LEA Application of General Information
2012-2013

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

LEA Application: General Information

Corporation Name: **Gary Community School Corporation**	Corporation Number: 4690
Contact for the School Improvement Grant: **Dr. Myrtle V. Campbell**	
Position and Office: **Superintendent**	Contact's Mailing Address: **610 E. 10th Place** **Gary, IN 46402**
Telephone: **219.881.5401**	Fax: **219.886.9376**
Email Address: **mvcampbell@garycsc.k12.in.us**	
Superintendent (Printed name) **Dr. Myrtle V. Campbell**	Telephone: **219.881.5401**
Signature of Superintendent X _____	Date: April 30, 2012

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

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

I. Schools to be Served by LEA

Instructions:

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

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

School Name	Grade Span	Tier I	Tier II	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Dr. Bernard C. Watson Academy for Boys	K-6	X		X				
2. West Side Leadership Academy	7-12		X	X				
3.								
4.								
5.								
6.								

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

X We will serve all of our Tier I schools.

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

3. Consultation with Stakeholders

Instructions:

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

School Name: Dr. Bernard C. Watson Academy for Boys School Number: 180387000617

Stakeholder Group	Mode of Communication	Date
Teachers	Meeting, Workshop	April 16, 17
Parents	Meeting, Letter, ALERT Call	April 16, 17, 18, 19,
District Administrators	Workshop Meeting	April 17
Community Partners	Letter e-mailed, faxed	April 11

School Name: West Side Leadership Academy School Number: 180387000648

Stakeholder Group	Mode of Communication	Date
Teachers	Workshop Meeting	April 17
Parents	Alert Call, Handouts, Sign-in Sheets	April 11-20,25
District Administrators	Workshop Meeting	April 17
Community	Letter	April 26

Students	Handout	April 25

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

D. Collaboration with Teachers' Unions

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

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

E. Assurances

_____**Gary Community School Corporation** _____ assures that it will

Corporation/Charter School Name

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

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

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

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

F. Waivers

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

☑ Extending the period of availability of school improvement funds.

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

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

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

LEA Application for Each Tier I and Tier II School

School Improvement Grant (1003g)
2012-2013

LEA School Application: Tier I and Tier II

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

School Corporation __**Gary Community School Corporation**_____ Number _**180387000648**

School Name _____**West Side Leadership Academy**_____

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

X Turnaround ☐ Restart

☐ Transformation ☐ Closure

Assurances

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Corporation/Charter School Name

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A. LEA Analysis of School Needs

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

Worksheet #1: Analysis of Student and School Data

➢ ***Instructions:***

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

Student groups not meeting AYP (list groups below)	**% of this group not meeting AYP**	**# of students in this group not meeting AYP**	**How severe is this group's failure?** (high, medium, low)	**How unique are the learning needs of this group?** (high, medium, low)

English/Language Arts

Black	67.1%	267	High – missed AYP 3 years	High – 4 or more years behind in reading comprehension
Free/Reduced Lunch	69.7%	223	High – missed AYP 3 years	High – 4 or more years behind in reading comprehension
Special Needs	76%	57	High – missed AYP 3 years	High – 4 or more years behind in reading comprehension

Mathematics

Black	71%	182	High – missed AYP 3 years	High – 4 or more years behind in math computation/concepts
Free/Reduced Lunch	75%	159	High – missed AYP 3 years	High – 4 or more years behind in math computation/concepts
Special Needs	95%	35	High – missed AYP 3 years	High – 4 or more years behind in math computation/concepts

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?	**What is at the "root" of the findings? What is the underlying cause?**
The majority of our students are **not proficient** in reading (69%) and math (72.8%). Although a sub group not demonstrating AYP, Black students' proficiency in ELA (32.9%) exceeds average proficiency for all students (31%) in ELA. Only 5% of our students with special needs demonstrated proficiency in math while less than a quarter of these students (24%) were proficient in E/LA. We also looked at grade by grade data for ISTEP+ and our End of Course Assessments (ECA) for English 10 and Algebra I which is summarized in the following tables:	Our students lack the b**asic foundations** for learning. While our teachers collect data, they do not know how to **use data** to drive instruction. Most teachers use traditional methods, predominantly lectures, that are not working. There is a need for **instructional strategies** that motivate and engage students. **Teacher Effectiveness** seems to be a key root cause of our failure as we discovered looking at our grade by grade data (on left). We noted that the teacher for English 10 left after the 1st grading period. A substitute was assigned. This seems to indicate that the discontinuity and quality of instruction may have contributed to the double digit (-10.1%) decline in ECA for English 10. A new Math Coach worked with the Algebra I teacher

E/LA ISTEP+ & ECA			
	2010	2011	
Grade	% Pass	%Pass	%Change

7	26.4%	35.5%	+9.1%
8	28.6%	27.0%	-1.6%
Eng10	38.8%	28.7%	-10.1%

Math ISTEP+ & ECA			
	2010	2011	
Grade	% Pass	%Pass	%Change
7	22.2%	23.8%	+1.6%
8	21.2%	30.3%	+9.1%
Alg I	10.4%	24.1%	+13.7%

Except for grade 7, ELA student proficiency declined when compared to the year before while student math proficiency increased for all grade levels. Change was most apparent in both reading and math for English 10 and Algebra I. English 10 decreased by 10.1% while Algebra I increased by 13.7%.

in delivery of instruction. Perhaps the double digit increase (+13.7%) on Algebra I ECA indicates the need for **ongoing support and coaching**.

Our faculty is composed of predominantly veteran teachers as summarized in the following table:

WSLA Faculty Teaching Experience		
Yrs. Experience	Number	%Teachers
0-5	18	17.3%
6-10	8	7.7%
11-15	12	11.5%
16-20	19	18.3%
20+	47	45.2%

Many veteran teachers have settled into a system of teaching that has not changed to accommodate the needs of our 21st century students.

Teachers do not always know how to use **technology** effectively and are hesitant to present lessons to students who are more competent using digital solutions. Therefore, they revert to lecture. Some veteran teachers with successful teaching skills are therefore resistant to change because they have not received adequate training in effective instructional technology techniques.

Student Leading Indicators

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

	2010-2011	**2011-2012**
1. Number of minutes within the school year that students are required to attend school	**65,160**	**65,160**
2. Dropout rate*	**(2009-2010)** **8 students** **2.8%** **3 students or 1.3% Special Education** **2 students or 1.2% Econ. Disadvantaged**	**2010-2011** **16 students** **5.6%** **7 students or 4.3% Econ. Disadvantaged** **2 students or 3.6% Special Education**
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	**94.8%**	**96%**
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	**98 students** **9%**	**138 students** **9.4%**
5. Number of students completing dual enrollment	**0**	**68 (expected**

classes		**completion: 5/3/12)**
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	**BAS** **SS** **WES** **OTHER**	**BAS** **SS** **WES** **OTHER**
7. Discipline incidents*	**Suspension** **1217** **Expulsions** **47**	**Suspension** **1891** **Expulsions** **69**
8. Truants (# of unduplicated students, enter as a whole number)	**0**	**0**
9. Distribution of teachers by performance level on LEA's teacher evaluation system	**4**Unsatisfactory **3** Basic **85** Proficient **5** Distinguished	**4**Unsatisfactory **3** Basic **78** Proficient **5** Distinguished
10 Teacher attendance rate	**86%**	**88%**

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

<table>
<tr><th>What are key findings or summaries from the student leading indicator data?</th><th>What is at the “root” of the findings? What is the underlying cause?</th></tr>
<tr><td>
Attendance rose from 94.1% to 96%.

The number of students dropping out of school has doubled over the last 2 years. The number of students qualified to receive Free/Reduced lunch dropping out more than tripled. The number of students dropping out identified as needing Special Education declined.

On average, 7 students were suspended each day last year. This year our suspensions have increased by 50% (from 1217 to 1891) when compared with last year’s data. Expulsions have also increased substantially, from 47 to 69, and our school year is not over.

Currently, students identified as gifted and talented are in the High Ability Program and attend our school. These students and this program are leaving West Side Academy in phases over the next 2 years.

Opportunity to earn college credit while still in high school is new and only 4.6% of students currently participate.

We also looked at graduates taking an AP exam over time data:
<table>
<tr><th></th><th>2007-2008</th><th>2008-2009</th><th>2009-2010</th><th>2010-2011</th></tr>
<tr><td>Number</td><td></td><td></td><td></td><td></td></tr>
</table>
</td><td>
Currently, students 3 years below grade are not required to attend extended day instruction. We do not have embedded remediation during the day for those students who refuse to attend after school sessions.

Systems are not in place to identify students at risk of dropping out of school so that intervention can be early and effective.

Removing the High Ability program will be a loss to West Side and have a great impact on the scores, graduation rate, culture, and availability for Advanced Placement (AP) and dual credit offerings.

We need more AP/Dual Credit classes that reflect student interests and career choices that are open to all students.

Suspensions result in loss of valuable instructional time creating learning gaps for the suspended students that can frustrate them, encouraging them to drop out and/or contribute to poor student achievement. We need an alternative to suspension so that instructional time may be preserved.

Many teachers have a difficult time maintaining order in their classrooms. Instructional time is lost to dealing with classroom management issues. We need to transform our school culture to foster a
</td></tr>
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Students	32	47	39	35
% of Students	14.3%	21.6%	18.4%	17.8%
Number Passing	9	13	5	9
%Passing	4%	6%	2.4%	4.6%

Teachers, on average, missed 25 days of school.

Students taught by the 4 teachers rated Unsatisfactory have little chance to learn content of curriculum supported by these teachers' classes.

tone of respect, decency, and order.

Some teachers are stressed and complain of "burn out."

Teacher observation and feedback is infrequent. Distinguished teachers are present in our building and could become **models and mentors** for entering teachers.

It is discouraging to note that students had better attendance than teachers. Teachers do not model the importance of school attendance when they are absent. Substitutes do not have the content knowledge to effectively deliver the curriculum in a manner that supports student achievement. Perhaps this is why student attendance is not reflective of their achievement.

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

➢ ***Instructions:***

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

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

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

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

4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.	X				disabilities. 4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	**1**	**2**	**3**	**4**	**Parents, Family, Community**
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.	X X X				1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	**1**	**2**	**3**	**4**	**Cultural Competency**
1. Holds the belief that all students learn the same way.		X			1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.	X				2. Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.	X				3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.
4. Does not investigate students' level of education prior to coming to the United States; home languages; the	X				4. Investigates students' education prior

political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.	X				to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools?	**What is at the "root" of the findings? What is the underlying cause?**
Leadership: The principal spends the majority of time in her office busy with parents, student incidents, and school reports. She is unable to spend much time with teachers working on curriculum and instruction. Principals do not have input into hiring matters. Teachers are assigned by the district.	**Leadership:** The culture at West Side Leadership went through a drastic change as a result of the closing and merging of schools. Many of the teaching staff struggle to accept change. Since the principal is **not allowed to select the staff** because of the collective bargaining agreement, staff has little regard for the principal's vision to implement the 8-Step Process and the change entailed. This process, created by the Warren Township District in Indianapolis, is advocated by the Indiana DOE for all schools. The 8 steps are: • Data shows what works and what doesn't • Adjust instruction to meet student needs • Follow instructional/assessment timelines • Analyze data to plan instruction • Deliver purposeful lessons • Use frequent assessments • Provide tutorials/enrichment during the school day • Reteach (http://www.warren.k12.in.us/8-step-process)

Instruction: Over 63% of our faculty has been teaching for 16 years or more, which is an extremely positive statistic pointing to rich experiences and pedagogical knowledge. Traditional instructional techniques, such as lectures, are the norm. These traditional techniques challenge the attention span of most students. This often results in disruption in classrooms and hinders student learning.	**Instruction:** Most teachers make no effort to use grouping strategies, project based learning, or to integrate technology into their lessons. Teachers rely heavily on state resources, Learning Connections and Acuity assessments. Students are **not engaged** and this often leads to classroom management problems. Few teachers try to **differentiate** their instruction in order to meet the needs of their students.
Curriculum: Learning Connections provides the following for all IN public schools through log-in: 1. Access to longitudinal student-level data from numerous sources to support instructional decisions and increase student achievement; 2. Opportunities to collaborate with colleagues from across the state through the communication tools in the communities; 3. Online lesson planning and curriculum design capabilities; and, 4. A common point of access for information from IDOE. (http://pod.doe.in.gov/groups/learningconnectionhelp/wiki/6da05/About_the_Learning_Connection.html) Our district has given all schools a curriculum aligned with state standards and performance indicators. Teachers rely on textbooks to determine what they teach and there is little or no monitoring of curriculum implementation.	**Curriculum:** Many teachers use textbooks to determine what is taught in the classroom instead of the curriculum. Some teachers do not take initiative to continually increase their **content knowledge and pedagogy** which inhibits their ability to deliver the targeted curriculum using **effective instructional strategies.** Teachers cite a lack of time to collaborate with other teachers and to differentiate instruction, despite resources such as Learning Connections mentioned on left.
Data – Formative Assessments: The purpose of the	**Data – Formative Assessments:** Some teachers complain that class sizes are too large and they are unable to use data to individualize or differentiate instruction.

Acuity assessments is to provide diagnostic measures for grade 3-8 students in English/ Language Arts (ELA), Mathematics, Science, and Social Studies, as well as for students in Algebra I (.http://www.doe.in.gov/achievement/assessment/acuity-grades-3-8-and-algebra-i). Data from *Acuity* is not disaggregated when delivered to the teachers. Teachers collect data but most do not know how to use it to improve instruction and support student achievement. Professional development for using data has been voluntary and no follow up has been provided. Although staff development is offered by the district after school and in the summer, most teachers choose not to attend. **Professional Development:** The Professional Development Center in the district is no longer operative. Professional development is not mandatory. The Collective bargaining Agreement supports teachers refusing to continue growing professionally. A Literacy Coach, Math Coach, Differentiated Accountability Coach, and an Academic Support Teacher are on staff. **Parents, Family, Community:** Many families in our	Teachers do not use the 3-week test data to employ **tiered instruction**. Although there is a common planning period, most teachers do not collaborate on curriculum or instruction employing the 8-Step Process. Teachers are not using data to: • Design instruction for 21st Century learners • Create lessons that engage students and foster participation • Provide for the multiple learning styles and modalities of students • Employ technology enhanced tools that motivate and empower the student **Professional Development:** Teachers may have interpreted a message that continuing to grow as a professional is not valued as they see the Professional Development Center closed and professional development deemed optional. Much of the professional development has been single sessions on a given topic without follow up or **support** to ensure application in the classroom. Many veteran staff view initiatives with disdain realizing that **monitoring** is unlikely. Little encouragement is given to teachers who continually improve their practice. While we have coaches on staff, they have not received training for their positions. **Parents, Family, Community:** Although we have a Parent Assistant and a Parent Center, most **parents are not involved**. Students are bused from afar, eliminating the concept of the neighborhood school.

community are struggling; 68.6% of our students are eligible to receive free or reduced lunch. An Open House when report cards are distributed is well attended as are the mandatory meetings for case conferences for the parents of students in special education. Our Parent Teacher Student Association (PTSA), District Parent Advisory Council (DPAC), sports, band, and choir present frequent invitations to our parents to become involved. We have partnerships with: Chase Bank, Fifth Third Bank, and Gary City Court/Lake County Sheriff Department. **Cultural Competency:** Foreign languages classes offer students the opportunity to learn the language and culture of France, Japan and Spanish speaking cultures. Some textbooks contain information that integrate cultural issues with the topic under study.	Notes are sent home and scheduled meetings occur with meager turnout. Football is not very popular and attendance at games is poor. Basketball draws a larger crowd but parent participation is still very low. We have benefitted from a partnership with One-Church-One-School this school year, and Chase and Fifth Third Bank provided workshops and scholarships. The City Court provides field trips to the county jail. We would like to expand our partnerships to provide positive role models, mentors, and opportunities to link what students are learning to their community in an authentic way. **Cultural Competency:** Few students are able to take foreign languages due to scheduling demands. Little emphasis is placed on preparing culturally competent citizens. Teachers cite large class sizes as reasons for not showing much **personal regard** for students. Some teachers fail to model the characteristics of enthusiastic life-long learners and/or concerned participants in the school community.

B. Selection of School Improvement Model

II. Selection of Improvement Model

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

X Turnaround ☐ Restart
☐ Transformation ☐ Closure

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

Intervention model selected **Turnaround**

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

West Side Leadership Academy, the home of the mighty Cougars, is located on Gary's far west side. It is the most recently built structure of Gary's four remaining high schools, opening with grades 9-12 in 1968. Since 2009, students in grades 7-12 attend. We currently serve 1680 students in grades 7-12. While the majority of the students are of African American heritage, the school serves a small diverse student population: 90.4% Black, 8.4% Multi-Racial, 0.8% Hispanic, and 0.4% Caucasian.

The mission of the West Side Leadership Academy is to provide a safe, nurturing learning environment and an opportunity for all students to attain an education that will foster good citizenship and a strong knowledge base. We also strive to develop critical thinkers who are concerned, aware citizens, capable leaders, and learners prepared to increase their educational and social opportunities to sustain themselves in a global and diverse society.

There is a need for a social, academic and instructional renaissance at West Side Leadership Academy. In recent re-organizational efforts, the idea to develop the West Side High School into a Leadership Academy has not been fully realized. The study and review of our needs assessment helped us to see our ineffectiveness as instructional leaders and effective educators. Our inability to use innovative and effective teacher practices and strategies to enhance and engage our students has failed to guide students away from acceptance of inappropriate behavior and low achievement. A culture of high expectations for ALL must be fostered.

Our school data indicate that many of our students come to high school significantly below grade level, with unacceptable reading comprehension skills, inadequate mathematics skills, and insufficient computational skills to meet the challenges of a high school curriculum.

We believe that nothing less than an educational and social renaissance will set the tone for academic achievement and decency to permeate our school environment. We believe that with this Turnaround, accompanied by changes in instructional delivery, student and teacher accountability, and a transformed culture that reflects a tone of respect and decency, West Side will truly become a Leadership Academy. We agree and are committed to following the directions of our School District's Board of Trustees in doing all that it takes to turnaround our school.

Our needs assessment has identified weaknesses in the following as being root causes that pose barriers to student success at West Side Leadership Academy:

- Leadership (Operational Flexibility, Instructional Leadership)
- Teacher Effectiveness (Classroom Management, Instructional Strategies)
- Teacher Attitude (Change, Professional Development)
- Student Engagement
- Models
- Use of Data
- Differentiated Instruction
- Technology
- Reading & Math Foundations
- Content Knowledge & Pedagogy
- Personal Regard

- Differentiated Instruction
- Parental Involvement
- School Culture

As we examined the models, we recognize that the breadth and depth of our weaknesses would best be resolved by a complete TURNAROUND. The following table aligns our weaknesses with the mandated elements of the Turnaround Model that will allow us to address and correct these shortcomings. We feel our plan corresponds to the data, findings, root causes and self-assessment in the following manner:

West Side Leadership Academy Alignment of Root Causes to Turnaround Model	
Required Element	**West Side Leadership Academy's Root Causes**
Replace the principal and grant principal operational flexibility	**Leadership:** The principal has little time to be an instructional leader as management issues consume her day. The principal will have more time to be in classrooms once a system of distributed leadership shares the responsibility for management effectively. The principal has no input into hiring and retention of staff resulting in staff non compliance due to protection through the Teacher Bargaining Agreement. Operational flexibility is critical in this area.
Measure the effectiveness of current staff; screen existing staff and rehire no more than 50%; select new staff	**Teacher Effectiveness:** Some teachers see no need to change to best practice and rely on seniority for job security. However, we have many veteran teachers we can draw on for their rich experiences, content area knowledge, mentoring and coaching abilities. Replacing more than half of the staff will allow us to bring in more teachers with a passion for teaching and learning that feel an urgency to improve student achievement while removing teachers who are ineffective.
Implement strategies to recruit, place, and retain staff	**Teacher Attitude**: Teacher hiring is done at the district level and some teachers are unwilling to change as they recognize seniority and tenure will protect their jobs. Allowing the principal to participate in hiring and retention decisions will help staff see the need to change their practice. Financial incentives and opportunities for distributed leadership, coupled with training, will encourage teachers to monitor and support student growth.
Provide high-quality, job	**Student Engagement:** Teacher centered lessons lacking differentiated instruction are

embedded professional development	failing to engage our students and our test scores are proof. All of our teachers will benefit from learning research-based practices and using tools that engage and motivate all students effectively. **Modeling:** Professional development is not monitored to insure effective transfer to the classroom. Newly trained coaches will model and monitor professional development in a manner that is personalized for each teacher, supporting them as they apply these new practices in their classrooms.
Adopt a new governance structure	**Turnaround Officer:** Layers of our school corporation distance us from district level decision making. Having a Turnaround Officer in our school and classrooms on a weekly basis will provide a tighter link to our district decision-makers.
Use data to implement an aligned instructional program	**Use of Data:** Teachers view assessment results as an evaluation of teaching rather than indicators of what students learned. Teachers will be trained to use disaggregated data to inform instruction and recognize that assessment is all about LEARNING—they need to learn which students learned and provide intervention for those who haven't. Effective Tier II and Tier III intervention materials will help teachers use data effectively to differentiate learning.
Promote the use of data to inform and differentiate instruction	**Collaboration for Instructional Improvement:** Teachers typically plan for instruction independently and let the textbook guide their planning. Teachers will learn to regularly collaborate in Teacher Workgroups to develop instruction that meets the needs of their learners using the 8-Step Process. **Differentiated Instruction:** Teachers do whole group instruction and do not meet with small groups or individuals. Teachers will learn to employ a workshop model that will allow them to work with flexible small groups that are determined by data and then use data to ensure they are learning.
Provide increased learning time for students and staff	**Technology:** Teachers will be trained to use interactive whiteboards to engage and support students' varied learning styles. Students will use computers on a daily basis, benefitting from immediate feedback provided through digital tools and become more responsible for their own learning, thereby maximizing instructional time. **Reading & Math Foundations:** Most of our students are well below grade level in reading comprehension and the development of number sense and math concepts. Teachers will use assessments to identify students in need of intervention and learn to use powerful, proven intervention programs that accelerate learning **Longer School Day:** Two hours will be added to the school day Monday through

	Thursday for an additional 280 hours for all students. In addition, Saturday School for 30 weeks, 4 hours per week, will provide an additional 120 hours for a total of 400 hours. **Content Knowledge & Pedagogy:** Teachers will commit to an extra week of professional development before the school year to learn to employ technology effectively, implement reading and math interventions, and put in place routines and rituals in a manner that supports classroom management. This professional development, as well as additional professional development indicated by classroom observation data during regular Focus Walks, will increase their learning times as well.
Provide social-emotional and community-oriented services/supports	**Personal Regard:** Many teachers show little personal regard for students, pointing to class load as their rationale. Despite a variety of clubs and programs, there is little bond with the parents and community. A Family/Community Liaison will join the Leadership Team and foster home-school-community engagement to help us remove barriers that may impede our Turnaround and limit opportunities to celebrate our success.

Integral to our Turn Around Renaissance, we have planned and will develop unique and innovative Centers to address our identified root causes.

Our goal is to create systemic positive change and develop leaders in a Global Society. West Side Leadership Academy will institute academic programs that provide rigor, relevancy and relationships for all of students.

We plan to advance effective instruction that engages and challenges our students as leaders and future investors in our community and society that will be supported through Pearson's School wide Improvement Model (SIM) and further accomplished by the creation of these Centers:

- **BEST Center** (Behavior Education and Social Training)
- **Parent and Community Life Center**
- **STYLE Center** (Student Training for Youth Leadership and Empowerment)
- **Professional Development Support Group**
- **Virtual Lab**

The BEST Center will be in lieu of going home if suspended. The focus will be to modify behavior so that students will be able to handle anger management, peer pressure, social dramas, and display respect for self and others. Two certified teachers with training in

behavior intervention and modification will assist students assigned to BEST to improve communication skills, anger management issues, study skills, and group behavior while facilitating instruction that allows them to continue learning.

Parent and Community Life Center will encourage community stakeholders, parents, and students working together to promote school community relationships and partnerships. A Family/Community Liaison and our Parent Assistant will reach out to parents and the community to foster involvement, identify mentors and family issues that may impede student learning.

STYLE Zone (Student Training for Youth Leadership and Empowerment) will support student career exploration, a culture center, college fairs/job fairs, opportunities for project based learning to support community improvement, and civic and social community services. We will reach out to Indiana University, Valparaiso University, and Purdue Calumet to provide our students with a vision for higher education as they develop college and career readiness.

The Center for Professional Development will be open to teachers in an extended day format to improve instructional skill with research-based strategies that encourage rigorous and relevant learning individually or in collaborative settings. It will be a place for them to collaboratively discuss and practice integrating technology in the classroom, pursue online college courses or design instructions.

Virtual Lab will allow students to pursue online learning through webinars and course recovery opportunities. Powered by Plato, students will be able to prepare for high stakes tests and have access to technology for class assignments that may not be available at home.

By employing the Turnaround Model, we expect no less than a complete transformation of the School Culture at West Side—A first step to living up to our published belief statements:

We hold the highest expectations for our students to meet the needs and aspirations for personal success.

We believe:

a. *All students can learn.*
b. *West Side Leadership Academy's academic program must prepare students for success in advanced educational programs and productive roles in a global society.*
c. *Every student is a unique individual being.*
d. *Education must become a life-long process.*
e. *A positive, safe, learning atmosphere is necessary at school, home, and in the community.*

To accomplish this Turnaround, we have selected Pearson as our External Provider to assist us using their School wide Improvement Model (SIM). Their approach to comprehensive school improvement involves a rigorous methodology that guides change across all dimensions of the school to quickly increase academic achievement for all students—from vision, leadership, and instructional practice to collaboration and stakeholder involvement.

SIM leverages a wide range of education programs and services to complement its proven school design and expand our capacity to address our root causes and create change. SIM brings resources to reverse the spiral of declining performance, achieve realistic growth goals within two years, and set course for sustained improvement with a strategy built on the foundations of a high performing school. SIM's elements of turnaround are consistent with Mass Insight's formulation of Readiness to Learn, Readiness to Teach, and Readiness to Act. The research and theory behind this philosophy shows that educating high-poverty, urban, diverse student populations requires a different type of education, not the same old practices that the U.S.A. has used for over a century (i.e. lecture, students listen and learn). Schools not meeting student achievement goals need to feel they are in crisis mode; if they fail, they will be shut down. The turnaround model from our federal government is an answer to this crisis in American education. Research into High Performing High Poverty (HPHP) schools demonstrates that nine factors lead to successful student achievement. "These nine strategies enable the schools to acknowledge and foster students' **Readiness to Learn,** enhance and focus staff's **Readiness to Teach,** and expand teachers' and administrators' **Readiness to Act** in dramatically different ways than more traditional schools" (http://www.massinsight.org/stg/about/approach/).

C. LEA Capacity to Implement the Intervention Model

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

By analyzing our school data and deriving strategies to address root causes, we believe our school culture and learning environment will change through the Turnaround Model. Our goal is to create systemic positive change and develop leaders for a Global Society. West Side Leadership Academy will institute academic programs that provide rigor, relevancy and relationships for all students. This model will advance effective instruction that will engage and challenge our students as leaders and future investors in our community and society.

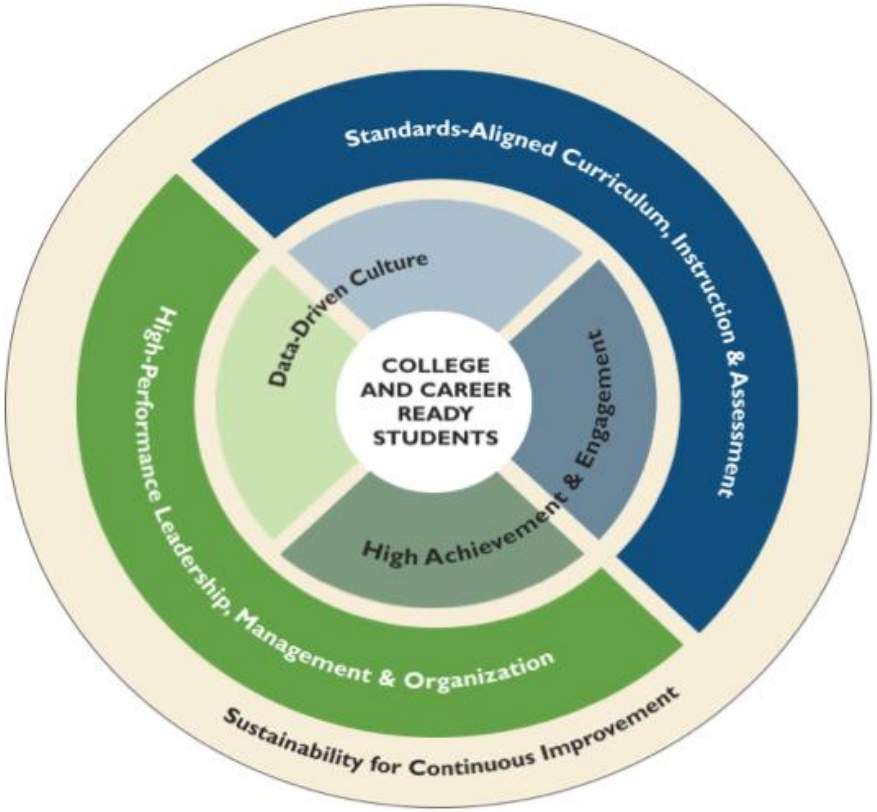
SIG funding and the turnaround model will improve teacher effectiveness through research based professional development with instructional coaching, better morale with increased attendance, frequent classroom observations with immediate feedback, trusted strong principal leadership, and technology to reach different student learning styles. An onsite Field Specialist will assist our teachers to adapt instruction and support students with special needs in inclusive classrooms.

A new **principal** with proven school turnaround knowledge and ability who is dedicated to both the school vision and SIG goals will be supported with operational flexibility to take the role of Instructional Leader. A system of distributed leadership will free the principal to be a visible presence in classrooms, providing timely feedback to teachers during daily Focus Walks. The principal's role will change from school manager to instructional leader, visible throughout the campus, facilitating change through collaborative use of data.

Teachers will participate in job-embedded professional development that is accompanied by onsite coaching to ensure classroom application of effective, research-based practices. Comprehensive and sustainable school improvement requires more than a focus on English language arts and mathematics. Schoolwide improvement requires teaching and learning for all students across all content areas (core and elective) and leads to change in the systems that organize and link programs and practices throughout the school. Teachers from all content areas will participate in Teacher Workgroups to regularly collaborate using data to design and deliver differentiated instruction focusing on standards based instruction that expands students' Academic Language and College and Career Readiness Competencies that cross all content areas. Teachers will learn to effectively employ consistent and effective Learning Routines and Rituals to help establish and maintain a safe and orderly learning environment that safeguards instructional time for learning and to use technology effectively.

Students entering middle and high school with a limited foundation of literacy struggle with Academic Language and require consistent and explicit instructional supports. Effective reading and math interventions accompanied by digital tools will help our students accelerate their learning. Students will increase literacy and math skills, achievement test scores, and take responsibility for their own learning,

Our External Providers will help us create effective change. The Pearson Schoolwide Improvement Model (SIM) is organized around a wheel of improvement that specifies the aspects of school operations that must be addressed to achieve comprehensive school improvement:



➢ ***Instructions:*** Consider each topic under the column "Capacity Task" and determine if the district has or will have the ability to complete this task. Select "yes" or "no." List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*	X		**Budget** Budget resources to support successful implementation are carefully calculated and assigned to address each identified turnaround intervention elements through an aligned check. District leaders, the Planning Committee, and union representatives collaborated on the budget ensuring turnaround model strategies will be successful.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*	X		**Budget** Budget resources to support successful implementation are sufficient and appropriate to support full and effective implementation of our selected intervention over the 3 years of the program.
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*	X		**Budget** Budget requests are reasonable, allocable, and allowable.
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*	X		**Budget** The budget for each year of funding is between $50,000 and $2,000,000.
Capacity Task	**Yes**	**No**	**District Evidence**

5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. *All models*	**X**		**Budget** If granted the SIG funding proposed, the district has the resources to serve the two schools that are planning to adopt the Turnaround Model: Dr. Bernard C. Watson Academy for Boys and West Side Leadership Academy.

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement	**X**		**Chart Below** In order to achieve the goals for all students in English/Language Arts, Mathematics and improve our graduation rate, we will be applying the Schoolwide Improvement Model. The following chart describes the resources that will support our turnaround and demonstrates that there is a clear alignment between the components of high performing schools that are supported by the interventions we are applying and the resources we are requesting. **(Bolded items reflect resources that will be new and SIG funded. Resources not in bold are currently in place)**

WEST SIDE LEADERSHIP ACADEMY TURNAROUND RESOURCES		
Component	**RESOURCE/ INTERVENTION**	**DESCRIPTION/RATIONALE**
Leadership	Turnaround Officer	Monitor implementation and remove barriers as necessary
	Replace the Principal	Install motivated instructional leader with proven school turnaround experience
	Leadership Team Support	Professional Development (PD), coaching, and facilitation of meetings to nurture collaboration and build on a foundation of data-driven culture to monitor progress and quality of implementation
	Field Specialist	Onsite support and coach for principal planning
	Focus Walk	Training and coaching to effectively provide regular feedback to teachers
	Project Manager	Clerical work including disaggregated data reports, creating schedules and reports, organizing and timely processing of all documents of the turnaround
	Differentiated Accountability Coach	Certified Teacher with Administrative license to facilitate data discussions and provide job-embedded P.D.
	Math Coach	Provide onsite support for teachers to improve instructional delivery
	Literacy Coach	Provide onsite support for teachers to improve instructional delivery
	Transitional Coach	Provide intervention when students exhibit behaviors that put them at risk for school failure
	Academic Support Teacher	Provide support for teachers and students at risk of school failure
	Teacher/Leader	Financial incentives to retain & reward performance that are heavily

	Incentives	weighted on student achievement data
	iPad II	Provided to Leadership Team to facilitate web based data analysis of teacher effectiveness data; iPad IIs can record teacher lessons to be watched and analyzed with coach/mentor same day; assists Human Resources and teacher governance personnel with on-going data supporting retention or removal of faculty members; can also be used to record principal & leadership team effectiveness in reaching SIG Turnaround goals while properly utilizing the Pearson SIM
Instruction	**Literacy Navigator (7-10)** **Math Navigator (7-10)**	Support Tier II instruction for students in general and special education with gaps in their conceptual understanding that interferes with learning at grade level
	Ramp Up Mathematics	Support Tier III Instruction for students in general and special education whose reading or math performance is 2 or more years below grade level
	iLit (9-10) **Bridge to iLit (7-8)**	Support Tier III Instruction for students whose reading performance is 2 or more years below grade levels using iPad technology
	Technology Support: • **Classroom sets of iPads** • **Laptops w/cart** • **Computers/monitors** • **Printers** • **Software**	Support students with diverse learning styles and students with special needs through classroom presentations that promote high student engagement Provide technology support for Virtual Lab, STYLE Zone, Parent and Community Life Center, and BEST Center
	Workshop Model	Creates a classroom environment that supports tiered instruction
	PLATO	Online courses for students need course recovery solutions to earn a high school diploma or parents to earn a GED for our Virtual Lab
	Extended Learning Time	Extend school day by 2 hours Monday through Thursday throughout the year , 4 hours for thirty Saturdays for a total of (400 hours total)

	Behavior Interventionists	Certified teachers to work with suspended students in BEST Center facilitating the development of positive social skills while supporting ongoing learning
	Technology Training	Provide training and on-site coaching to support integration of technology into all lessons
	Technology Support Staff	• Keep all technology working properly • Support teacher training as technology is integrated into instruction • Upgrade/update school website to facilitate home school communication
	Virtual Lab	Computer/technology lab to provide online support for course recover, test preparation, and lesson support
Curriculum	District Support	Provide pacing guides, formative assessments, and assessment data
	Teacher Workgroups	Provides support for teachers collaboratively designing lessons aligned to CCSS and ISTEP+
Data-Formative Assessments	Leadership Team	Foster distributed leadership through data driven systems for collaborative decision making
	Teacher Workgroups	Collaborative teacher teams employ specific protocol to use data employing the 8-Step Process
	Quarterly Progress Monitoring	Facilitated meeting w/Leadership Team
	Early Warning System	Web based system to aggregate multiple data points providing early alert for students at risk of dropping out
Professional Development	**Launch Institute** • **Leadership Training** • **Facilitator Training** • **Overview & Visioning**	Week long PD kicks off the 2012-13 school year to establish schoolwide focus on • Standards-Aligned Curriculum, Instruction & Assessment • High-Performance Leadership, Management & Organization

	• **School wide Instructional Focus Institute** • **English Dept. Institute** • **Math Dept. Institute**	• High Achievement & Engagement • Data-Driven Culture • Sustainability for Continuing Improvement
	Technology Training/ Integration	Training on using new technology effectively
	Field Specialist	Personalized, job-embedded PD to support literacy, mathematics, differentiated learning, integrated technology, collaborative planning for instruction, and using data to drive instruction
	Coaching Institute	5 day training for district coaches to strengthen teaching effectiveness, create change, and positively impact student achievement
	CADRE Teachers	• Release, or substitute, while classroom teachers are involved in data-driven collaborative planning; professional development • Provide assessment support; assist classroom instruction and the work of the coaches on a daily basis
	Compensation for Extended Time Learning	Compensation for PD that occurs beyond the school day/calendar & for teaching during extended school day
Parents, Family, Community	Parent Assistant	Link between home and school
	Family/Community Liaison	Reaches out to community to identify partnerships supporting student learning; coordinates school based health care; brings the community and family voice to the Leadership Team
	Parent and Community Life Center	Transform Parent Resource Room; provide welcoming access to family; provide school based health care opportunities
	Student Incentives (books, spirit wear, etc.)	Provide rewards for consistent student attendance and meeting proficiency goals

	Student Assistants	Stipends for students selected to provide peer coaching/tutoring and other assistance
Cultural Competence	School Culture Transformation	Identify strategies to build personal regard with students supportive of diversity
	Expand Parent and Community Partners	Reach out to community groups that represent a variety of cultures for the purpose of mutual understanding; invite successful African American adult models to share with students how they achieved their career goals

Capacity	Yes	No	District Evidence
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*	X		**Resume of Dr. Campbell and Mr. Comer** Our superintendent, Dr. Myrtle V. Campbell, has been the driving force for developing this plan for Turnaround. Her resume is attached. Mr. Comer has successfully served as Turnaround Officer for Bailly Preparatory Academy and Lew Wallace High School, two of our schools selected for funding last year. His resume is attached.

8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*	X		**Teacher Commitment Letter** The SIG needs assessment involved the voices of teachers, leaders, the Governing Board, and the teacher union. Staff surveys will be used to measure culture and morale changes, along with effects of new professional development programs and improved leadership on student academic success. All staff members will sign a letter of support and commitment to fully implement the Turnaround Model as they apply for positions at West Side Leadership Academy.

9. The district has received the support of parents to fully implement the intervention model. *All models*	X		Meetings were held with parents to discuss and inform school improvement efforts on the following dates: April 16-20 flyers and sign-in sheets provide evidence of this communication.

• *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*			An ALERT telephone message on April 25th, informed all parents of our intention to seek funding for Turnaround and requests for information resulted in meetings on and off campus. Follow up parent and student letters were sent April 25-26 so that homes without phone numbers on file would receive this message. Community partnerships were informed by letter sent April 26th.

Capacity Task	**Yes**	**No**	**District Evidence**
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*	**X**		**School Board Letter** The School Board provided the directive to seek SIG funding to improve Watson and West Side; they are fully committed to eliminating barriers to allow full turnaround implementation. The Turnaround Officer, who has extensive successful experience with other turnaround schools in the district, will ensure SIG/SIM goals are met through monitoring and coaching. He will also meet regularly with leaders, teachers, and other stakeholders to review student data, school needs, successful outcomes, and grant documentation.

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models*	**X**		**Superintendent Assurances** Our Superintendent, Dr. Myrtle V. Campbell is fully committed and was an active participant in the creation of this

• *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			proposal. Her signature on this document indicates her commitment to eliminating barriers to allow for the full implementation of the Turnaround Model. The Turnaround Officer will provide weekly reports directly to the Superintendent so that she may closely monitor the Turnaround at these two schools.
Capacity Task	**Yes**	**No**	**District Evidence**
12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*	**X**		**Memorandum of Understanding: Restructuring Schools** The Teacher Union President, Carlos Tolliver, was present during the introduction, overview and presentation of the grant to the Board of School Trustees. He recognizes the benefit of the Turnaround Model and the Union will support teachers in these efforts. Mr. Tolliver was present on April 17 and 23 as we developed our plan for turning around performance at both the central office and at West Side Leadership Academy. He was also present during the discussion of our budget. Changes to contract language have been drawn up to present to the membership as a whole on May 12, 2012.

13. The district has the ability to recruit new principals. *Turnaround, Transformation Models* • *Partnerships with outside educational*	**X**		**Principal Posting** The Human Resources Department will begin an aggressive recruitment program for an effective principal to lead West

organizations (TFA, New Teachers for New Leaders) and or universities • *Statewide and national postings* • *External networking*			Side Leadership Academy as it applies the Turnaround Model upon notification of funding. Job postings will be placed in major newspapers and publications, including *Education Week*. Incentives will be provided through adjustments in salary and benefits based upon training and experience. Priority will be given to candidates who have a documented record of successfully leading a school to turnaround its practices.

Capacity Task	Yes	No	District Evidence
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*	X		**Principal Selection Process** The Indiana Department of Education Principal Effectiveness Rubric will be used to determine qualifications during our paper search. Candidates that successfully meet those requirements will be invited for interview and a campus tour during which time the candidate will meet with district administrator, teacher, parent/community, and School Board representatives. Collaboratively, this group will rank the candidates and present their findings to the Superintendent. After reviewing the findings of this group, the Superintendent will recommend the best candidate to Gary Community Schools Corporation Board of Education for approval. **Teacher Selection Process** We will use the following procedure. 1. All positions will be posted. 2. All current staff must reapply for their position 3. All staff must be willing to sign a commitment letter agreeing to fully support the Turnaround and understand that all professional development is mandatory 4. Selection will be based on review of teacher evaluation data, student growth data, principal recommendation, and interview. 5. Priority will be given to teachers who have a history of positive student growth data and a personal passion for helping ALL students learn. No more than 49% of the staff will be rehired

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)* • *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*	**X**		**SIM Charts Below** The following tentative timeline indicates the ongoing training, collaboration, and monitoring of the Turnaround that will take place at Westside Leadership Academy over the next 3 years. Specific services provided by Pearson will depend upon the collaborative agreement developed during the Requirements Conference. A Planning Conference will follow to develop the implementation plan, set schedules and projected milestones, and establish shared accountability during a full day meeting with key stakeholders so that West Side Leadership Academy will successfully meet its Goals listed at the end of this document. Together we will look at structures such as the master school schedule, extended school day, and school culture issues to provide the best possible learning environment for West Side students. The following chart details the comprehensive support that will be provided by our External Partner in Year 1 and has been and a monthly focus has been provided. The following chart provides an overview of SIM for the 3 years of this grant.

Foundation SIM for Secondary School in Action: Year One Implementation Focus, Settings, and Supports				
Setting	**Membership (Timeframe)**	**Focus**	**Meetings**	**Pearson Onsite Support[1]**
Planning Conference	Principal, Assistant Principal(s) (APs), key school, and district personnel **(May/June)**	▪ Develop implementation plan ▪ Set schedule and projected milestones ▪ Establish shared accountability	1 full day (FD) scheduled as soon as possible after completion of contract	Field Specialist (FS) facilitates meeting
Leadership Team[2]	Principal, AP(s), Department heads (Workgroup facilitators)[3], coordinator(s) of ELL, special education, student services functions (Specific membership determined on a school by school basis) (**August Training; Monthly Meetings)**	▪ Establish and maintain vision of improvement ▪ Build the foundation of a data-driven culture ▪ Drive and manage implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning	▪ 1 FD of professional development (PD) during Launch Institute ▪ 1 meeting (approx. one hour) per month focused on development of Data-Driven Culture ▪ At least 1 meeting (approx. one hour)—preferably 2 meetings—per month focused on Implementation ▪ Quarterly two-hour Progress Monitoring meetings	▪ FS facilitates PD during Launch Institute ▪ FS facilitates Data-Driven Culture meeting each month ▪ FS facilitates one Implementation Meeting each month[4] ▪ FS facilitates quarterly Progress Monitoring meetings[5]
Administrative Team	Principal, AP(s) **(Ongoing Weekly Support)**	▪ Strategic leadership of improvement ▪ Distributed leadership ▪ Timely intervention to create and sustain improvement momentum ▪ Aligned resource management	Strategic planning sessions, including sessions with FS at least three times per month Focus Walks to monitor implementation, including Guided Practice Focus Walks with FS at least six times per year	FS conducts strategic planning with Principal [and AP(s) as appropriate] at least three times per month FS facilitates Guided Practice Focus Walks for monitoring implementation at least six times per year

1 Onsite support outlined in this column totals 40 days of onsite professional development and technical support.

2 The term "Leadership Team" is used throughout descriptions of SIM, but it is understood that the title of this group of school leaders may differ from school to school to accommodate existing naming conventions. Because the SIM Leadership Team should serve as the key leadership team in the school, SIM's implementation may result in some role adjustments of decision-making groups.

3 The role of Workgroup Facilitator will normally be taken by the relevant Department Head, but not always, in which case another teacher may fill the role. In these instances both the Department Head and Workgroup Facilitator would need to be part of the Leadership Team since the Workgroup Facilitator has an integral role in the Leadership Team in order to assure strong linkages among implementation settings.

4 As implementation proceeds, FS role will transition toward co-facilitation with Principal and eventually to support for Principal's facilitation of these meetings.

5 See note above.

Foundation SIM for Secondary School in Action: Year One Implementation Focus, Settings, and Supports				
Setting	**Membership (Timeframe)**	**Focus**	**Meetings**	**Pearson Onsite Support[1]**
Workgroup Facilitators' Training	Department Heads (Workgroup Facilitators)[6] **(August Training; Monthly Meetings)**	▪ The role and function of Workgroups ▪ The role of Workgroup Facilitator ▪ Protocols to support effective collaboration in Workgroups	Half-day training during Launch Institute[7]	FS facilitates training FS attends at least six Workgroup meetings per month and/or provides feedback and planning assistance to Workgroup facilitator(s)[8]
All Faculty PD	All faculty **(August)**	▪ Development of a common vision of improvement focused on College and Career Readiness ▪ Shared understanding of SIM and implementation plan	Half-day Overview and Visioning session	FS facilitates Overview and Visioning session
All Faculty PD	All faculty **(August)**	▪ Schoolwide Instructional Focus (SIF) on development of Academic Language and College and Career Readiness Competencies ▪ Goals and strategies for Year One	2 FD[9] PD during Launch Institute	FS facilitate SIF PD (normally team of two FS)
English Department PD	All English teachers plus ESL, special education, and other teachers who support English language arts (ELA) or English Language Development (ELD) instruction **(August; Additional ½ day training in Nov, Jan, & March)**	▪ Standards-aligned instruction, incorporating SIF strategies and using Foundation Units to scaffold instructional practice consistent with CCSS ▪ Independent reading program and monitoring of students' reading levels ▪ Administration of three performance tasks based on the CCSS, analysis of student work, and implications for curriculum and instruction	1 FD PD during Launch Institute 1 FD plus 1 half-day PD during school year	FS facilitates PD

[6] This training is for staff serving in the role of Workgroup Facilitator.
[7] The Principal and Assistant Principal(s) also participate in this training.
[8] This support is the same as the support for Workgroup Facilitators cited below.
[9] Two, consecutive full days is the preferred configuration for this professional development. However, all professional development is designed in a modular format to allow for implementation in various configurations of time, as need determines. This note applies to all professional development.

Foundation SIM for Secondary School in Action: Year One Implementation Focus, Settings, and Supports				
Setting	**Membership (Timeframe)**	**Focus**	**Meetings**	**Pearson Onsite Support[1]**
Math Department PD	All Math teachers plus ESL, special education, and any other teachers who support instruction in math **(August; Additional ½ day training in Nov, Jan, & March)**	▪ Standards-aligned instruction, incorporating SIF strategies and using Foundation Intros and Foundation Units to scaffold instructional practice consistent with CCSS ▪ Administration of tasks based on the CCSS in conjunction with Foundation Units, analysis of student work, and implications for curriculum and instruction	1 FD PD during Launch Institute 1 FD plus 1-half day PD during school year	FS facilitates PD
Department Workgroups (other than English and Math)	All teaching faculty (other than English and math) organized into job-alike groups that provide stable settings for focusing on development of practice **(12 meetings per year)**	Collaboration on incorporating SIF strategies into teaching and learning through cycles of planning, practice, and reflection on practice	12 Workgroup meetings per Department Workgroup in the course of the year	FS attends at least six Workgroup meetings per month and/or provides feedback and planning assistance to Workgroup facilitator(s) FS provides in-class coaching/co-planning support/feedback (as appropriate) for at least six teachers per month
English Workgroup	All English teachers plus ESL, special education, and any other teachers who support ELA or ELD instruction[10] **(12 meetings per year)**	Collaboration on developing standards-aligned instruction aligned to the CCSS, incorporating SIF strategies and building on content-focused PD, through cycles of planning, practice, and reflection on practice	12 Workgroup meetings in the course of the year	
Math Workgroup	All math teachers plus ESL, special education, and any other teachers who support instruction in math[11] **(12 meetings per year)**	Collaboration on developing standards-aligned instruction aligned to the CCSS, incorporating SIF strategies and building on content-focused PD, through cycles of planning, practice, and reflection on practice	12 Workgroup meetings in the course of the year	

[10] In a large school, this Workgroup might need to divide into two or more Workgroups.
11 See note above.

Foundation SIM for Secondary School in Action: Year One Implementation Focus, Settings, and Supports				
Setting	**Membership (Timeframe)**	**Focus**	**Meetings**	**Pearson Onsite Support[1]**
Engagement Workgroup	Principal, staff responsible for student services and related functions (e.g., dean(s), counselor(s), community outreach coordinator, social worker(s), psychologist(s) (Specific membership determined on a school-by-school basis) **(1/2 day training in Sept & Oct;** **12 meetings per year)**	▪ Study research on student engagement and practices that support engagement ▪ Investigate school policies and practices that relate to student engagement and personalization and recommend changes as needed ▪ Institute Early Warning System and monitor system reports ▪ Communicate importance of strategies for supporting student engagement to school community	2 half-day PD sessions scheduled to suit school schedule, usually after Launch Institute 12 Workgroup meetings in the course of the year	▪ FS facilitates PD ▪ FS attends Engagement Workgroup meetings periodically as part of commitment to attend at least six Workgroup meetings per month and/or provide feedback and planning assistance to Workgroup facilitator(s)

Sample Work Plan. School leaders, teachers, and other staff will participate in these professional development sessions and meetings in the first year of SIM implementation. Pearson helps schools build on the components of SIM each year so that leaders and teachers can sustain school improvement initiatives after formal SIM implementation ends.

SIM in Secondary Schools—A Three-Year Overview			
SIM Component —Focus	**Year One**	**Year Two**	**Year Three**

SIM in Secondary Schools—A Three-Year Overview			
SIM Component—Focus	**Year One**	**Year Two**	**Year Three**
Standards-Aligned Curriculum, Instruction and Assessment—SIF[12]	Implement strategies that support students' ability to use talking to learn, including: ▪ Developing academic language in the context of content area instruction ▪ Using content area language structures for reasoning and justifying ▪ Collaborating for learning ▪ Working independent of constant teacher direction ▪ Studying related instructional artifacts and student work	Continue to use the strategies established in Year One to build students' Academic Language and College and Career Readiness Competencies and incorporate strategies that support students' reading and writing to learn: ▪ Close reading in content areas ▪ Matching writing types to purposes and audiences ▪ Planning and organizing work projects and assignments ▪ Taking responsibility for self assessing and revising work products ▪ Develop knowledge and skills in using data, including instructional artifacts and student work, to drive instructional decisions	Continue to use the strategies established in Years One and Two to build students' Academic Language and College and Career Readiness Competencies and incorporate strategies that support students' use of research to support self-directed learning: ▪ Critiquing information sources ▪ Using technology to identify, analyze, and present information ▪ Setting work priorities ▪ Reflecting on work practices and setting goals for learning ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions

[12] **Schoolwide Instructional Focus (SIF)—all content areas:** Schoolwide implementation of strategies to build students' facility with academic language and college and career readiness learner competencies, consistent with the CCSS and incorporating scaffolds to provide access for English language learners and students with disabilities.

SIM in Secondary Schools—A Three-Year Overview			
SIM Component—Focus	**Year One**	**Year Two**	**Year Three**
Standards-Aligned Curriculum, Instruction and Assessment—English/ELA	▪ Teach model of standards-aligned instruction and study use of practices ▪ Incorporate SIF strategies into instruction and study related artifacts and student work ▪ Implement independent reading program ▪ Investigate CCSS demands of text complexity and their implications for curriculum and instruction ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Enhance independent reading program ▪ Develop close reading of informational and literary texts ▪ Develop argument as a text type ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction ▪ Develop knowledge and skills in use of data, including instructional artifacts and student work, to drive instructional decisions	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Incorporate research and research products into instruction ▪ Enhance independent reading program ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions

SIM in Secondary Schools—A Three-Year Overview			
SIM Component—Focus	**Year One**	**Year Two**	**Year Three**
Standards-Aligned Curriculum, Instruction and Assessment—Math	▪ Teach model of standards-aligned instruction and study use of practices ▪ Incorporate SIF strategies into instruction and study related artifacts and student work ▪ Investigate the CCSS Standards for Mathematical Practice and their implications for curriculum and instruction ▪ Use CCSS-related tasks and consider implications for curriculum and instruction	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction ▪ Develop knowledge and skills in use of data, including instructional artifacts and student work, to drive instructional decisions	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Build opportunities for students to read and comprehend situations and model them mathematically ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions

SIM in Secondary Schools—A Three-Year Overview			
SIM Component—Focus	**Year One**	**Year Two**	**Year Three**
High-Performance Leadership, Management, and Organization	With Pearson Field Specialist facilitation: ▪ Establish and maintain vision of improvement ▪ Build the foundation of a data-driven culture ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning	With Pearson Field Specialist co-facilitation and technical support: ▪ Maintain vision of improvement ▪ Provide the anchor for development of a data-driven culture and nurture use of data among Workgroups ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation and redirect activity as needed ▪ Develop and nurture collaboration using a systems approach to engage entire school in shared responsibility and shared learning	With Pearson Field Specialist technical support, as needed: ▪ Maintain vision of improvement ▪ Serve as primary driver of school's data-driven culture and continue to nurture Workgroups' use of data to inform decisions ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation and redirect activity as needed ▪ Develop and nurture collaboration using a systems approach to engage entire school in shared responsibility and shared learning
Data-Driven Culture	Establish foundation of knowledge and practice to support development of a data-driven culture through the work of Leadership Team and the practices of the Principal and Assistant Principal(s)/Administrative Team	Expand foundation of knowledge and practice for data-driven culture to Workgroups and deepen the data-driven practices of the Leadership Team and Principal and Assistant Principal(s)/ Administrative Team	Data-driven culture serves as primary driver of Leadership Team and Workgroup activities, which reflect strong linkages among settings for school improvement

SIM in Secondary Schools—A Three-Year Overview			
SIM Component—Focus	**Year One**	**Year Two**	**Year Three**
High Achievement and Engagement	Schoolwide student engagement: ▪ Investigates and develops practices that impact quality of relationships, supports, and connections for students ▪ Establishes early warning system for dropout prevention and monitors critical indicators of students' progress toward college and career readiness ▪ Communicates importance of and strategies for supporting student engagement to community	Systems of support for student engagement and high achievement: ▪ Connect social and emotional supports to early warning system for dropout prevention and monitor critical indicators of students' progress toward college and career readiness ▪ Engage community organizations in provision of supports for student engagement and in providing students timely access to supports ▪ Communicate importance of and strategies for supporting high expectations for student achievement to the community	Strengthening connections: ▪ Expand community connections in support of student engagement and high expectations for student achievement ▪ Monitor effectiveness of system of social and emotional supports for students and connect data to early warning system for dropout prevention monitoring critical indicators of students' progress toward college and career readiness
Sustainability for Continuing Improvement	▪ Establish stable settings for focusing on the work needed to achieve school improvement ▪ Establish strong linkages among settings for school improvement ▪ Establish foundation for data-driven culture	▪ Maintain stable settings for focusing on the work needed to achieve school improvement with limited need for Field Specialist support for maintaining stability ▪ Further strengthen linkages among settings for school improvement ▪ Expand foundation for data-driven culture to Workgroups	▪ Maintain stable settings for focusing on the work needed to achieve school improvement with little or no need for Field Specialist support to maintain stability ▪ Data-driven culture serves as primary driver of Leadership Team and Workgroup activity, which reflect strong linkages among settings for school improvement

Three-Year Overview of SIM. SIM builds on the components each year so that our leaders and teachers can sustain school improvement initiatives after formal SIM implementation ends.

Capacity Task	Yes	No	District Evidence
16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*	X		**Resume of Turnaround Officer** The Gary Community School Corporation has high levels of expertise and successful experience in supporting school improvement. The resume of our Turnaround Officer, George Comer, Assistant Superintendent for Curriculum and Instruction is attached as an example of our expertise. Mr. Comer has been overseeing two SIG Turnovers completing Year 1 at Bailly Preparatory Academy and Lew Wallace STEM Academy, both also in the GCSC district .
17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*	X		**Parent and Community Meetings** Meetings were held with parents to inform and seek input on this schools progress on the following dates: April 16-20, flyers distributed and sign-in sheets provide evidence. An Alert call to parents on April 25 was followed up with letters to parents and students the following day so that homes without phones or numbers on file would be informed. The community at large was notified at our April Board of Education meeting by our Board of Trustees whose actions were reported in the minutes that are available in the district office. A letter was sent to our community partners on April 26th.
Capacity Task	**Yes**	**No**	**District Evidence**
18. The district demonstrates the ability to align	X		**Alignment Chart**

federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*			Our Planning Committee met with our External Provider and our district office representative to analyze the current budget and project anticipated needs. A close eye was paid to current resources and funding streams that we could rely upon to be continued during our Turnaround. Our Turnaround Resources chart (see response to Capacity Task 6 above) became a graphic organizer for our work as we collaboratively developed a budget that we believe meets each requirement for Turnaround in our plan. The chart below summarized the alignment of funding sources for resources required for our school Turnaround efforts, using the same graphic organizer. It has become a useful tool that we envision using in the future as we monitor our plan and reassign initiatives through data-based conversations.

WEST SIDE LEADERSHIP ACADEMY TURNAROUND RESOURCE FUNDING		
Component	**Component**	**Component**
Leadership	Turnaround Officer	General Fund
	Replace the Principal	General Fund
	Leadership Team Support	SIG Funded as part of SIM
	Field Specialist	SIG Funded as part of SIM
	Focus Walk Training	SIG Funded as part of SIM
	Project Manager	SIG Funded
	Differentiated Accountability Coach	Title I
	Math Coach	Title I; would like a 2nd coach if funds permit, that would be SIG funded
	Literacy Coach	Title I
	Academic Support Teacher	Title I
	Transitional Coach	Title I
	Teacher/Leader Incentives	SIG Funded
	iPad II for each Leadership Team member	SIG Funded

Instruction	**Literacy Navigator (7-10)** **Math Navigator (7-10)**	SIG Funded
	Ramp Up Mathematics	SIG Funded
	iLit (9-10) **Bridge to iLit (7-8)**	SIG Funded
	Technology Support: • **iPad II class sets** • **laptops w/mobile lab carts** • **computers/printers/monitors**	SIG Funded to supplement in place technology
	Workshop Model	SIG Funded as part of SIM
	Plato	SIG Funded
	Extended Learning Time	SIG Funded
	Behavior Interventionists	SIG Funded
	Technology Training	SIG Funded
	Technology Support Staff	SIG Funded
	Virtual Lab	SIG Funded
Curriculum	District Support: pacing guides (Instructional Calendar for 3 week Cycle Tests), Acuity, formative assessments, and assessment data	Title I
	Field Specialist	SIG Funded
	Teacher Workgroups	Training is SIG Funded as part of SIM
Data-Formative Assessments	Leadership Team	General: Certified positions already identified in the building

		Training is SIG Funded as part of SIM
	Teacher Workgroups	General: Certified positions already identified in the building Training is SIG Funded as part of SIM
	Quarterly Progress Monitoring	SIG Funded as part of SIM
	Early Warning System	SIG Funded as part of SIM
Professional Development	**Launch Institute** • **Leadership Training** • **Facilitator Training** • **Overview & Visioning** • **School wide Instructional Focus Institute** • **Eng. Dept. Institute** • **Math Dept. Institute**	SIG Funded as part of SIM
	Technology Training/Integration	SIG Funded
	Field Specialist	SIG Funded as part of SIM
	Coaching Institute	SIG Funded
	CADRE Teachers	SIG Funded
	Compensation for Extended Time Learning	SIG Funded
Parents, Family, Community	Parent Assistant	Title I
	Family/Community Liaison	SIG Funded
	Parent and Community Life Center	SIG Funded
	Student Incentives (books, spirit wear, etc.)	SIG Funded

	Student Assistants	SIG Funded
Cultural Competence	School Culture Transformation	SIG Funded as part of SIM
	Expand Parent & Community Partnerships	SIG Funded

19. The district demonstrates the ability and commitment to increased instructional time.
Turnaround, Transformation Models
• *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*
• *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*
• *A needs assessment has been completed to identify areas where extended time can be most effectively used*
• *Increased learning time is structured as a vehicle to support differentiated learning (ex:…)*
  ○ *An additional block of time embedded into the school day*
  ○ *Summer enrichment/remediation*
  ○ *Saturday intervention*
  ○ *Before or after school enrichment/remediation*
  ○ *School vacation weeks*
• *Compensation for extended day is identified by the LEA*
	X		**Increased Learning Time**
			We will be extending the school day by 2 hours per day, Monday through Thursday, so that all students will be in session from 8:30 a.m.-5:30 pm. Our current school day is from 8:30 a.m.-3:30 p.m.. Saturday school will be four hours per Saturday for 30 weeks.
			
			Extended learning will provide both intervention and enrichment. This will result in an additional 400 hours of instruction.
			
			Extended time will permit 70 minute blocks of time daily for students significantly below grade level to receive intensive intervention through research based, highly effective tier III acceleration programs. *Ramp Up Mathematics, Bridge to iLit* and *iLit* have proven effective at raising math and reading levels of thousands of students by two or more grade levels in a single year in a wide range of districts from large urban districts to suburban and rural.
			
			The first and only complete instructional solution built and delivered on the iPad. *iLit* will offer our struggling readers personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students and track their progress.
			
			Teachers will be trained to effectively use these tools through professional development that is supported with coaching and will be compensated for teaching a longer school day.
			
			Our Parent Assistant and Leadership Team will reach out to community partners to find enrichment opportunities (clubs, teams, Project Based Learning (PBL), mini internships, community service, etc.) for students not needing intense intervention while our teachers will use data to determine individualized plans, using our Tier II and Tier III intervention assessments.

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

➢ *Instructions:*

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

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school intervention model consistent with federal application requirements. ***The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:*** (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for	(a) We have developed a plan to address our failure to make AYP by looking at our data and analyzing it to determine findings and root causes. We recognize our school culture must change and by applying SIM to the Turnaround Model and instituting our 5 Centers (BEST, Parent/Community Life, STYLE Zone, Center for PD, Virtual Lab) to focus on specific needs we uncovered. We believe we can bring about positive change that will support West Side Leadership Academy in providing rigor and relevance for our students by supporting effective teachers to create lessons that engage and challenge our students, preparing them for college and careers. (b) Our study has determined that West Side Leadership Academy will require a new principal with operational flexibility and a screening of all staff before rehiring to ensure a staff open to the school culture transformation. Leadership will be distributed throughout the school to make informed decisions that foster a positive school culture. Teachers will need extensive training supported by effective coaches and ongoing job-embedded professional development in order to be effective. Powerful and proven tools and technology will be needed to motivate and accelerate the progress of a complacent student body. Formative data must be disaggregated and analyzed in a timely fashion by teachers who have been trained and are supported to collaboratively design and deliver instruction that meets the needs of all

supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of meetings and communications, (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.	learners. On-site support from our External Provider will be frequent and flexible to meet the changing needs as we transform education at West Side. The role of the Parent Assistant will be expanded to include becoming part of the Leadership Team and reaching out to both parents and community leaders to establish positive partnerships. (c) A designated Turnaround Officer signals the district's commitment to supporting the important work of this initiative. While turnaround principals are charged with making significant achievement and graduation rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other schools—to make it happen. To enable the work of turnaround principals, they will be given direct access to an individual with the knowledge, determination and the authority to be responsive to issues that impede success. Our Assistant Superintendent for Curriculum and Instruction, George Comer, will serve as the district's Turnaround Officer. Dr. Myrtle V. Campbell, Superintendent of Gary CSC, appointed George Comer as the Turnaround Officer giving turnaround principals direct reporting authority to her that will enable relief from traditional organizational structures encountered that may impede needed reform. Most notably, increased flexibility—not available to other schools—the Turnaround Officer will enable the responsive action needed to enact necessary changes. Throughout the SIG grant period, the Turnaround Officer will work closely with the External Provider, Pearson, to support identified leadership and instructional improvements needed to positively impact the work of Gary's turnaround schools to dramatically-increase student achievement. (d) The formative assessments delivered from the district in 3 week intervals are critical for our success to become data users for instructional improvement.. These data will be disaggregated and analyzed by Teacher Workgroups to determine appropriate and timely remediation.

(e) A variety of stakeholders has been and will be instrumental in determining the course of our Turnaround. Our Planning Team for this SIG application was composed of the following members:

Gloria D. Williams	Differentiated Accountability Coach
Benita Nicks	Math Coach
Mavis Ward	Transitional Coach
Odis Richardson	Community Member
Terri Ransom	High Ability Coordinator/District Administrator
Dian Kutansky	Librarian
Vanessa Nichols	French Teacher/Planning Team Chairperson
Patricia Hudson	7th Grade Language Arts Teacher
Lucille Upshaw	District Administrator

Our Leadership Team will include administrators, staff, and a new Family and Community Liaison to provide decision making that examines issues from multiple perspectives.

(f,g) SIM supports the emergence of a data-driven school culture by initially centering on the work of the school leadership team. This focus on building habits of appropriate and effective use of data to guide decisions extends over time to an ever increasing number of teachers and school staff, thereby impacting and improving all aspects of school policy and practice. Data meetings will occur in a variety of regular settings throughout each month:

Leadership Team
The Leadership Team is expected to meet on matters relating to SIM implementation for approximately one hour at least three times each month and for an extended period of 2 hours 4 times during the year for the purpose of progress monitoring (Quarterly Progress Monitoring Meetings).

Leadership Team meetings incorporate three important settings:

- **Professional Development.** Each month the team participates in a study of data knowledge and use to build the foundation necessary to establish a Data-Driven Culture. Content includes the language of assessment and data, investigating data, analyzing student work, and triangulating data to reframe performance problems into instructional issues.

- **Progress Monitoring.** The process of progress monitoring begins prior to the start of school with data gathered during the early engagement conversations between school leadership and Pearson. This data becomes crucial to the Leadership Team as they develop an initial action plan for implementation prior to the beginning of school.
- **Progress Monitoring Meetings**. Each quarter the Leadership Team meets to track and analyze implementation of SIM across the whole school using various tools, as well as data gathered from Workgroup meetings and classroom visits conducted by the principal and certified members of the Leadership Team.
- **Implementation Meetings.** These leadership meetings occur at least every other week. Led by the principal, team members engage in decision making about the status of SIM implementation and problem solve issues where needed. During these meetings, the principal and assistant principals share findings from classroom visits where they looked for evidence of the Workgroup learning and practices under study. Workgroup Facilitators, in turn, report on implementation progress and challenges from their Workgroup meetings. The Leadership Team applies knowledge from Data-Driven Culture modules as team members analyze student work, address issues relating to the creation of a data collection system and/or engage in periodic Focus Walks to monitor implementation school wide.

Teacher Workgroups

A Teacher Workgroup is made up of teachers who share responsibility. Workgroups also allow content teachers, Cadre Teachers and special education teachers an important opportunity for collaboration to build the quality of literacy/ELA and math curriculum and instruction. They also stimulate collaboration among teachers to work on the School wide Instructional Focus instructional strategies to support students' development of Academic Language and Independent Learner Competencies.

Each Workgroup meets a minimum of 12 times during the year on a cycle that allows for flexibility in scheduling while assuring continuity of work. Meeting protocols guide a process of teachers' trying out strategies in their classrooms, sharing their experience with reference to student work and other artifacts, revising their approach based on their discussion and reflection and beginning the cycle of exploration anew (8 Step Process).

The initial emphasis is on establishing and maintaining effective Learning Routines and Rituals, including taking into account the similarities and differences between the Learning Routines and Rituals of literacy/ELA and math. Additional topics in literacy/ELA include independent reading, monitoring students' progress in reading, and analyzing student writing. Math-specific topics include selecting rich problems and analyzing students' misconceptions in order to plan further instruction.

Engagement Workgroup

The Engagement Workgroup includes the staff who provide student services: the deans, counselors, social worker, psychologist, nurse, librarian, Family and Community Liaison, Behavior Interventionists and Parent Assistant. They meet a minimum of 12 times during the year to investigate and recommend school policies and practices that relate to cultivating strong connections between home and school in supporting children's engagement in school and their learning progress. This includes working on building parents' involvement in their children's learning and assisting in the school wide independent reading initiative by actively building partnerships with parents to support reading at home. The Engagement Workgroup also helps to build partnerships with community agencies that can provide supports for student's continuing engagement in their education. This committee will explore enrichment that supports college and career readiness through dual enrollment classes, mini-internships, and job shadowing.

Leadership

A Pearson Field Specialist participates in 3 Leadership Team meetings each month. That participation includes facilitating the Data-Driven Culture professional development and providing technical support for the progress monitoring and implementation activities of the Leadership Team.

The Field Specialist works closely with the principal and other Leadership Team members on Focus Walks to establish systematic practices for data gathering, analysis, and triangulation that are aligned to the School wide Instructional Focus. These data determine focus of ongoing, job-embedded professional development.

Field Specialists time at West Side has been expanded to 120 days a year and will include literacy and math specialties to support the operations of the Workgroups on an as-needed basis via participation in selected meetings and communication with Workgroup Facilitators, and as indicated by data gathered in the course of progress monitoring. The Leadership Team and Field Specialist will determine how best to use the 120 days of support based on our specific needs.

Ensuring Effectiveness

Our External Partner will support us throughout our School Turnaround. To ensure that we are headed in the right direction, they will expand our needs assessment with an on-site visit and we will collaboratively set schedules, identify goals and timelines, and make sure we are on path for school improvement.

To increase our effectiveness and efficiency, SIM includes these tools and services:

- Powerful, cloud technology-based progress monitoring capabilities customized for the iPad II and laptop that use observational protocols from Johns Hopkins University
- Anywhere, anytime 24/7 access to online tools and resources for Leadership Teams, Workgroup Facilitators, teachers and staff engaged in SIM work

- Webinars on key implementation topics delivered live periodically and recorded for accessing later
- Dropout prevention early-warning technology and dashboard

In addition, Foundational SIM has been expanded to include an additional 80 days of onsite support by our Field Specialists. Special attention will be given to helping content teachers create an inclusive environment in their classrooms, supporting the needs of all students, including students with special needs. The Workshop methodology employed in English/language arts and math classrooms will provide an effective setting for working with smaller groups of students to focus on specific conceptual gaps and misunderstandings. Students identified as Tier III will receive support on a new digital tool that will support both reading and writing, across content areas, using iPad technology.

Planning Conference
A Planning Conference will take place as soon as possible following completion of the contract to provide SIM. This is a full-day meeting of the principal and key school and district personnel with Pearson Field Specialists. The purpose of the meeting is to develop a detailed implementation plan, set a schedule of cooperative activities and project milestones, and establish shared accountability.

Throughout our turnaround, our Pearson Field Specialists will closely monitor the implementation for coherence and adherence.

Systematic Monitoring of Progress

Ongoing monitoring of implementation of the plan uses measures of student achievement data from curriculum-embedded, benchmark, and high stakes assessments to track progress. These data are disaggregated and used to determine instructional plans by the Leadership Team, Teacher Workgroups, and the Engagement Work Group described below.

(h,i,j) A **Project Manager** will assist West Side Leadership Academy and the Turnaround Officer to provide clerical work including disaggregating data reports, creating schedules and providing reports. This person will organize and ensure timely processing of all documents of the turnaround. They will maintain accurate documentations of meetings and be responsible for producing evidence of compliance with requirements of this grant.

Indicators of LEA Commitment	Description of how this commitment was or will be completed

(2) The LEA has or will recruit, screen, selects and support appropriate external providers. ***The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:*** (a) Identifying external providers based on each school's SIG needs; (b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs, (f) Assessing the utilization of multiple	(a) We have selected Pearson as our External Provider for the following reasons: • We are impressed with the School wide Improvement Model as it will address the critical needs of our school in a comprehensive, yet personalized manner. • The intervention programs that are part of this program are powerful and proven. • The teacher collaboration model embedded in this program has provided significant help to schools like ours, increasing student achievement and improving teacher morale, while building distributed leadership within the school • The components of SIM address our root causes inhibiting student achievement. (b) We came to this decision in the following manner: • We researched a number of potential providers • We interviewed 3 of these providers • We determined Pearson best fit the need of West Side Leadership Academy Pearson is a leader in school improvement services. They have successfully worked with more than 1,000 schools to implement school wide reform by unifying schools around the goal of college and career readiness. Two decades of verifiable third-party research and experience form the backbone of Pearson's SIM: America's Choice and Learning Teams. A sampling of the research studies which confirm that the core elements of SIM help drive achievement include the following: ▪ Key findings of *A Study of Instructional Improvement* reported in a chapter of the American Educational Research Association's *Handbook of Education Policy Research* (Sykes, et al. eds. 2009) concluded that the levels of instructional leadership in America's Choice schools were the highest among three models studied and that the America's Choice approach to literacy accelerated growth in student's literacy achievement in the upper elementary grades. ▪ Using data from a five year prospective, quasi-experimental study funded by the Spencer Foundation, researchers concluded that by the end of the study, Learning Teams schools showed statistically significant increases in academic achievement on the Stanford 9 compared to demographically similar control

sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE. (g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s), (h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and (i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.	schools in the same district (Saunders, W., C. Goldenberg, and R. Gallimore. 2009) ▪ A Longitudinal Study of the Impact of America's Choice on Student Performance in Rochester, NY, 1998–2003 (May et al. 2006) published in *Education Policy Evaluation and Analysis* found that low achieving student performed particularly well under the America's Choice regimen. Effectiveness is further described below. (c) A final reason for choosing Pearson is the level of support they have supplied at Bailly Preparatory Academy and Lew Wallace STEM Academy through Year 1 of their Turnaround Efforts. Pearson responded to the needs of both of these schools in a timely and effective manner that responded to both the needs of our elementary and our high school. Relationships have been built that we believe will give us a head start at West Side Leadership Academy. (d) Pearson field specialists know resources are limited and that the 3 year funding will expire. They have demonstrated ways we can, "Work smarter, not harder," when it comes to both our district's resources and personnel. SIM will help us maximize the most important resource we have—instructional time with students by embedding routines and rituals that set common expectations and preserve instructional time. (e) SIM is a comprehensive, flexible solution that is personalized for each school that will address West Side's specific needs. Ongoing communication is facilitated by the Field Specialist. The flexible SIM model will be expanded to include 120 days of onsite support to ensure weekly visits by the Field Specialist, Tier II and III intervention tools, and online personalized professional development to support observed need. Additional communication with Pearson will include progress phone and email communication and scheduled webinars to support identified needs of teachers. Communication between Pearson and West Side Leadership Academy will exceed the bi-weekly requirement.

	(f,g,h) SIM Technical Support System Field Specialists provide a weekly onsite presence and technical support throughout implementation on a systematic basis to create a continuous loop of information and response to information that fosters a continuous cycle of improvement that includes: ▪ Help get implementation practices underway ▪ Monitor practice ▪ Provide feedback on progress ▪ Provide scaffolding as needed in order to maintain progress ▪ Nurture the development of strong linkages among all of the school's settings for SIM implementation The SIM Technical Support System also includes reports that are generated on a systematic basis and shared with the principal and other stakeholders in real time. These technical support reports are designed to provide information relevant to goal achievement, pinpoint specific issues, and support timely response to keep implementation on course. Gradual increase in the responsibility of school personnel for implementation guides the provision of technical support to build sustainability. (g,i) A Project Manager will assist the Principal and Field Specialist to ensure that data is regularly entered in a timely fashion, schedules are shared, records of meetings and other data are organized and on file, and reports are generated in a timely, efficient manner that meets both the state and federal mandates and supports the data culture developing at West Side.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).	
The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making	**Aligned Resources** (a,b,c,d)The chart which follows response to **Capacity Task 18** in this proposal identifies the current and **potential resources** (appear in bold font in the chart) that we plan to use to support West Side's turnaround. All resources from SIG funding are potential resources while resources provided by federal, state, and local resources are currently being used in an academic support capacity. SIG funding will not be used to supplant currently funded resources. All resources are required in order to meet our annual goals of improving student proficiency on English/language arts and Mathematics ISTEP+ assessments on an annual basis. Each resource has been carefully selected to support our goal of increasing student achievement. An explanation of the evidence of success of the America's Choice program (including Navigator, Ramp Up) appears in response to the previous question. The other resources and methods have been selected to meet West Side's specific needs. **Regularly Scheduled Monitoring** (e,f) Our Turnaround Officer and External Partner will provide regular monitoring of the Project Managers reports and the work of the Leadership Team. The Field Specialist will train and facilitate Leadership Team meetings as they become the watchdogs and cheerleaders for our Turnaround. **Leadership Team Responsibilities**

adjustments as necessary; (f) Redirecting resources that are not being used to support the school improvement process; and (g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.	The foci of the Leadership Team includes: ▪ Establish and maintain vision of improvement ▪ Build the foundation of a data-driven culture ▪ Drive and manage implementation ▪ Monitor progress and quality of implementation, and redirect resources as needed ▪ Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning We have also included *iLit* that will support ongoing review of Tier III student literacy progress accompanied by on demand reports to support the regularly scheduled reviews by Teacher Workgroups in their collaborative meetings and by the Leadership Team during regular meetings (at least every other week) and quarterly progress monitoring reviews. West Side's Leadership Team, supported by our Field Specialist, will regularly review and redirect resources so that SIG funding has the greatest impact on West Side students' achievement. (g) The Turnaround Office will visit once a week and a Pearson Field Specialist will be on-site 120 days providing a presence that exceeds the minimum of at least once each week. With the Leadership Team, West Side's turnaround will be closely monitored to ensure full implementation of supports.

Indicators of LEA Commitment	**Description of how this action was or will be completed**

4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal procedures; (iv) school administrator and staff evaluation	**Operational Flexibility** (a) We recognize the size and complexity of our school district can provide barriers to school improvement despite our best intentions. The many layers of our large organization can hinder timely decision making and implementation. However, our Superintendent and School Board of Trustees fully support eliminating all barriers. (b,c) In order to facilitate Turnaround at West Side Leadership Academy, our Turnaround Officer will be a direct conduit to district resources and administrators, including the Superintendent. For example, the principal, along with key stakeholders, will be involved in the hiring process for all staff members. Human Resources will provide support rather than simply assigning teachers to these schools as is the current practice. The principal will interview and screen all candidates and be the decision maker when it comes to hiring or retaining teachers. (c .vii) Also, the School Planning Teams have determined how to expand the school day and the district agrees to provide transportation at the close of the day that supports our extended time for learning. **(c.iv) Administrator Evaluation** The administrator's evaluation is a modified version of the Indiana Principal Evaluation Model. The principal effective rubric is divided into two Domains: Domain 1: Principal Effectiveness Domain 2: Leadership Actions Discrete competencies within each domain target specific areas upon which effective principals must focus. The rubric focuses on evaluating the principal's role as a driver of student growth and achievement through their leadership skills and ability to manage teacher effectiveness in their buildings.

procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time.	The rubric defines and prioritizes the actions that effective principals must engage to improve student achievement. It provides the foundation for accurately assessing school leadership along two discrete proficiency ratings, with student growth data used as the predominant measure. **(c.iii, iv)Teacher Evaluation** Gary CSC is moving to the Charlotte Danielson model to conduct teacher evaluation. The new evaluation plan is scheduled to be presented by the Teacher Union to the membership on May 12. This model focuses attention on four domains of teacher supervision and evaluation: *Planning/Preparation, Classroom Management/Student Engagement, Instruction/Assessment*, and *Teacher Professional Obligations.* Teacher and staff dismissal follow the state's requirements. **Teacher and Administrator Incentive** The teachers and principal will receive an incentive for effectively boosting student attendance, teacher attendance and student achievement. The amount of the incentive will be collaboratively decided by the Superintendent and Turnaround Officer with input from Pearson's Field Specialist, the principal's coach. Performance-based bonus awards will be calculated as follows: 50%: Teacher skills, knowledge, and responsibilities determined by evaluation 30%: Individual student value-added achievement determined by approved testing 20% : School wide value-added student achievement

Indicators of LEA Commitment	Description of how this action was or will be completed
5. *Sustain the model after the funding period ends.*	
The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to: (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom	(a) (h) (j) (k) (l) Gary CSC completed a Comprehensive Needs Assessment (CNA) previously as part of its school improvement plan per NCLB and Title I guidelines. Then we further reflected on these needs when identifying root causes for West Side's poor performance. The SIG planning/leadership team identified the main areas needing improvement through the CNA as described earlier in this application. One of the reasons we chose our External Provider is because SIM is designed to sustain improvement after the period of funding ends. Each aspect of the implementation process and the system of supports is designed to scaffold development of capacity for sustained improvement within each school and district. Scaffolding is clearly shown previously in the 3 year description of Pearson's services during the funding period which is included in response to Capacity Task 15. Scaffolding includes modeling, shoulder-to-shoulder coaching, co-planning, providing exemplars, giving direct advice, and other strategies designed to provide support and guidance for us as we take on new roles, tackle new problems, or approach tasks in different ways from those we have followed in the past. Pearson provides a debriefing process, transparent facilitation and protocols to transfer these practices to us. They will gradually withdraw scaffolding as we grow in competence and confidence in our changed roles. This approach is reflected in the design of professional development and, especially, in the way their Field Specialists provide onsite technical assistance and coaching. The scaffolds provided are designed to build capacity so we can assume responsibility, independent of External Provider support, for

curriculum and activities;

(d) Identifying alternative funding sources to sustain operational protocol that may require financial support;

(e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;

(f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;

(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;

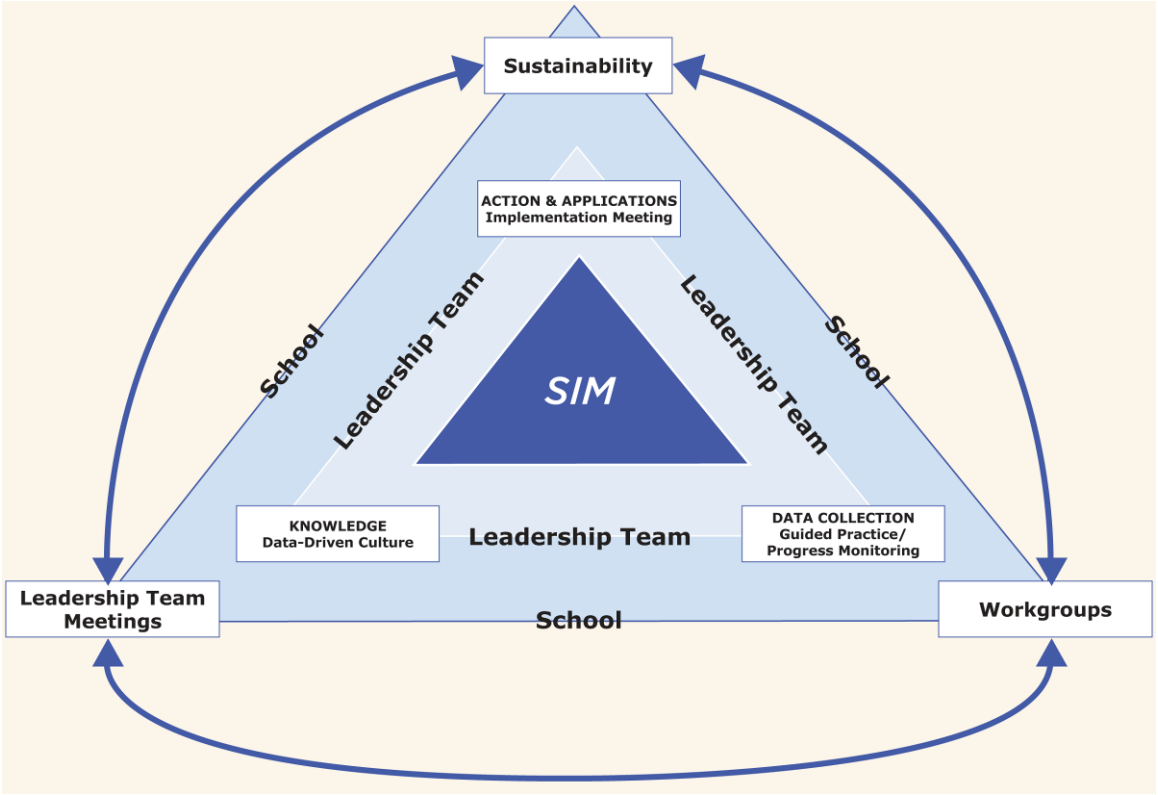
(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;

(i) Developing an evaluation system to

continuing improvement at the end of our funding.

From the outset, SIM incorporates structures and processes for sustaining, monitoring and adjusting implementation over time to ensure school-level capacity building and a gradual transfer of responsibility from Pearson staff to school staff.

Effective distributed leadership and collaborative practices have a ripple effect that reaches the furthest corners of school attitudes and operation consistent with a school wide approach to continual school wide improvement.



monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity; (j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs; (k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities; (l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.	(b) Gary CSC already has a Turnaround Officer supporting two previously funded SIG schools, but realized it needs more guidance in order to help two more SIG schools change dramatically. The current Turnaround Officer has extensive turnaround experience, but will continue to improve his skills and support the district through SIM. "SIM trains leadership teams to support school improvement efforts at every level by: empowering staff through distributed leadership, balancing support and pressure to help teachers transform their practices, and focusing the school on organization-wide activities proven to positively impact student success" (Pearson SIM Proposal). (c) We feel certain Pearson will build capacity through professional development opportunities which include follow modeling/coaching and follow up to ensure that training actually impacts the classroom. Daily Focus Walks by our principal and frequent Focus Walks by our Field Specialist will ensure teachers not only have the capacity, but have made new practices part of classroom routines. (d) We will strive to find and support continued funding for new positions and resources deemed crucial for continued student achievement success after grant funding ends. This may be achieved by flexible, creative use of various federal and state funding sources such as Title money, donations, fundraising, community partnerships, and competitive grants such as the UTEP Block Grant. The Leadership Team will be instrumental in deciding what positions are required based on three years of efficacy data. (e) Meaningful professional development for teachers and leaders is based on the CNA developed by various stakeholders in the district, thus leading to buy-in and understanding that student achievement will improve. SIM's 5 components provide a focus for both teacher and leader professional development that contribute to comprehensive, school wide improvement: • Standards-Aligned Curriculum Instruction, and Assessment • High-Performance Leadership, Management, and Organization • High Achievement and Engagement • Data-Driven Culture

	• Sustainability for Continuing Improvement Teachers work on standards-aligned instruction in Teacher Workgroups by participating in collaborative activities such as analyzing student work. Leaders participate in these PD opportunities and also have their own leadership meetings to trouble shoot and learn from others. Furthermore, they can focus on instructional leadership due to distributing responsibilities to other team members. (f) SIM's 3 Year Implementation Plan included in response to Capacity Task 15 and yearly Planning Meetings driven by our comprehensive needs assessment are indicative of the culture of continuous improvement we hope to have at West Side Leadership Academy. Continuous development in teachers will be demonstrated by increased collaboration with peers, results of Teacher Workgroup sessions, focus walks through classrooms, coaching/modeling, increased student achievement, and evaluations. (g) We strive to also become a data-driven culture by: a clearly articulated vision, staff commitment to use data to guide all instructional & policy initiatives, leaders modeling effective use of data, regular PD & protected collaboration time to improve data literacy, and focus on data quality, security, utility, and timeliness (i) After 3 years of regularly meeting in a variety of settings to monitor progress, the Leadership Team and Teacher Workgroups will be able to sustain practices that have been repeatedly modeled and supported by our Field Specialist. The Quarterly Review Process will become a part of our culture and we will know how to know how to both gather appropriate data, but also to USE it to improve student achievement.

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

➢ ***Instructions:***

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

Turnaround Model (Guidance Document, Section B, pages 26-31)

X We will implement this model. ☐ We will not implement this model - move to next model.

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
1. *Replace the principal and grant principal operational flexibility.*	**Principal Posting** The Human Resources Department will begin an aggressive recruitment program for an effective principal to lead West Side Leadership Academy as it applies the Turnaround Model. Operational flexibility will support the principal as instructional leader by allowing the principal input in selecting staff and decision making for distributing Teacher Incentive monies. Additional operation flexibility will be	Dr. Campbell, Supt. & HR	Upon Notification

	available through the Turnaround Officer. Job postings will be listed within major newspapers and publications, including *Education Week*. Incentives will be provided through adjustments in salary and benefits based upon training and experience. Priority will be given to candidates who have a documented record of successfully leading a school to turnaround its practices. 1) Post Position 2) Complete paper screening 3) Invite Top 5 Candidates for interviews and campus tour 4) Stakeholders and district administrators interview and rank candidates 5) Collaborative decision is made and principal is hired	1) HR 2) HR 3) HR & Supt 4) Supt & Leadership Team 5) School Board	1) Upon Notification 2) June 3) June 4) July 5) July

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
2. *Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.*	The effectiveness of the current staff will be evaluated based on classroom observation records, student achievement scores on ISTEP+ or ECA data, and attendance record and professionalism data. The Planning Team will serve with the Principal to form an interview committee.	1) HR 2) HR 3) HR 4) Principal 5) Principal 6) Principal	1) May 2) May 3) June 4) June 5) June/July 6) July

	1) Contact all current staff to inform them of the need to apply 2) Post all positions and alert the need to sign a letter of commitment and support for all elements of the turnaround including mandatory professional development that will include a week of training this summer (compensated) 3) Screen all candidates using evaluations, student achievement data on file, and attendance record 4) Interview all viable candidates using the questions below 5) Select staff rehiring no more than 49% 6) Notify new staff and invite to Staff Retreat		

Teacher Interview Questions

1. Tell me about yourself. Describe your experience(s) working in an urban school setting.

2. Which literacy and math teaching strategies have you implemented in the past that have been successful for you? How did you know they were successful?

3. What techniques do you use to keep students actively engaged during a lesson?

4. In the past year, how did you contribute to the collaborative work that your team/grade level was responsible for?

5. Assuming you have adequate equipment, how would students be allowed to use technology in your classroom?

6. Share three interesting classroom management techniques used in your classroom. What steps would you take before sending a student to the office?

7. Why should we hire you? What could you offer us that would set you apart from another candidate?

3. *Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).*	Financial incentives and opportunities for career growth have been developed to recruit and retain the best and the brightest teacher for West Side Leadership Academy. Teachers will have the opportunity to earn a bonus of up to $5000 for receiving exemplary evaluations by their principal and demonstrating student growth on specific assessments. In addition to building their professional competency through personalized professional development, teachers will have opportunities to attend conferences and participate in collaborative decision making that will determine direction at West Side through their Teacher Workgroup collaboration. Teachers will also have the opportunity to participate 1) Notify teachers and leaders of financial incentives linked to their performance and the performance of their students. 2) Create rubric for determining financial incentives collaboratively 3) Share rubrics for financial incentives 4) Compute & recommend incentive 5) Critique and deliver financial incentive based upon	1) HR & Principal 2) Leadership Team 3) Principal & HR 4) Principal 5) Supt. & Turnaround Officer	1) Upon hiring 2) August 3) August 4) January 2013 5) February 2013 6) January 2013

	teacher performance and student growth for 1st semester 6) Revise financial incentive rubric as needed 7) Share new rubric with all staff 8) Compute & recommend incentive 9) Critique and deliver financial incentive based upon teacher performance and student growth for 2nd semester	6) Leadership Team 7)Principal 8)Principal 9) Supt. & Turnaround Officer	7) January 2013 8) June 2013 9) June 2013

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*	Professional development at West Side Leadership Academy will be personalized, job-embedded, supported, and closely monitored. Teachers will be directed to resources that include peer observation, facilitated by CADRE teachers, and an online *Community of Learners* site that holds powerful resources including video and interactive chat rooms. CADRE teachers will be carefully selected certified teachers who will receive foundational training with the staff. They will be on hand on a daily basis to relieve teachers for a time period ranging from a class to a school day, so that the teacher may receive professional development or collaborate with their Teacher Workgroup. In this manner, students will not be deprived of effective instruction while the teacher is learning. The Community of Learning ("COL") is the online eLearning portal that provides materials, tools and online resources in support of implementation of the Pearson SIM. Designated school staff will access the implementation expectations (rubrics), monographs, study groups, assessments, scoring templates, videos and other handouts. Implementation tools *that are available only on the COL* are, as applicable: assessment scoring templates, monograph flipbooks, genre study online resources, and access to the Assessment Reporting Online System.	Pearson FS	August

	In addition, social networking tools such as blogs, journals, discussion boards, chat rooms, etc., are available through COL for client use as part of study groups and online professional development, as applicable. Online professional development is designed to provide a self-study course environment enhanced by live, web-based sessions with content experts. A number of specific Institutes, Academies, and training events are planned for Year 1. CADRE Teachers will be used to release teachers for training when it occurs during the school day. Some of the listed trainings will be part of the week-long Launch Institute. Teachers will receive compensation for professional development received outside of the normal school day. Foundational training for all staff will also include the following: **Pre Launch Training** Leadership Team Institute (1 day training) for LT: Principal, asst. principal, Parent Assistant, Coaches, Workgroup Facilitators) Workgroup Facilitators Training (1/2 day): All Teacher Workgroup Facilitators Coaching Institute (5 days): principal and all coaches **Launch Institute** Overview & Visioning (1/2 day): Principal and all staff School wide Instructional Focus Institute (2 days) Principal and all faculty English Department Institute (1day): Literacy Coaches, English Teachers, Special Education Teachers who support	Pearson FS Pearson Trainer FS and Principal FS FS and LT FS Workgroup Facilitator, FS	August Ongoing as indicated throughout the school year Personalized PD will be provided through Teacher Compass and the Community of Learners

	English instruction Math Department Institute (1 days): Math Coach, Math Teachers, Special Education Teachers who support math instruction Technology Integration Training (1 day): Training on using new technology effectively. Follow up training provided to support individualized through coaching/department specific training **Ongoing Job-Embedded Professional Development (PD):** Leadership Team PD Meetings facilitated by Field Specialist (FS): (Monthly) Leadership Team (LT) focused on study and use of data to build data-driven culture Guided Practice for Classroom Observation: (6x year) FS accompanies/coaches principal during Focus Walk/ Classroom Observation Progress Monitoring: (4x year) LT facilitated by FS to analyze progress supported by data Principal Coaching: (weekly) Principal job-embedded coaching by FS during planning, facilitating meetings, and providing instructional leadership to staff Department Workgroups: (12x year) FS supports Workgroup Facilitators through planning and/or participation English & Math Department: (12x year): PD by FS on standards-aligned instruction supported by 8-Step Process	FS FS	

	English Department: (1 ½ days): FS on focused content Math Department: (1 ½ days): FS on focused content Engagement Workgroup: (12x yr) FS supports investigation into policies/practices to enhance student engagement, implementing Early Warning System, supporting student social & emotional development Engagement Workgroup: (2 half day sessions to develop shared knowledge base for their work		

Implementation for Year 2 and Year 3 begins with a late-winter/early spring Planning Conference, driven by data gathered through site-based progress monitoring and a Post-Assessment Survey to determine the appropriate plan for continuing implementation and professional development.

Once agreement is reached, the cycle of work begins with professional development focused on the content and tasks of the year ahead. Continuing implementation is supported through the established settings of the Leadership Team and Workgroups (both horizontal and vertical), connected by systematic processes of knowledge development and goal-setting, action planning and implementation, and followed by data collection and analysis to form a united approach to achieving high quality instruction for all students consistent with the requirements of the CCSS and directed toward college and career readiness for all.

5. *Adopt a new governance structure (i.e., turnaround office, turnaround leader).*	Gary CSC has named Assistant Superintendent George Comer to also assume the role of Turnaround Officer to provide an efficient and effective conduit between our Turnaround Schools and the Superintendent. Our Turnaround Officer will visit each school weekly, accompany the principal on Focus Walks, and be a regular and visible presence.	Turnaound Officer	May 2012-August 2015

	The purpose of the Turnaround Officer is to remove barriers and support each school to fulfill the goals of their Turnaround. The principal will report directly to the Turnaround Officer and the Turnaround Officer will report directly to the Superintendent, bypassing the many layers normally associated with our large urban district.		

6. *Use data to implement an aligned instructional program.*	**Developing a Data-driven Culture** SIM begins with an initial focus on the Leadership Team as the vital setting for establishment of cultural norms for the school necessary for the creation of a Data-Driven Culture. The strategy entails the following: ▪ Building an understanding of the role and value of a data-driven approach to progress monitoring and instructional problem solving ▪ Building the Leadership Team's capacity to oversee, monitor, evaluate, and support school improvement ▪ Improving the Leadership Team's ability to use data from multiple sources to identify and think critically about West Side's Turnaround Activities are conducted in a series that is repeated throughout the year. Each series of activity starts with a knowledge-sharing PD that includes the content, information, techniques, and protocols for effectively using data. The topics developed in these modules are: ▪ The Language of Assessment and Data ▪ Investigating Data	Pearson Field Specialist, Principal, Leadership Team	August 2012-August 2015

	▪ Analyzing Student Work ▪ Triangulating and Reframing ▪ Describing Current Practice ▪ Identifying Strategies to Address Problems of Practice ▪ Measuring and Improving Each of these knowledge-building modules connects to a cycle of guided practice and application by the Leadership Team. These cycles of knowledge-building, guided practice, and application are connected together in a recursive cycle that lays the foundation of a school wide data culture. As implementation deepens, the focus of building a Data-Driven Culture widens to include the practices of subject departments and other areas of the school, including discipline, safety, and student services. The process of connecting performance and instruction progressively becomes embedded in the daily functioning of the school.		
	Teacher Workgroup facilitators on the Leadership Team become trainers for effectively using data points including Acuity 3 week data, data from *iLit* and other digital tools, screening and follow-up assessments on the *Assessment Reporting Online* feature of the *Community of Learners.* ARO assessments support Math and Literacy Navigator, our tier II intervention tool and will be taken using the laptops on mobile carts we are requesting.	Workgroup Facilitators, Field Specialist	November
	The Leadership Team meets quarterly for Progress Monitoring Meetings. These meetings occur regularly throughout implementation and use information from	Field Specialist, Leadership Team	Sept/Nov /Jan/March

	systematically and continually employed progress monitoring tools and techniques (the SIM Progress Monitoring System) to improve implementation. Multiple data sources help the Leadership Team investigate, track, and address critical areas of SIM implementation throughout the year in a manner that mirrors the 8-Step Process. Specifically, we will: 1. Use data gathered through Focus Walks to enhance teachers' effectiveness through reflective conversation and targeted professional development 2. Screen all students for math and literacy to determine placement in tiered instruction 2. Use 3 week mini assessments per the District 8-Step Instructional Calendar as well as the quarterly *Acuity* assessments to provide formative assessment data on students to direct instruction. 3. Hold collaborative data conversations with Teacher Workgroups to plan instruction	1) Principal supported by FS 2) DA Coach & Teachers 3)Workgroup Facilitators 3) Workgroup Facilitators	Daily Every 3 weeks

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
7. *Promote the use of data to inform and differentiated instruction.*	Teachers will learn to use data to inform and differentiate instruction through targeted assistance by coaches, Workgroup Facilitators, and Pearson Field Specialists in a manner mirroring the 8-Step Process. 1. Administer scanners to identify students in need of intervention or acceleration courses 2. Schedule students into Navigator and Ramp Up courses 3. Hold data conversations to learn how to use data to	1. DA Coach 2. DA Coach 3. Workgroup Facilitators	1. August 2. August 3. August 4. Weekly

	determine instruction 4. Determine instruction based on student work and results of formative assessment 5. Administer formative assessments 6. Provide intervention for students not meeting standards 7. Retest remediated students	4. Teacher Workgroup 5. Teachers 6. Teacher 7. Teachers	5. At end of intervention 6. Teacher supports by Coach 7. Teacher

8. *Provide increased learning time for students and staff.*	**Extended Time for Learning** Learning time will be increased for both staff and students. **Extended Time for Learning for Faculty** Staff will participate in a Launch Institute (5 days) before school starts to begin the process of Turnaround. They will participate in revisioning, orientation, and team building as they begin the formidable work of changing the culture at West Side Leadership Academy. Ongoing professional development will require attendance at trainings that occur both within and outside the school day. All professional development is mandatory and teachers commit to participate fully when applying for their position. Resources are available online and may be accessed from our Virtual Lab or our newly created Center for Professional Development. Compensation for professional development that occurs outside the school day, and for teaching an extended day, will be SIG funded. **Extended Time for Learning for Students**	FS Principal & FS	August Ongoing

	Instruction will begin at 8:30 a.m. on a daily basis and end at 5:30 p.m. Monday through Thursday and 3:30 p.m. on Friday for all students. This will result in an additional 280 hours of instruction to support our students' success. Saturday school will be 4 hours per day for 30 weeks totaling 120 hours. Instructional time will be increased by 400 hours.	Principal	At start of school year
	More importantly, instructional time will be improved through the implementation of Learning Routines and Rituals combined with Effective Instructional Practices that incorporate strategies for helping all students develop the ability to use Academic Language and develop Independent Learner Competencies, making the most of instructional time.	Workgroup Facilitators	Daily
	Learning will be intentional and data driven by ongoing assessments and data conversations in Teacher Workgroups will design rigorous and relevant learning experiences.	Teachers	Daily
	Students will enjoy a 21st Century education as they participate in lessons that are engaging through interactive technology upgrades and teachers who know how to use these new tools. Additionally, research based digital tools that provide immediate feedback will motivate students to become responsible for their learning and allow them to learn anywhere and anytime using iPads II.	Teachers	Daily

9. *Provide social-emotional and community-oriented services/supports.*	Our innovative program of Centers provide socio-emotional and community-oriented services and supports **BEST Center** will be opened to students who are suspended. Students will be counseled and trained to demonstrate respect for themselves and others as they receive training in communication skills, tools for academic success, and group dynamics. **Parent and Community Life Center** will bring together stakeholders to promote a better community at school and in the neighborhoods. Opportunity to participate in Project Based Learning or Service Learning for community improvement will be offered to students and supported by parents and community member mentors. Parents will have access to expanded resources including use of technology, job training opportunities and opportunities to learn how to better support their child's success in school. In collaboration with Methodist Hospital/Edge Water Systems for Balanced Living, families will be supported with health care and health care screening opportunities. **STYLE Zone** will provide access to career exploration, college opportunities, and domestic and international career opportunities for students. Students will be supported to become better decision makers based on logic and information, develop higher order thinking skills, and team building using community service concepts. We will look to a number of university partners to come alongside to provide college/career awareness including Indiana University, Purdue, Valparaiso and Purdue Calumet. **Virtual Lab** will allow students to take courses online to recover credit for courses missed for a variety of reasons. School failure is exacerbated by frequent moves, illness,	Principal & Engagement Workgroup Behavior Interventionists Family and Community Liaison Guidance Dept Technology Support Staff	Ongoing August 2012-May 2015

	trouble at home, or fear for a variety of safety reasons. The Virtual Lab will allow students to make up missed coursework, prepare for state tests, or complete research required for activities in our other Centers. **Early Warning System** SIM provides dropout prevention software that aggregates the most relevant and predictive data points from West Side's student information system to identify the students mostly likely to drop out. By pulling together readily available data contained on the school's student information system (including, but not limited to, a student's grade point average, discipline history, attendance, and grade level), the program provides an early warning system for teachers and counselors that helps them determine where to spend their time most effectively to prevent students from leaving school without a diploma. Reports generated by the Early Warning System are an important source of information for the Engagement Workgroup, since the system's data points link directly to factors impacting student engagement. Coupled with the early warning system is a process to guide the school in the establishment of an effective system of interventions for students at risk. This includes a process for identifying supplementary social and emotional supports for students who need them. Strategies include the assignment of mentors and a planning process for providing the assistance students need to address issues they struggle with and their barriers to engagement in school. The intervention protocol also focuses attention on addressing the needs of students with multiple risk factors for dropping out of school. Ensuring these students have the intensive support	Engagement Workgroup Facilitator	

	they need to get back on track often involves coordinating community agencies as well as school and district resources. The intervention protocol serves as a guide for the school's audit of existing supports and identification of supplementary supports required to meet students' needs. It also focuses attention on building a systematic approach to provision of social and emotional supports, one that limits the risk of overlooking some students, seeks to provide support in a timely way, and can survive changes in key personnel and funding programs. As implementation proceeds and a systemic approach is established, the early warning system reports provide measures of the system's effectiveness as well as identifying individual students at risk for dropping out of school. **Differentiated Supports to Address Students' Non-academic Needs** Going hand in hand with the academic components of Pearson's SIM Model are supports for students' social and emotional growth. These supports attend to students' motivation, engagement, and capacity to manage themselves as learners. We focus on students' sense of belonging to the school, their connections to teachers and other adults, their friendships with peers, their sense that they are known both as learners and as people, and their belief in their ability to succeed academically. Emphasis is placed on instructional routines and rituals built into everyday classroom learning to scaffold students' development as effective learners and		

	members of a productive learning community. Predictable routines and rituals provide for (1) direct instruction to the whole class, (2) small-group instruction for students according to need, and (3) individual instruction based on students' assessed needs. **Academic Behaviors** Our teachers will also learn to provide support for consistent, age-appropriate expectations and the necessary scaffolding for students' development as effective learners and members of a productive learning community across content areas, such as skills in identifying and setting goals for one's learning, working independently and in groups, and knowing when and how to seek help. Systematic attention to students' development of these academic behaviors is important for all students and vital for students for whom skills in self-management and cooperation do not come easily. These types of support are also incorporated into the Tier II academic interventions.		

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

Principal Posting

The Human Resources Department will begin an aggressive recruitment program for an effective principal to lead West Side Leadership Academy as it applies the Turnaround Model.

Job postings will be listed within major newspapers and publications, including *Education Week*. Incentives will be provided through adjustments in salary and benefits based upon training and experience. Priority will be given to candidates who have a documented record of successfully leading a school to turnaround its practices.

1) Post Position
2) Complete paper screening
3) Invite Top 5 Candidates for interviews with committee composed of all stakeholders and campus tour
4) Stakeholders and district administrators interview and collaboratively rank candidates
5) Superintendent reviews ranking recommendations of the committee and recommends chosen candidate to the School Board

Pre-Implementation

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

No funding is required for pre-implementation.

Action:

Timeline:

Budget:

Check Your Work - ***Additional Requirements for All Models***

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

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

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

Restart Model (Guidance Document, Section C, pages 31-34)

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

School Closure (Guidance Document, Section D, pages 34-35)

☐ We will implement this model. X We will not implement this model – do not complete.

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

Instructions:

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

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

SY 2010-2011 Baseline Data (most recent available data that corresponds to the proposed goals)	**Annual Goals**		
	SY 2012-2013	**SY 2013-2014**	**SY 2014-2015**
Example: 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
31% of all students are proficient on ISTEP+ English	**35% of all students are proficient on ISTEP+ English**	**45% of all students are proficient on ISTEP+ English**	**60% of all students are proficient on ISTEP+ English**
27.2% of all students are proficient on ISTEP+ Mathematics	**30% of all students are proficient on ISTEP+ Mathematics**	**40% of all students are proficient on ISTEP+ Mathematics**	**55% of all students are proficient on ISTEP+ Mathematics**

28.7% of all students demonstrated proficiency for English 10 on End of Course Assessment the first time	**30% of all students demonstrated proficiency for English 10 on End of Course Assessment the first time**	**40% of all students demonstrated proficiency for English 10 on End of Course Assessment the first time**	**55% of all students demonstrated proficiency for English 10 on End of Course Assessment the first time**
24.1% of all students demonstrated proficiency for Algebra 1 on End of Course Assessment the first time they were tested	**26% of all students demonstrated proficiency for Algebra 1 on End of Course Assessment the first time they were tested**	**35% of all students demonstrated proficiency for Algebra 1 on End of Course Assessment the first time they were tested**	**50% of all students demonstrated proficiency for Algebra 1 on End of Course Assessment the first time they were tested**
69.4% of all students graduated during their expected graduation year with waiver	**74% of all students graduated during their expected graduation year (with waiver data)**	**78% of all students graduated during their expected graduation year (with waiver data)**	**82% of all students graduated during their expected graduation year (with waiver data)**

As we strive to make these goals a reality, we understand that we need a comprehensive strategy that will enable positive change in our academic environment that will impact students, teachers, and leadership. We will implement SIM, a relevant and rigorous methodology that initiates change across every aspect of the school environment to promote sustained and increased academic achievement for all of our students.

Please note that the school year data has been amended in the table above to reflect the three-year funding period for this application.

II: Budget

Instructions:

1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment B). Electronically select each "tab" for years 2011-2012, 2012-2013, 2013-2014.
2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

3) The total amount of funding per year must total *no less than $50,000* and *no greater than $2,000,000* per year.

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

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

The chart below has been modified to summarize the alignment of funding sources for West Side Leadership Academy's Turnaround. A more detailed explanation and chart may be found in response to Capacity Task 18.

SIG funding will supplement the funds received to better support the unique needs of all learners at West Side Leadership Academy.

Element of the Intervention	Intervention	Resource
Federal Resources		

DA Coach, Literacy Coach, Math Coach, Academic Support Teacher, formative assessments, Parent Assistant, Parent Resource Center	Turnaround	**Title I, Part A** - regular and stimulus funds (schoolwide or targeted assistance programs)
Additional support personnel, technology, professional development, instructional materials, and incentives for exceptional performance. Guidance, support and monitoring by External Partner.	Turnaround	**1003(a)** School Improvement Grant - AYP funds
Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model	Turnaround	**Title II, Part A**
State Resources		
	Turnaround	

Attachment H: Budget

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2012 - 2013

*Note:*The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.

Corporation Name: Gary Community School Corporation
Corporation Number: 4690
School Name: West Side Leadership Academy

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL (include positions and names)						
Behavior Interventionist	2.0	X		Works with students to modify behavior while serving in-school suspension in BEST Center	120,000	
Family/Community Liaison	1.0		X	Expands partnerships w/families and communities; oversees programs in P & C Life Center; serves as family/community voice on Leadership Team	30,000	
Technology Support Staff	2.0		X	Paraprofessionals for Virtual Lab, technology support	80,000	
PD Tchr Salaries				Stipends for teachers for attending PD pertaining to implementation of the SIG (1003g)	205,000	
Project Manager	1.0		X	To assist with SIG grant implementation and Centers	25,000.	
Extended Day	9	X		After school data driven, technology supported instruction	136,800	
Saturday School	12	X		Extended learning time to support the academic needs of students	72,000	
CADRE Teachers	5	X		Provide release time for teacher to attend PD pertaining to SIG or participate in SIG related collaboration; provide intervention support as determined by LT	175,000	
		TOTAL SALARIES				*$843,800*
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.						

	Benefits		***$ 240,582.30***
3. TRAVEL: (differentiate in-state and out-of-state)			
out-of-state	**Attend National Math, English, Reading, Coaching Institute, Project Based Learning Conferences**	**24,000**	
	Behavior Modification Intervention Training	**4,000**	
	Differentiated Learning Conference	**6,000**	
	Turnaround Leaders Institute	**4,500**	
in-state	**Turnaround Training (4 trips to Indianapolis)**	**3,000**	
Student Transportation	***Provide Saturday school transportation for students.***	**13,200**	
	TOTAL TRAVEL		***$ 54,700***
***4. CONTRACTED SERVICES:* (List the type of contracted services to be provided, including the vendor's name, if applicable.)**			
Pearson	**School wide Improvement Model (SIM)—120 Days onsite**	**310,000**	
Pearson	**Math/Literacy Navigator--Tier II Intervention PD (2 days each)**	**14,000**	
Pearson	**Ramp Up Math—Tier III Intervention (6days PD/TA/Teacher materials)**	**24000**	
Pearson	**Bridge to iLit (7 days PD/TA/teacher materials)**	**20,500**	
Methodist/Edge Water	**School based health care**	**10,000**	
Indiana University	**School/parents/community to assist with college/career awareness/choices; provide student tutoring services and job shadowing**	**5,000**	
Ivy Tech	**School/parents/community to assist with college/career awareness/choices; provide student tutoring services and job shadowing**	**5,000**	
Valparaiso University	**School/parents/community to assist with college/career awareness/choices; provide student tutoring services and job shadowing**	**5,000**	
Purdue Calumet	**School/parents/community to assist with college/career awareness/choices; provide student tutoring services and job shadowing**	**5,000**	
E-Instruction	**Provide PD for teachers to improve use of Mobi and SRS (Student Response Systems**	**5,000**	
Smart Ed Services	**Provide 2 3-day sessions for 15 teachers to improve use of SMART Board to deliver effective, interactive instruction**	**20,000**	
ENO Board	**Provide PD for teachers to improve use of ENO board as an interactive instructional tool**	**5,000**	
Texas Instrument	**Provide PD for teachers to improve use of Nspire Navigator system as an instructional tool and communication device**	**2,000**	
	TOTAL CONTRACTED SERVICES		***$ 430,500***

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.)**			
	TOTAL SUPPLIES		*$ 30,350*
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".			
	TOTAL EQUIPMENT AND TECHNOLOGY		$ *305,760*
7. OTHER SERVICES: **(Include a specific description of services.)**			
Teacher Incentives	**Reward proficient instruction**	**37,000**	
Student Incentives	**Celebrate academic achievement**	**10,000**	
Parent Incentives	**Encourage parent involvement**	**4,000**	
Maintenance & Service	**Requirements for keeping equipment operable**	**31,000**	
Indirect Cost	**.70%**	**11,762**	
	TOTAL OTHER SERVICES		*$ 93,762*
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			*$1,999,454*

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

QUANTITY	*DESCRIPTION*	*UNIT PRICE*	*TOTAL PRICE*
20	**Student Literacy Navigator Materials—student set of 10**	**230**	**$ 4,600**
15	**Teacher Literacy Navigator Materials—per teacher**	**120**	**$ 1,800**
20	**Student Math Navigator Materials—Student set of 10**	**200**	**$ 4,000**
15	**Teacher Math Navigator Materials-per teacher**	**130**	**$ 1,950**
300	**Student Rampup Math**	$ - 60	$ 18,000
	TOTAL SUPPLIES COSTS		$ 30,350

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

QUANTITY	*DESCRIPTION*	*UNIT PRICE*	*TOTAL PRICE*
32	**Desktop computers preloaded with office software to be used in the BEST Center for class work through Learning Connection**	**$ 1000 -**	**$ 32,000 -**

240	Laptops for 8 mobile labs: 6 classroom sets; 1 set for STYLE Zone; 1 Virtual Lab	$ 900 -	$ 216,000 -
8	Mobile lab carts to accommodate 240 laptops	$ 1800 -	$ 14,400 -
32	Tables to accommodate 32 desktop computers	$ 400 -	$ 12,800
2	77" monitors to communicate/advertize for the STYLE Zone	$ 3000	$ 6,000 -
30	Set of iPad II to be used in Virtual Lab, STYLE Zone, and by Leadership Team during Focus Walk	$ 700 -	$ 21,000 -
4	Printers for use in Virtual Lab, STYLE Zone, BEST, and Parent & Community Life Center	750	$ 3,000
8	Routers for mobile labs	$ 70 -	$ 560 -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 305,760 -

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

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2013 - 2014

*Note:*The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.

Corporation Name: Gary Community School Corporation
Corporation Number: 4690
School Name: West Side Leadership Academy

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
Behavior Interventionist	2.0	X		Works with students to modify behavior while serving in-school suspension in BEST Center	120,000	
Family/Community Liaison	1.0		X	Expands partnerships w/families and communities; oversees programs in P & C Life Center; serves as family/community voice on Leadership Team	30,000	
Technology Support Staff	2.0		X	Paraprofessionals for Virtual Lab, technology support	80,000	
PD Tchr Salaries				Stipends for teachers for attending PD pertaining to implementation of the SIG (1003g)	205,000	
Project Manager	1.0		X	To assist with SIG grant implementation and Centers	25,000	
Extended Day	9	X		After school data driven, technology supported instruction	136,800	
Saturday School	12	X		Extended learning time to support the academic needs of students	72,000	
CADRE Teachers	5	X		Provide release time for teacher to attend PD pertaining to SIG or participate in SIG related collaboration; provide intervention support as determined by LT	175,000	
		TOTAL SALARIES				*$843,800*
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		Benefits				*$ 240,583.30*
3. TRAVEL: ***(differentiate in-state and out-of-state)***						

out-of-state	Attend National Math, English, Reading, Staff Development, Project Based Learning Conferences	27,750	
	Behavior Modification Intervention Training	4,000	
	Differentiated Learning Conference	6,000	
	Turnaround Leaders Institute	4,500	
in-state	Turnaround Training (4 trips to Indianapolis)	3,000	
Student Transportation	*Provide Saturday school transportation for students.*	*13,200.*	
	TOTAL TRAVEL		*$ 58,450*
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Pearson	School wide Improvement Model (SIM)—120 Days onsite	310,000	
Pearson	Math/Literacy Navigator--Tier II Intervention PD (2 days each)	14,000	
Pearson	Ramp Up Math—Tier III Intervention (6days PD/TA/Teacher materials)	24,000	
Pearson	Bridge to iLit (7 days PD/TA/teacher materials)	20,500	
Methodist/Edge Water	School based health care	10,000	
Indiana University	School/parents/community to assist with college/career awareness/choices; provide student tutoring services and job shadowing	5,000	
Ivy Tech	School/parents/community to assist with college/career awareness/choices; provide student tutoring services and job shadowing	5,000	
Valparaiso University	School/parents/community to assist with college/career awareness/choices; provide student tutoring services and job shadowing	5,000	
Purdue Calumet	School/parents/community to assist with college/career awareness/choices; provide student tutoring services and job shadowing	5,000	
E-Instruction	Provide PD for teachers to improve use of Mobi and SRS (Student Response Systems	5,000	
Smart Ed Services	Provide 2 3-day sessions for 15 teachers to improve use of SMART Board to deliver effective, interactive instruction	20,000	
ENO Board	Provide PD for teachers to improve use of ENO board as an interactive instructional tool	5,000	
Texas Instrument	Provide PD for teachers to improve use of Nspire Navigator system as an instructional tool and communication device	2,000	
	TOTAL CONTRACTED SERVICES		*430,500*
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.)			

	TOTAL SUPPLIES		*$ 26.600*
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".			
	TOTAL EQUIPMENT AND TECHNOLOGY		$ 305,760
7. OTHER SERVICES: **(Include a specific description of services.)**			
Teacher Incentives	**Reward proficient instruction**	**37,000**	
Student Incentives	**Celebrate academic achievement**	**10,000**	
Parent Incentives	**Encourage parent involvement**	**4,000**	
Maintenance & Service	**Requirements for keeping equipment operable**	**31,000**	
Indirect Cost	**.70%**	**11,762**	
	TOTAL OTHER SERVICES		*$ 93,762*
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			*$ 1,999,455*

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

QUANTITY	*DESCRIPTION*	*UNIT PRICE*	*TOTAL PRICE*
20	**Student Literacy Navigator Materials—student set of 10**	**230**	**$ 4,600**
20	**Student Math Navigator Materials—Student set of 10**	**200**	**$ 4,000**
300	**Student Rampup Math**	$ - 60	$ 18,000
	TOTAL SUPPLIES COSTS		$ 26,600

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

QUANTITY	*DESCRIPTION*	*UNIT PRICE*	*TOTAL PRICE*
32	**Desktop computers preloaded with office software to be used in various classrooms**	**$ 1,000 -**	**$ 32,000 -**
240	**Laptops for 8 mobile labs: 8 classroom sets**	**$ 900 -**	**$ 216,000 -**
8	**Mobile lab carts to accommodate 240 laptops**	**$ 1,800 -**	**$ 14,400 -**
32	**Tables to accommodate 32 desktop computers**	**$ 400**	**$ 12,800**

		-	
15	32” monitors to communicate class to class	$ 400	$ 6,000 -
30	Set of iPad II to be used in various classrooms	$ 700 -	$ 21,000 -
4	Printers for use in various classrooms	750	$ 3,000
8	Routers for mobile labs	$ 70 -	$ 560 -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 305,760 -

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2014 - 2015

*Note:*The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.

Corporation Name: Gary Community School Corporation
Corporation Number: 4690
School Name: West Side Leadership Academy

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
Behavior Interventionist	2.0	X		Works with students to modify behavior while serving in-school suspension in BEST Center	120,000	
Family/Community Liaison	1.0		X	Expands partnerships w/families and communities; oversees programs in P & C Life Center; serves as family/community voice on Leadership Team	30,000	
Technology Support Staff	2.0		X	Paraprofessionals for Virtual Lab, technology support	80,000	
PD Tchr Salaries				Stipends for teachers for attending PD pertaining to implementation of the SIG (1003g)	205,000	
Project Manager	1.0		X	To assist with SIG grant implementation and Centers	25,000	
Extended Day	9	X		After school data driven, technology supported instruction	136,800	
Saturday School	12	X		Extended learning time to support the academic needs of students	72,000	
CADRE Teachers	5	X		Provide release time for teacher to attend PD pertaining to SIG or participate in SIG related collaboration; provide intervention support as determined by LT	175,000	
		TOTAL SALARIES				*$843,800*
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		Benefits				*$ 240,582.30*
3. TRAVEL: ***(differentiate in-state and out-of-state)***						

out-of-state	Attend National Math, English, Reading, Staff Development, Project Based Learning Conferences	27,750	
	Behavior Modification Intervention Training	4,000	
	Differentiated Learning Conference	6,000	
	Turnaround Leaders Institute	4,500	
in-state	Turnaround Training (4 trips to Indianapolis)	3,000	
Student Transportation	*Provide Saturday school transportation for students.*	13,200	
	TOTAL TRAVEL		*$ 58,450*
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Pearson	School wide Improvement Model (SIM)—120 Days onsite	310,000	
Pearson	Math/Literacy Navigator--Tier II Intervention PD (2 days each)	14,000	
Pearson	Ramp Up Math—Tier III Intervention (6days PD/TA/Teacher materials)	24000	
Pearson	Bridge to iLit (7 days PD/TA/teacher materials)	20,500	
Methodist/Edge Water	School based health care	10,000	
Indiana University	School/parents/community to assist with college/career awareness/choices; provide student tutoring services and job shadowing	5,000	
Ivy Tech	School/parents/community to assist with college/career awareness/choices; provide student tutoring services and job shadowing	5,000	
Valparaiso University	School/parents/community to assist with college/career awareness/choices; provide student tutoring services and job shadowing	5,000	
Purdue Calumet	School/parents/community to assist with college/career awareness/choices; provide student tutoring services and job shadowing	5,000	
E-Instruction	Provide PD for teachers to improve use of Mobi and SRS (Student Response Systems	5,000	
Smart Ed Services	Provide 2 3-day sessions for 15 teachers to improve use of SMART Board to deliver effective, interactive instruction	20,000	
ENO Board	Provide PD for teachers to improve use of ENO board as an interactive instructional tool	5,000	
Texas Instrument	Provide PD for teachers to improve use of Nspire Navigator system as an instructional tool and communication device	2,000	
	TOTAL CONTRACTED SERVICES		*$ 430,500*
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.)			

	TOTAL SUPPLIES		***$ 30,350***
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".			
	TOTAL EQUIPMENT AND TECHNOLOGY		*$ 305,760*
7. OTHER SERVICES: **(Include a specific description of services.)**			
Substitutes	Additional substitutes required for teacher released time for collaboration or PD		
Teacher Incentives	**Reward proficient instruction**	**37,000**	
Student Incentives	**Celebrate academic achievement**	**10,000**	
Parent Incentives	**Encourage parent involvement**	**4,000**	
Maintenance & Service	**Requirements for keeping equipment operable**	**31,000**	
Indirect Cost	**.70%**	**11,762**	
	TOTAL OTHER SERVICES		***$ 93,762***
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			***$ 1,999,455***

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

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
20	**Student Literacy Navigator Materials—student set of 10**	**230**	**$ - 4,600**
20	**Student Math Navigator Materials—Student set of 10**	**200**	**$ - 4,000**
300	**Student Ramp-up Math**	$ - 60	$ - 18,000
	TOTAL SUPPLIES COSTS		$ - $26,600

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

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
32	**Desktop computers preloaded with office software to be used in various classrooms**	**$ 1,000 -**	**$ 32,000 -**
240	**Laptops for 8 mobile labs: 8 classroom sets**	**$ 900 -**	**$ 216,000 -**
8	**Mobile lab carts to accommodate 240 laptops**	**$ 1,800 -**	**$ 14,400 -**
32	**Tables to accommodate 32 desktop computers**	**$ 400**	**$ 12,800**

		-	
15	32" monitors to communicate class to class	$ 400	$ 6,000 -
30	Set of iPad II to be used in various classrooms	$ 700 -	$ 21,000 -
4	Printers for use in various labs	750	$ 3,000
8	Routers for mobile labs	$ 70	$ 560 -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ *305,760* -

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

ATTACHMENTS

Resume for Dr. Myrtle Campbell, Superintendent

Resume for George Comer, Assistant Superintendent and Turnaround Officer

Letter of support from School Board of Trustees

Letter of support from Gary School Corporation Teachers Union