	\$28,050.00	
Hillyard	0.36	Y		Transformation Zone - Director	\$32,333.33	
Scheller	1	Y		RtI Interventionist Math/ELA	\$37,580.00	
Unfilled	1	Y		Cluster Director- School Support/Sustainability	\$30,000.00	
Hargrove & Repuelo-Beard	2	Y		Instructionalists	\$70,929.00	
Paldo	1		Y	Extended Learning Coordinator	\$41,215.00	
	n/a	Y		Twilight - Extended Learning Program	\$12,000.00	
	n/a		Y	Twilight - Extended Learning Program	\$414.18	
	12.58			<b>TOTAL SALARIES</b>		<b>\$545,074.76</b>
<b>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</b>						
				<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>		<b>\$181,671.54</b>
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
	In-and-out-of-state	PD Travel			\$25,930.33	
		Core Experiences			\$5,733.20	
		<b>TOTAL TRAVEL</b>				<b>\$31,663.53</b>
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>						
		Diehl Consulting (Evaluation Services)			\$45,000.00	
		Youth First, Inc. (Social Work)			\$52,000.00	
		Lamplon (Counseling/Behavior Support)			\$0.00	
		Mass Insight Education - The School Turnaround Group (Support of all turnaround prin			\$100,000.00	
		<b>TOTAL CONTRACTED SERVICES</b>				<b>\$197,000.00</b>
<b>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>						
		<b>TOTAL SUPPLIES</b>				<b>\$ 99,498.23</b>
<b>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</b>						
		<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>				<b>\$ 7,544.20</b>
<b>7. OTHER SERVICES: (include a specific description of services.)</b>						
		Tech and STE(A)M Equipment Repair			\$12,000.00	
		<b>INDIRECT COST (2.15%)</b>				<b>\$ 20,219.74</b>
		<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>				<b>\$1,094,672.00</b>

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	PD Materials (Programmatic)	\$1,028.91	\$ 1,028.91
1	Schoolwide Positive Behavior System - Academic Supplies (Programmatic)	\$5,000.00	\$ 5,000.00
1	Blended Learning/Software for Remediation and Enrichment Flex Groups (Programmatic)	\$32,000.00	\$ 32,000.00
1	Monthly Parent Engagement Supplies (Programmatic)	\$894.32	\$ 894.32
28	Classroom Mini Grants (Programmatic)	\$1,000.00	\$ 28,000.00
28.5	Classroom Mini Grants (Programmatic) - 2nd Semester	\$950.00	\$ 27,075.00
11	Classroom Mini Grants (Programmatic) - ELA	\$500.00	\$ 5,500.00
	<b>TOTAL SUPPLIES COSTS</b>		<b>\$ 99,498.23</b>

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	STE(A)M Infused Technology	\$ 3,544.20	\$ 3,544.20
1	PBIS Equipment	\$ 4,000.00	\$ 4,000.00
	<b>TOTAL EQUIPMENT AND TECHNOLOGY COSTS</b>		<b>\$ 7,544.20</b>



**Corporation Name and Number:**

**School Name and Number:**

**Field Trip and Core Learning Experience - Planning and Budgeting**

Each Experience should be planned and budgeted separately and approved prior to making any purchases or reservations. Once approved, any changes to the Experience must be approved with a modification prior to the date to which the travel will be occurring.

Proposed Location (City, State) Owensboro, KY	Trip Date(s): 19-Mar-15	Teacher(s) Involved: Jennifer Nance, Jane Gilbert
Description of Core Learning Experience (include Grade Levels): Upon completion of the Language Arts and Theatre Arts Folktale Units and the Social Studies unit covering development of social & cultural systems in Mesoamerica, students will witness a live performance of the musical, "STOMP".		Estimated number of participants: 120

Describe the student learning objectives for this experience. (List relevant standards, if applicable.) These objectives should be identified in the root cause analysis section of the 1003(a) or 1003(g) application OR the school's school improvement plan.

1. ELA 6.RL.2.3 (CCSS RL.6.3) (Unit 1, 5, 8, 10, 12) Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward the resolution.
2. 6.RL.4.1 (CCSS RL.6.7) (Unit 5, 8,12)I can compare and contrast the various perceptions that come from seeing/hearing as I read to listening/watching as I view."
3. TH 6.1.2 identify ways in which many cultures have used theatre to communicate ideas.
4. TH.6.12.1 Incorporate multiple art forms to more effectively communicate ideas.
5. 6.6.4 Attend and describe live musical experiences. Students will describe the performance using music terminology.

Describe how this experience:

1. Serves as an instructional strategy to meet the specific academic content standard(s) identified in the school's root cause analysis section of 1003(a) and 1003(g) application or updated School Improvement Plan AND
2. Is connected to the support of assisting students to achieve proficiency, or an advanced status, in relation to the IN Academic Standards or IN Common Core Standards.

*(1) Lack of rigor and engaging instructional practices lead to student misbehavior (2) Lack of high expectations leads to ineffective and inconsistently rigorous instruction and learning opportunities* - Performance field trips not only have the potential to develop aesthetic appreciation in students, but they can also develop background knowledge and oral vocabulary, which improve reading comprehension (Torgeson, 1998). This ties into our ELA goals...increase comprehension and improve ELA achievement scores. Witnessing a live production of "The Lion King" will enable students to better learn how to envision a process, story, culture, and communication. A trip to the see a Broadway production of Lion King will be an engaging learning experience for the students. Behavior will be addressed before the trip. Students will be taught appropriate behavior expectations for attending a live performance.

Describe both the pre and post field trip classroom instructional activities that are directly related to this field trip. (Student incentive trips – describe how the students qualify for the experience. What goals did the students have to meet? Who was given opportunity to attend?)

Theater Arts students will be studying, reading, and analyzing characters from folktales around the world. Students will have their "passport stamped" as they identify the differences in folktale, fable, creation, pourquois, trickster stories & tales. Students will then choose a folktale character to portray in a mask form. Students will research this character & the traits specific to the "look" of this character. Students will then create a work sketch/design for their mask. Students will create a plaster cast mask, featuring character specific noses, ears, etc. Upon completion, students will present their masks to the class summarizing the type of character & the specific features which make this character unique- many times this is directly tied to the moral or theme of the folktale story Student will then begin their study of puppetry. They will complete a multimedia presentation on a selected type of puppetry: Chinese Water Puppets, Banraku, Ventriloquist, Indonesian Shadow puppets are a few choices. Students will present their findings to their classmates. Students will then begin their fractured fairytale puppet skits using sock puppets they create. They will film these skits and publish them on My Big Campus.

Provide a written rationale to indicate that the expenditures for this field trip (i.e., admission, transportation, etc.) meet the supplement not supplant, allocable, reasonable, and necessary standards.

Performance field trips not only have the potential to develop aesthetic appreciation in students, but they can also develop background knowledge and oral vocabulary, which improve reading comprehension (Torgeson, 1998). This ties into our ELA goals...increase comprehension and improve ELA achievement scores. Witnessing a live production of “The Lion King” will enable students to better learn how to envision a process, story, culture, and communication. Researchers have found that “the arts help students learn to “envision”—that is, how to think about that which they can’t see. That’s a skill that offers pay-offs in other subjects, they note. The ability to envision can help a student generate a hypothesis in science, for instance, or imagine past events in history class”(Education of Vision, 2007). According to the National Endowment for the Arts, who partnered with YouthARTS Development Program, the arts can engage children who might not otherwise be reached by academics. In fact, an increasing amount of attention is being focused on the benefits of the arts for at-risk youth. They found that, "the participants showed an increased ability to work with others and finish tasks, and showed better attitudes toward school, fewer court referrals, and improved self-esteem” (Education of Vision, 2007). Numerous studies have also found that students involved in the arts out score fellow students who are not involved in arts education. The arts in general promote: self-esteem, improved attendance, improved academic performance, and significant shifts in reading comprehension.

<b>Field Trip or Core Learning Experiences (Travel) Costs:</b>			
<b>Unit Cost:</b>	<b>Quantity:</b>	<b>Description: (Itemize costs for tickets, course costs, travel reimbursement, etc.)</b>	<b>Total:</b>
\$ 30.00	120.0	STOMP Tickets	\$3,600.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
<b>Student Transportation Costs</b>			
<b>Unit Cost:</b>	<b>Quantity:</b>	<b>Description: (If bus transportation is utilized, specify as corporation or other vendor.)</b>	<b>Total:</b>
\$ 143.00	4.0	Corporation Bus	\$572.00
			\$0.00

Indiana Department of Department of Education  
 Title I, Part A – SIG 1003(a) and 1003(g)  
 Educational Field Trip Request Approval

			\$0.00
			\$0.00
			\$0.00
			\$0.00
		Field Trip or Core Learning Experience (Travel) Total:	\$3,600.00
		Student Transportation Costs Total:	\$572.00
		<b>TOTAL PROJECTED COST FOR FIELD TRIP OR CORE LEARNING EXPERIENCE:</b>	<b>\$4,172.00</b>

School Principal Approval:	Corporation Title I PA Approval:	IDOE Approval:
Date Submitted:	Date Submitted:	Date Approved:
		RH 2.10.15