



**Indiana Department of Education**  
 Glenda Ritz, NBCT  
 Indiana Superintendent of Public Instruction

**Title I – 1003(g) School Improvement Grant  
 2014-2015 School Year Grant Application**

**LEAs must submit an application for EACH school applying for 1003(g).**

**Part I: Grantee Information**

**Applicant Information**

<b>School Corporation/ Eligible Entity</b>	Vigo County School Corporation	<b>Corp #</b>	8030
<b>School</b>	Sarah Scott Middle School	<b>School #</b>	8481
<b>Superintendent Name</b>	Daniel Tanoos	<b>Email</b>	<a href="mailto:dt@vigoschools.org">dt@vigoschools.org</a>
<b>Title I Administrator Name</b>	Christi Fenton	<b>Email</b>	<a href="mailto:caf@vigoschools.org">caf@vigoschools.org</a>
<b>Principal</b>	Dr. Bruce Lautenschlager	<b>Email</b>	<a href="mailto:bcl@vigoschools.org">bcl@vigoschools.org</a>
<b>Mailing Address</b>	1000 Grant Street	<b>City</b>	Terre Haute
		<b>Zip Code</b>	47802
<b>Telephone</b>	812-462-4381	<b>Fax</b>	812-462-4370
<b>Total Funding Authorization</b>	\$948,829.85		

**Application Type**

**Select one of the following options:**

- Turnaround
- Transformation
- Restart
- Closure

**Important Dates**

<b>Application Release</b>	Release application and guidance to LEAs	March 1, 2014
<b>Technical Assistance Training</b>	Offer technical assistance training to eligible Priority schools	March 20, 2014
<b>Application Due</b>	LEA application must be submitted to IDOE	April 1, 2014
<b>Notification</b>	SEA awards will be published and LEAs notified of 3-Year Awards	April 30, 2014
<b>Funds Available</b>	Funds will be available to grantees	July 1, 2014

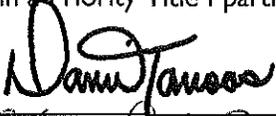
## Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

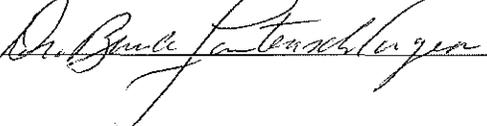
- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

**The LEA must check each waiver that the LEA will implement.**

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

Superintendent Signature:  Date: 3-28-14

Title I Administrator Signature:  Date: 3-28-14

Principal Signature:  Date: 3-28-14

## Staff Members Consulted and Part of the Application Process:

### Workgroup Members

Name	Title
Dr. Bruce Lautenschlager	Principal
Ross Cadick	Math teacher
Dr. Karen Goeller	Deputy Superintendent
Christi Fenton	Director of Elementary Ed. and Title I
Stacy Mason	Director of Secondary Ed.
Hillary Shepard	Parent
Ginny Bogard	Title I teacher
Tammy Beck	Teacher
Crystal Dougherty	Teacher
Gary Handlin	Teacher
Rhonda O'Dell	Parent
Amanda Childress	Parent
Becky Brown	Teacher/Union rep.
Connie Mallory-Johnson	Counselor
Heidi Strickland	Parent
Carolyn Cristee	Title I Teacher
Ashley Milner	Title I Teacher
Danny Raubuck	Dean

**Consultation with Stakeholders:** List each meeting or other activity held to consult with stakeholders regarding the LEA's application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

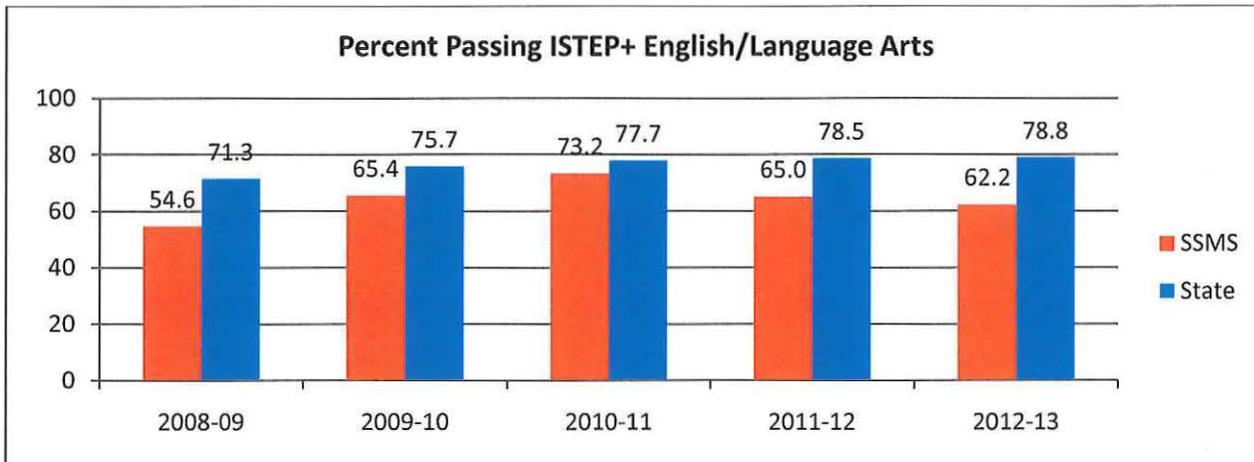
Meeting Topic	Date and Time	Parents /Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
Public Law 221 – Public Meeting	1/13/14	5	8	1	0	5	0	Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment
Team Leader Meetings	3/5/14	0	38	1	0	0	0	Discussion of school improvement strategies and data
Title I Parent Night	2/19/14	60	10	1	0	0	50	Science Fair and discussion of school improvement efforts
Discussion of Grant Opportunity with Sarah Scott Lead Staff Member	3/7/14	0	1	1	0	3	0	Discussion of the 1003(g) Grant and possible implementation opportunities
Faculty Discussion of Grant Opportunity with the VCTA Discussion Team Leadership at SS	3/12/14	0	5	1	0	0	0	Discussion of the 1003(g) Grant and possible implementation opportunities
Team Leader Meetings with Principal	3/12/14	0	38	1	0	0	0	Discussion of the 1003(g) Grant and its components
Parent Representative Meeting	3/12/14	4	0	1	0	0	0	Discussion of the 1003(g) Grant and how it could impact student achievement
Team Meetings with Central Office Staff	3/27/14	0	38	1	0	3	0	Discussion of the 1003(g) Grant and how it could impact student achievement



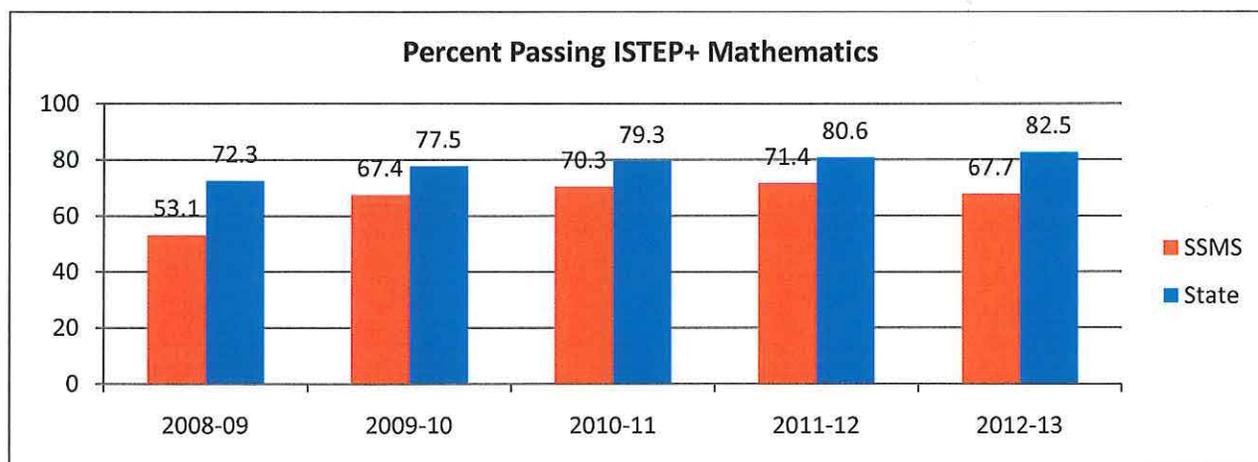
## Part 4: Needs Assessment and Goals

Complete the table below for your **overall student population, as well as available student groups** (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) **that did not pass in English/language Arts and/or mathematics**

Student Groups - ELA	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Overall	37.8%	157	HIGH – All students need to be engaged.	67.2% passing	72.2% passing	77.2% passing
Black	63.0%	29	HIGH – All students need to be engaged.	42.0% passing	47.0% passing	52.0% passing
Hispanic	21.4%	3	HIGH – All students need to be engaged.	83.6% passing	88.6% passing	93.6% passing
White	36.1%	106	HIGH – All students need to be engaged.	68.9% passing	73.9% passing	78.9% passing
Multiracial	31.0%	18	HIGH – All students need to be engaged.	74.0% passing	79.0% passing	84.0% passing
Free/Reduced	41.8%	145	HIGH – All students need to be engaged.	63.2% passing	68.2% passing	73.2% passing
Special Education	57.5%	65	HIGH – All students need to be engaged.	47.5% passing	52.5% passing	57.5% passing



Student Groups - Math	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Overall	32.3%	135	HIGH – All students need to be engaged.	72.7% passing	77.7% passing	82.7% passing
Black	60.9%	28	HIGH – All students need to be engaged.	44.1% passing	49.1% passing	54.1% passing
Hispanic	35.7%	5	HIGH – All students need to be engaged.	69.3% passing	74.3% passing	79.3% passing
White	25.8%	77	HIGH – All students need to be engaged.	79.2% passing	84.2% passing	89.2% passing
Multiracial	43.1%	25	HIGH – All students need to be engaged.	61.9% passing	66.9% passing	71.9% passing
Free/Reduced	35.5%	124	HIGH – All students need to be engaged.	69.5% passing	74.5% passing	79.5% passing
Special Education	52.1%	61	HIGH – All students need to be engaged.	52.9% passing	57.9% passing	62.9% passing



Complete the table below regarding key areas of student learning indicators. Include your 2013-2014 data to date, your goals for 2014-2015, as well as key findings related to this data.

Student Leading Indicators	2013-2014	2014-2015	Key Findings
1. Number of minutes within the school year that students are required to attend school	66,240 minutes	66,240 minutes	A need exists to fully engage students during all available minutes during the school year.
2. Dropout rate*	N/A	N/A	
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	2013-2014 - 94.55% 2012-2013 - 93.9%	N/A	A need exists to improve student attendance. SSMS

			has the lowest attendance rate among all five VCSC middle schools and is below the expected district standard of 95% average.																																																								
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. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.)	N/A	N/A																																																									
7. 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	BAS SS	A need exists to increase both the quality and quantity of learning time																																																								
8. Discipline incidents*  2012-2013 School Year	2013-March 2014 School Year	N/A	A need exists to reduce the number of discipline incidents to improve personalization and student engagement. This will result in increased student growth in English/language arts and mathematics.																																																								
<table border="1"> <thead> <tr> <th>Discipline incidents</th> <th>6<sup>th</sup></th> <th>7<sup>th</sup></th> <th>8<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>Total incidents</td> <td>2246</td> <td>1546</td> <td>1437</td> </tr> <tr> <td>Black students</td> <td>386</td> <td>290</td> <td>209</td> </tr> <tr> <td>White students</td> <td>1476</td> <td>1072</td> <td>977</td> </tr> <tr> <td>Multi-racial students</td> <td>342</td> <td>158</td> <td>210</td> </tr> <tr> <td>Free/ Reduced students</td> <td>1968</td> <td>1425</td> <td>1325</td> </tr> <tr> <td>Special Education Students</td> <td>912</td> <td>620</td> <td>583</td> </tr> </tbody> </table>	Discipline incidents	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total incidents	2246	1546	1437	Black students	386	290	209	White students	1476	1072	977	Multi-racial students	342	158	210	Free/ Reduced students	1968	1425	1325	Special Education Students	912	620	583	<table border="1"> <thead> <tr> <th>Discipline incidents</th> <th>6<sup>th</sup></th> <th>7<sup>th</sup></th> <th>8<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>Total incidents</td> <td>617</td> <td>478</td> <td>266</td> </tr> <tr> <td>Black students</td> <td>69</td> <td>81</td> <td>39</td> </tr> <tr> <td>White students</td> <td>217</td> <td>347</td> <td>199</td> </tr> <tr> <td>Multi-racial students</td> <td>28</td> <td>50</td> <td>26</td> </tr> <tr> <td>Free/ Reduced students</td> <td>286</td> <td>451</td> <td>262</td> </tr> <tr> <td>Special Education Students</td> <td>125</td> <td>210</td> <td>109</td> </tr> </tbody> </table>	Discipline incidents	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total incidents	617	478	266	Black students	69	81	39	White students	217	347	199	Multi-racial students	28	50	26	Free/ Reduced students	286	451	262	Special Education Students	125	210	109		
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9. Truants (# of unduplicated students, enter as a whole number)	6 <sup>th</sup> grade truancies = 11 7 <sup>th</sup> grade truancies = 29 8 <sup>th</sup> grade truancies = 13 Total Truancies = 53	N/A																																																									
10. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	<table border="1"> <thead> <tr> <th></th> <th>%</th> <th>#</th> </tr> </thead> <tbody> <tr> <td>* Total</td> <td></td> <td></td> </tr> <tr> <td>1-1.5</td> <td>-</td> <td>-</td> </tr> <tr> <td>1.51-2</td> <td>-</td> <td>-</td> </tr> <tr> <td>2.01-2.5</td> <td>-</td> <td>-</td> </tr> <tr> <td>2.51-3</td> <td>47.5%</td> <td>19</td> </tr> <tr> <td>3.01-3.5</td> <td>30.0%</td> <td>12</td> </tr> <tr> <td>3.51-4</td> <td>22.5%</td> <td>9</td> </tr> </tbody> </table> HEF= 9 teachers EF = 31 teachers 3 new teachers not yet		%	#	* Total			1-1.5	-	-	1.51-2	-	-	2.01-2.5	-	-	2.51-3	47.5%	19	3.01-3.5	30.0%	12	3.51-4	22.5%	9	N/A	A need exists for research-based effective professional development that supports teachers by embedded modeling and coaching.																																
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	<i>evaluated</i>		
II. Teacher attendance rate	On average each teacher has missed 5.5 days of school so far this year or has an attendance rate of 95.58% (March 6, 2014)	N/A	

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas.

### Instructional Programs

Sarah Scott Middle School (SSMS) has been labeled a Priority School because students are showing low growth in the areas of **reading**, **writing**, and **math**. In examining performance in English/Language Arts on ISTEP+ 2013, students scored below state average on the three measured standards in **reading**. In vocabulary development, students are at 65% (6<sup>th</sup> grade); 60% (7<sup>th</sup> grade); and 62% (8<sup>th</sup> grade) proficiency. In the area of informational and nonfiction text, students are at 65% (6<sup>th</sup> grade); 57% (7<sup>th</sup> grade); and 64% (8<sup>th</sup> grade) proficiency. In the area of literary response and analysis, students are at 63% (6<sup>th</sup> grade); 61% (7<sup>th</sup> grade); and 61% (8<sup>th</sup> grade) proficiency. Increasing performance of all students in grades 6 through 8 will also increase the overall performance of the top 75%.

In examining performance in **math** on ISTEP+ 2013, students scored below the state average on the following tested standards. In number sense, students are at 73% (6<sup>th</sup> grade); 69% (7<sup>th</sup> grade); and 61% (8<sup>th</sup> grade). In the area of computation, students are at 71% (6<sup>th</sup> grade); 69% (7<sup>th</sup> grade); and 63% (8<sup>th</sup> grade) proficiency. In the area of Algebra & Functions, students are at 75% (6<sup>th</sup> grade); 72% (7<sup>th</sup> grade); and 60% (8<sup>th</sup> grade) proficiency. In the area of geometry, students are at 75% (6<sup>th</sup> grade); 68% (7<sup>th</sup> grade); and 60% (8<sup>th</sup> grade). In the area of measurement, students are at 75% (6<sup>th</sup> grade); 71% (7<sup>th</sup> grade); and 58% (8<sup>th</sup> grade). In the area of data analysis, students are at 74% (6<sup>th</sup> grade); 66% (7<sup>th</sup> grade); and 55% (8<sup>th</sup> grade). In the area of problem solving, students are at 73% (6<sup>th</sup> grade); 71% (7<sup>th</sup> grade); and 60% (8<sup>th</sup> grade) proficiency. Increasing performance of all students in grades 6 through 8 will also increase the overall performance of the top 75%.

### LEA analysis

In examining performance in English/Language Arts on ISTEP+ 2013, students scored at or below the state average on the **writing** standards. In writing process, students are at 69% (6<sup>th</sup> grade); 61% (7<sup>th</sup> grade); and 66% (8<sup>th</sup> grade) proficiency. In the area of writing applications, students are at 81% (6<sup>th</sup> grade or state average); 64% (7<sup>th</sup> grade); and 69% (8<sup>th</sup> grade) proficiency. In the area of language conventions, students are at 78% (6<sup>th</sup> grade); 62% (7<sup>th</sup> grade); and 66% (8<sup>th</sup> grade) proficiency. Increasing performance of all students in grades 6 through 8 will also increase the overall performance of the top 75%.

Formative data from the Read LIVE targeted reading program provide additional evidence that overall growth is minimal (less 2%) and is distributed unequally across 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.

Read LIVE Data	Comprehension			% Growth	# of Students	# of Tests
	Quizzes – First 3 % Correct	Quizzes – Last 3 % Correct				
6 <sup>th</sup>	76.23%	77.49%		1.26%	53	81
7 <sup>th</sup>	82.99%	85.07%		2.08%	54	105
8 <sup>th</sup>	85.46%	86.13%		.67%	55	122
<b>AVG/Total</b>	81.56%	82.90%		1.34%	162	308

Additional formative reading data from Scholastic Reading Inventory provides another snapshot for teachers in assessing individual student growth from the beginning of the year to the end:

<b>Scholastic Reading Inventory Growth Goals Report 2012-2013 (306 Total Students)</b>			
<b>Grade</b>	<b>First Test Lexile Level</b>	<b>Last Test Most Current Lexile Level</b>	<b>Average growth in Lexile Beginning of year Lexile Level End-of-Year</b>
6 <sup>th</sup>	650	755	105
7 <sup>th</sup>	747	814	67
8 <sup>th</sup>	632	703	71
AVG/Total	676	757	81

In addition, student reading growth will be analyzed through the duration of this grant by circulation numbers to analyze reading not only at school but student reading taking place outside the school day. Currently, a large gap exists among students regarding numbers of books read per year:

<b>Total Media Center Circulation 2012-2013</b>			
	<b>Circulation</b>	<b>Per Student</b>	<b>Enrollment</b>
<b>6<sup>th</sup> Grade</b>	7970	47	169
<b>7<sup>th</sup> Grade</b>	4031	24	169
<b>8<sup>th</sup> Grade</b>	3126	20	160

Formative data benchmarking student growth in mathematics is available through the ALEKS program. The school is currently benchmarking student improvement by tracking student progress on the number of mathematics topics mastered on the ALEKS program.

<b>Class Name</b>	<b>Initial Assessment % Mastery</b>	<b>Current % Mastery</b>
<b>2nd Pd/6<sup>th</sup> Average</b>	17.2%	38.7%
<b>3rd Pd/7<sup>th</sup> Average</b>	12.4%	38.6%
<b>4th Pd/8<sup>th</sup> Average</b>	15.3%	37.8%
<b>7th Pd/6<sup>th</sup> Average</b>	19.1%	47.1%
<b>8th Pd/7<sup>th</sup> Average</b>	14.2%	38.6%
<b>9th Pd/8<sup>th</sup> Average</b>	13.0%	41.7%
<b>Low Average</b>	15.5%	49.9%
<b>Low Average</b>	12.0%	37.0%
<b>Low Average</b>	21.7%	48.5%
<b>Average For All Classes</b>	15.5%	41.2%

The school is currently benchmarking improvement in writing by tracking student progress in writing applications on district writing prompts in English/language arts.

<b>Writing Applications Progress 2013-2014</b>		
<b>Grade</b>	<b>Beginning of Year</b>	<b>End of Year</b>
<b>6<sup>th</sup></b>	3/6 points (ISTEP+ rubric)	/6 points (ISTEP+ rubric)
<b>7<sup>th</sup></b>	3/6 points (ISTEP+ rubric)	/6 points (ISTEP+ rubric)
<b>8<sup>th</sup></b>	3/6 points (ISTEP+ rubric)	/6 points (ISTEP+ rubric)

The first IDOE monitoring feedback report as well as other central office visits to the school document that student engagement and student apathy are concerns. **Instructional improvements** are needed at Sarah Scott Middle School to engage all students. As indicated in the

	<p>data, SSMS serves a wide range of students who need an optimal mix of intervention elements to find the ones that work best for students with different needs. Teachers need ongoing professional development with embedded modeling and coaching to deliver the most effective reading, writing, and math strategies to meet student needs.</p>
<p><b>Justification for Selected Interventions</b></p>	<p>Not making overall growth on ISTEP+ 2013 in English/Language Arts for grades 6-8 led SSMS to Focus/Priority status. The school's overall group was penalized a point for having low growth. In transitioning from the federal No Child Left Behind Model, which emphasized annual yearly progress, SSMS now needs to refocus efforts to include not only performance but growth for all students. Thus, SSMS believes that the root cause of PAll is the need for a more comprehensive focus on optimal growth for all students, ensuring maximum instruction time through bell-to-bell student engagement, providing additional opportunities during daily intervention/enrichment to focus on English/language arts, and ensuring quality learning opportunities, both during and outside the school day.</p> <p>Instructional improvements will focus on identified needs in reading, writing, mathematics, and data monitoring. English/language arts standards (1-3) indicate low growth in <b>reading comprehension</b>. The school's SMART goal for reading is as follows: By May 2014, Sarah Scott Middle School will raise reading proficiency in grades 6-8 by 5% as measured by ISTEP+. The intervention of a reading coach will allow focus in direct, explicit comprehension instruction to give students strategies that aid them in comprehending a wide variety of texts. Students need comprehension monitoring and metacognition instruction that teaches students to become aware of how they understand while they read.</p> <p>English/language arts standards (4-6) indicate low growth in <b>writing development</b>. The school's SMART goal for writing is as follows: By May 2014, Sarah Scott Middle School will raise writing proficiency in grades 6-8 by 5% as measured by ISTEP+. The intervention of two writing coaches will allow more focus in intensive writing strategies across all content areas, such as 6 Traits that address the components of the ISTEP+ writing rubric, to provide a helpful roadmap for students.</p> <p>Mathematics standards indicate low growth across multiple strands. The school's SMART goal for mathematics is as follows: By May 2014, Sarah Scott Middle School will raise math proficiency in grades 6-8 by 4% as measured by ISTEP+. The intervention of a math coach will enable students to learn effective <b>mathematics strategies</b> with understanding and be able to apply knowledge through multiple ways, including problem solving. The alliance of factual knowledge, procedural proficiency, and conceptual understanding will make mathematical knowledge more usable for students in powerful ways.</p> <p><b>Ongoing assessment of students</b> is a critical instructional element that must be in place for a transformation change to occur. The intervention of a data/engagement coach will ensure that instructional improvements are informed by ongoing frequent and informal assessments of student strengths and needs. Data must be organized and shared systemically to inform instruction on a very frequent basis in order that teachers can adjust instruction appropriately for all students to be on pace to reach Indiana Academic Standards targets.</p>

## School Leadership

<b>LEA analysis</b>	Dr. Bruce Lautenschlager is in his first year as principal at Sarah Scott Middle School. With 44 teachers to observe and evaluate yearly, along with a high free/reduced lunch and special needs population that requires specialized assistance, Dr. Lautenschlager would benefit from curriculum instruction, and assessment expertise and support to help with instructional improvements and improved infrastructure to lead the transformation process at Sarah Scott Middle School.
<b>Justification for Selected Interventions</b>	The principal and teachers at SSMS have indicated a clear commitment and enthusiasm to participate in a transformation approach to curricular and instructional reform. The principal and teachers are eager to participate in collaborative roles with colleagues and specialists to deepen their understanding of how students learn and struggle with reading, writing, and mathematics. SSMS teachers are dedicated to better understanding how to ensure optimal programming for student learning.

## School Infrastructure

<b>LEA analysis</b>	<p><b>Infrastructural elements</b> are needed to support the instructional improvements. <b>Professional development, teacher teams, and extended time</b> for instruction are needed to provide a focus on increased student growth in reading, writing, and math.</p> <p><b>Professional development</b> needs to be ongoing and long-term to promote lasting, positive changes in teacher knowledge and practices. The development efforts should be systemic and include reading, writing, math, and data/engagement coaches that are built into the school day. Professional development will be embedded as reading, writing, math, and data/engagement coaches work daily alongside classroom teachers. The reading coach will provide expertise in effective comprehension strategies and have students employ them in multiple contexts with texts and materials from a variety of genres and subject areas. The writing coaches will model the writing process in both core and career and technology areas using the components of 6 Traits that are aligned closely with the ISTEP+ writing rubric. Instruction in the writing process will connect to the kinds of writing tasks that students will be expected to perform in future college and career settings.</p> <p>The math coach will work alongside math teachers to assist students in applying knowledge through multiple ways, including problem solving. The math coach and classroom teachers will focus on improving daily instruction for students in the areas of factual knowledge, procedural proficiency, and conceptual understanding. Also, a data/engagement coach will provide leadership for continuous</p>
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	<p>progress monitoring. The data/engagement coach will work alongside the Title I Consultant and teachers to track student progress individually, by class, by cohort, and by school as part of the overall school improvement process. The data/engagement coach will work closely with the principal and teachers in daily teacher teams in order for teachers to use the results in planning instruction and for students to monitor their success and progress in all classes.</p> <p>The <b>professional development</b> will utilize research studies about teacher learning, and the principal and teachers will plan effective ways to build learning into the school day and school year in forums such as team and faculty meetings. The professional development will include daily <b>teacher teams</b> who help coordinate instruction among the subject areas to promote teacher collegiality and heighten the likelihood that student needs will be addressed. The teacher teams meet during the school day and extend professional learning time. The teacher teams will work directly with reading, writing, math, and data/engagement coaches in vertical and horizontal curriculum collaboration and ongoing data analysis</p> <p>The data/engagement coach will work with the principal and teachers to ensure <b>extended time</b> for instruction. SSMS teachers have a strong history of providing support for students through academic competitions and extracurricular activities, and this area will be leveraged and enhanced for further student growth.</p>
<p><b>Justification for Selected Interventions</b></p>	<p>As noted in research (Alliance for Excellent Education), both instructional and infrastructural improvements are needed for effective transformation change. The instructional components of reading comprehension instruction, writing development, effective mathematics strategies, and ongoing formative and assessment and engagement of students will provide a transformation change in how children learn. A comprehensive and coordinated plan will successfully address the needs of all students at SSMS.</p> <p>Key findings for SSMS were collected from the observations, interviews, and a teacher survey on school culture administered by Dr. Steve Gruenert from Indiana State University, Educational Leadership Department. Dr. Gruenert explained school culture to staff for better understanding and developed a common language when speaking about culture. The SSMS staff desires to build a positive and collaborative school culture. Dr. Gruenert's research examined the subcultures of the building. This indicates that there are small groups that form and impact the overall culture in some way. By utilizing reading, writing, math, and data/engagement coaches, SSMS will improve teacher-to-teacher relationships as well as student-to-teacher relationships and move toward an improved overall culture.</p>

**Part 5: Selection of Improvement Model**

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

- Turnaround     
 Transformation     
 Restart     
 Closure

**Instructions:** Reflect on the data, findings, root cause analysis, 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.

**Describe how the model corresponds to the data, findings, analysis and self-assessment and led to the selected model.**

The Vigo County School Corporation (VCSC) has identified the transformation model as “best” for Sarah Scott Middle School (SSMS). The VCSC selected the Transformation Model due to the flexibility allowed by administration and teaching staff. The VCSC and SSMS principal and staff are committed to ensuring students are successful. An innovative, comprehensive plan for powerful staff development changes that includes embedding instructional coaches will create a sustainable model for further improvement over the years. A new principal was selected because of his interest and understanding of high poverty schools as his recent dissertation focused on culture, school demographics, and school traditions. His prior successful experience in another middle school, coupled with his recent scholarship, will create a sense of urgency for improvement. The VCSC did not consider other models for SSMS because 100% of the staff is committed to the success of SSMS, and there is no need to replace 50% of the staff (no- Turnaround); Staff is committed to improvement (no Restart); and SSMS is a beautifully-designed, new building in a close-knit, high poverty community (no- Closure).

SSMS is one of five middle schools (grades 6-8) in the VCSC in Terre Haute, Indiana. The VCSC is the sixth largest school district in the Indiana Urban Schools Association. SSMS has a challenging population of demographics which includes the highest poverty rate (84.5%), and the highest special education population (34.1%) in the corporation

Efforts in this SIG 1003 (g) will be closely aligned with other improvement efforts taking place at SSMS. The school is required to participate in Coordinated Early Intervening Services Plan (a special education requirement) due to the high percentage of African American students who were suspended or expelled over the last three years. Two Behavior Interventions assist with attendance and discipline concerns. Their support provides a strong foundation for improvement in student engagement and an enhanced culture that are important components of the SIG 1003 (g).

SSMS has participated in a self-assessment through a recent culture audit study conducted by a professor at Indiana State University. During the 2013-2014 school year, extensive observations, staff interviews, leadership and faculty meetings, data analysis meetings, and data collection meetings were part of a protocol to provide helpful data to the school about the social, emotional, and learning needs of all students. Results of the audit revealed the unique needs of students, changing faculty morale, changing support structures for faculty, and perception of positive behavior supports as a concern.

The VCSC is recommending the transformation model to provide strong instructional and infrastructural support to address these issues. The school’s PL221 history of two recent years of Academic Progress supports this selection as opposed to a more aggressive model of intervention.

<b>Sarah Scott Middle School’s PL 221 History</b>					
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
<b>Final PL 221 Status</b>	Not assessed	<b>Academic Progress</b>	<b>C (Academic Progress)</b>	<b>D</b>	<b>F</b>

Additionally, the VCSC is in its second year of using the VCSC Teacher Evaluation Plan. The district adopted this tool, which is based on the RISE components from the Indiana Department of Education. Training in this evaluation tool has been provided to the principal and all staff members. The evaluation tool identifies and rewards staff members who are increasing student outcomes and removes those who are not.

Dr. Lautenschlager, principal, will be supported by the district through monthly principal meetings during the three years of the SIG 1003 (g). Leadership and management strategies will be shared by central office curriculum, instruction, and assessment specialists. In addition, Dr. Lautenschlager will meet quarterly for each of the three years with a “Triad” of middle school principals to discuss and reflect upon best practices in raising student achievement and promoting growth. Triad meetings will enable principals to meet in smaller groups to discuss school improvement strategies including ideas

for improved attendance and reduced suspensions and expulsions.

SSMS will be supported by the district with a regularly scheduled monitoring visit from a Title I Consultant (retired Central Office Director). A core team of teachers will meet regularly with the consultant to review student growth and the school improvement process and to provide leadership for monitoring goals and data collection.

SSMS is currently a Professional Development School in accordance with Indiana State University (ISU) with overall goal of providing an optimal environment for early field experiences and preservice educators. In analyzing SSMS readiness for transformation change, it is important to note SSMS is committed to continued professional development as part of PDS. As a professional development site for preservice teachers, SSMS teachers will continuously reflect with ISU higher education partners about best instructional practices based on student needs and work with higher educational partners to use data to inform and differentiate instruction.

SSMS is presently supported by numerous community partners. The Vigo County Education Foundation (VCEF) is providing a yearly schoolwide grant of \$5,000.00 to support literacy tutoring before and after school at SSMS. In addition, several teachers are individually provided with VCEF mini grants to enhance classroom teaching. SSMS is centrally located and is a newer school which provides space and opportunity for many programs and activities. Examples of community usage include the Terre Haute Police Academy, Tribune Star Newspaper, Spelling Bee, Kiwanis Club, Geography Bowl, numerous Purdue University Academic State Competitions, and local community group meetings.

To support the comprehensive plan of both instructional and infrastructural elements, the district will provide the following training:

**Middle School Math Training** – Through a Math and Science Partnership Grant, the VCSC will provide intensive training for all math teachers at SSMS for the School Improvement Grant (1003g) initiative. The partnership includes Indiana State University (ISU), Rose-Hulman Institute of Technology, National Math and Science Initiative, Vigo County Education Foundation, and Partners Advancing Literacy Skills (community organization). The MSP Grant will support the SIG 1003 (g) in assisting students to become proficient in math, science, and technology/engineering skills in grades 6-8, have subsequent opportunities to take higher level mathematics and science courses, and then to go on to higher education and the workplace with the intent of competing in our global society. Project activities will include an intensive summer institute on research-based teaching methods for all SSMS math, science, and career and technology teachers. Rose-Hulman will provide embedded modeling and coaching at SSMS. Two ISU professors will assist SSMS in continual data analysis to guide professional development efforts and inform classroom practice.

**Middle School English/Language Arts Training** – The district will provide intensive training in the new English/language arts core textbook and materials with a focus on reading comprehension strategies in multiple contexts with texts and materials from a variety of genres and subject areas. Training will also include a concentrated focus on the writing process and the 6 Traits that are aligned closely with the ISTEP+ writing rubric. Training in 6 Traits support the writing process by emphasizing the practices of prewriting, drafting, sharing, writing with others, revising, editing and publishing the written work. Instruction in the writing process will connect to the kinds of writing tasks that students will be expected to perform in future college and career settings.

**Middle School Data Analysis** – The VCSC/ISU PDS partnership will support SSMS through a professional development grant to examine and enhance the use of data within classrooms and in the overall school. SSMS will continue to examine data in new and effective ways during the regularly scheduled monitoring visit from a Title I Consultant and core team of teachers to review student growth and monitor goals.

**Middle School Culture Study** – The VCSC/ISU PDS partnership will support SSMS through a culture study and discussion of the latest scientific research and professional consensus of culture building in a middle school setting. An ISU professor will administer surveys and conduct observations and meetings with the staff to engage them in continual reflection of best practices in improving school culture.

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

The district has selected the Transformation Model for Sarah Scott Middle School (SSMS) based upon its ability to implement the required elements. Several of the required elements of a Transformation Model are currently in place at the school; however, implementation of this model with purpose and fidelity will strengthen and reenergize students, staff, parents, and community partners, leading to transformation change.

The principal was replaced this year, and the district is confident in his abilities to lead this change effort. Dr. Bruce Lautenschlager was selected as the new principal at SSMS for the 2013-2014 school year to lead efforts in improvement for the school's status as a priority school. The district selected Dr. Lautenschlager based upon his successful 15 year building level administrative experience at another large middle school along with his recent Ph.D. scholarship and study of effective Title I middle schools. A new evaluation system for staff is in place that includes strategies to identify and reward staff who are increasing student outcomes; support and then remove those who are not.

The district has selected the Transformation Model due to the potential of the principal and staff to embed an instructional model based on student needs. The strong focus on professional development with embedded reading, writing, mathematics, and data coaches working alongside classroom teachers will build capacity and support for staff and students.

Districts all across the country are ramping up curriculum, instruction, and assessment in response to expectations from accelerated standards and greater accountability. Yet, no magic bullet has been found for producing higher student achievement, and persistent gaps remain. Moving from "good to great" requires getting "the right people on the bus" (Jim Collins 41), and moving from good to great achievement has required an investment in embedded reading, writing, math, and data/engagement experts. These experts will model and coach alongside classroom teachers to explicitly teach instructional strategies aligned to state standards. Professional resources and current research will be shared with classroom teachers during both the classroom modeling and coaching as well as during teacher team meetings. Experts will demonstrate effective leadership in curriculum, instruction, and assessment that support ongoing teacher development and school improvement. Together, teachers will engage students who are engaged in deeper learning and making powerful connections in reading, writing, and mathematics.

Strong formative assessments will allow SSMS staff to measure successful practices and student outcomes. Teachers will utilize ISTEP+ disaggregated data, ISTEP+ student growth records, formative classroom assessments, Read LIVE intervention data, ALEKS intervention data, Scholastic Reading Inventory data, circulation data, and pre and post performance-based essays to continuously assess student growth and to guide classroom instruction. As part of quality review and continually focus on the goals of SIG 1003 (g), teachers and the principal will participate in data analysis and monitoring visits with the Title I Consultant as part of the school improvement process.

Finally, the district has selected the Transformation Model which emphasizes people and professional development because of prior successes with district writing coaches in grades two and five and math coaches in grades K-8. As an example of their work, the embedded writing coaches will use three strategies that are drawn from the best available scientific evidence (experimental and quasi-experimental research reviewed in *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools* and *Writing to Read: Evidence for How Writing Can Improve Reading*) with the highest effect sizes and that are aligned with standards 4, 5, and 6: (1) Writing strategies (effect size = 0.82) Standard 4; (2) Setting specific product goals (effect size = 0.70) Standard 5; and (3) Sentence Combining (effect size = 0.50) Standard 6.

**Part 6: Improvement Model**

Complete the appropriate intervention model of choice and **attach** with LEA and School Data.

**Part 7: LEA Capacity to Implement the Improvement Model**

Capacity Task	Yes	No	District Evidence
1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for three years, while meeting all fiscal requirements and being reasonable, allocable, and necessary.	X		<ul style="list-style-type: none"> <li>Budget attached</li> </ul>
2. The LEA and administrative staff has the credentials, demonstrated track record, and has made a three-year commitment to the implementation of the selected model.  <i>Turnaround and Transformation models</i> <ul style="list-style-type: none"> <li>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</li> <li>Statewide and national postings for administrative openings</li> <li>External networking</li> <li>Resumes provided</li> <li>Data examined to demonstrate track record</li> <li>Principal hiring process</li> <li>Principal transfer procedures/policies</li> </ul>	X		<ul style="list-style-type: none"> <li>Dr. Lautenschlager is in his first year as principal at Sarah Scott Middle School. A copy of the Principal Assurance Letter along with Dr. Lautenschlager's resume is attached. Dr. Lautenschlager was assigned this position by the Superintendent with the knowledge that he has the leadership skills necessary to ensure school improvement.</li> </ul>
3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.  <i>All models</i> <ul style="list-style-type: none"> <li>School Board Assurances</li> <li>School Board Meeting Minutes from</li> </ul>	X		<ul style="list-style-type: none"> <li>VCSC School Board of Trustees assurance received</li> <li>The VCSC School Board of Trustees understands the need for this grant and has offered full support for all aspects of the grant process, implementation and success</li> <li>School Board Update: The VCSC will submit a three-year Title I – 1003 (g) School Improvement Grant for Sarah Scott</li> </ul>

<p><i>proposal and or discussion</i></p> <ul style="list-style-type: none"> <li>• Supports 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</li> </ul>			<p>Middle School by April 1, 2014. Due to its priority status (based on low growth on ISTEP+ 2013), the school will apply for a transformational grant to address improved student achievement in reading, writing, and mathematics. The grant will include instructional and infrastructural coaches, professional development, extended time, and teacher teams.</p>
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• Superintendent Assurance</li> <li>• School Board Meeting Minutes from proposal and or discussion</li> <li>• Superintendent SIG Presentation</li> <li>• 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</li> </ul>	X		<ul style="list-style-type: none"> <li>• Superintendent assurance received</li> <li>• Superintendent understands the need for this grant and has offered full support for all aspects of the grant process, implementation and success</li> </ul>
<p>5. 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"> <li>• Teacher Union Assurance</li> <li>• An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</li> </ul>	X		<ul style="list-style-type: none"> <li>• VCTA Teacher Union President assurance received</li> <li>• Meetings held with building level VCTA Discussion Team and Title I Core School Improvement Team – approval received</li> <li>• Meeting held with the VCTA President – approval received</li> <li>• Meeting held with each school level instructional team to discuss the grant</li> <li>• Teacher evaluation process and dismissal procedures will be adhered to</li> </ul>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• Teacher Union Assurance</li> <li>• An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</li> <li>• Principal ownership in staff hiring process</li> <li>• Detailed and descriptive staff hiring process <ul style="list-style-type: none"> <li>○ Staff transfer policies and</li> </ul> </li> </ul>	X		<ul style="list-style-type: none"> <li>• Applicants to go through a thorough application process involving school level and central office level administration.</li> <li>• Central office and Human Resources will provide support and input in the hiring process to ensure teacher quality and dedication to the mission and vision of the school and grant</li> <li>• Dr. Lautenschlager will have final input on hiring the best teachers for the school</li> </ul>

<ul style="list-style-type: none"> <li>o <i>Staff recruitment, placement, and retention procedures</i></li> </ul>			
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model.</p> <p><i>All Models</i></p> <ul style="list-style-type: none"> <li>• <i>Professional Development Calendar</i></li> <li>• <i>Curriculum and Assessment Calendar</i></li> <li>• <i>Parent Requirements</i></li> <li>• <i>Monitoring and Evaluation System</i></li> <li>• <i>Support Process</i></li> <li>• <i>Data Review</i></li> <li>• <i>Special Population Review</i></li> <li>• <i>Fiscal Monitoring</i></li> </ul>	X		<ul style="list-style-type: none"> <li>• District resources will be aligned to meet the needs of the school including curricular, professional development and data supports</li> <li>• Human Resources will provide support to the building principal in hiring the most qualified teachers for SIG 1003 (g)</li> <li>• District Curriculum Coordinators will provide ongoing support, feedback and monitoring</li> <li>• Coordinated Early Intervening Services (CEIS) will provide Behavior Interventionists for attendance and discipline support</li> <li>• District Title I and Secondary Director will provide ongoing support, feedback and monitoring</li> <li>• Professional Development Calendars created at the district level will be followed</li> <li>• Curriculum and Assessment Calendars created at the district level will be followed</li> <li>• Title I site visits will occur</li> <li>• All Title I requirements will be adhered to and monitored by the Title I Director</li> <li>• Fiscal responsibility will be monitored by the district Deputy Treasurer and the district Title I Director</li> </ul>

## Part 8: Selection of External Providers

Capacity Task	Yes	No	District Evidence
<p>The LEA has or will recruit, screen, selects and support appropriate external providers.  <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p>			
<p>(a) 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</p>	X		<p>The VCSC has selected excellent professional development resources for mathematics and English/language arts content training. The National Mathematics Science Initiative (NMSI) is nationally recognized as a Common Core State Standard</p>

each schools identified SIG needs;			(CCSS) training provider. In 2012, NMSI was selected to work with the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium to lead CCSS training in 22 states and create the Educator Leader Cadre. NMSI understands the importance of a rigorous STEM education and designs teacher training with the math and science teacher's needs in mind. Activities modeled in the training are hands-on, engaging, group-focused, led by expert teachers, and packed with classroom ready tools to meet CCSS for math and English.
(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;	X		Another provider will be Marie McNelis, literacy specialist recommended by the Indiana Department of Education. Ms. McNelis is a long-time reading and writing coach who currently serves in an Indianapolis district as a professional development specialist.
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	X		The VCSC is a partner with Indiana State University (ISU) in the professional development schools consortium. Numerous professors from ISU will be involved in supporting this grant, such as Dr. Steve Gruenert, Chairperson of the Department of Educational Leadership for the Bayh College of Education; Dr. Brad Balch, professor in Educational Leadership in Bayh College of Education; and Dr. Kiger, professor of Curriculum and Instruction in the Bayh College of Education. Dr. Gruenert will assist through Title I funds with culture studies and Dr. Balch and Dr. Kiger will assist evaluation and data collection as part of the Math and Science Partnership Grant.
(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs.	X		The VCSC and Title I will utilize the services of a Title I Consultant as an expert resources for data collection and analysis and monitoring of school improvement goals for the duration of the SIG 1003 (g). The Title I Consultant will monitor records and formative data in consultation with SSMS teachers and the reading coach, two writing coaches, math coach, and data/engagement coach.

**Part 9: Budget**

Complete the budget worksheets (1) including other funding areas and alignment to SIG, and (2) for **each** of the three years of the SIG. Attach with LEA and School Data.

## STATEMENT OF ASSURANCE FOR TEACHER'S UNION

APPLICANT DISTRICT (fiscal agent): Vigo County School Corporation			
CONTACT NAME: Mark Lee		TITLE: President	
MAILING ADDRESS: 686 Wabash Avenue			
CITY: Terre Haute	STATE: IN	ZIP CODE: 47803	
TELEPHONE: 812-462-4218	FAX: 812-462-4115	E-MAIL: mel@vigoschools.org	

*Please indicate how the Teacher's Union was informed and has agreed to submit this application*

The Vigo County School Corporation has a successful history of working with the Vigo County Teachers' Association on grant partnerships. In regard to the Title 1 - 1003(g) School Improvement Grant, 2014-2015 School Year Grant Application, when the Indiana Department of Education (IDOE) made the opportunity available, Dr. Karen Goeller, Deputy Superintendent; Christi Fenton, Directory of Elementary Education and Title 1; Stacy Mason, Directory of Secondary Education; Dr. Bruce Lautenschlager, principal of Sarah Scott Middle School; and Ross Cadick, Vigo County Teachers' Association (VCTA) representative gathered to watch the IDOE webinar. However, the IDOE cancelled the webinar so these individuals spent this time crafting a rough plan. Dr. Lautenschlager then shared this plan with staff members to garner feedback at the building level. Dr. Lautenschlager, Mr. Cadick, and Ms. Fenton met with VCTA President, Mark Lee, to share highlights of the plan and seek additional feedback. In addition, Dr. Goeller, Ms. Fenton, and Mrs. Mason met with all teacher teams at Sarah Scott to discuss all components of the grant and get feedback.

	<i>President</i>	<i>3/26/14</i>
Signature of Authorized Agent	Title	Date
Mark Lee	President	
Print Name of Authorized Agent	Title	Date



Indiana  
Department of Education

Glenda Ritz, Superintendent of Public Instruction

YEAR 1 OR YEAR 2 PRINCIPAL ASSURANCE LETTER

To whom it may concern:

The undersigned assures that Principal Dr. Bruce Lautenschlager placed in Sarah Scott Middle School ("Turnaround School") was an intentional placement by Vigo County School Corporation ("Corporation"). The Corporation placed the Principal in the Turnaround School on the belief that this Principal had the abilities to lead the Turnaround School.

It is understood that this assurance is provided in lieu of other evaluation documents due to the Principal's limited time at the Turnaround School.

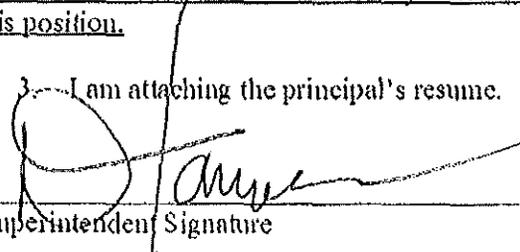
1. I used the following criteria as evidence the principal has a past track record of student success
  - a. It is important to note that when evaluating this component, the IDOE will look at the principal evaluation being used by the local district and whether or not the principal has met the bar for improving student achievement as reported on the local principal evaluation.

Dr. Lautenschlager spent 12 years as an assistant principal of a middle school in the VCSC. During his time in that position, his efforts were focused on curriculum, instruction and student achievement.

2. I used the following criteria as evidence the principal can lead the turnaround effort and effectively implement the 8 turnaround principles:

Dr. Lautenschlager recently completed his PhD dissertation where he studied Title 1 schools. His educational experiences and recent studies have prepared him to lead Sarah Scott Middle School to success. In addition, his administration license reflects mastery of leadership and management standards that ensure his effectiveness in this position.

3. I am attaching the principal's resume.

  
Superintendent Signature

2/4/14  
Date

Danny Tanoos  
Superintendent Printed Name

This document is due to the Indiana Department of Education by February 28, 2014.

Vigo County School Corporation – Board Room  
686 Wabash Avenue  
Terre Haute, IN 47803

AGENDA  
P.L. 221 CATEGORY MEETING  
January 13, 2014  
4:00 p.m.

- I. Purpose of Meeting and Indiana Statute – Mr. Tanoos
- II. Discussion of School Improvement Plan –  
Sarah Scott Middle School – Dr. Lautenschlager
- III. Opportunity for Public Testimony about School Improvement

Vigo County School Corporation – Board Room  
686 Wabash Avenue  
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## VITA

Bruce Charles Lautenschlager

### EDUCATION

- 2013 Indiana State University, Terre Haute, Indiana  
Ph.D. Educational Leadership and Foundations
- 2011 Indiana State University, Terre Haute, Indiana  
Ed.S. Educational Leadership and Foundations
- 2000 Indiana State University, Terre Haute, Indiana  
M. S. Educational Leadership and Foundations
- 1989 Indiana State University, Terre Haute, Indiana  
B.S. Education, Physical Education

### PROFESSIONAL EXPERIENCE

- 2013 Vigo County School Corporation, Terre Haute, Indiana  
Middle School Principal
- 2002 Vigo County School Corporation, Terre Haute, Indiana  
Middle School Assistant Principal
- 1998 Vigo County School Corporation, Terre Haute, Indiana  
Middle School Dean of Students
- 1994 Vigo County School Corporation, Terre Haute, Indiana  
Middle School Physical Education, Health Teacher and Coach
- 1989 Terre Haute Boys Club, Terre Haute, Indiana  
Assistant Director and Programming Director

### AWARDS AND ACHIEVEMENTS

- 1998 United States Patent, 5,807,185. The Equalizer
- 2010 Indiana District 8 Assistant Principal of the Year

### MEMBERSHIPS

- 2002 – present Indiana Association of School Principals

## PART 6: Transformation Model

### PRE-IMPLEMENTATION Strategies – Application Year

**Describe any pre-grant implementation steps that are being taken during the application year to prepare for Year I of SIG.**

<b>Principal changes and flexibility</b>	<p>Dr. Bruce Lautenschlager was selected as the new principal at Sarah Scott Middle School (SSMS) for the 2013-2014 school year to lead efforts in improvement for the school's status as a priority school. The district selected Dr. Lautenschlager based upon his fifteen year successful building level administrative experience at another large middle school, along with his recent Ph.D. scholarship and research study of effective Title I middle schools.</p>
<b>Effectiveness of staff and recruitment/retaining of staff</b>	<p>Teachers at SSMS are evaluated as to levels of effectiveness according to the Vigo County School Corporation (VCSC) Teacher Evaluation Plan, which is a rigorous evaluation instrument with the required components of Indiana law. The district, including the Vigo County Teachers Association, engaged in discussion in small group committees about implementation of the new teacher evaluation tool. Curriculum Coordinators and teachers in all content areas including elementary, special education, music, art, physical education, career and technology, foreign language, science, social studies, English/language arts, and math developed multiple assessments to measure student performance on Student Learning Objectives. The assessments contained performance-based writing activities aligned to student academic growth. Teachers reviewed content as well as the format and grading of the assessments. The process of developing these instruments provided an important focus on the Indiana Academic Standards, pacing of content, and effective formative and summative assessment for all staff.</p> <p>The VCSC central office team (including the Superintendent) has met regularly at SSMS. These meetings have provided support yet have also reinforced the need for accountability and recruiting and retaining the best teachers. Due to pending retirements at SSMS, recruitment of the best teachers will be a priority for the VCSC.</p>
<b>Building Culture</b>	<p>SSMS is currently involved in a culture study conducted by Dr. Steve Gruenert, Department Chair in the Bayh College of Education at Indiana State University (ISU). The VCSC/ISU Professional Development Schools partnership currently supports SSMS (and will continue to support in this initiative) through a culture study and discussion of the latest scientific research and professional consensus of culture building in a middle school setting. An ISU professor has administered surveys and conducted observations and meetings with the staff and continues to engage them in continual reflection of best practices in improving school culture.</p>
<b>Professional Development</b>	<p>Professional development has been intentional and targeted to content and instruction based on student needs. Professional development has included:</p> <p>A two day workshop in September 2013 provided SSMS science, technology, and social studies teachers with opportunities to learn more about writing strategies such as, note taking, outlining, summarizing, writing prompts, and writing extended responses.</p> <p>In September 2013, SSMS teachers attended a districtwide English/language arts 6 Traits Rubric</p>

	<p>Workshop. The teachers learned more about the components of the 6 Traits writing process and its alignment with the ISTEP+ writing rubric.</p> <p>In September and October 2013, SSMS teachers were provided a professional development opportunity that focused on middle school mathematics and the vertical articulation of students through higher level mathematics. The workshop provided resources from the National Math and Science Initiative and incorporated higher level thinking, aligned to Common Core State Standards, for teachers to incorporate into the classroom.</p> <p>During the 2013-2014 school year, Rose-Hulman provided an embedded liaison to model and coach for two days at SSMS in the fall and in the spring for a total of 16 days. The liaison modeled ways that the Common Core State Standards for Literacy in Technical Subjects and Rose-Hulman's PRISM Library of Resources can help deepen students' content knowledge in science and technology/engineering. A special focus addressed the three writing types (argumentative, informative, and narrative writing) that will help prepare students for college and careers. The liaison coached teachers in the research-based approaches to effective adult learning, student learning, and organizational change to support on-going developmental activities.</p> <p>In March 2014, SSMS teachers attended a workshop conducted by an English/language arts specialist. SSMS teachers analyzed English/language arts ISTEP+ data and formative data and examined key errors in student writing. Teachers brought a classroom set of essays and had discussions with colleagues about progress in the student work.</p> <p>Read LIVE professional development has been conducted on site at Sarah Scott Middle School to help teachers deepen their understanding of the program. Scholastic Reading Inventory growth data and circulation data have been compiled to provide teachers with concrete knowledge of student performance as they collaborate in teams during the day to create strategies to bring about improvement in the area of reading.</p> <p>Math teachers have received extensive training in the ALEKS intervention program, as well as, modeling and coaching of program implementation.</p>
<p><b>Instructional Programs</b></p>	<p>The VCSC has hired a reading specialist to assist SSMS teachers in the implementation of the Read LIVE intervention program. Read LIVE is a fluency program designed to develop in readers the skills necessary for fluent and effortless reading: speed, accuracy, and proper expression. Motivated by research indicating that comprehension and fluency are highly correlated, this program gives students a tool to accomplish the task of becoming fluent readers. Three strategies that figure prominently in the Read LIVE program are reading along with a fluent model, individual repeated reading of the same passage at the student's reading level, and progress monitoring. Read LIVE is used as a targeted intervention program at SSMS during the school day to provided extended learning time for struggling readers at the 6, 7, and 8<sup>th</sup> grade levels.</p> <p>The district has hired a writing specialist to model and coach in English/language arts classrooms during the 2013-2014 school year. The writing specialist has modeled the components of the ISTEP+ writing rubric which has included effective topic sentences, extended details, strong vocabulary words, transitions, and strong concluding sentences. The writing specialist has provided specific strategies to engage students in the writing process.</p> <p>The district has provided professional development in awareness and implementation of the Common Core State Standards and Indiana Academic Standards and writing types: argumentative, informative/explanatory, and narrative. A consultant assisted teachers in learning more about</p>

effective writing strategies such as note taking, outlining, summarizing, writing prompts, and writing extended responses. The consultant helped teachers explore ways to engage students in reading and writing activities.

The district has hired a math specialist to assist teachers in the implementation of the ALEKS intervention program. ALEKS is a targeted intervention program utilized during the school day and provides additional learning time for struggling math students at the 6, 7, and 8<sup>th</sup> grade levels. ALEKS is a web-based artificially intelligent assessment and learning system that engages students as they develop individual math skills that are targeted to their specific learning needs. Teachers were trained on ALEKS implementation and its use in addressing specific student needs.

The district has provided engaging technology training for SSMS classrooms. A retired VCSC teacher modeled activities for teachers in the use of Smartboards, Mobis and Smart Slates, Laptops, and CPS Clickers. Teachers attended after school workshops on the use of Smartboards and CPS clickers to engage students in games and activities and other online resources.

The district has provided data analysis meetings for SSMS math teachers. Two ISU math professors met with teachers to discuss data collection and intervention strategies. The ISU professors met with teachers in the fall to identify areas of need and look over the course syllabus for best areas to intervene. The ISU professors returned and discussed how the identified instruction helped improve student growth in mathematics.

The VCSC has invested in Capital expenses for technology at SSMS. SSMS has 227 computers and five computer labs. There are 46 computers distributed in classrooms as small mini-labs, and several of the classrooms have projectors and at least one Room-Pro system. The school is extensively cabled and setup for video on demand in most or all of the classrooms. The district has recently replaced the wireless access points and is in the process of mapping coverage to provide full WiFi coverage for the entire building. Orders are pending for equipment to replace all of the teacher desktop computers. In addition, during the 2009-10 and 2010-2011 school years, ARRA Stimulus funding (\$160,000.00) was used to increase technology and technology training at SSMS. A second computer lab was installed to allow for more frequent student access to instructional programs such as ALEKS and Scholastic Reading Counts Inventory. Teachers were trained on these programs and use of the internet to support and enhance current curriculum.

**Parent and  
Community  
Involvement**

SSMS is presently supported by numerous community partners. The Vigo County Education Foundation (VCEF) is providing a yearly schoolwide grant of \$5,000.00 to support literacy tutoring before and after school. In addition, several teachers are individually provided with VCEF mini grants to enhance classroom teaching.

SSMS is centrally located and is a newer building which provides space and opportunity for many parent programs and community activities. Examples of community usage include the Terre Haute Police Academy, Tribune Star Newspaper, Spelling Bee, Kiwanis Club, Geography Bowl, numerous Purdue University Academic State Competitions, Health and Medical Camp programs, and local community group meetings.

The SSMS Open House provides an annual forum for the principal and staff to discuss topics such as attendance, discipline, student achievement, student extra-curricular activities, and other student events with families. The SSMS core team has documented an improved rate of attendance over the

past five years at family events.

Title I Parent Meetings and Family Nights are conducted by SSMS teacher teams. Teacher teams host these family events to provide parents with information on how to help their child achieve academic progress and success at the school.

Less formal events such as Doughnuts for Dad/Muffins for Mom are conducted by grade level teachers so that families may view classes and observe firsthand how time at school is focused on academics and character education. Breakfast is served in a relaxing atmosphere to let parents know SSMS has an open door policy and information is always available to them.

Six times a year, parents receive suggestions and tips for ways to support students and academic progress at home. Language and math practice books are sent home through Take-Home Test Ready Books at the beginning of the second semester to involve parents in preparing students for the state assessment.

For individual student communication, teacher teams conduct personal meetings with families and make phone calls. SSMS positive postcards are sent home with students for ongoing parent communication.

## SMART Culture Goal - Year 1

Sarah Scott Middle School (SSMS) will increase student and staff engagement that will result in improved student growth in English/language arts and mathematics. The Transformation Model will lead to enhanced school culture and community. This model will enable SSMS to increase and improve the quality of learning time and create a community-orientated school.

School culture is linked to school avoidance behaviors as well as student perceptions of the school. Lower than desired attendance rates were a key finding for SSMS; in 2012-2013, the school had a 93.9% attendance rate which was the lowest among all five VCSC middle schools and lower than the district expectation of 95%. School-avoidance and refusal behaviors have clear effects on rates of chronic absenteeism and truancy (Christopher Kearney, 2008). School culture serves as a catalyst for attendance and discipline behaviors. The incidents of bullying, fights, discriminatory practices, as well as poor student-teacher relationships all contribute to a student's avoidance of school. For the 2012-2013 school year discipline infractions totaled an alarming 5,229 incidents. So far this year, discipline incidents are lower which reflects a positive trend toward an improved school culture. Research suggests that efforts to improve school and community should focus on teacher-student relationships as well as the learning environment (IDOE, Preventing Chronic Absenteeism and Truancy).

Changing instructional practices and emphasizing greater personalization and student engagement will improve discipline and attendance as it results in increased levels of student engagement. The research on student engagement indicates that there are five strategies that teachers can employ to promote higher levels of student engagement (Ramaley & Zia, 2005). First, teachers can promote learning that is relevant to students and their world. Second, teachers may introduce various forms of instructional technology, such as computers, scientific equipment, multi-media, and other current technology tools. Third, Ramaley and Zia (2005) show that students are most engaged in positive, challenging, and open classrooms that promote risk-taking in learning. Fourth, positive relationships between students and teachers promote improved student engagement. Finally, teachers should model 'learning' for students – showing students that teachers, too, are learners (IDOE, Preventing Chronic Absenteeism and Truancy).

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Select a new principal to lead the transformation efforts (implemented during the 2013-2014 school year).	Danny Tanoos, Superintendent VCSC Board of School Trustees	2013-2014 School Year (hired) 2014-2015 School Year	Dr. Bruce Lautenschlager Salary \$89,969.00 Benefits \$36,469.00	<i>Replace the principal who led the school prior to implementing the model</i>
Utilize Vigo County School Corporation Evaluation Plan, which is a rigorous evaluation tool with the required components of Indiana law.	Dr. Bruce Lautenschlager, Principal SSMS Staff Members	2014-2015 School Year	N/A	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Recognize school leaders, teachers, and staff who are implementing this model that is aligned to the VCSC Evaluation	Mick Newport, Director of Human Resources Dr. Bruce Lautenschlager,	2014-2015 School Year	2013-2014 IDOE Excellence in Performance Award 44 SSMS Teachers  General Fund	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove</i>

Plan. Teachers who are rated effective or highly effective may be rewarded with additional compensation.	Principal		Academic and Extracurricular Additional Teacher Compensation \$94,642.00	<i>those who, after professional development, have not</i>
Hire, train, and implement a data/engagement coach during the 2014-2015 school year.	Dr. Bruce Lautenschlager, Principal Dr. Karen Goeller, Deputy Superintendent Stacy Mason, Director of Secondary Education and Christi Fenton, Director of Elementary Education and Title I	2014-2015 School Year	SIG 1003 (g) Data/ Engagement Coach Salary \$46,550.00 Benefits \$7,150.00  Central Office Salaries – in-kind	<i>Provide high quality, job-embedded professional development. The data/engagement coach will work with teachers to establish schedules and implement strategies that provide increased learning time.</i>
Provide rigorous training for SSMS staff with substitute teacher replacement incentives	VCSC Curriculum Coordinators	2014-2015 School Year	VCSC General Fund Title I Funds  SIG 1003 (g) \$15,000.00 substitute teacher incentives	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Improve the quality of learning time for students during the remediation periods so that students have opportunities to master Indiana Academic Standards.  Improve the quality of classroom learning so that teachers have opportunities to improve and refine their practice.	VCSC Curriculum Coordinators  SIG 1003 (g) reading, writing, math, and data/engagement coaches	2014-2015 school year	VCSC General Fund Central Office Salaries – in-kind  SIG 1003 (g) \$10,000.00 stipends	<i>Provide increased learning time for students and staff</i>



	Marsailus Dortch and Joe Thoma		\$42,000.00 (Thoma)	
<b>SMART Culture Goal -Year 2</b>				
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
Dr. Bruce Lautenschlager will be in his third year as the principal at SSMS.	Danny Tanoos, Superintendent VCSC Board of School Trustees	2015-2016 School Year	Dr. Bruce Lautenschlager Salary \$89,969.00 Benefits \$36,469.00	<i>Replace the principal who led the school prior to implementing the model</i>
Utilize Vigo County School Corporation Evaluation Plan, which is a rigorous evaluation tool with the required components of Indiana law.	Dr. Bruce Lautenschlager, Principal SSMS Staff Members	2015-2016 School Year	N/A	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Recognize school leaders, teachers, and staff who are implementing this model that is aligned to the VCSC Evaluation Plan. Teachers who are rated effective or highly effective may be rewarded with additional compensation.	Mick Newport, Director of Human Resources Dr. Bruce Lautenschlager, Principal	2015-2016 School Year	VCSC General Fund Academic and Extracurricular Additional Compensation \$94,642.00	<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>
Continue to train and support a data/engagement coach during the school year.	Dr. Bruce Lautenschlager, Principal Dr. Karen Goeller, Deputy Superintendent Stacy Mason, Director of Secondary Education and Christi Fenton,	2015-2016 School Year	SIG 1003 (g) Data/ Engagement Coach Salary \$46,550.00 Benefits \$7,150.00  Central Office Salaries – in-kind	<i>Provide high quality, job-embedded professional development</i>

	Director of Elementary Education and Title I			
Provide rigorous training for SSMS staff with substitute teacher replacement incentives	VCSC Curriculum Coordinators	2015-2016 School Year	VCSC General Fund Title I Funds SIG 1003 (g) \$15,000.00 substitute teacher incentive	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Improve the quality of learning time for students during the remediation periods so that students have opportunities to master Indiana Academic Standards.  Improve the quality of classroom learning so that teachers have opportunities to improve and refine their practice.	VCSC Curriculum Coordinators  SIG 1003 (g) reading, writing, math, and data/engagement coaches	2015-2016 school year	VCSC General Fund Central Office Salaries –in-kind  SIG 1003 (g) \$10,000.00 stipends	<i>Provide increased learning time for students and staff</i>
Provide ongoing family and community engagement	Data/ Engagement Coach  Dr. Bruce Lautenschlager, Principal	2015-2016 School Year	Title I funds \$4,000.00 SSMS Family Nights  SIG 1003 (g) Data/ Engagement Coach Salary \$46,550.00 Benefits \$7,150.00	<i>Provide mechanisms for family and community engagement</i>
Continue to support the most effective reading, writing, math, and data/engagement coaches. Continue to hire the most highly qualified teachers from candidate pool for teacher vacancies	Dr. Bruce Lautenschlager, Principal	2015-2016 School Year	General Fund Title I Funds SIG 1003 (g)  Reading Coach Salary \$46,550.00 Benefits \$7,150.00  Writing Coach –	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>

Develop leadership and autonomy and improve culture for SSMS and principal	Dr. Steve Gruenert, ISU Professor		Core Content areas Salary \$46,550.00 Benefits \$7,150.00  Writing Coach – Career and Technology Salary \$46,550.00 Benefits \$7,150.00  Math Coach Salary \$46,550.00 Benefits \$7,150.00  Title I Funds Fee \$1,100.00	
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Provide SSMS with curriculum, instruction, and assessment expertise and resources to help students achieve growth in reading, writing, and math.	Curriculum Coordinators  Title I Consultant	2015-2016 School	General Fund Central Office Salaries – in-kind  Salary \$15,400.00	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>
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**SMART Cultural Goal -Year 3**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
Dr. Bruce Lautenschlager will be in his fourth year as the principal at SSMS.	Danny Tanoos, Superintendent VCSC Board of School Trustees	2016-2017 School Year	Dr. Bruce Lautenschlager Salary \$89,969.00 Benefits \$36,469.00	<i>Replace the principal who led the school prior to implementing the model</i>
Utilize Vigo County School Corporation Evaluation Plan, which is a rigorous evaluation tool with the required components of Indiana law.	Dr. Bruce Lautenschlager, Principal SSMS Staff Members	2016-2017 School Year	N/A	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>

Recognize school leaders, teachers, and staff who are implementing this model that is aligned to the VCSC Evaluation Plan. Teachers who are rated effective or highly effective may be rewarded with additional compensation.	Mick Newport, Director of Human Resources Dr. Bruce Lautenschlager, Principal	2016-2017 School Year	VCSC General Fund Academic Extracurricular Additional Compensation \$94,642.00	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
Continue to train and support a data/engagement coach during the school year.	Dr. Bruce Lautenschlager, Principal Dr. Karen Goeller, Deputy Superintendent Stacy Mason, Director of Secondary Education And Curriculum Coordinators	2016-2017 School Year	SIG 1003 (g) Data/Engagement Coach Salary \$46,550.00 Benefits \$7,150.00  Central Office Salaries – in-kind	Provide high quality, job-embedded professional development
Provide rigorous training for SSMS staff with stipends and substitute teacher replacement incentives	VCSC Curriculum Coordinators	2016-2017 School Year	VCSC General Fund Title I Funds  SIG 1003 (g) \$15,000.00 substitute teacher incentive	Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)
Improve the quality of learning time for students during the remediation periods so that students have opportunities to master Indiana Academic Standards.  Improve the quality of classroom learning so that teachers have opportunities to improve and refine their practice.	VCSC Curriculum Coordinators  SIG 1003 (g) reading, writing, math, and data/engagement coaches	2016-2017 school year	VCSC General Fund  Central Office Salaries – in-kind  SIG 1003 (g) \$10,000.00 stipends	Provide increased learning time for students and staff

<p>Provide ongoing mechanisms for family and community engagement</p>	<p>Data/Engagement Coach  Dr. Bruce Lautenschlager, Principal</p>	<p>2016-2017 School Year</p>	<p>Title I funds \$4,000.00 SSMS Family Nights  SIG 1003 (g) Data/Engagement Coach Salary \$46,550.00 Benefits \$7,150.00</p>	<p><i>Provide mechanisms for family and community engagement</i></p>
<p>Continue to support the most effective reading, writing, math, and data/engagement coaches. Continue to hire the most highly qualified teachers from candidate pool for teacher vacancies</p> <p>Develop leadership and autonomy and improve culture for SSMS and principal</p>	<p>Dr. Bruce Lautenschlager, Principal</p> <p>Dr. Steve Gruenert, ISU Professor</p>	<p>2016-2017 School Year</p>	<p>General Fund Title I Funds SIG 1003 (g) Reading Coach Salary \$46,550.00 Benefits \$7,150.00</p> <p>Writing Coach – Core Content areas Salary \$46,550.00 Benefits \$7,150.00</p> <p>Writing Coach – Career and Technology Salary \$46,550.00 Benefits \$7,150.00</p> <p>Math Coach Salary \$46,550.00 Benefits \$7,150.00</p> <p>Title I Funds Fee \$1,100.00</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>
<p>Provide SSMS with curriculum instruction and assessment expertise and resources to help students achieve growth in reading, writing, and math.</p>	<p>Curriculum Coordinators  Title I Consultant</p>	<p>2016-2017 School</p>	<p>General Fund</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>

## SUSTAINABILITY Culture Goal – Year 4

The innovative Transformation Model will ensure “embedded” high-quality staff development that aligns with Indiana Academic Standards that is consistently delivered across classrooms at SSMS. With three years of a consistent focus on excellence in reading, writing, mathematics, and instructional strategies, the skills and abilities of SSMS teachers will be strengthened, and improved student performance will result.

The format of an “embedded” cadre is an investment that will enhance the knowledge, understanding, and appreciation of SSMS teachers in reading, writing, and mathematics. Thomas Guskey (2000) states that a staff development approach of both site-based and district efforts is most effective in strengthening teacher performance. The National Council of Staff Development (NCSD) sets forth research-based principles to justify the format in which the SSMS coaches will deliver the content: (1) Effective professional development uses coaching and follow-up procedures; (2) Effective professional development is collaborative and embedded in the daily lives of teachers; (3) Effective professional development focuses on student learning; and (4) Effective professional development is data-driven, research-based, and standards-based. Linda Darling-Hammond elaborates: “Each dollar spent on improving teachers’ qualifications nets greater gains in student learning than any other use of an education dollar” (1998).

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
Dr. Bruce Lautenschlager will be in his fifth year as the principal at SSMS.	Danny Tanoos, Superintendent VCSC Board of School Trustees	2017-and beyond	VCSC General Fund Dr. Bruce Lautenschlager Salary \$89,969.00 Benefits \$36,469.00	<i>Replace the principal who led the school prior to implementing the model</i>
Utilize Vigo County School Corporation Evaluation Plan, which is a rigorous evaluation tool with the required components of Indiana law.	Dr. Bruce Lautenschlager, Principal SSMS Staff Members	2017- and beyond	N/A	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Recognize school leaders, teachers, and staff who are implementing this model that is aligned to the VCSC Evaluation Plan. Teachers who are rated effective or highly effective may be rewarded with additional compensation.	Mick Newport, Director of Human Resources Dr. Bruce Lautenschlager, Principal	2017-and beyond	VCSC General Fund Academic and Extracurricular Additional Compensation \$94,642.00	<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>

Continue to support high quality job embedded professional development during the school year.	Curriculum Coordinators and Team Leaders	2017- and beyond	Central Office Salaries – in-kind  Stipends \$6736.00	<i>Provide high quality, job-embedded professional development</i>
Provide rigorous training for SSMS staff with stipends and substitute teacher replacement incentives	VCSC Curriculum Coordinators	2017- and beyond	VCSC General Fund Central Office Salaries – in-kind	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Improve the quality of learning time for students during the remediation periods so that students have opportunities to master Indiana Academic Standards.  Improve the quality of classroom learning so that teachers have opportunities to improve and refine their practice.	VCSC Curriculum Coordinators  SSMS Teachers	2017- and beyond	VCSC General Fund  Central Office Salaries – in-kind	<i>Provide increased learning time for students and staff</i>
Provide ongoing mechanisms for family and community engagement	Dr. Bruce Lautenschlager, Principal  Team Leaders	2017- and beyond	General Fund \$6736.00  Title I Parent Involvement \$4000.00  Vigo County Education Foundation \$5000.00 anticipated	<i>Provide mechanisms for family and community engagement</i>

Continue to hire the most highly qualified teachers from candidate pool for teacher vacancies	Dr. Bruce Lautenschlager, Principal	2017-and beyond	N/A	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
Provide SSMS with curriculum instruction and assessment expertise and resources to help students achieve growth in reading, writing, and math.	Curriculum Coordinators  Title I Consultant	2017- and beyond	General Fund Central Office Salaries - in-kind  Salary \$15,400.00	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

**SMART Academic Goal – Year 1**

<b>ELA Academic Goal</b> 1. By May 2015, Sarah Scott Middle School will raise reading proficiency in grades 6-8 by 5% as measured on ISTEP+.	<b>Math Academic Goal</b> 1. By May 2015, Sarah Scott Middle School will raise math proficiency in grades 6-8 by 5% as measured on ISTEP+.	<b>Other Academic Goal (optional)</b> 1. By May 2015, Sarah Scott Middle School will raise writing proficiency in grades 6-8 by 5% as measured on ISTEP+.
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<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
The Title I core team of teachers will meet with the Title I consultant in a regularly scheduled monitoring visit to review student growth.	Christi Fenton, Director of Elementary Education and Title I	2014-2015 School Year	N/A	<i>Use data to implement an aligned instructional program</i>

<p>An outside consultant is hired to make four site visits throughout the year. Her focus is on teachers working together in determining school needs based on student data.</p> <p>Professional development opportunities revolve around SMART Academic Goals.</p> <p>The data/engagement coach will extend this analysis of data in classrooms to ensure that instructional improvements are informed by ongoing frequent and informal assessments of student strengths and needs.</p>	<p>Title I Consultant</p>		<p>Title I funds - Title I Consultant Salary \$15,400.00</p> <p>SIG 1003 (g) Funds Data/ Engagement Coach salary \$46,550.00 benefits \$7,150.00</p>	
<p>SSMS teachers will receive training in the use of formative assessments and how these results can change and improve classroom practice.</p>	<p>Dr. Karen Goeller, Deputy Superintendent</p> <p>Data/ engagement coach</p>	<p>2014-2015 School Year</p>	<p>General Fund Title I Funds SIG 1003 (g) Data/ Engagement Coach salary \$46,550.00 benefits \$7,150.00</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>
<p>SSMS English/language arts teachers will receive training in direct, explicit comprehension instruction to give students strategies that aid them in comprehending a wide variety of texts. Training will include comprehension</p>	<p>Valarie Bailey, District Curriculum Coordinator of English/language Arts</p>	<p>September/October 2014</p>	<p>Teacher substitutes (VCSC General Fund)</p> <p>Reading Coach – SIG 1003 (g) salary \$46,550.00 benefits \$7,150.00</p>	<p><i>LEA supports school with ongoing, intensive technical assistance and support.</i></p>

<p>monitoring and metacognition instruction. A reading coach will extend this training by modeling and coaching throughout the year in all English/language arts classrooms.</p>				
<p>SSMS English/language arts teachers will receive training in intensive writing strategies across all content areas, such as 6 Traits that address the components of the ISTEP+ writing rubric, to provide a helpful roadmap for students. One writing coach will extend this training by modeling and coaching throughout the year in all core content subjects while a second writing coach will model and coach in career and technology subjects.</p>	<p>Valarie Bailey, District Curriculum Coordinator of English/language Arts</p>	<p>September/October 2014</p>	<p>Teacher substitutes (VCSC General Fund)</p> <p>One Writing Coach for core content subjects – SIG 1003 (g) salary \$46,550.00 benefits \$7,150.00</p> <p>One Writing Coach for Career and Technology subjects – SIG 1003 (g) salary \$46,550.00 benefits \$7,150.00</p> <p>Reading Coach– SIG 1003 (g) salary \$46,550.00 benefits \$7,150.00</p>	<p><i>LEA supports school with ongoing, intensive technical assistance and support.</i></p>
<p>SSMS math teachers will receive training in effective mathematics strategies with understanding and be able to apply knowledge through multiple ways, including problem solving. The alliance of factual knowledge, procedural proficiency, and conceptual understanding will make mathematical</p>	<p>John Newport, District Curriculum Coordinator of Assessment, Mathematics and Science</p>	<p>June and August 2014</p>	<p>Teacher stipends (Math and Science Partnership Grant)</p> <p>Math Coach – SIG 1003 (g) salary \$46,550.00 benefits \$7,150.00</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

knowledge more usable for students in powerful ways. A math coach will extend this training by modeling and coaching throughout the year in all math classrooms.				
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**SMART Academic Goal - Year 2**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
<p>The Title I core team of teachers will meet with the Title I consultant in a regularly scheduled monitoring visit to review student growth.</p> <p>An outside consultant is hired to make four site visits throughout the year. Her focus is on teachers working together in determining school needs based on student data. Professional development opportunities revolve around SMART Academic Goals.</p> <p>The data/engagement coach will extend this analysis of data in classrooms to ensure that instructional improvements are informed by ongoing frequent and informal assessments of student</p>	<p>Christi Fenton, Director of Elementary Education and Title I</p> <p>Title I Consultant</p>	2015-2016 School Year	<p>N/A</p> <p>Title I funds - Title I Consultant \$15,400.00</p> <p>SIG 1003 (g) Funds Data/engagement coach SIG 1003 (g) salary \$46,550.00 benefits \$7,150.00</p>	<p><i>Use data to implement an aligned instructional program</i></p>

strengths and needs.				
SSMS teachers will continue to receive training in the use of formative assessments and how these results can change and improve classroom practice.	Dr. Karen Goeller, Deputy Superintendent  Data/engagement coach	2015-2016 School Year	General Fund Title I Funds SIG 1003 (g) Data/Engagement Coach salary \$46,550.00 benefits \$7,150.00	<i>Promote the use of data to inform and differentiated instruction</i>
SSMS English/language arts teachers will continue to receive training in direct, explicit comprehension instruction to give students strategies that aid them in comprehending a wide variety of texts. Training will include comprehension monitoring and metacognition instruction. A reading coach will extend this training by modeling and coaching throughout the year in all English/language arts classrooms.	Valarie Bailey, District Curriculum Coordinator of English/language Arts	September/October 2015	Teacher substitutes (VCSC General Fund)  One Writing Coach for core content subjects – SIG 1003 (g) salary \$46,550.00 benefits \$7,150.00  One Writing Coach for Career and Technology subjects – SIG 1003 (g) salary \$46,550.00 benefits \$7,150.00  Reading Coach – SIG 1003 (g) salary \$46,550.00 benefits \$7,150.00	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>
SSMS math teachers will continue to receive training in effective mathematics strategies with understanding and be able to apply knowledge through multiple ways, including problem solving. The alliance of factual knowledge, procedural proficiency, and	John Newport, District Curriculum Coordinator of Assessment, Mathematics and Science	June and August 2015	Teacher stipends (Math and Science Partnership Grant)  Math Coach – SIG 1003 (g) salary \$46,550.00 benefits \$7,150.00	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

conceptual understanding will make mathematical knowledge more usable for students in powerful ways. A math coach will extend this training by modeling and coaching throughout the year in all math classrooms.				
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**SMART Academic Goal- Year 3**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
<p>The Title I core team of teachers will meet with the Title I consultant in a regularly scheduled monitoring visit to review student growth.</p> <p>An outside consultant is hired to make four site visits throughout the year. Her focus is on teachers working together in determining school needs based on student data. Professional development opportunities revolve around SMART Academic Goals.</p> <p>The data/engagement coach will extend this analysis of data in classrooms to ensure that instructional improvements are informed by ongoing</p>	<p>Christi Fenton, Director of Elementary Education and Title I</p> <p>Title I Consultant</p>	<p>2016-2017 School Year</p>	<p>N/A</p> <p>Title I funds - Title I Consultant Salary \$15,400.00</p> <p>SIGs 1003 (g) Funds Data/engagement coach SIG 1003 (g) salary \$46,550.00 benefits \$7,150.00</p>	<p><i>Use data to implement an aligned instructional program</i></p>

<p>frequent and informal assessments of student strengths and needs.</p>				
<p>SSMS teachers will continue to receive training in the use of formative assessments and how these results can change and improve classroom practice.</p>	<p>Dr. Karen Goeller, Deputy Superintendent</p> <p>Data/ engagement coach</p>	<p>2016-2017 School Year</p>	<p>General Fund Title I Funds SIG 1003 (g) Data/ Engagement Coach salary \$46,550.00 benefits \$7,150.00</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>
<p>SSMS English/language arts teachers will continue to receive training in direct, explicit comprehension instruction to give students strategies that aid them in comprehending a wide variety of texts. Training will include comprehension monitoring and metacognition instruction. A reading coach will extend this training by modeling and coaching throughout the year in all English/language arts classrooms.</p>	<p>Valarie Bailey, District Curriculum Coordinator of English/language Arts</p>	<p>September/October 2016</p>	<p>Teacher substitutes (VCSC General Fund)</p> <p>One Writing Coach for core content subjects – SIG 1003 (g) salary \$46,550.00 benefits \$7,150.00</p> <p>One Writing Coach for Career and Technology subjects – SIG 1003 (g) salary \$46,550.00 benefits \$7,150.00</p> <p>Reading Coach – SIG 1003 (g) salary \$46,550.00 benefits \$7,150.00</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>
<p>SSMS math teachers will continue to receive training in effective mathematics strategies with understanding and be able to apply knowledge through multiple ways, including problem solving. The alliance of factual knowledge, procedural proficiency, and</p>	<p>John Newport, District Curriculum Coordinator of Assessment, Mathematics and Science</p>	<p>June and August 2016</p>	<p>Teacher stipends (Math and Science Partnership Grant)</p> <p>Math Coach – SIG 1003 (g) salary \$46,550.00 benefits \$7,150.00</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

<p>conceptual understanding will make mathematical knowledge more usable for students in powerful ways. A math coach will extend this training by modeling and coaching throughout the year in all math classrooms.</p>				
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**SUSTAINABILITY Academic Goal – Year 4**

The VCSC will align other funding sources to the SIG 1003 (g). The VCSC has a comprehensive professional development plan which is built around district Aims and Goals that include supporting all schools including SSMS. General Funds will provide resources for substitutes as SSMS teachers attend training in their content areas that is aligned to Indiana Academic Standards. Also, teachers at SSMS will benefit from professional development in data analysis and collection through the continued service of an experienced Title I Consultant. Title I funds will be realigned with the SIG 1003 (g) to provide ongoing professional development for teachers in all content areas. Parent Involvement funds will sustain the efforts made to include family and community into academic focus at SSMS.

SSMS serves as a demonstration school for preservice educators from Indiana State University each year as these future educators work alongside SSMS teachers. Each year the preservice educators will leave SSMS to begin teaching careers and impact learning of students across the nation. Observing the SIG 1003 (g) reading, writing, math, and data/engagement coaches, along with SSMS teachers, will help recruit preservice educators as future teachers who value excellence in content and pedagogy skills.

The expert assistance of the technical assistance providers, such as National Math and Science Initiative, Math and Science Partnership, and Language Arts Consulting, will foster a long-term culture of data analysis, reflection, and inquiry that will be sustained through school improvement efforts. The momentum established through these multiple partnerships will provide for long-term relationships among these stakeholders who share a common goal of increasing student achievement.

Because the SIG 1003 (g) grant will be built into school improvement efforts, it will be a continuous part of the overall professional growth taking place at SSMS. Instead of seeking out one-day, isolated professional development activities, the SSMS staff will support research-based, continuous, ongoing professional development activities that increase student learning and link to school improvement plans, Indiana Academic Standards, and effective professional development principles. The SIG 1003 (g) grant will sustain and build a culture of professional development that values the importance of using data analysis, collaborative inquiry, and careful reflection when designing daily curriculum and instruction activities. Continuous professional development is a required component in Indiana law, and the exemplary professional development provided by this SIG 1003 (g) grant will move the SSMS closer toward exemplary teaching and learning sustainability and eventually attainment of an improved category performance grade.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
The Title I core team of teachers will meet with the Title I consultant in a regularly scheduled monitoring visit to review student growth.	Christi Fenton, Director of Elementary Education and Title I  Title I Consultant	2017 – and beyond	Title I funds - Title I Consultant Salary \$15,400.00	<i>Use data to implement an aligned instructional program</i>
SSMS teachers will receive training in the use of formative assessments and how these results can change and improve classroom practice.	Dr. Karen Goeller, Deputy Superintendent  Christi Fenton, Directory of Elementary Education and Title I	2017- and beyond	General Fund Title I Funds The VCSC and Title I will provide districtwide support yearly in formative data collection and analysis	<i>Promote the use of data to inform and differentiated instruction</i>
SSMS English/language arts teachers will receive continued training in comprehension instruction as part of yearly English/language arts content training.	Valarie Bailey, District Curriculum Coordinator of English/language Arts	September/October 2017	Teacher substitutes (VCSC General Fund)	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>
SSMS math teachers will receive continued training in effective mathematics strategies as part of yearly mathematics content training.	John Newport, District Curriculum Coordinator of Assessment, Mathematics and Science	June and August 2017	Teacher substitutes (VCSC General Fund)	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>
SSMS Team Leaders will continue data analysis and review of student progress.	Dr. Bruce Lautenschlager, Principal Team Leaders	2017 – and beyond	Team Leader stipends \$11,736.00	<i>LEA supports school with ongoing, intensive technical assistance and support.</i>

The Title I Consultant will provide leadership for progress monitoring of school improvement goals.	Title I Consultant	2017 – and beyond	Title I Consultant Salary \$15,400.00	<i>LEA supports school with ongoing, intensive technical assistance and support.</i>
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**Indiana Department of Education**

Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

Improvement Grant (1003g)  
Part 7 -- BUDGET  
School Year 2014-2015  
Year 1

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

Corporation Name: Vigo County School corporation  
Corporation Number: 8030  
School Name: Sarah Scott Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
Reading Coach (TBD)	1.00	Yes		Salary for reading coach	\$ 46,550.00	
Math Coach (TBD)	1.00	Yes		Salary for math coach	\$ 46,550.00	
Writing Coach core (TBD)	1.00	Yes		Salary for Core writing coach	\$ 46,550.00	
Writing Coach CTE (TBD)	1.00	Yes		Salary for CTE writing coach	\$ 46,550.00	
Data/engagement coach	1.00	yes		Salary for data/ engagement coach	\$ 46,550.00	
					\$ -	
					\$ -	
	5.00	<b>TOTAL SALARIES</b>				\$ 232,750.00
<b>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</b>						
				<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>		\$ 35,750.00
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
				out-of-state		
				out-of-state		
				in-state		
				in-state		
				<b>TOTAL TRAVEL</b>		\$ -
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>						
				Smekens training for Reading and Writing	\$ 10,000.00	
				NMSI training for math and science	\$ 10,000.00	
				Kelly subs for PD days	\$ 15,000.00	
				Stipends for after school/Saturday training	\$ 10,000.00	
				<b>TOTAL CONTRACTED SERVICES</b>		\$ 45,000.00
<b>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>						
				<b>TOTAL SUPPLIES</b>		\$ -
<b>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</b>						
				<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		\$ -
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>						
				<b>TOTAL OTHER SERVICES</b>		\$45,000.00
				<b>INDIRECT COST (2.07%)</b>		\$ 6,489.45
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>						\$ 364,989.45





School Improvement Grant (1003g)  
 Part 7 -- BUDGET  
 School Year 2015-2016  
 Year 2

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

Corporation Name: Vigo County School corporation  
 Corporation Number: 8030  
 School Name: Sarah Scott Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
Reading Coach (TBD)	1.00	Yes		Salary for reading coach	\$ 46,550.00	
Math Coach (TBD)	1.00	Yes		Salary for math coach	\$ 46,550.00	
Writing Coach core (TBD)	1.00	Yes		Salary for Core writing coach	\$ 46,550.00	
Writing Coach CTE (TBD)	1.00	Yes		Salary for CTE writing coach	\$ 46,550.00	
Data/engagement coach	1.00	yes		Salary for data/engagement coach	\$ 46,550.00	
	5.00	<b>TOTAL SALARIES</b>				\$ 232,750.00
<b>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</b>						
				<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>		\$ 35,750.00
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
				out-of-state		
				out-of-state		
				in-state		
				in-state		
				<b>TOTAL TRAVEL</b>		\$ -
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>						
				Kelly subs for PD days	\$ 15,000.00	
				Stipends for after school/Saturday training	\$ 10,000.00	
				<b>TOTAL CONTRACTED SERVICES</b>		\$ 25,000.00
<b>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>						
				<b>TOTAL SUPPLIES</b>		\$ -
<b>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</b>						
				<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		\$ -
<b>7. OTHER SERVICES: (include a specific description of services.)</b>						
				<b>INDIRECT COST (2.07%)</b>		\$ 6,075.45
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>						\$ 299,575.45





**Indiana Department of Education**  
 Glenda Ritz, NBCT  
 Indiana Superintendent of Public Instruction

Improvement Grant (1003g)  
 Attachment 7 - BUDGET  
 School Year 2016-2017  
 Year 3

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

Corporation Name: Vigo County School corporation  
 Corporation Number: 8030  
 School Name: Sarah Scott Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
Reading Coach (TBD)	1.00	Yes		Salary for reading coach	\$ 46,550.00	
Math Coach (TBD)	1.00	Yes		Salary for math coach	\$ 46,550.00	
Writing Coach core (TBD)	1.00	Yes		Salary for Core writing coach	\$ 46,550.00	
Writing Coach CTE (TBD)	1.00	Yes		Salary for CTE writing coach	\$ 46,550.00	
Data/engagement coach	1.00	yes		Salary for data/engagement coach	\$ 46,550.00	
					\$ -	
	5.00	<b>TOTAL SALARIES</b>				\$ 232,750.00
<b>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</b>						
				<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>		\$ 35,750.00
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
				out-of-state		
				out-of-state		
				in-state		
				in-state		
				<b>TOTAL TRAVEL</b>		\$ -
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>						
				Stipends for after school training	\$ 10,000.00	
				<b>TOTAL CONTRACTED SERVICES</b>		\$ 10,000.00
<b>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>						
				<b>TOTAL SUPPLIES</b>		\$ -
<b>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</b>						
				<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		\$ -
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>						
				<b>INDIRECT COST (2.07%)</b>		\$ 5,764.95
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>						\$ 284,264.95





# Indiana Department of Education

Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

**Note: continued progress without awarded SIG funds. Review Sustainability Year 4 goals to determine possible interventions for sustainment and funding sources t**

Corporation N Vigo County School Corporation  
 Corporation N 8030  
 School Name: Sarah Scott Middle School

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ACCOUNT NO.	FTE	Cert.	oncer	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL	OTHER FUNDING SOURCE
<b>1. PERSONNEL (include positions and names)</b>							
Math Coach (TBD)	1.00	Yes		Salary for math coach	\$ 46,550.00		Title I part A
Writing Coach core (TBD)	1.00	Yes		Salary for Core writing coach	\$ 46,550.00		Title 1 Part A
Data/engagement coach	1.00	yes		Salary for data/ engagement coach	\$ 46,550.00		Title 1 Part A
					\$ -		
	3.00	<b>TOTAL SALARIES</b>				<b>\$ 139,650.00</b>	
<b>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</b>							
		<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>				<b>\$ 35,750.00</b>	
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>							
	out-of-state						
	out-of-state						
	in-state						

in-state				
	<b>TOTAL TRAVEL</b>		\$	-
<b>4. CONTRACTED SERVICES:</b> (List the type of contracted services to be provided, including the vendor's name, if				
	<b>TOTAL CONTRACTED SERVICES</b>		\$	-
<b>5. SUPPLIES:</b> Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)				
	<b>TOTAL SUPPLIES</b>		\$	-
<b>6. EQUIPMENT AND TECHNOLOGY:</b> Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".				
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		\$	-
<b>7. OTHER SERVICES:</b> (Include a specific description of services.)				
	<b>INDIRECT COST (2.07%)</b>		\$	3,630.78
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			\$	179,030.78

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE	
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