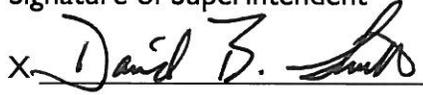


**LEA Renewal Application of General Information
2011-2012**

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.**

I. Schools to be Served by LEA

Instructions:

- 1) Using the list of Tier I and Tier II schools provided by the IDOE, complete the information below, for all Tier I and II schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
- 2) Place an "X" indicating the tier and the school improvement model (intervention) selected, based on the "School Needs Assessment" conducted by the LEA. (Add cells to the table as needed to add more schools.)

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

School Name	Grade Span	Tier I	Tier II	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. McGary Middle School	6-9	X			X			
2. Evans Elementary (Currently Howard Roosa Elementary)	K-6	X			X			
3. The Learning Center	K-12	X						X
4. Glenwood Leadership Academy	K-8	X			X			

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

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

The Learning Center is a school serving students who all have been identified as having severe emotional disabilities that impede their success in a traditional school setting. They are served in several environments that are least restrictive based on their IEP however the majority of the students are located on site of the Academy for Innovative Studies. They currently are served as Targeted Assisted.

3. Consultation with Stakeholders

Instructions:

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

School Name: Evans (Howard Roosa) School

School Number: 8353

Stakeholder Group	Mode of Communication	Date
Evansville Teachers Association	Discussion	May 5, 2011
	Discussion	May 26, 2011
	Staff Meeting	June 6, 2011
Families/Students	Family Engagement Committee	June 1, 2011
	District Family Meeting with Phone System Blast	July 7, 2011
Teachers	Staff Meeting	April 8, 2011
Teachers and staff	Staff Meeting	June 6, 2011
Community Partners	Site Visit/Meeting at Dream Center	April 19, 2011
	Meeting with Dream Center	May 4, 2011
	Meeting with Leadership Evansville	May 23, 2011

School Name: McGary Middle School

School Number: 8339

Stakeholder Group	Mode of Communication	Date
Evansville Teachers Association	Discussion	May 5, 2011
	Discussion	May 26, 2011
	Staff Meeting	June 6, 2011
	Discussion	June 20, 2011
Families/Community Partners	Meeting with Vand. Sher. Dept	April 14, 2011
	Site Council Meetings	April 29, 2011
	LEA Phone Blast with parent surveys	July 7, 2011
Teachers	Meetings with Teams	April 25, 2011
Teachers and staff	Staff Meeting	April 8, 2011
		June 6, 2011

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

D. Collaboration with Teachers' Unions

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

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

E. Assurances

Evansville Vanderburgh School Corporation assures that it will

- 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.
- 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- 4. Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

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

- Extending the period of availability of school improvement funds.

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

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

LEA Application for Each Tier I and Tier II School

School Improvement Grant (1003g) 2011-2012

LEA School Application: Tier I and Tier II

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

School Corporation Evansville Vanderburgh School Corporation

Number 7995

School Name McGary Middle School

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

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

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- 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.

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A. LEA Analysis of School Needs

➤ Instructions:

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site:
<http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE>

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
English/Language Arts				
<i>Example: LEP</i>	75%	52	<i>High - have been in U.S. 3 or more years</i>	<i>High - no prior formal schooling; from non-Western culture</i>
Black (Not of Hispanic Origin)	46.0%*	29	High	Medium
Hispanic	66.7%*	10	Medium	High: Growing sub group of students
White (Not of Hispanic Origin)	44.6%*	58	High	Medium
Multiracial	30.8%*	12		
Free/Reduced	45.0%*	97	High	Medium: many students in multiple AYP categories.
SE	33.3%*	11	High	High
Mathematics				
Black (Not of Hispanic Origin)	54.0%*	34	High	Medium
Hispanic	66.7%*	10	Medium	High: growing sub group of students
White (Not of Hispanic Origin)	48.5%*	63	High	Medium
Multiracial	59.0%*	23		
Free/Reduced	53.4%*	116	High	Medium: many students in multiple AYP categories.
SE	48.5%*	16	High	High

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school. "</p> <p><i>Appropriate example:</i> "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."</p> <p><i>Appropriate example:</i> "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."</p> <p><i>Appropriate example:</i> "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."</p>
<ul style="list-style-type: none"> • Based on Indiana Performance Index analysis, our students are below state average in vocabulary and reading comprehension. • 46% of our Black students did not pass ISTEP+ ELA and 54% did not pass mathematics. • 66% of our small number of Hispanic students did not pass either ISTEP+ ELA or mathematics. 	<p>Our programming has not provided intentional reading and comprehension support for those students not reading at grade.</p> <p>Our instruction across all content areas lacks the rigor necessary to catch students up to grade level or teach them beyond.</p> <p>We are not consistently providing students with engaging lessons that support higher level thinking and that are differentiated.</p> <p>The school does not consistently and intentionally articulate the relationship between academic performance and college and career readiness.</p> <p>The school does not consistently turn responsibility of learning over to students through gradual release of responsibility in the classroom.</p> <p>Lessons are not relevant and engaging to students.</p>

Student Leading Indicators

➤ **Instructions:**

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

	2009-2010			2010-2011		
1. Number of minutes within the school year that students are required to attend school	72,900			76,950		
2. Dropout rate*	N/A			N/A		
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	97.27%			95.25%		
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A			N/A		
5. Number of students completing dual enrollment classes	N/A			N/A		
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	BAS SS			LSY BAS SS OTH		
7. Discipline incidents*	Subgroup	%	#	Subgroup	%	#
	Total	1,640	100%	Total	837	100%
	Blk	776	47%	Blk	369	44%
	White	739	45%	White	353	42%
	F/R	1,563	95%	F/R	791	95%
	SE	284	17%	SE	267	32%
8. Truants (# of unduplicated students, enter as a whole number)	Subgroup	%	#	Subgroup	%	#
	Total	276	100%	Total	198	100%
	Blk	109	39%	Blk	61	31%
	White	126	46%	White	86	43%
	F/R	250	91%	F/R	175	88%
	SE	46	17%	SE	45	23%

<p>9. Distribution of teachers by performance level on LEA's teacher evaluation system</p> <ul style="list-style-type: none"> NOTE: 1 is the highest score possible with 4 being the lowest. 	<table border="1"> <thead> <tr> <th></th> <th>%</th> <th>#</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td></td> <td>15</td> </tr> <tr> <td>1-1.5</td> <td>13%</td> <td>2</td> </tr> <tr> <td>1.51-2</td> <td>53%</td> <td>8</td> </tr> <tr> <td>2.1-2.5</td> <td>27%</td> <td>4</td> </tr> <tr> <td>2.51-3</td> <td>7%</td> <td>1</td> </tr> <tr> <td>3.1-3.5</td> <td>-</td> <td>-</td> </tr> <tr> <td>3.51-4</td> <td>-</td> <td>-</td> </tr> </tbody> </table>			%	#	Total		15	1-1.5	13%	2	1.51-2	53%	8	2.1-2.5	27%	4	2.51-3	7%	1	3.1-3.5	-	-	3.51-4	-	-	<table border="1"> <thead> <tr> <th></th> <th>%</th> <th>#</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td></td> <td>15</td> </tr> <tr> <td>1-1.5</td> <td>-</td> <td>-</td> </tr> <tr> <td>1.51-2</td> <td>60%</td> <td>9</td> </tr> <tr> <td>2.1-2.5</td> <td>27%</td> <td>4</td> </tr> <tr> <td>2.51-3</td> <td>14%</td> <td>2</td> </tr> <tr> <td>3.1-3.5</td> <td>-</td> <td>-</td> </tr> <tr> <td>3.51-4</td> <td>-</td> <td>-</td> </tr> </tbody> </table>			%	#	Total		15	1-1.5	-	-	1.51-2	60%	9	2.1-2.5	27%	4	2.51-3	14%	2	3.1-3.5	-	-	3.51-4	-	-
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10 Teacher attendance rate		97.2%	95.7%																																																	

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “ Teachers on average are out of the classroom 32 days of the school year.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p>
<p>Students miss instructional time due to truancy (198) and discipline referrals (837).</p>	<p>Students are not engaged in the school environment, see little relevancy in school and their futures and as a result are frequently truant.</p> <p>Teachers need support and professional development in cultural competency, classroom management and differentiating for instruction.</p> <p>Students act out and are referred to the office because assignments are too difficult or not engaging or relevant.</p>
<p>Student attendance rate decreased 2.02% (97.27% in 2009-2010; 95.25% in 2010-2011)</p>	<p>Student attendance rate decreased during the extended school year days because students saw little relevancy to the work provided them and are not connected to the school.</p>
<p>Though discipline incident referrals reduced by more than 50% from 2009-2010 to 2010-2011, a significant number of students continue to miss significant class time.</p>	<p>The strategies for reducing disruptive behaviors are starting to show results however, students need to be more engaged during instruction with tasks that are rigorous, relevant and structured to be differentiated to make the task attainable for all students.</p>

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

➤ **Instructions:**

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

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

Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered.		X			1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).	X	X			2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.					3. Uses multiple sources beyond textbooks.
4. Does not include technology.					4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.			X		5. Works in teams, discussing student learning and instructional ideas.
6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.			X		6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
7. Instruction is not increased to allow for more student learning time.			X		7. Schedules and strategies provide for increased learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum.		X			1. Is observed by school leadership that it is being taught.
2. Is considered to be the textbook or the state standards.		X			2. Is developed by the district/teachers based on unpacking the state standards.
3. Is not aligned within or across grade levels.		X			3. Is aligned within and across grade levels.
4. Is not rigorous or cognitively demanding.	X				4. Is rigorous and cognitively demanding.
5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.		X			5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
6. Is not differentiated for struggling students.		X			6. Is differentiated for struggling students.

Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
<ol style="list-style-type: none"> 1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies. 		<p>X</p> <p>X</p> <p>X</p>			<ol style="list-style-type: none"> 1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
<ol style="list-style-type: none"> 1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation. 	X	<p>X</p> <p>X</p>	X		<ol style="list-style-type: none"> 1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
<ol style="list-style-type: none"> 1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children. 		X	<p>X</p> <p>X</p>		<ol style="list-style-type: none"> 1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.
Cultural Competency	1	2	3	4	Cultural Competency
<ol style="list-style-type: none"> 1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. 4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	X			<ol style="list-style-type: none"> 1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

<p>What are the key findings from the self assessment of high performing schools?</p> <p><i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.”</p> <p><i>Appropriate example:</i> “We only teach flags, festivals and foods with our students. “</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Appropriate example</i> ” We don’t know how to align our curriculum across grade levels.”</p> <p><i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”</p>
<p>Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.</p>	<p>School administrators do not have capacity to focus on teacher efficacy and performance. No tools have been available to align student performance with teacher evaluation and retention. The LEA has had no means to align student growth with teacher performance.</p>
<p>Instruction is primarily lecture-style and teacher- centered and guided by textbook.</p>	<p>While we have begun to unpack the state standards to determine the skills, content, and depth of knowledge required in each content area through the Understanding By Design framework, we still are heavily focused on “what the teacher is doing” versus “what the students are doing” when planning and implementing instruction.</p>
<p>Places the same cognitive demands on all learners (no differentiation).</p>	<p>We do not have the diagnostic assessment knowledge and understanding of how to differentiate appropriately for a wide range of learners within an individual classroom.</p>
<p>Formative assessments are not used to determine appropriate instructional strategies.</p>	<p>We do not have the understanding of how to inform instruction based on formative data.</p>
<p>We do not include follow-up assistance, mentoring, or monitoring of classroom implementation.</p>	<p>Modeling and coaching has been more heavily emphasized in the area of mathematics versus language arts. Walkthroughs have been implemented in 10-11, however feedback has not always been consistent regarding specific strategies and rigor of instruction.</p>
<p>We are not at the level of capacity we need, particularly at the school level, for extended supports for students, families, and the community.</p>	<p>We need more extended supports at the school level for students and families through community partnerships. Students and families feel isolated from the greater community and there is a pervasiveness of negative perception of our neighborhood community. The school does not function as the center of the community. The neighborhood, over a course of the last 15 years, has changed from primarily blue collar nuclear families to non-traditional and more transient lower SES family structures. The school and community have neither adapted nor served as a catalyst for extending supports for students, families, and communities. As students transition to the next level with mounting self-efficacy issues, they continue to feel isolated and disenfranchised while lacking acceptance from their peers.</p>
<p>We still have a curriculum and instructional practices that lack individuality to our student population. We do not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class.</p>	<p>While steps have been taken to embed more tools such as netbooks for each student, historically instruction has lacked focus on student-centered interests and relevant skillsets of our school population, including lack of 21st century adaptive skills embedded within rigorous teaching and learning tasks. The knowledge-base and application of research-based instructional strategies with a focus on student engagement is not consistent across the staff. An emphasis on student voice and choice has been a priority in the 10-11 school year. More focus pulling in social justice issues and providing avenues of students having voice as agents of change will be critical.</p>

B. Selection of School Improvement Model

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

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

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

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

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

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

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

*Intervention Model Selected: **Transformational***

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

McGary Middle School is one of three Equity Schools in the Evansville Vanderburgh School Corporation. The school adopted the Equity Process due to recognition of the need for improved student achievement. By choosing the Equity Process, the staff has fully committed to completely overhauling their processes and practices and required elements of the Transformational Model have already been introduced through the Equity Model. The additional Transformational Model required elements will enhance and refine the efforts to improve teacher quality and efficacy, comprehensive instructional reform strategies, use of data and site-based decision making, increased community partnerships, as well as supporting continued operational flexibility for the school.

It is only with the focus of increasing teacher effectiveness and autonomy and providing the means for student engagement and social/ emotional supports that the school can overcome barriers to success.

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

The Transformational Model will afford the principal and school leadership team an increased level of autonomy to make changes that will positively impact student success. The school leadership team will be supported through additional mentoring and professional development.

Teachers will attend cluster meetings in which they will learn research-based strategies to apply in their curriculum and instruction. Ongoing data collection will support staff in determining the effectiveness of those strategies. Teachers will also have an Individualized Professional Growth Plan in which they will set goals based on current student performance, consistent observation, and feedback from their leadership team. Each time they have an observation, within three days they will be given an area of refinement and an area of reinforcement. Follow up will continuously occur on those areas of refinement. Students will have more opportunities for extended learning, which will be aligned to their individual instructional needs. Students and families will be supported with social and emotional wrap-around services to meet needs that impeded academic success.

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

A. Develop Teacher and Leader Effectiveness

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

Principals in all three proposed Transformational Model schools have been replaced within a two-year window as part of school restructuring efforts. The selection of the new principals was very intentional as all three leaders were selected for their positions based on their possession of characteristics of successful school transformation leaders.

School Name:	Principal replacement timeline:
Glenwood Leadership Academy (GLA)	Current principal began in 10-11 as part of implementing the transformational model and will begin year 2 at GLA during restructuring efforts.
McGary Middle School	Current principal began as building leader in 09-10 in implementing the Equity Model.
Evans Elementary	Current principal began in 10-11 at Howard Roosa as part of restructuring efforts. School is moving to new location and opening up to grade 6 under new name “Evans School.” 11-12 will technically be the principal’s 2 nd year as principal for this same school (in a new location).

Two of the replacement principals (Glenwood Leadership Academy and McGary Middle School) are completing a Transformational Urban Leadership PhD program in partnership with the EVSC and Indiana State University. The principal at Evans and the principal at Glenwood Leadership Academy have completed the two-year Learning Leadership Cadre in partnership with Brown University. The principals were able to focus on successful school turnaround efforts in both programs. All three principals have reported and demonstrated greater efficacy and deeper levels of understanding with regard to transformational school leadership as a result of the programs. Additionally, the principals at McGary and Evans have completed the IDOE School Leadership Institute and worked with distinguished principals as identified by IDOE.

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

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

The school staffs identified the TAP System for Teacher and Student Advancement as the model for teacher support, professional development, evaluation and compensation for student performance based on the ISTEP+ Indiana Growth model. The TAP and EVSC model will be used to evaluate teachers.

The EVSC teachers in Transformation Schools will be evaluated by both the TAP evaluated on both the TAP and EVSC evaluation tool during the 2011-2012 school year. Both evaluation systems have clear pathways for removal for those who have not improved after opportunities for improvement have been provided.

Teachers who have not shown adequate performance through the TAP evaluation system or EVSC evaluation tool will work through a program of improvement with intensive support and feedback from school level leadership.

After the program of improvement takes place, the administrator will re-evaluate and recommend the teacher for retention, probation, or termination.

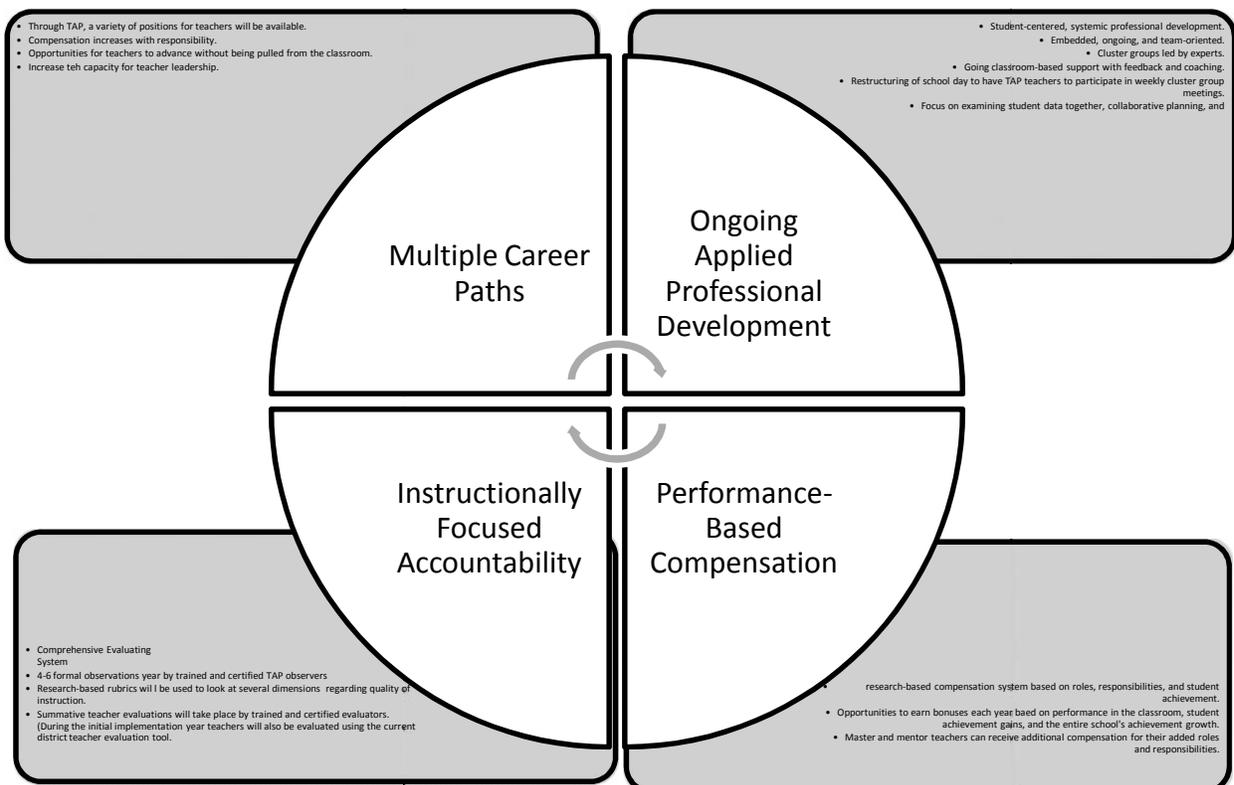
3a. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. grad rates.

The TAP model of compensation for student performance will be used.

All three EVSC schools applying for 1003(g) school improvement funds have voted to adopt the TAP System. This evaluation and pay for performance model will create structure and additional supports in each school as well as the LEA. Within these schools, the TAP System will most closely be supported by those LEA personnel who have also received TAP training and will be TAP Certified Evaluators. These TAP-trained and certified LEA personnel will also serve on the EVSC School Transformation Team. The TAP System:

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

Performance Award Weights: 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.



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

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

The EVSC Teacher Evaluation system, as well as the TAP evaluation model, have clear pathways for removal for those who have not improved after opportunities to improve have been provided.

The EVSC teachers in Transformation Schools will be evaluated by both the TAP and EVSC evaluation tool during the 2011-2012 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 those teachers 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 or TAP teacher evaluation system will be placed on a program to improve and removed if no improvement is made.

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

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

In addition to commitments of materials and time, NCISLA researchers found that “schools and districts enhance their capacity for change if they promote leadership for teachers” and “recast administrative roles as facilitators rather than as managers” (Carpenter et al., 2004.) The EVSC currently builds the capacity of teacher leadership in a number of ways, including the development of the Learning Leadership Cadre which a capacity-building two-year cohort of teacher leaders.

Principal Training. In addition to participating in all district and site-level training alongside teachers, principals will also receive intensive support and training by a distinguished mentor principal. The School Transformational Team will provide additional technical support to principals of transformational schools.

Teachers, staff and the school leadership team will participate in focused professional development opportunities with a clear focus on:

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

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

The TAP model offers career ladders for teachers who receive additional compensation and responsibility. Teachers were given flexibility to determine the schedule for the extended time for staff and students as an Equity School.

Educational research consistently shows student achievement is most closely tied to teacher quality. Additional supports are necessary in chronically low-performing, high poverty schools to establish more equity targeting teacher quality, which is at the top of the list among other needs.

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

- Increased teacher attrition
- Higher teacher absences
- Inflated levels of inexperienced teachers
- Decreased teacher self- and collective-efficacy
- Increased behavioral, social, and emotional needs in students
- Disproportionality of special education identification, student suspension, and achievement results

The time and effort EVSC district administration spends supporting transformational schools must be proportionate to the needs. Additionally, support from the LEA must always be in the best interest of increasing student achievement and include measuring practices that are in place in all schools to determine value-added factors to student success.

Teachers at all three schools are either currently teaching (by vote and/or screening process) in an Equity School (Evans School and McGary Middle School) or are a year 2 Transformational Model SIG School (Glenwood Leadership Academy). By teaching at these three schools, teachers have committed to an increased level of professional development as there is a clear focus on teacher quality. Finally, the district has 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.

B. Increasing Learning Time and Creating Community-Oriented Schools

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

Targeted schools will have the freedom to revise teacher planning schedules, class schedules, and extended learning opportunities (e.g., summer transition programs for students transitioning from middle to high school) as necessary. To assist schools in making adjustments such as those discussed above, Evansville Vanderburgh School Corporation will provide ongoing and intensive technical and other support to all targeted schools through the support of the District School Leadership Team including members such as the Director and Assistant Directors of Title I, The Director of Cultural Competency, and the Director of Research and Assessment. This team will provide technical assistance to school leadership in the creating of flexible school schedules and other ways of increasing learning time, as needed.

EVSC Transformational Schools- Increased Learning Time

	Start:	End:	Total Days:
Evans K 6 Students	August 4, 2011	June 5, 2012	190
Evans Preschool Students	August 10, 2011	May 23, 2012	179 (PreK)
Evans Teachers	August 2, 2011	June 7, 2012	198
Glenwood K 8 Students	August 8, 2011	May 31, 2012	190
Glenwood Teachers	July 27, 2011	June 1, 2012	199
McGary 6 8 Teachers	July 21, 2011	May 25, 2012	200
McGary 6 8 Students	August 1, 2011	May 25, 2012	190
Other EVSC School Students:	August 10, 2011	May 23, 2012	180

LEA Operational Flexibility in School Calendar:

The chart to the left demonstrates operational flexibility allowed by EVSC LEA in determining school calendars that allow extended learning opportunities in Transformational Schools. The LEA fully supports differentiating operations based on needs and requests of the schools.

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

EVSC leaders will communicate the district's School Improvement Plan to the education community and larger community through a number of means, including the Education Roundtable which is made up of several community partners that are dedicated to supporting Evansville schools.

In order to achieve this full community support, EVSC's Associate Superintendent of Family, School, and Community partnerships, school principals and members of the district's School Transformation Team (ST Team) will continue to work closely with all stakeholders, including area businesses, parents, teachers, staff, and students to cast a vision for transforming teaching and learning in our targeted schools. As part of our efforts to carry out this vision, the EVSC transformation schools will partner with local organizations including the Evansville Vanderburgh Public Library, Dream Center, and Leadership Evansville in providing ongoing mechanisms for family and community engagement.

The EVSC has created numerous opportunities for parents to share ideas on ways they would like to see the schools improve. Surveys are frequently utilized to provide instant feedback and ideas on how to improve. The district's website posts information specific to transformational schools in requesting input from parents as well as on the



Attention Families of Students at McGary and Evans

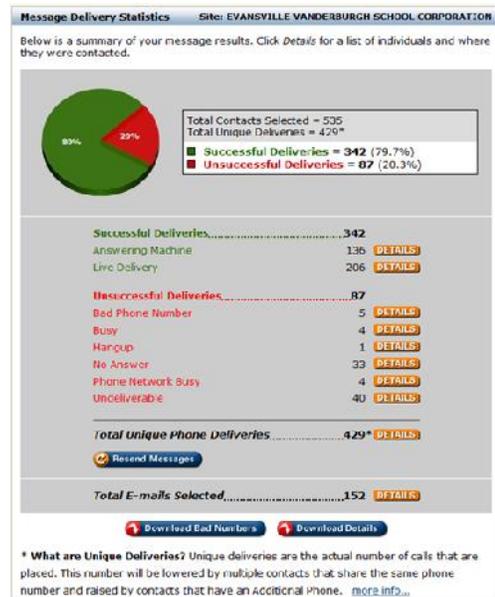
Do you have ideas for improvements to your child's school?

The EVSC has an opportunity to apply for a school transformation grant through the United States Department of Education for McGary Middle School and Evans School. The grant application is for up to \$2 million per year, for three years to provide resources in addition to what the school normally receives.

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

Please share your ideas regarding programming, curriculum, and/or learning opportunities. Call us at (812) 435-6473 or email your ideas to kato.ingford@evsc.k12.in.us.

school district Facebook page. Phone blasts contacted parents of students at McGary and Evans to provide information regarding school reform and the transformational models and to seek input. Representatives of the LEA also made calls to parents to seek input in an interview format. Parents and guardians provided input that guided the decision-making of what was written into the new grants. Parent input included suggestions around more learning experiences outside the school, more hands-on learning opportunities and technology, and even more individualized support for students who are struggling.



C. Comprehensive Instructional Reform Strategies

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

The EVSC is moving to a structure of vertical alignment from Preschool through high school, into College and Career Readiness. This has grown out of many school feeder districts developing this process of both horizontal and vertical alignment.

All three schools applying for school improvement grants are participating in feeder district aligned teams. Some of the teaching and administrative staff in these schools were those who originally started this work in the district and led the initiative.

The EVSC will continue to support these schools in needs around alignment as well as providing supports in preparing for the implementation of the Indiana Common Core Standards. The district will take the approach of having schools own the process of initiating efforts around planning and preparing for the Common Core Standards and PARCC Assessments.

The EVSC Equity School model has provided the schools the opportunity to thoroughly analyze the school's instructional program, align vertically including transition years and align with state standards. School staff utilized school and classroom level data, identified instructional strategies that met needs and created formative and summative assessments. The TAP System for Student and Teacher Advancement will refine the instructional program and help to further align the work as the schools begin the process of aligning to the Core Content Standards.

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

All three schools have special training in the Data Wise process, an 8-step ongoing process protocol for collaborating around data inquiry through preparation, inquiry, and action.

The cyclical nature of the improvement process is visually represented in what is referred to as The Backwards 9. The cycle begins looking at the data and staying very low on the level of inference. This is followed by an inquiry process in which teams look for patterns in the data that may indicate problems with the teaching and learning in classrooms. This is followed by acting on what the staff has learned from the inquiry process. The cycle ends in assessing and returning to the point determined needed in the inquiry cycle.

All three schools have aligned Data Wise with the 8-Step Process to also increase the power of interventions around data-based decisions.



Data Wise in Action, edited by Kathryn Parker Boudett and Jennifer L. Steele (Cambridge, MA: Harvard Education Press, 2007).

Teachers will have a strong support system in place for ongoing collection and use of both formative and summative student data to inform and differentiate instruction.

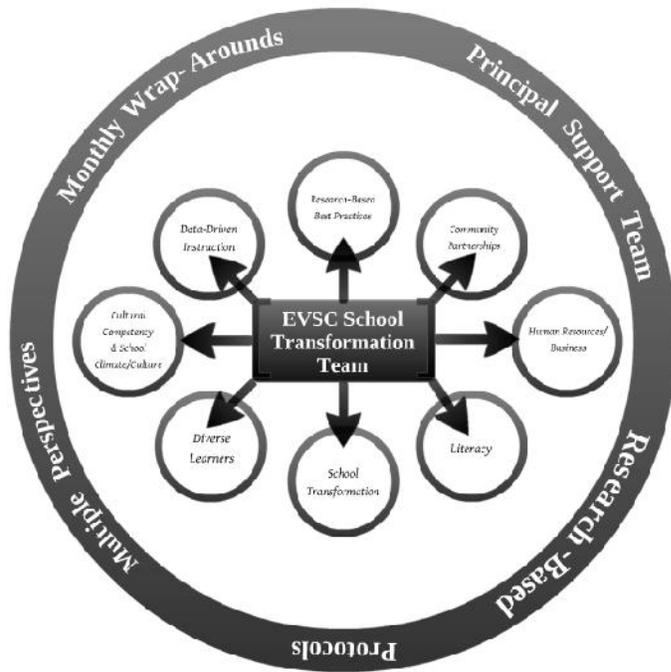
- Student-centered, systemic professional development.
- Embedded, ongoing, and team-oriented.
- Cluster groups led by experts.
- Going classroom-based support with feedback and coaching.
- Restructuring of school day to have TAP teachers to participate in weekly cluster group meetings.
- Focus on examining student data together, collaborative planning, and

D. Provide Operational Flexibility and Sustained Support

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

In order to enable our persistently lowest-achieving schools to carry out the Transformational Model, the Evansville Vanderburgh School Corporation will provide schools with adequate flexibility to carry out the identified solutions to achieve their goals in ways that will positively impact students. Areas of operational flexibility will include:

- **Staffing.** Schools will reward teachers who increase student achievement and remove those who, after ample professional development opportunities, do not. Schools will also be given flexibility in implementing recruiting and retention strategies including financial incentives, career growth opportunities, and flexible work conditions.
- **Time allotment.** Targeted schools will have the freedom to revise teacher planning schedules, class schedules, and extended learning opportunities (e.g., summer transition programs for students transitioning from middle to high school) as necessary.
- **Budgeting.** School leaders will be given flexibility in making final decisions about budget decisions regarding the Transformational Model.



To assist schools in making adjustments such as those discussed above, the Evansville Vanderburgh School Corporation will provide ongoing and intensive technical and other support to all targeted schools. In an effort to provide ongoing support to schools as well as thinking innovatively about solutions to difficult problems that school leaders encounter, the district will create a School Transformation Team (ST Team) that is

intentionally designed with a strength-based team. The team will meet at least monthly, but the principal and/or school leadership team can call the district’s ST Team together at any time. These special sessions can help transformational schools with brainstorming solutions to problems that schools encounter when going through radical change, or even taking the lead on solving problems when applicable, particularly when those problems are getting in the way of the school’s focus on student achievement.

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

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

The Evansville Vanderburgh School Corporation conducted a thorough needs assessment for each school site, including an overview of five key areas: 1.) student achievement and risk factors, 2.) teacher effectiveness, 3.) leadership, 4.) current instruction, and 5.) community and parent support. The district team looked at the following factors in detail: student achievement on state assessment in reading and math, risk factors that affect student achievement, student attendance rate, discipline referrals, teacher turnover rate and length of tenure, quality of professional development, instructional quality, community programs, and parental feedback. Additionally, all resources were assessed with which each school has operated and were taken into consideration, even in deciding whether to apply for the 1003(g) school improvement grant. The district committee evaluated all data in determining, along with stakeholders, which model would be appropriate and setting challenging yet achievable goals for student achievement at each school site.

Overview of each participating school:

Glenwood Leadership Academy:

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

Evans School:

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

McGary Middle School:

McGary Middle School will further the implementation of the Equity model of school reform. The school staff had to successfully complete a rigorous 40 hours of professional development culminating in classroom observations in order to continue to teach at the school. Staff have begun to utilize technology to enhance learning and increase student engagement. The SIG grant will allow the school to address student social, emotional, behavioral and learning needs.

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. 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.
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	✓		See proposed budget, which meets the requirements of being \geq \$50,000 and \leq \$2,000,000 per year.
5. The district has the resources to serve the number of Tier I and II schools that are indicated. <i>All models</i>	✓		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 Appendix for complete details of support team model.

Capacity Task	Yes	No	District Evidence	
<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 	✓		Transformation School Required Elements	
			<p>Develop Teacher and Leader Effectiveness</p>	<ul style="list-style-type: none"> TAP mentor teachers, Data Coach, health specialist , Elearning Coach, SE Department chair/coordinator Assistant Principal Professional development conference (reading conference, TAP National conference) ACT training Additional reward based on meeting school goals Reward for non-certified staff Technical assistance with Learning Worx
			<p>Increasing Learning Time and Creating Community-Oriented Schools</p>	<ul style="list-style-type: none"> Summer and after-school salaries Family /Community Coordinator Student Support Counselor CAP Mentor Digital marquee for community and family communication Community Partnerships: Lampion Center, Coordinated Community Health Care, Youth First Social Work services
<p>Comprehensive Instructional Reform Strategies</p>	<ul style="list-style-type: none"> Achieve 3000 reading intervention program Technology enhanced instruction Technical assistance and 			

			<p>professional development partners: Learning Worx</p> <ul style="list-style-type: none"> • Reading specialists • Learning lab • Learning Resource Coordinator 	
			<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, 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 was replaced at the beginning of the 2009-2010 school year. McGary was then one of the three lowest performing schools in the district based on the IDOE Differentiated Accountability Model. The principal was identified as having the capacity to change the culture and turn around the school. The grant will also increase the capacity of instructional leadership through continued mentoring from a principal identified as a distinguished principal by the IDOE and identifying an assistant principal who will increase capacity of instructional transformation.</p> <p>The principal worked with a distinguished mentor principal as identified by IDOE as a part of the IDOE School Leadership Academy for two years.</p> <p>The Principal is participating in the EVSC Learning Leadership Cadre Executive Strand. The assistant principal and two Master teachers are participating in the Administrative strand which includes a rigorous action research project and professional development focused on urban school reform.</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>All teaching staff were required to successfully complete the Equity process of teacher performance. Teachers who didn't successfully complete the process were reassigned. 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>

Capacity Task	Yes	No	District Evidence
<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 staff has been involved and has provided input for 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 was given the opportunity to vote on the grant and the grant was supported by 100 percent of the staff.</p>
<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>Two site council meetings were held to discuss with families. Both parents and school partners were in attendance. Schools officials also explained the opportunity for the grant at spring events. Parent feedback was very positive at these events.</p> <p>Surveys of parents indicate they feel as though they are active in decision-making around the school. However, attendance at meetings and other means of seeking parent input has a low level of parent participation</p> <p>The EVSC conducted a Stakeholder Survey in 2011 which included parent survey information. Results are available upon request.</p>
<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> 	✓		<p>Application approved in the minutes from school board meeting on date of 07/11/11 available upon request.</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> <p>The Collective Bargaining Agreement By and Between the Evansville Vanderburgh School Corporation and the Evansville Teachers Association (Section of the contract states Equity School Staff have autonomy to make decisions for the school.)</p>

Capacity Task	Yes	No	District Evidence
<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> 	✓		<p>Meeting between Director of Title I and new Superintendent, Dr. David Smith, on July 6, 2011 to discuss the School Improvement Grant application and alignment with other grants and reorganization to support District Transformation School team.</p> <p>School Board Meeting Minutes from July 11, 2011.</p>
<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>Letter of Support from the Evansville Teachers Association outlines contractual flexibility afforded Equity Schools as stated in current contract and support of the Transformation Model. Union fully involved in the acceptance of the TAP model of evaluation/compensation as stated in the Letter of Support for the TAP model.</p>

Capacity Task	Yes	No	District Evidence
<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>The current principal is an experienced principal who was recruited from the ranks of district leadership based on the impact of her leadership at her previous assignment as principal.</p> <p>EVSC is partnering with Indiana State University in a unique program (Learning Leadership Cadre Executive Strand) offering to create the capacity for transformational urban school and district leadership; 23 current EVSC administrators are participating in this special training.</p> <p>EVSC is beginning the second Learning Leadership Cadre with both a teacher leadership strand and also an administrative licensure-track strand.</p> <p>The principal was replaced at the beginning of the 2009-2010 school year. McGary was then one of the three lowest performing schools in the district based on the IDOE Differentiated Accountability Model. The principal was identified as having the capacity to change the culture and turn around the school. The grant will also increase the capacity of instructional leadership through continued mentoring from a principal identified as a distinguished principal by the IDOE and identifying an assistant principal who will increase capacity of instructional transformation.</p>

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 to place top talent in the positions of TAP Master and Mentor teachers including dual interviews with district and school level teams and classroom observations.</p> <p>All applicants take online screening exams through the Human Resources Department Job Fit (non-licensed) and Teacher Fit for all licensed positions. Administrator Fit</p> <p>Director of Recruitment works one-on-one with hiring and interviewing practices and matches directly with the departments.</p> <p>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>Staff at Equity schools must successfully complete a rigorous professional development strand including classroom observations of practice in order to remain at the school.</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> • <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>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>
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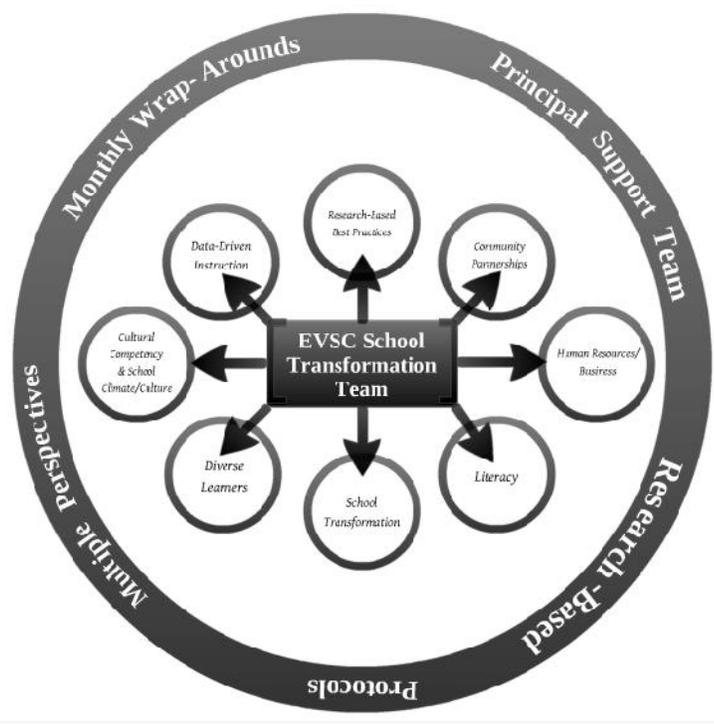
Capacity Task	Yes	No	District Evidence
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16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. ✓

New EVSC School Transformation Team Structure:

Turnaround, Transformation, Restart Models

- Professional Development sign in sheets aligned to SIG funded PD
- Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)



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 around areas

		<p>where success is not being reached.</p> <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> <p>See vitae document in appendix.</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>✓</p>	<p>The district conducted a phone blast to contact every family in potential SIG schools to inform regarding the grant process and seek input. In addition, families were contacted with a randomized personal phone call to seek input.</p> <p>A Stakeholder Survey is conducted yearly to seek input from parents, students, and staff.</p> <p>Spring Site Council Meetings on April 14 and April 29, 2011, minutes available on request.</p> <p>April 14, 2011 meeting with Vanderburgh County Sheriff Department</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="818 390 1515 1919"> <thead> <tr> <th data-bbox="818 390 1057 495">Element of the Intervention</th> <th data-bbox="1057 390 1292 495">Intervention</th> <th data-bbox="1292 390 1515 495">Resource</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="818 495 1515 600" style="text-align: center;"><i>Federal Resources</i></td> </tr> <tr> <td data-bbox="818 600 1057 831">Use of research-based instructional practices that are vertically aligned across grade levels and the state standards</td> <td data-bbox="1057 600 1292 831">Transformation</td> <td data-bbox="1292 600 1515 831">Title I Part A</td> </tr> <tr> <td data-bbox="818 831 1057 1339">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="1057 831 1292 1339">Transformation</td> <td data-bbox="1292 831 1515 1339">Title I, Part A, Title I, School Improvement</td> </tr> <tr> <td data-bbox="818 1339 1057 1682">Recruitment of <i>teaching staff</i> with skills and experience to effectively implement the selected intervention model</td> <td data-bbox="1057 1339 1292 1682">Transformation</td> <td data-bbox="1292 1339 1515 1682">Title II, Part A</td> </tr> <tr> <td data-bbox="818 1682 1057 1919">Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i></td> <td data-bbox="1057 1682 1292 1919">Transformation</td> <td data-bbox="1292 1682 1515 1919">Title III, Part A - LEP (when applicable)</td> </tr> </tbody> </table>	Element of the Intervention	Intervention	Resource	<i>Federal Resources</i>			Use of research-based instructional practices that are vertically aligned across grade levels and the state standards	Transformation	Title I Part A	Assistance with design and implementation of <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	Recruitment of <i>teaching staff</i> with skills and experience to effectively implement the selected intervention model	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)
Element of the Intervention	Intervention	Resource																			
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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 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> 	<p>✓</p>	<p>Through the Equity Process, the district showed a commitment to increased instructional time beginning in the 2010-2011 school year. Students received 4,050 additional instructional minutes than in 2009-2010.</p> <p>Students attended an additional 15 days of summer programming in June-July, 2011.</p> <p>McGary will offer an increased calendar including an additional 10 days of instruction for students and 7 additional professional development days for teachers.</p> <p>Summer programming will be offered to all students for a minimum of 10 days.</p> <p>Both summer and after school programming will be structured to support differentiation, enrichment and remediation. The SIG grant requests a Learning Lab setting to be utilized during before and after school as well as during summer programming time.</p>
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<ul style="list-style-type: none">○ <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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D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

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

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p data-bbox="180 317 639 457">I. Design and implement school intervention model consistent with federal application requirements.</p> <p data-bbox="180 491 683 720"><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 data-bbox="180 753 675 848">(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p data-bbox="180 888 656 1016">(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</p> <p data-bbox="180 1062 643 1190">(c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions;</p> <p data-bbox="180 1230 678 1358">(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p data-bbox="180 1398 683 1526">(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p data-bbox="180 1566 686 1730">(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 data-bbox="131 1770 683 1898">(g) Assessing the communication selected provider(s) to plan Professional development and support based on assessed needs (at least biweekly),</p> <p data-bbox="261 1938 574 1967">(h) Maintaining accurate</p>	<ul data-bbox="786 323 1487 1959" style="list-style-type: none"> <li data-bbox="786 323 1487 569">• <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> <li data-bbox="786 615 1487 890">• <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> <li data-bbox="786 930 1446 1094">• 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. <li data-bbox="786 1140 1471 1255">• The LEA has placed funding sources side-by-side in an effort to assess what implementation efforts would require additional financial support. <li data-bbox="786 1272 1487 1625">• 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. <li data-bbox="786 1644 1471 1835">• 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. <li data-bbox="786 1854 1487 1959">• The EVSC hosts The Education Roundtable with several community partners and parent representatives as part of the Center for Family, School, and Community

mentation of meetings and communications,

(i) Following and/or revising schedules, goals, and timeline as needed, and

(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.

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.
- 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.

The EVSC Office of Academic Affairs (Title I Division) assures that it will submit all data/forms to the IDOE/USDE as requested.

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. 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:</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 and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(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,</p> <p>(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.</p> <p>(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</p> <p>(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.</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. • 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>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:</p> <ul style="list-style-type: none"> (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary; (f) Redirecting resources that are not being 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. 	<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.

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

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>	

he 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 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

- 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.
- The Transformational Schools will keep their needs-based goals and school mission as the cornerstone of decisions around student learning and

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

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.

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

➤ **Instructions:**

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

Transformation Model

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

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)
<p>1. <i>Replace the principal who led the school prior to implementing the model.</i></p>	<p>The principal was replaced at the beginning of the 2009-2010 school year. McGary was then one of the three lowest performing schools in the district based on the IDOE Differentiated Accountability Model. The principal was identified as having the capacity to change the culture and turn around the school. She was the former principal of a high performing school in the district.</p>	<p>Superintendent of Schools</p>	<p>Accomplished August 2009</p>
<p>2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i></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. (See attached 1003g Teacher Evaluation and Compensation Plan.) • 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; 	<p>Principal, School Leadership Team</p>	<ul style="list-style-type: none"> • August, 2011 • June-Oct. 2011

	<p>conducting teacher evaluations; and ensuring inter-rater reliability regarding teacher evaluations.</p> <ul style="list-style-type: none"> 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 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.) 		<ul style="list-style-type: none"> June-July 2012 (after student growth data is available)
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<p>3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i></p>	<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 	<p>Principal, School Leadership Team</p>	<ul style="list-style-type: none"> August, 2011- June 2012 June-Oct. 2011
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	<p>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.</p> <ul style="list-style-type: none"> • 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 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. <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 		<ul style="list-style-type: none"> • June-July 2012 (after student growth data is available) • June-July 2012 • Additional compensation plan determined by December, 2011; implemented by
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	for up to \$1500 for the building reaching TAP related goals.		<p>July, 2012</p> <ul style="list-style-type: none"> • June-August, 2012
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Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>4. <i>Provide high quality, job-embedded professional development.</i></p>	<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 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 	<p>Principal, Master and Mentor Teachers</p>	<ul style="list-style-type: none"> • August, 2011 through May, 2012 • Every week beginning in Aug. 2011

	<p>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 meetings around the school-wide problem of practice.• Student data will be disaggregated in cluster (PLC) time, and best practices will be researched and field tested in targeted classrooms to determine level of effectiveness with student population.• Teachers will unpack standards and indicators to ensure level of rigor at each grade level. Teachers will meet in subject areas for at least one hour weekly. Structured teacher plan time will occur on three other days of the week for a minimum of 30 minutes to focus upon standards, differentiation, literacy and student engagement.• Teachers will learn and practice literacy and differentiation strategies during cluster time weekly, and determine level of support needed through		<ul style="list-style-type: none">• Monthly Beginning in August 2011
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	<p>the week to implement strategy in classroom (co-teaching, modeling, observation)</p> <ul style="list-style-type: none"> • Teachers will bring scrimmage data to cluster meetings to determine student needs and teacher support needed. • Monthly staff meetings will focus upon school improvement plan goals that evolve around review of school level data using DataWise protocols, school-wide problem of practice, and reviewing progress toward goal through formative assessments and other student products. • Teachers new to McGary will receive 40 hours of Equity School Professional Development and must demonstrate proficiency. 	<ul style="list-style-type: none"> • Transformation/Equity School Liaison 	<ul style="list-style-type: none"> • October, 2011
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<p>5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i></p>	<ul style="list-style-type: none"> • TAP affords multiple career paths for teachers who aspire to grow in areas other than administrative. The TIF grant aligns with the elements of the SIG in that it provides a stipend for leadership positions. • Incentives for growth are provided through the TAP system. Teachers may receive up to \$2500.00 each year, and this allocation is divided into two or three sections: 1) meeting the 	<p>Principal and Leadership Team</p>	<ul style="list-style-type: none"> • TAP training June 2011 – Oct. 2011 • TAP incentive pay July 2012 (based on availability of
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	<p>goals of their individual growth plan (50%), II) classroom gains (30%) and III) overall school achievement gains (20%).</p> <ul style="list-style-type: none"> To honor and recognize their commitment to teaching in a high needs school, all teachers will receive a one-time \$1000 classroom incentive to purchase classroom materials/supplies. In addition, those teachers new to a grade level, content area or to new to the school will receive a \$1000 sign on bonus to purchase materials and supplies appropriate for new grade level. 	<ul style="list-style-type: none"> Transformation / Equity Liaison 	<p>growth data)</p> <ul style="list-style-type: none"> Classroom incentive and Sign on bonus: August –Sept. 2011
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<p>6. <i>Provide increased learning time for students and staff.</i></p>	<ul style="list-style-type: none"> Through the Equity Model, McGary Middle School is in session an additional ten days for students; staff attend an additional seven days of training/professional development throughout the school year. Students attend up to 10 days of additional summer programming designed to provide opportunities to support successful transition to High School and provide enrichment and remediation. Professional development days are structured around Acuity tests and other student data points, including Achieve3000 Lexile data. Problem of Practice and school wide improvement goals are reviewed during this time to determine growth and needs. Professional development days will introduce and train career teachers on TAP System 	<p>Principal and Leadership Team</p>	<ul style="list-style-type: none"> Aug., 2011-June 2012 June 2012-July 2012 Aug. 2011-June 2012 August , 2011
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	<p>observation/evaluation model.</p> <ul style="list-style-type: none"> • Culture and Climate supports including Coordinator position will provide Tier one and Tier two behavioral interventions and support teachers through observations and coaching in order to reduce time students spend in alternative settings such as in school/out of school suspensions. The Student Lounge area will be used during non-instructional time to provide a supervised setting for students to communicate needs, practice interpersonal strategies and coping skills. • Student Support Advisor will implement College and Career Readiness in Action - Connecting students to careers in community, college preparation and signing up for scholarship opportunities (21st century scholars), college visits, and providing career mentors. This will ensure a more successful transition to 9-12 education for our students and increase relevance of education for our students. 		<ul style="list-style-type: none"> • October, 2011 • October, 2011
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<p>7. <i>Use data to implement an aligned instructional program.</i></p>	<ul style="list-style-type: none"> • McGary utilizes the DataWise process through a district-wide initiative. The Problem of Practice was determined through this process and continues to be the core focus of our school-improvement plan. The leadership and data teams will continue to participate in professional development at the district level throughout the year. • The TAP system provides rubrics for performance standards of four domains of teaching skills, knowledge, and responsibilities. These are: instruction, the learning environment, designing and 	<ul style="list-style-type: none"> • Principal, Leadership and Data Team • Principal, Leadership Team, 	<ul style="list-style-type: none"> • Aug. 2011-June 2012 • Aug. 2011-June 2012
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	<p>planning instruction, and responsibilities. Teachers will focus on instructional plans, student work, and assessment while designing and planning instruction.</p> <ul style="list-style-type: none"> Teachers will unpack standards and indicators to ensure level of rigor at each grade level. Teachers will meet in subject areas for at least one hour weekly. Structured teacher plan time will occur on three other days of the week for a minimum of 30 minutes to focus upon standards, differentiation, literacy and student engagement. 	Teachers	
Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	<ul style="list-style-type: none"> Differentiated Instruction (DI) is a core focus of our school-wide improvement plan. Teachers will be receiving weekly professional development on DI. Teachers will bring data to cluster time to determine growth and needs. Students who are identified based on assessment data will participate in Literacy Lab class to improve reading and comprehension skills. (Achieve 3000) The English Lab will be focused on multiple means of communication and 21st century learning to enhance instruction and provide differentiation. 	<p>Principal, Master and Mentor Teachers</p> <ul style="list-style-type: none"> Literacy Specialist Elearning coach 	<p>August, 2011 – May, 2012</p> <p>September, 2011</p> <p>October, 2011</p>

	service learning, as well as partnerships that will remain in place for social and emotional supports throughout the year.		September, 2011
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10. Give the school	• McGary as an EVSC Equity School	District School	August, 2011
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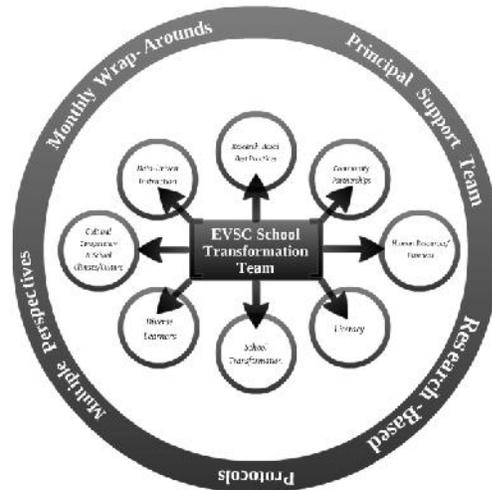
<p>sufficient operational flexibility (staffing, calendars/time, budgeting).</p>	<p>has been identified as having unprecedented autonomy as stated in the <i>Collective Bargaining Agreement between the Evansville Vanderburgh School Corporation and The Evansville Teachers Association</i> Section 203, III.</p> <p><u>Autonomy of EQUITY schools</u></p> <p>A. The EQUITY staff of each school will determine</p> <ol style="list-style-type: none"> 1. Length of the school year 2. Waivers for regulations 3. School design and governance 4. Resource allocations <ul style="list-style-type: none"> • Staffing: As stated in the current <i>Collective Bargaining Agreement By and Between the Evansville Vanderburgh School Corporation and The Evansville Teachers Association</i>, teachers in Equity Schools must demonstrate mastery of basic competency in order to remain teaching at the school. <p style="text-align: center;">Section 203. II.</p> <p>F. Completion of the academy and demonstrated mastery of the academy curriculum will be required to apply to teach in an EQUITY school. Mastery will be identified by a rubric.</p> <p>H. Teachers from EQUITY schools may remain after successful completion of the academy.</p>	<p>Transformation Team</p>	
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11. LEA and SEA supports school with ongoing, intensive technical assistance and support.

New EVSC School Transformation Team:

School Transformation Officer

August, 2011



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

	<p>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> <ul style="list-style-type: none">• District leaders involved with the transformational models are participating in an intense transformational urban leadership cohort.• 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.• The principal will receive additional technical assistance and professional development by Learning Worx. The support will be provided by a former principal, identified as a Distinguished Principal by the IDOE for her work in improving the achievement at a high needs school.• Cicero Group (Data Wise) will continue to provide technical assistance and professional development to the school data team to assist in the analysis of data.		
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➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

Pre-Implementation

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

Action:

Timeline:

Budget: -

Check Your Work - Additional Requirements for All Models

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

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

Instructions:

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

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

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
46% of all students are proficient on 2010-11 ISTEP+ ELA .	51% of all students are proficient on ISTEP+ ELA.	56% of all students are proficient on ISTEP+ ELA.	62% of all students are proficient on ISTEP+ ELA.
39% of all students are proficient on 2010-11 ISTEP+ mathematics.	45% of all students are proficient on 2010-11 ISTEP+ mathematics.	51% of all students are proficient on 2010-11 ISTEP+ mathematics.	57% of all students are proficient on 2010-11 ISTEP+ mathematics.

II: Budget

Instructions:

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

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

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

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.

Element of the Intervention	Intervention	Resource
<i>Federal Resources</i>		
Use of research-based instructional practices that are vertically aligned across grade levels and the state standards	Transformation	Title I Part A
Assistance with design and implementation of improvement plan including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Transformation	Title I, Part A, Title I, School Improvement

Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model	Transformation	Title II, Part A
Job-embedded staff development aligned to grant goals to assist English language learners	Transformation	Title III, Part A - LEP (when applicable)
Provide extended learning opportunities for students	Transformation	Full Service School Community Grant, 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

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

Attachment A: LEA Budget Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
<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 			

<p>prescriptive and intentional designed interventions</p> <ul style="list-style-type: none"> • 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 			
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<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> 			
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<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> 			
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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> 			
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<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>			
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<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</i> 			
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<p><i>Leaders) and or universities</i></p> <ul style="list-style-type: none"> • <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</i> 			

<p><i>expertise, support provided to the school, frequency)</i></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> 			
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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> 			
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<ul style="list-style-type: none">• <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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§ 2011-2012 SCHOOL IMPROVEMENT GRANT 1003(g) LEA BUDGET

Allocation Amount \$1,999,586.34

Original
 Amendment # _____

Corporation Name: **Evansville-Vanderburgh Sch Corp**

Corp #: **7995**

School Name: **McGary Middle School** School #: **8339**

Account Number	Expenditure Account	110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910
		Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer
		Cert	Noncert								
11000	Instruction	437000	90000	89585	18450			\$30,000.00		\$347,695.00	
21000	Support Services-Student	117000	86000	23985	17630	78000					
22100	Improvement of Instruction (Professional development)	247900	0	50819.5	0	60000		\$83,000.00			
22900	Other Support Services: Admin for LEA Activities	58232	17000	11937.56	3485	45000					
25191	Refund of Revenue	0	0	0	0						
26000	Operation and Maintenance	0	21700	0	4448.5						
27000	Transportation	0	14530	0	2978.65			\$15,000.00			
33000	Community Service Operations	0	0	0	0			\$5,000.00	\$300.00		
60100	Transfers (Interfund)	0	0	0	0						
Column Totals		\$860,132.00	\$229,230.00	\$176,327.06	\$46,992.15	\$183,000.00	\$0.00	\$133,000.00	\$300.00	\$347,695.00	\$0.00

TOTAL COST

Current Indirect Cost
1.44%

Subtract the amount above 25,000 (per individual contracted service) from your total budget:
 Total after deducting Property (710-748)
 Total Available for Indirect Costs
 Amount of Indirect Cost to be used
Grand Total After Indirect Cost

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Additional Note
* Achieve3000 Minds in Motion Supplies * Large Ceiling-Mount Screen for Auditorium * Furniture for English Lab, Learning Resource Center, and Student Commons * Software for English Lab/Studio Nook Book Fees	* Digital marquee * Promethean Active Expressions * LCD screens for communication and announcements * Broadcasting Equipment/Software – To send video to displays * Tricaster Broadcasting Device for English Lab/Studio * Studio Lighting Kit for English Lab/Studio * Sony AG-HMC80PJ Camera for English Lab/Studio * Sound Mixer for English Lab/Studio * Wires, Cables, Adaptors for English Lab/Studio * CD/DVD Disk Duplicator for English Lab/Studio * Coaxial Video Modulator * Macbook Carts * iMacs for Learning Resource center software for macs * Lighting for Auditorium (Challenge Projects) Sound System * High-Resolution Ceiling Mounted Projector * Computers for extra staff (LAPTOP/DOCKING STATION) PCs (e- learning coach...upgrade to mac) * IP Phones for Additional Staff * Walkie Talkies	* Lampion Center - <i>Additional social/emotional/behavioral therapy and wrap-around support embedded in school structure.</i> * Data Wise - <i>Training and technical assistance around data-driven instructional practices.</i> * Leadership Evansville - <i>Technical assistance and community partner in developing students, staff, and community capacity for leadership with increased efficacy.</i> * Learning Worx - <i>Indiana Distinguished Principal Mentor and Technical Support to Building Leader</i> * Diehl and Associates - <i>Evaluation of effectiveness of implementation of Transformational Model Requirements</i>	* Partnership salaries/fees for extended day activities TRAVEL: * Follow up trips to Indianapolis for IDOE Support * ACT Training * Equity Training for new staff * Model School visits (TAP System)	* Additional Administrator * E-Learning Coach * Learning Resource Coordin * Student Support Advisor * Social Worker * Culture and Climate Coordin * Reading Specialists x2 * TAP Mentor Teachers x2 * Family-Community Outreach * Coordinator * Technology Support Staff (% * Grant Support Person (% * Extended Calendar Salaries transport and other services (Certified and Noncertified) * Transformation Coordinator, * Incentive (Recruit/Retain) * Data Coach (% * Diverse Learners Specialist (* Literacy Specialist (% * Summer/After School Salari * Health Specialist (%) - Mind: Health/Wellness Services, etc

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
LEA Administrative salaries to support grant and initiate district School Transformation Team	\$58,232.00

LEA Grant support (non cert)	\$17,000
Travel dollars for SIG-sponsored PD for LEA admin who support Transformational Schools	1,500.00
TOTAL	76,732.00

Line Totals
\$1,012,730.00
\$322,615.00
\$441,719.50
\$135,654.56
\$0.00
\$26,148.50
\$32,508.65
\$5,300.00
\$0.00
\$1,976,676.21
\$38,000.00
\$347,695.00
\$22,910.13
\$22,910.13
\$1,999,586.34

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

Allocation Amount \$1,999,850.73

Original
 Amendment # _____

Corporation Name: Evansville-Vanderburgh Sch Corp

Corp #: 7995

School Name: McGary Middle School **School #: 8339**

Account Number	Expenditure Account	110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910
		Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer
		Cert	Noncert								
11000	Instruction	441370	90900	99528.94	20497.95			\$30,000.00		\$293,200.00	
21000	Support Services-Student	118170	86860	26647.34	19586.93	85800					
22100	Improvement of Instruction (Professional development)	250379	0	56460.46	0	66000		\$83,000.00			
22900	Other Support Services: Admin for LEA Activities	58814.32	17170	13262.63	3871.83	49500					
25191	Refund of Revenue	0	0	0	0						
26000	Operation and Maintenance	0	21917	0	4942.284						
27000	Transportation	0	14675.3	0	3309.28			\$15,000.00			
33000	Community Service Operations	0	0	0	0			\$5,000.00	\$300.00		
60100	Transfers (Interfund)	0	0	0	0						
Column Totals		\$868,733.32	\$231,522.30	\$195,899.37	\$52,208.27	\$201,300.00	\$0.00	\$133,000.00	\$300.00	\$293,200.00	\$0.00

TOTAL COST

Current Indirect Cost
1.44%

Subtract the amount above 25,000 (per individual contracted service) from your total budget:
 Total after deducting Property (710-748)
 Total Available for Indirect Costs
 Amount of Indirect Cost to be used
Grand Total After Indirect Cost

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Additional Note
* Achieve3000	* Promethean Active Expressions	* Lampion Center - <i>Additional social/emotional/behavioral therapy and wrap-around support embedded in school structure.</i>	* Partnership salaries/fees for extended day activities	* Additional Administrator
* Software for English Lab/Studio	* Macbook Carts			* E-Learning Coach
Nook Book Fees	* iMacs for Learning Resource center software for macs	* Youth First, Inc. - <i>Will provide a full-time social worker to the school.</i>	TRAVEL: * Follow up trips to Indianapolis for IDOE Support	* Learning Resource Coordinator
	* Equipment to implement Challenge Learning	* Data Wise - <i>Training and technical assistance around data-driven instructional practices.</i>	* ACT Training	* Student Support Advisor
		* Leadership Evansville - <i>Technical assistance and community partner in developing students, staff, and community capacity for leadership with increased efficacy.</i>	* Equity Training for new staff	* Culture and Climate Coordinator
		* Learning Worx - <i>Indiana Distinguished Principal Mentor and Technical Support to Building Leader</i>	Model School visits (TAP System)	* Reading Specialists x2
		* Diehl and Associates - <i>Evaluation of effectiveness of implementation of Transformational Model Requirements</i>		* TAP Mentor Teachers x2
		* Partnership for Challenge Learning		* Family-Community Outreach Coordinator
				* Technology Support Staff (%)
				* Grant Support Person (%)
				* Extended Calendar Salaries transport and other services (Certified and Noncertified)
				* Transformation Coordinator
				* Incentive (Recruit/Retain)
				* Data Coach (%)
				* Diverse Learners Specialist (%)
				* Literacy Specialist (%)
				* Summer/After School Salary
				* Health Specialist (%) - Mind: Health/Wellness Services, etc

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
LEA Administrative salaries to support grant and initiate district School Transformation Team	\$58,232.00

LEA Grant support (non cert)	\$17,000
Travel dollars for SIG-sponsored PD for LEA admin who support Transformational Schools	\$1,500
TOTAL	76,732.00

Line Totals
\$975,496.89
\$337,064.27
\$455,839.46
\$142,618.78
\$0.00
\$26,859.28
\$32,984.58
\$5,300.00
\$0.00
\$1,976,163.26
\$38,000.00
\$293,200.00
\$23,687.47
\$23,687.47
\$1,999,850.73

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

Allocation Amount \$1,999,578.98

Original
 Amendment # _____

Corporation Name: Evansville-Vanderburgh Sch Corp

Corp #: 7995

School Name: McGary Middle School **School #: 8339**

Account Number	Expenditure Account	110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910
		Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer
		Cert	Noncert								
11000	Instruction	442365.29	100989.9	109481.8	20497.95			\$30,000.00		\$245,000.00	
21000	Support Services-Student	118436.47	96501.46	29312.074	19586.93	85800					
22100	Improvement of Instruction (Professional development)	250943.60	0	62106.506	0	66000		\$83,000.00			
22900	Other Support Services: Admin for LEA Activities	58946.95	19075.87	14588.893	3871.83	49500					
25191	Refund of Revenue	0	0	0	0						
26000	Operation and Maintenance	0	24349.787	0	4942.284						
27000	Transportation	0	16304.2583	0	3309.28			\$15,000.00			
33000	Community Service Operations	0	0	0	0			\$5,000.00	\$300.00		
60100	Transfers (Interfund)	0	0	0	0						
Column Totals		\$870,692.31	\$257,221.28	\$215,489.27	\$52,208.27	\$201,300.00	\$0.00	\$133,000.00	\$300.00	\$245,000.00	\$0.00

TOTAL COST

Current Indirect Cost
1.44%

Subtract the amount above 25,000 (per individual contracted service) from your total budget:
 Total after deducting Property (710-748)
 Total Available for Indirect Costs
 Amount of Indirect Cost to be used
Grand Total After Indirect Cost

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Additional Note
* Achieve3000 * Software for English Lab/Studio Nook Book Fees	* Promethean Active Expressions * Macbook Carts * iMacs for Learning Resource center software for macs * Equipment to implement Challenge Learning	* Lampion Center - <i>Additional social/emotional/behavioral therapy and wrap-around support embedded in school structure.</i> * Youth First, Inc. - <i>Will provide a full-time social worker to the school.</i> * Data Wise - <i>Training and technical assistance around data-driven instructional practices.</i> * Leadership Evansville - <i>Technical assistance and community partner in developing students, staff, and community capacity for leadership with increased efficacy.</i> * Learning Worx - <i>Indiana Distinguished Principal Mentor and Technical Support to Building Leader</i> * Diehl and Associates - <i>Evaluation of effectiveness of implementation of Transformational Model Requirements</i> * Partnership for Challenge Learning	* Partnership salaries/fees for extended day activities TRAVEL: * Follow up trips to Indianapolis for IDOE Support * ACT Training * Equity Training for new staff * Model School visits (TAP System)	* Additional Administrator * E-Learning Coach * Learning Resource Coordin * Student Support Advisor * Culture and Climate Coordin * Reading Specialists x2 * TAP Mentor Teachers x2 * Family-Community Outreach Coordinator * Technology Support Staff (%) * Grant Support Person (%) * Extended Calendar Salaries transport and other services (Certified and Noncertified) * Transformation Coordinator, * Incentive (Recruit/Retain) * Data Coach (%) * Diverse Learners Specialist (* Literacy Specialist (%) * Summer/After School Salari * Health Specialist (%) - Mind: Health/Wellness Services, etc

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
LEA Administrative salaries to support grant and initiate district School Transformation Team	\$58,946.94
LEA Grant support (non cert)	\$19,076
Travel dollars for SIG-sponsored PD for LEA admin who support Transformational Schools	\$1,500

TOTAL	79,522.81

Line Totals
\$948,334.94
\$349,636.94
\$462,050.11
\$145,983.54
\$0.00
\$29,292.07
\$34,613.54
\$5,300.00
\$0.00
\$1,975,211.14
\$38,000.00
\$245,000.00
\$24,367.84
\$24,367.84
\$1,999,578.98

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Teacher Incentive Fund Grant Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and 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

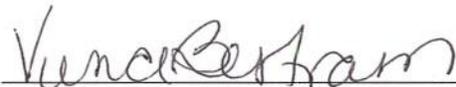
It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract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

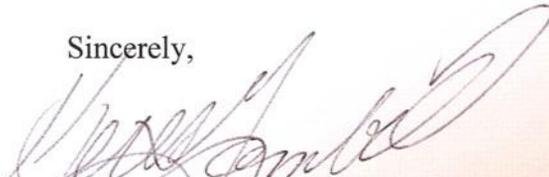
The Evansville Teachers Association (ETA) is pleased to partner with the Evansville Vanderburgh School Corporation (EVSC) in support of the Teacher Incentive Fund grant being submitted by the Indiana Department of Education to the Office of Elementary and Secondary Education of the United States Department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

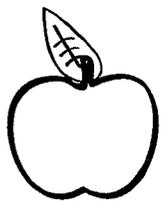
Student achievement through attracting and retaining teachers in difficult to staff schools and subjects areas is at the forefront of the TAP System. Additionally, the program provides for authentic teacher evaluation leading to improved instructional practice, professional development tied to demonstrated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



July 7, 2011

To Whom It May Concern:

The Evansville Vanderburgh Teachers Association (ETA) is pleased to partner with the Evansville Vanderburgh School Corporation (EVSC) in support of the application to the Indiana Department of Education for the Title I 1003(g) School Improvement Grant (SIG) 2011-2014 for McGary Middle School. The ETA supports a continuation of the work of the Equity School partnership at McGary Middle School established during the 2009-10 school year. The Equity School model has shown some positive impact on student achievement as measured by ISTEP+ (see chart) and the 1003(g) grant will only enhance this work and provide the means for continued success and build on this work.

			ELA			Math	
	Grade	difference between 2010 / 2011	2011	2010	difference between 2010 / 2011	2011	2010
McGary	6	3	44%	41%	1	39%	38%
McGary	7	2	35%	33%	-6	33%	39%
McGary	8	6	46%	40%	7	41%	34%

The Equity model aligns with the Transformation Model of school reform required elements and documentation as stated below.

Provide Operational Flexibility and Sustained Support, Comprehensive Instructional Reform Strategies, and Increasing Learning Time and Creating Community-Oriented Schools:

Equity Schools are already identified as having unprecedented autonomy in the EVSC as stated in the *Collective Bargaining Agreement By and Between the Evansville Vanderburgh School Corporation and The Evansville Teachers Association* Section 203, III.

Autonomy of EQUITY schools

- A. The EQUITY staff of each school will determine
 1. Length of the school year
 2. Waivers for regulations
 3. School design and governance
 4. Resource allocations

Develop Teacher and Leader Effectiveness

As stated in the current *Collective Bargaining Agreement By and Between the Evansville Vanderburgh School Corporation and The Evansville Teachers Association*, teachers in Equity

Schools must demonstrate mastery of basic competency in order to remain teaching at the school.

Section 203. II.

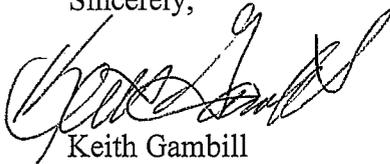
F. Completion of the academy and demonstrated mastery of the academy curriculum will be required to apply to teach in an EQUITY school. Mastery will be identified by a rubric.

H. Teachers from EQUITY schools may remain after successful completion of the academy.

In addition, this requirement is supported by the acceptance of the TAP System for Teacher and Student Advancement. (see letter of support dated June 25, 2010).

The Transformation Model of school reform aligns and enhances the work already begun at Mcgary School as an Equity School. These agreements support the required elements of Transformation model.

Sincerely,

A handwritten signature in black ink, appearing to read "Keith Gambill", written in a cursive style.

Keith Gambill
President

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.



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

AGREEMENT FOR SOCIAL WORKER SERVICES

THIS AGREEMENT FOR SOCIAL WORKER SERVICES (“Agreement”) is entered into by and between **YOUTH FIRST, INC.**, an Indiana nonprofit corporation, with its administrative offices at 3420 E. Morgan Ave., Suite A, Evansville, Indiana 47715 (herein “Youth First”), and the **EVANSVILLE VANDERBURGH SCHOOL CORPORATION**, with its administrative offices at 1 Southeast Ninth St., Evansville, IN 47708 (herein “School Corp”).

WITNESSETH:

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

WHEREAS, School Corp operates schools for the education of preschool, elementary, middle, and/or high school students;

WHEREAS, Youth First and School Corp are currently working together on projects and programs to provide services to children and families in the community;

WHEREAS, Youth First currently has funding to provide the services of a Master’s level social worker;

WHEREAS, Youth First has agreed to provide 9.5 social workers with a Master’s Degree to work as outlined herein.

WHEREAS, School Corp, its administrators, teachers, staff, and other ancillary services will identify and refer at risk students and families to the Social Worker;

WHEREAS, the Youth First Social Worker shall provide assessment, education, community referrals, case management, and prevention programs;

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

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

I. DEFINITIONS

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

- 1.1 School Standards and Procedures, “School Standards and Procedures” shall mean those standards and procedures of School promulgated from time to time.
- 1.2 Services. “Services” shall mean those duties and responsibilities of the Social Workers as enumerated in Article II.

- 1.3 Social Worker. “Social Worker” shall be those persons employed by Youth First who shall be assigned by Youth First to provide services at School.
- 1.4 President & CEO. The “President & CEO” shall mean that person employed by Youth First who serves as the director of the agency.
- 1.5 Clinical Director. The “Clinical Director” shall mean that person employed by Youth First who serves as the immediate supervisor of the Social Worker.
- 1.6 School. The “School” shall mean the following schools: Bosse High School, Central High School, Harrison High School, North High School, Reitz High School, the School of Academic and Career Development, Glenwood Middle School, McGary Middle School, Thompkins Middle School, and Washington Middle School.
- 1.7 School Principal. The “School Principal” shall mean the person(s) employed by School Corp who serves as the primary leader of the School.
- 1.8 Associate Superintendent. The “Associate Superintendent” shall mean the person employed by School Corp who serves as Associate Superintendent of School, Family and Community Partnerships
- 1.9 Coordinators. The “Coordinators” shall mean the persons employed by School Corp who serve as the Coordinator of Family Support Services and Coordinator of Student Services.

II. YOUTH FIRST DUTIES AND RESPONSIBILITIES

- 2.1 Employment & Supervision of Social Worker. Youth First shall employ and provide clinical supervision of Social Worker who will provide Services at School. The Social Worker shall possess a Master’s Degree in social work or a License in Clinical Social Work, be reasonably acceptable to the School Corp and shall have experience in working with children and families, strong interpersonal skills, and knowledge of the community.
- 2.2 Services. The Social Worker shall be assigned to School full-time with the exception of SADC, which will be served 20 hours a week and shall provide case management services for at-risk students and their families and evidence-based programs approved by EVSC and coordinated by Youth First and EVSC. Services shall include (1) assessing families for risk factors and willingness to participate; (2) administering measurement instruments and developing individual family service plans; (3) providing intervention, advocacy, referrals, and other needed support; (4) charting family and student progress and sharing data with school personnel to assist academic progress; (5) providing supportive intervention services to school personnel; (6) providing evidence-based programs reviewed and approved by EVSC and Youth First; and (7) collecting and recording data for Program evaluation.
- 2.3 School Policies. The Social Worker shall be an employee of Youth First and perform his/her obligations and responsibilities in accordance with School Standards and

Procedures including but not limited to procedures for reporting child abuse and neglect and building security issues.

- 2.4 Evaluation and Replacement of Social Workers. Youth First shall seek the input of School Principal in the periodic evaluation of Social Worker. In the event that a Social Worker does not perform his/her duties and responsibilities in a satisfactory manner, the School Corp and Clinical Director shall consult and agree on a plan of improvement for Social Worker. The School Principal and Clinical Director shall monitor Social Worker's progress.
- 2.7 Transitions of Social Workers. Youth First shall notify School Corp and School in writing in the event of resignation of personnel or changes in status of personnel. Such communication can be conducted via e-mail and sent to both the Associate Superintendent and Coordinator.
- 2.8 Placement of Interns. On occasion, Youth First shall screen, choose, and assign interns to work under the supervision of its Social Workers. Youth First shall provide School with the names and copies of background checks for all interns.
- 2.9 Communication Procedure. Clinical Director shall be Youth First's contact person regarding daily operations and shall maintain open communication and bi-weekly contact with Coordinators regarding programs and services. President & CEO shall be Youth First's contact person regarding and shall maintain communication and monthly contact with the Associate Superintendent.
- 2.10 Complete Criminal Background Checks. Youth First shall provide EVSC with copies of complete background checks for all employees.

III. SCHOOL CORP. DUTIES AND RESPONSIBILITIES

- 3.1 Referral of Students. School Corp shall cause the School Principal, other staff and counselors of the School, to refer students and families in need of Services to the Social Worker on an as needed basis.
- 3.2 Office Space. School Corp shall provide adequate space for services and programs and use of a computer with e-mail access, private phone, desk, and locked filing cabinet for use by the Social Worker while working at the School.
- 3.3 Recognition. School Corp and School Principal shall recognize and inform students, parents, faculty, staff, board members, and other school constituents of Youth First prevention programs.
- 3.4 School Oversight. School Principal shall provide on-site supervision of the Social Worker, provide orientation to school policies and procedures, and provide necessary assistance as determined by School Principal.
- 3.5 Communication procedure: Coordinators shall be School Corp's contact persons

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

IV. COMPENSATION & SUSTAINABILITY

- 4.1 Compensation. Youth First has secured the funding necessary to cover all costs of Services for the term defined in Article V, and the School Corp is under no additional financial obligation.
- 4.2 Sustainability. Youth First and the School Corp agree to work together to identify funding opportunities for Services.

V. TERM AND TERMINATION

- 5.1 Term. Subject to the provisions for termination as hereinafter provided, the term of this Agreement shall be for a period of one (1) year, which begins as of August 1, 2009.
- 5.2 Termination. Notwithstanding Section 5.1, this Agreement shall terminate on the occurrence of any of the following events:
- 5.2-1 Termination Without Cause. Without cause, either party may terminate this Agreement upon ninety (90) days written notice to the other party. In such event, Youth First, if requested by School Corp, shall continue to render Services, and shall work under the compensation arrangement set forth in Article IV, up to the date of termination, which the School Corp or Youth First can set at any time during the ninety (90) day notice period.
- 5.2-2 Termination by School. School Corp may terminate this Agreement at any time for the following causes upon written notice to Youth First:
- (a) Youth First's failure to immediately release the Social Worker upon the revocation or suspension of the Social Worker's license to practice as a certified clinical social worker in the State of Indiana, and failure to find a qualified replacement, within a reasonable amount of time, for the Social Worker whose license to practice as a certified clinical social worker was revoked or suspended.
 - (b) Youth First's failure to immediately release the Social Worker upon the conviction of a crime of the Social Worker constituting a felony or one involving moral turpitude, and failure to find a replacement, within a reasonable amount of time, for the Social Worker who has been convicted of a crime constituting a felony or one involving moral turpitude.
 - (c) Youth First's failure within thirty (30) days after its receipt of written notice thereof to cure any material breach by Youth First of any terms of provisions of this Agreement.

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

VI. RECORDS

- 6.1 Student Records. Student records created by the Social Worker shall be deemed to be confidential, shall be owned by Youth First and shall not be copied or provided to the School Corp or School except pursuant to proper written authorization in accordance with Indiana law.
- 6.2 Authorization and Release Forms. Youth First shall only release records to the School or School Corp or any other third party in accordance with state and federal laws. School Corp shall cause the School Principal or other staff to obtain an Authorization and Release Form executed by the parent or legal guardian of the student, authorizing the School or School Corp to discuss the student's problems with the Social Worker and authorizing the Social Worker to discuss the student's problems with the School Principal or staff of the School.
- 6.3 Use of Data. Youth First and School Corp shall be permitted to use data that the Social Worker collects in the provision of Services hereunder for evaluation and for the purposes of developing sustainability except that Youth First and School Corp shall not use the names of the individuals upon which the data is based.

VII. REGULATORY COMPLIANCE

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

VIII. STATUS OF THE PARTIES

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

IX. INSURANCE AND INDEMNIFICATION

9.1 Professional Liability.

9.1-1 Youth First, at its sole cost and expense, shall either procure and maintain policies of comprehensive general liability insurance, including completed operation and blanket contractual liability, worker's compensation insurance, automobile liability insurance and professional liability insurance, or satisfy School Corp that it is self-insured for liability that would be covered by any such insurance. The comprehensive general liability coverage shall be with limits of at least One Million Dollars (\$1,000,000.00) for each occurrence for bodily injury and property damage. The worker's compensation coverage shall provide for all employees of Youth First providing services under the terms of this Agreement, covering any liability under the Indiana Worker's Compensation Act and the Indiana Occupational Disease Act and including but less than One Hundred Thousand Dollars (\$100,000.00) employer's liability coverage. The automobile liability coverage shall with limits of at least One Million Dollars (\$1,000,000.00) combined single liability per occurrence. The professional liability coverage shall be with limits of at least One Million Dollars (\$1,000,000.00) combined single liability per occurrence. All such policies of insurance (unless Youth First satisfies School Corp that it is self-insured for liability that would be covered by such policies), shall be with the companies acceptable to School Corp. All such policies of insurance shall provide that the insurance carrier under each policy is required to give the School Corp less than thirty (30) days' written notice prior to cancellation of any policy. A memorandum certificate of such policy shall be deposited with School Corp promptly after the execution of this Agreement. Prior to the expiration and/or cancellation of any such policy, Youth First shall secure replacement of such insurance coverage, upon the same terms and provisions, and furnish School Corp with a memorandum certificate as heretofore described. Youth First, for itself and for anyone claiming by, through, or under it, does hereby waive every right of subrogation against School Corp.

9.2 Indemnification

9.2-1 Youth First shall indemnify, defend and hold harmless School Corp and its officers, directors, members, employees, representatives, attorneys, agents and affiliates from and against any and all losses liabilities, judgments, actions, causes of action, damages, claims, demands, costs, obligations, deficiencies and expenses (including interest, penalties and attorneys fees and expenses) which arise out of, result from, or relate to any wrongful act or omission of Youth First, including but not limited to the Social Worker, that give rise to a claim by a third party against School Corp.

X. GENERAL PROVISIONS

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

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

SCHOOL CORP: Dr. Vincent Bertram
Superintendent
Evansville Vanderburgh School Corporation
1 Southeast Ninth St.
Evansville, IN 47708

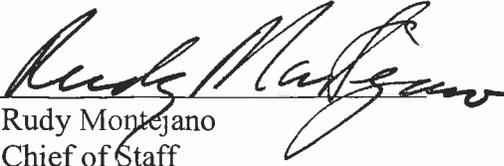
- 10.2 Assignment. Youth First may not assign its rights or obligations under this Agreement to another organization without the written approval of the School Corp.
- 10.3 Entire Agreement. This Agreement supersedes all previous contracts or agreements between the parties with respect to the same subject matter and does constitute the entire Agreement between the parties hereto and neither Youth First nor School Corp shall be entitled to benefits other than those herein specifically enumerated.
- 10.4 Waiver of Breach. The waiver by either party of a breach or violation of any provision of this Agreement shall not operate as, nor be construed to be, a waiver of any subsequent breach hereof
- 10.5 Choice of Law and Venue. Any dispute that arises out of or relating to the terms of this Agreement shall be brought in the Superior or Circuit Court of Vanderburgh County, Indiana or in the Federal District Court for the Southern District of Indiana, Evansville Division. The law of the State of Indiana shall govern any dispute.
- 10.6 Severability. In the event that any provision hereof is found invalid or unenforceable pursuant to judicial decree or decision, the remainder of this Agreement shall remain valid and enforceable according to its terms.
- 10.7 Amendments. This Agreement may be amended only by an instrument in writing and signed by the parties hereto.
- 10.8 Execution. This Agreement and any amendments thereto shall be executed in duplicate copies on behalf of Youth First and School Corp. Each duplicate copy shall be deemed an original, but both duplicate originals together constitute one and the same instrument.

XI. EXECUTION

IN WITNESS WHEREOF, a duly authorized officer and representative of Youth First and School Corp have executed this Agreement the 22nd day of February, 2010.

SCHOOL CORP

YOUTH FIRST, INC. OF EVANSVILLE, IN

By: 
Rudy Montejano
Chief of Staff
Evansville Vanderburgh School Corp.

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

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

Name	Position	Qualifications/Work Experience
Schweizer, Mary	Principal	Master's degree, an Educational Degree Specialist, and is currently working on a PhD from Indiana State University. Mary served as assistant principal at Helfrich Park Middle School for one year, then at Plaza Park Middle School for eight years. The school was awarded 4-Star Status during that time. Mary has facilitated professional development at the local, state and national level in the area of coordinated school health. She has served as principal of McGary Middle School since August 2010. The ECA algebra scores showed over 15% gains this year, and discipline referrals have reduced 50%.
Naylor, Dale	Asst Principal	Dale Naylor has a Masters Degree from Indiana State University and a Bachelor of Arts Degree from the University of Evansville. Dale spent 25 years teaching physical and health at Plaza Park Middle School. The past two years Dale has led the districts Coordinated School Heath team promoting health and wellness as a key factor in student achievement and success. Dale is the Assistant Principal at McGary Middle School where the Equity School and the TAP Model, the system for teacher and student advancement, is being implemented. Dale is currently in the Learning Leadership Cadre with Brown University. Dale is also an EMT and he serves as a Reserve Sheriffs' Deputy.
Strieter, Shannon	Master Teacher	Shannon has been with the Evansville-Vanderburgh School Corporation since the fall of 1997 when she began as an English teacher at Plaza Park Middle School. During her 12 years at Plaza Park, Shannon coached the volleyball and dance teams and served in various leadership capacities at the school. During the summer of 2009, she served as a summer school administrator at McGary Middle School for students from McGary, Washington, and Plaza Park Middle Schools. In the fall of 2009, she became an Achievement Coach at McGary Middle School. In 2010, she moved to the role of Professional Development Specialist at McGary, and for the 2011-2012 school year, she will also serve as Master Teacher. Shannon is enthusiastic about the transformative work happening at McGary and in the EVSC.
Pate, Holly	Master Teacher	Holly Pate has 22 years of teaching experience with licensure in K-12 Special Education. She has experience and expertise in the area of inclusion of special needs students in the general education setting through the use of differentiated instruction at the high school level. She also taught an inclusion course for elementary educators to create and transform their school through Indiana University. She has 17 years of experience with Performance Learning Systems accredited through Indiana Wesleyan University. Her role is adjunct faculty with specialty in differentiated instruction including framework for DI as well as research-based methods to properly initiate and sustain a differentiated classroom. She also teaches coursework in research-based instruction in and application of learning, perceptual, organizational, temperament styles as well as preferred methods for learning new information. Her repertoire also includes teaching graduate level cooperative learning system for use in the classroom as well as project-based learning. She has also served as a teacher on the P.L. 221 committee since P.L. 221's inception.

Dorsey, Eleese	Mentor Teacher	Eleese Dorsey received her Masters of Education from the University of Hawaii, Manoa in 2011. As a 2009 Corps Member of the organization, Teach For America - Hawaii, she taught 11 th and 12 th grade Special Education English in a resource setting at Kealakehe High School on the Big Island of Hawaii for two years. Additionally, she served as an assistant for the Migrant Education after school program working with English Language Learners as well as international students. Mrs. Dorsey received her BA in English Writing and Women Studies from DePauw University. This will be her first year working for the EVSC as a TAP mentor teacher at McGary Middle School.
Walker, Amy	Mentor Teacher	Amy Walker has a BS in elementary education with a math endorsement in grades 5-9. She has been teaching middle school math for 7 years. She has taught all grade levels in the middle school area. She has taught at McGary Middle School for the five years. She has taken four graduate classes on teaching middle school math as she is working towards completing her masters degree. She has been a team leader for two years and been a part of the leadership team for one year. Amy has sponsored many after school activities and coached girls track at McGary. This is Amy's first year as a TAP mentor teacher.

Mary L. Schweizer, Principal

McGary Middle School
April 29, 2011
Media Center
9:00 a.m. to 10:00 a.m.
Ashley Blondin, Site Coordinator
Julie Mullen, Community and Family Outreach Coordinator

Mission: To establish school sites as a place of community to enhance youth and family development.

- Welcome and Introductions

- New Business
 - Asset Mapping
 - 1003g grant
 - a. Literacy and Differentiation focus
 - b. Social Issues
 - c. Service Learning
 - Summer Programs

- What is Happening at McGary
 - May Family Night
 - Spring Instrumental Music Night
 - Track
 - NHS Banquet
 - Honors Banquet

Next Meeting: TBA

McGary Middle School Site Council Meeting Notes

April 29, 2011

In Attendance: Jayna Ennis, Tami Kessinger, Ron Wells, Maria Morris, Stacy West, Rodney Mileski, Jean Barr, Greg Mullen, Holly Pate, Ashley Blondin, Al Smith, Rachel Lopez, TeQuia Barrett, Theresa Schneider, Matt Hurt, Annie Willis, Toni Eich, Emily Brown, Brielle Brown, Taleyah Mond, Jordan Scott, Kaitlin Wilke, Hardari Smalls, Joshua Kellems, Demarka Reed, Julie Mullen

Julie welcomed everyone then we all introduced ourselves and told what Organization or school we were from.

Dave talked about asset mapping and how we go about getting the information we need to analyze our strengths and challenges as a community. He explained we start with small groups of students, parents, staff, teachers, administrators, and community partners to see what strengths we all have to offer as an individual and together, then spread to the community by surveying the parents to see what assets they can provide what challenges they see that we all need to address and work on as a community. He explained to focus on our assets first.

Mary talked about the 1003g grant. This is a 3 year grant that we can get up to 2 million dollars a year to move the school in the right directions if granted. Ideas were discussed around a focus on communications, such as media and social justice.

Dave brought up that Memorial already had a teen court and it would benefit our kids to go see how theirs is ran.

Mary talked about a school in Indy that through teen court has changed their outlook, behavior has improved, and the students themselves have voted in a very stringent dress code.

Dave talked about Harrison having the Shepard Law Academy and how our student court system would fit in with the Academy concept.

Holly talked about working with the teachers on how to instruct teaching each student different because they all learn in a very different way.

Mary said we will be focusing on literacy next year in a different way. We will have workshops that the kids can choose from to be in, they will read different books depending on the workshop they are in.

Ashley talked how summer school this year was going to be a service learning summer. The kids are going to learn about hunger and food justice by concentrating on healthy food, they are also going to the food bank to package food, write articles to the newspaper, and serve at the soup kitchen. This program will incorporate Math, Science, Language Art, and Social Skills.

Dave talked about the afternoon part of Summer School will be different. Field trips are planned to help the kids learn about giving back with some Service learning projects.

Annie Willis talked about doing a full service learning food project by planting a garden in our courtyard, harvesting, canning and selling the produce harvested. She explained our ultimate goal is a getting a green house so we can plant all year.

Matt talked about taking students on field trips to local businesses so they can see the different jobs that will be available to them once they complete their schooling whether it be High School, College or Trade School.

Dave talked and passed out flyers about our Free Tutoring Program and How we contract with outside agencies to tutor eligible kids in home or at school, and that summer tutoring is also available. Forms are due by May 2.

Dave also spoke about or free lunch summer program for any child 18 or younger, the price is \$2.50 for 18 and older. This is at a number of our schools. This program is from June 26 the to July 2.

Rodney Mileski talked about Ben Smith which is the guest speaker we will Have for our assembly on May 19 at the school and for family night at Vann Ave. church.

Julie talked of all that is going on at McGary. We have our Family Night at Vann Ave. Church with Caze School at 6:00. The Adult will have a bully bullying seminar and the kids will have open gym and games, because the kids will have already seen the the presentation at school that day. Our spring Instrumental Music Night is May 26 at 6:30, our district track meet is April 26 at Central at 3:30, NHS Banquet is May 17th at 6:30, Honors banquet is June 2 at 6:00.

Jayna Ennis talked about our Scoop Night at Baskins Robbins May 11th with Baskin Robbins has graciously offered 50%of the profits to go toward our 8th grade field trip and banquet.

Emily Brown a McGary 7th grader spoke of how service learning has been a big part of the this year focusing on social skills and how to give back to the community.

Julie asked if any organization wanted to speak at the next meeting, Jean of Big Brothers/Big Sister said she would really like to present at next Months meeting.

For Next Meeting:

- Agenda Needs
- Read over previous Site Council Meeting Minutes
- Discuss more in depth about the strengths each of us have to offer
- Think about the school needs for the next year

Respectfully submitted

Julie Mullen

Community and Family Outreach Coordinator
McGary Middle School

Next Meeting: TBA

Attention Families of Students at McGary and Evans

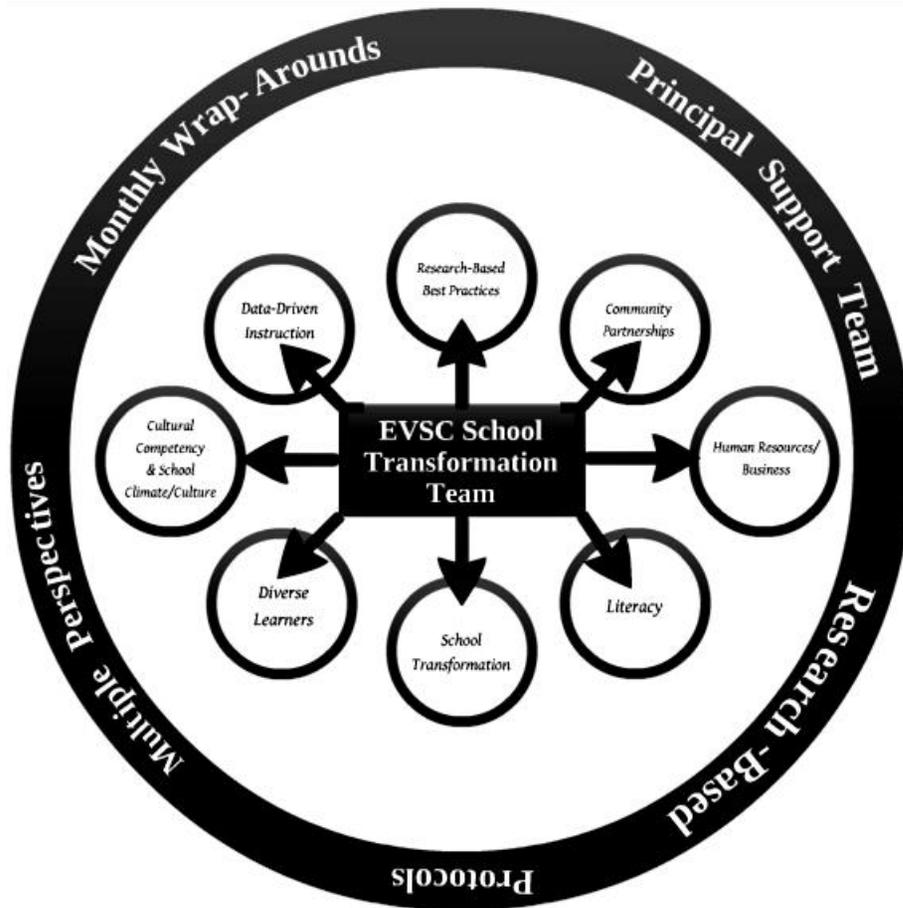
Do you have ideas for improvements to your child's school?

The EVSC has an opportunity to apply for a school transformation grant through the United States Department of Education for McGary Middle School and Evans School. The grant application is for up to \$2 million per year, for three years to provide resources in addition to what the school normally receives.

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

Please share your ideas regarding programming, curriculum, and/or learning opportunities.
Call us at (812) 435-8473 or email your ideas to kate.langford@evsc.k12.in.us.

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	<p>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.</p>
Minihan, Catherine	<p>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.</p>
Hartz, Deb	<p>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.</p>

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	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.

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