U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

84.165A Magnet Schools Assistance Program

CFDA # 84.165A

PR/Award # U165A170062

Gramts.gov Tracking#: GRANT12385912

OMB No. , Expiration Date:

Closing Date: Apr 11, 2017

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
Attachment - 1 (1235-FINAL FWCS GEPA 427 Statement 2017)	e12
6. Grants.gov Lobbying Form	e13
7. Dept of Education Supplemental Information for SF-424	e14
8. ED Abstract Narrative Form	e15
Attachment - 1 (1234-FINAL FWCS Magnet Abstract 2017)	e16
9. Project Narrative Form	e17
Attachment - 1 (1238-FINAL FWCS Magnet TofC Narrative 2017)	e18
10. Other Narrative Form	e161
Attachment - 1 (1237-FINAL FWCS Magnet Appendix 2017)	e162
11. Budget Narrative Form	e388
Attachment - 1 (1236-1 FINAL FWCS MSAP17 5 YR Budget)	e389

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 04/11/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Fort Wayne Community Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN): 35-6006351

* c. Organizational DUNS: 0743074630000

d. Address:

* Street1: 1200 S. Clinton St.
Street2:
* City: Fort Wayne
County/Parish:
* State: IN: Indiana
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 46802-3504

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Dr.
* First Name: Laura
Middle Name:
* Last Name: Cain
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: 260-467-2018
Fax Number:

* Email: laura.cain@fwcs.k12.in.us

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

*** 12. Funding Opportunity Number:**

ED-GRANTS-121316-001

* Title:

Magnet Schools Assistance Program (MSAP) CFDA Number 84.165A

13. Competition Identification Number:

84-165A2017-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

SEEK - Successful Equity for Excellent Kids!

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT12385912 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 11, 2017 01:54:15 PM EDT

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant IN-03 * b. Program/Project IN-03

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2017 * b. End Date: 09/30/2022

18. Estimated Funding ($):

* a. Federal	2,999,979.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,999,979.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Wendy

Middle Name:

* Last Name: Robinson

Suffix:

* Title: Superintendent

* Telephone Number: 260-467-2025 Fax Number:

* Email: wendy.robinson@fwcs.k12.in.us

* Signature of Authorized Representative: Laura Cain * Date Signed: 04/11/2017

Tracking Number:GRANT12385912 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 11, 2017 01:54:15 PM EDT

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Fort Wayne Community Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	232,500.00	234,825.00	237,173.00	239,545.00	241,940.00	1,185,983.00
2. Fringe Benefits	65,100.00	65,751.00	66,408.00	67,073.00	67,743.00	332,075.00
3. Travel	783,425.00	787,425.00	787,425.00	787,425.00	787,425.00	3,933,125.00
4. Equipment	630,450.00	529,750.00	541,500.00	548,750.00	618,750.00	2,869,200.00
5. Supplies	261,425.00	277,725.00	276,575.00	276,225.00	269,225.00	1,361,175.00
6. Contractual	649,850.00	725,850.00	712,250.00	702,250.00	636,250.00	3,426,450.00
7. Construction						
8. Other	42,000.00	42,000.00	42,000.00	42,000.00	42,000.00	210,000.00
9. Total Direct Costs (lines 1-8)	2,664,750.00	2,663,326.00	2,663,331.00	2,663,268.00	2,663,333.00	13,318,008.00
10. Indirect Costs*	145,229.00	145,151.00	145,152.00	145,148.00	145,152.00	725,832.00
11. Training Stipends	190,000.00	190,000.00	190,000.00	190,000.00	190,000.00	950,000.00
12. Total Costs (lines 9-11)	2,999,979.00	2,998,477.00	2,998,483.00	2,998,416.00	2,998,485.00	14,993,840.00

Indirect Cost Information *(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Indiana Department of Education

The Indirect Cost Rate is 5.45 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 5.45 %.

PR/Award # U165A170062

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Fort Wayne Community Schools		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Tracking Number:GRANT12385912 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 11, 2017 01:54:15 PM EDT

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Laura Cain	Superintendent
APPLICANT ORGANIZATION	DATE SUBMITTED
Fort Wayne Community Schools	04/11/2017

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT12385912 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 11, 2017 01:54:15 PM EDT

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Fort Wayne Community Schools

** Street 1* 1200 S. Clinton St. *Street 2*

** City* Fort Wayne *State* IN: Indiana *Zip* 46802-3504

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
U.S. Department of Education

7. * Federal Program Name/Description:
Magnet Schools Assistance

CFDA Number, *if applicable:* 84.165

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Laura Cain

***Name:** *Prefix* Dr. ** First Name* Wendy *Middle Name*

** Last Name* Robinson *Suffix*

Title: Superintendent **Telephone No.:** 260-467-2025 **Date:** 04/11/2017

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT12385912 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 11, 2017 01:54:15 PM EDT

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

FINAL FWCS GEPA 427 Statement 2017.pdf | Add Attachment | Delete Attachment | View Attachment

GEPA 427: ASSURING EQUITABLE ACCESS - Fort Wayne Community Schools is committed to and ensures equal access and participation in the *Magnet Schools Assistance Program*. Our mission is to provide educational excellence in a safe and nurturing environment. The district has many partnerships and affiliations with local and state government, community agencies, and higher education institutions that provide direct and indirect support and resources to FWCS students. The Superintendent and the Board of Education have made classroom instruction and student achievement the district's highest priority for all students. The Public Information Office communicates all school events, programs, and parental involvement activities to a wide audience using the media and the district's web site. Printed information is available in languages served by our bilingual education programs to ensure non-English speakers are informed of opportunities. Through careful disaggregation of our central student enrollment database, student needs are identified. Student achievement data show gaps in student performance by ethnicity and socio-economic status; course enrollment data show patterns of participation that are stereotypical for gender and ethnic groups. The district is seeking support through MSAP to enhance its efforts to eliminate minority group isolation by offering greater choice options for parents and students, providing curriculum that is both challenging and engaging. FWCS is committed to achieving excellence for all students. Where needs are identified, such as the need for more female participants in STEM subjects and programs, the district will reach out to partners who are equipped with STEM curricula and programming.

Fort Wayne Community Schools will take all steps necessary to ensure that barriers that could impede equitable access or participation by gender, race, national origin, color, disability, age or any protected class do not prohibit or limit the participation of any individual; student, parent, staff or others from participating in any district sponsored event, program or activity.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Fort Wayne Community Schools

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Wendy Middle Name:

* Last Name: Robinson Suffix:

* Title: Superintendent

* SIGNATURE: Laura Cain * DATE: 04/11/2017

Tracking Number:GRANT12385912 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 11, 2017 01:54:15 PM EDT

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Laura		Cain	

Address:

Street1: 1200 S. Clinton
Street2:
City: Fort Wayne
County:
State: IN: Indiana
Zip Code: 46802-3504
Country: USA: UNITED STATES

Phone Number (give area code): 260-467-2018
Fax Number (give area code):

Email Address:
laura.cain@fwcs.k12.in.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment | Delete Attachment | View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: FINAL FWCS Magnet Abstract 2017.pdf | Add Attachment | Delete Attachment | View Attachment

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Fort Wayne Community Schools requests *MSAP* funding to improve academic achievement and reduce minority group isolation. *SEEK: Successful Equity, Excellent Kids!* will create multiple K-12 Learning Pathways that celebrate diversity and equity, promote increased academic achievement and lead to student success in postsecondary education and careers.

***SEEK* Magnet Schools and Themes 2017-2022**			
School	**Magnet Theme**	**Grades**	**Magnet Capacity**
Irwin	STEM (Project Lead The Way)	K - 5	Whole School: 306
Whitney Young	STEAM (Artful Learning)	PreK - K	Whole School: 342
Weisser Park	STEAM (Artful Learning)	K - 5	Whole School: 565
Memorial Park	STEAM (Artful Learning)	6 - 8	Whole School: 823
South Side	STEAM (Artful Learning)	9 - 12	Academy: 400

With the implementation of five new/revised magnets, the district proposes to offer parents and students the opportunity to participate in innovative, accelerated curricular programs with first class partners like Project Lead The Way and The Leonard Bernstein Center - that will attract new students to the district, welcome returning students from charter schools and voucher programs, and offer something of interest and rigor to those who currently call FWCS home.

GOAL 1: Increase racial and socio-economic diversity in segregated schools.
Objective 1: Magnet schools will reduce and prevent black student isolation in FWCS schools.
GOAL 2: Increase academic performance in underserved schools.
Objective 2: Magnet schools will provide challenging academic programs to all students.
Objective 3: Magnet schools will promote systemic reform aligned with Indiana content standards.
GOAL 3: Create and sustain magnet schools that expand academic choices for students.
Objective 4: Magnet schools will increase diversity of academic options for students and families.

SEEK programs will strengthen the diversity of our student populations and offer enrollment opportunities that expand our district's ability to provide parents and students the choice to attend schools with challenging academic curricula and rich, multi-cultural experiences. FWCS believes that it has created the customized, quality options needed to reinvigorate programs and motivate families. Formal evaluation will disseminate lessons learned to school stakeholders.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** FINAL FWCS Magnet TofC Narrative 2017.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File

Tracking Number:GRANT12385912 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 11, 2017 01:54:15 PM EDT

TABLE OF CONTENTS

Part I: Application for Federal Assistance
- Application for Federal Assistance (Form 424)
- Abstract.....**i**
- Table of Contents.....**ii**

Part II: Budget Form and Information
- Budget Form 524……...…… **iii**
- School Project Budgets…… **iv**

Part III: Program Narrative Addressing:
- Competitive Preference Priority 1: Need for Assistance **1-10**
- Competitive Preference Priority 2: New or Revised Magnet Schools.....**11-13 + Appendix**
- Competitive Preference Priority 3: Selection of Students.....**Appendix**
- Competitive Preference Priority 4: Increasing Integration / Diversity **13-16**

- MSAP Selection Criteria
  - (a) Desegregation.....**16-34**
  - (b) Quality of Project Design.....**34-107**
  - (c) Quality of Management Plan.....**107-118**
  - (d) Quality of Personnel ……....**118-129**
  - (e) Quality of Evaluation……...…….**129-142**

Part IV: Assurances and Certifications vi
- Magnet Schools Assistance Program Assurances
- Assurance-Non-Construction Programs
- Certifications Regarding Lobbying Debarment; Suspension, and other Responsibility Matters; and Drug Free Workplace Requirements
- Certifications Regarding Debarment; Suspension; Ineligibility; and Voluntary Exclusion – Lower-Tier Covered Transactions
- Disclosure of Lobbying Activity

Part V: Desegregation Plan & Other Required Information vii
- Desegregation Plan Information Form and Attachments
- Table 1 Information – District-Level Student Enrollment Information
- Table 2 Information – Initial Year of Implementation for Existing Magnet School
- Table 3 Information – Student Enrollment Information for Proposed Magnet Schools
- Table 4 Information – Student Enrollment Information for Feeder Schools
- Table 5 Information – Competitive Preference # 3
- Table 6 Information – Competitive Preference # 2 / Strength of Evidence Studies

Part VI: Other information viii
- GEPA 427 Statement
- Principal Memoranda of Understanding (MOU)
- Job Descriptions
- Resumes of Key Personnel
- References Cited
- Proof of Indirect Cost Rate
- Survey Ensuring Equal Opportunity for Applicants

COMPETITIVE PREFERENCE PRIORITY 1: NEED FOR ASSISTANCE.

Fort Wayne Community Schools (FWCS – applicant and fiscal agent) educates nearly 29,500 students attending 50 schools in Fort Wayne, Indiana. The district has served Fort Wayne children and their families since 1857 and continues to be the heart of the greater Fort Wayne community. Fort Wayne Community Schools is the largest district in the state and struggles to overcome issues common to large urban and urban fringe school systems, including low academic achievement, racial group isolation and insufficient funds to meet the academic needs of underserved students and families. FWCS requests MSAP funding through this application called ***SEEK: Successful Equity, Excellent Kids!*** to reduce black student isolation, improve equity and access for students, and offer rigorous educational options at five high-need urban schools:

***SEEK* Magnet Schools and Themes 2017 - 2022**		
School	**Grades**	**Magnet Theme**
Irwin Elementary STEM Magnet School	K - 5	STEM
Whitney Young Early Childhood Center for the Arts	PreK - K	STEAM
Weisser Park Elementary School of the Arts	K - 5	STEAM
Memorial Park Middle School of the Arts	6 - 8	STEAM
South Side High School Academy of the Arts	9 - 12	STEAM

Since the first boycott of its schools in the mid-1960's and several investigations in the late '60s and '70's, culminating in a private lawsuit in 1977 that claimed minority students wrongly bore an unequal burden for desegregating Fort Wayne's schools (data submitted to the U.S. Civil Rights Commission showed that three inner-city schools with minority populations of 89.4% to 93.5% were closed to "balance" the district's schools), FWCS has found itself facing tough questions about desegregation. In 1979 (38 years ago), two principals were appointed - at Young School (K-5) and Memorial Park (6-8) - and the first two FWCS magnet schools were born. The schools would prove to be too little too late as black and white parents and their students formed a group called Parents for Quality Education with Integration, Inc. (PQEI) and formally brought a lawsuit against FWCS and "State Defendants" (state of Indiana, the Attorney General's office, State Superintendent of

Public Instruction and Indiana Department of Education) on behalf of present and future children and parents who resided within the boundaries of FWCS. The complaint charged that FWCS and State Defendants established and maintained a racially segregated public school system. The FWCS Defendants and State Defendants denied liability. The Court entered a consent decree in 1990, approving a settlement in which FWCS "agreed to and has racially balanced all FWCS elementary schools within a range of 10%-50% black enrollment." The settlement provided for the option of magnet schools and other programs to improve education for at-risk students. Since that time, Fort Wayne has opened nine magnet schools and programs and kept them viable for more than a quarter of a century. That said, a recent study commissioned by the FWCS Board of School Trustees and conducted by DeJong-Richter, a well-respected school facilities planner, found that 25 of 50 FWCS schools, ie: - one of every two of the district's schools - would be out of balance if they reverted back to neighborhood schools. Beginning with the 2015-2016 school year, a severe decline in education funding necessitated FWCS enforce No Transportation Zones. Students living within established proximities to schools [1 mile for elementary; 1.5 miles for middle and 2 miles for high school], as well as those attending a school other than their geographically-assigned school are no longer transported by FWCS yellow buses. This rule does not impact students attending magnet schools and high school programs of study. In just one year since its implementation, we can see changes in the balance in our schools and realize we must be proactive in safeguarding the heterogeneity of our student population in every corner of our diverse and well-respected pillar of the community. Magnet schools offer positive solutions to real challenges and this is our story.

Magnitude of Need: To identify schools and programs for this grant, FWCS's Magnet Design Team—an experienced partnership of administrators, teachers, higher education partners, community/business leaders and parents—conducted a needs assessment that focused attention on three primary indicators that have resulted in the pursuit of magnet alternatives: 1) Vulnerable Communities; 2) Complex Schools; and 3) Learning Pathways **(1) Vulnerable Communities:** FWCS serves students living and learning in vulnerable communities impacted by significant risk factors, exacerbated by a tough economy, that reduce school readiness and motivation to learn:

Community Risk Indicators	Target Area	Indiana	Nation
Free/Reduced Lunch Rate	65%	48%	48%
Per Capita Income	$22,166	$26,396	$29,979
% Children Living in Poverty	33.2%	20.4%	20.7%
% Children in Single Parent Homes	44.6%	35%	35%

Source: U.S. Census, 2010; Labor, 2015; IN ED, 2017; FWCS Data Warehouse, 2017.

Poverty: Poverty and community risk indicators demonstrate widespread hardship for Fort Wayne families. While composite indicators are compelling, the district is impacted by social gaps that further divide local communities into "haves" and "have nots." Combined with a history of racial tension in public schools, the growing economic disparity that compartmentalizes segments of the Fort Wayne community perpetuates cycles of de facto segregation in schools (FWCS indicators suggest race and economic status are linked and segregation across racial subgroups is analogous to segregation across economic subgroups). Magnet school efforts will help reduce racial group isolation and increase socio-economic diversity in schools. **(2) Complex Schools:** Challenging social conditions negatively impact student performance and FWCS schools are rebounding from a prolonged cycle of academic underperformance that, in 2008, led to 13 schools being designated as federal *Persistently Lowest Achieving Schools Tier I, II or III*. Today, seven schools are Priority or Focus schools. Fort Wayne Community Schools serves a diverse population of learners seeking to overcome school and community risk factors that impede success. Our student body is comprised of youth from low-income, inner city neighborhoods and economically stagnant suburban communities. FWCS enrollment is becoming increasingly diverse given a rapidly growing minority population with students speaking 79 different languages (8% speak English as a second language). FWCS serves a significant Special Education population as well (22%). Fort Wayne celebrates its diversity and seeks to implement programs that best meet the changing needs of our schools, students and families. The chart summarizes district performance data by ethnicity and poverty:

% Students Below Proficiency 2015-16						
District Grade Level Scores	**ELA - Black**	**ELA – F/R Lunch**	**ELA - White**	**Math - Black**	**Math– F/R Lunch**	**Math - White**
Elementary - Grade 5	64.2%	54.0%	38.7%	64.4%	50.3%	32.2%
Middle - Grade 8	67.2%	57.5%	38.5%	77.9%	68.3%	49.4%
High - Grade 10	67.6%	59.1%	38.8%	91.2%	84.8%	71.8%

Source: Indiana Department of Education, ISTEP, End of Course Results, Spring 2016.

Achievement rates highlight large gaps in all subjects, across racial and socio-economic categories, especially at the secondary level; proposed SEEK school test results mirror deficiencies at all levels:

% Students Below Proficiency 2015-16							
***SEEK* Schools**	**Total Enrollment**	**F / R Lunch**	**ELA**	**Math**	**Science**	**Social Studies**	**Graduation Rate**
Irwin K-5	285	60.43%	28.3%	31.0%	34.7%	38.3%	-
Whitney Young PreK-K	241	60.34%	-	-	-	-	-
Weisser Park K-5	562	60.51%	33.9%	37.9%	38.9%	53.4%	-
Memorial Park 6-8	599	64.53%	37.5%	42.0%	39.4%	40.6%	-
South Side 9-12	1410	79.80%	61.9%	89.2%	64.3%	-	84.7%
TOTALS / Averages	**3,097**	**65.12%**	**40.4%**	**50.0%**	**44.3%**	**44.1%**	**84.7%**

Source: Indiana Department of Education, ISTEP, End of Course Results, Spring 2016.

***SEEK* Magnet Schools**	**% Students Below Proficiency 2015-2016**			
Average Scores	**Math - Black**	**Math - White**	**Science-Black**	**Science-White**
ISTEP - State Standardized Exam	68.3%	39.6%	66.2%	33.8%
End of Course Exam	91.2%	71.8%	77.3%	41.9%

Source: Indiana Department of Education, ISTEP, End of Course Results, Spring 2016.

Poor performance in math and science in proposed *SEEK* magnet schools demonstrates a significant achievement gap that distinguishes racial subgroups. With anywhere from a 19 to a 35 point difference in Math and Science scores between blacks and whites in *SEEK* schools, reducing the achievement gap <u>must</u> be an important outcome when searching for equity and balance through magnet programs. While FWCS continues to close the achievement gap at a faster rate than other districts in Indiana, the remaining gap is still too large. FWCS will rectify this disparity through expanded academic choice in magnet schools, particularly in STEM / STEAM subjects.

(3) Learning Pathways: One of the daily challenges in Fort Wayne Community Schools is creating the feeling of family. From the district's logo *We Are Your Schools* to the Superintendent's Message: *We take seriously the trust and relationship we have with our community*, FWCS works to nurture and support every one of its future graduates. While the district has created magnet schools in the past and Programs of Study at its high schools, it has not been diligent in mapping out pathways for students who want to pursue a given college or career tract upon graduation. Oftentimes, a student finds themselves on a path without clear direction to the next stage of their journey. One of the tasks charged to SEEK planners was to examine program offerings throughout the district and connect them in ways that assist our students to achieve their dreams and goals. Assisted by comments from parent and student surveys, planners noted many shortcomings. One of the most stark was from parents of students who graduate from eighth grade with an interest in the arts and no clear pathway to pursue those interests. In the natural progression, students who leave Memorial Park Middle School would matriculate to South Side High School. South Side currently has an International Baccalaureate Diploma Program of Study. This challenging program is not for everyone and many students who have enjoyed and pursued the arts feel they have no home at South Side so they go elsewhere. Per the survey, many of these students are leaving the district altogether. In the meantime, South Side High School has become out-of-balance. The current breakdown at South Side is: 19% white, 36% black and 30% Hispanic. District averages are: 45% white, 24% black and 16% Hispanic. South Side's white students are 12 points below the "plus/minus 15 points above or below the district average" cutoff for racial balance. Black students are 3 points from being out of balance and Hispanics are 1 point from being out of balance with district targets set during voluntary desegregation efforts. With the creation of a PreK - 12 STEAM Arts Magnet Pathway from Whitney Young (PreK-K) to Weisser Park (K-5) to Memorial Park (6-8) to South Side (9-12), a complete and consistent STEAM pathway will be created for some of the district's highest need students. Professional learning for educators to integrate the arts into core and STEM subjects promises to add the missing rigor to a long unsolved puzzle in south Fort Wayne. In addition, the creation of a STEM magnet school at Irwin Elementary will be the

beginning of a K-12 STEM Learning Pathway from Irwin (K-5) to Portage (6-8) to Wayne High School (9-12). The five magnets being proposed in SEEK - four revised whole school magnets and one school-within-a-school magnet academy - will bring working solutions to FWCS stakeholders and will get students one step closer to clear STEM / STEAM paths on the way to college and careers. In the search for answers, magnet schools have proven to offer positive choices that the community can understand, approve and rally behind. FWCS has a critical need for funds to retool worn out magnets. To this end, the district submits ***SEEK—Successful Equity, Excellent Kids****!*

(a) The costs of implementing project as proposed.

Fort Wayne Community Schools requests a total of $14,993,841 to serve 29,473 current students, PreK - 12. Federal funds will support implementation of magnet schools designed to reduce minority student isolation in south Fort Wayne and expand academic choice for all students. *Magnet Schools Assistance Program* funds will cover the following costs:

- Development of magnets that improve interaction among a diverse student population;
- Implementation of innovative, thematic, career-connected curricula and aligned student assessments across five magnet schools – with particular focus on STEM / STEAM content;
- Recruiting and marketing efforts to ensure diverse participation in magnet programs;
- Staff development focused on both content knowledge and pedagogy;
- Technology integration across all grade levels, themes and curricular subjects;
- Parental and community involvement activities, and
- Administration and evaluation of grant-funded programs.

By supporting the development of five excellent magnet options (1 early childhood center, 2 elementary schools, 1 middle school and 1 high school) – each focused on specific school-to-career connection in a themed magnet setting – MSAP funding will help FWCS demonstrate to the community that the magnet school concept is a viable and powerful means of reducing racial isolation in targeted schools and the district. Enhanced community confidence will help to sustain meaningful integration, in spite of transportation and other fiscal challenges. Magnet funds will be used to acquire appropriate teaching and learning materials that facilitate interactive, technology-

based, career-driven education. The broad scope of the project requires: 1) rigorous approach to education that highlights advanced STEM / STEAM and Arts content; 2) use of updated learning materials, technology and equipment; and 3) comprehensive teacher quality enhancement to ensure students receive exceptional instruction in an environment driven by high expectations for all. Significant start-up costs are beyond the district's tight budgets:

***SEEK* Schools**	**Current Attendance**	**Magnet Capacity**	**Magnet Theme**	**Total Budget**	**Total Cost / Student**	**Annual Cost / Student**
Irwin	285	306	STEM	$2,177,413	$7,116	$1,423
Young	241	342	STEAM	$2,871,222	$8,395	$1,679
Weisser	562	565	STEAM	$3,178,556	$5,626	$1,125
Memorial	599	823	STEAM	$3,647,266	$4,432	$886
South	1413	400	STEAM	$3,119,384	$7,798	$1,560
TOTALS	**3,100**	**2,436**		**$14,993,841**	**$6,673**	**$1,335**

(b) The resources available to applicant if funds not provided.

Successful magnet school programs attract students of all races through quality academic programs of high interest to students and their families. Yet, such enticing, high-quality programs come with the substantial costs of designing and aligning innovative curricula, providing staff development, acquiring appropriate materials to deliver theme-based curricula and aggressively marketing magnet programs to motivate students to leave neighborhood schools and attend magnets. Only when resources are available to support the vision can the concept become viable and then, with demonstrated effectiveness, self-supporting. Fort Wayne Community Schools has committed significant district funds over the last four decades, initiating magnet schools and programs embedded in current elementary and middle / intermediate schools and *Programs of Study* in high schools. These programs have stretched FWCS budgets to the limit. Funding is decreasing during tough economic times and community confidence in public education is waning as charter schools, parochial schools and voucher programs compete to enroll FWCS students. District enrollment has declined 2,963 students since the first charter school was opened in Allen County in 2002. In spite

of the challenges, FWCS resources will continue to be used to support: (a) data-driven improvement for schools; (b) tutoring, credit recovery and intervention programs for low-performing students; (c) technology-infused instruction to support achievement, including equipment acquisition, staff development and technical support; (d) teacher quality improvement that focuses on content knowledge and pedagogy; (e) assessment initiatives that support student achievement in a standards-based learning environment; and (f) a comprehensive administrator / teacher effectiveness assessment protocol to ensure all students are taught by effective and highly effective educators. FWCS lacks resources to fund a MSAP project of the scope proposed. Funds obtained from this grant will address school and community stakeholder needs while demonstrating commitment to reducing black student isolation, closing achievement gaps and increasing student achievement.

(c) The costs of the project exceed applicant resources.

Planning, startup and implementation costs to establish new and much-needed magnet schools (see budget) far exceed the availability of Fort Wayne Community Schools resources. The costs of launching and sustaining effective magnet programs are simply too prohibitive for the district to bear given the breadth of current school improvement initiatives, new teacher and administrator performance-based compensation directives and dwindling resources compounded by a declining local economy and tax base. MSAP funds are the only way that FWCS can afford to put these plans into action at a level of implementation that will yield meaningful results. The proposed magnet program is a necessary step toward achieving full equity in education and sustaining ongoing racial balance efforts. FWCS has exhausted limited financial resources needed to initiate new *Magnet Schools and Programs* in south Fort Wayne in an attempt to comply with voluntary, good faith, choice initiatives. Further, district buildings are in disrepair. On May 8, 2012, voters in the FWCS district overwhelmingly approved a $119 million building plan to renovate 36 of the district's buildings. Phase I of the project has been completed and Phase II is underway. The Board of School Trustees recently found out that 25 district schools would be out of balance if they reverted back to neighborhood schools. The pressure is great to maintain the integrity of current efforts and expand rigorous, high-quality magnet options by: 1) Creating comprehensive PreK-12 Learning

Pathways so that every FWCS elementary school student will know what high school they are attending when pursuing a particular field of study or type of diploma; 2) Designing an aggressive marketing plan that allows FWCS to recapture students who've been lost to charter schools, parochial schools and the voucher program (Indiana has the most aggressive voucher legislation in the country). Traditional public school districts can no longer afford to react after they've lost students. Once a student and their family leaves the district for an alternative choice, it is significantly harder to get them to return. Without MSAP funding, FWCS will not be able to offer the comprehensive magnet schools and programs needed to remain competitive while promoting district improvement and diversity among a heterogeneous community of learners.

(d) The difficulty of effectively carrying out the approved plan.

Despite its voluntary status, FWCS continues to grapple with racial balance issues and low performance in racially and economically identifiable schools. Considering local funding limitations, it has been impossible to launch sufficient new programs to prevent the increase of (and reduce current levels of) black student isolation – district funds are allocated to maintaining current schools and cannot support development of new/improved choice options. The following factors undermine attempts to reduce black student isolation in Fort Wayne district schools:

- Community housing patterns are largely shaped by racial and/or economic characteristics.
- Black student enrollment has increased as white student enrollment has decreased because of "white flight" to private schools, parochial, charters or other areas outside of the district.
- Dwindling state and local funds do not meet the rising costs of education and an antiquated state funding formula allocates much less per FWCS student than in many other Indiana districts.
- Statewide, Indiana's voucher program (Choice Scholarship) served 34,299 students this academic year; nearly 14% of those were FWCS students (4,684). Since its inception in 2011, FWCS has lost 13,049 students to vouchers, per IN Finance Office Annual Report (2016).
- FWCS is launching new performance-based compensation and teacher assessment protocols – in compliance with state initiatives – that limits availability of funds to support new magnets.

To meet the challenge of fully balancing schools, FWCS must recruit and retain non-minority students into racially identifiable schools while providing quality programming to keep students at racially balanced schools (current districtwide racial balance: 45% white; 24% black; the greater Fort Wayne community is 74% white and 15% black). Current research regarding magnet schools indicates that it is often easier to attract students to a magnet at the elementary and middle school levels, before social groups become a major influence in school selection. Four of the five proposed magnet sites are designed to attract students in early grades and to provide sustained programming in subsequent years through multi-grade level Learning Pathways (see *Plan of Operation*). However, since the project relies on new recruitment and voluntary student transfer based on thematic and career interests, it must address in its early promotional phase the following issues: 1) lack of public confidence in lower-performing schools; 2) transportation to non-neighborhood schools; and 3) perception of threat to personal safety outside of familiar neighborhoods. MSAP grant funds will enable FWCS to create and implement high quality, standards-based, thematic programs that help change prevailing community biases. Only with quality programs, quality staff and quality materials will public confidence rise to the levels needed to implement the approved plan and the proposed project. Resources from MSAP will enable Fort Wayne Community Schools to effectively implement its voluntary, state-monitored desegregation plan through the development of five quality magnets (4 revised whole school and 1 new academy), each holding the promise of reversing the ever-present trend toward increased minority group isolation. Four of the schools will create a PreK-12 Arts Pathway in a city that is known for its many contributions to the art world - whether acting (Shelly Long, Carole Lombard, Dick York), music (Heather Headley, Joey Allen, Petra), fashion design (Bill Blass), writing (Stephen King, Charlie Savage), architecture (Eric Kuhne, Alvin Strauss, Brentwood Tolan), drawing (Gray Morrow, Dick Moores, John Hambrock and Richard "Grass" Green), photography (David & Peter Turnley), communication (Nancy Snyderman, Chris Schenkel, Hilliard Gates) and more. Through implementation of ***SEEK: Successful Equity, Excellent Kids!***, FWCS will increase academic rigor, provide outstanding educational experiences across PreK – 12 Learning Pathways and promote equal access for all.

PRIORITY 2 –New or Revised Magnet Schools - see required Table 6. **and Strength of Evidence**.

The Fort Wayne Community Schools *SEEK* planning Task Force completed extensive research of instructional methodologies, learning frameworks and subject-specific interventions. The Task Force was deliberate in its effort to select teaching and learning strategies supported by Evidence of Promise studies that meet United States Department of Education *What Works Clearinghouse* standards. By utilizing strategies supported by Evidence of Promise, the planning Task Force increased the likelihood that *SEEK* will yield positive academic outcomes for students during the grant period and beyond. The following chart identifies proposed *SEEK* magnet schools (see *Appendix* for Table 6) and aligns *SEEK* strategies with Evidence of Promise studies (see *Appendix* for full studies):

School	New or Revised Magnet (see *Appendix* Table 6)
Irwin Elementary	Revised Magnet: STEM Theme with *Project Lead the Way* framework.
Whitney Young ECC	Revised Magnet: STEAM Theme with *Artful Learning* framework.
Weisser Park Elementary	Revised Magnet: STEAM Theme with *Artful Learning* framework.
Memorial Park Middle	Revised Magnet: STEAM Theme with *Artful Learning* framework.
South Side High School	New Magnet: STEAM Theme with *Artful Learning* framework.

Program	***SEEK*: Evidence of Promise (see *Appendix* for Full Studies)**
Evidence of Support Study # 1	
Citation	Bifulco, R., Cobb, C. D., & Bell, C. (2009). Can interdistrict choice boost student achievement? The case of Connecticut's interdistrict magnet school program. Educational Evaluation and Policy Analysis, 31(4), 323–345.
Rating	Meets *What Works Clearinghouse* design standards **without reservations**.
Process	Single study review protocol.
Evidence	**Strong Evidence of Support.**
Citation Outcomes	• Results of the experimental study found that students who attended two interdistrict magnet schools in Connecticut had higher test scores in reading and math than students who attended non-magnet schools in the same region of the state. Results were positive and statistically

	significant for eighth grade students. The effect sizes were .138 for math and .278 for reading.
Relevance to Project	• FWCS proposes five theme-based magnet schools to promote transfer of youth to rigorous magnets from non-magnet schools and improve instruction in low-performing schools (see *Competitive Priority # 1*). Implementation of STEM and STEAM magnet schools – with specialized curricula backed by evidence of effectiveness, extensive professional development and strong emphasis on science, technology, engineering, math and arts – will help FWCS meet voluntary desegregation goals, reduce black student isolation and raise student achievement through equitable access to high-quality education and highly effective educators.
Evidence of Support Study # 2	
Citation	Heller, J., Daehler, K., Wong, N., Shinohara, M., & Miratrix, L. (2011). Differential Effects of Three Professional Development Models on Teacher Knowledge and Student Achievement in Elementary Science. *Journal of Research in Science Teaching 49(3)* 333- 362.
Rating	Meets *What Works Clearinghouse* design standards **without reservations**.
Process	Single study review protocol.
Evidence	**Strong Evidence of Support.**
Citation Outcomes	• Researchers analyzed the impact of sustained professional development in science content on both teacher and student knowledge across three professional development protocols – all offering a minimum of 20 hours of training – to test impact of PD on teacher and student achievement. Researchers administered two science content assessments developed and validated in previous studies. Data for two cohorts of teachers and students were analyzed using hierarchical linear modeling to determine impact of intervention on treatments. Results showed statistically significant gains in teacher AND student scores on tests of science content knowledge during the study year and the follow-up year for all three interventions, as well as statistically significant gains in written justification items for teachers and students. Using these findings, researchers concluded that "investing in professional development that integrates content learning with analysis of student learning and teaching rather than advanced

	content or teacher metacognition alone" promotes positive outcomes.
Relevance to Project	• FWCS proposes five magnet schools (one STEM and four STEAM schools linked across vertically aligned Learning Pathways [see *Project Design*]) to promote transfer of youth to rigorous magnets and improve instruction in low-performing Priority and Focus Schools (see *Competitive Priority # 1*). Implementation of STEM and STEAM magnet schools will include extensive professional development (more than 30 hours per year) for educators across schools in science, technology, engineering, mathematics, arts and validated, research-based instructional models with a strong STEM and STEAM framework. Rigorous, sustained professional development – linked to educator effectiveness evaluation protocols and annual Individual Growth Plans (see *Project Design* / *Personnel*) – will promote educator quality improvement, enhanced classroom instruction and increased student achievement in core subjects and state assessments. *SEEK* educators will utilize evidence-based *Northwest Evaluation Association Measures of Academic Progress* assessment to measure student performance and align instruction to student learning needs.

COMPETITIVE PRIORITY 3 – see required Table 5 in Appendix.

PRIORITY 4 – INCREASING RACIAL INTEGRATION/SOCIOECONOMIC DIVERSITY

Fort Wayne Community Schools has struggled with school desegregation since efforts promoting integration gained widespread public and legal support, decades ago. The school community, Board of Education, district administrators, teachers and staff are dedicated to providing all students with equal access to high-quality education experiences, yet patterns persist in Fort Wayne communities that impede integration of schools through family mobility. Ongoing de facto segregation of historically black schools is the result of persistent racial isolation in neighborhoods across Fort Wayne. Historic housing patterns and longstanding economic factors limiting the social mobility of low-income families – overwhelmingly represented by black families impacted by generations of oppression and limited opportunity – continue to influence enrollment in Fort Wayne Community Schools, particularly schools targeted for *SEEK* magnet programs. FWCS recognizes the need to break cycles of de facto segregation and seeks to diversify *SEEK* magnet schools and feeder schools through implementation of magnet programs that motivate students and families to alter neighborhood school enrollment in favor of

appealing academic choices aligned to student learning interests and academic goals. **Racial Integration:** Research is clear that racial integration of schools leads to positive outcomes for students of all races (Wells, Fox & Cordoco-Cobo, 2016). Racially diverse learning environments have positive impacts on academic achievement for students of all races and students of color achieve at higher levels in racially diverse schools than in segregated schools (Hallinan, 1998; Linn & Welner, 2007). In addition to promoting positive learning outcomes, racially diverse schools increase positive interactions among diverse groups that lead to increased comfort with peers from different racial and ethnic backgrounds (Pettigrew & Tropp, 2006). Attending racially diverse schools also increases positive life outcomes, including increased education and career attainment, higher college quality, higher earnings, reduced likelihood of incarceration and improved health (Johnson, 2011). The benefits of racial integration are clear; Fort Wayne Community Schools will improve racial diversity in racially identifiable schools through magnet choice options. **Socio-economic Integration:** Research demonstrates that, like racial segregation, socio-economic segregation in schools leads to negative outcomes for students attending high-poverty schools. (Ayscue, Frankenver & Siegel-Hawley, 2017). Results of a randomized control study demonstrate that low-income students randomly assigned to attend high-income schools outperformed low-income peers attending low-income schools (Schwartz, 2010). Similarly, high-income students who attend low-income schools attain lower academic achievement standards than high-income students attending high-income schools (Rumberger & Palardy, 2005). Students attending high-income schools are 70% more likely to enroll in four-year colleges than students enrolled in high-poverty schools (Palardy, 2013). Socio-economic status is a strong indicator of potential academic success and education attainment; students enrolled in unbalanced, high-poverty schools are more likely to achieve lower standards of academic success than peers attending higher-income or socio-economically diverse schools (Ayscue, Frankenver & Siegel-Hawley, 2017). The benefits of socio-economic diversity in schools are clear; Fort Wayne Community Schools will promote increased socio-economic diversity in five schools to reduce equity gaps distinguishing low income and high income students. ***SEEK* Desegregation Strategies:** In response to research confirming the well-documented assertions that both racial and socio-economic segregation in schools leads to achievement gaps among subgroups, FWCS proposes

an MSAP grant to minimize the negative impact of school segregation through academic choice driven by race-neutral targeted recruitment efforts (see Desegregation and Competitive Priority # 3). *SEEK* will launch and sustain magnet schools designed to increase racial and socio-economic diversity, help targeted schools maintain voluntary desegregation plan goals compared to district racial balance (+ / - 15% of district enrollment composition of 16% Hispanic, 24% black, 45% white students) and improve academic choice options for students and families:

- **Irwin Elementary School:** proposed *SEEK* magnet school is racially (black student – 52% enrollment) isolated compared to the racial balance formula guiding the FWCS Voluntary Desegregation Plan.
- **South Side High School:** proposed *SEEK* magnet school is racially unbalanced for white students (19% white enrollment) and nearing enrollment imbalance for both black and Hispanic students (36% black / 30% Hispanic) compared to the FWCS Voluntary Desegregation Plan.
- **South Side High School:** proposed *SEEK* magnet school is socio-economically isolated compared to average district Free and Reduced Lunch eligibility rate (South Side High School 79.8% F / R Lunch rate compared to FWCS 65% F / R Lunch rate).
- **Memorial Park Middle School:** proposed *SEEK* magnet school – a higher performing *SEEK* magnet – is both racially balanced and socio-economically balanced and will serve as a higher-performing alternative for students zoned to attend either racially or socio-economically isolated / identifiable schools and provides balanced school vertically aligned to unbalanced South Side High through STEAM Learning Pathway to promote balance in upper grade levels.
- **Weisser Park Elementary School:** proposed *SEEK* magnet school – a higher performing *SEEK* magnet – is both racially balanced and socio-economically balanced and will serve as a higher-performing alternative for students zoned to attend either racially or socio-economically isolated / identifiable schools and provides balanced school vertically aligned to unbalanced South Side High through STEAM Learning Pathway to promote balance in upper grade levels.

- **Whitney Young Early Childhood Center:** proposed *SEEK* magnet early childhood center is both racially balanced and socio-economically balanced and is vertically aligned to unbalanced South Side High through STEAM Learning Pathway to promote balance in upper grade levels.

Implementation of *SEEK* will launch and sustain innovative, high-quality magnet schools in racially segregated and socio-economically segregated schools to promote intra-district transfer of students leading to increased racial and socio-economic diversity in Fort Wayne schools. Efforts to diversify schools reflects the intentions of FWCS stakeholders to reduce equity gaps distinguishing racial and socio-economic subgroups and increase positive academic / social outcomes for all Fort Wayne youth.

(A) DESEGREGATION.

It was 1971 and everything was about to change in Fort Wayne Community Schools. That was the year the FWCS board yielded to pressures from many in the black community to end de facto segregation in the city's high schools. The board closed Central High School where all but a few of the minority students attended, and opened Northrop and Wayne high schools. District lines were redrawn and busing began. Later would come pressure to do something about the elementary and middle schools, leading to the implementation of magnet schools to voluntarily achieve racial balance. Starting At the Beginning: When Central opened in 1864 as Fort Wayne High School, it was the only public high school, competing with dozens of private schools, mostly parochial. Throughout the latter part of the nineteenth century, the school was not just an educational institution, it was a social and cultural hangout as well. As parochial schools lost their influence, attendance at Central High School soared. Instead of taking three years to add 200 students, Central was doing it every year. The school was bulging at the seams when South Side was opened in 1922 and North Side joined the mix in 1927. Athletic rivalries grew among the schools and school spirit was born. This lasted for approximately 30 years and then in the early 1960s, things started to change. People left the inner city for homes in quickly-growing suburbs. Central's enrollment started shrinking. In 1964, Central High School was half black and half white. There were only a few blacks at the other high schools, mostly South Side. During this time, many in the civil rights community were calling for integration. By 1968, Central's enrollment had dropped to just over 900 students (56% black) and the unrest was coming to a head. In September 1969, black residents

boycotted four central-city schools. Classrooms had as few as one student per class because black parents took their children out to attend 'Freedom Schools' in six black churches. The action resulted in the state superintendent for education coming to Fort Wayne to negotiate a settlement. When the Board of School Trustees decided, in 1971, that they wanted a vocational school, they closed Central and reopened it as the Anthis Career Center. In addition, they opened two brand new, identical high schools, Northrop on the north side of Fort Wayne and Wayne High School on the south. The transition year was a tough one for Central students who were in the minority and felt unwelcomed in their new schools; disturbances broke out at Wayne, North Side and Northrop. While things were tense in FWCS, it could have been much worse. Nationally, the attempts to bring black and white students together by forcing racial balance were met with resistance on both sides. The country was shocked when violent confrontations over school integration took place, not in the deep South, but in Boston. In 1977, the FWCS Board of School Trustees reached an out of court settlement with black parents over first-phase desegregation plans, agreeing to open magnet schools in the central city. The Indiana Advisory Committee advised the U.S. Commission on Civil Rights that FWCS had successfully desegregated its junior and senior high schools. A new initiative, *The Summit Program*, would offer special classes to bring whites into the inner city. However, at the close of the 1978-79 school year, FWCS had failed to open the magnet schools required in the 1977 agreement. In 1979 (38 years ago), two principals were appointed - at Young School (K-5) and Memorial Park (6-8) - and the first two FWCS magnet schools were born. The schools would prove to be too little too late as black and white parents and their students formed a group called Parents for Quality Education with Integration, Inc. (PQEI) and formally brought a lawsuit against FWCS and "State Defendants" (state of Indiana, the Attorney General's office, State Superintendent of Public Instruction and Indiana Department of Education) on behalf of present and future children and parents who resided within the boundaries of FWCS. The complaint charged that FWCS and State Defendants established and maintained a racially segregated public school system. The FWCS Defendants and State Defendants denied liability. The Court entered a consent decree in 1990, approving a settlement in which FWCS "agreed to and has racially balanced all

FWCS elementary schools within a range of 10%-50% black enrollment." The settlement provided for magnet schools and for programs to improve education for at-risk students. Since that time, Fort Wayne has opened, with a combination of 1991, 1993 and 2001 MSAP grant funds and district general funds which have kept the majority of these magnet schools and programs viable for more than a quarter of a century - Bunche (Montessori); Young (Arts); Croninger (Communications); Irwin (Math & Science); Weisser Park (Arts); Towles (Montessori - 2006); Memorial Park (Arts); Brentwood (Latin); Franke Park (NASA Explorer) and Lindley (Spanish Immersion). Fort Wayne Community Schools has not requested MSAP funding since 2001. A recent study commissioned by the FWCS Board of School Trustees and conducted by DeJong-Richter, a well-respected school facilities planner, found that 25 of 50 FWCS schools, ie: - one of every two of the district's schools - would be out of balance if they reverted back to neighborhood schools. Beginning with the 2015-2016 school year, a decline in funding caused FWCS to enforce No Transportation Zones. Students living within established proximities to schools [1 mile for elementary; 1.5 miles for middle and 2 miles for high school], as well as those attending a school other than their geographically-assigned school are no longer transported by FWCS yellow buses. This rule does not impact students attending magnet schools and high school programs of study. In just one year since its implementation, we can see changes in the balance in our schools. Fort Wayne Community Schools has a critical need for funds to refurbish four worn out, whole school magnets and create one school-within-a-school high school academy that completes a popular STEAM Arts Pathway for three of the other four magnets. ***SEEK: Successful Equity, Excellent Kids!*** will help FWCS ensure equal access to high quality education for all students and promote racial and socio-economic diversity in schools. The chart below identifies current racial balance in Fort Wayne Community Schools; individual schools that deviate + / - 15% from district enrollment balances are considered racially-identifiable and out of compliance with provisions of the FWCS Desegregation Plan:

Fort Wayne Community Schools Racial Subgroup Enrollment Balance (October 2016)						
%American Indian /	**% Asian**	**%Black or African**	**%Hispanic**	**% Native Hawaiian / Pacific Islander**	**% White**	**% Two or More**

Fort Wayne Community Schools, LEA & fiscal agent

Alaskan Native		American				Races
0.9%	5%	24%	16%	0.1%	45%	9%

(1) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

Fort Wayne Community Schools seeks *Magnet Schools Assistance Program* grant funds to launch and sustain five, high-quality, rigorous, STEM / STEAM focused magnet schools that diversify learning options for Fort Wayne students (see *Project Design* for Project Goals and School Profiles).

***SEEK* Magnet Schools, Themes and Enrollment Projections 2017-2022**					
***SEEK* School**	**Magnet Theme**	**Grades**	**Status**	**Current Black / Free & Reduced Enrollment**	**2022 Black / Free & Reduced Enrollment**
Irwin*	STEM: *Project Lead the Way*	K - 5	Whole School	Black: 51.6% F/R Lunch: 60.4%	Black: 38.6% F/R Lunch: 47.9%
Young	STEAM: *Artful Learning*	PreK - K	Whole School	Black: 30.3% F/R Lunch: 60.3%	Black: 27.8% F/R Lunch: 58.1%
Weisser	STEAM: *Artful Learning*	K – 5	Whole School	Black: 32.7% F/R Lunch: 60.5%	Black: 33.5% F/R Lunch: 60.6%
Memorial	STEAM: *Artful Learning*	6 – 8	Whole School	Black: 25.9% F/R Lunch: 64.5%	Black: 24.5% F/R Lunch: 59.9%
South**	STEAM: *Artful Learning*	9 – 12	Academy	Black: 36.9% F/R Lunch: 79.8%	Black: 29.3% F/R Lunch: 72.5%

*Irwin will strive to reduce Black student enrollment;

**South Side will strive to reduce Black and Hispanic enrollment.

SEEK will provide FWCS the resources to further voluntary desegregation goals, increase student access to high-quality education choices and equip youth with the skills to succeed in postsecondary education and careers. The *SEEK* Planning Team designed two strategies to promote diversity:

1) Marketing, Recruitment and Placement Plan; and 2) Targeted Recruitment from Feeder Schools.

(1) *SEEK* Marketing, Recruitment and Placement Plan: The district marketing, recruitment and placement strategy includes the following steps to recruit students from different social, economic, ethnic and racial backgrounds into proposed magnet schools:

Step 1 – Marketing and Recruitment: Initiate and sustain a rigorous marketing and recruitment strategy that reaches students and families from all geographic locations / neighborhoods and from all socio-economic groups to inform constituents of magnet school options and the application procedures that determine entry into magnet schools, including:

1. Monthly presentations in critical neighborhoods to generate diverse interest among students and parents for magnet school applications, enrollment (beginning Fall 2017 & ongoing in majority white communities to decrease black student isolation in racially-identifiable schools and in affluent communities to increase socio-economic diversity in low-income Title 1 schools).
2. School open house programs highlighting the unique instructional methods utilized to infuse theme-based instruction in all core subjects and school programs (Fall and Spring).
3. Presentations to leadership and civic organizations that inform parents and community of the methods, strategies and benefits of *SEEK* academic options (quarterly).
4. Social media outreach to generate positive community perceptions of *SEEK* magnet schools across FWCS communities, increase applications for admissions, entice families with students enrolled in charter/private/parochial schools to consider enrollment in FWCS magnet programs.
5. Media education including newspaper articles, public service announcements on local radio/ television outlets and billboards (ongoing – media outreach will begin during winter 2017).
6. Annual *FWCS School Choice Fair* – highlighting magnet school application process for district- and MSAP-funded options (January of each year).
7. Branding campaign utilizing school-specific logos and brochures to increase visibility of school themes and provide parents with culturally-relevant materials that reflect unique opportunities.

Step 2 – Student Application: Facilitate the successful application of all interested youth and families regardless of race, color or national origin to ensure equal opportunity to participate in FWCS *SEEK* magnet schools (FWCS will utilize online application procedure for all magnets).

1. All students who wish to attend FWCS magnet schools must complete online applications.
2. Families that do not have access to the Internet at home may complete applications at the FWCS Schools-of-Choice Office or any school library, where they can receive assistance as needed to complete/submit enrollment applications (some parents unable to see, read, use computers, etc.).
3. Parents, caregivers and / or applicant students are required to disclose eligibility status for free or reduced lunches – responses are mandatory in order to be considered for placement.

Step 3 – Student Placement: Place students in schools as indicated on applications to the extent of program capacity. If the number of applicants for a magnet program exceeds capacity at a chosen school, FWCS will employ random lottery system to assign youth to selected schools.

1. Based on capacity, all applicants gain admission unless applications exceed school and/or grade level space. If applications exceed capacity, a random lottery system will determine placement.
2. In order to preserve the integrity of the student placement process and to protect parents, caregivers and students, free or reduced lunch status is never requested via phone or in person. Applicants only designate status on the online application form. Further, lists are never publicized or referred to as "Free/Reduced Group" and "Non-Free/Reduced Group."
3. Upon placement, students will remain in chosen schools unless they apply to an alternative.

Step 4 – Lottery: Utilize race-neutral lottery system to select students for enrollment in programs for which applicants exceed program capacity (school or grade level capacity). The following is a description of the lottery process and its role in the selection of students for enrollment in grade levels pre-kindergarten through twelve determined to be oversubscribed, meaning more applicants, than space available.

1. Lottery applicants have been arranged in a student number sequence which will produce three separate listings for lottery selection. A Random Number Assignment Program will then assign three random numbers to each applicant according to ethnicity and priority groups.
2. Applicants are initially divided into two ethnic groups for lottery processing: **majority** and **minority** groups. Majority groups include all ethnicities except African American.

3. After random number assignments are completed, each applicant has been placed in one of the priority groups in the order shown on the next page. Three separate listings for lottery selection have been run arranging students in various sequence based on the assigned random number within each priority group.
4. Prior to conducting the lottery, the number of openings in each oversubscribed grade level has been determined by space availability. When the lottery is conducted, an audience participant will choose one of the three listings for each ethnic group. The number of openings, at this time, is the cutoff point on the listing; those above the cutoff will be enrolled, and the students below the cutoff point are on the waiting list.
5. During the announcement part of the lottery, it is only announced whether there is a lottery for each grade level, a waiting list, and so forth. Should a parent desire to know their child's application status, they would remain in the board room after the completion of the lottery and FWCS gladly answers any questions.

Priority will be given to students from the following groups to ensure equal access and achievement of enrollment goals (see *Project Design* section for school enrollment projections):

1. Students will be selected for admission into magnet schools (free / reduced lunch status as classification criteria) based on target enrollment balances for each participating school.
2. Applicant students with a sibling already enrolled in selected elementary school (all students who apply for placement in an elementary magnet school with a sibling enrolled in chosen school will be granted placement to promote family continuity and engagement).
3. Continuity of enrollment in theme-based Learning Pathways (for example, youth attending elementary STEM programs will be given priority placement in STEM middle programs).

Fort Wayne Community Schools will manage and implement a MSAP grant program that offers high quality education programs to all students, regardless of race, color, religion, ethnicity, sexual orientation or national origin. Placement of students in magnet schools based on race-neutral procedures will ensure district compliance with all U.S. Department of Education regulations and Title VI of the Civil Rights Act of 1964 and its regulations while allowing FWCS to promote socio-

economic diversity. Students from all socio-economic backgrounds and geographic areas of the district will be encouraged to apply to and will be selected to participate in magnets based on race-neutral procedures. Students and families will be supported in their efforts to make strong educational choices that provide Fort Wayne youth with opportunities to pursue excellent elementary, middle and high school educations. Diversity will allow students to grow in learning environments that reflect the demographic composition of school communities and beyond.

(2) Targeted Recruitment from Feeder Schools: During project planning, the *SEEK* Planning Team reviewed district enrollment data and future enrollment projections in relation to voluntary desegregation goals and academic performance measures to select *SEEK* Magnet Schools and targeted feeder schools from which students will be actively recruited. Selection of both magnet and feeder schools will help FWCS further desegregation efforts and improve academic achievement in lower-performing, complex schools. While FWCS is an open enrollment district (students from any school can apply to attend any School-of-Choice or Magnet program), the following chart identifies *SEEK* Magnets and targeted feeder schools:

***SEEK*: Plan of Operation Targeted Feeder Schools**		
Magnet	**Feeder School**	**Feeder School Rationale**
• Irwin Elementary	• Croninger and Shambaugh (recruit white, non-F/R lunch applicants)	• Targeted marketing and recruitment efforts for Irwin will increase white and non-free / reduced lunch applicants to diversify the socio-economic and racial profiles of *SEEK* magnet schools impacted by ongoing black student isolation across south Fort Wayne and chronic low performance (Irwin: 51.6% black; 60.4% F/R Lunch).
• Whitney Young Early Childhood Center	• Arlington and St. Joe Central • (recruit white, non-F/R lunch applicants)	• Targeted marketing/recruitment efforts for Whitney Young ECC will increase white and non-free / reduced lunch applicants to diversify the socio-economic / racial profiles of *SEEK* magnets impacted by black student isolation across south Fort Wayne and low performance (Whitney Young ECC: 30.3% black; 60.3% F/R Lunch).
• Weisser	Maintain racial	• Targeted marketing/recruitment efforts for Weisser Park will

Park Elementary	and socio-economic balance and serve as higher performing magnet	work to maintain the existing socio-economic / racial balance of this south Fort Wayne school and serve in *SEEK* as a higher performing magnet school to attract diverse students (Weisser Park: 32.7% black; 60.5% F/R Lunch).
• Memorial Park Middle School	• Blackhawk and Jefferson (recruit white and non-F/R lunch applicants)	• Targeted marketing/recruitment efforts for Memorial Park Middle School will increase white and non-free / reduced lunch applicants to diversify the socio-economic / racial profiles of *SEEK* magnets impacted by black student isolation across south Fort Wayne and low performance (Memorial Park Middle: 25.9% black; 64.5% F/R Lunch).
• South Side High School	• Northrop and Snider (recruit white, non-F/R lunch	• Targeted marketing/recruitment for South Side High School will increase white and non-free / reduced lunch applicants to diversify the socio-economic / racial profiles of *SEEK* magnets impacted by black student isolation across south Fort Wayne and chronic low performance (South Side High School: 36.9% black; 79.8% F/R Lunch).

Implementation of a comprehensive marketing / recruitment plan will help FWCS achieve goals and objectives of the project by ensuring sufficiently diverse applicant pools of prospective magnet school students enter the random lottery placement process and ultimately enroll in magnets. These strategies will increase socio-economic and racial diversity in all Fort Wayne schools, reduce black student isolation and promote increased achievement rates across the district.

(2) Interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities in the magnet schools.

Through implementation of *SEEK*, which will build upon the success of previous *Magnet Schools Assistance Program* grants, FWCS will launch three design strategies to promote desegregation and increased interaction among students of diverse racial and socio-economic backgrounds: (a) High-quality Academic Programs and Choice; (b) Comprehensive Marketing and Recruitment and (c) Collaborative Learning Environment. **(a) High-quality Academic Programs and Choice:** Implementation of *SEEK* will create K – 12 Learning Pathways that offer rigorous curricula in historically segregated schools in an effort to improve instruction for all students and reduce black

student isolation (see *Project Design* for Learning Pathway details). All proposed magnet schools were approved by the FWCS Board of Education and the district's attorney to ensure compliance with voluntary desegregation plan (see *Appendix* for Board Resolution).

***SEEK* Magnet Schools and Themes 2016-2019**			
School	**Magnet Theme**	**Grades**	**Status**
Irwin Elementary	STEM: *Project Lead the Way*	K – 5	Whole School
Whitney Young ECC	STEAM: *Artful Learning*	PreK– K	Whole School
Weisser Park Elementary	STEAM: *Artful Learning*	K – 5	Whole School
Memorial Park Middle	STEAM: *Artful Learning*	6 – 8	Whole School
South Side High School	STEAM: *Artful Learning*	9 – 12	Academy

High-quality learning options will encourage students and families to pursue enrollment in schools that best meet their interests, skills and academic goals, regardless of location in the district, historical enrollment patterns and dated community perceptions. High-quality academic programs taught by highly effective educators will serve as catalysts for change, reduce minority group isolation by promoting inter-district transfer of students to *SEEK* schools aligned to academic preferences and foster interaction among a more racially and socioeconomically diverse student body enrolled in proposed magnets. Implementation of *SEEK* magnet programs will promote increased diversity in schools and increased interaction among students from different social, economic, ethnic, and racial backgrounds through school choice. **(b) Comprehensive marketing and recruitment.** *SEEK* will offer students exciting, rigorous academic options supported by a comprehensive and effective marketing, recruitment and placement plan to generate and sustain student / family interest in choices. *SEEK* continues an effective strategy that was developed to settle a 1977 lawsuit. The FWCS Marketing, Recruitment and Placement Plan (see *Desegregation (1)* section and *Competitive Priority #3*) includes multiple components to reduce black student isolation in *SEEK* schools and increase interaction of students from diverse backgrounds through increased heterogeneity of students enrolled in *SEEK* schools, including *SEEK* Marketing; *SEEK* Recruitment; *SEEK* Application and *SEEK* Student Selection:

- ***SEEK* Marketing:** To promote racial and socio-economic diversity in *SEEK* magnets, FWCS will complete a comprehensive marketing effort to ensure all FWCS school stakeholders are fully informed of *SEEK* education options. A Marketing and Recruitment Specialist, paid by district with

General Funds, will develop culturally-appropriate materials that inform stakeholders of new choice options; disseminate materials in all FWCS schools and throughout the community; create and update social media accounts that include extensive descriptions of magnet programs / application procedures / student placement protocols; organize and host community information events / Magnet Fairs in Fort Wayne neighborhoods in collaboration with key community partners (churches, community centers, Boys and Girls Club, United Way, IPFW) and promote equal access by translating materials from English to Spanish, Chinese, Vietnamese, Arabic and multiple other languages, as needed, to reduce cultural barriers impeding participation.

- ***SEEK* Recruitment:** Recruitment of student applicants for *SEEK* magnets will include both universal and targeted strategies. Universal Recruitment: FWCS will implement district-wide recruitment efforts to maximize the number of Fort Wayne students and families who apply for enrollment in *SEEK* magnet schools. Universal strategies will include the annual *Winter Showcase* Magnet Fair, social media outreach, web / print / broadcast media marketing, placement of recruitment materials in school newspapers and parent newsletters and dissemination of magnet school information during parent-teacher conferences and school events. Targeted Recruitment: The *SEEK* Marketing and Recruitment Specialist will collaborate with Focus Teachers (see *Personnel* section) to conduct targeted recruitment in priority neighborhoods and schools throughout the district to maximize the number of student applicants for magnet schools from specific racial and socio-economic groups aligned to voluntary desegregation goals. Targeted recruitment will occur in majority white schools across the district and neighborhoods where students predominantly attend charter or non-public schools to encourage white student applicants for enrollment in *SEEK* magnet schools (one of five *SEEK* schools exceed black student enrollment thresholds and are impacted by black student isolation). Targeted recruitment activities will also seek to increase the number of non-free / reduced lunch eligible students who apply for magnet enrollment in an effort to increase socio-economic diversity and increase academic performance in impoverished, low-performing schools.
- ***SEEK* Application:** FWCS implements a district-wide Schools-of-Choice application process that provides students and families access to all district funded Schools-of-Choice and all federally funded Magnet Schools. The district will extend this tested, revised and community-accepted

process to proposed *SEEK* magnets to promote consistency and maintain familiarity with application protocols. The application was developed by the district as a way to facilitate desegregation in racially identifiable schools, reduce black student isolation and promote racial and socio-economic diversity across the district. Student enrollment for all *SEEK* magnet schools will be race neutral and will not be impacted by prior academic performance – placement will be based on a random student lottery.

- ***SEEK* Student Selection:** Student selection for *SEEK* magnets will follow a multi-step process (see *Competitive Priority # 3*) based on factors including school capacity and a random lottery that is both race neutral and free from academic performance eligibility standards. Achievement of race and socio-economic diversity objectives will be facilitated through targeted marketing / recruitment in critical feeder school communities to ensure applicant pools for magnets reflect enrollment targets.

The comprehensive FWCS plan to ensure diverse enrollment in *SEEK* magnet schools will increase interaction among students from different backgrounds by reconfiguring enrollment balances in target schools / feeder schools and enhance equitable access to high quality education programs.

(c) Collaborative Learning Environment: Implementation of *SEEK* will transform proposed magnet schools into centers for rigorous and advanced learning that promote student success and create learning environments that celebrate diversity. Each proposed magnet school includes instructional methodologies driven by project-based and inquiry-based principles that succeed only through sustained student participation in critical thinking, questioning, group study and peer-assisted learning. Proposed instructional strategies (*Artful Learning*, *Project Lead the Way*, *Engineering is Elementary*, *Discovery Education*, Buck Institute Project-Based Learning) help schools and teachers create learning environments that encourage students to share ideas, thoughts, solutions to problems and creative expression. All students will engage in interactive learning and all students will be encouraged to learn from their peers and to develop bonds with peers through shared education experiences. Extracurricular and enrichment activities (Robotics Clubs, Dance / Music Groups, Technology Clubs, Field Study Excursions, etc.) will engage students in group learning and social interactions that break down racial and socio-economic barriers and promote diversity through respect. Creative expression through the

arts will increase student self-confidence and help students find common ground despite differences and learn from each other during positive classroom and social interactions because of their differences. Through *SEEK*, FWCS will attract diverse students to racially and socio-economically unbalanced schools and then create learning environments in magnet schools that promote the interaction of students and educators from diverse social, economic, ethnic, and racial backgrounds in shared learning.

(3) Equal access for those traditionally underrepresented in courses / activities offered as part of magnet: women and girls in mathematics, science, or technology courses and disabled students.

Fort Wayne Community Schools has struggled with racial inequality for much of its history. Ensuring equal access is critical to district sustainability and to serving the best interests of students and families. FWCS will take all steps necessary to ensure barriers that impede equitable access or participation by gender, race, national origin, color, disability, religion, sexual orientation, gender identity, veteran status, age or other protected class do not prohibit or limit the access of any individual – student, parent, staff or community partner – to district-sponsored magnet programs and / or other district-funded services and activities.

- Students are accepted to district magnet schools through a purely random lottery process.
- The district will provide targeted recruitment activities, including Magnet Fairs, parent nights, booths at community events and gathering places and strategic advertising to reach all facets of the Fort Wayne community and generate diverse interest in magnet schools.
- The FWCS Public Information Office communicates all school events, programs, and parent / family activities to a wide audience using local and regional media and district web portal.
- Printed information is available in multiple languages (English, Spanish, Vietnamese, Chinese, Arabic) to serve the needs of multi-cultural students and families – FWCS has the largest Burmese settlement in the country and many families speak English as a second language.
- Through careful disaggregation of state assessment and academic performance data, student needs will be identified and unacceptable gaps in performance that distinguish race, gender and socio-economic subgroups will trigger appropriate intervention responses.

The district is seeking support through MSAP to enhance its efforts to eliminate minority group (black student) isolation by offering greater choice options for students and their parents and providing

curricula that is both challenging and engaging for all students. Fort Wayne schools are committed to help all students meet and exceed high standards that promote growth and success. Efforts to ensure equal access to services will include:

Strategy	Equal Access Approach
Advisory Board Subcommittee	• Equal Access Subcommittee – comprised of district administrators, school principals, counselors, teachers, support personnel, students and parents – will publish district-wide equity statement to ensure uniform enforcement of equal access expectations and will develop complaint process to deal with grievances. • Subcommittee will conduct surveys to assess educator, student, parent perceptions of equity in learning, identify equity gaps if they exist and propose strategies to close gaps.
Participant Recruitment	• Recruitment for participation in project services (student, educator, family) will provide equal access regardless of social, economic or demographic characteristics.
Project Marketing	• Fort Wayne Community Schools will disseminate all project materials in English, Vietnamese, Chinese, Spanish, etc. to eliminate language comprehension as a barrier to participation.
Closing Gender Equity Gaps	• Grant managers will work to ensure that *SEEK* programming reflects equity in technology, literacy, STEM and other content, engaging all genders in all activities. • Professional development will provide intentional focus – through validated curriculum framework (*Project Lead the Way, Engineering is Elementary, Artful Learning*) – on the engagement of girls in the study of STEM concepts and the role women have historically played and continue to play in emerging STEM and STEAM fields / careers. • Partnership with Indiana Purdue Fort Wayne (IPFW) will expose students to positive female role models engaged in STEM disciplines as researchers, professors and students to reduce perceived barriers to the success of girls and women in STEM study and careers. • FWCS will encourage female educators, to the extent possible, to lead extra-curricular and enrichment programs related to STEM and STEAM content to demonstrate to girls that women can and do lead in fields in which they are traditionally under-represented. • Magnet school principals and teachers will complete professional development offered by the

	Equity Assistance Center at The Education Alliance at Brown University to provide skills needed to engage traditionally under-represented students in learning and close gender equity gaps in academic programs and career pathways.
Closing Racial Equity Gaps	• Grant managers will work to ensure that *SEEK* programming reflects equity in technology, literacy, STEM and other content, engaging all genders in all activities. • Professional development will provide intentional focus – through validated curriculum framework (*Project Lead the Way, Engineering is Elementary, Artful Learning*) – on the engagement of minorities in the study of STEM concepts and the role minorities have historically played and continue to play in emerging STEM fields / careers. • Partnership with IPFW will expose students to positive minority role models engaged in STEM disciplines as researchers, professors and students to reduce perceived barriers to the success of minorities in STEM / STEAM study and careers. • FWCS will encourage minority educators, to the extent possible, to lead extra-curricular and enrichment programs related to STEM and STEAM content to demonstrate to youth that minorities can and do lead in fields in which they are traditionally under-represented. • Magnet school principals and teachers will complete professional development offered by the Equity Assistance Center at The Education Alliance at Brown University to provide skills needed to engage traditionally under-represented students in learning and close racial equity gaps in academic programs and career pathways.
Closing Special Ed Equity Gaps	• SE teachers will participate in professional development activities to ensure youth with special needs benefit from innovative education efforts. • Specialized equipment will be available in all classrooms to ensure full participation of students with physical, social, emotional and learning disabilities in academic programs. • Magnet school principals and teachers will complete professional development offered by the Equity Assistance Center at The Education Alliance at Brown University to provide skills needed to engage traditionally under-represented students in learning and close Special Education equity gaps in academic programs and career pathways.

Closing ELL Equity Gaps	• Teachers will participate in professional development activities to ensure youth with English Language Learners benefit from innovative education efforts. • Curriculum materials will be available in Spanish and other languages to increase access. • Magnet school principals and teachers will complete professional development offered by the Equity Assistance Center at The Education Alliance at Brown University to provide skills needed to engage traditionally under-represented students in learning and close English Language Learner equity gaps in academic programs and career pathways.

Cultural Appropriateness: FWCS will encourage culturally competent and linguistically appropriate exchanges and collaborations among families, professionals, students and communities – fostering equitable outcomes for all students and resulting in services that are responsive to issues of race, culture, gender, and social / economic status. The implementation Advisory Board (see *Personnel* section) will address issues of inequity and promote solutions to ensure open access to all services by breaking down cultural, social, economic, race and language barriers that impede participation. Because of high levels of limited English proficiency / illiteracy in impoverished Fort Wayne communities, all curricular and outreach programs will be available in multiple languages, including English, Spanish, Vietnamese, Chinese, et al – curriculum specialists will select culturally-appropriate versions of published curricula to ensure materials reflect the social, racial and cultural composition of schools. Culturally appropriate activities will include:

- Infusing the study of science, technology, engineering and math with gender inclusive content / examples to increase accessibility for girls and women and encouraging girls and women to pursue these fields in which they are traditionally underrepresented.
- Ensuring all programs make appropriate accommodations for participants with special physical, emotional and / or mental needs to promote equal access and full participation.
- Conducting outreach with community groups to assess education barriers with emphasis on outreach to black / impoverished neighborhood churches / community centers; and
- Assessing the needs of critically underserved populations, with input from the participants, to determine relevant activities that will generate student and family interest.

SEEK is designed to increase racial and socio-economic diversity in FWCS schools. All efforts will be made to ensure equal access to all FWCS schools and programs – promoting diversity and ensuring equity is critical to the success of *SEEK* and FWCS is dedicated to the success of *SEEK* and the success of Fort Wayne students.

(4) Effectiveness of other strategies for elimination, reduction, prevention of minority group isolation.

FWCS administrators, principals, educators, parents and elected members of the FWCS Board of Education collaborated to identify proposed magnet schools and carefully considered instructional theme options before finalizing *SEEK* strategies. Collaborative planning and decision-making ensured a diversity of perspectives were considered and increased stakeholder agreement of proposal details. During the planning process, stakeholders identified several structural and curricular alternatives. Alternatives were compared to identify options most likely to help FWCS achieve its Voluntary Desegregation Plan goals of reducing black student isolation and increasing socio-economic diversity in schools. Key voluntary desegregation strategies embedded in *SEEK* – supplementary to recruitment, marketing and placement protocols – include:

- **Strong Academic Record:** The Planning Task Force identified one Fort Wayne school – Weisser Park – that outperforms other district sites to provide students enrolled in lower-performing schools the option to attend rigorous magnet programs in schools supported by strong academic records. Weisser Park is supported by widespread community confidence in the quality of the school. Weisser Park is a racially-balanced school with free and reduced lunch rates below district-wide averages. Based on the need to maintain diversify and based on their strong reputation for school quality within the community, Planning Task Force members are eager to reinvigorate a rigorous magnet school that will offer desirable enrollment options for families throughout the district while diversifying sites currently out of balance compared to FWCS indicators.
- **Career-Aligned Magnet Themes:** The Planning Task Force researched effective magnet schools and researched current and projected demand in postsecondary education and career fields to ensure *SEEK* magnet themes are relevant today and will remain relevant in the future. Two content themes that fill gaps in current FWCS Schools-of-Choice options and align to postsecondary education and

high-demand careers will increase choice in Fort Wayne schools. *SEEK* themes – STEAM and STEM – reflect stakeholder interests and will offer high-quality, innovative programs that increase academic achievement and motivate youth to seek enrollment in proposed magnets. The appeal of instructional themes was identified by the Task Force as a critical factor impacting the success or failure of a magnet school and the success or failure of efforts to diversify student enrollment through choice. Themes that fail to excite students about learning will ultimately fail to generate sufficient applicants to fill magnet capacity and impact school enrollment profiles. Both STEAM and STEM promise to: (1) engage students in innovative, technology-rich, creative learning experiences; (2) motivate students and families to enroll in proposed magnet schools thereby promoting the achievement of Voluntary Desegregation Plan goals; (3) prepare youth to succeed in school and (4) encourage students to pursue postsecondary education and successful careers.

- **Learning Pathways:** The Planning Task Force identified magnet themes that will best meet the educational needs of students, increase academic achievement and promote diversity. *SEEK* will create vertically aligned Learning Pathways – a concept FWCS has been committed to since the inception of its Schools-of-Choice initiative – that provide students with the option to follow thematically and instructionally linked schools across multiple grade levels. *SEEK* schools are connected through two Learning Pathways – STEAM and STEM. The four schools linked together through the STEAM Pathway (Whitney Young Early Childhood - Weisser Park Elementary - Memorial Park Middle - South Side High) share a common need to maintain or decrease black student enrollment and economically disadvantaged student enrollment. The targeted elementary school - Irwin - proposed to join multiple STEM Pathways (Blackhawk STEM Middle to PLTW Snider or Northrop High OR Portage STEM Middle / Towles Intermediate New Tech to Wayne High School New Tech) shares a common need to increase both white student enrollment and non-economically disadvantaged student enrollment. The Learning Pathway approach allows students and families to complete multi-grade level educational experiences with vertically aligned content and learning strategies while simultaneously increasing the likelihood that FWCS can promote diversity in schools by attracting youth to Learning Pathways that connect schools with common diversity goals and academic offerings.

By offering high-quality academic programs in racially unbalanced schools and by adopting multiple strategies designed to attract students of diverse social, economic, ethnic and racial backgrounds to enroll in magnets, FWCS seeks to reduce black student isolation, promote socio-economic diversity, improve achievement and expand choice for all youth and families.

(B) QUALITY OF PROJECT DESIGN.

(1) Improving student academic achievement in the instructional areas offered by school.

Fort Wayne Community Schools proposes ***SEEK: Successful Equity, Excellent Kids!*** to reinvigorate four - create and sustain one: five magnet schools total - serving at-risk students in Fort Wayne, Indiana. Implementation of the project will promote socio-economic and racial diversity in FWCS by expanding choice options for youth enrolled in all district schools (FWCS is an open enrollment district – all students are eligible to apply for and enroll in any district school). Implementation of *SEEK* will meet the statutory requirements of the *Magnet Schools Assistance Program* as amended in the Every Student Succeeds Act (ESSA). Fort Wayne Community Schools – utilizing magnet schools serving Grades PreK through 12 – will promote desegregation of racially identifiable schools and increase interaction among students of different social, economic, ethnic and racial backgrounds [34 CFR 280.31]; improve academic achievement for all students across instructional programs at each magnet [4405(b)(1)(E)(i) and 4405(b)(1)(B) of ESSA]; implement high quality activities that support rigorous academic standards in core subjects; expand district efforts to improve teacher quality [34 CFR 75.210] and promote enhanced parent involvement in academic choice and decision-making [34 CFR 75.210].

***SEEK* Magnet Schools and Themes 2017 - 2022**			
School	**Magnet Theme**	**Grades**	**Status**
Irwin	STEM: *Project Lead The Way*	K - 5	Whole School
Whitney Young	STEAM: *Artful Learning*	PreK - K	Whole School
Weisser Park	STEAM: *Artful Learning*	K - 5	Whole School
Memorial Park	STEAM: *Artful Learning*	6 - 8	Whole School
South Side	STEAM: *Artful Learning*	9 - 12	School Within a School

SEEK will provide Fort Wayne Community Schools with the opportunity to improve academic achievement for students enrolled in proposed magnet schools and students from feeder schools seeking educational alternatives to zoned neighborhood schools. *SEEK* strategies to expand educational choice,

facilitate attainment of voluntary desegregation goals and increase student achievement for all students include: (a) Measurable Project Goals, Objectives and Outcomes; (b) Design Reflects Needs; (c) Design Reflects Purpose of MSAP Program; (d) Design Supported by Evidence of Promise and Research; and (e) Design Promotes Academic Achievement

(a) Measurable Project Goals, Objectives and Outcomes: Implementation of *SEEK* during the five-year grant period (October 2017 to September 2022) will help the district and individual schools meet and exceed three programmatic goals aligned to broader FWCS School Improvement Plans and teaching and learning priorities.

- ***SEEK* Goals and Objectives:** The planning Task Force identified three project goals and corresponding objectives that align with the intention of the MSAP initiative, reflect the needs of targeted schools, students and families and will promote improved academic outcomes for underserved, low-income students:

GOAL 1: Increase racial and socio-economic diversity in segregated schools.
Objective 1: Magnet schools will reduce and prevent black student isolation in Fort Wayne schools.
GOAL 2: Increase academic performance in underserved schools.
Objective 2: Magnet schools will provide challenging academic programs to all students.
Objective 3: Magnet schools will promote systemic reform aligned with Indiana content standards.
GOAL 3: Create and sustain magnet schools that expand academic choices for students.
Objective 4: Magnet schools will increase diversity of academic options for students and families.

Evaluation of *SEEK*, conducted by an experienced external evaluation team, will focus on project-specific indicators and required performance measures (see *Evaluation* section for methods).

- **Performance Measures:** The United States Department of Education has identified three annual and two long-term measures all grantees are required to assess. Fort Wayne Community Schools will collect annual data for the following required measures (see *Evaluation* for project-specific indicators) and report annual progress per MSAP mandates:
  - **Annual Measure 1:** The number and percentage of magnet schools receiving assistance whose student enrollment reduces, eliminates, or prevents minority group isolation.

- **Annual Measure 2:** The percentage increase of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts as compared to previous year's data.
- **Annual Measure 3:** The percentage increase of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in mathematics as compared to previous year's data.
- **Long-Term Measure 4:** The percentage of magnet schools that received assistance that are still operating magnet school programs three years after Federal funding ends.
- **Long-Term Measure 5:** The percentage of magnet schools that received assistance that meet the State's annual measurable objectives and, for high schools, graduation rate targets at least three years after Federal funding ends.

- **Measureable and Quantifiable –** *SEEK* schools will implement themes, improve curriculum and expand supplementary enrichment that meet the above goals, performance measures and Competitive Preference Priorities 1 – 4 (see *Project Design*, below, for magnet School Profiles). *SEEK* is designed to produce outcomes that will improve the overall quality and diversity of academic experiences available in FWCS while implementing strategies aligned to the district's voluntary desegregation plan (see *Project Design*, below, for Logic Model). Key outcomes include:
  - **Outcome 1:** Reduce minority group (black student) isolation in racially unbalanced schools;
  - **Outcome 2:** Improve academic achievement in chronically low-performing schools; and
  - **Outcome 3:** Expand academic choice for FWCS students and families.

  To determine progress toward achieving primary outcomes, FWCS, in collaboration with an experienced external evaluation team, will assess performance indicators (see *Evaluation Section* for measures and methodology) that are both measureable and quantifiable.

***SEEK* Outcomes: Measurable and Quantifiable**
Reduce Minority Student Isolation (Goal: 1**;** Objective: 1**;** Required Measure: 1**;** Outcome: 1.1 & 1.2)
• **Measurable:** FWCS administrators and evaluators will track student enrollment across racial subgroups at *SEEK* magnets to measure change in black student isolation.

• **Quantifiable:** FWCS will compare annual subgroup enrollment to 2016-17 baseline to determine magnitude of change – difference between baseline and annual enrollment will equal % change.
• **Measurable:** FWCS administrators / evaluators will monitor applications for magnet school enrollment across demographic subgroups to assess progress toward proposed racial balances. • **Quantifiable:** FWCS will compare subgroup applicants to 2016-17 baseline enrollment rates to determine magnitude of change in enrollment based on applicant pool data – applicant pool data compared to proposed black student isolation outcomes will drive marketing / recruitment strategies.
Improve Achievement (Goal: 2**;** Objectives: 2&3**;** Required Measure: 2&3**;** Outcome: 2.1, 2.2, 3.1 & 3.2)
• **Measurable:** FWCS administrators and evaluators will collect academic performance data on state assessments (ELA, Math, Science) to determine impact of magnet programs on student achievement. • **Quantifiable:** FWCS will compare annual ELA / Math / Science / Graduation Rate performance to 2016-17 baseline to determine magnitude of change across school-wide and subgroup scores – annual difference from baseline will equal growth indicators (subgroup comparisons will be used to quantify achievement gaps across racial groups, socio-economic groups and gender to assess equity in learning).
Expand Academic Choice (Goal: 3; Objective: 4**;** Required Measure: 4, 5 & 6**;** Outcome: 4.1 & 4.2)
• **Measurable:** FWCS administrators and evaluators will monitor operational capacity of four magnet schools and one academy to maximize number of students who can apply for and enroll in *SEEK* magnet programs. • **Quantifiable:** FWCS will track applications and student placements per magnet school to determine growth of enrollment across subgroups and school-wide aggregates for each magnet – enrollment rates will be compared to academy capacity to drive marketing / recruitment strategies.

Evaluation of *SEEK* will be ongoing throughout the grant period to ensure a steady flow of data needed to inform stakeholders of progress toward outcomes. Outcomes are both measurable and quantifiable to ensure that annual evaluation activities and data collection procedures will produce consistent and reliable data and feedback to promote continuous project improvement (see *Evaluation Section* for specific performance indicators).

(b) Design Reflects Needs: The *SEEK* Planning Task Force (see *Personnel* section) collaborated with administrators, teachers, counselors, parents, community partners and students to assess the capacity and

quality of district programs and identify unmet needs impacting schools (see *Competitive Priority # 1*). After analysis of programs and review of the approved voluntary desegregation plan guiding FWCS school choice initiatives, the Task Force identified the following needs – aligned to *SEEK* goals (see *Evaluation* section for objectives / measures) – and proposed solutions that will improve racial balance in schools, improve academic achievement across grade levels and strengthen community / parent support for education initiatives. The following table summarizes needs and proposed solutions:

District Need / Goal	Proposed Solution / Aligned Project Components
Need 1: Fort Wayne Community Schools is in voluntary desegregation (Goal 1).	• FWCS proposes five magnets - two in racially identifiable schools out of compliance with balance thresholds to reduce black student isolation. • Proposed magnets comply with district-approved desegregation plan. • Proposed magnets will recruit students from all areas of district to increase interaction among students of different backgrounds.
Need 2: FWCS lacks funds to establish innovative magnet schools needed to address desegregation (Goal 1, 3).	• MSAP funds will enable FWCS to offer new / expanded magnets that serve all grade levels, PreK – 12, and build or expand Learning Pathways to diversify academic choices for students. • Funding will provide resources to address: desegregation, curricular improvement, expanded interventions, professional development and parent / community outreach and services – to improve academic options.
Need 3: Fort Wayne schools need innovative curricula to engage at-risk students (Goal 2, 3).	• Magnet themes are linked to career / postsecondary education outcomes. • Proposed magnets initiate or expand Learning Pathways that increase continuity of learning and real-world relevance through validated curricula (STEM, STEAM, *Project Lead the Way*, *Artful Learning*).
Need 4: Fort Wayne schools need to expand availability of academic interventions to support low-performing students	• FWCS will utilize formative assessments to promote early detection of student failure and link assessment data to use of research-based academic interventions in middle / high school grade levels (*NWEA MAP*). • FWCS will expand access to technology-based, adaptive learning interventions proven to help students performing below grade level achieve state standards in

(Goal 2).	core subjects (*Fast ForWord, SuccessMaker*).
Need 5: Fort Wayne teachers need professional development to integrate magnet themes across subjects and increase use of strategies backed by Evidence of Promise (Goal 2, 3).	• *SEEK* magnets will provide professional development opportunities designed to increase educator effectiveness, integration of themes across core subjects, and mastery of proven instructional strategies (*Artful Learning*, *Project Lead The Way*, *Discovery Education*, Project-based Learning, Object-based Learning). • Professional development, provided by experts in instructional models and practices, will improve teacher and administrator quality in magnet schools (*Discovery Education, Buck Institute, Project Lead The Way, Brown University Equity Assistance Center, Leonard Bernstein Center*).
Need 6: Fort Wayne schools need expanded parent / community participation in K – 12 education (Goal 1,2,3).	• School Advisory Boards will include parents / partners to ensure diverse stakeholder involvement in magnet planning, design and implementation. • *SEEK* will include parent education / support opportunities to increase family commitment to learning (family enrichment programs, postsecondary education planning workshops, computer literacy programs, access to academic interventions, volunteer opportunities).

The Planning Task Force was deliberate in its planning and proposal to ensure that *SEEK* reflects the broad needs of all stakeholders while facilitating the achievement of desegregation goals. By aligning project activities to the needs of students and project participants, the Task Force hopes to improve a diverse spectrum of education services and increase academic achievement and social outcomes for students, families, teachers and schools.

(c) Design Reflects Purpose of MSAP Program: Successful *SEEK* magnets will provide FWCS the resources it needs to accomplish the purposes of the *Magnet Schools Assistance Program* by: (1) reducing black student isolation in racially unbalanced schools; (2) increasing academic rigor and curricular diversity through theme choice; (3) providing exciting choices for families in high-needs schools, including reading and math interventions for students and parents; (4) creating / enhancing Learning Pathways to post-secondary education and careers; and (5) improving district marketability to stem the flow of students leaving the district for private / charter / parochial school alternatives.

- **Reducing Black Student Isolation (Goal 1; Objective 1):** In the last ten years, racial balances have shifted toward higher minority (black) enrollment rates as white, affluent families leave FWCS schools for alternative options. Currently, district racial balance is approximately: 45% white; 24% black vs. community at large rates of 74% white, 15% black. To curb white flight, innovative programming is needed to entice families to return to Fort Wayne schools. Proposed magnets offer the rigor, excitement and choice to appeal to diverse families while restoring racial balances that better reflect the demographic profile of Fort Wayne. The following table provides current % black enrollment for each proposed magnet and the reduction of black student isolation during the five-year grant (2017-2022). Two proposed magnet schools are racially identifiable and out of compliance with the FWCS desegregation plan **(+ / - 15% variation from district white student enrollment rate of 45%, ie: 30% - 60%**) districtwide balance indicator (Irwin and South Side). The other three schools (Young, Weisser and Memorial) need MSAP funding to maintain current balance while improving academic and enrichment offerings to keep families at the school and attract others. Also, students from the Arts Pathway will feed into the Academy of the Arts at South Side, helping to improve balance at the high school and stopping the exodus of Art students and their parents from the district after they complete eighth grade and don't find a ninth grade arts path.

Five Year Increase in White Student Enrollment (to decrease Black / Hispanic Isolation)								
FWCS District Average White (45%) Student Enrollment Rate (October 2016) **FWCS Average Black (24%) / Hispanic (16%) Student Enrollment Rates (October 2016)**								
School	**Grades**	**Baseline**	**Yr 1 17-18**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**% Change**
Irwin	K-5	26.3	28.5	30.0	31.5	33.6	35.0	+8.7
Young	PreK-K	39.4	38.8	37.2	36.0	35.4	35.4	-4.0
Weisser	K-5	39.5	39.1	39.4	39.3	39.4	39.3	-0.2
Memorial	6-8	36.4	35.8	35.4	35.1	34.9	34.9	-1.5
South	9-12	19.0	19.2	22.0	24.7	27.3	30.0	+11.0

FWCS has demonstrated success implementing strong marketing / recruitment efforts to attract families to magnets. Past success in reducing racial isolation through choice promises positive

outcomes for students of diverse racial, ethnic and socio-economic backgrounds as FWCS deconstructs barriers that perpetuate social bias, intolerance and inequity in education.

- **Increasing Academic Rigor and Curricular Diversity (Goal 2; Objectives 2 and 3):** The addition of the *Project Lead the Way* STEM and STEAM magnets gives Fort Wayne students five rigorous, research-based academic choices at five magnet school locations. Combined with existing magnets/programs of study that offer Montessori, STEM, Health / Biomedical, Engineering, World Languages Immersion, IB and Visual and Performing Arts, the district provides appealing options for diverse learners. Five new/improved magnet themes will bring excitement and rigor to chronically low-performing schools. Targeted professional development by experts in STEM / STEAM thematic instruction, validated curriculum models, project-based learning, object-based learning and technology will infuse fresh ideas into Fort Wayne classrooms and catalyze learning for both students and educators.
- **Expanding Academic Choices for Families in High-Needs Schools (Goal 3; Objective 4)**: *SEEK* will establish new academic options to diversify choice for students and families. By offering improved programming, the *SEEK* Planning Task Force aims to provide compelling options for parents that will entice students from across Fort Wayne to enroll in magnets, reduce black student isolation, increase socio-economic diversity and improve schoolwide achievement rates while providing students enrolled in underserved schools with new educational strategies proven to generate positive outcomes. In addition to themed-academic choices, *SEEK* programming will include reading and math interventions for students performing below Indiana grade level standards. Differentiated, technology-based reading / language arts (*Fast ForWord*) and mathematics (*SuccessMaker*) interventions will help failing students meet standards, catch up to higher-performing peers and eliminate achievement gaps that distinguish racial and socio-economic subgroups across the district. *SEEK* will also provide learning opportunities for parents by offering a General Education Diploma (GED) program and English as a Second Language (ESL) program at the district's Family And Community Engagement (FACE) center (available to all magnet student parents) and opportunities for caregivers to increase functional reading and math skills by using *Fast ForWord / SuccessMaker* interventions during extended library and computer learning center hours.

By offering a chance to experience a school climate that has resulted in measurable academic success, as well as specific interventions to bring students to grade level and give parents a chance to improve skills, *SEEK* offers genuine options for highest risk students and their families.

- **Creating / Enhancing Learning Pathways (Goals 2 and 3; Objectives 2, 3 and 4)**: Fort Wayne seeks to reinvigorate district schools by creating PreK–12 Academic and Career Learning Pathways. Learning Pathways will offer students coordinated, vertically-aligned academic programs that promote student development of critical skills and knowledge through integrated PreK – 12 theme-based learning experiences. Multiple Pathway options – linked to Indiana grade level standards and state-approved educator effectiveness evaluation systems – will increase diversity of academic opportunities of study that prepare youth to enroll in postsecondary education or pursue rewarding careers. Enhanced and / or expanded Academic Learning Pathways include:
    - STEM Pathway – Irwin STEM will expand an existing 6 – 12 STEM Pathway that will link Irwin to multiple middle and high school options that explore diverse STEM disciplines, including New Tech, biomedical, computer science, health, earth sciences, physics and engineering. STEM Learning Pathway options allow students to gain expertise and develop knowledge / skills connected to diverse postsecondary education fields of study and careers that will greatly impact all facets of life, from healthcare to energy to communications to entertainment. Implementation of the *Project Lead the Way* and *Engineering is Elementary* platforms at Irwin will facilitate student acquisition of vital technology competencies, engage youth in inquiry-based learning strategies they will encounter in secondary and postsecondary education and expose students to enhanced curricular content and enrichment experiences that will shape future education and career choices. FWCS STEM Pathways will prepare students for diverse study and careers available in Fort Wayne as well as equip students with the skills and confidence to succeed beyond the confines of local communities in an increasingly competitive world.
    - STEAM Pathway – Whitney Young, Weisser Park, Memorial Park and South Side High School will comprise a full PreK – 12 STEAM Arts Pathway that links existing elementary and middle school Arts programming to a high school academy. STEAM disciplines, including biomedical,

health, physics, earth sciences, environmental sciences, engineering, information technology, media arts, design, visual arts and performing arts will allow students to explore content linked to postsecondary education and careers that prepare them to succeed in an increasingly technical, creative and competitive world. STEM concepts integrated with the arts will promote innovation, creativity and acquisition of the technical knowledge students will need to succeed in postsecondary study and careers. The FWCS STEAM Arts Pathway reflects the broader Fort Wayne community and its unique convergence of arts, culture and creativity prevalent in northeast Indiana with a technology and STEM driven economy linked to health care, manufacturing and information technologies.

The Learning Pathways approach to magnet planning, design and operation is both logical and feasible. FWCS is dedicated to expanding magnet programs to reduce minority group isolation and improve academic achievement. Creation of Learning Pathways that reflect student interests while preparing youth for postsecondary fields of study and careers is the first step in initiating long-range planning for future magnets while rationalizing the selection of proposed schools and themes.

- **Increasing District Marketability (Goals 1, 2, 3; Objectives 1, 2, 3 and 4)**: By creating high quality, academically rigorous magnets in both low performing and higher performing schools, FWCS hopes that parents will reevaluate the quality of available academic choices in Fort Wayne Community Schools and commit to Learning Pathways linked to positive career and postsecondary education outcomes. Cutting-edge programming that emphasizes science, technology, engineering, mathematics, arts and multiple STEM-related disciplines at the primary and secondary level will entice families who have left Fort Wayne schools for private / charter / parochial options to give FWCS their consideration. The district believes it has created the quality options needed to reinvigorate programs and motivate families to enroll in and succeed in schools with strong reputations for quality and equity. Through widespread marketing of *SEEK* initiatives, FWCS will generate the excitement needed to attract higher income families who have left the district for alternative education options to re-enter FWCS. By attracting families currently enrolled in regional charter / private schools to enroll in magnets, FWCS will increase inter-district, regional recruitment and therefore increase the socio-economic and racial diversity of its schools.

(d) Design Supported by Evidence of Promise and Research: Throughout the planning, development and design process, the *SEEK* Planning Task Force conducted a thorough literature review, investigated successful magnet schools across the state and country and researched effective practices in school choice / magnet programs / desegregation strategies and academic programs. *SEEK* reflects research and evidence of promise across the following design and content layers: (1) Project Design and (2) Evidence-based Programs.

- **Project Design:** After review of proven strategies that reduce racial / socio-economic group isolation and improve academic achievement for low-performing youth, the Task Force adopted a research-validated approach – supported by *What Works Clearinghouse* Strong Evidence of Support ([Bifulco, Cobb and Bell, 2009] and [Heller et al, 2011]; see *Competitive Preference Priority # 2*) – to initiating new magnet schools described in the U.S. Department of Education Report *Creating Successful Magnet Schools Programs* (USDOE, 2004) and *Blueprint for Understanding and Operating Successful Magnet and Theme-based Schools* (Brooks et al., 2004). These documents, augmented by supplementary research aligned to the needs of FWCS, guided development of *SEEK*: (1) Magnet Planning; (2) Theme Selection and (3) Plan of Operation.
    - **Magnet Planning:** FWCS completed a structured approach to magnet schools development as recommended by leaders in the field of theme-based academic programming (USDOE, 2004; Brooks et al, 2004; Pucel, 2001; Bennett, 1988) that included the following steps: (1) assess the purpose / intent of approved desegregation plan and specified racial / socio-economic balance goals; (2) evaluate school and community needs across diverse stakeholder groups; (3) convene advisory committee to collaboratively plan project; (4) identify faculty committed to magnet school instructional strategies; (5) link magnet initiative to complementary school improvement efforts / plans; and (6) empower site-based oversight committee.
    - **Theme Selection:** Selection of magnet themes is a critical step in building and promoting successful options; magnet themes must appeal to targeted audience in order to generate positive outcomes (Cullen et al., 2003; Ballou, Goldring and Liu, 2006). The FWCS Planning Task Force implemented a research-based process for theme identification and selection, including: (1) identify target enrollment populations based on desegregation plan (racial groups, socio-

economic groups, ethnic subgroups); (2) assess student and family interest across targeted enrollment subgroups to prioritize culturally-relevant themes; (3) evaluate potential partnerships to gauge availability of community support (*Giving Parents Options* - USDOE, 2007); (4) convene committee to solicit feedback from stakeholders and build consensus for appropriate academic themes (USDOE, 2004; Brooks, et al, 2004) and (5) inform school community of selected themes and specialized, theme-based learning options to generate prior support.

- **Plan of Operation:** Upon determining the location of magnet schools, selection of themes and identification of enrollment balances based on desegregation goals, the Task Force organized a strong plan of operation that includes the following key elements (Hoxby and Rockoff, 2005; Howell and Peterson, 2002): (1) magnet schools will be staffed by committed faculty and school leaders who believe in the thematic approach of the school (Massucci, 2004, Poppell and Hague, 2001); (2) magnet school curricula will be developed to reflect required content standards and regularly reviewed to assess effectiveness of theme-based approach (Ballou, Goldring and Liu, 2006; Cullen et al., 2003); (3) academic achievement goals will be rigorous and attainable through structural support for students in need of supplementary assistance (Ballou, Goldring and Leu, 2006); (4) targeted recruitment will employ culturally-relevant approaches connecting with and educating potential clients about the diversity of academic options available and the desired racial and socio-economic balances needed to ensure equal access to opportunities (USDOE, 2007; Brooks et al, 2004; Christenson et al, 2003; Eubanks, 1990) and (5) magnet schools will implement complementary strategies that appeal to diverse stakeholders to generate positive social and academic outcomes (Ballou, Goldring & Liu, 2006; Nelid, 2004).

The above research findings prompted the deliberate and collaborative development of *SEEK* during an open and inclusive planning process. By grounding project elements in a strong research base and supplementing the magnet design with validated school improvement models (*Artful Learning, Project Lead the Way*), formative academic assessments (*NWEA MAP),* proven learning interventions (*Fast ForWord, SuccessMaker, ACT Mastery Prep*) and extensive outreach to improve parent and community support for and involvement in school programming, FWCS plans to launch and sustain high-quality magnet schools that will yield positive academic and social results.

- **Evidence-based Programs:** After extensive review of curricular programs, instructional methodologies, interventions and content resources, the planning Task Force selected research-based programs backed by Evidence of Promise studies that meet U.S. Department of Education *What Works Clearinghouse* standards to improve the quality of teaching and learning in *SEEK* magnet schools. Evidence-based programs will include:

Program	Evidence of Promise and Evidence of Effectiveness
Artful Learning	• **Evidence of Promise:** Randomized comparative study findings suggest that *Artful Learning* schools demonstrate larger positive gains in both reading and math compared to control group schools (Griffin & Miyoshi, 2009). • **Evidence of Promise:** Results of a randomized control study demonstrate significantly higher levels of academic retention in students taught through arts integration compared to non-treatment control students (Hardiman, Rinne & Yarmolinskaya, 2014).
Project Lead the Way	• **Evidence of Promise:** In comparison to matched, non-PLTW students, PLTW students scored higher on state math assessments, a higher percentage met state math standards and a higher percentage met college-ready math standards (Van Overschelde, 2013). • **Evidence of Promise:** PLTW students attend higher education institutions at a higher rate than randomized match non-PLTW control students (Van Overschelde, 2013).
Buck Institute / Project-based Learning	• **Evidence of Promise:** Results of a randomized control study found students taught using project-based learning approach developed by Buck Institute scored significantly higher on content assessment than non-treatment control students (Finkelstein, Hanson, Huang, Hirschman & Huang, 2010). • Students engaged in project-based learning demonstrate gains in content knowledge and more positive attitudes towards peers of different racial or socio-economic backgrounds compared to those taught by traditional methods (Kaldi, et al, 2011).
Object-based Learning	• Object-based learning increases student connectedness to instructional activities and increases participation in the study of complex content (Lasky, 2009). • Teachers increase instructional effectiveness through use of learning objects to convey

	complex content, particularly in low-income, high minority schools (Guthrie, 2010). • Interaction with learning objects increases cultural inquiry, develops new knowledge, promotes problem solving and increases engagement in learning (Kay, 2007).
Discovery Education	• Discovery Education content aligned to core instruction increases student mastery of reading and math skills and increases achievement rates (Boster, 2009). • Use of Discovery Education technology media led to 3 to 5 percentile gains on reading, math and science assessments in grades 5 and 8 (Boster, 2009).
Fast ForWord	• **Evidence of Promise:** Based on randomized control study, researchers found students using *Fast ForWord* demonstrated positive effect on reading fluency and comprehension domains (*What Works Clearinghouse Intervention Report*, 2010).
Success-Maker	• **Evidence of Promise:** Results from a randomized control study found students using *SuccessMaker* demonstrated increased gains on standardized state assessments compared to control students (Gatti, 2011; *What Works Clearinghouse Intervention Report*, 2010).
Measures of Academic Progress	• **Evidence of Promise:** Findings from a randomized control study demonstrate that student performance on Northwest Evaluation Association *Measures of Academic Progress* assessment are predictive of both state standardized test achievement and college readiness (Thum, & Matta, 2015).

The Planning Task Force designed *SEEK* to reflect current research in education practice and theory while addressing the significant needs of FWCS students. After assessment of academic needs, the Task Force selected research-based, validated, effective curricula / interventions to increase the likelihood of positive academic outcomes for all students. Expanded use of research-validated approaches to teaching and learning will maximize magnitude of results and help promote diversity in schools by appealing to a broad range of students and families seeking quality education options.

(e) Design Promotes Academic Achievement: Implementation of *SEEK* promises to yield multiple positive outcomes for middle and high school students. While promoting diversity and reducing racial group isolation is critical to ensuring compliance with desegregation goals, the district is equally committed to improving the quality of education options for high-need, underserved students. FWCS

proposes tiers of service for each *SEEK* magnet school that will expand options for families, improve teacher effectiveness, enhance learning resources and increase academic achievement for all students: (1) Learning Pathways; (2) Theme-Based Instruction; (3) School Profiles; (4) Curriculum Alignment; (5) Technology Integration; (6) Assessments & Interventions (7) Parent/Family Involvement.

(1) Learning Pathways: Integrated learning across PreK – 12 grade levels creates education pathways that can lead to increased success in postsecondary education and careers (Lyon; Jafri; St. Louis, 2012). The Planning Task Force designed *SEEK* to create, complete and / or enhance FWCS Learning Pathways linked to postsecondary fields of study and 21st Century careers. Implementation of *SEEK* will strengthen the following FWCS Learning Pathways through improved instruction, enhanced resources, increased capacity and expanded choice:

***SEEK* School**	**FWCS Learning Pathway Options**
Irwin Elementary	• STEM Pathway; Engineering Pathway
Whitney Young ECC	• STEAM Pathway; Arts Pathway
Weisser Park Elementary	• STEAM Pathway; Arts Pathway
Memorial Park Middle	• STEAM Pathway; Arts Pathway
South Side High School	• STEAM Pathway; Arts Pathway

(2) Theme-Based Instruction: Magnet school sites were selected based on the needs described in Competitive Preference Priority #1 and the terms of the FWCS Voluntary Desegregation Plan. The Planning Task Force (comprised of administrators, curriculum leaders, teachers, parents, students and community partners) selected magnet themes – after seeking input from diverse stakeholders – to expand / initiate PreK – 12 Learning Pathways that increase continuity of academic programs across grade levels and schools. All *SEEK* magnet schools offer a rigorous and innovative approach to STEM / STEAM teaching and learning validated by Evidence of Promise.

- **Science, Technology, Engineering and Math (STEM) Theme:** STEM is fast emerging as one of the most critical education challenges in the United States. The United States Department of Commerce reports that STEM jobs grew three times faster than all other job sectors during the last ten years (Langdon, McKittrick, Beede, Khan & Doms, 2014). Technology, innovation, research

and the mathematics enabling critical advancements in all fields depend upon a highly educated, technologically literate workforce ready to move America forward (Carnevale, Smith & Melton, 2011). STEM education equips students with the skills needed to succeed in postsecondary education and diverse careers, including health sciences, engineering, technology, transportation, business and energy. STEM is critical to our collective success and new experts are needed to meet the demands of careers yet to be conceived (Rosser, 2012). Further, rigorous and innovative STEM magnets are perceived to be the most sought after options in the Fort Wayne community and offer the district its greatest opportunity to generate positive desegregation and academic outcomes.

- **Science, Technology, Engineering, Arts and Mathematics (STEAM) Theme:** STEAM is an expansion of STEM learning with an emphasis on arts integration throughout core subjects and the integration of arts into STEM disciplines. Communities face a growing need for individuals who possess mastery of STEAM-based knowledge that combines creativity and technical understanding to solve new and future problems that impact all (Smith, King & Gonzalez, 2015). Arts-integrated STEM learning prepares students across grade levels and achievement levels to tackle future challenges, both in learning and in life, with increased creativity, innovation and problem-solving skills (Tillman, An & Boren, 2015). FWCS will invest in STEAM instructional models to develop creativity and self-expression and help students direct creative talents toward innovative approaches to learning that prepare them to excel in education and careers. Integration of arts throughout STEM disciplines will help FWCS deconstruct gender and racial barriers that often limit the number of girls and minorities who pursue study in science, technology, engineering and mathematics.

SEEK will respond to peer reviewed research and community needs by creating one STEM magnet and four STEAM magnets that focus study across multiple disciplines to appeal to the broadest range of students and families. *SEEK* will provide increased access to enhanced STEM / STEAM coursework that reflects the growing need for well-educated youth prepared to succeed in highly competitive, technology driven, postsecondary education environments and careers.

Theme Focus	Theme Focus Rationale
STEM	• STEM education develops creative thinking skills that better prepare students for the

	world of industry and innovation (Newbill & Baum, 2013). • Engineering challenges increase rigor and real-world relevance of STEM content and promote critical thinking / problem-solving skills in students of all ages, genders and socio-economic backgrounds (Householder & Hailey, 2012). • Grounding STEM concepts in inquiry-based education promotes increased engagement in STEM through linkages with social perspectives to appeal to students with diverse interests (Kim, 2011). • Integration of engineering concepts across core subjects improves student achievement in math and science (Bagiati, Yoon & Ngambeki, 2010).
STEAM	• Arts enhanced STEM promotes the development of student creativity needed to ensure the growth of future STEM innovators (Coxon, 2012). • Learning through the arts increases STEM relevancy by appealing to the digital literacy and creative interests of 21st Century students (Bevins, 2012). • Integration of arts and STEM can reduce gender gaps in STEM engagement while increasing accessibility of complex science, technology, engineering and mathematics concepts in learners from diverse backgrounds (Sharapan, 2012). • Arts education increases communication skills needed to convey complex STEM concepts / content across core subjects (Nichols, 2012).
Theme Focus	**Theme Access to Expanded Learning**
STEM	• Project Lead the Way: *SEEK* will launch and sustain elementary school implementation of the *Project Lead the Way* Launch program (Irwin) that integrates technology and STEM principles across all core and non-core subjects through inquiry- and project-based learning strategies. • Discovery Education: Irwin will supplement *Project Lead the Way* methodologies with content rich *Discovery Education* Techbooks to expand classroom access to innovative teaching tools and standards-aligned content. • JASON Project: Classroom teachers will link students, through real-time streaming, to

	field research projects across the globe to increase access to cutting edge STEM content and increase student interaction with expert practitioners in the field. • Aldebaran Robotics: Irwin will integrate NAO Robots to provide technology-based instruction / activities through interactive, programmable, voice-capable robots. • Extracurricular Activities: Partner with IPFW to offer afterschool Robotics Club and competitive Mathematics team.
STEAM	• Artful Learning: *SEEK* will launch validated arts-integration model that will provide a creative approach to STEAM instruction linking complex STEM content to creative, visual and performing arts across core and non-core subjects. • Discovery Education: Middle and high schools will supplement *Artful Learning* methodologies with content rich *Discovery Education* Techbooks to expand classroom access to innovative teaching tools and standards-aligned content. • JASON Project: Classroom teachers will link students, through real-time streaming, to field research projects across the globe to increase access to cutting edge STEM content and increase student interaction with expert practitioners in the field. • Aldebaran Robotics: Schools will integrate NAO Robots to provide technology-based instruction / activities through interactive, programmable, voice-capable robots. • Extracurricular Activities: Partner with IPFW to offer afterschool Robotics Clubs and competitive Mathematics teams; Partner with FAME, Youth Theater, Fort Wayne Museum of Art, Fort Wayne Photography Club and Civic Theater to offer afterschool and summer arts clubs (drawing, sculpture, photography, digital arts, music performance, dance) and enrichment experiences.

SEEK themes were chosen to enhance instruction across core subjects and bring new life to academic subjects that do not resonate with high-risk, underserved students from targeted communities and schools. Each magnet will provide opportunities for students to engage in outstanding learning that will increase success while helping Fort Wayne Community Schools attain critical desegregation outcomes.

(3) School Profiles: The following site descriptions summarize school-specific activities, curricular programs, professional learning, partner support and enrollment projections for each proposed *SEEK*

magnet school: (1) Irwin Elementary STEM Magnet School; (2) Whitney Young Early Childhood Center for the Arts; (3) Weisser Park Elementary School of the Arts; (4) Memorial Park Middle School of the Arts; and (5) South Side High School Academy of the Arts.

Irwin Elementary STEM Magnet School			
Configuration:	Whole School - Capacity: 306 students	**Grade Levels:**	Grades K – 5
Theme:	STEM-focus with a *Project Lead The Way* framework		

Year1	**Enrollment**	**% Black**	**% Free / Reduced Lunch**
Current (Baseline)	285	51.6%	60.4%
Projected 2017-2018	284	49.3%	58.6%
Projected 2018-2019	293	45.7%	55.2%
Projected 2019-2020	298	43.0%	52.8%
Projected 2020-2021	301	40.2%	49.6%
Projected 2021-2022	306	38.6%	47.9%

Racial Subgroup Enrollment Balance (October 2016)							
District / *SEEK* Schools	**%Am Indian/ Alaskan**	**% Asian**	**% Black**	**%Hispanic**	**% Native Hawaiian / Pacific**	**% White**	**% Two or More Races**
FWCS	0.9%	5.0%	24.0%	16.0%	0.1%	45.0%	9.0%
Irwin	0.7%	1.8%	51.6%	10.9%	0.0%	26.3%	8.8%

<u>Academic Performance Indicators</u>: Irwin Elementary is one of FWCS's early magnet schools. Opened as a magnet in 1991, the school helped ease racial tensions caused by increasingly segregated schools. After eighteen years of mostly stagnant or decreasing district budgets, Irwin needs a rejuvenating influx of STEM integrated curricula, updated professional learning, better technology and learning tools that help all students improve their academic experience. *SEEK* will provide much-needed resources. Irwin is a higher performing FWCS school, but one that is out of balance with voluntary desegregation parameters. With a black student population of 51.6% and a district black average of 24%, the district must work to racially balance this school. Recent circumstances that have required No Transportation Zones have not helped Irwin maintain balance.

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Located in a minority neighborhood in South Fort Wayne, a large portion of Irwin's student population walks from nearby neighborhoods to school. As it strives for balance, Irwin will provide a higher performing option for FWCS students and families as it seeks to reduce black student isolation and improve equity. The following chart summarizes key performance statistics:

ELA % Below Basic	Math % Below Basic	Science % Below Basic
28.3%	31.0%	34.7%

*ISTEP Spring 2016; *IN Department of Education, 2016.*

Programming / Curriculum: Irwin Elementary STEM Magnet School (K - 5) will provide unique learning experiences for students, utilizing a *Project Lead the Way* framework to build linkages across district schools that establish a K - 12 STEM Pathway to Portage STEM Middle School (6 - 8) and to Wayne High School New Tech (9 - 12); also, to Towles Intermediate New Tech (6 - 8) and on to Wayne High School New Tech (9 - 12); or to Blackhawk STEM Middle School (6 - 8) to Snider High *Project Lead the Way* Biomedical (9 - 12) or Northrop High *Project Lead The Way* Engineering (9 - 12) [existing FWCS Schools-of-Choice]). Students will enroll in the Whole School magnet based on student and family choice. *Project Lead the Way* offers a Launch sequence for elementary school learners that utilizes proven *Project Lead the Way* strategies to engage young learners in technology-rich, STEM focused education. The challenging and relevant PLTW curriculum was collaboratively developed and is continually reviewed and improved by PLTW curriculum specialists, teachers, university educators, industry experts, and school administrators. It leverages an innovative, project-based learning approach that fosters collaboration and builds critical thinking skills. The Launch curriculum is organized in content modules aligned to grade-level standards. Extensive online support and content resources enrich classroom learning.

***Project Lead the Way* Launch Curriculum Modules**				
• The Changing Earth	• Automation and Robotics	• Light and Sound	• Computer Systems	• Animated Storytelling
• Grids & Games	• Programming Patterns	• Pushes and Pulls	• Infection: Detection	• Animals and Algorithms

Irwin will offer students a rigorous and exciting PLTW elementary magnet program supplemented

by the validated, research-based and widely-used *Engineering is Elementary* model developed, tested and supported through professional development by the National Center for Technological Literacy at the Museum of Science in Boston (see Cunningham, Lachapelle & Hertel, 2012 for evidence of effectiveness). The *Engineering is Elementary* (*EiE)* project integrates engineering and technology with science, language arts, social studies, and mathematics through interactive, hands-on, technology-rich design activities for students, grades K - 6. The curriculum guides elementary teachers through engineering-based explorations of STEM and core curricular topics using the five "E" learning cycle:

- *Engagement*: students are drawn to the challenge because it is interesting to them.
- *Exploration*: students begin to explore related science and engineering principles aligned to unit challenges they encounter in core curricula and *EiE* instructional materials.
- *Explanation*: using creative/critical thinking students describe what they think is happening.
- *Elaboration*: students explore solutions and apply knowledge to meet larger challenges.
- *Evaluation*: students reflect on what they learned and expand to other challenges.

The curriculum will focus study across five years utilizing learning modules developed by *National Center for Technological Literacy* engineers, technology specialists, scientists and education experts that build knowledge, skills and behavioral competencies across science, technology, mathematics, engineering, reading, communications and social studies. The Buck Institute for Education will supplement *PLTW* and *EiE* learning with multiple project-based teacher learning workshops throughout the grant period. Transformation of Irwin from an out of balance, racially isolated school to a rigorous and exciting magnet will help FWCS reduce black student isolation and improve academic performance. In addition, Irwin will supplement the PLTW framework with Discovery Education STEM content to create a rigorous and digitized learning environment that promotes high school and college readiness through rigorous STEM content integrated across all subjects. Discovery Education digital Techbooks provide unrivaled content that helps teachers transition from print textbooks to interactive, media-driven digital learning resources. Techbooks ignite curiosity and enhance learning via a powerful, continuously updateable program that can be used across

any device or platform, including the research-validated *Project Lead the Way* learning framework. The research-based Discovery Education STEM curriculum is expertly aligned to Indiana state college and career-ready standards and will provide rich learning experiences that promote cognitive growth, critical thinking and complement *PLTW* project-based learning strategies. Discovery Education content – integrated across core subjects to support multiple growth competencies – will include:

Discovery Education Techbook Subjects				
• STEM	• Science	• Health	• Math	• Social Studies

Enrichment: Irwin *Project Lead the Way* STEM will provide an immersive learning experience, augmenting a complete STEM curriculum and technology-based learning platform with exceptional enrichment opportunities:

Irwin Elementary STEM Magnet School Enrichment Activities	
Discovery Education – Streaming Plus	• Discovery Education Streaming Plus – comprehensive digital service containing thousands of standards-aligned resources / lessons / videos / exploratory learning experiences / virtual excursions – provides educators with the tools to teach students to think critically and provides students the engaging content needed to motivate students to learn and explore the world in which they live. Streaming resources reflect diversity of content across all core subjects and the arts to supplement all courses of study through interactive, technology-based learning.
Aldebaran Robotics	• *SEEK* will equip Irwin STEM Magnet with NAO Robots. NAO is an interactive, programmable robot with full communication and interaction capabilities utilized in cutting edge K – 16 education programs around the world. NAO will capture student interest in learning through robotics while providing school year and afterschool robotics-based education experiences that link STEM concepts to core subjects / arts.
SAFARI Montage	• *SEEK* will equip library media centers and classrooms with *SAFARI Montage,* an upgradable, technology-based education server providing access to content from highly-regarded media providers, including NASA, Smithsonian Institution, National Geographic, History Channel, PBS, Scholastic, CyberScience Interactive, Disney and

	more. *SAFARI Montage* will provide teachers with literacy / STEM / Arts resources, videos, podcasts, virtual excursions and exploratory learning activities that expand student access to content across all core subjects.
Extracurricular Activities / Partner Enrichment	• Implementation of *SEEK* will expand extracurricular programs at Irwin to include STEM focused options. The school and partners will collaborate to launch a robotics club, technology / coding club, math teams, etc. When feasible, Irwin will partner with STEM pathway schools to promote learning and develop relationships.

- **Assessment:** All *SEEK* magnet schools will utilize the validated Northwest Evaluation Association *Measures of Academic Progress* (NWEA *MAP*) to monitor student achievement (see *Project Design* Assessments and Interventions below).
- **Intervention:** All *SEEK* magnet schools will utilize the validated *Fast ForWord / SuccessMaker* technology-based academic interventions to elevate performance and close achievement gaps (see *Project Design* Assessments and Interventions below).

Magnet Personnel: Implementation of magnet programs will enhance Irwin Magnet School faculty with the following grant-funded personnel:

- STEM Focus Teacher: Irwin will supply a STEM Focus Teacher, paid from district funds, to integrate STEM content and strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead an Irwin STEM curriculum team, model effective lessons across subjects and help teachers implement Discovery Education, STEM and project-based learning strategies in core and non-core subjects / classrooms. The Focus Teacher will also oversee components of the *SEEK* marketing and recruitment plan (see *Desegregation* and *Competitive Priority # 3*) to ensure enrollment attains proposed levels.

Magnet Partners: Implementation of the Irwin Elementary STEM Magnet School will connect elementary school magnet faculty with key content, pedagogy and community partners. *SEEK* partners will enrich instruction with research-based teaching strategies, provide content-rich professional learning, facilitate use of validated curricular models / interventions and provide supplementary learning experiences for students, including:

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Partner	Implementation Role
Indiana - Purdue Fort Wayne	• Offer school day enrichment in robotics and engineering learning experiences; • Launch afterschool robotics club culminating in interscholastic competition; • Launch afterschool competitive, interscholastic mathematics teams.
Science Central	• Partner with FWCS to provide hands-on ideas for STEM integration and host innovative, multi-media magnet school marketing and recruitment events to increase student and family interest in Irwin *Project Lead the Way* STEM Magnet School.

Professional Learning: Proposed curricular programs require substantial professional learning for faculty / administrators across all subjects to fully integrate PLTW STEM:

Provider	Professional Learning Content	
Project Lead the Way	*Project Lead the Way* Gateway professional learning will provide teachers with three phases of professional learning (Readiness Training, Core Training, and Ongoing Training). Professional learning will enable educators to develop confidence and pedagogy skills to implement STEM-rich, project-based learning in all subjects and classrooms.	
	• **Yr. 1:** 3- day PLTW Readiness Training	• **Yr. 1:** 12-Day PLTW Core Training
	• **Yr. 2:** 12-day PLTW Core Training	• **Yr. 2:** 12-Day Ongoing Training
	• **Yrs. 3-5:** PLTW Virtual Academy - ongoing PD, Master Teacher videos, teacher forums.	
Discovery Education – STEM-formation	**STEMformation:** Three-year system for professional learning and leadership designed to sustain a culture of STEM teaching and learning. Discovery Education will engage educators to create a shared STEM vision, develop educators and administrators, cultivate inquiry-based, trans-disciplinary instruction and prepare students to succeed in postsecondary education and careers. Discovery Education Instructional Progression was developed for educators to guide their growth over five-years as they master STEM instructional strategies.	
	• **Year 1:** Creating and teaching high-quality STEM lessons.	
	• **Year 2:** Developing trans-disciplinary STEM units linking all core subjects.	
	• **Year 3:** Expanding focus through vertical alignment of trans-disciplinary STEM units.	

	• **Year 4 – 5:** Online, self-paced professional learning to expand content knowledge.
Museum of Science, Boston EiE	• **Yr. 1:** 2-Day *Everyone Engineers* Workshop: Pedagogy & Curriculum; Content Workshops - *Establishing Foundational Knowledge*; *Modeling Effective Pedagogy*. • **Year 2:** Content Workshops - *Formative Assessment*; *Group Work and Discussion.* • **Year 3:** Content Workshops - *Reflecting as Learners*; *Reflecting as Educators.* • Curriculum oversight and fidelity monitoring during 3-year grant period.
Buck Institute for Education	• **Year 1:** 3-Day Project Based Learning 101: Principles of Design, Assessment and Management. 5-Days PBL 101 Instructional Coaching. • **Year 2:** 3-Day Project Based Learning 201: PBL and STEAM, Differentiated Instruction and Special Needs. PBL 201 Instructional Coaching Follow-up. • **Years 3 - 5:** Distance Learning: STEAM PLB; PBL in Math; PBL in K – 2; Global PBL
JASON Project	• Professional development workshops will prepare educators to launch and sustain STEM based exploratory learning utilizing technology-based instructional methods and real-time streaming with field researchers integrated with core and STEM subjects. **Year 1**: JASON Methods; **Year 2**: STEM Formation; **Year 3**: Robotics; **Year 4**: Coach Training; **Yr 5**: STEM for 21st Century.
Brown University Education Alliance	• **Year 1 – 5:** The Equity Assistance Center of The Education Alliance at Brown University will provide annual professional learning to magnet school administrators and teachers to help schools close racial / socio-economic / gender / special education / ELL equity gaps in education and promote increased engagement of traditionally underrepresented groups in STEM academic coursework and extra-curricular activities.
Site Visits to STEM - themed schools	• Administrator and Teacher visits to successful STEM Magnet Schools during the grant period will help district personnel observe best practices in a variety of schools and settings so that educators are able to learn from each other and apply those ideas and practices that will benefit FWCS schools and students.

Specialized Facilities: *SEEK* will provide resources to implement specialized curricula using state-of-the-art learning labs equipped to develop career-linked skills and build student interest in postsecondary education. Specialized learning facilities for magnet programming will include:

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- STEM Learning Lab with *SAFARI Montage / Fast ForWord / SuccessMaker* licensures and SmartBoard technology; and
- Wireless STEM Mobile Learning Lab to facilitate classroom implementation of *Project Lead The Way*, *Engineering is Elementary*, *SAFARI Montage* and technology interventions;

Transportation: FWCS will revise current school bus routes to accommodate students who apply for and enroll in *SEEK* magnet schools through district funds as part of its district-funded Schools-of-Choice initiative. Grant funds will be used to provide student transportation, using FWCS school buses, for field trips and enrichment experiences during school, after school and over the summer.

Whitney Young Early Childhood Center for the Arts			
Configuration:	Whole School - Capacity: 342 students	**Grade Levels:**	PreK – K
Theme:	STEAM-focus with *Artful Learning* framework		

Year1	**Enrollment**	**% Black**	**% Free / Reduced Lunch**
Current (Baseline)	241	30.3%	60.3%
Projected 2017-2018	260	29.2%	59.2%
Projected 2018-2019	285	29.8%	59.5%
Projected 2019-2020	297	29.0%	59.2%
Projected 2020-2021	319	27.3%	57.7%
Projected 2021-2022	342	27.8%	58.1%

Racial Subgroup Enrollment Balance (October 2016)							
District / *SEEK* Schools	**%Am Indian/ Alaskan**	**% Asian**	**% Black**	**%Hispanic**	**% Native Hawaiian / Pacific**	**% White**	**% Two or More Races**
FWCS	0.9%	5.0%	24.0%	16.0%	0.1%	45.0%	9.0%
Young	0.4%	3.7%	30.3%	17.8%	1.2%	39.4%	7.1%

Academic Performance Indicators: Whitney Young Early Childhood Center is one of FWCS's first magnet schools. Opened as an elementary school magnet in 1979, the school helped ease racial tensions caused by increasingly segregated schools. After thirty-eight years of mostly flat or decreasing budgets, the now PreK - K school needs a fresh influx of arts integrated curricula,

updated professional learning, better technology and learning tools that help our earliest learners improve their academic experience as they prepare to enter elementary school. *SEEK* will provide a much-needed boost for this early learning center, as well as a full PreK - 12 STEAM Arts pathway to Weisser Park Elementary School of the Arts (K-5), Memorial Park Middle School of the Arts (6-8) and South Side High School Academy of the Arts (9-12). Since Whitney Young is a PreK-K school, it does not participate in Indiana state-standardized testing.

Programming / Curriculum: Whitney Young Early Childhood Center for the Arts will improve its arts programming to complete a full PreK-12 STEAM Arts Pathway linking the first step of the journey to Weisser Park STEAM Arts (grades K - 5); Memorial Park STEAM Arts (grades 6 – 8); and South Side High School STEAM Arts (grades 9 - 12) magnet schools. The Whitney Young Early Childhood Center of the Arts will implement the widely respected, research-based, validated *Artful Learning* program developed by the Leonard Bernstein Center in New York. *Artful Learning* stimulates and deepens academic learning through the Arts to engage students of all achievement levels and socio-economic backgrounds in engaging, multi-disciplinary, creative learning. The *Artful Learning* strategy is an instructional methodology that guides students through four layers of learning:

- **Experience –** Students explore core subjects through the arts guided by a Masterwork (art, music, drama, dance, scientific innovation, architecture, literature, mathematical formula, etc.) and respond to the Masterwork through sight, sound and movement.
- **Inquire –** Students engage in multi-disciplinary study to research a Significant Question raised in response to student interaction with the Masterwork. Inquiry-based learning links the Masterwork and Significant Question to content across all core subjects.
- **Create –** Inspired by the Masterwork and new knowledge gained during inquiry-based learning exercises, students complete an Original Creation – a tangible artistic manifestation that demonstrates deep understanding of content and concepts explored during the *Artful Learning* process.
- **Reflect –** Students link diverse content explored during units of study guided by the Masterwork

to consider practical applications of newly-acquired knowledge and skills through detailed narratives and creative works.

Implementation of the *Artful Learning* curriculum will provide magnet teachers with a framework through which students will explore all core subjects and connect academic study to the creative process and real-world skills that prepare them to succeed in postsecondary education and careers. In addition to *Artful Learning*, Whitney Young will utilize Discovery Education to provide unique learning experiences for FWCS students who will enroll in the whole school magnet based on student and family choice. The early childhood program will offer a rigorous STEM curriculum based on the Discovery Education model enhanced with arts integration strategies across all grade levels and core subjects to create STEAM – aligned to Indiana college / career content and grade level standards – and enriched with a focus on project-based learning (using Buck Institute for Education strategies). Discovery Education will reinvigorate learning through technology-rich media that replaces traditional, textbook-driven methods with project-based learning across all core subjects linked to extensive science, technology, engineering and mathematics (STEM) content. Through Discovery Education, teachers will access diverse lesson plans for all grade levels and subjects, complete with aligned media content, technology integration strategies and formative assessments specific to the Discovery Education model. Discovery Education content will be enhanced through STEM integration strategies provided by Science Central, and Arts integration strategies provided by visiting artists from FAME and docents from the Fort Wayne Museum of Art. STEM and Arts integration (STEAM) will allow teachers to reach students with diverse learning needs. Daily activities will allow students and teachers to explore STEM topics through the arts using Discovery TechBooks, streaming content aligned to Indiana content standards and extended learning experiences that guide students and teachers through discovery and mastery of advanced content and skills. Transformation of Whitney Young into a reinvigorated, rigorous and exciting magnet school that represents the beginning step on a bright STEAM Arts pathway, utilizing one curricular framework, will help FWCS reduce minority group isolation in south Fort Wayne schools while improving academic achievement and equity for all students.

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Enrichment: Whitney Young Early Childhood Center for the Arts will provide an immersive learning experience, augmenting a complete STEAM curriculum with exceptional early enrichment opportunities:

Whitney Young Early Childhood Center for the Arts Enrichment Activities	
Discovery Education – Streaming Plus	• Discovery Education Streaming Plus – comprehensive digital service containing thousands of standards-aligned resources / lessons / videos / exploratory learning experiences / virtual excursions – provides educators with the tools to teach students to think critically and provides students the engaging content needed to motivate students to learn and explore the world in which they live. Streaming resources reflect diversity of content across all core subjects and the arts to supplement all courses of study through interactive, technology-based learning.
Aldebaran Robotics	• *SEEK* will equip the Whitney Young arts magnet with NAO Robots. NAO is an interactive, programmable robot with full communication and interaction capabilities utilized in cutting edge K – 16 education programs around the world. NAO will capture student interest in learning through robotics while providing school year and afterschool robotics-based education experiences that link STEAM concepts to core subjects and the arts.
SAFARI Montage	• *SEEK* will equip library media centers and classrooms with *SAFARI Montage*, an upgradable, technology-based education server providing access to content from highly-regarded media providers, including NASA, Smithsonian Institution, National Geographic, History Channel, PBS, Scholastic, CyberScience Interactive, Disney and more. *SAFARI Montage* will provide teachers with literacy / STEAM / Arts resources, videos, podcasts, virtual excursions and exploratory learning activities that expand student access to content across all core subjects.
Field Trips / Partners	• Implementation of *SEEK* will expand extracurricular programs at Whitney Young, with partners like Science Central and the Fort Wayne Youth Theatre, to include field trips will provide hands-on STEAM experiences in a community setting. When feasible, Whitney Young will partner with STEAM pathway schools to

	promote learning and develop relationships.

Assessment: All *SEEK* magnet schools will utilize the validated Northwest Evaluation Association *Measures of Academic Progress* (NWEA *MAP*) to monitor student achievement (see *Project Design* Assessments and Interventions below).

Intervention: All *SEEK* magnet schools will utilize the validated *Fast ForWord / SuccessMaker* technology-based academic interventions to elevate performance and close achievement gaps (see *Project Design* Assessments and Interventions below).

Magnet Personnel: Implementation of magnet programs will be a collaborative effort linking educators from Whitney Young Early Childhood Center for the Arts with grant-funded personnel providing the expertise to integrate theme-based instruction across core subjects:

- STEAM Arts Focus Teacher: Whitney Young will provide a district-funded, STEAM Arts Focus Teacher to integrate STEAM content and strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead the magnet curriculum development team, model effective lessons for early learners across subjects and help teachers implement arts integration, STEAM and project-based learning strategies in all core and non-core subjects and classrooms. The STEAM Focus Teacher will oversee critical components of the *SEEK* marketing / recruitment plan (see *Plan of Operation*).

Magnet Partners: Implementation of the Whitney Young Early Childhood Center for the Arts STEAM-based learning will be a collaborative effort with key content, pedagogy and community partners that infuse instruction with research-based teaching strategies, facilitate the use of validated curricular models / interventions and provide supplementary learning experiences for students:

Partner	Implementation Role
Indiana University - Purdue University Fort Wayne (IPFW)	• Offer school day enrichment in robotics and engineering learning experiences; • Provide hands-on STEAM experiences for early childhood learners; • Collaborate with educators to create age-appropriate arts experiences.
University of Saint Francis	• Offer school day enrichment in the visual and performing arts; • Collaborate with educators to create age-appropriate arts experiences.

Fort Wayne Community Schools, LEA & fiscal agent

Science Central	• Provide students with interactive, content-rich, STEAM-based enrichment activities through specialized programs and ongoing exhibits and resources.
FAME	• Provide students with opportunities for arts enrichment activities through specialized programs and ongoing performances and community resources.
Fort Wayne Museum of Art	• Dynamic educational arts programming - family days, artist talks, Gallery on Wheels - an interactive, standards-based multi-visit school program.

Professional Learning: Proposed curricular programs require educators across all subjects to fully integrate STEAM Arts strategies for all Whitney Young students, including:

Provider	Professional Learning Content
Leonard Bernstein Center – *Artful Learning*	• **Year 1:** Leadership Consultation – Three, two-day consultations for up to 20 educators to introduce instructional elements of the *Artful Learning* framework. • **Year 1:** Initial Training – One, five-day on-site curriculum mapping and standards alignment training for all targeted grade levels, PreK – K. • **Year 1**: Leadership Institute – One, five-day training for administrator team to ensure thorough integration of model of across all facets of educational experience. • **Year 2:** Unit Development – One, two-day on-site training to help teachers prepare units of study using example Masterworks. • **Year 3:** Completion Training – Three, two-day on-site sessions to promote sustainability and diversity of instruction through expanded units of study. • **Years 4 - 5:** Ongoing Training, Coaching and Support as well as Internet-based support.
Discovery Education STEM-formation	On-site professional development seminars and workshops scheduled to help administrators and teachers fully integrate Discovery Education technology-based learning platform, project-based learning strategies and digital media enrichment: • **Year 1**: Certification - Creating and Teaching STEM Lesson; • **Year 2**: Certification - Trans-disciplinary STEM Units; • **Year 3**: Certification - Vertical Alignment of STEM; • **Years 4 - 5**: Self-paced Virtual Coursework .

Fort Wayne Community Schools, LEA & fiscal agent

Discovery Education	• **Yr. 1:** 3- day Digital Literacy Series	• **Yr. 1:** 3-Day Technology Integration Series
	• **Yr. 2:** 3-day Curriculum Series	• **Yr. 2:** 3-Day Assessment Series
	• **Yr. 3-5:** Teacher Selected Distance Learning Courses	
Brown University Education Alliance	• **Years 1-5:** The Equity Assistance Center of The Education Alliance at Brown University will provide annual professional learning to magnet school administrators and teachers to help schools close racial / socio-economic / gender / special education / ELL equity gaps in education and promote increased engagement of traditionally underrepresented groups in STEM / STEAM academic coursework and extra-curricular activities.	
Site Visits to STEAM - themed schools	• Administrator and Teacher visits to successful STEAM Magnet Schools during the grant period will help district personnel observe best practices in a variety of schools and settings so that educators are able to learn from each other and apply those ideas and practices that will benefit FWCS schools and students.	

Specialized Facilities: *SEEK* will provide resources to implement specialized curricula using state-of-the-art learning labs equipped to develop career-linked skills and build student interest in postsecondary education. Specialized learning facilities for magnet programming will include:

- STEAM Learning Lab with *SAFARI Montage / Fast ForWord / SuccessMaker* licensures and SmartBoard technology; and
- Wireless STEAM Mobile Learning Lab to facilitate classroom implementation of *Artful Learning*, *SAFARI Montage* and technology interventions;

Transportation: FWCS will revise current school bus routes to accommodate students who apply for and enroll in *SEEK* magnet schools. Part of the cost of transportation to get students to and from Whitney Young Early Childhood Center for the Arts will be requested from *SEEK* funds to supplement district funds during the grant period. After the grant ends, the district will fully fund transportation from Whitney Young Early Childhood Center for the Arts to Weisser Park Elementary School of the Arts to Memorial Park Middle School of the Arts to South Side High School Academy of the Arts as part of its district-funded Schools-of-Choice initiative. Grant funds will also be used to provide student transportation, using FWCS school buses, for field trips and enrichment experiences during the school day, after school and during summer hours.

Weisser Park Elementary School of the Arts			
Configuration:	Whole School - Capacity: 565 students	**Grade Levels:**	Grades K – 5
Theme:	STEAM-focus with Artful Learning framework		

Year1	Enrollment	% Black	% Free / Reduced Lunch
Current (Baseline)	562	32.7%	60.5%
Projected 2017-2018	560	33.0%	60.7%
Projected 2018-2019	561	33.3%	60.8%
Projected 2019-2020	563	33.6%	60.8%
Projected 2020-2021	563	33.4%	60.6%
Projected 2021-2022	565	33.5%	60.6%

Racial Subgroup Enrollment Balance (October 2016)							
District / *SEEK* Schools	**%Am Indian/ Alaskan**	**% Asian**	**% Black**	**%Hispanic**	**% Native Hawaiian / Pacific**	**% White**	**% Two or More Races**
FWCS	0.9%	5.0%	24.0%	16.0%	0.1%	45.0%	9.0%
Weisser	0.5%	2.7%	32.7%	17.1%	0.5%	39.5%	6.9%

Academic Performance Indicators: Weisser Park is one of FWCS's early magnet schools. Opened as a magnet in 1991, the school helped ease racial tensions caused by increasingly segregated schools. After eighteen years of mostly stagnant budgets, the school needs a revitalizing influx of arts integrated curricula, updated professional learning, better technology and learning tools that help all students improve their academic experience. *SEEK* will provide a much-needed facelift for this critical anchor of school stability, as well as a pathway to Memorial Park Middle School of the Arts and South Side High School Academy of the Arts. Weisser Park is a higher performing school and is balanced both racially and socioeconomically. As such, it will provide a higher performing option for FWCS students and families. The following chart summarizes key performance statistics:

Fort Wayne Community Schools, LEA & fiscal agent

ELA % Below Basic	Math % Below Basic	Science % Below Basic
33.9%	37.9%	38.9%

*ISTEP Spring 2016; *IN Department of Education, 2016.*

Programming / Curriculum: Weisser Park Elementary School of the Arts will improve its arts programming to complete a PreK-12 STEAM Arts Pathway linking Whitney Young STEAM Arts (grades PreK-K); Memorial Park STEAM Arts (grades 6 – 8); and South Side High School STEAM Arts (grades 9 - 12) magnet schools. The Weisser Park School of the Arts will implement the widely respected, research-based, validated *Artful Learning* program developed by the Leonard Bernstein Center in New York. *Artful Learning* stimulates and deepens academic learning through the Arts to engage students of all achievement levels and socio-economic backgrounds in engaging, multi-disciplinary, creative learning. The *Artful Learning* strategy is an instructional methodology that guides students through four layers of learning:

- **Experience –** Students explore core subjects through the arts guided by a Masterwork (art, music, drama, dance, scientific innovation, architecture, literature, mathematical formula, etc.) and respond to the Masterwork through sight, sound and movement.
- **Inquire –** Students engage in multi-disciplinary study to research a Significant Question raised in response to student interaction with the Masterwork. Inquiry-based learning links the Masterwork and Significant Question to content across all core subjects.
- **Create –** Inspired by the Masterwork and new knowledge gained during inquiry-based learning exercises, students complete an Original Creation – a tangible artistic manifestation that demonstrates deep understanding of content and concepts explored during the *Artful Learning* process.
- **Reflect –** Students link diverse content explored during units of study guided by the Masterwork to consider practical applications of newly-acquired knowledge and skills through detailed narratives and creative works.

Implementation of the *Artful Learning* curriculum will provide magnet teachers with a framework through which students will explore all core subjects and connect academic study to the creative

process and real-world skills that prepare them to succeed in postsecondary education and careers. In addition to Artful Learning, Weisser Park will utilize Discovery Education to provide unique learning experiences for FWCS students who will enroll in the whole school magnet based on student and family choice. The elementary school program will offer a rigorous STEM curriculum based on the Discovery Education model enhanced with arts integration strategies across all grade levels and core subjects to create STEAM – aligned to Indiana college / career content and grade level standards – and enriched with a focus on project-based learning (using Buck Institute for Education strategies). Discovery Education will reinvigorate learning through technology-rich media that replaces traditional, textbook-driven methods with project-based learning across all core subjects linked to extensive science, technology, engineering and mathematics (STEM) content. Through Discovery Education, teachers will access diverse lesson plans for all grade levels and subjects, complete with aligned media content, technology integration strategies and formative assessments specific to the Discovery Education model. Discovery Education content will be enhanced through STEM integration strategies provided by Science Central, and Arts integration strategies provided by visiting artists from FAME and docents from the Fort Wayne Museum of Art. STEM and Arts integration (STEAM) will allow teachers to reach students with diverse learning needs. Daily activities will allow students and teachers to explore STEM topics through the arts using Discovery TechBooks, streaming content aligned to Indiana content standards and extended learning experiences that guide students and teachers through discovery and mastery of advanced content and skills. Transformation of Weisser Park into a reinvigorated, rigorous and exciting magnet school that represents a clear step on a solid STEAM Arts pathway that utilizes one curricular framework, will help FWCS reduce minority group isolation in south Fort Wayne schools while improving academic achievement and equity for all students.

Enrichment: Weisser Park Elementary School of the Arts will provide an immersive learning experience, augmenting a complete STEAM curriculum with exceptional enrichment opportunities:

Weisser Park Elementary School of the Arts Enrichment Activities	
Discovery	• Discovery Education Streaming Plus – comprehensive digital service containing

Education – Streaming Plus	thousands of standards-aligned resources / lessons / videos / exploratory learning experiences / virtual excursions – provides educators with the tools to teach students to think critically and provides students the engaging content needed to motivate students to learn and explore the world in which they live. Streaming resources reflect diversity of content across all core subjects and the arts to supplement all courses of study through interactive, technology-based learning.
Aldebaran Robotics	• *SEEK* will equip Weisser Park arts magnet with NAO Robots. NAO is an interactive, programmable robot with full communication and interaction capabilities utilized in cutting edge K – 16 education programs around the world. NAO will capture student interest in learning through robotics while providing school year and afterschool robotics-based education experiences that link STEAM concepts to core subjects and the arts.
SAFARI Montage	• *SEEK* will equip library media centers and classrooms with *SAFARI Montage*, an upgradable, technology-based education server providing access to content from highly-regarded media providers, including NASA, Smithsonian Institution, National Geographic, History Channel, PBS, Scholastic, CyberScience Interactive, Disney and more. *SAFARI Montage* will provide teachers with literacy / STEAM / Arts resources, videos, podcasts, virtual excursions and exploratory learning activities that expand student access to content across all core subjects.
Arts Immersion Weeks	• Teaching Artists from FAME and the Fort Wayne Museum of Art will provide arts integration during Arts Immersion Weeks in magnet classrooms to increase accessibility of complex STEAM topics through creative learning in multiple arts.
Extracurricular Activities / Partner Enrichment	• Implementation of *SEEK* will expand extracurricular programs at Weisser Park, with partners like IPFW and the University of Saint Francis, to include STEAM-focused options like a robotics club, math competition team and arts clubs. Field trips will provide hands-on STEAM experiences in a community setting. When feasible, Weisser Park will partner with STEAM pathway schools to promote learning and develop relationships.

Assessment: All *SEEK* magnet schools will utilize the validated Northwest Evaluation Association *Measures of Academic Progress* (NWEA *MAP*) to monitor student achievement (see *Project Design* Assessments and Interventions below).

Intervention: All *SEEK* magnet schools will utilize the validated *Fast ForWord / SuccessMaker* technology-based academic interventions to elevate performance and close achievement gaps (see *Project Design* Assessments and Interventions below).

Magnet Personnel: Implementation of magnet programs will be a collaborative effort linking school administrators and faculty from Weisser Park Discovery STEAM Arts with grant-funded personnel providing the expertise to integrate theme-based instruction across core subjects:

- STEAM Arts Focus Teacher: Weisser Park will utilize a district-funded STEAM Arts Focus Teacher to integrate STEAM content and strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead the magnet curriculum development team, model effective lessons across subjects and help teachers implement arts integration, STEAM and project-based learning strategies in all core and non-core subjects and classrooms. The STEAM Focus Teacher will also oversee critical components of the *SEEK* marketing and recruitment plan (see *Plan of Operation*).

Magnet Partners: Implementation of the Weisser Park Elementary School of the Arts STEAM-based learning will be a collaborative effort with key content, pedagogy and community partners that infuse instruction with research-based teaching strategies, facilitate the use of validated curricular models / interventions and provide supplementary learning experiences for students:

Partner	Implementation Role
Indiana University - Purdue University Fort Wayne (IPFW)	• Offer school day enrichment in robotics and engineering learning experiences; • Launch afterschool robotics club culminating in interscholastic competition; • Launch afterschool competitive, interscholastic mathematics team.
University of Saint Francis	• Offer school day enrichment in the visual and performing arts; • Launch afterschool arts club.
Science Central	• Provide students with interactive, content-rich, STEAM-based enrichment activities through specialized programs and ongoing exhibits and resources.

Fort Wayne Community Schools, LEA & fiscal agent

FAME	• Provide students with opportunities for arts enrichment activities through specialized programs and ongoing performances and community resources.
Fort Wayne Museum of Art	• Dynamic educational arts programming - family days, artist talks, Gallery on Wheels - an interactive, standards-based multi-visit school program.

Professional Learning: Proposed curricular programs require faculty and administrators across all subjects to fully integrate STEAM strategies for all students, including:

Provider	Professional Learning Content	
Leonard Bernstein Center – *Artful Learning*	• **Year 1:** Leadership Consultation – Three, two-day consultations for up to 20 educators to introduce instructional elements of the *Artful Learning* framework. • **Year 1:** Initial Training – One, five-day on-site curriculum mapping and standards alignment training for all targeted grade levels, K – 5. • **Year 1**: Leadership Institute – One, five-day training for administrator team to ensure thorough integration of model of across all facets of educational experience. • **Year 2:** Unit Development – One, two-day on-site training to help teachers prepare units of study using example Masterworks. • **Year 3:** Completion Training – Three, two-day on-site sessions to promote sustainability and diversity of instruction through expanded units of study. • **Years 4 - 5:** Ongoing Training, Coaching and Support as well as Internet-based support.	
Smithsonian Institution	• **Year 2:** One, 5-day workshop OBL and Core Subjects and OBL and STEAM. • **Year 3:** One, 5-day workshop OBL and Core Subjects and OBL and STEAM. • **Year 4:** One, 5-day workshop OBL and Core Subjects and OBL and STEAM.	
Discovery Education	• **Yr. 1:** 3- day Digital Literacy Series	• **Yr. 1:** 3-Day Technology Integration Series
	• **Yr. 2:** 3-day Curriculum Series	• **Yr. 2:** 3-Day Assessment Series
	• **Yr. 3 - 5:** Teacher Selected Distance Learning Courses	
Buck Institute for	• **Year 1:** 3-Day Project Based Learning 101: Principles of Design, Assessment and Management	• **Year 1:** 5-Days PBL 101 Instructional Coaching.
	• **Year 2:** 3-Day Project Based Learning 201: PBL and	• **Year 2:** PBL 201 Instructional

Education	STEAM, Differentiated Instruction and Special Needs	Coaching Follow-up.
	• **Year 3 - 5:** Distance Learning: STEAM PLB; PBL in Math; PBL in K – 2; Global PBL	
FAME Teaching Artists	• **Year 2:** Four Immersion Weeks – STEAM and Performing Arts	
	• **Year 3:** Four Immersion Weeks – STEAM and Music	
	• **Year 3:** Arts Immersion Week – STEAM and Visual & Performing Arts • **Year 4:** Arts Immersion Week – STEM and Media Arts • **Year 5:** Arts Immersion Week – STEM and Communication Arts • **Ongoing:** Sustaining Arts Integration in FWCS Magnet Schools After Grant Funding	
AVID	• Training, ongoing support and coaching for Weisser Park educators in the use of Sebelius music software. Tutorials on AVID's website cover the basics; teachers can become certified by completing two courses via the web.	
Brown University Education Alliance	**Year 1-5:** The Equity Assistance Center of The Education Alliance at Brown University will provide annual professional learning to magnet school administrators and teachers to help schools close racial / socio-economic / gender / special education / ELL equity gaps in education and promote increased engagement of traditionally underrepresented groups in STEM / STEAM academic coursework and extra-curricular activities.	
Site Visits to STEAM - themed schools	• Administrator and Teacher visits to successful STEAM Magnet Schools during the grant period will help district personnel observe best practices in a variety of schools and settings so that educators are able to learn from each other and apply those ideas and practices that will benefit FWCS schools and students.	

Specialized Facilities: *SEEK* will provide resources to implement specialized curricula using state-of-the-art learning labs equipped to develop career-linked skills and build student interest in postsecondary education. Specialized learning facilities for magnet programming will include:

- STEAM Learning Lab with *SAFARI Montage / Fast ForWord / SuccessMaker* licensures and SmartBoard technology; and
- Wireless STEAM Mobile Learning Lab to facilitate classroom implementation of *Artful Learning*, *SAFARI Montage* and technology interventions;

Transportation: FWCS will revise current school bus routes to accommodate students who apply for and enroll in *SEEK* magnet schools. Part of the cost of transportation to get students to and from

Weisser Park Elementary School of the Arts will be requested from *SEEK* funds to supplement district funds during the grant period. After the grant ends, the district will fully fund transportation from Weisser Park Elementary School of the Arts to Memorial Park Middle School of the Arts to South Side High School Academy of the Arts as part of its district-funded Schools-of-Choice initiative. Grant funds will also be used to provide student transportation, using FWCS school buses, for field trips and enrichment experiences during the school day, after school and during summer hours.

Memorial Park STEAM-themed Arts Magnet Middle School			
Configuration:	Whole School - Capacity: 823 students	**Grade Levels:**	Grades 6 – 8
Theme:	STEAM-theme with *Artful Learning* framework		

Year1	**Enrollment**	**% Black**	**% Free / Reduced Lunch**
Current (Baseline)	599	25.9%	64.5%
Projected 2017-2018	617	25.6%	64.0%
Projected 2018-2019	666	26.0%	64.6%
Projected 2019-2020	729	26.3%	63.8%
Projected 2020-2021	779	25.8%	63.4%
Projected 2021-2022	823	24.5%	59.9%

Racial Subgroup Enrollment Balance (October 2016)							
District / *SEEK* Schools	**%Am Indian/ Alaskan**	**% Asian**	**% Black**	**%Hispanic**	**% Native Hawaiian / Pacific**	**% White**	**% Two or More Races**
FWCS	0.9%	5.0%	24.0%	16.0%	0.1%	45.0%	9.0%
Memorial	0.5%	2.2%	25.9%	26.0%	0.2%	36.4%	8.8%

<u>Academic Performance Indicators</u>: Memorial Park is one of FWCS's first magnet schools. Opened as a magnet in 1979, the school helped ease tensions caused by increasingly segregated schools. The school needs a revitalizing influx of arts integrated curricula, updated professional learning, better technology and learning tools. SEEK will provide a much-needed upgrade for this school as well as a pathway to South Side High School Academy of the Arts for Memorial Park arts

students and families who have too often left the district after eighth grade for high schools with an emphasis on the arts. The following chart summarizes key performance statistics:

ELA % Below Basic	Math % Below Basic	Science % Below Basic
37.5%	42.0%	39.4%

*ISTEP Spring 2016; *IN Department of Education, 2016.*

Programming / Curriculum: Memorial Park Middle School of the Arts will improve its arts programming to complete a PreK-12 STEAM Arts Pathway linking Whitney Young STEAM Arts (grades PreK-K); Weisser Park STEAM Arts (grades K – 5); and South Side High School STEAM Arts (grades 9 - 12) magnet schools. The Memorial Park Middle School of the Arts will implement the widely respected, research-based, validated *Artful Learning* program developed by the Leonard Bernstein Center in New York. *Artful Learning* stimulates and deepens academic learning through the Arts to engage students of all achievement levels and socio-economic backgrounds in engaging, multi-disciplinary, creative learning. The *Artful Learning* strategy is an instructional methodology that guides students through four layers of learning:

- **Experience –** Students explore core subjects through the arts guided by a Masterwork (art, music, drama, dance, scientific innovation, architecture, literature, mathematical formula, etc.) and respond to the Masterwork through sight, sound and movement.
- **Inquire –** Students engage in multi-disciplinary study to research a Significant Question raised in response to student interaction with the Masterwork. Inquiry-based learning links the Masterwork and Significant Question to content across all core subjects.
- **Create –** Inspired by the Masterwork and new knowledge gained during inquiry-based learning exercises, students complete an Original Creation – a tangible artistic manifestation that demonstrates deep understanding of content and concepts explored during the *Artful Learning* process.
- **Reflect –** Students link diverse content explored during units of study guided by the Masterwork to consider practical applications of newly-acquired knowledge and skills through detailed narratives and creative works.

Implementation of the *Artful Learning* curriculum will provide magnet teachers with a framework through which students will explore all core subjects and connect academic study to the creative process and real-world skills that prepare them to succeed in postsecondary education and careers. In addition to Artful Learning, Memorial Park will utilize Discovery Education to provide unique learning experiences for Fort Wayne students who will enroll in the whole school magnet based on student and family choice. The middle school program will offer a rigorous STEM curriculum based on the Discovery Education model enhanced with arts integration strategies across all grade levels and core subjects to create STEAM – aligned to Indiana college / career content and grade level standards – and enriched with a focus on project-based learning (using Buck Institute for Education strategies). Discovery Education will reinvigorate learning through technology-rich media that replaces traditional, textbook-driven methods with project-based learning across all core subjects linked to extensive science, technology, engineering and mathematics (STEM) content. Through Discovery Education, teachers will access diverse lesson plans for all grade levels and subjects, complete with aligned media content, technology integration strategies and formative assessments specific to the Discovery Education model. Discovery Education content will be enhanced through STEM integration strategies provided by Science Central and Arts integration strategies provided by visiting artists from FAME and docents from the Fort Wayne Museum of Art. STEM and Arts integration (STEAM) will allow teachers to reach students with diverse learning needs. Daily activities will allow students and teachers to explore STEM topics through the arts using Discovery TechBooks, streaming content aligned to Indiana content standards and extended learning experiences that guide students and teachers through discovery and mastery of advanced content and skills. Transformation of Memorial Park into a reinvigorated, rigorous and exciting magnet school will help FWCS reduce minority group isolation in south Fort Wayne while improving academic achievement for all students.

Enrichment: Memorial Park Middle School of the Arts will provide an immersive learning experience, augmenting a complete STEAM curriculum with exceptional enrichment opportunities:

Memorial Park Middle School of the Arts Enrichment Activities

Discovery Education – Streaming Plus	• Discovery Education Streaming Plus – comprehensive digital service containing thousands of standards-aligned resources / lessons / videos / exploratory learning experiences / virtual excursions – provides educators with the tools to teach students to think critically and provides students the engaging content needed to motivate students to learn and explore the world in which they live. Streaming resources reflect diversity of content across all core subjects and the arts to supplement all courses of study through interactive, technology-based learning.
Aldebaran Robotics	• *SEEK* will equip Memorial Park arts magnet with NAO Robots. NAO is an interactive, programmable robot with full communication and interaction capabilities utilized in cutting edge K – 16 education programs around the world. NAO will capture student interest in learning through robotics while providing school year and afterschool robotics-based education experiences that link STEAM concepts to core subjects and the arts.
SAFARI Montage	• *SEEK* will equip library media centers and classrooms with *SAFARI Montage*, an upgradable, technology-based education server providing access to content from highly-regarded media providers, including NASA, Smithsonian Institution, National Geographic, History Channel, PBS, Scholastic, CyberScience Interactive, Disney and more. *SAFARI Montage* will provide teachers with literacy / STEAM / Arts resources, videos, podcasts, virtual excursions and exploratory learning activities that expand student access to content across all core subjects.
Arts Immersion Weeks	• Teaching Artists from FAME and the Fort Wayne Museum of Art will provide arts integration during Arts Immersion Weeks in magnet classrooms to increase accessibility of complex STEM topics through creative learning in multiple arts.
Extracurricular Activities / Partner Enrichment	• Implementation of *SEEK* will expand extracurricular programs at Memorial Park, with partners like IPFW and the University of Saint Francis, to include STEAM-focused options like a robotics club, math competition team and an arts club. In addition, field trips will explore STEAM through hands-on experiences. When feasible, Memorial Park will partner with STEAM pathway schools to promote

	learning and develop relationships.

Assessment: All *SEEK* magnet schools will utilize the validated Northwest Evaluation Association *Measures of Academic Progress* (NWEA *MAP*) to monitor student achievement (see *Project Design* Assessments and Interventions below).

Intervention: All *SEEK* magnet schools will utilize the validated *Fast ForWord / SuccessMaker* technology-based academic interventions to elevate performance and close achievement gaps (see *Project Design* Assessments and Interventions below).

Magnet Personnel: Implementation of magnet programs will be a collaborative effort linking educators from Memorial Park Discovery STEAM Arts with grant-funded personnel providing the expertise to integrate theme-based instruction across core subjects:

- STEAM Arts Focus Teacher: Memorial Park will hire a STEAM Arts Focus Teacher to integrate STEAM content and strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead the magnet curriculum development team, model effective lessons across subjects and help teachers implement arts integration, STEAM and project-based learning strategies in all core and non-core subjects and classrooms. The STEAM Focus Teacher will also oversee critical components of the *SEEK* marketing and recruitment plan (see *Plan of Operation*).

Magnet Partners: Implementation of the Memorial Park Middle School of the Arts STEAM-based learning will be a collaborative effort with key content, pedagogy and community partners that infuse instruction with research-based teaching strategies, facilitate the use of validated curricular models / interventions and provide supplementary learning experiences for students:

Partner	Implementation Role
Indiana University - Purdue University Fort Wayne (IPFW)	• Offer school day enrichment in robotics and engineering learning experiences; • Launch afterschool robotics club culminating in interscholastic competition; • Launch afterschool competitive, interscholastic mathematics team.
University of Saint Francis	• Offer school day enrichment in the visual and performing arts; • Launch afterschool arts club.
Science	• Provide students with interactive, content-rich, STEAM-based enrichment

Central	activities through specialized programs and ongoing exhibits and resources.
FAME	• Provide students with opportunities for arts enrichment activities through specialized programs and ongoing performances and community resources.
Fort Wayne Museum of Art	• Dynamic educational arts programming - family days, artist talks, Gallery on Wheels - an interactive, standards-based multi-visit school program.

Professional Learning: Proposed curricular programs require faculty and administrators across all subjects to fully integrate STEAM strategies for all students, including:

Provider	Professional Learning Content
Leonard Bernstein Center – *Artful Learning*	• **Years 1:** Leadership Consultation – Three, two-day consultations for up to 20 educators to introduce instructional elements of the *Artful Learning* framework. • **Year 1:** Initial Training – One, five-day on-site curriculum mapping and standards alignment training for all targeted grade levels, 6 – 8. • **Year 1**: Leadership Institute – One, five-day training for administrator team to ensure thorough integration of model of across all facets of educational experience. • **Year 2:** Unit Development – One, two-day on-site training to help teachers prepare units of study using example Masterworks. • **Year 3:** Completion Training – Three, two-day on-site sessions to promote sustainability and diversity of instruction through expanded units of study. • **Years 4 - 5:** Ongoing Training, Coaching and Support as well as Internet-based support.
Smithsonian Institution	• **Year 2:** One, 5-day workshop OBL and Core Subjects and OBL and STEAM. • **Year 3:** One, 5-day workshop OBL and Core Subjects and OBL and STEAM. • **Year 4:** One, 5-day workshop OBL and Core Subjects and OBL and STEAM.
Discovery Education STEM-formation	On-site professional development seminars and workshops scheduled to help administrators and teachers fully integrate Discovery Education technology-based learning platform, project-based learning strategies and digital media enrichment: • **Year 1**: Certification - Creating and Teaching STEM Lesson; • **Year 2**: Certification - Trans-disciplinary STEM Units;

	• **Year 3**: Certification - Vertical Alignment of STEM; • **Years 4 - 5**: Self-paced Virtual Coursework .	
Discovery Education	• **Yr. 1:** 3- day Digital Literacy Series	• **Yr. 1:** 3-Day Technology Integration Series
	• **Yr. 2:** 3-day Curriculum Series	• **Yr. 2:** 3-Day Assessment Series
	• **Yr. 3:** Teacher Selected Distance Learning Courses	
Buck Institute for Education	• **Year 1:** 3-Day Project Based Learning 101: Principles of Design, Assessment and Management	• **Year 1:** 5-Days PBL 101 Instructional Coaching.
	• **Year 2:** 3-Day Project Based Learning 201: PBL and STEM, Differentiated Instruction and Special Needs	• **Year 2:** PBL 201 Instructional Coaching Follow-up.
	• **Year 3:** Distance Learning: STEM PLB; PBL in Math; PBL in K – 2; Global PBL	
Fort Wayne Museum of Art, FAME Artists in Residence	• **Year 1:** Arts Immersion Week – STEM and Visual Arts	
	• **Year 2:** Arts Immersion Week – STEM and Performing Arts	
	• **Year 3:** Arts Immersion Week – STEM and Music Arts • **Year 4:** Arts Immersion Week – STEM and Media Arts • **Year 5:** Arts Immersion Week – STEM and Communication Arts • **Ongoing:** Sustaining Arts Integration in FWCS Magnet Schools After Grant Funding	
JASON Project	• **Yr. 1:** JASON Methods; **Yr. 2:** JASON Methods; **Yr. 3:** Robotics Camp; **Yr. 4:** Coach Training; **Yr. 5:** STEM for 21st Century	
Brown University Education Alliance	**Year 1-5:** The Equity Assistance Center of The Education Alliance at Brown University will provide annual professional learning to magnet school administrators and teachers to help schools close racial / socio-economic / gender / special education / ELL equity gaps in education and promote increased engagement of traditionally underrepresented groups in STEM academic coursework and extra-curricular activities.	
Site Visits to STEAM - themed schools	• Administrator and Teacher visits to successful STEAM Magnet Schools during the grant period will help district personnel observe best practices in a variety of schools and settings so that educators are able to learn from each other and apply those ideas and practices that will benefit FWCS schools and students.	

Specialized Facilities: *SEEK* will provide resources to implement specialized curricula using state-of-the-art learning labs equipped to develop career-linked skills and build student interest in postsecondary education. Specialized learning facilities for magnet programming will include:

- STEAM Learning Lab with *SAFARI Montage / Fast ForWord / SuccessMaker* licensures and SmartBoard technology;
- Wireless STEAM Mobile Learning Lab to facilitate classroom implementation of *Artful Learning*, *SAFARI Montage* and technology interventions;

Transportation: FWCS will revise current school bus routes to accommodate students who apply for and enroll in *SEEK* magnet schools. Part of the cost of transportation to get students from Memorial Park Middle School of the Arts will be requested from *SEEK* funds to supplement district funds during the grant period. After the grant ends, the district will fully fund transportation from Memorial Park Middle School of the Arts to South Side High School Academy of the Arts as part of its district-funded Schools-of-Choice initiative. Grant funds will also be used to provide student transportation, using FWCS school buses, for field trips and enrichment experiences.

South Side High School Academy of the Arts			
Arts Configuration:	Academy - Capacity: 400 students	**Grade Levels:**	Grades 9 – 12
Theme:	STEAM-focused with *Artful Learning* framework		

Year1	**Enrollment**	**% Black**	**% Free / Reduced Lunch**
Current (Baseline)	1,413	36.9%	79.8%
Projected 2017-2018	1,455	36.5%	79.4%
Projected 2018-2019	200	34.0%	77.1%
Projected 2019-2020	300	31.3%	74.6%
Projected 2020-2021	400	31.3%	74.3%
Projected 2021-2022	400	29.3%	72.5%

Racial Subgroup Enrollment Balance (October 2016)							
District / *SEEK*	**%Am Indian/**	**% Asian**	**% Black**	**%Hispanic**	**% Native Hawaiian /**	**% White**	**% Two or More**

Schools	Alaskan				Pacific		Races
FWCS	0.9%	5.0%	24.0%	16.0%	0.1%	45.0%	9.0%
South	0.2%	6.3%	36.9%	29.3%	0.1%	19.0%	8.1%

Academic Performance Indicators: Since its beginning in 1922, South Side High School has offered students and families a rich heritage of cultural diversity in a complex school setting in south Fort Wayne. The school provides a rich cultural experience to those who proudly claim the Home of the Archers. Over the past few years, racial balance numbers have drifted away from acceptable norms and today, the school is identifiably out of balance from both racial and socioeconomic indicators. The following chart summarizes key performance statistics:

ELA % Below Basic*	Math % Below Basic*	Science % Below Basic*
61.9%	89.2%	64.3%

**ISTEP Spring 2016; **IN Department of Education, 2016.*

Programming / Curriculum: *SEEK* will fund the development of a high school academy utilizing a school-within-a-school format. A South Side High School arts magnet will provide outstanding options for students and fill gaps in services that have frustrated FWCS families.

South Side High School Academy of the Arts

South Side High School will create an Academy of the Arts to complete a STEAM Arts Pathway linking a high school component to Whitney Young STEAM Arts (grades PreK-K); Weisser Park STEAM Arts (grades K – 5); and Memorial Park STEAM Arts (grades 6 - 8) magnet schools. The South Side High School Academy of the Arts will implement the widely respected, research-based, validated *Artful Learning* program developed by the Leonard Bernstein Center in New York. *Artful Learning* stimulates and deepens academic learning through the Arts to engage students of all achievement levels and socio-economic backgrounds in engaging, multi-disciplinary, creative learning. The *Artful Learning* strategy is an instructional methodology that guides students through four layers of learning:

- **Experience –** Students explore core subjects through the arts guided by a Masterwork (art,

music, drama, dance, scientific innovation, architecture, literature, mathematical formula, etc.) and respond to the Masterwork through sight, sound and movement.

- **Inquire –** Students engage in multi-disciplinary study to research a Significant Question raised in response to student interaction with the Masterwork. Inquiry-based learning links the Masterwork and Significant Question to content across all core subjects.
- **Create –** Inspired by the Masterwork and new knowledge gained during inquiry-based learning exercises, students complete an Original Creation – a tangible artistic manifestation that demonstrates deep understanding of content and concepts explored during the *Artful Learning* process.
- **Reflect –** Students link diverse content explored during units of study guided by the Masterwork to consider practical applications of newly-acquired knowledge and skills through detailed narratives and creative works.

Implementation of the *Artful Learning* curriculum will provide magnet teachers with a framework through which students will explore all core subjects and connect academic study to the creative process and real-world skills that prepare them to succeed in postsecondary education and careers.

Arts Academy Enrichment: The South Side Arts Academy will provide an immersive learning experience, augmenting a rigorous *Artful Learning* framework with exceptional enrichment:

South Side High School Academy of the Arts Enrichment Activities	
College Entrance Exam Prep	• *SEEK* will provide access to online Kaplan ACT Test Preparation software to help students increase performance on critical college admissions criteria.
Campus Tours	• *SEEK* students and their families will visit IPFW, University of Saint Francis, Ivy Tech and other regional institutions of higher education through complementary, in-kind district funds to nurture development of college-going culture.
College Fair	• In collaboration with current FACE efforts, FWCS will host annual, district-wide college fair to expand student and family exposure to postsecondary education options.
Application Workshops	• IPFW Admissions / Financial Aid Counselors will lead workshops to increase knowledge of application requirements, admissions standards and financial aid /

	scholarship opportunities and prepare families to complete FAFSA / application forms.
Discovery Education – Streaming Plus	• Discovery Education Streaming Plus – comprehensive digital service containing thousands of standards-aligned resources / lessons / videos / exploratory learning experiences / virtual excursions – provides educators with the tools to teach students to think critically and provides students the engaging content needed to motivate students to learn and explore the world in which they live. Streaming resources reflect diversity of content across all core subjects and the arts to supplement all courses of study through interactive, technology-based learning.
Aldebaran Robotics	• *SEEK* will equip South Side arts magnet with NAO Robots. NAO is an interactive, programmable robot with full communication and interaction capabilities utilized in cutting edge K – 16 education programs around the world. NAO will capture student interest in learning through robotics while providing school year and afterschool robotics-based education experiences that link STEAM concepts to core subjects / arts.
SAFARI Montage	• *SEEK* will equip library media centers and classrooms with *SAFARI Montage*, an upgradable, technology-based education server providing access to content from highly-regarded media providers, including NASA, Smithsonian Institution, National Geographic, History Channel, PBS, Scholastic, CyberScience Interactive, Disney and more. *SAFARI Montage* will provide teachers with literacy / STEAM / Arts resources, videos, podcasts, virtual excursions and exploratory learning activities that expand student access to content across all core subjects.
Extracurricular Activities / Partner Enrichment	• Implementation of *SEEK* will expand extracurricular programs at South Side to include STEAM focused options. SSHS will collaborate with partners like IPFW and the University of Saint Francis, to include STEAM-focused options like a robotics club, math competition team, creative arts club and media arts club. When feasible, South Side will partner with STEAM pathway schools to promote learning and develop relationships.

Assessment: All *SEEK* magnet schools will utilize the validated Northwest Evaluation Association *Measures of Academic Progress* (NWEA *MAP*) to monitor student achievement (see *Project Design* Assessments and Interventions below).

Intervention: All *SEEK* magnet schools will utilize the validated *Fast ForWord / SuccessMaker* technology-based academic interventions to elevate performance and close achievement gaps (see *Project Design* Assessments and Interventions below).

Magnet Personnel: Implementation of magnet programs will be a collaborative effort linking school administrators and faculty from South Side High School Arts Academy with grant-funded personnel providing the expertise to integrate theme-based instruction across core subjects:

- STEAM Arts Focus Teacher: South Side will hire a STEAM Arts Focus Teacher to integrate core content, non-core subjects, enrichment and extracurricular programs with the *Artful Learning* instructional model. The Focus Teacher will lead the magnet curriculum development team, model effective lessons across subjects and help teachers implement *Artful Learning* across all grade levels and subjects. The STEAM Arts Focus Teacher will also oversee critical components of the *SEEK* marketing and recruitment plan (see *Plan of Operation*).

Magnet Partners: Implementation of the South Side High School Arts Academy will be a collaborative effort with key content, pedagogy and community partners that infuse instruction with research-based teaching strategies, facilitate the use of validated curricular models and interventions and provide supplementary learning experiences for students:

Partner	Implementation Role
Indiana University - Purdue University Fort Wayne (IPFW)	• Dual enrollment classes at FWCS or on IPFW campus (Collegiate Connection). • Launch afterschool cultural club utilizing sister city exchanges and technology. • Explore opportunities to study abroad or learn another language. • Offer Readiness programs to prepare students and families to apply for college.
University of Saint Francis	• Offer school day enrichment in the visual, performing and media arts; • Launch afterschool visual, performing and media arts clubs.
FAME	• Provide students with opportunities for arts enrichment activities through specialized programs and ongoing performances and community resources.

Fort Wayne Community Schools, LEA & fiscal agent

Fort Wayne Museum of Art	• Dynamic educational arts programming - family days, artist talks, Gallery on Wheels - an interactive, standards-based multi-visit school program.
Fine & Performing Arts Boosters	• This outstanding parent support group will support the efforts of *SEEK* by advising, marketing, volunteering and offering suggestions for improvement.

Professional Learning: Professional learning will support faculty and administrators across all subjects as South Side fully integrates *Artful Learning* strategies:

Provider	Professional Learning Content
Leonard Bernstein Center – *Artful Learning*	• **Years 1:** Leadership Consultation – Three, two-day consultations for up to 20 educators to introduce instructional elements of the *Artful Learning* framework. • **Year 1:** Initial Training – One, five-day on-site curriculum mapping and standards alignment training for all targeted grade levels, 9 – 12. • **Year 1**: Leadership Institute – One, five-day training for administrator team to ensure thorough integration of model of across all facets of educational experience.
	• **Year 2:** Unit Development – One, two-day on-site training to help teachers prepare units of study using example Masterworks.
	• **Year 3:** Completion Training – Three, two-day on-site sessions to promote sustainability and diversity of instruction through expanded units of study. • **Years 4 - 5:** Ongoing Training, Coaching and Support as well as Internet-based support.
Smith-sonian Institute	• **Year 2:** One, 5-day workshop OBL and Core Subjects and OBL and STEAM. • **Year 3:** One, 5-day workshop OBL and Core Subjects and OBL and STEAM. • **Year 4:** One, 5-day workshop OBL and Core Subjects and OBL and STEAM.
Buck Institute for Education	• **Year 1:** 3-Day Project Based Learning 101: Principles of Design, Assessment and Management; 5-Days PBL 101 Instructional Coaching. • **Year 2**: 3-Day Project Based Learning 201: PBL and STEAM, Differentiated Instruction and Special Needs; PBL 201 Instructional Coaching Follow-up. • **Years 3-5:** Distance Learning: STEAM PLB; PBL in Math; PBL in K – 2; Global PBL

Discovery Education STEM-formation	On-site professional development seminars and workshops scheduled to help administrators and teachers fully integrate Discovery Education technology-based learning platform, project-based learning strategies and digital media enrichment: • **Year 1**: Certification - Creating and Teaching STEM Lesson; • **Year 2**: Certification - Trans-disciplinary STEM Units; • **Year 3**: Certification - Vertical Alignment of STEM; • **Years 4 - 5**: Self-paced Virtual Coursework .
Brown University Education Alliance	• **Year 1 – 5:** The Equity Assistance Center of The Education Alliance at Brown University will provide annual professional learning to magnet school administrators and teachers to help schools close racial / socio-economic / gender / special education / ELL equity gaps in education and promote increased engagement of traditionally underrepresented groups in STEM academic coursework and extra-curricular activities.
Site Visits to STEAM -themed schools	• Administrator and Teacher visits to successful STEAM Magnet Schools during the grant period will help district personnel observe best practices in a variety of schools and settings so that educators are able to learn from each other and apply those ideas and practices that will benefit FWCS schools and students.

Specialized Facilities: *SEEK* will provide resources to implement specialized curricula using state-of-the-art learning labs equipped to develop career-linked skills and build student interest in postsecondary education. Specialized learning facilities for magnet programming will include:

- STEAM Learning Lab with *SAFARI Montage / Fast ForWord / SuccessMaker* licensures and SmartBoard technology;
- Wireless STEAM Mobile Learning Lab to facilitate classroom implementation of *Artful Learning*, *SAFARI Montage* and technology interventions;
- Creative Arts lab (painting, sculpture, digital photography, drawing, media arts and communication arts, etc.); and
- Performing Arts lab (dance studio, music performance / recording space, dramatic arts, etc.).

Transportation: FWCS will revise current school bus routes to accommodate students who apply for and enroll in *SEEK* magnet schools. Part of the cost of transportation to get students from Memorial Park Middle School of the Arts will be requested for *SEEK* funds to supplement district funds during the grant period. After the grant ends, the district will fully fund transportation to South Side's Academy of the Arts as part of its district-funded Schools-of-Choice initiative. Grant funds will also be used to provide student transportation, using FWCS school buses, for field trips and enrichment experiences.

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(4) Curriculum Alignment: *SEEK* will expand teacher access to outstanding, effective instructional strategies and resources that will reinvigorate teaching and learning across grade levels. While proposed curricular programs, instructional frameworks and content resources are exceptional, it is critical to align resources to state-adopted ELA and math standards and state-determined science, social studies, technology and non-core subject grade level expectations, as well as Indiana College and Career Expectations. FWCS will convene a Pathway Alignment Team (PAT) to conduct annual assessment and alignment of magnet school curricula by completing the following steps:

- Review weekly, monthly, quarterly and annual classroom plans, pacing guides and theme integration to determine the breadth of instruction and content in magnet classrooms;
- Utilize technology-based curricular tools to compare digital content and lessons to Indiana standards matrix across grade levels;
- Identify gaps in core instruction compared to standards / expectations and develop lessons and classroom instructional strategies to fill gaps in grade level content; and
- Assess multi-grade level content expectations to facilitate vertical alignment of teaching and learning across grades, schools and FWCS Learning Pathways to improve academic quality.

The district Pathway Alignment Team will augment individual magnet school curriculum development teams and provide a second layer of alignment oversight to ensure integrity of learning experiences for students. Professional learning will prepare teachers to integrate STEM / STEAM content across all subjects aligned to standards and grade level expectations.

(5) Technology Integration: *SEEK* will provide Fort Wayne schools with access to learning resources that are currently beyond the reach of limited general fund capacity. Each magnet school will focus

grant expenditures on building technologically advanced schools that provide youth with diverse learning experiences. Technology-based learning, project-based learning and object-based learning will build real-world skills and link academic learning to technology. All proposed magnets will launch innovative, effective STEM / STEAM strategies and facilitate technology integration through updated hardware / software learning tools and professional learning to prepare classroom teachers to utilize new technology-based teaching / intervention techniques in magnet school classrooms. The following efforts will promote meaningful technology integration across all magnet schools and grade levels to support advanced mastery of technology skills:

- Update technology labs and library media centers to include new hardware that diversifies possible applications – smart devices, digital recording devices, Discovery Education streaming, SAFARI Montage media content, NAO Robotics, video conferencing equipment, computer-integrated microscopy, Computer-Aided Design (CAD) software, etc.
- Licensure for ELA and math interventions to provide students performing below grade level with self-paced, self-directed learning; technology-based interventions will facilitate differentiated instruction to close achievement gaps across student subgroups.
- Licensure for *NWEA MAP* formative assessment tool to increase teacher capacity to monitor student progress and use formative data to drive instructional priorities.

(6) Assessments & Interventions: *SEEK* will serve students attending low-performing schools and transferring from feeder schools to specialized magnet programs. To ensure all youth can take full advantage of rigorous, career and postsecondary-focused learning, FWCS will utilize formative assessments to determine student achievement levels and provide learning interventions for all schools that help close achievement gaps across racial and economic subgroups of students (see *Competitive Priority # 1*). *SEEK* will provide teacher, student and family access to technology-based interventions in classrooms and computer learning labs to connect students with self-paced learning that is age appropriate and culturally-relevant.

- **Assessment:** *SEEK* will enhance school assessment capabilities through use of the validated Northwest Evaluation Association *Measures of Academic Progress* (NWEA MAP) technology-based formative assessment tool. *Measures of Academic Progress* creates a personalized assessment

experience by adapting to individual learning levels – precisely measuring progress and growth in reading and math. *MAP* utilizes a diagnostic test / re-test format to identify performance levels and monitor growth and is predictive of performance on state assessment exams and college readiness (**Evidence of Promise:** Thum, & Matta, 2015). By providing reliable and replicable individualized assessment data, *MAP* will help teachers identify students in need of supplementary support in reading and mathematics and empower educators to connect them to effective academic interventions. *NWEA MAP* data will inform educator effectiveness evaluation ratings using the state-approved *RISE Rubric + FWCS System of Support* to monitor teacher quality and drive individual teacher professional learning plans (see below).

- **Reading Intervention:** Struggling readers will benefit from the acquisition of *Fast ForWord* reading intervention solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests across elementary, middle and high school. *Fast ForWord* provides self-paced support to struggling readers by building foundation skills – cognitive abilities, memory and processing speed to develop underlying competencies needed to improve literacy outcomes. *Fast ForWord* is matched to individual student reading levels and provides teachers with data that can be used to influence individual and classroom instruction. Libraries and computer learning labs will be equipped with age and grade level appropriate versions of the software (**Evidence of Promise:** *What Works Clearinghouse* intervention report: *Fast ForWord*, 2010).
- **Mathematics Intervention:** Fort Wayne schools fail to achieve minimum grade-level standards across all core subjects. Interventions are needed to help low-performing students meet minimum math standards and develop the skills / competencies to succeed in rigorous study. Magnet schools will invest in *SuccessMaker* instructional technology that builds math and literacy skills for students of all ages and abilities. *SuccessMaker* utilizes adaptive technology that responds to student performance to adjust content and intervention level to match student learning needs. *SuccessMaker* offers individual support for students and provides performance data to classroom teachers to help educators deliver instruction at an appropriate pace and complexity level to facilitate student

comprehension and growth (**Evidence of Promise:** http://assets.pearsonschool.com/asset_mgr/current/201526/pdf_160431.pdf).

- **ACT Mastery Prep:** *SEEK* will provide access to a proven online ACT test preparation program for South Side High School magnet students. *ACT Mastery Prep* provides self-paced ACT preparation for students proven to increase scores across all socio-economic and demographic subgroups. Average ACT score at South Side High School falls short of state and national averages (22 Average ACT composite score for South Side High School, 2015); poor scores limit post-secondary education options for students. *ACT Mastery Prep* will help low-performing Fort Wayne youth improve critical ACT scores and increase postsecondary education choices.

Combined, *NWEA MAP*, *Fast ForWord*, *SuccessMaker* and *ACT Mastery Prep* instructional technology will provide schools with literacy, mathematics and ACT support across grade levels that promotes continuity of instructional practice and research-based, individualized interventions (coordinated with RTI principles) to help close achievement gaps and increase academic success.

(7) Parent / Family Involvement: FWCS will engage parents in meaningful activities that prepare them to make informed choices regarding the education of their children. District and school leaders also seek ongoing parent feedback and involvement in the planning and implementation of magnet schools programs and complementary district instructional, enrichment and school climate initiatives. Despite district consensus recognizing the need for increased parent participation in all facets of both *SEEK* and broader education initiatives, the Planning Task Force understands that promoting significant parent involvement will remain challenging in high poverty, racially and socio-economically isolated neighborhoods. In response to the barriers that limit participation of Fort Wayne parents in education programs, FWCS proposes the following innovations to promote parent engagement in elementary, middle and high school education programs:

- **Parent Education:** Implementation of magnet schools will provide improved learning for students and expanded availability of learning interventions. To facilitate strong community commitment to academic outcomes, FWCS will offer parent education programs that help under-educated caregivers gain valuable skills and functional mastery of literacy and mathematics – which will reinforce the value of education by making it readily available to FWCS families. *SEEK* will offer a

parent General Education Diploma (GED) program at its Family And Community Engagement (FACE) center that will be open to all parents of students enrolled in proposed magnet schools. Magnet schools will support acquisition of GEDs by providing expanded literacy and math support using *Fast ForWord* and *SuccessMaker* learning interventions during expanded school day, afterschool, weekend and summer library / computer learning lab hours of operation.

- **Family Readiness:** Family Readiness strategies will increase student and family exposure to postsecondary education learning environments and prepare students and families to successfully complete admissions and financial aid applications – significant barriers to enrollment for at-risk, low-income students (Cabrera, Deil-Amen, Prabhu, Terenzini, Lee & Franklin, 2006). Traditionally, students from low socio-economic and minority groups have less access to information about college than do those from the higher economic strata (Watt, Huerta & Lozano, 2007). In partnership with IPFW, Ivy Tech, University of Saint Francis and Vincennes University, FWCS will help magnet school families gain access to vital postsecondary education resources needed to promote student and family commitment to college enrollment. Family Readiness will include:

***SEEK* Family Readiness Strategies**
• College Entrance Exam Prep – *SEEK* magnets will offer access to *ACT Mastery Prep* test preparation software to increase student performance on key college enrollment indicator. • Campus Tours – *SEEK* students and their families will visit IPFW, University of Saint Francis, Ivy Tech and other regional institutions of higher education through complementary, in-kind district funds to nurture development of college-going culture. • College Fair – In collaboration with current FACE efforts, FWCS will host annual, district-wide college fair to expand student and family exposure to postsecondary education options. • Application Workshops – IPFW Admissions / Financial Aid Counselors will lead workshops to increase knowledge of application requirements, admissions standards and financial aid / scholarship opportunities and prepare families to complete FAFSA and application forms.

- **Accessible Language Format:** To promote diverse enrollment in schools, all marketing and recruitment materials will be available in several languages (as needed) and distributed at multiple community locations. The Marketing and Recruitment Specialist will provide translation of magnet

materials from English into Spanish, Vietnamese, et al, to increase parent access to information that describes the breadth of academic choices available to youth.

- **Targeted Recruitment Activities:** Because Fort Wayne Community Schools is implementing a voluntary desegregation plan, student placement strategies and protocols will remain race-neutral to comply with applicable civil rights regulations. Recruitment activities, however, can and will target both economically segregated and racially identifiable neighborhoods to ensure diverse enrollment in proposed magnet schools. The Marketing and Recruitment Specialist will partner with prominent community partners (Boys and Girls Club, YMCA, churches, Rotary, Lions Club, Big Brothers Big Sisters) to reach all demographic groups of the Fort Wayne community. Presentations at local fairs, cultural events and community festivals will broaden the reach of marketing and confirm to parents that rigorous academic programs can promote success for ALL Fort Wayne youth. Targeted recruitment will include social media, print and broadcast outreach in media outlets serving the entire community and in specialized media outlets that target priority subgroups in Fort Wayne.
- **Parent Volunteer Opportunities:** Parent involvement in FWCS magnet schools will not be limited to helping students make appropriate choices and supporting them during enrollment. Parents served as members of the Planning Task Force and their input was instrumental in the selection of targeted schools and proposed themes. Parents will continue to provide valuable input and implementation guidance as members of magnet school Advisory Boards, will offer evaluation feedback through survey tools and serve as volunteers at existing and / or expanded homework assistance centers, tutoring programs and special school events (open houses, academic / college fairs, theatrical productions, sporting events, etc.).

Meaningful and sustained parent involvement in FWCS magnet schools will promote diverse enrollment, provide out-of-classroom support for students engaged in rigorous academic study and facilitate strong community commitment to learning and growth. Parents will be encouraged to become advocates for Fort Wayne students and will be supported through adult education that expands academic, career and personal growth opportunities for parents and families.

(2) Applicant demonstrates resources to operate project beyond length of grant, including multi-year financial and operating model / accompanying plan; demonstrated commitment of partners; evidence of broad support from stakeholders critical to the project's long-term success.

Fort Wayne Community Schools will efficiently manage *MSAP* funds to maximize impact of limited grant resources. Upon completion of the grant period, FWCS will promote sustainability of the project to ensure that federal investment in Fort Wayne programs benefits students, families, schools and communities for many years. Strategies include: (a) Multi-Year Operating Plan; (b) District Support Plans; (c) Diverse Stakeholder Support; (d) Quality Resources and (e) Sustainable Practices. **(a) Multi-Year Operating Plan:** FWCS will assume responsibility for operational costs of *SEEK* magnet schools and programs when funding ends in 2022. For FWCS, it is the **start up** costs that prevent the district from developing and operating the programs as described in the *Project Design*. In particular, the cost of transportation to get Memorial Park Middle School students to South Side High School. Because the school was forced to reconfigure its transportation plan, effective 2015-2016, to balance its budget, transportation is a sensitive issue in the community and media. The cuts resulted in No Transportation Zones - elementary students within one mile of their schools; middle school students within 1 1/2 miles of their schools; and high school students within two miles of their schools are no longer receiving bus transportation. As you can imagine, this cut was not made lightly; dozens of community meetings were held to get input before the decision was made. While the ultimate decision was no surprise, it was unpopular nonetheless. FWCS continues to fund transportation to all of its magnet schools. However, the district needs help to launch a high school magnet academy transportation plan (South Side will be the first magnet-funded high school academy in the district). **FWCS commits to fully funding all magnet school grant transportation in 2022, upon completion of this magnet grant.** With *MSAP* funds, five unique programs will be implemented, the diversity of schools will be improved, new equipment will be purchased, specialized curriculum will be developed, the professional learning of staff will be accelerated and students and parents will be excited about diversified academic choices. While initial costs are too high to allow FWCS to fund *SEEK* without federal assistance, sustainability efforts will allow the district to continue programming beyond the grant period (**FWCS has sustained and improved the operation of nine MSAP grant funded magnets launched with 1991 and**

continuing award funds). FWCS is committed to helping schools sustain magnet programs by working with them to enhance community partnerships, develop staff capacity to implement evidence-based programs and invest in strategies that improve school structure and classroom effectiveness rather than material goods that have a finite lifespan and limited utility. Upon receiving 2017 *MSAP* funding, the FWCS Superintendent, *SEEK* Project Director and *SEEK* Advisory Board will form a Sustainability Committee of the Advisory Board to immediately plan for district operation of programs upon completion of the grant period. The Sustainability Subcommittee will (1) collaborate with the FWCS Office of Finance and members of the FWCS Board of Education to modify projected district budgets to include future funding for *SEEK* magnets; (2) review projected enrollment trends and adjust for impact of *SEEK* choice options on future school enrollment to facilitate an accurate human resources / materials plan for district schools; (3) assess facility needs at *SEEK* schools to ensure schools can accommodate future enrollment growth and support specialized programming (subcommittee will prioritize improvements to ensure facilities do not limit future potential of *SEEK* magnets) and (4) Sustainability Subcommittee will nurture growth of strong community partnerships to leverage partner and community resources needed to sustain efforts beyond the grant period (see *Appendix* for Letters and Magnet Schools MOU).

***SEEK* Multi-Year Plan of Operation** (see *Management Plan* for detailed Years 1 – 5 Timeline)
• <u>*SEEK* Year 1 (2017-18)</u> – Launch *SEEK* professional learning and magnet development with initial cohort of students entering *SEEK* schools for the 2018-19 school year; launch and recruit *SEEK Sustainability Committee* – including administrators, teachers, parents, partners, students to ensure diverse stakeholders collaborate to prioritize sustainability of effective magnet strategies. • <u>*SEEK* Year 2 (2018-19)</u> – Sustain and improve *SEEK* magnet schools and enroll students; continue ongoing professional learning to build educator knowledge, mastery, capacity; invest in school improvement / learning infrastructure to support long-term implementation of magnet schools; expand and strengthen community partnerships through individual magnet school Advisory Boards. • <u>*SEEK* Year 3 - 5 (2020-22)</u> – Sustain and improve *SEEK* magnet schools and enroll students; continue ongoing professional learning to build capacity; institutionalized revised transportation plan to accommodate

magnet choice based on annual enrollment patterns; implement *SEEK Sustainability Committee* to initiate long-term budgeting through FWCS Schools-of-Choice program and increase partner support for project; seek additional grant funds to expand support.

- *Post-SEEK* Plan (2022-beyond) – Continue all magnet schools through FWCS district-funded Schools-of-Choice program currently operating specialized programs/themes at 17 schools (including nine previous MSAP grant funded schools); seek grant funds to support efforts; consolidate *SEEK* personnel to reduce continuation costs (eliminate Project Director, Administrative Assistant and sustain each magnet school Focus Teacher); realign district professional learning plan to include prioritized magnet-centric options.

(b) District Support Plan: FWCS will identify resources to sustain operation of *SEEK* magnets:

- Complementary Funding Sources: FWCS will use general budget funds and state and federal Title funds when applicable and allowable to support the continued operation of magnet schools. The district will aggressively pursue discretionary grant funds but will maintain contingency plans to sustain magnets without the need for grant funds given the competitive nature of state and federal discretionary funding opportunities (future grants not a guarantee).
- Professional Learning: FWCS will pursue extensive professional learning opportunities (using train-the-trainer models) during the grant cycle to increase district-wide capacity to implement magnet programs. By investing in teacher training, human capital and expanding institutional capacity, FWCS seeks to equip schools and the district with the expertise needed to continue innovative theme-based education beyond the grant period.
- Partnerships: Each school and the district will work diligently to expand community partnerships so that magnet education becomes a community effort rather than the sole responsibility of the school district. Current partnerships with higher education, arts organizations, science-based agencies and youth advocacy groups will be expanded and reinforced to ensure that partner resources are available to support future efforts:
  - Indiana University Purdue University Fort Wayne (IPFW): Continue dual enrollment courses, Robotics Clubs / math teams, student and family college preparation activities.
  - Ivy Tech: Continue dual enrollment, college preparation activities.

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- Vincennes University: Continue dual enrollment, college preparation activities.
- University of Saint Francis: Arts programming support, college preparation activities.
- Arts United (AU): Continue to support FWCS and community efforts to link schools with arts integration resources and encourage district / AU collaborations.
- Fort Wayne Museum of Art: Successful partnership has resulted in tremendous growth in FWCS' Scholastic Art and Writing Awards. The Hope Gap Project, a partnership between FWCS and the museum, was recognized by the U.S. Department of Education. It engages Scholastic Art and Writing alumni from diverse backgrounds to inspire and motivate youth.
- FAME: Provides students with opportunities for arts enrichment activities. Will supply Artists in Residence to Weisser Park and Memorial Park.
- Fort Wayne Youth Theater: Offers students live theater experiences through auditions, participation in youth productions and attendance opportunities.
- Sweetwater Sound: Supports FWCS by contributing funds and volunteer hours, software, musical instruments and expertise.
- Science Central: Provides students with interactive, content-rich STEM and STEAM-based enrichment activities.

FWCS efforts to supplement magnet schools with complementary programs and funding will result in expanded resources that improve learning infrastructure and instructional practices. Strong partnerships will generate community support for magnet initiatives while adding credibility to programs, resulting in stronger parental support for magnet school application and enrollment. The capacity of FWCS to initiate requested programs is beyond the reach of dwindling district operating funds – assistance is needed to launch new magnet programs, but continuation strategies are both proven and in place to sustain programs after initial funding support. **(c) Diverse Stakeholder Contributions:** *SEEK* will be a collaborative effort linking district, school and partner resources to achieve the goals and objectives of the project. Key project personnel, partners and resources will contribute to the success of *SEEK* as outlined in the following chart. Contributions of key stakeholders beyond the grant period will promote sustainability of efforts:

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***SEEK*: Diverse Stakeholder Contributions**	
Resource	**Implementation Role / Contribution**
SEEK Advisory Board	• An Advisory Board will meet quarterly to monitor progress across all schools; review evaluation data to promote continuous improvement; review recruitment / marketing / placement plan to ensure compliance with desegregation goals; recruit community partners to enhance programs; convene Equal Access and Sustainability Subcommittees. • Advisory Board will continue to provide guidance after grant period.
Project Director	• A full-time Project Director will manage all aspects of the project, including personnel, fiscal, curriculum, partner outreach, vendor relations, evaluation and student engagement to ensure timely implementation of *SEEK* and compliance with federal mandates. • District-funded Director of Schools-of-Choice will manage *SEEK* programs after grant.
Focus Teachers	• Full-time Focus Teachers at each school will coordinate curriculum development; promote theme integration across subjects; collaborate with personnel in Learning Pathway schools; participate as members of recruitment/marketing teams; coordinate site-specific expenditures, professional learning and enrichment. • Of five Focus Teachers, two will be paid from *SEEK* grant funds; the other three will be supplied by FWCS and paid out of General Funds. • FWCS will sustain all five Focus Teachers with district funds after grant period ends.
Marketing and Recruitment Specialist	• A full-time Marketing and Recruitment Specialist, paid by FWCS out of General Funds, will manage a district-wide Marketing and Recruitment Plan; implement student recruitment strategies (both targeted and non-targeted recruitment); coordinate application and student selection procedures (lottery) for all *SEEK* magnets (see *Project Design* and *Competitive Priority # 3* for Marketing and Recruitment / Student Selection) and implement branding strategy for all *SEEK* schools. • FWCS will continue to sustain Marketing/Recruitment Specialist with district funds after grant period ends.
Partner	• Local partners will enrich magnet curricula / learning experiences, including IPFW (providing

Resources	dual enrollment for students, robotics / engineering clubs, math teams); Ivy Tech / Vincennes University (providing dual enrollment for students); Science Central (providing technology-based learning experiences; venue for marketing events and professional learning for faculty); Fort Wayne Museum of Art / FAME / Arts United (providing graphic and performing arts experiences linked to STEM/STEAM content and arts integration professional learning for teachers); Sweetwater Sound (providing video / music production and media arts experiences for PreK-12 arts pathway *SEEK* students). • Partnerships will be sustained and expanded through project period and beyond.
District Resources	• FWCS will contribute vast resources in support of *SEEK*, including transportation services to ensure equal access to all magnets [transportation in the PreK - 12 STEAM Arts Pathway will be partially paid from MSAP funds until grant concludes / all other magnet transportation will be provided by the district from day one]; fiscal management; administrative oversight of programs across magnet schools; curricular support from district experts; partner outreach to expand services and data management to support evaluation and promote improvement. • FWCS will sustain and expand support to extent possible during project period and beyond.
School Resources	• *SEEK* schools will contribute extensive learning resources to promote achievement of *SEEK* objectives, including high-quality faculty in core and non-core subjects; classroom / lab facilities; technology resources; libraries with curricular-aligned media (print / electronic) and committed leadership to promote theme integration. • *SEEK* schools will sustain and expand support during project period and beyond.

(d) Quality Resources: FWCS will provide quality resources to support implementation of *SEEK* and promote sustained programming beyond the five-year grant period, including:

- **Physical Infrastructure / Facilities –** District facilities include school locations that comply with *Americans with Disabilities Act* standards, classrooms, storage space, auditoriums and media centers. Magnet sites are managed by the FWCS district office and are included in the approved desegregation plan. FWCS will provide transportation to ensure equitable access to magnets from all areas of the district. At each site, necessary space will be provided to accommodate new instructional strategies, which will include but not be limited to STEM learning labs, technology

labs, visual and performing arts studios, mobile technology labs and enhanced library media centers. All proposed magnet facilities will undergo theme integration across physical facilities to make clear to students, educators, parents and visitors that *SEEK* magnets offer enrolled youth special experiences worthy of celebration and pride. Of Special Note: The ***REPAIR FWCS Building Program*** Phase I, provided needs-only repairs to 36 schools, was approved in a public referendum in 2012, and came in under budget and on time. Efficiencies reduced overall spending from $119 million to $117 million, saving $2 million or 2% of the project. The district is also benefiting from energy savings of 6%-20% average per building after these renovations. Because of the success of Phase I, district residents voted a resounding "yes" for REPAIR FWCS Phase II. This Phase was approved by 72.2% of the vote, higher than the 66% approval of Phase 1. Phase II will include major work in 10 buildings and some work in 32 other buildings, and will mean all schools will be air conditioned. Phase II will be tax neutral and is scheduled to be completed by 2023.

- **Administrative Resources –** FWCS will contribute significant and ongoing administrative leadership and support during the grant period and beyond. District administrative capacity is sufficient to meet the demands of managing a large federal discretionary grant. Fort Wayne Community Schools administrators from the following district departments will participate in grant-funded planning, implementation, evaluation, data collection and / or fiscal oversight (additional departments will support project, including Maintenance, Student Services, etc.): (1) Fort Wayne Community Schools' Board of Education – review outcomes to promote improvement and support sustainability through multi-year planning and budgeting; (2) Superintendent of Schools – Dr. Wendy Robinson offers vast leadership experience including supervision of large, federal grants – currently overseeing district implementation of a 2012 $42 million dollar *Teacher Incentive Fund* grant; (3) Department of Finance and Accounting – FWCS Department of Finance has extensive experience managing fiscal responsibilities of federal grants, including previous successful administration of *MSAP* and multiple other state and federal grants; (4) FWCS Attorney – attorney is well briefed on FWCS Voluntary Desegregation Plan and will continue to monitor documents to ensure ongoing district compliance; (5) Transportation – FWCS Department of Transportation successfully transports students across the open-enrollment district to Schools-of-Choice and will

modify the current transportation plan to include new magnets upon funding (South Side will be grant-funded until 2022 and then district funded); (6) Department of School Accountability – data specialists will organize and maintain data in accordance with state requirements and support evaluation of *SEEK*; (7) Office of Technology and Information Management – technology specialists will assist in installation / maintenance of *SEEK* resources and sustain their work beyond grant period and (8) Director of Special Education – Special Education coordinators will collaborate with *SEEK* personnel and schools to eliminate barriers impeding equal access for students with disabilities and / or special needs during the grant period and beyond.

- **Equipment and Supplies –** FWCS will procure the equipment and supplies needed to successfully implement and operate *SEEK*. Each school includes a library media center, computer learning centers (though some materials are dated – *MSAP* will update / improve learning resources) and space to create theme-specific learning labs. To ensure that adequate instructional equipment, supplies and resources were identified, the Planning Task Force consulted with teachers and administrators from targeted schools to conduct a thorough equipment and supplies assessment. The Task Force compiled district-wide and school-specific inventory of current resources and the need for advanced, theme-based instructional resources to fully integrate magnet programming across schools and grade levels. FWCS will allocate instructional materials and equipment from the general school fund as provided to all students – upon funding of *SEEK*, future acquisitions and equipment / supply budgets will be modified to reflect magnet school needs. The district will also provide additional support for the instructional program through specialists in art, music, technology, physical education, special education services, limited English proficiency instruction, college / career ready, and nursing / wellness services.

(e) Sustainable Practices: *SEEK* was designed to facilitate sustainability. While many project elements have substantial start up costs, most components have minimal continuation expenses that will be met by well-planned district and school budgets. Sustainable practices will ensure *SEEK* schools meet the needs of students for years to come. Sustainability strategies include:

	***SEEK* Sustainability Strategies**
Schools-of-Choice	• Upon completion of grant, magnets will become institutionalized within the FWCS Schools-of-Choice program, eliminating need for Project Director and Administrative Assistant (schools will sustain Focus Teachers). • FWCS Schools-of-Choice infrastructure has capacity to continue marketing, recruitment, application and student selection procedures for *SEEK* magnets beyond grant period.
Curriculum	• Planning Task Force selected curricular models with manageable long-term costs –primary expenses for *Project Lead the Way*, *Artful Learning*, *Engineering is Elementary* and *Discovery Education* are initial professional learning and infrastructure expenses with limited long-term sustainability costs. • Travel expenses beyond grant period are negligible – most travel costs associated with start-up professional learning; continuing education for curricular models is available through on-line platforms at little cost to schools.
Instructional Resources	• Investment in technology hardware is the largest start up expense of *SEEK*; ongoing costs for software / maintenance will be absorbed by FWCS Department of Technology. • Investment in technology-based learning strategies reduces long-term expense of disposable education materials through use of digital learning tools.
Partnerships	• Advisory Boards for each magnet will ensure schools are linked to community partners whose resources enhance depth and capacity of academic options.

Fort Wayne Community Schools will engage outstanding curricular models, partners, pedagogy experts, professional learning providers and vendor resources to improve teacher effectiveness, enhance learning in all proposed magnet schools and promote achievement of objectives. Efforts during the grant period will position schools to leverage expertise, facilities and stakeholder support to sustain *SEEK* initiatives upon completion of the grant-funded project. FWCS has a long history of success sustaining magnet schools beyond initial start-up and funding: Nine magnet schools funded by a 1991 *MSAP* grant and continuing award are still operational and continue to educate high need Fort Wayne youth.

(3) Training / professional learning of sufficient quality, intensity, duration to lead to improvements in practice among the recipients of those services.

The success of *SEEK* magnet schools will hinge upon the quality of instruction and ability of educators to infuse theme-based content across subjects, grade levels and schools. During initial implementation, educators serving proposed magnets will complete universal professional learning to launch new instructional models and fully integrate specialized content and technologies into classrooms. *SEEK* will align with FWCS school improvement plans and ongoing educator effectiveness evaluation protocols. As administrators conduct annual evaluations of principals and as principals conduct annual evaluations of classroom educators using the state-approved *RISE Rubric & FWCS System of Support*, effectiveness evaluation results / ratings will trigger the development of individual growth plans. Individual Growth Plans will identify the annual professional learning needs of educators based on targeted strengths and weaknesses linked to *NWEA MAP* student performance data (see above). Following initial, universal professional learning for all magnet principals and teachers to launch programs, ongoing professional learning will be identified through implementation of objective effectiveness evaluations using validated, reliable, research-based state tools (based on Danielson Framework for Teaching) to target individual educator needs reflective of specialized magnet school academic models. Professional learning will be of sufficient quality / intensity / capacity / duration to promote lasting improvement and support positive academic gains (see School Profiles for summary of professional learning aligned to each *SEEK* magnet school):

Provider	Professional Learning Format / Duration	Capacity
Leonard Bernstein Center	• Year 1: 4-Day Institute: *Artful Learning* Leadership Model • Year 1: 4-Day Institute: Foundations of *Artful Learning* + Embedded Coaching and Online Support • Year 2: 4-Day Institute: *Artful Learning* in Core Subjects + Embedded Coaching and Online Support • Year 3 – 5: 4-Day Institute: Advanced *Artful Learning* Practices + Embedded Coaching and Online Support	• 35 Educators and Administrators / Institute - Whitney Young, Weisser Park, Memorial Park, South Side High School

Project Lead the Way- Launch	• Year 1: 3-Day Workshop: Readiness to Launch • Year 1: 12-Day Institute: Core Training • Year 2: 12-Day Institute: Core Training • Year 2: 12-Day Institute: Core Training • Year 3 - 5: PLTW Virtual Academy Mastery Modules	• 30 Educators and Administrators / Workshop - Irwin STEM Magnet
Museum of Science, Boston Engineering is Elementary	• **Yr. 1:** 2-Day *Everyone Engineers* Workshop: Pedagogy & Curriculum; Content Workshops - *Establishing Foundational Knowledge*; *Modeling Effective Pedagogy*. • **Year 2:** Content Workshops - *Formative Assessment*; *Group Work and Discussion.* • **Year 3:** Content Workshops - *Reflecting as Learners*; *Reflecting as Educators.* • Curriculum oversight and fidelity monitoring during 3-year grant period.	• 30 Educators and Administrators / Workshop - Irwin STEM Magnet
Buck Institute	• Year 1: 3-Day Workshop: Project-Based Learning 101 (PBL) plus Support Coaching • Year 2: 3-Day Workshop: Project-Based Learning 201 (PBL) plus Support Coaching • Year 3 – 5: Specialized Learning – Online Content Modules	• 35 Educators / Workshop - all SEEK Magnet school educators eligible to participate
Discovery Education	• Year 1: STEMformation Certification: Creating and Teaching STEM Lessons (40 hours) • Year 2: STEMformation Certification: Trans-disciplinary STEM Units (20 hours) • Year 3: STEMformation Certification: Vertical Alignment of STEM Units (20 hours) • Years 4 – 5: Online, self-paced content modules (unlimited)	• 20 Educators and Administrators / Certification Course - Irwin STEM Magnet

IPFW	• IPFW Engineering will present Robotics workshops for educators to integrate robotics in learning (1-day workshop).	• 40 Educators (All *SEEK* Schools)
Brown University Education Alliance	• Year 1: District administrators and school principals will attend *Closing Equity Gaps* training (3-day workshop). • Years 2 – 5: Teachers and counselors will complete annual *Closing Equity Gaps* training (3-day workshop).	• 15 Educators / year (All *SEEK* Schools)
Aldebaran Robotics	• Annual *NAO Robotics* vendor training (1 day workshop + ongoing virtual support).	• 40 Educators (All *SEEK* Schools)
SAFARI Montage	• Annual *SAFARI Montage* vendor training (1 day workshop + ongoing virtual support).	• 40 Educators (All *SEEK* Schools)
Fast ForWord / SuccessMaker / NWEA MAP	• Annual *Fast ForWord*, *SuccessMaker* and *NWEA MAP* in-service training to support implementation with fidelity to interventions / assessments (0.5 day + district support).	• 40 Educators (All *SEEK* Schools)
FWCS PL staff	• Annual Indiana Grade Level Content Standards and PLC in-service training (1 day + district support).	• 40 Educators (All *SEEK* Schools)

Professional Learning Communities: Upon completion of Professional Learning Communities for Success refresher (provided by FWCS Office of Professional Learning), magnet schools will initiate PLCs to promote teacher and instructional improvement. PLCs at each school will link teachers across grade levels and content areas to nurture collaborative, team-based approach to instruction that focuses on integration of theme-based programming, curriculum development, lesson modeling, technology-based teaching / learning activities and implementation – with fidelity – of instructional models. PLCs will meet bi-monthly during afterschool *SEEK Forums* that provide a venue for sharing best practices, promoting team teaching and reviewing data to monitor achievement. *SEEK* will fund diverse professional learning – both shared across magnet schools and specialized to meet the needs of educators at each site. Professional learning will improve teacher effectiveness, lead to certification opportunities, establish and sustain professional learning communities and enhance learning by increasing teacher content knowledge and expanding mastery of innovative instructional strategies.

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(4) Proposed project supported by strong theory.

SEEK was designed after extensive research and review of effective strategies and practices backed by Evidence of Promise (see *Competitive Preference Priority # 2* and *Project Design*). To ground the project in strong theory, the Planning Task Force collaborated to create a district-wide Composite Logic Model (see below) and individual Magnet School Logic Models (see *Appendix*). The *SEEK* Planning Task Force adopted a validated Logic Model framework – initially developed by the Regional Educational Laboratory (REL) Northeast & Islands, in collaboration with WestEd – that reflects the proposed FORECAST evaluation strategy (see *Evaluation*) to outline the project.

LOGIC MODEL components, modified to reflect the *SEEK* MSAP grant, include: **Context**: the need for MSAP assistance to implement *SEEK*; **Inputs**: resources requested and required to initiate and sustain *SEEK*; **Outputs**: the plan of action and activities / components / products that staff, students, partners, families and others engage in to achieve the overarching goals of *SEEK*; **Outcomes (Desired)**: anticipated accomplishments resulting from strong and thorough implementation of *SEEK*; **Outcomes (Success – Measures Achieved)**: the lasting impact of *SEEK*. The Logic Model will guide process and outcome evaluation (quasi-experimental study with equating – *What Works Clearinghouse* definition) that focuses on relationships between services and the goals, objectives and outcomes of *SEEK*. During implementation, FWCS will respond to education research, using validated strategies to create a *SEEK* MSAP initiative that breaks chronic cycles of student failure, achieves voluntary desegregation of schools and promotes diversity.

***SEEK*: COMPOSITE DISTRICT LOGIC MODEL**
Goal 1: Increase racial and socio-economic diversity in segregated schools. **Goal 2:** Increase academic performance in underserved schools. **Goal 3:** Create and sustain magnet schools that expand academic choices for students.
Objective 1: Magnet schools will reduce and prevent black student isolation in Fort Wayne schools. **Objective 2:** Magnet schools will provide challenging academic programs to all students. **Objective 3:** Each magnet will promote systemic reform aligned with Indiana content standards. **Objective 4:** Magnet schools will increase diversity of academic options for students and families.

Fort Wayne Community Schools, LEA & fiscal agent

CONTEXT >> **Need for Assistance**	**INPUTS >>** **Resources Requested**	**OUTPUT >>** **Plan of Action**	**OUTCOMES >>** **Desired Accomplishments**	**OUTCOMES** **Success - Achieved**
• Voluntary desegregation. • Black Student Isolation in historically segregated schools. • Unequal distribution of economically disadvantaged students. • High failure rates in ELA, Math and Science. • No PreK-12 thematic pathways to serve a student from pre-school through high school.	• *MSAP* Grant Funding: ○ Staff: Project Director, Focus Teachers, Marketing & Recruitment Specialist, Partners, Consultants. ○ Professional Learning. ○ Supplies / Materials. ○ Technology / Equipment. • Existing Partners. • Existing FWCS Resources.	• School Improvement Plans • Five Magnet Schools: ○ Irwin STEM ○ Whitney Young STEAM ○ Weisser Park STEAM ○ Memorial Park STEAM ○ South Side STEAM • Marketing/Recruitment Plan • Use of curricula / interventions supported by Evidence of Promise: ○ Project Lead the Way – Launch ○ Engineering is Elementary ○ Artful Learning ○ Smithsonian Institute ○ Buck Institute ○ Fast ForWord ○ SuccessMaker ○ NWEA MAP • Technology-based Learning: ○ SAFARI Montage ○ Aldebaran Robotics	• Reduce black student isolation in schools. • Increase socio-economic diversity in schools. • Improve teaching and learning. • Reduce failure. • Improve graduation rates. • Enhance learning environments. • Promote school improvement. • Increase curricular choices. • Increase data-driven decision-making. • Align *SEEK* magnet themes to content standards.	• Decreased black student isolation in Irwin. • Decreased black and Hispanic student isolation in South Side. • Decreased % of free / reduced lunch students in South Side. • Increased ELA, Math, Science % proficiency. • Improved graduation rates in South Side. • Decreased achievement gaps separating black and white students. • Equal access to choice options

		○ Discovery Education ○ JASON Project	• Increase parent and community involvement.	for all students.

Project Design Summary: Implementation of *SEEK* will require the coordinated effort of the entire school community to fully realize projected outcomes of the project:

- Five high quality magnet programs will promote desegregation and socio-economic diversity through academic choice.
- Marketing, recruitment (targeted and non-targeted) and innovative learning experiences will increase interaction of students from diverse backgrounds.
- Learning Pathways will coordinate academic study across grade levels and schools.
- Theme-based instruction will invigorate learning in chronically low-performing schools.
- Strategies backed by Evidence of Promise will increase rigor and effectiveness of education.
- Curriculum alignment will ensure relevancy of content and achievement of standards.
- Technology integration will nurture development of 21st Century skills in Fort Wayne youth.
- Academic interventions will help students performing below grade close achievement gaps.
- Professional learning will increase teacher effectiveness and lead to enhanced learning.
- Parent and family engagement will increase support for at-risk youth striving for success.
- Vertical alignment of efforts will increase graduation rates and improve postsecondary education enrollment rates, career readiness and student engagement in learning.

The collaborative efforts of district administrators, grant personnel, teachers, partners, parents and students will yield positive results, facilitate achievement of voluntary desegregation goals and improve the quality of education in schools. *SEEK* will commence upon receipt of federal funds - implementation will occur from October 1, 2017 to September 30, 2022.

(C) <u>QUALITY OF MANAGEMENT PLAN</u>.

(1) Achieve objectives on time / within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

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A strong grant management plan will enable Fort Wayne Community Schools (applicant and fiscal agent) to successfully implement *SEEK* and promote the achievement of identified project goals, objectives and outcomes. Grant management will focus efforts on the following progress-monitoring and oversight strategies to increase sustainability of outcomes and services: (a) Coordination of Services; (b) Timely Implementation; (c) Budget Oversight; (d) Management Plan Procedures; (e) *SEEK* Timeline and (f) Sustainability Planning. **(a) Coordination of Services:** While Fort Wayne Community Schools – applicant and fiscal agent – is ultimately responsible for administering *SEEK*, the project is designed to foster a collective decision-making process across the district, five targeted schools and the community, facilitating both multi-school collaboration and autonomous prioritization of needs. Administrators prioritized gaps identified during the needs assessment and will coordinate delivery of services across grade levels, schools and communities as allowed in the RFP. While overlapping / common needs exist throughout FWCS and participating schools, prioritization of those needs – based on ongoing analysis of student performance, enrollment (aggregate and subgroup), applicant pool and community data – will allow FWCS to ensure that *SEEK* responds, over the life of the grant and beyond, to the unique conditions impacting participating FWCS students. Quarterly *SEEK* Advisory Board meetings and quarterly individual magnet school Advisory Board meetings will ensure coordination of activities across layers of district administration and *SEEK* stakeholders (see *Personnel* for details of Advisory Board). Monthly District Leadership Team meetings will facilitate ongoing progress monitoring and coordination of services across *SEEK* schools and complementary district initiatives (see *Personnel*). **(b) Timely Implementation:** FWCS administrators and grant personnel will initiate *SEEK* immediately upon funding and will manage all grant activities – to the maximum extent possible – in accordance with the *SEEK* Timeline (see below). Grant personnel and external evaluators will utilize multiple process evaluation tools to monitor implementation and align progress to the composite district Logic Model (see *Project Design*) and individual magnet school Logic Models (see *Appendix*). Evaluators will develop a FORECAST Model of *SEEK* to guide ongoing evaluation of the effort and will share the model with stakeholders to ensure transparency of evaluation and reporting and provide managers with additional tools to support timely implementation of the project. Projected annual milestones (see Timeline below) will help FWCS and grant administrators plan and schedule key activities – professional learning, facilities upgrades, curriculum development, magnet school marketing

/ recruitment strategies and student application / selection procedures – to promote achievement of significant annual implementation benchmarks. **(c) Budget Oversight**: The Planning Task Force designed the budget to meet program goals and objectives, emphasizing inclusive education strategies that provide equal access for all youth and families while meeting required state standards and promoting the goals of the *Magnet Schools Assistance Program* grant. Each budget line item is linked to one or more of the grant components, services and / or priorities. The budget is fiscally efficient while providing sufficient funds for targeted, comprehensive programming. The Project Director and FWCS Finance Office, under the expert direction of magnet-experienced Kathy Friend, will manage expenditures in accordance with Indiana and U.S. Department of Education spending regulations and will prioritize allocations to ensure completion of the project. The Project Director and Advisory Board will coordinate with schools and partners to identify complementary programming and funds that expand the reach of *SEEK* and sustain systemic changes initiated during the grant period. FWCS has managed numerous federal discretionary grants, including a 1991 MSAP grant and a continuation award, with fiscal efficiency and accountability. **(d) Management Plan Procedures:** Effective grant management will include well-defined procedures that facilitate achievement of *SEEK* goals and objectives, including:

1. **Convene Planning Team –** a *Planning Task Force* of administrators, teachers, counselors, parents, students and community partners conducted a needs assessment, identified gaps and weaknesses in programming and recommended strategies to strengthen education programs;
2. **Initiate Grant –** FWCS will hire staff and brief project partners to launch *SEEK*;
3. **Ensure Equal Access –** FWCS and all partners will provide equal access / treatment for participants without regard to race, color, national origin, gender, religion, veteran status, sexual orientation, gender identity, age, disability or other protected status for all services;
4. **Implement Records Management Protocol –** Project Director will maintain program file to document implementation, evaluation and fiscal milestones, from award to completion;
5. **Implement Fiscal Management Protocol –** FWCS Finance Office will establish a system of accounting / cost management / reporting to promote efficient expenditure of funds;

6. **Implement Action Model –** Project Director, Advisory Board and Evaluation Team will develop and revise action model to identify project components and services linked to *SEEK* Timeline to ensure completion of all project elements;
7. **Implement Goods / Services Management Protocol –** FWCS will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations;
8. **Monitor Standards Alignment –** Convene Pathway Alignment Team to align individual magnet school curricula to state learning standards / benchmarks;
9. **Implement Evaluation Plan –** Project Director, Advisory Board and Evaluation Team will sustain ongoing evaluation to promote continuous project improvement.
10. **Disseminate Results –** Project Director, evaluators and grant personnel will present outcomes, data and progress to stakeholders and the public through reports, School Board presentations and outreach to increase transparency and engage community in education.
11. **Sustain Programs –** FWCS, grant administrators and Advisory Board members will initiate a sustainability plan – from award through end of grant period – to sustain *SEEK* magnet schools beyond the end of federal funding.

(e) Timeline: The Task Force developed a detailed timeline with defined responsibilities and milestones to guide implementation of *SEEK*. The Project Director and Evaluation Team will use the timeline to monitor progress during the grant period – October 2017 through September 2022. The Timeline will serve as a key implementation guide and evaluation tool promoting achievement of *SEEK* outcomes.

***SEEK*: Administrative & Implementation Timeline and Responsible Parties** **October 1, 2017 - September 30, 2022**
KEY: Superintendent (S); Advisory Board (AB); Project Director (PD); Marketing/Recruitment Specialist (M/RS); Magnet Focus Teacher (FT); Administrators (AD); Teachers (T); Evaluation Team (ET); Partners (P)
ONGOING: Quarterly district-wide Advisory Board Meetings (AB); Quarterly school Advisory Board Meetings (AM); Monthly Evaluation Progress Monitoring (PD,ET); Monthly Leadership Oversight Meetings (S,PD,AD); Outcome Data Analysis (ET), Monitoring and Adjustment (PD,ET); Professional Learning (PD,AD,T); Theme-based Instruction (T,FT); STEM/STEAM Enrichment (FT,T, P); Recruitment and

Marketing (PD,M/RS); Curriculum Design and Alignment (FT,T); Annual Performance Reporting (ET); Quarterly Sustainability / Equal Access Committee meetings (PD,AB); Bi-Monthly PLCs (FT,T).
YEAR 1 (October 1, 2017 - September 30, 2018)
QTR 1: 1. Assume control of grant funds (PD,AD); 2. Hire Project Director (S); 3. Hire all project personnel (S,PD); 4. Transition Planning Task Force to Advisory Board (PD,AD); 5. Convene Advisory Board (AD,PD, AB); 6. Finalize evaluation plan, collect baseline data, schedule monthly monitoring (PD,ET); 7. Assess facility improvements/prioritize projects (All); 8. Generate publicity (M/RS,FT,PD,AB).
QTR 2: 1. Review professional learning needs/schedule training (PD,FT,AD); 2. Convene curriculum teams/initiate theme development (PD,FT,T,AD); 3. Develop consistent marketing plan /materials/branding (PD,M/RS,FT,AD); 4. Continue parent, community marketing, outreach to generate student applications across diverse subgroups (PD, FT, M/RS, AD); 5. Continue curriculum design / professional learning (PD, M/RS, FT, T); 6. Continue evaluation (ET - All); 7. Initiate vertical curriculum alignment linking Learning Pathways (PD, FT, T, AD); Recruit Sustainability/Equal Access Committee members, schedule mtgs (PD,AB).
QTR 3: 1. Initiate 2017-18 magnet school scheduling to comply with both content standards and specialized instructional needs (PD,AD,AB,FT); 2. Conduct *Magnet Fair* magnet schools enrollment fair (PD,M/RS, FT,AB); 3. Open application process for all magnets for 2017-18 school year (All); 4. Comply with instructional accreditation protocol – *PLTW* and *Artful Learning* (PD,FT,T,AD); 5. Assess instructional materials/curriculum supplies – order materials for 2017-18 school year (PD,FT,AD,AA,T); 6. Conduct *SEEK* PLCs (PD,FT,T,AD); 7. Community marketing/outreach events (M/RS, PD, FT).
QTR 4: 1. Complete application process and inform families of enrollment (PD,M/RS,AA); 2. Host magnet orientations (PD,FT,M/RS); 3. Open all magnet schools for first cohort of *SEEK* students (All); 4. Prepare all magnets for enrollment of first cohort of students (PD,AB,AD,FT,M/RS,T); 5. Continue curriculum development and professional learning (PD,FT,T,AD); 6. Collect /analyze year-end evaluation data and complete /submit Annual Performance Report (PD,FT,ET); 7. Review Year 1 budget expenditures – project Year 2 revisions (All); 8. Continue professional learning events and report back to *SEEK* PLCs (PD,M/RS,FT,T,AD); 9. Plan curriculum design / order materials / supplies / equipment for Year 2 (PD,FT,AD,T); 10. Plan and launch *SEEK* extracurricular activities / clubs / enrichment (PD,FT,T,P); 11.

Report program results to Advisory Board and FWCS Board of Education (PD,ET).
YEAR 2 (October 1, 2018 - September 30, 2019)
QTR 1: 1. Continue theme-based instruction at magnets for first cohort of *SEEK* students (All); 2. Collect Year 2 baseline data (PD,ET,FT,T); 3. Schedule Year 2 professional learning (PD,FT,AB,P); 4. Continue curriculum development to integrate theme-based instruction (PD,FT,T); 5. Assess Year 2 facility improvements / prioritize projects / schedule updates (All).
QTR 2: 1**.** Review enrollment data, revise recruitment/marketing plan to promote achievement of enrollment goals (PD,M/RS,ET,FT,AB); 2. Launch Year 2 parent/community outreach strategies to boost student applications (PD,M/RS,FT,AB); 3. Continue Year 2 professional learning (PD,FT,AD,T); 4. Continue theme-based instruction / enrichment / extracurricular activities (All); 5. Hold *Winter Showcase*.
QTR 3: 1. Initiate 2018-19 magnet school scheduling to comply with content standards/specialized instructional needs (PD,AD,FT,AB); 2. Launch Year 2 parent/community outreach strategies to boost student applications (PD,M/RS,FT,AB); 3. Continue theme-based instruction in all magnets (All); 4. Continue curriculum alignment to state standards (PD,FT,AB,AD,T); 5. Assess instructional materials/supplies – order materials for 2018-19 (PD,FT,AD,T,AA); 6. Conduct evaluation site visits/focus groups (ED,PD,T).
QTR 4: 1. Complete application process and inform families of enrollment results (PD,M/RS,AA); 2. Prepare all magnets for enrollment of second cohort of *SEEK* students (ALL); 3. Open all magnets for Yr 2 *SEEK* students (All); 4. Continue curriculum / professional learning and report to *SEEK* PLCs (PD,FT, AD,T); 5. Collect/analyze year-end evaluation data, complete/submit APR (PD,FT,ET); 6. Review Yr 2 expenditures – project Yr 3 revisions (All); 7. Continue vertical curriculum alignment linking Learning Pathways (PD,FT,T,AD); 8. Plan curriculum design / order materials, supplies, equipment for Yr 3 (PD, FT,AD,T); 9. Convene Sustainability / Equal Access Committees (PD,AB,S,AD); 10. Report program results to Advisory Board and FWCS Board of Education (PD, ET).
YEAR 3 (October 1, 2019 - September 30, 2020)
1. Continue theme-based instruction/enrichment/extracurricular programs at magnets for *SEEK* students (All); 2. Collect Year 3 baseline data (PD,FT,ET,FT); 3. Continue Yr. 3 professional learning (PD,FT, AB); 4. Continue recruitment/marketing plan to increase applications for Yr. 4 enrollment (M/RS,PD,FT); 5. Launch

sustainability protocol to promote continuation of magnets beyond funding (S,PD,AB, FT,ET); 6. Complete application process and inform families of enrollment (PD,M/RS,AA); 7. Conduct evaluation site visits/focus groups (ED,PD,T); 8. Collect/analyze year-end evaluation data and complete/submit Annual Performance Report (PD, FT, ET); 9. Report program results to Advisory Board and FWCS Board of Education (PD, ET); 10. Convene Sustainability / Equal Access Committees (PD,AB,S,AD).

YEAR 4 (October 1, 2020 - September 30, 2021)

1. Continue theme-based instruction/enrichment/extracurricular programs at magnets for *SEEK* students (All); 2. Collect Year 4 baseline data (PD,FT,ET,FT); 3. Continue Yr. 4 professional learning (PD,FT, AB); 4. Continue recruitment/marketing plan to increase applications for Yr. 5 enrollment (M/RS,PD,FT); 5. Launch sustainability protocol to promote continuation of magnets beyond funding (S,PD,AB, FT,ET); 6. Complete application process and inform families of enrollment (PD,M/RS,AA); 7. Conduct evaluation site visits/focus groups (ED,PD,T); 8. Collect/analyze year-end evaluation data and complete/submit Annual Performance Report (PD, FT, ET); 9. Report program results to Advisory Board and FWCS Board of Education (PD, ET); 10. Convene Sustainability / Equal Access Committees (PD,AB,S,AD).

YEAR 5 (October 1, 2021 - September 30, 2022)

1. Continue theme-based instruction/enrichment/extracurricular programs at magnets for *SEEK* students (All); 2. Collect Year 5 baseline data (PD,FT,ET,FT); 3. Continue Yr. 5 professional learning (PD,FT,AB); 4. Continue recruitment/marketing plan to increase applications for continuation enrollment (M/RS,PD, FT); 5. Aggressively continue sustainability protocol to promote continuation of magnets beyond funding (S,PD,AB,FT,ET); 6. Complete application process and inform families of enrollment (PD,M/RS,AA); 7. Conduct evaluation site visits/focus groups (ED,PD,T); 8. Collect/analyze year-end evaluation data and complete/submit Final Performance Report (PD, FT, ET); 9. Report program results to Advisory Board and FWCS Board of Education (PD, ET); 10. Convene Sustainability / Equal Access Committees and fully implement sustainability strategies / prioritize components for continuation (PD,AB,S,AD,FT).

Annual *SEEK* Milestones, Objectives, Responsible Parties

Year	Objective	Responsible Party	Primary Milestone
Year 1 – 5	**1, 2, 3, 4**	PD, AD, FT, T	• Open Irwin STEM Magnet School for up to 306

(All)			students.
	1, 2, 3, 4	PD, AD, FT, T	• Open Whitney Young Early Childhood Center for the Arts for up to 342 students.
	1, 2, 3, 4	PD, AD, FT, T	• Open Weisser Park School of the Arts for up to 565students.
	1, 2, 3, 4	PD, AD, FT, T	• Open Memorial Park Middle School for the Arts for up to 823 students.
	1, 2, 3, 4	PD, AD, FT, T	• Open South Side High School Arts Academy for up to 400 students.
	2, 4	P, FT, T	• Complete partner enrichment for all schools
	1, 4	PD, M/RS, FT	• Host annual *Winter Showcase* magnet recruitment fair.
	1, 4	PD, FT, AB	• Complete annual targeted recruitment to diversify applications for magnet school enrollment.
	1, 2, 3, 4	PD, M/RS, AA	• Process magnet school applications, implement placement plan (lottery), inform families.
	3, 4	PD, AD, T	• Offer parent / community education programs.
	1, 2, 3, 4	PD, ET, AB, AD	• Review data and reports to improve programs and inform stakeholders of progress

The *SEEK* Timeline will allow grant managers and evaluators to assess progress during the multi-year project and monitor achievement of timely benchmarks that facilitate attainment of *SEEK* goals, objectives and outcomes. **(f) Sustainability Planning:** The *SEEK* Advisory Board will form a Sustainability Committee upon award of grant funds to develop and implement a sustainability plan to ensure long-term operation and success of the project. By beginning with sustainability, Fort Wayne Community Schools will eliminate surprises (or disappointments) that surface during the final year of funding, when most institutions initiate sustainability plans. The following factors will increase the long-term sustainability of *SEEK:*

- Upon completion of grant, magnets will become institutionalized within the FWCS Schools-of-Choice program, thereby eliminating project-specific personnel needed to launch the program – individual schools will budget to sustain Focus Teachers to continue theme-based instruction.
- Schools-of-Choice administrative infrastructure has capacity to continue marketing, recruitment, application and student selection procedures for magnets beyond grant period.
- Planning Task Force selected curricular models whose long-term costs are manageable despite significant initial start up costs related to professional development and learning infrastructure.
- Technology acquisition is a major expense of the grant; ongoing costs for software, maintenance and repair are manageable and will be absorbed by the district technology department.
- Advisory Boards for each magnet will ensure schools are linked to community partners whose resources enhance depth and capacity of academic options.
- Travel expenses extending beyond the grant period will be negligible upon completion of initial professional development and required attendance at MSAP grant events / conferences.
- Reallocation of district funds supporting professional learning, school facilities, curriculum development / supplies, technology and transportation (Title I, II, IV) will fund magnet continuation expenses as *SEEK* schools become institutionalized as components of the FWCS Schools-of-Choice effort – FWCS will aggressively pursue additional grant funds but will not rely on new grant resources to sustain *SEEK* magnet schools.

Many equate sustainability with finding continued funding for services developed through a grant. However, a broader view of sustainability entails using strategies to maintain the elements of a program that are responsible for positive outcomes. Embracing this more comprehensive view will help Fort Wayne Community Schools sustain program elements and outcomes that best meet the changing needs of Fort Wayne students, families, schools and communities.

(2) Diversity of perspectives are brought to bear in the operation of the proposed project.

SEEK is the product of long-term collaboration connecting Fort Wayne Community Schools to diverse constituents across Fort Wayne. Since the fall of 1988 when the district launched its first district-funded magnets, through funded MSAP projects (last funded in 2001), the submission of a 2013 MSAP proposal (not funded) and the planning of *SEEK*, FWCS and its Board of Education have worked

closely with educators, parents, students, community partners and education experts to propose projects that meet the academic needs of students and respond to voluntary desegregation plans. *SEEK* is the outcome of extensive planning, design, research and collaboration across diverse stakeholders. *SEEK* represents an exceptional approach to meeting FWCS needs and meeting the statutory requirements of the *MSAP* because of sustained collaboration and diverse stakeholder input / support. Implementation of *SEEK* will continue this longstanding tradition of collaboration across stakeholder groups to ensure the project adapts to changing needs / priorities across the community and is responsive to a diversity of perspectives throughout the project and beyond as magnet schools become integrated into the FWCS plan of operation. Diverse perspectives and strategies to ensure stakeholder involvement will include:

- **Planning Task Force –** The *SEEK* Planning Task Force garnered widespread support for proposed magnet programs prior to development of the application. District leaders sought input and feedback from school principals, curriculum specialists, teachers, special education / ELL teachers, counselors, parents, students and diverse community partners engaged in complementary Schools-of-Choice programs and district initiatives. Feedback from diverse perspectives enhanced the proposal with expanded content, strategies and enrichment opportunities. The Planning Task Force was instrumental in developing a quality application comprised of comprehensive, theme-based learning opportunities for youth that will promote district attainment of voluntary desegregation goals, increase student achievement and improve postsecondary / career readiness. FWCS will continue to encourage broad stakeholder involvement during implementation to strengthen programs and maximize outcomes.
- ***SEEK* Advisory Board –** Upon receiving a *MSAP* grant award, the Planning Task Force will transition into a project Advisory Board – comprised of district administrators, principals, teachers, community partners, parents and students (stakeholders will be given opportunity to join Advisory Board on annual basis). The Advisory Board will meet quarterly during the five-year project to oversee implementation progress, monitor evaluation results and recommend changes to promote continuous improvement. The Advisory Board will collaborate with district administrators and grant personnel to develop procedures and protocols that ensure equal access and influence marketing / recruitment efforts, student placement, professional learning and partner activities. The

Advisory Board will serve as a critical management oversight structure that provides community and parent stakeholders with a voice influencing academic programs serving Fort Wayne youth and families. FWCS will actively recruit new members to serve on the Advisory Board that include representatives from industry and postsecondary education to increase alignment of district education programs with the needs of postsecondary education institutions and employers. The Advisory Board will establish and convene an Equal Access Subcommittee and a Sustainability Subcommittee to oversee specialized Board functions. The Advisory Board will report outcomes and progress to the FWCS Board of Education during public meetings to increase transparency.

- **School Advisory Board –** Each *SEEK* magnet school will convene a school Advisory Board that works closely with the principal, Focus Teacher, classroom / special education / ELL teachers, counselors and support staff to provide guidance and support at the school level. *SEEK* is a complex and comprehensive project proposing to launch, refine and sustain numerous project elements across five school sites. Quarterly School Advisory Board meetings will provide local guidance at the school level to help each magnet school team focus on thorough and effective implementation at target schools. School Advisory Boards will include school administrators, teachers, counselors, parents, students and partner representative from each specific program site.
- **Parent Input –** FWCS leaders believe parents have a right - a mandate - to engage in meaningful discussions impacting school and district policies / procedures / programs. Parents serve on numerous committees across the district and will be instrumental in shaping implementation of *SEEK* as members of both the district-wide Advisory Board and individual school Advisory Boards. Parents will also be invited to attend enrichment events, participate in magnet school marketing events, engage in college readiness activities and serve as volunteers supporting programs across magnet schools. Parent perspectives are critical to success of education programs and *SEEK* grant administrators will seek sustained parent involvement during the grant period and beyond to give voice to parents of students enrolled in proposed magnet programs. Annual surveys will provide opportunities for feedback as well.
- **Student Input –** Like parent feedback and perspective, student input will be invaluable during the implementation of *SEEK*. Students, ultimately, are the consumers of *SEEK* education products and

their perspective on the quality, diversity, breadth and relevance of services will be used by district, school and grant administrators to ensure students are fully engaged in learning and have a voice in the process. Students will serve on district and school Advisory Boards, complete interest surveys at the school level to shape extracurricular and enrichment options, provide feedback through evaluation surveys and participate in evaluation focus groups to offer qualitative data instrumental to evaluation and progress monitoring.

- **Partner Input –** Partners played a critical role in the development of *SEEK* and will continue to offer insight and perspective during implementation. Partners enrich Fort Wayne schools with learning opportunities, resources, support and experiences beyond the reach of FWCS funding and capacity. Partners also offer tremendous expertise that expands the potential of schools and programs. Partner representatives from the arts, postsecondary education, STEM-focused organizations, private industry, social support organizations, media and education will serve on both the district *SEEK* Advisory Board and school-specific Advisory Boards to support implementation, promote sustainability of services and diversify the perspectives that shape programming. Partners will complete evaluation surveys and focus group interviews to share perspective and offer suggestions for improvement. Partners will also leverage resources to expand the impact of *SEEK* and help schools increase positive outcomes.

(D) <u>QUALITY OF PERSONNEL</u>.

(1) Qualifications of the Personnel the Applicant Plans to Use on Project.

SEEK is a complex and ambitious project serving students across five district PreK - 12 schools. The quality of project implementation and extent of positive outcomes will be largely shaped by the quality of administrators, faculty and staff who dedicate their efforts to thorough and successful implementation of the initiative. **Planning and Oversight:** During the planning stages of SEEK, Fort Wayne Community Schools convened a Planning Task Force – comprised of FWCS administrators, school principals, classroom educators, special education teachers, counselors, community leaders, parents and students – to assess existing programs and propose new magnet schools that meet instructional needs while supporting desegregation goals. The Task Force solicited input from diverse stakeholders to identify appropriate education themes that prepare youth to succeed in careers and postsecondary

education. The Task Force was fully immersed in the planning and development of *SEEK*; members will continue to guide *SEEK* during implementation as members of the *SEEK* Advisory Board. The Advisory Board will meet quarterly during the five-year project (see *Management Plan*) to oversee implementation progress, monitor evaluation results and recommend project changes to promote ongoing improvement. **District Leadership:** While district administrators, curriculum specialists, classroom teachers, counselors and support staff will be fully or partially engaged in the project, the following chart outlines key leaders who will play a significant role in grant operation:

Position	Education	Curriculum / Desegregation Experience
District Administrators		
Superintendent of Schools: **Dr. Wendy Robinson**	• Ed. D., Educational Administration Ball State University • M.S., School Administration Indiana Purdue Fort Wayne • M.S., Elementary Education Indiana Purdue Fort Wayne	• 44 years education experience • Superintendent of Fort Wayne Community Schools for 14 years • Area Administrator for FWCS • Principal, Price Elementary School • Assistant Principal, Weisser Park Elementary School
Chief Operating Officer: **Charles Cammack**	• Master of Communication Arts University of Wisconsin • Bachelor of Arts Purdue University	• Chief Operations Officer for FWCS • Restructured Transportation Department • Implemented a Middle School Resource Officer (SRO) program • Director/Human Resources for FWCS
Chief Financial Officer: **Kathy Friend**	• Bachelor of Science in Accounting - IUPU-Indianapolis • Certified Public Accountant; • Northrop High School alumni	• 17 years as FWCS Chief Financial Officer • City Controller, City of Fort Wayne • FWCS liaison with area delegation to Indiana General Assembly • Junior Achievement volunteer at Forest Park school
Chief Academic	• Superintendent License	• 20+ years Education Experience;

Officer **Tracy Williams**	Cleveland State University • Masters of Education Cleveland State University • B.S. in Education University of Cincinnati	• Assistant Superintendent of Curriculum and Instruction - Benton Harbor Area Schools, MI • Middle School Assistant Principal in Cleveland • Sixth Grade Teacher in Cleveland
Chief of Student, Family and Community Engagement **Debra Faye Williams-Robbins, Esq.**	• Master of Arts in Education Indiana Purdue Fort Wayne • Bachelor of Arts in Elementary Education - Earlham College • Juris Doctor Degree Thomas M. Cooley Law • Northrop High School alumni • Indiana Bar - May 2001	• First leader of Family And Community Engagement (FACE) center (support new families to district and connect families with community resources) • Assistant Superintendent - Secondary • High School Area Administrator • Area Administrator for North Side / South Side • Principal - Arlington Elementary School • Dean/Counselor - Miami Middle School
Assistant to the Superintendent for Strategic Initiatives: **Dr. Laura Cain**	• Education Doctorate: Educational Leadership Ball State University • Educational Specialist Ball State University • Master of Arts in Education Ball State University	• 28 years education experience • Leader of strategic planning for the district • Leader of professional learning and assessment for the district • Program Manager for Balance Scorecard • Instrumental in LEAD schools initiative • Project Director of Teacher Incentive Fund grant
Executive Director of Professional Learning: **Ramona Coleman**	• Masters in Education Indiana Wesleyan University • Bachelor of Science, Henderson State University	• 29 years education experience • Coordinator of New Teachers Academy • District Instructional Coach • Taught 16 years in FWCS elementary magnet
Strategic Project Data Fellow **Rafi Nolan-**	• Master in Public Policy Harvard University • M.S. in Teaching	• Strategic Data Project Fellow, Office of Strategic Initiatives - Fort Wayne Community Schools • Dukakis Summer Fellow, Office of Governor Nikki

Abrahamian	Pace University • Bachelor of Arts Tufts University	R. Haley - Columbia, South Carolina • Teacher/Corps Member at Teacher for America - Brooklyn, New York
Assistant Superintendent Elementary **Get Nichols**	• Masters in Education Indiana Purdue Fort Wayne • B.S. in Education University of Oklahoma	• 37 years education experience • Assistant Superintendent for Elementary Education • Director of Elementary Administration • Principal, Brentwood Elementary School
Assistant Superintendent Secondary **Chris Hissong**	• Administrative Certification, Indiana Purdue Fort Wayne • Masters in Education Indiana Purdue Fort Wayne • B.S. in Education Ball State University	• 37 years education experience • Assistant Superintendent for Secondary Education • Secondary Director/High School Director • Executive Director of School Management • Principal at Heritage Junior Senior High School • Principal at New Haven Middle School
Administrative Assistant **Tori Kottwitz**	• TENL Certificate (Teaching English as a New Language) Indiana Purdue Fort Wayne • Bachelor of Science in Business Administration University of Missouri	• Strategic Initiatives Special Assignment Secretary for Fort Wayne Community Schools • District Data Trainer • ELL Classroom Assistant • Kansas City Public Library Customer Services Associate
Magnet School Administrators		
Irwin Principal: **Ingrid Laidroo-Martin**	• M.S., Educational Leadership Indiana Purdue Fort Wayne • B.S., Elementary Education Indiana Purdue Fort Wayne	• 24 years education experience • Irwin Elementary Principal • Northcrest Elementary Assistant Principal • Taught 14 years at Washington Center Elementary
Whitney Young Principal: **Melissa Plumb**	• M.S., Educational Leadership Indiana Purdue Fort Wayne	• Whitney Young Principal • Haley Elementary Assistant Principal

	• B.S., Special Education Indiana University, Bloomington	• District Special Education Resource Teacher • District Representative for DOE Teacher Evaluation Pilot
Weisser Park Principal: **E. Kent Martz**	• Administrative Certification, Indiana University • Masters, Elementary Education Indiana University • B.S., Elementary Education Indiana University	• Weisser Park Principal • New Haven Elementary Principal • Associate Faculty at IPFW, Counseling Department • Counselor for Southwest Allen County Schools • Developed Arts Media Lab at Weisser Park • Mentor of Administrators
Memorial Park Principal: **Brad Crozier**	• Masters of Art in Teaching Marian University • B.S., Secondary Education Indiana University	• Memorial Park Middle School Principal • Kekionga Middle School Assistant Principal • Lakeside Middle School Assistant Principal • Imagine MASTer Academy Asst. School Leader
South Side High Principal: **Carlton Mable**	• B.S., Secondary Education; • M.S. Secondary School Administration, Indiana University	• 24 years education experience in FWCS • Administration/Supervision License • Board Member, Indiana Black Expo

Key district administrators and curriculum specialists – all of whom possess extensive magnet school curriculum development and desegregation leadership – will provide a strong managerial foundation that supports grant-funded staff who will be 100% dedicated to thorough, efficient, timely and successful implementation of *SEEK* across five proposed magnet schools. **Leadership Oversight:** District Leadership Team will convene monthly *SEEK* Executive Sessions attended by Superintendent, Chief Academic Officer, Assistant to the Superintendent for Strategic Initiatives, *SEEK* Project Director and *SEEK* school principals to discuss progress and provide district support for grant efforts. **Nondiscriminatory Employment:** FWCS is committed to creating a workforce that reflects the diversity of qualified individuals in the labor market. FWCS has adopted and adheres to employment protocols that meet state / federal guidelines and promote the recruitment, hiring, training and promotion

of persons in all job titles without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity or other factors not substantively related to merit or performance. Employment decisions and personnel actions, including, but not limited to compensation, benefits, promotion, demotion, layoff / recall, transfer, termination and training are guided by equal employment opportunity for all FWCS personnel and applicants. FWCS utilizes the *RISE Rubric + FWCS System of Support* state validated educator effectiveness evaluation protocol to assess educator performance and implements a Human Capital Management System informed by objective educator effectiveness data. The *FWCS System of Support* - its practice of growing educators in a professional learning system build around support - was named a Best Practice by the U.S. Department of Education after its *Teacher Incentive Fund* grant site visit in May 2016. Beyond adhering to state and federal guidelines pertaining to equal employment opportunity, it is critical for FWCS to reflect the spirit of desegregation that is the foundation of the *MSAP* grant and provide FWCS youth with reinforcement through practice of tolerance, respect and equal access.

(1a) Project director qualified to manage project.

FWCS will hire a full-time Project Director (1.0 FTE) to manage daily implementation of the project. Dr. Laura Cain, FWCS Assistant to the Superintendent for Strategic Initiatives (see *Appendix* for Resume), will serve as Interim Project Director until a highly-qualified candidate is selected to fill the position. Dr. Cain is a seasoned administrator and supervisor of multiple state / federal grant programs, including a 2012 *Teacher Incentive Fund* grant to launch and sustain a district-wide teacher / administrator effectiveness assessment and performance-based compensation system in FWCS. Dr. Cain possesses the skills, expertise and commitment to the purposes of the *Magnet Schools Assistance Program* to effectively lead *SEEK* until an experienced professional can manage the project. The *SEEK* Project Director (1.0 FTE – To Be Hired) will possess the following minimum qualifications: 1) Master's Degree in Education and valid Administrative Certificate; 2) Experience managing state and / or federal grant projects serving primary or secondary students; 3) Fiscal management expertise; 4) Familiarity with procedures designed to attain voluntary desegregation goals and reduce minority group isolation in racially unbalanced schools; 5) Curriculum development and curriculum alignment expertise and 6) Experience conducting parent / community outreach and education to increase stakeholder

engagement in education. The Project Director will oversee all aspects of *SEEK*, including: 1) Manage grant funds; 2) Supervise *SEEK* personnel; 3) Coordinate and lead *SEEK* Advisory Board; 4) Manage curriculum development and alignment across five magnet schools and Learning Pathways; 5) Monitor implementation progress to ensure all schools are operational in compliance with *SEEK* Timeline; 6) Sustain and strengthen *SEEK* partnerships; 7) Coordinate professional learning activities to improve teacher effectiveness; 8) Manage marketing, recruitment, application and student placement procedures; 9) Collaborate with external evaluation team to conduct thorough evaluation of *SEEK*; and 10) Solicit feedback and disseminate outcomes to promote continuous project improvement.

(1b) Other key personnel are qualified to manage the project.

The *SEEK* Project Director will receive implementation support from key personnel throughout the grant period, including (see *Appendix* for all Job Descriptions): 1) Marketing and Recruitment Specialist; 2) Focus Teachers; 3) Administrative Assistant. **Marketing and Recruitment Specialist:** FWCS will provide a full-time professional (1.0 FTE) to oversee all marketing and recruitment activities designed to generate enthusiasm for magnet schools, promote application for enrollment and ultimately sustain student and parent commitment to magnet options. Duties: The Marketing and Recruitment Specialist will collaborate with school / district administrators and educators to develop branding strategies for *SEEK* schools and actively disseminate information about each proposed magnet school to students, parents and the community to generate and sustain enrollment interest. The Specialist will organize and complete outreach presentations across the community – with emphasis on targeted recruitment to diversify magnet school applicant pools for each school – to increase likelihood that applicant and enrollment outcomes help *SEEK* schools meet proposed socio-economic and racial diversity targets. The Recruitment and Marketing Specialist will ensure the district adheres to a structured, fair and transparent enrollment procedure that provides equal access to magnet schools for all youth and families. Specialist will work with FWCS administrators and data specialists to ensure enrollment goals reflect voluntary desegregation plans; recruitment and placement will help racially identifiable schools increase socio-economic and racial diversity in schools. Targeted marketing and recruitment activities (see *Desegregation* for Marketing and Recruitment Plan), initiated and sustained by the Specialist with assistance from the Project Director and Focus Teachers, will include multiple

strategies to ensure a diverse pool of student applicants that reflect the community demographics of Fort Wayne, Indiana. In collaboration with external evaluators, the Marketing and Recruitment Specialist will participate in evaluation protocols, collect data, share data with external evaluators and provide feedback to grant personnel and evaluators to facilitate continuous project improvement. The Specialist will be a key member of the *SEEK* team and will report to the Project Director. Recommended qualifications include: 1) Master degree in marketing, public affairs or related field; 2) Experience in marketing / public relations in agency or school setting; 3) Expertise / experience in web design and social media outreach; 4) Experience developing promotional materials such as newsletters and brochures; 5) Prior experience working with Magnet Schools and / or in an education setting implementing court-ordered or voluntary desegregation plans, preferred; and 6) Ability to work effectively with parents, community representatives, business and higher education partners. **Focus Teachers:** FWCS will supply specialized Focus Teachers [1.0 FTE per magnet school - total of five educators serving five school sites (5.0 FTE) - two will be hired with SEEK grant funds; the other three will be paid from the General Fund] for each magnet school to provide curriculum guidance, coaching and theme-based instruction in classrooms. Duties: Focus Teachers will be primary theme-based experts at each site and will facilitate thorough integration of magnet themes across proposed grade levels and core subjects. Focus Teachers will possess advanced content knowledge and expertise in topics that reflect proposed themes and will serve as resources for administrators and classroom teachers at magnet schools as well as provide outreach in collaboration with the *SEEK* Marketing and Recruitment Specialist to generate and sustain enrollment in proposed schools. Focus Teachers will provide instruction to students – in partnership with classroom teachers and other faculty – to facilitate theme integration across all learning experiences. Focus Teachers will work with curriculum specialists and school instructional teams to develop theme-based curricula and identify theme-specific professional learning needs to promote effective implementation of programming. Focus Teachers will complete extensive professional learning, with classroom educators, to improve instruction and promote thorough implementation of proposed teaching and learning models / curricula. Focus Teachers will serve on both district and individual school Advisory Boards. In collaboration with external evaluators, Focus Teachers will facilitate school-based implementation of evaluation protocols, collect data, share

with external evaluators and provide feedback to grant personnel and evaluators to facilitate continuous project improvement. Recommended qualifications include: 1) Master degree in education and valid Indiana teaching certificate; 2) Minimum of three years successful teaching experience at the elementary and/or secondary level in STEM / STEAM related discipline; 3) Expertise in curriculum development and alignment; 4) Technology proficient and ability to integrate technology into classroom lessons across core subjects; 5) Experience / willingness to provide lesson modeling and coaching of peers to facilitate integration of STEM / STEAM content across subjects; 6) Excellent presentation skills to supplement marketing and recruitment efforts. **Administrative Assistant:** FWCS will hire an experienced Administrative Assistant (1.0 FTE) to support the Project Director and grant personnel. The Administrative Assistant will maintain professional development calendars, organize and schedule Advisory Board meetings, prepare and submit purchasing requisitions and work with the Evaluation Team to disseminate and collect evaluation tools, surveys and data collection instruments.

(1c) Teachers qualified to implement special curriculum of magnet schools.

Fort Wayne Community Schools strives to staff schools with outstanding educators committed to the success of their students. The district implements a state-approved educator effectiveness evaluation system to assess teacher performance using Indiana's *RISE Rubric + FWCS System of Support* (based on Danielson Framework for Teaching – a research-based rubric guiding objective, credible observation and evaluation of educators). FWCS teachers are assigned annual effectiveness ratings – Highly Effective, Effective, Needs Improvement, Ineffective – based on principal observations using the *RISE* rubric combined with student growth measures. The chart below summarizes key teacher qualifications:

***SEEK* Magnet School Faculty**					
School	**Average Yrs. Teaching**	**% Master Degree**	**% Highly Effective**	**% Effective**	**% State Licensed**
Irwin	13.03 years	47.37%	52.63%	42.11%	100%
Whitney Young	13.41 years	47.06%	58.82%	29.41%	100%
Weisser Park	17.65 years	54.05%	18.92%	75.68%	100%
Memorial Park	12.91 years	41.03%	00.0%	94.87%	100%
South Side	11.54 years	45.16%	00.0%	79.03%	100%

Extensive professional learning in instructional models, content knowledge and curriculum programs will ensure Fort Wayne educators possess the mastery of knowledge and pedagogy needed to implement specialized magnet programs (see *Project Design* for Professional Learning).

(2) Experience / training in fields related to objectives, including key personnel's knowledge of and experience in curriculum development / desegregation strategies.

FWCS educators are dedicated educators with a strong commitment to providing underserved youth with the finest education available and opportunities to break entrenched cycles of failure. Educator expertise and experience of faculty that supports implementation of *SEEK* includes: (a) Teacher Training; (b) Curriculum Development Experience and (c) Desegregation Experience.

(a) Teacher Training: Through multiple district-funded and grant-funded initiatives, faculty at proposed magnet schools have expanded competencies in STEM, technology, the arts, and social development strategies to help youth discover under-developed talents / interests and make informed choices that yield positive social and academic outcomes. During the five years preceding this application, faculty have completed multiple professional learning and teacher improvement activities that better prepare them to be effective teachers and role models:

- Differentiated instruction for all schools and grade levels;
- *Crucial Conversations* training at all FWCS schools as part of *FWCS System of Support;*
- *Learning Forward* training of Quality Improvement Teams in each FWCS building;
- *Leader In Me* training to improve school climate, reduce bullying, improve student attitudes;
- *Culturally Responsive Positive Behavioral Supports* training for all schools and grade levels;
- Technology integration training for all schools and grade levels including use of SMARTBoards, *Fast ForWord* and *SuccessMaker* interventions;
- Content training offered by the Smithsonian Institution and National Council for History Education for all schools (funded by Teaching American History grant).

In addition to current teacher quality efforts, *SEEK* will expand teacher instructional expertise and content knowledge to fully integrate proposed magnet themes into the daily educational experience offered at targeted schools through theme-specific professional development in both instructional practices and curriculum (see *Project Design* for School Profiles and professional learning). All

educators and principals at FWCS schools collaboratively develop annual Individual Growth Plans as a component of annual educator effectiveness evaluation protocols (using state-approved *RISE Rubric + FWCS System of Support*) to identify personal strengths and weaknesses and identify professional learning opportunities that meet educator needs. *SEEK* professional learning strategies will be linked to annual evaluation protocols and effectiveness ratings. **(2) Curriculum Development Experience:** To successfully implement magnet schools, substantial curriculum development will occur to align instruction at each school to the theme-based learning strands selected for proposed magnets and Indiana College and Career / Content Standards. The FWCS administrative team and academic program directors possess strong backgrounds in innovative curriculum development and have instituted schools of choice curriculum strands in MSAP-funded magnets and district-funded Schools-of-Choice to fulfill voluntary desegregation protocols for all grade levels. Previous experience developing theme-based curriculum, instruction alignment to magnet themes and training faculty to successfully present enhanced magnet curricula prepares Fort Wayne administrators, academic officers, curriculum specialists and faculty to successfully complete the comprehensive restructuring of five proposed magnet schools and provide true choice for students and families seeking diverse alternatives to low performing schools (see above for qualifications of personnel and *Appendix* for resumes / job descriptions). **(3) Desegregation Experience:** Desegregation has been an ongoing struggle in Fort Wayne Community Schools and is a concept that is familiar to the entire school community. A long-term settlement agreement retains its influence and impact on district initiatives across all grade levels and is an often-consulted district management document. Desegregation goals and strategies are well known among district and school leaders and *SEEK* reflects voluntary desegregation priorities by focusing programming on schools that are racially and economically identifiable. FWCS Board of Education representatives, administrators, teachers, parents and the community understand the need for reduced minority group isolation and recognize that magnet schools are an excellent, non-coercive way to achieve desegregation. FWCS has involved the entire community during the planning stages of this proposal and has educated all parties on the issues of desegregation, the rationale for the desegregation plan and the details of *SEEK*. Letters of support (see *Appendix*) demonstrate community interest, involvement and support. District administrators have substantial experience developing / implementing

choice programs and will use their expertise to successfully implement proposed magnets. In response to desegregation strategies impacting Fort Wayne Community Schools in the last few decades, FWCS has launched and sustained – through MSAP funding – nine magnet schools. These schools, combined with district-funded Schools-of-Choice, provide theme-based pathways in Montessori, the Arts, Health Sciences, STEM, Environmental Science and Language Immersion. Additional magnet schools are needed to provide sufficient choice for students / families. *SEEK* will augment choice through five magnets and develop STEM and STEAM Learning Pathways (see *Project Design*).

(E) QUALITY OF PROJECT EVALUATION.

Fort Wayne Community Schools (lead applicant and fiscal agent) plans to contract with EduShift, Inc., a 17-year-old evaluation organization, to implement an evaluation program facilitating quality improvement throughout the duration of *SEEK*. Project Leader, Carol Guse, is a seasoned grants administrator and evaluator. She has served as principal investigator in over 100 federal and state government grants since 1990 – including four previous *Magnet Schools Assistance Program* projects – and has been a field instructor with Indiana University and St. Francis College. She has substantial experience administering federal, state, corporate and foundation grants and has served as an evaluator for the United States, Indiana and Michigan Departments of Education, as well as dozens of school districts throughout the country. With a strong background in education, administration, accounting, auditing, research and program implementation, Guse, and her team of grants professionals, offers tremendous expertise that will ensure objective, ongoing evaluation of *SEEK* across multiple GPRA measures, locally-developed project measures and two research questions.

(1) Extent to which methods of evaluation will, if well-implemented, produce evidence of promise.

Evaluators will utilize the FORECAST (Formative Evaluation, Consultation, and System Techniques) model to evaluate *SEEK* (Goodman 1994; Goodman 1998; Goodman 2006). The FORECAST Model – a research-based evaluation strategy with success in education settings – employs four components to assess process / outcome objectives:

- **Model:** EduShift will construct an action model for each year of the grant that includes all events and links the project timeline and logic model with evaluation activities to ensure all facets of the evaluation process are aligned to the project and all evaluation steps are completed.

- **Marker:** Evaluation team will collect baseline data and identify annual benchmarks based on performance measures to help grant administrators determine if progress is sufficient to promote attainment of objectives. Performance measures include annual growth targets; evaluators will use baseline data as a comparison to determine the magnitude of results.
- **Measure:** Evaluators, grant personnel, partners and participants will implement assessment tools (state content exams, surveys, focus groups) aligned to *SEEK* strategies to collect data. Data analysis will explore statistical relationships between services and outcomes.
- **Meaning:** Results of data analysis will equip evaluators and grant managers with outcome indicators needed to assess strengths, remedy weaknesses and draw valid conclusions. Interpretation of data will provide feedback that helps stakeholders make informed decisions.

Use of the validated FORECAST model will provide a structured approach to evaluation and yield reliable data that can be used by the Project Director and Advisory Board to make outcome-driven management decisions. Evaluation of *SEEK* using the *FORECAST* model will allow evaluators to address two critical questions (see below for description of Treatment / Control Groups):

1. Do FWCS students enrolled in *SEEK* magnet schools (Treatment Group) measure greater student achievement gains than students enrolled in non-magnet control group schools (Control Group)?

2. Do FWCS *SEEK* magnet schools (Treatment Group) reduce black student isolation at a greater rate compared to FWCS non-magnet schools (Control Group)?

Process and Outcome Evaluation: EduShift, Inc will conduct a thorough evaluation of all project elements that measures both process and outcome indicators. **Process Evaluation:** Process evaluation will provide feedback pertaining to the achievement of operational benchmarks and milestones in accordance with proposed timelines. Process measures will ensure that all program activities occur in a timely manner so that completion of the project will yield outcomes. The *SEEK* Timeline, districtwide Logic Model (see *Project Design*), school Logic Models (see *Appendix*) and FORECAST action model will serve as process tools allowing EduShift personnel to determine compliance with the scope and schedule of the proposed project. Process Evaluation fills important program assessment steps, including: (1) evaluate and document fidelity and variability in program implementation across sites and student subgroups in relation to Logic Model, Timeline and proposed scope of the project; (2) test

validity of implementation model for relationships between interventions and outcomes; (3) monitor dose of interventions across *SEEK* sites and across intended recipients of interventions; (4) provide accountability data needed to inform stakeholders and partners of implementation progress and (5) generate feedback data to promote improvement of project, refinement of services and replication of effective strategies. **Outcome Evaluation:** Outcome evaluation answers the important question: "What was the impact of the *Magnet Schools Assistance Program* grant?" Evaluators will use five Required Measures and project-specific indicators to evaluate the impact *SEEK* strategies have on voluntary desegregation, student achievement and school improvement outcomes. Outcome evaluation will focus on the measurement of performance indicators that correspond to the purpose of the program – including desegregation and increased academic achievement initiatives – and will measure the success of the program and its impact on Fort Wayne students / families / schools / communities. Outcome evaluation will address: (1) extent to which the program influences black student isolation and socio-economic diversity in magnet schools; (2) extent to which the program influences student academic achievement; and (3) the impact theme-based programming has on academic achievement, education attainment expectations and postsecondary enrollment. Outcome evaluation will generate data that verifies the impact of implementation rather than focusing on the timely completion of proposed activities. Outcome evaluation will equip grant managers with the information needed to analyze results by project component and by subgroups / schools to determine if interventions yield positive growth and promote success; analysis will promote replication and sustainability of effective practices and refinement of promising strategies to maximize results. **Treatment and Control Groups:** Evaluators will collect data for Treatment and Control groups to facilitate quasi-experimental evaluation that meets *What Works Clearinghouse* standards:

TREATMENT GROUP	*SEEK* Magnet Schools – Random selection of students enrolled in FWCS magnet schools funded through 2017 MSAP grant.
CONTROL GROUP	FWCS Non-Magnet Schools – Random selection of students enrolled in FWCS non-magnet schools matched to grade level and poverty level of Treatment Group schools.

Evidence of Promise: Evaluators will use a quasi-experimental study with equating (*What Works Clearinghouse* definition) to evaluate *SEEK*. Equating will be accomplished through matching and

statistical adjustment. Matching - Treatment schools will be closely matched to control schools on as many characteristics as possible, including ethnicity, gender, poverty, academic performance, enrollment, grade level configuration and funding allocations (control school and treatment school will be matched to ensure paired schools receive similar funding other than MSAP funding). Once control and treatment schools are matched, evaluators will use ANOVA (analysis of variance) to analyze results. Since ANOVA only measures if a difference exists between control / treatment groups and whether it is significant, evaluators hope to demonstrate, due to a diligent matching, that *SEEK* was the cause of the variation in measured objectives. Statistical Adjustment - In accordance with *What Works Clearinghouse QED, with reservations*, evaluators will also perform ANCOVA (analysis or covariance) on control and treatment groups to assure there are no confounding factors (or control them if they exist) between control and treatment groups. Effect Size - Effect size will be calculated by taking the difference in means between two groups and dividing that number by combined (pooled) standard deviation. Effect size tells evaluators how many standard deviations of difference exist between the means of the intervention (treatment) and comparison conditions (an effect size of 0.25 indicates treatment group outperformed comparison by 25% of one standard deviation). Evaluators will use an effect size of 0.25 as the threshold to meet the evidence type, "Practice with Rigorous Scientific Evidence." Evaluators selected a 0.25 effect size because it represents a conservative estimate of effects and because it meets USDOE *What Works Clearinghouse* "substantively important" effect threshold. Contamination: Evaluation will assess cross-contamination of control and treatment students and remediate contamination if necessary. Evaluators will complete statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions / results (if any) and correlation of variables.

(2) Objective performance measures clearly related to intended outcomes, will produce quantitative / qualitative data.

Evaluation will assess required measures (annual and long-term measures), *SEEK* goals, objectives and project-specific performance indicators. Baseline data collected during the first quarter of Year 1 will provide data facilitating annual and end-of-project comparisons to determine magnitude of results across magnet schools and Fort Wayne Community Schools:

***SEEK:* Goals, Outcome Objectives & Project Measures** **October 1, 2017 - September 30, 2022**	**Evaluation Tool / Indicator**
Annual Measure 1: The number and percentage of magnet schools receiving assistance whose student enrollment reduces, eliminates, or prevents minority group isolation.	
Annual Measure 2: The percentage increase of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts as compared to previous year's data.	
Annual Measure 3: The percentage increase of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in mathematics as compared to previous year's data.	
Long-Term Measure 4: The percentage of magnet schools that received assistance that are still operating magnet school programs three years after Federal funding ends.	
Long-Term Measure 5: The percentage of magnet schools that received assistance that meet the State's annual measurable objectives and, for high schools, graduation rate targets at least three years after Federal funding ends.	
Goal 1: Increase racial and socio-economic diversity in segregated schools.	
Objective 1: Magnet schools will reduce and prevent black student isolation in Fort Wayne schools.	
<u>Outcome Measure 1.1</u>: Irwin Elementary and South Side High School will increase white student enrollment a minimum of 10% by end of grant period, 10/1/17 – 9/30/22.	Enrollment Data
<u>Outcome Measure 1.2</u>: Applications for magnets will increase 10% per year, 10/1/17 – 9/30/22.	Application Data
Goal 2: Increase academic performance in underserved schools.	
Objective 2: Magnet schools will provide challenging academic programs to all students.	
<u>Outcome Measure 2.1</u>: The % of magnet students achieving proficient or above on ISTEP ELA assessment measures will increase by 2% per year, 10/1/17 – 9/30/22.	IN State Assessments
<u>Outcome Measure 2.2</u>: The % of magnet students achieving proficient or above on ISTEP Math assessment measures will increase by 2% per year, 10/1/17 – 9/30/22.	IN State Assessments

Outcome Measure 2.3: The % of magnet students achieving proficient or above on ISTEP Science assessment measures will increase by 2% per year, 10/1/17 – 9/30/22.	IN State Assessments
Outcome Measure 2.4: Increase 4-year cohort graduation rate in magnet high schools a minimum of 5% by end of grant period, 10/1/17 – 9/30/22.	IDOE Data Collection
Outcome Measure 2.5: Core academic classrooms at magnet schools will increase theme-based instruction a minimum of 5% per year, 10/1/17 – 9/30/22.	Teacher Surveys, Observations
Objective 3: Each magnet will promote systemic reform aligned with Indiana content standards.	
Outcome Measure 3.1: 100% of magnet schools will implement theme-based programming across all specified grade levels each year of grant, 10/1/17 – 9/30/22.	School Choice Options
Outcome Measure 3.2: 75% of magnet teachers who attend professional development will improve instructional expertise each year of grant, 10/1/17 – 9/30/22.	Attendance, Effectiveness Ratings
Goal 3: Create and sustain magnet schools that expand academic choices for students.	
Objective 4: Magnet schools will increase diversity of academic options for students and families.	
Outcome Measure 4.1: Each magnet school will achieve a minimum of 85% of maximum enrollment capacity each year of the grant program, 10/1/17 – 9/30/22.	Enrollment Data
Outcome Measure 4.2: Number of students / families attending magnet information sessions will increase a minimum of 5% per year, 10/1/17 – 9/30/22.	Event Attendance

Implementation of *SEEK* will expand academic choice options for Fort Wayne students and families and support four magnet whole schools / one school-within-a-school with rich learning resources, improved teacher quality and rigorous STEM / STEAM curricula that will prepare students to succeed in postsecondary education and increasingly technical / creative careers. Evaluation of *SEEK* will ensure the project produces data to assess impact of project elements and promote continuous improvement:

- **Data Collection:** EduShift and the Project Director will collect data to establish baseline indicators for each performance measure. Baseline data (collected at beginning of project period using 2016-2017 school year achievement results) will facilitate comparative analysis of interim, annual and end-of-project data to measure outcomes. Ongoing data collection using project-specific tools will facilitate outcome analysis and reporting of results. Data collection will involve all *SEEK* grant

staff, targeted school faculties, students, families and partners to ensure data reflects a diversity of stakeholder perspectives.

- **Evaluation Tools:** Evaluators will utilize multiple instruments to collect qualitative and quantitative data: 1) Assessment Scores and Grades: Student and teacher assessment results will measure academic outcomes. School performance statistics will assess impact of *SEEK* on graduation rates, academic achievement, classroom performance. 2) Participant Surveys: Students, teachers, Project Director and partners will complete annual surveys to assess perceptions of project quality, personal growth, attitudes toward magnet and STEM / STEAM content, instructional quality and impact of project on education readiness. 3) Site Visits: EduShift, Inc. will complete multiple site visits per year to solicit feedback and conduct observational analysis of progress. 4) Focus Groups: Evaluators will conduct annual focus groups (student, parent, teacher, partner) to collect data through structured interviews regarding magnet school success / impact; 5) Enrollment Trends: Evaluators will monitor subgroup enrollment across magnet / feeder schools to assess the impact *SEEK* has on achievement of voluntary desegregation objectives. 6) Formative Assessment Data: Evaluators will review student assessment data to monitor growth and provide administrators with performance data.
- **Reporting:** EduShift, Inc. will collaborate with the Project Director to submit annual performance reports to USDOE that present data for each measure, address strengths and weaknesses and include suggestions for improvement. Supplementary progress reporting of data to the Advisory Board will ensure partners and stakeholders receive meaningful feedback. Analysis of data will be extensive and ongoing to ensure a constant flow of feedback to facilitate improvement. Evaluators will monitor all components of *SEEK* through continuous assessment of process and outcome measures to examine the effectiveness of the program as it evolves.
- **Evaluation Timeline:** The Evaluation Team, in collaboration with FWCS personnel and program partners, will complete a rigorous and ongoing evaluation of all activities. The timeline below details completion of evaluation activities during *SEEK*:

***SEEK*: EVALUATION TIMELINE**
Annual Evaluation Milestones / Benchmarks

- Collect baseline data for all required and project performance measures (Year1).
- Collect annual data for all required and project performance measures.
- Conduct annual participant surveys (students, teachers, parents, stakeholders)
- Conduct multiple site visits to observe implementation progress at each *SEEK* magnet school.
- Complete Annual Performance Reports and Ad-Hoc Reports as required by USDOE.
- Present annual findings to Project Director and Fort Wayne Community Schools to promote improvement.

Quarter 1

Work with grant personnel to create FORECAST action model; Prepare survey tools for *SEEK* elements identified in action model; Initiate monthly conference calls with personnel; Review survey tools with grant personnel; Conduct baseline surveys and compile baseline enrollment / academic statistics.

Quarter 2

Monitor program activities; Collect baseline surveys / analyze results; Conduct focus groups; Continue monthly evaluation conference calls; Develop and implement process evaluation monitoring tool.

Quarter 3

Administer post-survey for mandatory indicators and project specific outcomes; Administer year-end student, parent & teacher surveys; Continue monthly update conference calls with grant personnel; Conduct site visits and meet with focus groups; Prepare / submit Annual Performance Report.

Quarter 4

Plan 2018-19 *SEEK* activities; Review evaluation results with district / grant personnel to identify and mitigate implementation weaknesses; Offer improvement suggestions based on evaluation results; Monitor recruitment and marketing plan for all magnet schools; Monitor launch of new magnets; Present Year 1 evaluation results to Project Director / Advisory Board / FWCS Board of Education.

Year 2

Initiate Year 2 programming and sustainability plan; Prepare / collect Year 2 student, parent & teacher surveys; Continue monthly update calls to review activities; Conduct Year 2 process and outcome analysis; Analyze data, Prepare and submit Year 2 Annual Performance Report; Present Year 2 evaluation results to Project Director / Advisory Board / FWCS Board of Education; Continue sustainability planning.

Years 3 – 5
Initiate Year 3 – 5 programming and expand implementation; Collect annual data; Complete data analysis and Annual / Final Performance Reports; Present annual evaluation results to Project Director / Advisory Board / FWCS Board of Education; Support Sustainability Plan for magnet schools and share successes.

- **Performance Feedback:** The purpose of evaluation is to design, develop, implement and coordinate collection and reporting of objective data and to ensure that formative and summative evaluation procedures are in place to provide feedback facilitating completion of required reports to federal program officers / project stakeholders and provide assessment feedback that promotes continuous project improvement. EduShift personnel have the knowledge and experience to:
  - Understand the environment / challenges of education in high-needs public school districts impacted by segregation and poor academic achievement.
  - Conduct outcome examinations and produce reports on school-choice programs.
  - Select and implement evaluation methodologies appropriate to the design of the project.
  - Develop and utilize objective evaluation tools, organize structured focus group interviews, collect quantitative and qualitative data, analyze data, interpret results and report outcomes.

  The Project Director will oversee local collection of data from students, parents, teachers and collaborative partners. Collection of objective, quantifiable data will include:
  - Participation data for all *SEEK* student, parent and professional development events collected through attendance sheets and surveys;
  - Pre- and post-surveys of student, teacher, parent, Project Director and partner attitudes;
  - Formative student data as an early indicator of success on state-standardized exams;
  - Annual data (aggregate and subgroup) from Indiana assessment exams for three core subjects (English language arts, mathematics, science) compared against 2016 – 17 baseline to monitor adequate yearly progress and achievement gaps;
  - Student applications for admission into proposed magnets with subgroup analysis to determine effectiveness of marketing and recruitment strategies; and
  - Enrollment in proposed magnets with subgroup analysis to determine progress toward desired racial and socio-economic diversity goals.

Qualitative and quantitative data and feedback will permit periodic progress monitoring and allow FWCS to make adjustments that promote continuous improvement and achievement of goals, objectives, anticipated outcomes and the purposes of the *MSAP* program. *SEEK* feedback mechanisms will ensure a diversity of perspectives influence project quality, including:

Participants	*SEEK* Feedback Mechanisms
Advisory Board (Quarterly Meetings)	• Convene quarterly meetings to monitor implementation and expenditures; • Review evaluation data to assess magnitude of results / significance of outcomes; • Review / update *SEEK* Timeline and Logic Model to facilitate project completion.
Project Director (Monthly Progress Conference Calls)	• Coordinate and attend quarterly Advisory Board meetings to guide progress; • Participate in monthly Evaluator progress monitoring conference calls; • Conduct quarterly enrollment / participation / achievement data review to monitor results compared to proposed goals, objectives and outcomes; • Share evaluation results with Advisory Board and stakeholders and solicit input.
School Administrators (Quarterly Meetings)	• Serve as members of *SEEK* Advisory Board and attend quarterly meetings; • Analyze academic performance data to assess magnitude of results; • Review Logic Model and content to ensure alignment with state standards.
Evaluation Team EduShift, Inc. (10 hours per week)	• Oversee qualitative and quantitative data collection efforts from participants; • Conduct quarterly enrollment / participation / achievement data review to monitor results compared to proposed goals, objectives, milestones and outcomes; • Conduct monthly progress monitoring conference calls with Project Director; • Conduct focus groups and site visits to ensure fidelity with Logic Model / Timeline.
Focus Teachers / Teachers (1 hour per week)	• Serve as members of *SEEK* Advisory Board and attend quarterly meetings; • Participate in site-based data collection efforts and complete evaluation tools; • Participate in Evaluator site visits / focus groups to provide operational feedback; • Complete annual surveys to provide operational / project quality feedback.
Students / Parents (annual surveys /	• Serve as members of *SEEK* Advisory Board and attend quarterly meetings • Complete annual surveys to provide operational / project quality feedback;

focus groups)	• Participate in Evaluator site visits / focus groups to provide operational feedback.
Partners (annual surveys / focus groups)	• Serve as members of *SEEK* Advisory Board and attend quarterly meetings • Complete annual surveys to provide operational / project quality feedback; • Participate in Evaluator site visits / focus groups to provide operational feedback.

- **Continuous Quality Improvement:** A cycle of regular feedback will strengthen the evaluation design by providing project leadership the opportunity to make improvements and corrections on a timely basis. School project personnel will meet a minimum of weekly (likely daily) as *SEEK* components are implemented on site. They will report directly to the Project Director. The Project Director and Evaluation Team will review progress monthly, sharing findings with school personnel as needed. The Advisory Board, chaired by the Project Director, will meet quarterly, adjusting course as data is presented for review – school Advisory Boards will meet quarterly and focus on school-specific data to inform decisions and project implementation. The Evaluation Team will formally report results and outcomes on an annual basis as required by USDOE and will provide the *SEEK* Advisory Board, district administrators, Board of Education and Project Director a summary of results. The evaluation plan will be reviewed, as needed, to ensure that evaluation of *SEEK* meets the reporting requirements of the *MSAP* grant and provides sufficient data to help grant managers implement a highly effective program for at-risk students, families, schools and the community. FWCS has budgeted sufficient grant resources for a thorough external evaluation.
- **Quantifiable Data:** Evaluation methods / tools are designed to produce quantifiable and reliable data in a consistent manner from year to year to facilitate comparative analysis of results, to baseline indicators and across reporting periods. Evaluators will strive to enrich the body of research on the efficacy / effectiveness of *MSAP* and will disseminate information about each facet of *SEEK* in an accessible format to those who may wish to replicate the model elsewhere.

(3) Extent to which costs are reasonable in relation to objectives, design, potential significance.

Fort Wayne Community Schools developed a five-year budget to support the proposed magnet programs detailed in this application**.** Costs are reasonable and represent a smart investment in the future of underserved youth attending low-performing, racially identifiable and socio-economically unbalanced schools. Analysis of *SEEK* costs include: (a) Costs of the Project and (b) Costs of

Evaluation. **(a) Costs of the Project:** The Project Director will monitor all budget expenditures and work with the FWCS Office of Finance and Accounting, magnet school principals, Focus Teachers and Advisory Boards at each school to determine necessary adjustments to the budget as the project evolves. Magnet school budgets reflect an adequate and reasonable use of funds and were developed to allow the overall project to meet its objectives by providing high quality educational experiences that will attract and sustain racially balanced, socio-economically balanced and diverse student enrollment at magnet schools. The following chart outlines expenditures during the five-year project:

School	Average Annual Cost per School	Enrollment	Annual Cost per Student	Cost per Student per Day
Irwin STEM Magnet School	$435,483	306	$1,423	$7.91
Whitney Young Early Childhood Center for the Arts	$574,244	342	$1,679	$9.33
Weisser Park Elementary School of the Arts	$635,711	565	$1,125	$6.25
Memorial Park Middle School of the Arts	$729,453	823	$886	$4.92
South Side High School Academy of the Arts	$623,877	400	$1,560	$8.66
TOTAL	$2,998,768	2,436	$1,231 average	$6.84 average

* *Student Per Day* based on 180-day school year.

(b) Costs of Evaluation: Evaluation is a critical component of *SEEK.* Objective, reliable, structured evaluation will provide valuable feedback to FWCS administrators and grant managers to promote continuous improvement of services and prioritization of effective strategies impacting sustainability goals. Evaluation, conducted by an experienced external evaluation team, averages 8% of grant costs and supports ongoing data collection, data analysis, observation, progress monitoring, reporting and sharing of feedback to support timely and thorough implementation of *SEEK.* The following chart demonstrates that evaluation costs are reasonable and necessary:

Fort Wayne Community Schools, LEA & fiscal agent

School	Average Evaluation Cost per School	Enrollment	Evaluation Per Student Cost
Irwin	$50,000	306	$163
Young	$50,000	342	$146
Weisser	$50,000	565	$88
Memorial	$50,000	823	$61
South	$50,000	400	$125
TOTAL	$250,000	2,436	$103 average

- **Costs in Relation to Objectives:** Implementation of *SEEK* will help FWCS meet and exceed four project objectives aligned to three project goals and the statutory requirements / purpose of the MSAP grant. Objectives are intrinsically linked and expenses simultaneously impact achievement of multiple objectives.
  - *SEEK* operating cost per objective averages $749,692 per year and $3,124 per day based on a 240 day per year educator calendar (includes professional learning in the summer) for four identified objectives.
  - *SEEK* evaluation cost per objective averages $62,500 per year and $260 per day based on a 240 day per year school calendar (includes professional learning in the summer) for four identified objectives.
- **Costs in Relation to Design:** *SEEK* will launch and sustain five high-quality, innovative magnet schools serving Fort Wayne students. Costs per school vary depending upon enrollment, grade configuration and need for teaching and learning resources to fully implement magnet school instructional strategies and programs.
  - *SEEK* operating cost per magnet school averages $599,754 per year; $2,499 per day of operation and $1.03 per student served during the school year (based on 240 day educator year).
  - *SEEK* evaluation cost per magnet school averages $50,000 per year; $208 per day of operation and $0.09 per student served during the school year (based on 240 day educator year).
- **Costs in Relation to Significance:** Implementation of *SEEK* is both an investment in funds and an investment in effort to promote attainment of positive outcomes for students enrolled in proposed

magnet schools and students served by Fort Wayne Community Schools. Costs are reasonable in relation to the significance of project services and the potential impact and importance of objective project evaluation.

- *SEEK* will help FWCS increase racial and socio-economic diversity in schools impacted by black student isolation and unequal distribution of poverty (see *Competitive Priority # 4*). While costs across five targeted magnet schools averages $599,754 per year, the costs are reasonable considering the number of feeder schools and students benefiting from expanded academic choice and increased equity in education. FWCS is an open enrollment district and ALL students enrolled in appropriate grade levels are fully able to apply for enrollment in *SEEK* magnet schools; the cost per FWCS student of *SEEK* programs averages $20 per student per year based on total district enrollment of 29,473 students.
- Evaluation of *SEEK* promises to yield valuable data that adds to the body of knowledge pertaining to the impact magnet school programs have on racial desegregation, socio-economic diversification of schools and on the academic achievement of participating magnet students. The value of expanded knowledge in the field of education equity as well as the value of testing the impact of specific interventions / instructional strategies on student achievement promises to yield significant benefits for communities, school districts and schools seeking to implement similar projects serving students and families impacted by racial and socio-economic isolation in public schools outside of Fort Wayne, Indiana. The average cost per school of *SEEK* evaluation is $50,000 per year; the cost of evaluation compared to the number of communities, districts, schools, families and students that may benefit from expanded knowledge of effective magnet school initiatives is unquantifiable yet reasonable, considering the number of school systems impacted by similar educational challenges.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** FINAL FWCS Magnet Appendix 2017.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment

Fort Wayne Community Schools

SEEK: Successful Equity, Excellent Kids!

OTHER ATTACHMENTS:

Table of Contents

MAGNET SCHOOLS ASSISTANCE PROGRAM ASSURANCES .....

DESEGREGATION PLAN INFORMATION FORM .....
SETTLEMENT AGREEMENT.....
BOARD RESOLUTION……..…….

TABLES 1 – 4 ENROLLMENT DATA .....
Table 1 .....
Table 2 .....
Table 3 .....
Table 4 .....

TABLE 5 (Competitive Preference #3) .....

TABLE 6 (New or Revised Magnet - Competitive Preference #2) .....
STRENGTH OF EVIDENCE STUDIES .....

JOB DESCRIPTIONS.....

RESUMES .....

SIGNED PRINCIPAL MOU .....

LITERATURE CITED .....

PROOF OF INDIRECT COST RATE.....

SURVEY ENSURING EQUAL OPPORTUNITY FOR APPLICANTS .....

Magnet Schools Assistance Program Assurances

In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will—

(A) use grant funds under this part for the purposes specified in section 5301(b);

(B) employ highly qualified teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;

(E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;

(F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and

(G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * * * * * * * *

If the applicant has an approved desegregation plan, the applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

Wendy Robinson 4/10/17

Signature of Authorized Representative Date

IV. DESEGREGATION PLAN INFORMATION FORMS

Type of Desegregation Plan ***(Check One & Attach the Appropriate Documents)***	
☐ A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies. Attach the Following Documents • A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan. • Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice. Any **required desegregation plan modification** should be mailed by May 19, 2017, and should be sent to: Jennifer Todd US Department of Education Office of Innovation & Improvement 400 Maryland Avenue SW, Rm. 4W229 Washington, DC 20202-5970	**X** A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964. Attach the Following Documents • A copy of the plan • A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

EXHIBIT A

SETTLEMENT AGREEMENT

This Settlement Agreement ("Agreement") is entered into by the signatories in order to settle that portion of the litigation styled Parents for Quality Education with Integration, Inc., et al. v. Fort Wayne Community Schools, et al.; Civil Action No. F 86-0325 ("Action") that embodies a controversy between a certified class of plaintiffs ("Plaintiffs") and the Fort Wayne Community Schools Corporation ("FWCS"), each of the members of the Board of the Corporation ("Board"), and the Superintendent of FWCS ("Superintendent").

Additional defendants in the action are the State of Indiana, the Governor of the State of Indiana, the Attorney General of the State of Indiana, the State Superintendent of Public Instruction and Chairman of the State Board of Education, the members of the State Board of Education and the Indiana Department of Education ("State Defendants"). No agreement has yet been reached with the State Defendants. Notwithstanding the absence of an agreement with the State Defendants and Plaintiffs' belief that the ancillary relief sought in this action will not be constitutionally adequate without the participation of the State Defendants, Plaintiffs and FWCS and the Board and Superintendent propose to make this Settlement Agreement final and binding upon them by submitting it to the Court for entry as a consent decree. This action will be taken without prejudice to

the right of Plaintiffs to pursue their Action against State Defendants. Should an agreement be reached with State Defendants prior to the entry of this Agreement as a consent decree, the signatories will incorporate its terms into this Agreement.

WHEREAS, the Plaintiffs filed this Action on September 5, 1986; and

WHEREAS, the signatories have entered into this Agreement to settle the Action before any testimony has been taken at trial; and

WHEREAS, the signatories recognize that FWCS, the Board and the Superintendent have denied and continue to deny that they or their predecessors have violated the constitutional rights of any of the students in the Fort Wayne public schools and deny that any of their predecessors have caused racial isolation in the Fort Wayne public schools to the extent that such isolation exists at present or has ever existed; and

WHEREAS, the signatories recognize that the interests of good relations between the races and improved educational opportunities for all students will be far better served by an agreement voluntarily entered into by all the parties than by the prosecution of this Action to its conclusion:

Now THEREFORE, the signatories agree as follows

1. Racial Balance

FWCS will guarantee racial balance results by a date certain and within a specific range of racial balance throughout the system, as is set forth more fully in sections 6 and 7 of this Agreement.

2. (a) Racial Balance Plan

The racial balance plan will rely primarily on voluntary methods. FWCS pledges that all methods used will be educationally sound, but, in carrying out the terms and conditions of this agreement, FWCS will exercise its own judgement and discretion as to matters such as programming, staffing and curriculum.

2. (b) Magnet Staffing

FWCS has an administrative procedure for the selection of the best personnel, including principals and staff, for each of its schools, including magnet schools, and will continue to employ such procedures for the magnet schools contemplated by this Agreement. Such procedures will recognize the special needs that magnet

schools have.

2. (c) Transportation and Extracurricular Activities

Students who are enrolled in schools other than those in their home attendance district will be eligible for and encouraged to participate in all school programs, including academic, athletic and extracurricular activities. Similarly, parents of such children will be encouraged to participate in parent-teacher conferences, PTA organizations, and voluntary parent programs at the schools.

FWCS will take steps in accordance with the following paragraph to facilitate both parents' and children's full participation in school activities, including but not limited to the provision of extracurricular buses and other forms of transportation where needed.

Transportation (including approved extracurricular transportation and transportation for approved special parent-centered programs or events) will be provided by FWCS for all students from the Bunche, Young, Irwin, and Ward attendance areas to (i) all magnet schools and/or magnet programs contemplated by the Agreement, (ii) a reasonable number of voluntary racial balance transfer

schools, and (iii) all reassignment schools, all in accordance with FWCS' transportation standards and policies. A transportation allowance will also be provided by FWCS to students who transfer to voluntary racial balance transfer schools other than those contemplated by 2(c)(ii) of this paragraph.

3. Obligatory Back-Up

If the racial balance goals set out in Section 6 of the Agreement are not met through the voluntary methods specified in sections 2 and 7 of the Agreement by the school year 1991-92 FWCS will institute such other methods, which may include student reassignment, as are necessary to accomplish the goals. The methods for carrying out any needed obligatory back-up will be selected by FWCS but will not require any additional approval by the Board.

4. Marketing of Plan

FWCS will undertake a vigorous effort to market the magnet programs/schools to parents, students and the community. Such efforts will include steps to recruit voluntary transfers, to encourage student selections of alternatives, to encourage

every parent and student to make a school choice, and to inform parents how to choose among alternatives for their children. The goal, system-wide, is for every parent to be equitably treated and to be afforded his or her first choice of school. If a student is not assigned to the parent's first choice school, FWCS personnel will contact the parent and attempt to devise and to explain other attractive options before reassigning the student to another school. Each year, FWCS will undertake to inform all students of the availability of educational alternatives, with a concerted effort directed to students in those schools which reflect racial isolation. FWCS will establish a recruitment and counseling center, and, among other things, will publish and widely disseminate a booklet describing all programs and opportunities and the procedure for application.

5. Magnet Schools

In establishing and maintaining magnet schools, FWCS will retain neighborhood attendance areas for the purpose of giving priority in admission into a magnet school to children of that attendance area. Such priorities are subject, however, to the

dominant concerns of affording parents choices based on interest and maintaining racial balance in the magnet schools. Any child displaced by creation of a magnet school will be given priority into any other magnet school or program. FWCS will provide aggregate openings in its magnet schools to black students at least proportionate to the number of black students in the elementary schools. FWCS will equitably apportion the number of magnet opportunities in schools that are now predominantly white, to insure that black parents have meaningful choices for their children.

FWCS' policy on magnet admission priorities as presently constituted or amended from time to time in a manner not inconsistent with the requirements of this agreement, is incorporated by reference. (See Appendix A - to be added)

No admission requirements will be imposed for entrance to magnets, other than interest and racial balance considerations. The only exception that will be permitted is for a talented and gifted program or school, provided that admission is by non-discriminatory criteria and that steps are taken to insure the attainment of racial

balance goals within the standards outlined in the Agreement.

6. Racial Balance Range

The system-wide racial balance goal is 15 percent to 45 percent black (and 55 percent to 85 percent white) but full compliance and performance will be

deemed to exist so long as no school falls below the 10 percent black range and no more than three schools fall into the 45 percent to 50 percent black range.

7. (a) Implementation Schedule

FWCS will fully implement this Agreement including if necessary the obligatory back-up provision of Section 3, by the commencement of the 1991-92 school year, as follows:

Fall 1988:

MAP 1. Croninger and Young converted to magnet schools; magnet programs instituted at Waynedale and Franke Parke; Memorial Park closed.

Fall 1989:

MAP 2. Irwin converted to magnet school, and magnet programs instituted at Price, Holland and Washington Center schools.

Fall 1990:

Map 3. Bunche or Ward converted to a magnet school, and three magnet schools or programs instituted at predominantly white schools.

Fall 1991:

MAP 4. Remaining predominantly black school, Ward or Bunche, converted to magnet school, and additional magnet programs instituted at remaining predominantly white schools, as necessary to meet the racial balance goals specified in Section 6.

7. (b) Duration of Agreement

From the 1991-92 school year when the plan is fully implemented through the 1996-97 school year, FWCS will continue to meet the system-wide racial balance standards described in Section 6, making any annual adjustments in student assignments needed to maintain the standards. The monitor, appointed pursuant to Section 11, will continue to perform his or her duties until the conclusion of the 1996-97 school year.

7. (c) Duration of Obligation

Subsequent to the 1996-97 school year, FWCS will no longer be required to maintain racial balance ratios such as those set forth in Section 6 of this agreement or to pursue the methods of racial balance set forth in Sections 3 and 7 of the Agreement; provided, however, that FWCS will continue to maintain a racially integrated school system. All decisions involving school attendance areas, programs, staffing, allocations of resources, school buildings, and the like, will be taken in accordance with the requirements of the equal protection clauses of the United States and Indiana constitutions and applicable federal and state civil rights laws.

8. (a) Isolation Within Schools

The parties recognize the importance of avoiding racial isolation in classrooms and other facilities within the schools. To this end, FWCS has agreed to the 15 percent to 45 percent racial balance range described in Paragraph 6 which will minimize racial isolation. In addition, FWCS will avoid procedures or practices which result in separation of students by race within school

buildings for any significant portion of the school day. Racial isolation may not be justified by the use of "mental ratings."

8. (b) Socioeconomic Isolation

FWCS acknowledges the importance of maintaining schools with a reasonable cross-section of student abilities and achievement levels and, in administering this Agreement, the methods employed by FWCS to achieve racial balance under Section 2(a) will seek to attain this goal.

9. Inner-City School Closings

FWCS will not close any additional schools located in inner-city neighborhoods.

10. School Environment

The parties recognize the need for the creation and maintenance of a school environment that facilitates positive interracial contact and that fosters respect for racial and ethnic diversity among students.

10. (a) In-Service Training

FWCS will implement an in-service training program in human relations for teachers and other staff

with particular attention to the needs of faculty and staff currently assigned to racially isolated schools that will be racially balanced as a result of the Agreement. FWCS will consult with the appropriate teacher and employee representative organizations in developing such a program.

10. (b) Orientation Programs

Orientation programs and other meetings to provide parents with full information about the Agreement will be conducted by FWCS. FWCS will also develop programs to facilitate contact between parents of children of different races and communities who will attend school together as a result of this Agreement.

10. (c) Curriculum Review

FWCS will continue to review its curriculum to assure that curriculum materials are included which foster an understanding of the heritage of all racial and religious groups.

11. (a) Monitoring

This Agreement will be monitored by a person agreed upon by FWCS and the Plaintiffs and appointed by the Court concurrently with the entry

of the consent decree. If FWCS and the Plaintiffs fail to agree on a Monitor, the Monitor will be appointed by the Court. The responsibility of the Monitor will be to report at least annually to the Court and to the parties on the status of implementation of the agreement. FWCS will make available to the Monitor and to the Plaintiffs data relating to implementation of all provisions of this Agreement including but not limited to data on enrollment, applicant flow, racial composition of classrooms, and discipline.

11. (b) Community Committee

The Monitor and FWCS will provide information to any community group or committee established to promote the purposes of this Agreement and will cooperate with such group or committee.

12. Data Access

FWCS will provide Plaintiffs with access to data (including but not limited to enrollment and transfer data for each school) that will enable Plaintiffs to monitor compliance with the Agreement.

13. Discipline

FWCS agrees with the importance of fair, consistent and effective student discipline policies and practices. FWCS will continue to review its policies and practices periodically to assure that they meet these standards and are non-discriminatory.

14. Educational Improvements

FWCS will develop and implement a program of educational improvements that will include the following components:

14. (a) FWCS will identify existing resources:

(i) that are currently devoted to preventive, remedial and supplementary education for students working below grade level or who are otherwise at risk of educational failure, and

(ii) that are currently devoted to the creation and maintenance of positive interracial relationships of the kind contemplated by (but not limited to) Sections 10(a) and 10(b).

Existing resources will be brought together in a single coordinated program, under the direction of a central office administrator. Steps will be taken to make the most effective and efficient use of existing resources. The program may also include the assignment to existing building personnel, consistent with applicable bargaining procedures, of duties and responsibilities to assist in the effective and harmonious implementation of this program, and may also include the recruitment and use of trained volunteers.

14. (b) FWCS and Plaintiffs will also cooperate with one another:

(i) to identify, determine the costs of, and prioritize additional educational improvement programs that would require funding beyond the capacity of FWCS' existing and anticipated resources; and

(ii) to identify sources of and to secure special funding commitments from organizations and institutions other than FWCS, including (but not limited to) grants, agreements to underwrite

specific programs, and contributions from industry, foundations, and other sources; and

(iii) to secure enactment into law of House Bill 1131 which provides funding for magnet schools and other educational improvements in schools. Ten percent of the funds authorized by House Bill 1131 to be raised will be dedicated by FWCS to educational improvements programs. It is currently anticipated that this 10% would yield approximately $300,000 annually for such educational improvements. In the event that any governmental body designated as a reviewing authority under HB 1131 reduces a request made by FWCS, the funds earmarked under this subsection will be reduced a proportionate amount from the 10% of authorized funding. [Example: HB 1131 authorizes levy of $0.25 per $100 of assessed valuation which will yield $3 million or $300,000 for educational improvements under this subsection. FWCS requests a levy of only $0.15 of assessed valuation which would yield $1.8 million, but still yield $300,000 of the authorized amount for educational improvements under this subsection. School Property Tax Control Board reduces FWCS request from $0.15 to $0.10 (by one-

third). Funds available under subsection would be $200,000, i.e. one-third reduction of full authorized amount.]; and

(iv) to secure appropriate contributions from the State defendants to the program of educational improvements; and

(v) in the establishment of a special committee to which FWCS will appoint six (6) members and Plaintiffs will appoint three (3) members. The committee will consist of two additional members, one each appointed by the Fort Wayne Corporate Council and by the Education Committee of the Greater Fort Wayne Chamber of Commerce. The purpose of the special committee will be to identify, describe, evaluate, determine costs, and to rank in order of priority, according to the availability of funding programs and services that are designed to accomplish the purposes set out in subsection (a); and

(vi) to jointly organize and recruit education, religious, and business leaders in the community to identify, seek, and obtain the special funding commitments contemplated by this

subsection(b). Such funding commitments may be to underwrite specific programs or may be for specific dollar grants or contributions, and may be for a multi-year commitments. All funds contributed shall be specifically earmarked for the educational improvement programs contemplated by this section.

14. (c) All educational improvements developed and implemented as a result of this section will be under the administration and control of FWCS.

14. (d) FWCS will regularly make reports on the development and implementation of all such programs and will regularly evaluate the improvements brought about by, and the effectiveness of, each such program.

14. (e) The funds made available by House Bill 1131 and earmarked under subsection(b)(iii) of this section to an educational improvement program will be made available beginning in the 1989-90 school year and will continue through the 1996-97 school year. Similarly the funds to be secured from the State

defendants under subsection(b)(iv) of this Section will be made available in the 1989-90 school year and continue through the 1996-97 school year.

15. <u>Cooperation of Parties, Resolution of Issues, Enforcement of Agreement</u>

15. (a) This Agreement will be presented to the Court for entry as a Consent Decree.

15. (b) To the extent that hearings are required for the Court to determine that this Agreement is a fair and adequate settlement of the claims of the Plaintiff class, FWCS and Plaintiffs will cooperate in and support efforts to secure a finding that the Agreement is fair and adequate.

15. (c) Upon the entry of a consent decree this Action against FWCS will be dismissed with prejudice. The Agreement resolves all issues in this Action between FWCS and Plaintiffs relating to alleged acts and practices by FWCS, the Board and Superintendent at any time prior to the date of this Agreement, as well as to any future effects of such acts/and practices.

15. (d) FWCS and Plaintiffs recognize that successful performance of the Agreement will require the joint application of their efforts. To that end:

(i) Plaintiffs will cooperate with FWCS in implementing all provisions of this Agreement, including those pertaining to magnet schools in Sections 2, 5 and 7(a) of the Agreement and to the affirmative marketing of the benefits of magnets as provided for in Section 4.

(ii) If any person or entity seeks in a separate action or proceeding a remedy which would be inconsistent with the relief provided in this Agreement, FWCS and Plaintiffs will take any steps needed to preserve the integrity of the Agreement.

(iii) To the extent that interpretation of provisions of this Agreement becomes necessary, FWCS and Plaintiffs will seek to address any issues jointly and in a cooperative manner.

RESOLUTION EXPRESSING BOARD COMMITMENT
TO VOLUNTARY DESEGREGATION

WHEREAS, Fort Wayne Community Schools (FWCS), founded in 1857 and the largest school district in the state of Indiana, has as its moral purpose to educate all students to high standards;

WHEREAS, the core values of FWCS are:

- Student achievement as the heart of our work.
- Equity in educational opportunities.
- The diversity and uniqueness of our district and community.
- The accountability of school board, administration, employees, teaching professionals.
- Open and honest communication with our community, parents and students.
- Partnerships with business, governmental and community agencies.
- Our community's support, sacrifice and contributions.
- The ability to change and meet all challenges.
- Facilities that are clean, safe, and well-maintained.

WHEREAS, the student population in FWCS is culturally, geographically, economically, racially and ethnically diverse and this diversity is a valuable resource for teaching students to live and thrive in a global community;

WHEREAS, beginning in 1986, FWCS created magnet schools as schools of choice to support voluntary desegregation and lessen racial and minority group isolation.

WHEREAS, in the same timeframe, the United States Congress created legislation and funded the Magnet Schools Assistance Program grant under the Elementary and Secondary Education Act, as a result of Congressional findings that:

- Magnet schools are a significant part of the Nation's effort to achieve voluntary desegregation in our Nation's schools;
- These efforts help ensure educational opportunities for all students; and
- Magnet schools offer a wide range of distinctive programs that have served as models for school improvement efforts;

WHEREAS, FWCS magnet schools have been an effective tool in the management of school capacity, enhancing diversity, reducing minority group isolation and improving academic offerings and parental and student choices;

NOW, THEREFORE BE IT RESOLVED, FWCS continues its commitment to maximize student achievement for all students, mitigate the effects of socioeconomic stratification and reduce minority group isolation, by identifying and selecting five schools for inclusion in the 2017 Magnet Schools Assistance Program grant proposal: Whitney Young Early Childhood Center, Irwin Elementary School, Weisser Park Elementary School, Memorial Park Middle School and South Side High School.

BE IT FURTHER RESOLVED, that to achieve the goals of the MSAP Grant, the Fort Wayne Community Schools' Board of Education reaffirms its commitment to having Districtwide policies and procedures that support voluntary desegregation and authorizes and endorses the application to the United States Department of Education for the 2017 MSAP Grant to enhance the programs offered to increase diversity and reduce minority group isolation in Fort Wayne Community Schools.

Adopted this 7th day of April, 2017.

Julie Hollingsworth, Board President
Fort Wayne Community Schools

Dr. Wendy Robinson, Superintendent
Fort Wayne Community Schools

LEA Name: Fort Wayne Community Schools

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration 08/31/2019

☐ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Actual Enrollment

(Current School Year—October 1, 2016)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	7	1%	90	9%	260	25%	211	20%	0	0%	362	35%	103	10%	1033
K	4	0.2%	93	5.7%	365	22.3%	205	12.5%	1	0.1%	869	53.0%	103	6.3%	1640
1	7	0.3%	128	5.5%	528	22.5%	368	15.7%	8	0.3%	1030	43.9%	278	11.8%	2347
2	6	0.3%	160	7.0%	532	23.4%	375	16.5%	3	0.1%	957	42.0%	243	10.7%	2276
3	7	0.3%	143	6.1%	564	24.2%	410	17.6%	3	0.1%	951	40.9%	248	10.7%	2326
4	9	0.4%	136	5.6%	565	23.4%	396	16.4%	5	0.2%	1057	43.7%	249	10.3%	2417
5	9	0.4%	127	5.6%	533	23.3%	410	17.9%	3	0.1%	970	42.4%	235	10.3%	2287
6	9	0.4%	113	5.1%	530	23.8%	358	16.1%	8	0.4%	1000	44.9%	210	9.4%	2228
7	8	0.4%	122	5.6%	518	23.6%	380	17.3%	5	0.2%	929	42.4%	229	10.5%	2191
8	7	0.3%	125	5.8%	515	23.8%	361	16.7%	1	0.0%	975	45.0%	184	8.5%	2168
9	8	0.4%	107	5.0%	528	24.8%	360	16.9%	5	0.2%	929	43.7%	189	8.9%	2126
10	9	0.4%	106	5.0%	512	24.0%	355	16.6%	2	0.1%	953	44.6%	198	9.3%	2135
11	8	0.4%	125	5.6%	541	24.4%	342	15.4%	0	0.0%	1010	45.5%	195	8.8%	2221
12	4	0.2%	112	5.4%	495	23.8%	315	15.2%	4	0.2%	979	47.1%	169	8.1%	2078
Total	**102**	**0.3%**	**1687**	**5.7%**	**6986**	**23.7%**	**4846**	**16.4%**	**48**	**0.2%**	**12971**	**44.0%**	**2833**	**9.6%**	**29473**

LEA Name: Fort Wayne Community Schools

Table 1 (Cont'd): Enrollment Data-LEA Level OMB-1855-0011- Expiration 08/31/2019

☐ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment

(Year 1 of Project—October 1, 2017)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	4	0%	93	10%	232	24%	181	19%	1	0%	364	38%	92	10%	**967**
K	8	0.3%	128	5.4%	528	22.4%	372	15.8%	6	0.3%	1040	44.1%	278	11.8%	**2360**
1	3	0.1%	160	7.0%	531	23.4%	375	16.5%	3	0.1%	957	42.1%	242	10.7%	**2271**
2	7	0.3%	143	6.2%	563	24.2%	400	17.2%	3	0.1%	960	41.3%	248	10.7%	**2324**
3	9	0.4%	136	5.6%	564	23.4%	396	16.4%	5	0.2%	1057	43.9%	241	10.0%	**2408**
4	8	0.4%	127	5.6%	532	23.3%	410	17.9%	3	0.1%	970	42.5%	235	10.3%	**2285**
5	9	0.4%	114	5.2%	529	24.3%	358	16.5%	7	0.3%	948	43.6%	209	9.6%	**2174**
6	8	0.4%	122	5.6%	518	23.6%	380	17.3%	5	0.2%	929	42.3%	234	10.7%	**2196**
7	6	0.3%	125	6.2%	486	24.1%	323	16.0%	1	0.0%	895	44.3%	183	9.1%	**2019**
8	8	0.4%	113	5.4%	490	23.6%	343	16.5%	4	0.2%	929	44.8%	187	9.0%	**2074**
9	9	0.4%	106	5.0%	511	23.9%	355	16.6%	2	0.1%	953	44.7%	198	9.3%	**2134**
10	8	0.4%	125	5.6%	540	24.3%	342	15.4%	0	0.0%	1010	45.5%	194	8.7%	**2219**
11	5	0.2%	112	5.4%	491	23.8%	315	15.2%	3	0.1%	979	47.4%	162	7.8%	**2067**
12	8	0.4%	99	4.8%	484	23.6%	305	14.9%	1	0.0%	1000	48.8%	153	7.5%	**2050**
Total	**100**	**0.3%**	**1703**	**5.8%**	**6999**	**23.7%**	**4855**	**16.4%**	**44**	**0.1%**	**12991**	**44.0%**	**2856**	**9.7%**	**29548**

LEA Name: Fort Wayne Community Schools

Table 1 (Cont'd): Enrollment Data-LEA Level OMB-1855-0011- Expiration 08/31/2019

☐ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment

(Year 2 of Project—October 1, 2018)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	6	1%	108	9%	277	23%	300	25%	0	0%	405	34%	100	8%	1196
K	7	0.5%	99	6.7%	335	22.6%	232	15.6%	0	0.0%	685	46.2%	125	8.4%	1483
1	4	0.2%	101	5.2%	477	24.6%	212	10.9%	1	0.1%	1011	52.1%	135	7.0%	1941
2	7	0.3%	128	5.4%	528	22.5%	368	15.7%	10	0.4%	1030	43.8%	278	11.8%	2349
3	5	0.2%	156	6.9%	532	23.4%	375	16.5%	3	0.1%	957	42.1%	243	10.7%	2271
4	7	0.3%	143	6.2%	564	24.3%	405	17.4%	3	0.1%	955	41.1%	248	10.7%	2325
5	8	0.3%	136	5.6%	565	23.5%	396	16.4%	5	0.2%	1057	43.9%	242	10.0%	2409
6	8	0.3%	127	5.4%	533	22.8%	410	17.6%	3	0.1%	1020	43.7%	235	10.1%	2336
7	7	0.3%	113	5.1%	530	23.8%	358	16.1%	7	0.3%	1000	44.9%	210	9.4%	2225
8	8	0.4%	122	5.5%	518	23.4%	380	17.1%	5	0.2%	950	42.9%	234	10.6%	2217
9	9	0.4%	125	5.5%	545	24.0%	361	15.9%	1	0.0%	1033	45.5%	194	8.6%	2268
10	8	0.4%	107	5.0%	528	24.6%	360	16.8%	5	0.2%	948	44.1%	192	8.9%	2148
11	9	0.4%	106	4.9%	523	24.4%	355	16.5%	2	0.1%	953	44.4%	198	9.2%	2146
12	8	0.4%	123	5.5%	541	24.4%	342	15.4%	0	0.0%	1010	45.5%	195	8.8%	2219
Total	101	0.3%	1694	5.7%	6996	23.7%	4854	16.4%	45	0.2%	13014	44.1%	2829	9.6%	29533

LEA Name: Fort Wayne Community Schools

Table 1 (Cont'd): Enrollment Data-LEA Level OMB-1855-0011- Expiration 08/31/2019

☐ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment

(Year 3 of Project—October 1, 2019)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	5	0%	115	11%	222	22%	195	19%	1	0%	371	37%	97	10%	1006
K	6	0.3%	112	5.7%	520	26.2%	301	15.2%	2	0.1%	870	43.9%	170	8.6%	1981
1	7	0.4%	109	5.8%	455	24.1%	271	14.4%	0	0.0%	891	47.2%	153	8.1%	1886
2	5	0.2%	107	5.3%	496	24.3%	280	13.7%	1	0.0%	1008	49.5%	141	6.9%	2038
3	7	0.3%	128	5.5%	528	22.6%	368	15.7%	5	0.2%	1030	44.1%	272	11.6%	2338
4	6	0.3%	160	7.0%	532	23.4%	375	16.5%	3	0.1%	957	42.0%	243	10.7%	2276
5	7	0.3%	143	6.2%	564	24.5%	410	17.8%	3	0.1%	951	41.2%	228	9.9%	2306
6	8	0.3%	136	5.7%	565	23.6%	396	16.5%	5	0.2%	1042	43.5%	245	10.2%	2397
7	8	0.3%	127	5.4%	533	22.8%	410	17.6%	3	0.1%	1020	43.7%	235	10.1%	2336
8	7	0.3%	113	5.1%	530	23.8%	358	16.1%	7	0.3%	1000	44.9%	210	9.4%	2225
9	8	0.3%	122	5.3%	518	22.6%	411	17.9%	5	0.2%	999	43.5%	234	10.2%	2297
10	9	0.4%	125	5.5%	545	24.0%	361	15.9%	1	0.0%	1033	45.5%	194	8.6%	2268
11	7	0.3%	110	5.0%	528	24.2%	390	17.9%	5	0.2%	948	43.5%	192	8.8%	2180
12	9	0.4%	106	5.0%	519	24.3%	355	16.6%	2	0.1%	953	44.7%	190	8.9%	2134
Total	99	0.3%	1713	5.8%	7055	23.8%	4881	16.5%	43	0.1%	13073	44.1%	2804	9.5%	29668

LEA Name: Fort Wayne Community Schools

Table 1 (Cont'd): Enrollment Data-LEA Level OMB-1855-0011- Expiration 08/31/2019

☐ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment

(Year 4 of Project—October 1, 2020)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	6	1%	112	10%	274	24%	282	25%	0	0%	349	31%	110	10%	**1133**
K	6	0.3%	115	5.4%	519	24.5%	311	14.7%	1	0.0%	999	47.2%	164	7.8%	**2115**
1	7	0.3%	117	5.7%	528	25.8%	320	15.6%	2	0.1%	872	42.6%	200	9.8%	**2046**
2	6	0.3%	109	5.7%	463	24.1%	301	15.7%	0	0.0%	891	46.4%	149	7.8%	**1919**
3	5	0.2%	117	5.8%	476	23.5%	282	13.9%	1	0.0%	1011	49.9%	135	6.7%	**2027**
4	6	0.3%	128	5.5%	528	22.7%	363	15.6%	8	0.3%	1030	44.2%	268	11.5%	**2331**
5	5	0.2%	160	7.0%	532	23.4%	375	16.5%	3	0.1%	957	42.1%	243	10.7%	**2275**
6	6	0.3%	143	6.2%	564	24.5%	410	17.8%	3	0.1%	956	41.6%	218	9.5%	**2300**
7	9	0.4%	136	5.6%	559	23.1%	396	16.4%	5	0.2%	1057	43.7%	255	10.6%	**2417**
8	9	0.4%	127	5.4%	533	22.8%	410	17.5%	3	0.1%	1020	43.6%	235	10.1%	**2337**
9	8	0.4%	113	5.0%	530	23.6%	358	15.9%	8	0.4%	1000	44.5%	230	10.2%	**2247**
10	10	0.4%	122	5.4%	518	22.9%	386	17.1%	5	0.2%	999	44.2%	222	9.8%	**2262**
11	8	0.4%	125	5.5%	545	24.0%	361	15.9%	1	0.0%	1033	45.6%	194	8.6%	**2267**
12	8	0.4%	107	5.0%	515	24.1%	360	16.9%	5	0.2%	948	44.4%	192	9.0%	**2135**
Total	**99**	**0.3%**	**1731**	**5.8%**	**7084**	**23.8%**	**4915**	**16.5%**	**45**	**0.2%**	**13122**	**44.0%**	**2815**	**9.4%**	**29811**

LEA Name: Fort Wayne Community Schools

Table 1 (Cont'd): Enrollment Data-LEA Level OMB-1855-0011- Expiration 08/31/2019

☐ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment

(Year 5 of Project—October 1, 2021)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	6	1%	115	10%	226	21%	283	26%	0	0%	369	34%	101	9%	**1100**
K	8	0.4%	120	5.5%	529	24.4%	335	15.5%	2	0.1%	1001	46.2%	171	7.9%	**2166**
1	6	0.3%	121	5.6%	519	23.9%	332	15.3%	1	0.0%	1026	47.3%	164	7.6%	**2169**
2	8	0.4%	117	5.7%	528	25.8%	320	15.6%	2	0.1%	870	42.5%	200	9.8%	**2045**
3	7	0.4%	109	5.5%	498	25.1%	308	15.5%	2	0.1%	891	44.9%	169	8.5%	**1984**
4	5	0.2%	107	5.1%	513	24.5%	301	14.4%	1	0.0%	1011	48.2%	158	7.5%	**2096**
5	7	0.3%	128	5.5%	528	22.6%	363	15.6%	10	0.4%	1022	43.8%	274	11.7%	**2332**
6	6	0.3%	160	7.0%	532	23.4%	375	16.5%	3	0.1%	957	42.0%	243	10.7%	**2276**
7	7	0.3%	143	6.1%	564	24.2%	410	17.6%	3	0.1%	951	40.9%	248	10.7%	**2326**
8	9	0.4%	136	5.7%	559	23.3%	396	16.5%	5	0.2%	1043	43.4%	255	10.6%	**2403**
9	9	0.4%	127	5.4%	533	22.8%	410	17.5%	3	0.1%	1020	43.6%	235	10.1%	**2337**
10	8	0.4%	113	5.0%	530	23.2%	388	17.0%	9	0.4%	1000	43.9%	232	10.2%	**2280**
11	9	0.4%	122	5.4%	518	22.8%	386	17.0%	5	0.2%	999	44.0%	234	10.3%	**2273**
12	9	0.4%	125	5.5%	545	24.2%	381	16.9%	1	0.0%	1001	44.4%	194	8.6%	**2256**
Total	**104**	**0.3%**	**1743**	**5.8%**	**7122**	**23.7%**	**4988**	**16.6%**	**47**	**0.2%**	**13161**	**43.8%**	**2878**	**9.6%**	**30043**

LEA Name: Fort Wayne Community Schools	
Table 2: Year of Implementation for Existing Magnet Schools included in the Project	
School Name	First School Year as a Magnet School
Irwin Elementary School	1991
Whitney Young Elementary (now an Early Childhood Center)	1979
Weisser Park Elementary School	1991
Memorial Park Middle School	1979

LEA Name: **Fort Wayne Community Schools**

School Name: **Irwin Elementary STEM Magnet School**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment

(Current School Year—October 1, 2016)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	1	2.2%	1	2.2%	26	57.8%	5	11.1%	0	0.0%	6	13.3%	6	13.3%	**45**
1	0	0.0%	1	2.1%	20	41.7%	5	10.4%	0	0.0%	18	37.5%	4	8.3%	**48**
2	0	0.0%	0	0.0%	23	44.2%	7	13.5%	0	0.0%	16	30.8%	6	11.5%	**52**
3	1	2.1%	1	2.1%	27	56.3%	4	8.3%	0	0.0%	11	22.9%	4	8.3%	**48**
4	0	0.0%	1	2.2%	25	55.6%	6	13.3%	0	0.0%	9	20.0%	4	8.9%	**45**
5	0	0.0%	1	2.1%	26	55.3%	4	8.5%	0	0.0%	15	31.9%	1	2.1%	**47**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**2**	**0.7%**	**5**	**1.8%**	**147**	**51.6%**	**31**	**10.9%**	**0**	**0.0%**	**75**	**26.3%**	**25**	**8.8%**	**285**

LEA Name: **Fort Wayne Community Schools**

School Name: **Irwin Elementary STEM Magnet School**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 1 of Project—October 1, 2017)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	0.0%	1	2.6%	23	59.0%	4	10.3%	0	0.0%	10	25.6%	1	2.6%	**39**
1	1	2.0%	1	2.0%	23	45.1%	5	9.8%	0	0.0%	15	29.4%	6	11.8%	**51**
2	0	0.0%	1	2.0%	21	42.9%	5	10.2%	0	0.0%	18	36.7%	4	8.2%	**49**
3	0	0.0%	0	0.0%	24	45.3%	7	13.2%	0	0.0%	16	30.2%	6	11.3%	**53**
4	1	2.1%	1	2.1%	25	53.2%	4	8.5%	0	0.0%	12	25.5%	4	8.5%	**47**
5	0	0.0%	1	2.2%	24	53.3%	6	13.3%	0	0.0%	10	22.2%	4	8.9%	**45**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**2**	**0.7%**	**5**	**1.8%**	**140**	**49.3%**	**31**	**10.9%**	**0**	**0.0%**	**81**	**28.5%**	**25**	**8.8%**	**284**

LEA Name: **Fort Wayne Community Schools**

School Name: **Irwin Elementary STEM Magnet School**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 2 of Project—October 1, 2018)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	0.0%	6	11.1%	22	40.7%	8	14.8%	0	0.0%	13	24.1%	5	9.3%	**54**
1	0	0.0%	1	2.4%	23	56.1%	4	9.8%	0	0.0%	12	29.3%	1	2.4%	**41**
2	0	0.0%	1	2.0%	22	44.0%	5	10.0%	0	0.0%	16	32.0%	6	12.0%	**50**
3	1	2.1%	1	2.1%	20	41.7%	5	10.4%	0	0.0%	17	35.4%	4	8.3%	**48**
4	0	0.0%	0	0.0%	22	42.3%	7	13.5%	0	0.0%	17	32.7%	6	11.5%	**52**
5	1	2.1%	1	2.1%	25	52.1%	4	8.3%	0	0.0%	13	27.1%	4	8.3%	**48**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**2**	**0.7%**	**10**	**3.4%**	**134**	**45.7%**	**33**	**11.3%**	**0**	**0.0%**	**88**	**30.0%**	**26**	**8.9%**	**293**

LEA Name: **Fort Wayne Community Schools**

School Name: **Irwin Elementary STEM Magnet School**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 3 of Project—October 1, 2019)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	0.0%	5	10.0%	22	44.0%	5	10.0%	0	0.0%	13	26.0%	5	10.0%	**50**
1	0	0.0%	6	11.1%	22	40.7%	8	14.8%	0	0.0%	13	24.1%	5	9.3%	**54**
2	0	0.0%	1	2.3%	21	47.7%	4	9.1%	0	0.0%	17	38.6%	1	2.3%	**44**
3	1	2.0%	1	2.0%	18	36.7%	5	10.2%	0	0.0%	18	36.7%	6	12.2%	**49**
4	0	0.0%	1	2.0%	21	42.0%	5	10.0%	0	0.0%	19	38.0%	4	8.0%	**50**
5	0	0.0%	0	0.0%	24	47.1%	7	13.7%	0	0.0%	14	27.5%	6	11.8%	**51**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**1**	**0.3%**	**14**	**4.7%**	**128**	**43.0%**	**34**	**11.4%**	**0**	**0.0%**	**94**	**31.5%**	**27**	**9.1%**	**298**

LEA Name: **Fort Wayne Community Schools**

School Name: **Irwin Elementary STEM Magnet School**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 4 of Project—October 1, 2020)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	0.0%	4	8.2%	21	42.9%	7	14.3%	0	0.0%	12	24.5%	5	10.2%	**49**
1	0	0.0%	5	10.0%	20	40.0%	5	10.0%	0	0.0%	15	30.0%	5	10.0%	**50**
2	0	0.0%	6	10.5%	19	33.3%	8	14.0%	0	0.0%	19	33.3%	5	8.8%	**57**
3	0	0.0%	1	2.4%	17	40.5%	4	9.5%	0	0.0%	19	45.2%	1	2.4%	**42**
4	1	1.9%	1	1.9%	20	37.7%	5	9.4%	0	0.0%	20	37.7%	6	11.3%	**53**
5	0	0.0%	1	2.0%	24	48.0%	5	10.0%	0	0.0%	16	32.0%	4	8.0%	**50**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**1**	**0.3%**	**18**	**6.0%**	**121**	**40.2%**	**34**	**11.3%**	**0**	**0.0%**	**101**	**33.6%**	**26**	**8.6%**	**301**

LEA Name: **Fort Wayne Community Schools**

School Name: **Irwin Elementary STEM Magnet School**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 5 of Project—October 1, 2021)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	0.0%	3	6.3%	19	39.6%	5	10.4%	0	0.0%	17	35.4%	4	8.3%	**48**
1	0	0.0%	4	7.5%	18	34.0%	7	13.2%	0	0.0%	19	35.8%	5	9.4%	**53**
2	0	0.0%	5	9.3%	19	35.2%	5	9.3%	0	0.0%	20	37.0%	5	9.3%	**54**
3	0	0.0%	6	10.9%	19	34.5%	8	14.5%	0	0.0%	17	30.9%	5	9.1%	**55**
4	0	0.0%	1	2.2%	22	48.9%	4	8.9%	0	0.0%	17	37.8%	1	2.2%	**45**
5	1	2.0%	1	2.0%	21	41.2%	5	9.8%	0	0.0%	17	33.3%	6	11.8%	**51**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**1**	**0.3%**	**20**	**6.5%**	**118**	**38.6%**	**34**	**11.1%**	**0**	**0.0%**	**107**	**35.0%**	**26**	**8.5%**	**306**

LEA Name: **Fort Wayne Community Schools**

School Name: **Whitney Young Early Childhood Center for the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment

(Current School Year—October 1, 2016)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	0%	9	7%	35	29%	22	18%	0	0%	50	41%	5	4%	**121**
K	1	0.8%	0	0.0%	38	31.7%	21	17.5%	3	2.5%	45	37.5%	12	10.0%	**120**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**1**	**0.4%**	**9**	**3.7%**	**73**	**30.3%**	**43**	**17.8%**	**3**	**1.2%**	**95**	**39.4%**	**17**	**7.1%**	**241**

LEA Name: **Fort Wayne Community Schools**

School Name: **Whitney Young Early Childhood Center for the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 1 of Project—October 1, 2017)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	1	1%	7	5%	40	30%	25	19%	0	0%	49	37%	11	8%	**133**
K	0	0.0%	9	7.1%	36	28.3%	22	17.3%	0	0.0%	52	40.9%	8	6.3%	**127**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**1**	**0.4%**	**16**	**6.2%**	**76**	**29.2%**	**47**	**18.1%**	**0**	**0.0%**	**101**	**38.8%**	**19**	**7.3%**	**260**

LEA Name: **Fort Wayne Community Schools**

School Name: **Whitney Young Early Childhood Center for the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 2 of Project—October 1, 2018)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	0%	10	7%	43	30%	26	18%	1	1%	54	37%	11	8%	**145**
K	1	0.7%	8	5.7%	42	30.0%	25	17.9%	0	0.0%	52	37.1%	12	8.6%	**140**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**1**	**0.4%**	**18**	**6.3%**	**85**	**29.8%**	**51**	**17.9%**	**1**	**0.4%**	**106**	**37.2%**	**23**	**8.1%**	**285**

LEA Name: **Fort Wayne Community Schools**

School Name: **Whitney Young Early Childhood Center for the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 3 of Project—October 1, 2019)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	1	1%	9	6%	41	28%	31	22%	1	1%	48	33%	13	9%	**144**
K	1	0.7%	11	7.2%	45	29.4%	26	17.0%	1	0.7%	59	38.6%	10	6.5%	**153**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**2**	**0.7%**	**20**	**6.7%**	**86**	**29.0%**	**57**	**19.2%**	**2**	**0.7%**	**107**	**36.0%**	**23**	**7.7%**	**297**

LEA Name: **Fort Wayne Community Schools**

School Name: **Whitney Young Early Childhood Center for the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 4 of Project—October 1, 2020)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	1	1%	10	7%	44	29%	32	21%	2	1%	50	33%	12	8%	**151**
K	1	0.6%	12	7.1%	43	25.6%	31	18.5%	1	0.6%	63	37.5%	17	10.1%	**168**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**2**	**0.6%**	**22**	**6.9%**	**87**	**27.3%**	**63**	**19.7%**	**3**	**0.9%**	**113**	**35.4%**	**29**	**9.1%**	**319**

LEA Name: **Fort Wayne Community Schools**

School Name: **Whitney Young Early Childhood Center for the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 5 of Project—October 1, 2021)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	2	1%	10	6%	47	29%	30	18%	1	1%	56	34%	17	10%	**163**
K	2	1.1%	13	7.3%	48	26.8%	32	17.9%	2	1.1%	65	36.3%	17	9.5%	**179**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**4**	**1.2%**	**23**	**6.7%**	**95**	**27.8%**	**62**	**18.1%**	**3**	**0.9%**	**121**	**35.4%**	**34**	**9.9%**	**342**

LEA Name: **Fort Wayne Community Schools**

School Name: **Weisser Park Elementary School of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment

(Current School Year—October 1, 2016)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	0.0%	5	4.2%	43	36.4%	15	12.7%	0	0.0%	43	36.4%	12	10.2%	**118**
2	1	0.8%	4	3.3%	45	37.2%	19	15.7%	0	0.0%	43	35.5%	9	7.4%	**121**
3	1	1.0%	1	1.0%	35	33.7%	17	16.3%	1	1.0%	44	42.3%	5	4.8%	**104**
4	1	0.9%	1	0.9%	28	25.2%	27	24.3%	1	0.9%	50	45.0%	3	2.7%	**111**
5	0	0.0%	4	3.7%	33	30.6%	18	16.7%	1	0.9%	42	38.9%	10	9.3%	**108**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**3**	**0.5%**	**15**	**2.7%**	**184**	**32.7%**	**96**	**17.1%**	**3**	**0.5%**	**222**	**39.5%**	**39**	**6.9%**	**562**

LEA Name: **Fort Wayne Community Schools**

School Name: **Weisser Park Elementary School of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 1 of Project—October 1, 2017)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	0.0%	5	4.9%	32	31.1%	17	16.5%	0	0.0%	40	38.8%	9	8.7%	**103**
2	0	0.0%	6	5.1%	44	37.3%	14	11.9%	0	0.0%	42	35.6%	12	10.2%	**118**
3	1	0.8%	4	3.3%	45	36.9%	20	16.4%	0	0.0%	43	35.2%	9	7.4%	**122**
4	1	1.0%	1	1.0%	35	33.3%	18	17.1%	1	1.0%	44	41.9%	5	4.8%	**105**
5	1	0.9%	1	0.9%	29	25.9%	27	24.1%	1	0.9%	50	44.6%	3	2.7%	**112**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**3**	**0.5%**	**17**	**3.0%**	**185**	**33.0%**	**96**	**17.1%**	**2**	**0.4%**	**219**	**39.1%**	**38**	**6.8%**	**560**

LEA Name: **Fort Wayne Community Schools**

School Name: **Weisser Park Elementary School of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 2 of Project—October 1, 2018)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	0.0%	4	3.7%	31	29.0%	20	18.7%	0	0.0%	47	43.9%	5	4.7%	**107**
2	0	0.0%	5	4.8%	32	30.8%	18	17.3%	0	0.0%	45	43.3%	4	3.8%	**104**
3	0	0.0%	5	4.3%	44	38.3%	15	13.0%	0	0.0%	42	36.5%	9	7.8%	**115**
4	1	0.8%	4	3.2%	45	35.7%	22	17.5%	0	0.0%	43	34.1%	11	8.7%	**126**
5	1	0.9%	1	0.9%	35	32.1%	18	16.5%	1	0.9%	44	40.4%	9	8.3%	**109**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**2**	**0.4%**	**19**	**3.4%**	**187**	**33.3%**	**93**	**16.6%**	**1**	**0.2%**	**221**	**39.4%**	**38**	**6.8%**	**561**

LEA Name: **Fort Wayne Community Schools**

School Name: **Weisser Park Elementary School of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 3 of Project—October 1, 2019)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	0.0%	4	3.7%	35	32.1%	19	17.4%	0	0.0%	44	40.4%	7	6.4%	**109**
2	0	0.0%	4	3.7%	33	30.3%	20	18.3%	0	0.0%	47	43.1%	5	4.6%	**109**
3	0	0.0%	5	4.8%	32	30.8%	18	17.3%	0	0.0%	45	43.3%	4	3.8%	**104**
4	0	0.0%	5	4.3%	44	38.3%	15	13.0%	0	0.0%	42	36.5%	9	7.8%	**115**
5	1	0.8%	4	3.2%	45	35.7%	22	17.5%	0	0.0%	43	34.1%	11	8.7%	**126**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**1**	**0.2%**	**22**	**3.9%**	**189**	**33.6%**	**94**	**16.7%**	**0**	**0.0%**	**221**	**39.3%**	**36**	**6.4%**	**563**

LEA Name: **Fort Wayne Community Schools**

School Name: **Weisser Park Elementary School of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 4 of Project—October 1, 2020)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	1	0.8%	6	4.8%	40	32.3%	23	18.5%	0	0.0%	45	36.3%	9	7.3%	**124**
2	0	0.0%	4	3.6%	38	34.5%	19	17.3%	0	0.0%	43	39.1%	6	5.5%	**110**
3	0	0.0%	4	3.6%	34	30.9%	20	18.2%	0	0.0%	47	42.7%	5	4.5%	**110**
4	0	0.0%	5	4.8%	32	30.8%	18	17.3%	0	0.0%	45	43.3%	4	3.8%	**104**
5	0	0.0%	5	4.3%	44	38.3%	15	13.0%	0	0.0%	42	36.5%	9	7.8%	**115**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**1**	**0.2%**	**24**	**4.3%**	**188**	**33.4%**	**95**	**16.9%**	**0**	**0.0%**	**222**	**39.4%**	**33**	**5.9%**	**563**

LEA Name: **Fort Wayne Community Schools**

School Name: **Weisser Park Elementary School of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 5 of Project—October 1, 2021)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	1	0.8%	6	5.0%	45	37.5%	17	14.2%	1	0.8%	43	35.8%	7	5.8%	**120**
2	1	0.8%	5	4.1%	40	32.5%	23	18.7%	0	0.0%	45	36.6%	9	7.3%	**123**
3	0	0.0%	4	3.6%	38	34.5%	19	17.3%	0	0.0%	43	39.1%	6	5.5%	**110**
4	0	0.0%	3	2.8%	34	31.5%	20	18.5%	0	0.0%	46	42.6%	5	4.6%	**108**
5	0	0.0%	5	4.8%	32	30.8%	18	17.3%	0	0.0%	45	43.3%	4	3.8%	**104**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**2**	**0.4%**	**23**	**4.1%**	**189**	**33.5%**	**97**	**17.2%**	**1**	**0.2%**	**222**	**39.3%**	**31**	**5.5%**	**565**

LEA Name: **Fort Wayne Community Schools**

School Name: **Memorial Park Middle School of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment

(Current School Year—October 1, 2016)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	2	0.9%	5	2.3%	55	25.5%	64	29.6%	1	0.5%	67	31.0%	22	10.2%	**216**
7	1	0.5%	4	2.1%	51	26.7%	44	23.0%	0	0.0%	74	38.7%	17	8.9%	**191**
8	0	0.0%	4	2.1%	49	25.5%	48	25.0%	0	0.0%	77	40.1%	14	7.3%	**192**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**3**	**0.5%**	**13**	**2.2%**	**155**	**25.9%**	**156**	**26.0%**	**1**	**0.2%**	**218**	**36.4%**	**53**	**8.8%**	**599**

LEA Name: **Fort Wayne Community Schools**

School Name: **Memorial Park Middle School of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 1 of Project—October 1, 2017)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	0	0.0%	4	1.9%	50	24.3%	49	23.8%	0	0.0%	78	37.9%	25	12.1%	**206**
7	2	0.9%	5	2.3%	57	25.9%	64	29.1%	1	0.5%	69	31.4%	22	10.0%	**220**
8	1	0.5%	4	2.1%	51	26.7%	44	23.0%	0	0.0%	74	38.7%	17	8.9%	**191**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**3**	**0.5%**	**13**	**2.1%**	**158**	**25.6%**	**157**	**25.4%**	**1**	**0.2%**	**221**	**35.8%**	**64**	**10.4%**	**617**

LEA Name: **Fort Wayne Community Schools**

School Name: **Memorial Park Middle School of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 2 of Project—October 1, 2018)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	1	0.4%	6	2.7%	60	26.7%	52	23.1%	1	0.4%	85	37.8%	20	8.9%	**225**
7	0	0.0%	4	1.8%	56	25.8%	53	24.4%	0	0.0%	79	36.4%	25	11.5%	**217**
8	2	0.9%	5	2.2%	57	25.4%	64	28.6%	1	0.4%	72	32.1%	23	10.3%	**224**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**3**	**0.5%**	**15**	**2.3%**	**173**	**26.0%**	**169**	**25.4%**	**2**	**0.3%**	**236**	**35.4%**	**68**	**10.2%**	**666**

LEA Name: **Fort Wayne Community Schools**

School Name: **Memorial Park Middle School of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 3 of Project—October 1, 2019)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	2	0.8%	9	3.4%	68	26.1%	64	24.5%	0	0.0%	90	34.5%	28	10.7%	**261**
7	1	0.4%	7	2.9%	65	26.7%	58	23.9%	1	0.4%	87	35.8%	24	9.9%	**243**
8	1	0.4%	4	1.8%	59	26.2%	57	25.3%	0	0.0%	79	35.1%	25	11.1%	**225**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**4**	**0.5%**	**20**	**2.7%**	**192**	**26.3%**	**179**	**24.6%**	**1**	**0.1%**	**256**	**35.1%**	**77**	**10.6%**	**729**

LEA Name: **Fort Wayne Community Schools**

School Name: **Memorial Park Middle School of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 4 of Project—October 1, 2020)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	1	0.4%	10	3.6%	68	24.7%	70	25.5%	1	0.4%	95	34.5%	30	10.9%	**275**
7	2	0.8%	9	3.4%	68	26.1%	64	24.5%	0	0.0%	90	34.5%	28	10.7%	**261**
8	1	0.4%	7	2.9%	65	26.7%	58	23.9%	1	0.4%	87	35.8%	24	9.9%	**243**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**4**	**0.5%**	**26**	**3.3%**	**201**	**25.8%**	**192**	**24.6%**	**2**	**0.3%**	**272**	**34.9%**	**82**	**10.5%**	**779**

LEA Name: **Fort Wayne Community Schools**

School Name: **Memorial Park Middle School of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 5 of Project—October 1, 2021)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	0	0.0%	10	3.5%	66	23.0%	76	26.5%	1	0.3%	102	35.5%	32	11.1%	**287**
7	1	0.4%	10	3.6%	68	24.7%	70	25.5%	1	0.4%	95	34.5%	30	10.9%	**275**
8	2	0.8%	9	3.4%	68	26.1%	64	24.5%	0	0.0%	90	34.5%	28	10.7%	**261**
9	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
10	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**3**	**0.4%**	**29**	**3.5%**	**202**	**24.5%**	**210**	**25.5%**	**2**	**0.2%**	**287**	**34.9%**	**90**	**10.9%**	**823**

LEA Name: **Fort Wayne Community Schools**

School Name: **South Side High School Academy of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment

(Current School Year—October 1, 2016)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	1	0.3%	22	5.6%	144	36.9%	105	26.9%	1	0.3%	79	20.3%	38	9.7%	**390**
10	0	0.0%	28	7.5%	133	35.8%	102	27.4%	0	0.0%	71	19.1%	38	10.2%	**372**
11	0	0.0%	21	6.5%	121	37.6%	102	31.7%	1	0.3%	52	16.1%	25	7.8%	**322**
12	2	0.6%	18	5.5%	124	37.7%	105	31.9%	0	0.0%	66	20.1%	14	4.3%	**329**
Total	**3**	**0.2%**	**89**	**6.3%**	**522**	**36.9%**	**414**	**29.3%**	**2**	**0.1%**	**268**	**19.0%**	**115**	**8.1%**	**1413**

LEA Name: **Fort Wayne Community Schools**

School Name: **South Side High School Academy of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 1 of Project—October 1, 2017)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	0.0%	25	6.7%	133	35.8%	110	29.6%	0	0.0%	78	21.0%	25	6.7%	**371**
10	1	0.3%	22	5.7%	144	37.2%	102	26.4%	1	0.3%	79	20.4%	38	9.8%	**387**
11	0	0.0%	28	7.5%	133	35.8%	102	27.4%	0	0.0%	71	19.1%	38	10.2%	**372**
12	0	0.0%	21	6.5%	121	37.2%	105	32.3%	1	0.3%	52	16.0%	25	7.7%	**325**
Total	**1**	**0.1%**	**96**	**6.6%**	**531**	**36.5%**	**419**	**28.8%**	**2**	**0.1%**	**280**	**19.2%**	**126**	**8.7%**	**1455**

LEA Name: **Fort Wayne Community Schools**

School Name: **South Side High School Academy of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 2 of Project—October 1, 2018)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	0.0%	11	11.0%	34	34.0%	21	21.0%	0	0.0%	24	24.0%	10	10.0%	**100**
10	1	1.0%	7	7.0%	34	34.0%	31	31.0%	0	0.0%	20	20.0%	7	7.0%	**100**
11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**1**	**0.5%**	**18**	**9.0%**	**68**	**34.0%**	**52**	**26.0%**	**0**	**0.0%**	**44**	**22.0%**	**17**	**8.5%**	**200**

LEA Name: **Fort Wayne Community Schools**

School Name: **South Side High School Academy of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 3 of Project—October 1, 2019)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	0.0%	12	12.9%	23	24.7%	17	18.3%	0	0.0%	28	30.1%	13	14.0%	**93**
10	0	0.0%	11	10.6%	36	34.6%	21	20.2%	0	0.0%	26	25.0%	10	9.6%	**104**
11	1	1.0%	8	7.8%	35	34.0%	31	30.1%	0	0.0%	20	19.4%	8	7.8%	**103**
12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
Total	**1**	**0.3%**	**31**	**10.3%**	**94**	**31.3%**	**69**	**23.0%**	**0**	**0.0%**	**74**	**24.7%**	**31**	**10.3%**	**300**

LEA Name: **Fort Wayne Community Schools**

School Name: **South Side High School Academy of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 4 of Project—October 1, 2020)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	0.0%	10	10.0%	29	29.0%	18	18.0%	0	0.0%	32	32.0%	11	11.0%	**100**
10	0	0.0%	12	12.2%	25	25.5%	17	17.3%	0	0.0%	31	31.6%	13	13.3%	**98**
11	0	0.0%	11	10.6%	36	34.6%	21	20.2%	0	0.0%	26	25.0%	10	9.6%	**104**
12	1	1.0%	10	10.2%	35	35.7%	24	24.5%	0	0.0%	20	20.4%	8	8.2%	**98**
Total	**1**	**0.3%**	**43**	**10.8%**	**125**	**31.3%**	**80**	**20.0%**	**0**	**0.0%**	**109**	**27.3%**	**42**	**10.5%**	**400**

LEA Name: **Fort Wayne Community Schools**

School Name: **South Side High School Academy of the Arts**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 08/31/2019

• Use this format (or the applicant's own format) for each magnet school participating in the project.

• Provide data for all students in each grade for which the school enrolls students.

• Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

(Year 5 of Project—October 1, 2021)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK	**0**	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
K	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
1	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
4	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
5	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
6	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
7	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
8	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	**0**
9	0	0.0%	10	10.3%	27	27.8%	22	22.7%	0	0.0%	31	32.0%	7	7.2%	**97**
10	0	0.0%	11	10.8%	29	28.4%	19	18.6%	0	0.0%	32	31.4%	11	10.8%	**102**
11	0	0.0%	11	11.2%	25	25.5%	18	18.4%	0	0.0%	31	31.6%	13	13.3%	**98**
12	0	0.0%	10	9.7%	36	35.0%	21	20.4%	0	0.0%	26	25.2%	10	9.7%	**103**
Total	**0**	**0.0%**	**42**	**10.5%**	**117**	**29.3%**	**80**	**20.0%**	**0**	**0.0%**	**120**	**30.0%**	**41**	**10.3%**	**400**

Table 4: Feeder School - Enrollment Data
Actual Enrollment as of October 1, 2016 (Current School Year)
Fort Wayne Community Schools

Feeder School	Magnet(s)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Abbett	Y, I, WP	0	0.00	4	0.83	232	48.23	165	34.30	2	0.42	25	5.20	53	11.02	481
Adams	Y, I, WP	0	0.00	43	15.75	72	26.37	84	30.77	0	0.00	42	15.38	32	11.72	273
Arlington	Y, I, WP	1	0.21	14	2.98	103	21.91	58	12.34	0	0.00	255	54.26	39	8.30	470
Bloomingdale	Y, I, WP	2	0.60	2	0.60	63	18.75	61	18.15	0	0.00	155	46.13	53	15.77	336
Brentwood	Y, I, WP	1	0.22	74	16.26	128	28.13	48	10.55	1	0.22	159	34.95	44	9.67	455
Bunche	Y, I	3	1.32	3	1.32	79	34.80	30	13.22	2	0.88	86	37.89	24	10.57	227
Croninger	Y, I, WP	2	0.32	13	2.11	102	16.53	25	4.05	0	0.00	436	70.66	39	6.32	617
Fairfield	Y, I, WP	1	0.20	31	6.08	148	29.02	166	32.55	1	0.20	95	18.63	68	13.33	510
Forest Park	Y, I, WP	2	0.33	90	14.93	165	27.36	72	11.94	2	0.33	205	34.00	67	11.11	603
Franke Park	Y, I, WP	1	0.19	20	3.88	55	10.68	105	20.39	1	0.19	272	52.82	61	11.84	515
Glenwood Park	Y, I, WP	4	0.66	51	8.40	102	16.80	39	6.43	0	0.00	354	58.32	57	9.39	607
Haley	Y, I, WP	2	0.33	25	4.07	173	28.18	43	7.00	1	0.16	276	44.95	94	15.31	614
Harris	Y, I, WP	2	0.48	9	2.16	70	16.79	47	11.27	1	0.24	250	59.95	38	9.11	417
Harrison Hill	Y, I, WP	0	0.00	71	10.82	196	29.88	200	30.49	0	0.00	120	18.29	69	10.52	656
Holland	Y, I, WP	2	0.48	32	7.60	36	8.55	59	14.01	0	0.00	246	58.43	46	10.93	421
Indian Village	Y, I, WP	3	0.71	2	0.48	115	27.32	99	23.52	0	0.00	156	37.05	46	10.93	421
Irwin	Y, I, WP	2	0.70	5	1.75	147	51.58	31	10.88	0	0.00	75	26.32	25	8.77	285
Lincoln	Y, I, WP	2	0.28	38	5.38	155	21.95	121	17.14	0	0.00	311	44.05	79	11.19	706
Lindley	Y, I, WP	0	0.00	4	1.06	84	22.16	118	31.13	0	0.00	120	31.66	53	13.98	379
Maplewood	Y, I, WP	3	0.64	9	1.91	151	31.99	58	12.29	0	0.00	197	41.74	54	11.44	472
Northcrest	Y, I, WP	2	0.42	86	18.07	127	26.68	84	17.65	2	0.42	121	25.42	54	11.34	476
Price	Y, I, WP	0	0.00	11	2.12	43	8.29	93	17.92	1	0.19	315	60.69	56	10.79	519
Scott Academy	Y, I, WP	0	0.00	55	14.78	171	45.97	101	27.15	0	0.00	23	6.18	22	5.91	372
Shambaugh	Y, I, WP	0	0.00	5	1.55	17	5.28	22	6.83	2	0.62	246	76.40	30	9.32	322
South Wayne	Y, I, WP	1	0.27	16	4.27	114	30.40	98	26.13	0	0.00	88	23.47	58	15.47	375
St Joe Central	Y, I, WP	1	0.23	11	2.51	36	8.22	32	7.31	4	0.91	302	68.95	52	11.87	438
Study	Y, I, WP	2	0.66	11	3.65	59	19.60	74	24.58	1	0.33	125	41.53	29	9.63	301
Towles	I, WP, MP	3	0.84	11	3.08	85	23.81	84	23.53	0	0.00	150	42.02	24	6.72	357
Washington	Y, I, WP	0	0.00	2	0.80	49	19.68	45	18.07	0	0.00	117	46.99	36	14.46	249
Washington Ct	Y, I, WP	1	0.19	17	3.25	38	7.27	56	10.71	3	0.57	362	69.22	46	8.80	523
Waynedale	Y, I, WP	2	0.41	111	22.75	86	17.62	34	6.97	1	0.20	208	42.62	46	9.43	488
Weisser	I, WP	3	0.53	15	2.67	184	32.74	96	17.08	3	0.53	222	39.50	39	6.94	562
Young	Y, I	1	0.41	9	3.73	73	30.29	43	17.84	3	1.24	95	39.42	17	7.05	241
Blackhawk	MP	5	0.64	39	5.01	152	19.51	59	7.57	0	0.00	456	58.54	68	8.73	779
Jefferson	MP	5	0.70	23	3.23	92	12.90	70	9.82	0	0.00	467	65.50	56	7.85	713
Kekionga	MP	0	0.00	27	5.19	160	30.77	124	23.85	3	0.58	148	28.46	58	11.15	520
Lakeside	MP	0	0.00	53	10.66	139	27.97	45	9.05	3	0.60	183	36.82	74	14.89	497
Lane	MP	2	0.30	22	3.26	223	33.04	127	18.81	0	0.00	234	34.67	67	9.93	675
Memorial Park	MP	3	0.50	13	2.17	155	25.88	156	26.04	1	0.17	218	36.39	53	8.85	599
Miami	MP	1	0.18	81	14.78	197	35.95	98	17.88	0	0.00	133	24.27	38	6.93	548
Northwood	MP	2	0.33	41	6.69	89	14.52	109	17.78	1	0.16	302	49.27	69	11.26	613
Portage	MP	1	0.24	8	1.95	87	21.22	83	20.24	0	0.00	201	49.02	30	7.32	410
Shawnee	MP	3	0.45	43	6.39	123	18.28	123	18.28	2	0.30	311	46.21	68	10.10	673
Towles	MP	1	0.43	4	1.70	59	25.11	52	22.13	0	0.00	99	42.13	20	8.51	235
North Side	SS	8	0.46	113	6.49	392	22.50	256	14.70	2	0.11	799	45.87	172	9.87	1742
Northrop	SS	5	0.24	78	3.69	323	15.29	274	12.97	3	0.14	1292	61.17	137	6.49	2112
Snider	SS	7	0.36	67	3.49	426	22.21	146	7.61	0	0.00	1125	58.65	147	7.66	1918
South Side	SS	3	0.21	89	6.30	522	36.94	414	29.30	2	0.14	268	18.97	115	8.14	1413
Wayne	SS	7	0.52	86	6.43	389	29.07	219	16.37	0	0.00	526	39.31	111	8.30	1338
Total		102	0.35	1687	5.72	6986	23.70	4846	16.44	48	0.16	12971	44.01	2833	9.61	29473

Magnet School Key:
Young (Y)
Irwin (I)
Weisser Park (WP)
Memorial Park (MP)
South Side (SS)

Table 4: Feeder School - Enrollment Data
Projected Enrollment as of October 1, 2017 (Year 1 of Project)
Fort Wayne Community Schools

Feeder School	Magnet(s)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Abbett	Y, I, WP	0	0.00	4	0.83	232	48.23	165	34.30	2	0.42	25	5.20	53	11.02	481
Adams	Y, I, WP	0	0.00	43	15.75	72	26.37	84	30.77	0	0.00	42	15.38	32	11.72	273
Arlington	Y, I, WP	1	0.21	14	2.98	103	21.91	58	12.34	0	0.00	255	54.26	39	8.30	470
Bloomingdale	Y, I, WP	2	0.60	2	0.60	63	18.75	61	18.15	0	0.00	155	46.13	53	15.77	336
Brentwood	Y, I, WP	1	0.22	74	16.26	128	28.13	48	10.55	1	0.22	159	34.95	44	9.67	455
Bunche	Y, I	3	1.32	3	1.32	79	34.80	30	13.22	2	0.88	86	37.89	24	10.57	227
Croninger	Y, I, WP	2	0.32	13	2.11	102	16.53	25	4.05	0	0.00	436	70.66	39	6.32	617
Fairfield	Y, I, WP	1	0.20	31	6.08	148	29.02	166	32.55	1	0.20	95	18.63	68	13.33	510
Forest Park	Y, I, WP	2	0.33	90	14.93	165	27.36	72	11.94	2	0.33	205	34.00	67	11.11	603
Franke Park	Y, I, WP	1	0.19	20	3.88	55	10.68	105	20.39	1	0.19	272	52.82	61	11.84	515
Glenwood Park	Y, I, WP	4	0.66	51	8.40	102	16.80	39	6.43	0	0.00	354	58.32	57	9.39	607
Haley	Y, I, WP	2	0.33	25	4.07	173	28.18	43	7.00	1	0.16	276	44.95	94	15.31	614
Harris	Y, I, WP	2	0.48	9	2.16	70	16.79	47	11.27	1	0.24	250	59.95	38	9.11	417
Harrison Hill	Y, I, WP	0	0.00	71	10.82	196	29.88	200	30.49	0	0.00	120	18.29	69	10.52	656
Holland	Y, I, WP	2	0.48	32	7.60	36	8.55	59	14.01	0	0.00	246	58.43	46	10.93	421
Indian Village	Y, I, WP	3	0.71	2	0.48	115	27.32	99	23.52	0	0.00	156	37.05	46	10.93	421
Irwin	Y, I, WP	2	0.70	5	1.76	140	49.30	31	10.92	0	0.00	81	28.52	25	8.80	284
Lincoln	Y, I, WP	2	0.28	38	5.38	155	21.95	121	17.14	0	0.00	311	44.05	79	11.19	706
Lindley	Y, I, WP	0	0.00	4	1.06	84	22.16	118	31.13	0	0.00	120	31.66	53	13.98	379
Maplewood	Y, I, WP	3	0.64	9	1.91	151	31.99	58	12.29	0	0.00	197	41.74	54	11.44	472
Northcrest	Y, I, WP	2	0.42	86	18.07	127	26.68	84	17.65	2	0.42	121	25.42	54	11.34	476
Price	Y, I, WP	0	0.00	11	2.12	43	8.29	93	17.92	1	0.19	315	60.69	56	10.79	519
Scott Academy	Y, I, WP	0	0.00	55	14.78	171	45.97	101	27.15	0	0.00	23	6.18	22	5.91	372
Shambaugh	Y, I, WP	0	0.00	5	1.56	17	5.30	21	6.54	2	0.62	246	76.64	30	9.35	321
South Wayne	Y, I, WP	1	0.27	16	4.27	114	30.40	98	26.13	0	0.00	88	23.47	58	15.47	375
St Joe Central	Y, I, WP	1	0.23	11	2.51	36	8.22	32	7.31	4	0.91	302	68.95	52	11.87	438
Study	Y, I, WP	2	0.66	11	3.65	59	19.60	74	24.58	1	0.33	125	41.53	29	9.63	301
Towles	I, WP, MP	3	0.84	11	3.08	85	23.81	84	23.53	0	0.00	150	42.02	24	6.72	357
Washington	Y, I, WP	0	0.00	2	0.80	49	19.68	45	18.07	0	0.00	117	46.99	36	14.46	249
Washington Ct	Y, I, WP	1	0.19	17	3.25	38	7.27	56	10.71	3	0.57	362	69.22	46	8.80	523
Waynedale	Y, I, WP	2	0.41	111	22.75	86	17.62	34	6.97	1	0.20	208	42.62	46	9.43	488
Weisser	I, WP	3	0.54	17	3.04	185	33.04	96	17.14	2	0.36	219	39.11	38	6.79	560
Young	Y, I	1	0.38	16	6.15	76	29.23	47	18.08	0	0.00	101	38.85	19	7.31	260
Blackhawk	MP	5	0.64	39	5.01	152	19.51	59	7.57	0	0.00	456	58.54	68	8.73	779
Jefferson	MP	5	0.70	23	3.23	92	12.90	70	9.82	0	0.00	467	65.50	56	7.85	713
Kekionga	MP	0	0.00	27	5.19	160	30.77	124	23.85	3	0.58	148	28.46	58	11.15	520
Lakeside	MP	0	0.00	53	10.66	139	27.97	45	9.05	3	0.60	183	36.82	74	14.89	497
Lane	MP	2	0.30	22	3.26	223	33.04	127	18.81	0	0.00	234	34.67	67	9.93	675
Memorial Park	MP	3	0.49	13	2.11	158	25.61	157	25.45	1	0.16	221	35.82	64	10.37	617
Miami	MP	1	0.18	81	14.78	197	35.95	98	17.88	0	0.00	133	24.27	38	6.93	548
Northwood	MP	2	0.33	41	6.69	89	14.52	109	17.78	1	0.16	302	49.27	69	11.26	613
Portage	MP	1	0.24	8	1.95	87	21.22	83	20.24	0	0.00	201	49.02	30	7.32	410
Shawnee	MP	3	0.45	43	6.39	123	18.28	123	18.28	2	0.30	311	46.21	68	10.10	673
Towles	MP	1	0.43	4	1.70	59	25.11	52	22.13	0	0.00	99	42.13	20	8.51	235
North Side	SS	8	0.46	113	6.49	392	22.50	256	14.70	2	0.11	799	45.87	172	9.87	1742
Northrop	SS	5	0.24	78	3.69	323	15.29	274	12.97	3	0.14	1292	61.17	137	6.49	2112
Snider	SS	7	0.36	67	3.49	426	22.21	146	7.61	0	0.00	1125	58.65	147	7.66	1918
South Side	SS	1	0.07	96	6.60	531	36.49	419	28.80	2	0.14	280	19.24	126	8.66	1455
Wayne	SS	7	0.52	86	6.43	389	29.07	219	16.37	0	0.00	526	39.31	111	8.30	1338
Total		100	0.34	1703	5.76	6995	23.67	4855	16.43	44	0.15	12995	43.98	2856	9.67	29548

Magnet School Key:
Young (Y)
Irwin (I)
Weisser Park (WP)
Memorial Park (MP)
South Side (SS)

Table 4: Feeder School - Enrollment Data
Projected Enrollment as of October 1, 2018 (Year 2 of Project)
Fort Wayne Community Schools

Feeder School	Magnet(s)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Abbett	Y, I, WP	0	0.00	4	0.84	231	48.53	163	34.24	2	0.42	24	5.04	52	10.92	476
Adams	Y, I, WP	0	0.00	42	15.67	71	26.49	83	30.97	0	0.00	41	15.30	31	11.57	268
Arlington	Y, I, WP	1	0.21	14	3.00	102	21.89	57	12.23	0	0.00	254	54.51	38	8.15	466
Bloomingdale	Y, I, WP	2	0.60	2	0.60	62	18.67	60	18.07	0	0.00	154	46.39	52	15.66	332
Brentwood	Y, I, WP	1	0.22	73	16.22	127	28.22	47	10.44	1	0.22	158	35.11	43	9.56	450
Bunche	Y, I	3	1.35	3	1.35	78	34.98	29	13.00	2	0.90	85	38.12	23	10.31	223
Croninger	Y, I, WP	2	0.33	13	2.12	101	16.50	24	3.92	0	0.00	434	70.92	38	6.21	612
Fairfield	Y, I, WP	1	0.20	31	6.14	147	29.11	164	32.48	1	0.20	94	18.61	67	13.27	505
Forest Park	Y, I, WP	2	0.33	89	14.88	164	27.42	71	11.87	2	0.33	204	34.11	66	11.04	598
Franke Park	Y, I, WP	1	0.20	20	3.91	54	10.57	104	20.35	1	0.20	271	53.03	60	11.74	511
Glenwood Park	Y, I, WP	4	0.66	50	8.31	101	16.78	38	6.31	0	0.00	353	58.64	56	9.30	602
Haley	Y, I, WP	2	0.33	25	4.10	172	28.20	42	6.89	1	0.16	275	45.08	93	15.25	610
Harris	Y, I, WP	2	0.48	9	2.18	69	16.71	46	11.14	1	0.24	249	60.29	37	8.96	413
Harrison Hill	Y, I, WP	0	0.00	70	10.77	195	30.00	198	30.46	0	0.00	119	18.31	68	10.46	650
Holland	Y, I, WP	2	0.48	31	7.45	35	8.41	58	13.94	0	0.00	245	58.89	45	10.82	416
Indian Village	Y, I, WP	3	0.72	2	0.48	114	27.34	98	23.50	0	0.00	155	37.17	45	10.79	417
Irwin	Y, I, WP	2	0.68	10	3.41	134	33.00	33	11.26	0	0.00	88	30.03	26	8.87	293
Lincoln	Y, I, WP	2	0.29	37	5.28	154	21.97	120	17.12	0	0.00	310	44.22	78	11.13	701
Lindley	Y, I, WP	0	0.00	4	1.07	83	22.13	117	31.20	0	0.00	119	31.73	52	13.87	375
Maplewood	Y, I, WP	3	0.64	9	1.92	150	32.05	57	12.18	0	0.00	196	41.88	53	11.32	468
Northcrest	Y, I, WP	2	0.42	85	18.05	126	26.75	83	17.62	2	0.42	120	25.48	53	11.25	471
Price	Y, I, WP	0	0.00	11	2.14	42	8.16	92	17.86	1	0.19	314	60.97	55	10.68	515
Scott Academy	Y, I, WP	0	0.00	54	14.71	170	46.32	100	27.25	0	0.00	22	5.99	21	5.72	367
Shambaugh	Y, I, WP	0	0.00	5	1.58	16	5.05	20	6.31	2	0.63	245	77.29	29	9.15	317
South Wayne	Y, I, WP	1	0.27	15	4.05	113	30.54	97	26.22	0	0.00	87	23.51	57	15.41	370
St Joe Central	Y, I, WP	1	0.23	11	2.53	35	8.06	31	7.14	4	0.92	301	69.35	51	11.75	434
Study	Y, I, WP	2	0.68	10	3.38	58	19.59	73	24.66	1	0.34	124	41.89	28	9.46	296
Towles	I, WP, MP	3	0.85	11	3.12	84	23.80	83	23.51	0	0.00	149	42.21	23	6.52	353
Washington	Y, I, WP	0	0.00	2	0.82	48	19.59	44	17.96	0	0.00	116	47.35	35	14.29	245
Washington Ctr	Y, I, WP	1	0.19	16	3.09	37	7.14	55	10.62	3	0.58	361	69.69	45	8.69	518
Waynedale	Y, I, WP	2	0.41	109	22.61	85	17.63	33	6.85	1	0.21	207	42.95	45	9.34	482
Weisser	I, WP	2	0.36	19	3.39	187	33.33	93	16.58	1	0.18	221	39.39	38	6.77	561
Young	Y, I	1	0.35	18	6.32	85	29.82	51	17.89	1	0.35	106	37.19	23	8.07	285
Blackhawk	MP	5	0.65	38	4.91	151	19.51	58	7.49	0	0.00	455	58.79	67	8.66	774
Jefferson	MP	5	0.71	22	3.11	91	12.87	69	9.76	0	0.00	465	65.77	55	7.78	707
Kekionga	MP	0	0.00	26	5.05	159	30.87	123	23.88	3	0.58	147	28.54	57	11.07	515
Lakeside	MP	0	0.00	52	10.57	138	28.05	44	8.94	3	0.61	182	36.99	73	14.84	492
Lane	MP	2	0.30	21	3.13	222	33.13	126	18.81	0	0.00	233	34.78	66	9.85	670
Memorial Park	MP	3	0.45	15	2.25	173	25.98	169	25.38	2	0.30	236	35.44	68	10.21	666
Miami	MP	1	0.18	80	14.73	196	36.10	97	17.86	0	0.00	132	24.31	37	6.81	543
Northwood	MP	2	0.33	40	6.58	88	14.47	108	17.76	1	0.16	301	49.51	68	11.18	608
Portage	MP	1	0.25	8	1.97	86	21.18	82	20.20	0	0.00	200	49.26	29	7.14	406
Shawnee	MP	3	0.45	42	6.29	122	18.26	122	18.26	2	0.30	310	46.41	67	10.03	668
Towles	MP	1	0.43	4	1.73	58	25.11	51	22.08	0	0.00	98	42.42	19	8.23	231
North Side	SS	8	0.46	112	6.46	390	22.48	255	14.70	2	0.12	798	45.99	170	9.80	1735
Northrop	SS	5	0.24	77	3.65	322	15.28	273	12.96	3	0.14	1291	61.27	136	6.45	2107
Snider	SS	7	0.37	66	3.45	424	22.19	145	7.59	0	0.00	1123	58.77	146	7.64	1911
South Side Mag	SS	1	0.50	18	9.00	68	34.00	52	26.00	0	0.00	44	22.00	17	8.50	200
South Side*	SS	2	0.15	84	6.13	484	35.33	398	29.05	2	0.15	282	20.58	118	8.61	1370
Wayne	SS	7	0.53	85	6.39	386	29.02	218	16.39	0	0.00	524	39.40	110	8.27	1330
Total		101	0.34	1694	5.74	6988	23.66	4854	16.44	45	0.15	13022	44.09	2829	9.58	29533

Magnet School Key:
Young (Y)
Irwin (I)
Weisser Park (WP)
Memorial Park (MP)
South Side (SS)

*South Side whole school enrollment minus Academy of Arts magnet enrollment

Table 4: Feeder School - Enrollment Data
Projected Enrollment as of October 1, 2019 (Year 3 of Project)
Fort Wayne Community Schools

Feeder School	Magnet(s)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Abbett	Y, I, WP	0	0.00	4	0.84	231	48.73	162	34.18	2	0.42	24	5.06	51	10.76	474
Adams	Y, I, WP	0	0.00	42	15.79	71	26.69	82	30.83	0	0.00	41	15.41	30	11.28	266
Arlington	Y, I, WP	1	0.22	14	3.02	102	21.98	56	12.07	0	0.00	254	54.74	37	7.97	464
Bloomingdale	Y, I, WP	2	0.61	2	0.61	62	18.79	59	17.88	0	0.00	154	46.67	51	15.45	330
Brentwood	Y, I, WP	1	0.22	73	16.29	127	28.35	46	10.27	1	0.22	158	35.27	42	9.38	448
Bunche	Y, I	3	1.36	3	1.36	78	35.29	28	12.67	2	0.90	85	38.46	22	9.95	221
Croninger	Y, I, WP	2	0.33	13	2.13	101	16.56	23	3.77	0	0.00	434	71.15	37	6.07	610
Fairfield	Y, I, WP	1	0.20	31	6.18	147	29.28	163	32.47	1	0.20	94	18.73	65	12.95	502
Forest Park	Y, I, WP	2	0.34	89	14.96	164	27.56	70	11.76	2	0.34	204	34.29	64	10.76	595
Franke Park	Y, I, WP	1	0.20	20	3.93	54	10.61	103	20.24	1	0.20	271	53.24	59	11.59	509
Glenwood Park	Y, I, WP	4	0.67	50	8.33	101	16.83	37	6.17	0	0.00	353	58.83	55	9.17	600
Haley	Y, I, WP	2	0.33	25	4.12	172	28.34	41	6.75	1	0.16	275	45.30	91	14.99	607
Harris	Y, I, WP	2	0.49	9	2.19	69	16.79	45	10.95	1	0.24	249	60.58	36	8.76	411
Harrison Hill	Y, I, WP	0	0.00	70	10.80	195	30.09	197	30.40	0	0.00	119	18.36	67	10.34	648
Holland	Y, I, WP	2	0.48	31	7.49	35	8.45	57	13.77	0	0.00	245	59.18	44	10.63	414
Indian Village	Y, I, WP	3	0.72	2	0.48	114	27.47	97	23.37	0	0.00	155	37.35	44	10.60	415
Irwin	Y, I, WP	1	0.34	14	4.70	128	42.95	34	11.41	0	0.00	94	31.54	27	9.06	298
Lincoln	Y, I, WP	2	0.29	37	5.29	154	22.03	119	17.02	0	0.00	310	44.35	77	11.02	699
Lindley	Y, I, WP	0	0.00	4	1.07	83	22.25	116	31.10	0	0.00	119	31.90	51	13.67	373
Maplewood	Y, I, WP	3	0.64	9	1.93	150	32.19	56	12.02	0	0.00	196	42.06	52	11.16	466
Northcrest	Y, I, WP	2	0.43	85	18.12	126	26.87	82	17.48	2	0.43	120	25.59	52	11.09	469
Price	Y, I, WP	0	0.00	11	2.14	42	8.19	91	17.74	1	0.19	314	61.21	54	10.53	513
Scott Academy	Y, I, WP	0	0.00	54	14.79	170	46.58	99	27.12	0	0.00	22	6.03	20	5.48	365
Shambaugh	Y, I, WP	0	0.00	5	1.59	16	5.08	19	6.03	2	0.63	245	77.78	28	8.89	315
South Wayne	Y, I, WP	1	0.27	15	4.08	113	30.71	96	26.09	0	0.00	87	23.64	56	15.22	368
St Joe Central	Y, I, WP	1	0.23	11	2.55	35	8.12	30	6.96	3	0.70	301	69.84	50	11.60	431
Study	Y, I, WP	2	0.68	10	3.40	58	19.73	72	24.49	1	0.34	124	42.18	27	9.18	294
Towles	I, WP, MP	3	0.85	11	3.13	84	23.93	82	23.36	0	0.00	149	42.45	22	6.27	351
Washington	Y, I, WP	0	0.00	2	0.82	48	19.75	43	17.70	0	0.00	116	47.74	34	13.99	243
Washington Ct	Y, I, WP	1	0.19	16	3.10	37	7.17	54	10.47	3	0.58	361	69.96	44	8.53	516
Waynedale	Y, I, WP	2	0.42	109	22.71	85	17.71	32	6.67	1	0.21	207	43.13	44	9.17	480
Weisser	I, WP	1	0.18	22	3.91	189	33.57	94	16.70	0	0.00	221	39.25	36	6.39	563
Young	Y, I	2	0.67	20	6.73	86	28.96	57	19.19	2	0.67	107	36.03	23	7.74	297
Blackhawk	MP	5	0.65	38	4.92	151	19.56	57	7.38	0	0.00	455	58.94	66	8.55	772
Jefferson	MP	5	0.71	22	3.12	91	12.91	68	9.65	0	0.00	465	65.96	54	7.66	705
Kekionga	MP	0	0.00	26	5.07	159	30.99	122	23.78	3	0.58	147	28.65	56	10.92	513
Lakeside	MP	0	0.00	52	10.61	138	28.16	43	8.78	3	0.61	182	37.14	72	14.69	490
Lane	MP	2	0.30	21	3.14	222	33.23	125	18.71	0	0.00	233	34.88	65	9.73	668
Memorial Park	MP	4	0.55	20	2.74	192	26.34	179	24.55	1	0.14	256	35.12	77	10.56	729
Miami	MP	1	0.18	80	14.79	196	36.23	96	17.74	0	0.00	132	24.40	36	6.65	541
Northwood	MP	2	0.33	40	6.60	88	14.52	107	17.66	1	0.17	301	49.67	67	11.06	606
Portage	MP	1	0.25	8	1.98	86	21.29	81	20.05	0	0.00	200	49.50	28	6.93	404
Shawnee	MP	3	0.45	42	6.31	122	18.32	121	18.17	2	0.30	310	46.55	66	9.91	666
Towles	MP	1	0.44	4	1.75	58	25.33	50	21.83	0	0.00	98	42.79	18	7.86	229
North Side	SS	7	0.40	112	6.47	390	22.52	254	14.67	2	0.12	798	46.07	169	9.76	1732
Northrop	SS	5	0.24	77	3.66	322	15.30	272	12.92	3	0.14	1291	61.33	135	6.41	2105
Snider	SS	6	0.31	66	3.46	424	22.22	144	7.55	0	0.00	1123	58.86	145	7.60	1908
South Side Ma	SS	1	0.33	31	10.33	94	31.33	69	23.00	0	0.00	74	24.67	31	10.33	300
South Side*	SS	3	0.21	76	5.36	496	34.98	434	30.61	2	0.14	289	20.38	118	8.32	1418
Wayne	SS	6	0.45	85	6.41	386	29.09	217	16.35	0	0.00	524	39.49	109	8.21	1327
Total		99	0.33	1713	5.77	7042	23.74	4881	16.45	43	0.14	13086	44.11	2804	9.45	29668

Magnet School Key:
Young (Y)
Irwin (I)
Weisser Park (WP)
Memorial Park (MP)
South Side (SS)

*South Side whole school enrollment minus Academy of Arts magnet enrollment

Table 4: Feeder School - Enrollment Data
Projected Enrollment as of October 1, 2020 (Year 4 of Project)
Fort Wayne Community Schools

Feeder School	Magnet(s)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Abbett	Y, I, WP	0	0.00	4	0.84	231	48.73	162	34.18	2	0.42	24	5.06	51	10.76	474
Adams	Y, I, WP	0	0.00	42	15.79	71	26.69	82	30.83	0	0.00	41	15.41	30	11.28	266
Arlington	Y, I, WP	1	0.22	14	3.02	102	21.98	56	12.07	0	0.00	254	54.74	37	7.97	464
Bloomingdale	Y, I, WP	2	0.61	2	0.61	62	18.79	59	17.88	0	0.00	154	46.67	51	15.45	330
Brentwood	Y, I, WP	1	0.22	73	16.29	127	28.35	46	10.27	1	0.22	158	35.27	42	9.38	448
Bunche	Y, I	3	1.36	3	1.36	78	35.29	28	12.67	2	0.90	85	38.46	22	9.95	221
Croninger	Y, I, WP	2	0.33	13	2.13	101	16.56	23	3.77	0	0.00	434	71.15	37	6.07	610
Fairfield	Y, I, WP	1	0.20	31	6.18	147	29.28	163	32.47	1	0.20	94	18.73	65	12.95	502
Forest Park	Y, I, WP	2	0.34	89	14.96	164	27.56	70	11.76	2	0.34	204	34.29	64	10.76	595
Franke Park	Y, I, WP	1	0.20	20	3.93	54	10.61	103	20.24	1	0.20	271	53.24	59	11.59	509
Glenwood Park	Y, I, WP	4	0.67	50	8.33	101	16.83	37	6.17	0	0.00	353	58.83	55	9.17	600
Haley	Y, I, WP	2	0.33	25	4.12	172	28.34	41	6.75	1	0.16	275	45.30	91	14.99	607
Harris	Y, I, WP	2	0.49	9	2.19	69	16.79	45	10.95	1	0.24	249	60.58	36	8.76	411
Harrison Hill	Y, I, WP	0	0.00	70	10.80	195	30.09	197	30.40	0	0.00	119	18.36	67	10.34	648
Holland	Y, I, WP	2	0.48	31	7.49	35	8.45	57	13.77	0	0.00	245	59.18	44	10.63	414
Indian Village	Y, I, WP	3	0.72	2	0.48	114	27.47	97	23.37	0	0.00	155	37.35	44	10.60	415
Irwin	Y, I, WP	1	0.33	18	5.98	121	40.20	34	11.30	0	0.00	101	33.55	26	8.64	301
Lincoln	Y, I, WP	2	0.29	37	5.29	154	22.03	119	17.02	0	0.00	310	44.35	77	11.02	699
Lindley	Y, I, WP	0	0.00	4	1.07	83	22.25	116	31.10	0	0.00	119	31.90	51	13.67	373
Maplewood	Y, I, WP	3	0.64	9	1.93	150	32.19	56	12.02	0	0.00	196	42.06	52	11.16	466
Northcrest	Y, I, WP	2	0.43	85	18.12	126	26.87	82	17.48	2	0.43	120	25.59	52	11.09	469
Price	Y, I, WP	0	0.00	11	2.14	42	8.19	91	17.74	1	0.19	314	61.21	54	10.53	513
Scott Academy	Y, I, WP	0	0.00	54	14.79	170	46.58	99	27.12	0	0.00	22	6.03	20	5.48	365
Shambaugh	Y, I, WP	0	0.00	5	1.59	16	5.08	19	6.03	2	0.63	245	77.78	28	8.89	315
South Wayne	Y, I, WP	1	0.27	15	4.08	113	30.71	96	26.09	0	0.00	87	23.64	56	15.22	368
St Joe Central	Y, I, WP	1	0.23	11	2.55	35	8.12	30	6.96	3	0.70	301	69.84	50	11.60	431
Study	Y, I, WP	2	0.68	10	3.40	58	19.73	72	24.49	1	0.34	124	42.18	27	9.18	294
Towles	I, WP, MP	3	0.85	11	3.13	84	23.93	82	23.36	0	0.00	149	42.45	22	6.27	351
Washington	Y, I, WP	0	0.00	2	0.82	48	19.75	43	17.70	0	0.00	116	47.74	34	13.99	243
Washington Ct	Y, I, WP	1	0.19	16	3.10	37	7.17	54	10.47	3	0.58	361	69.96	44	8.53	516
Waynedale	Y, I, WP	2	0.42	109	22.71	85	17.71	32	6.67	1	0.21	207	43.13	44	9.17	480
Weisser	I, WP	1	0.18	24	4.26	188	33.39	95	16.87	0	0.00	222	39.43	33	5.86	563
Young	Y, I	2	0.63	22	6.90	87	27.27	63	19.75	3	0.94	113	35.42	29	9.09	319
Blackhawk	MP	5	0.65	38	4.92	151	19.56	57	7.38	0	0.00	455	58.94	66	8.55	772
Jefferson	MP	5	0.71	22	3.12	91	12.91	68	9.65	0	0.00	465	65.96	54	7.66	705
Kekionga	MP	0	0.00	26	5.07	159	30.99	122	23.78	3	0.58	147	28.65	56	10.92	513
Lakeside	MP	0	0.00	52	10.61	138	28.16	43	8.78	3	0.61	182	37.14	72	14.69	490
Lane	MP	2	0.30	21	3.14	222	33.23	125	18.71	0	0.00	233	34.88	65	9.73	668
Memorial Park	MP	4	0.51	26	3.34	201	25.80	192	24.65	2	0.26	272	34.92	82	10.53	779
Miami	MP	1	0.18	80	14.79	196	36.23	96	17.74	0	0.00	132	24.40	36	6.65	541
Northwood	MP	2	0.33	40	6.60	88	14.52	107	17.66	1	0.17	301	49.67	67	11.06	606
Portage	MP	1	0.25	8	1.98	86	21.29	81	20.05	0	0.00	200	49.50	28	6.93	404
Shawnee	MP	3	0.45	42	6.31	122	18.32	121	18.17	2	0.30	310	46.55	66	9.91	666
Towles	MP	1	0.44	4	1.75	58	25.33	50	21.83	0	0.00	98	42.79	18	7.86	229
North Side	SS	7	0.40	112	6.47	390	22.52	254	14.67	2	0.12	798	46.07	169	9.76	1732
Northrop	SS	5	0.24	77	3.66	322	15.30	272	12.92	3	0.14	1291	61.33	135	6.41	2105
Snider	SS	6	0.31	66	3.46	424	22.22	144	7.55	0	0.00	1123	58.86	145	7.60	1908
South Side Ma	SS	1	0.25	43	10.75	125	31.25	80	20.00	0	0.00	109	27.25	42	10.50	400
South Side*	SS	3	0.22	68	4.91	486	35.06	437	31.53	2	0.14	279	20.13	111	8.01	1386
Wayne	SS	6	0.45	85	6.41	386	29.09	217	16.35	0	0.00	524	39.49	109	8.21	1327
Total		99	0.33	1731	5.81	7065	23.70	4915	16.49	45	0.15	13141	44.08	2815	9.44	29811

Magnet School Key:
Young (Y)
Irwin (I)
Weisser Park (WP)
Memorial Park (MP)
South Side (SS)

*South Side whole school enrollment Academy of Arts magnet enrollment

Table 4: Feeder School - Enrollment Data
Projected Enrollment as of October 1, 2021 (Year 5 of Project)
Fort Wayne Community Schools

Feeder School	Magnet(s)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Abbett	Y, I, WP	0	0.00	4	0.84	231	48.53	163	34.24	2	0.42	24	5.04	52	10.92	476
Adams	Y, I, WP	0	0.00	42	15.67	71	26.49	83	30.97	0	0.00	41	15.30	31	11.57	268
Arlington	Y, I, WP	1	0.21	14	3.00	102	21.89	57	12.23	0	0.00	254	54.51	38	8.15	466
Bloomingdale	Y, I, WP	2	0.60	2	0.60	62	18.67	60	18.07	0	0.00	154	46.39	52	15.66	332
Brentwood	Y, I, WP	1	0.22	73	16.22	127	28.22	47	10.44	1	0.22	158	35.11	43	9.56	450
Bunche	Y, I	3	1.35	3	1.35	78	34.98	29	13.00	2	0.90	85	38.12	23	10.31	223
Croninger	Y, I, WP	2	0.33	13	2.12	101	16.50	24	3.92	0	0.00	434	70.92	38	6.21	612
Fairfield	Y, I, WP	1	0.20	31	6.14	147	29.11	164	32.48	1	0.20	94	18.61	67	13.27	505
Forest Park	Y, I, WP	2	0.33	89	14.88	164	27.42	71	11.87	2	0.33	204	34.11	66	11.04	598
Franke Park	Y, I, WP	1	0.20	20	3.91	54	10.57	104	20.35	1	0.20	271	53.03	60	11.74	511
Glenwood Park	Y, I, WP	4	0.66	50	8.31	101	16.78	38	6.31	0	0.00	353	58.64	56	9.30	602
Haley	Y, I, WP	2	0.33	25	4.10	172	28.20	42	6.89	1	0.16	275	45.08	93	15.25	610
Harris	Y, I, WP	2	0.48	9	2.18	69	16.71	46	11.14	1	0.24	249	60.29	37	8.96	413
Harrison Hill	Y, I, WP	0	0.00	70	10.77	195	30.00	198	30.46	0	0.00	119	18.31	68	10.46	650
Holland	Y, I, WP	2	0.48	31	7.45	35	8.41	58	13.94	0	0.00	245	58.89	45	10.82	416
Indian Village	Y, I, WP	3	0.72	2	0.48	114	27.34	98	23.50	0	0.00	155	37.17	45	10.79	417
Irwin	Y, I, WP	1	0.33	20	6.54	118	38.56	34	11.11	0	0.00	107	34.97	26	8.50	306
Lincoln	Y, I, WP	2	0.29	37	5.28	154	21.97	120	17.12	0	0.00	310	44.22	78	11.13	701
Lindley	Y, I, WP	0	0.00	4	1.07	83	22.13	117	31.20	0	0.00	119	31.73	52	13.87	375
Maplewood	Y, I, WP	3	0.64	9	1.92	150	32.05	57	12.18	0	0.00	196	41.88	53	11.32	468
Northcrest	Y, I, WP	2	0.42	85	18.05	126	26.75	83	17.62	2	0.42	120	25.48	53	11.25	471
Price	Y, I, WP	0	0.00	11	2.14	42	8.16	92	17.86	1	0.19	314	60.97	55	10.68	515
Scott Academy	Y, I, WP	0	0.00	54	14.71	170	46.32	100	27.25	0	0.00	22	5.99	21	5.72	367
Shambaugh	Y, I, WP	0	0.00	5	1.58	16	5.05	20	6.31	2	0.63	245	77.29	29	9.15	317
South Wayne	Y, I, WP	1	0.27	15	4.05	113	30.54	97	26.22	0	0.00	87	23.51	57	15.41	370
St Joe Central	Y, I, WP	1	0.23	11	2.53	35	8.06	31	7.14	4	0.92	301	69.35	51	11.75	434
Study	Y, I, WP	2	0.68	10	3.38	58	19.59	73	24.66	1	0.34	124	41.89	28	9.46	296
Towles	I, WP, MP	3	0.85	11	3.12	84	23.80	83	23.51	0	0.00	149	42.21	23	6.52	353
Washington	Y, I, WP	0	0.00	2	0.82	48	19.59	44	17.96	0	0.00	116	47.35	35	14.29	245
Washington Ctr	Y, I, WP	1	0.19	16	3.09	37	7.14	55	10.62	3	0.58	361	69.69	45	8.69	518
Waynedale	Y, I, WP	2	0.41	109	22.61	85	17.63	33	6.85	1	0.21	207	42.95	45	9.34	482
Weisser	I, WP	2	0.35	23	4.07	189	33.45	97	17.17	1	0.18	222	39.29	31	5.49	565
Young	Y, I	4	1.17	23	6.73	95	27.78	62	18.13	3	0.88	121	35.38	34	9.94	342
Blackhawk	MP	5	0.65	38	4.91	151	19.51	58	7.49	0	0.00	455	58.79	67	8.66	774
Jefferson	MP	5	0.71	22	3.11	91	12.87	69	9.76	0	0.00	465	65.77	55	7.78	707
Kekionga	MP	0	0.00	26	5.05	159	30.87	123	23.88	3	0.58	147	28.54	57	11.07	515
Lakeside	MP	0	0.00	52	10.57	138	28.05	44	8.94	3	0.61	182	36.99	73	14.84	492
Lane	MP	2	0.30	21	3.13	222	33.13	126	18.81	0	0.00	233	34.78	66	9.85	670
Memorial Park	MP	3	0.36	29	3.52	202	24.54	210	25.52	2	0.24	287	34.87	90	10.94	823
Miami	MP	1	0.18	80	14.73	196	36.10	97	17.86	0	0.00	132	24.31	37	6.81	543
Northwood	MP	2	0.33	40	6.58	88	14.47	108	17.76	1	0.16	301	49.51	68	11.18	608
Portage	MP	1	0.25	8	1.97	86	21.18	82	20.20	0	0.00	200	49.26	29	7.14	406
Shawnee	MP	3	0.45	42	6.29	122	18.26	122	18.26	2	0.30	310	46.41	67	10.03	668
Towles	MP	1	0.43	4	1.73	58	25.11	51	22.08	0	0.00	98	42.42	19	8.23	231
North Side	SS	8	0.46	112	6.46	390	22.48	255	14.70	2	0.12	798	45.99	170	9.80	1735
Northrop	SS	5	0.24	77	3.65	322	15.28	273	12.96	3	0.14	1291	61.27	136	6.45	2107
Snider	SS	7	0.37	66	3.45	424	22.19	145	7.59	0	0.00	1123	58.77	146	7.64	1911
South Side Mag	SS	0	0.00	42	10.50	117	29.25	80	20.00	0	0.00	120	30.00	41	10.25	400
South Side*	SS	4	0.28	76	5.24	522	36.02	447	30.85	2	0.14	281	19.39	117	8.07	1449
Wayne	SS	7	0.53	85	6.39	386	29.02	218	16.39	0	0.00	524	39.40	110	8.27	1330
Total		104	0.35	1743	5.80	7100	23.63	4988	16.60	47	0.16	13183	43.88	2878	9.58	30043

Magnet School Key:
Young (Y)
Irwin (I)
Weisser Park (WP)
Memorial Park (MP)
South Side (SS)

*South Side whole school enrollment minus Academy of Arts magnet enrollment

Table 5: Selection of Students-Competitive Preference 3

Instructions: Please complete a separate Table 5 form for each magnet school included in the project by answering the following questions.

Name of magnet school: Irwin Elementary STEM Magnet School

Check the appropriate box that applies to this magnet school.

X Student academic performance is not a criterion in the magnet school student selection process.

☐ Student academic performance is a criterion in the magnet school student selection process.

Please check the appropriate box for each criterion used to automatically admit students.

☐ Sibling of enrolled student

☐ Reside in attendance zone

☐ Parent/guardian's place of employment/district employee

☐ Other, please specify: _____

X None

Check the appropriate box that applies to this magnet school.

☐ Students not automatically admitted to the magnet school will be selected on a first come, first served basis.

X Students not automatically admitted to the magnet school will be selected using a random lottery.

If a random lottery is used, will it be a weighted lottery?

X Yes

☐ No

If a weighted lottery is used to select students not automatically admitted to the magnet school, please check the appropriate box for each criterion used to weight the lottery.

☐ Racial composition of geographic area

☐ Socioeconomic status of geographic area

☐ Race of student

X Socioeconomic status of student

X Sibling of enrolled student

☐ Reside in attendance zone

☐ Reside outside of the attendance zone

☐ Parent/guardian's place of employment

X Magnet theme articulation

☐ Other, please specify: _____

Provide a step-by-step description of the student selection process, explaining when and how the criteria and elements selected above (i.e., academic performance, student preferences, and selection procedures) will be used to select students for this magnet school.

(1) *SEEK* Marketing, Recruitment and Placement Plan: The district marketing, recruitment and placement strategy includes the following steps to recruit students from different social, economic, ethnic and racial backgrounds into proposed magnet schools:

Step 1 – Marketing and Recruitment: Initiate and sustain a rigorous marketing and recruitment strategy that reaches students and families from all geographic locations / neighborhoods and from all socio-economic groups to inform constituents of magnet school options and the application procedures that determine entry into magnet schools, including:

1. Monthly presentations in critical neighborhoods to generate diverse interest among students and parents for magnet school applications, enrollment (beginning Fall 2017 & ongoing in majority white communities to decrease black student isolation in racially-identifiable schools and in affluent communities to increase socio-economic diversity in low-income Title 1 schools).

2. School open house programs highlighting the unique instructional methods utilized to infuse theme-based instruction in all core subjects and school programs (Fall and Spring).

3. Presentations to leadership and civic organizations that inform parents and community of the methods, strategies and benefits of *SEEK* academic options (quarterly).

4. Social media outreach to generate positive community perceptions of *SEEK* magnet schools across FWCS communities, increase applications for admissions, entice families with students enrolled in charter/private/parochial schools to consider enrollment in FWCS magnet programs.
5. Media education including newspaper articles, public service announcements on local radio/ television outlets and billboards (ongoing – media outreach will begin during winter 2017).

6. Annual *FWCS School Choice Fair* – highlighting magnet school application process for district- and MSAP-funded options (January of each year).

7. Branding campaign utilizing school-specific logos and brochures to increase visibility of school themes and provide parents with culturally-relevant materials that reflect unique opportunities.

Step 2 – Student Application: Facilitate the successful application of all interested youth and families regardless of race, color or national origin to ensure equal opportunity to participate in FWCS *SEEK* magnet schools (FWCS will utilize online application procedure for all magnets).

1. All students who wish to attend FWCS magnet schools must complete online applications.
2. Families that do not have access to the Internet at home may complete applications at the FWCS Schools-of-Choice Office or any school library, where they can receive assistance as needed to complete/submit enrollment applications (some parents unable to see, read, use computers, etc.).
3. Parents, caregivers and / or applicant students are required to disclose eligibility status for free or reduced lunches – responses are mandatory in

order to be considered for placement.

Step 3 – Student Placement: Place students in schools as indicated on applications to the extent of program capacity. If the number of applicants for a magnet program exceeds capacity at a chosen school, FWCS will employ random lottery system to assign youth to selected schools.

1. Based on capacity, all applicants gain admission unless applications exceed school and/or grade level space. If applications exceed capacity, a random lottery system will determine placement.
2. In order to preserve the integrity of the student placement process and to protect parents, caregivers and students, free or reduced lunch status is never requested via phone or in person. Applicants only designate status on the online application form. Further, lists are never publicized or referred to as "Free/Reduced Group" and "Non-Free/Reduced Group."
3. Upon placement, students will remain in chosen schools unless they apply to an alternative.

Step 4 – Lottery: Utilize race-neutral lottery system to select students for enrollment in programs for which applicants exceed program capacity (school or grade level capacity). The following is a description of the lottery process and its role in the selection of students for enrollment in grade levels pre-kindergarten through twelve determined to be oversubscribed, meaning more applicants, than space available.

1. Lottery applicants have been arranged in a student number sequence which will produce three separate listings for lottery selection. A Random Number Assignment Program will then assign three random numbers to each applicant according to ethnicity and priority groups.
2. Applicants are initially divided into two ethnic groups for lottery processing: **majority** and **minority** groups. Majority groups include all ethnicities except African American.
3. After random number assignments are completed, each applicant has been placed in one of the priority groups in the order shown on the next page. Three separate listings for lottery selection have been run arranging students in various sequence based on the assigned random number within each priority group.

4. Prior to conducting the lottery, the number of openings in each oversubscribed grade level has been determined by space availability. When the lottery is conducted, an audience participant will choose one of the three listings for each ethnic group. The number of openings, at this time, is the cutoff point on the listing; those above the cutoff will be enrolled, and the students below the cutoff point are on the waiting list.
5. During the announcement part of the lottery, it is only announced whether there is a lottery for each grade level, a waiting list, and so forth. Should a parent desire to know their child's application status, they would remain in the board room after the completion of the lottery and FWCS gladly answers any questions.

Priority will be given to students from the following groups to ensure equal access and achievement of enrollment goals (see *Project Design* section for school enrollment projections):

1. Students will be selected for admission into magnet schools (free / reduced lunch status as classification criteria) based on target enrollment balances for each participating school.
2. Applicant students with a sibling already enrolled in selected elementary school (all students who apply for placement in an elementary magnet school with a sibling enrolled in chosen school will be granted placement to promote family continuity and engagement).
3. Continuity of enrollment in theme-based Learning Pathways (for example, youth attending elementary STEAM programs will be given priority placement in STEAM middle programs).

Fort Wayne Community Schools will manage and implement a MSAP grant program that offers high quality education programs to all students, regardless of race, color, religion, ethnicity, sexual orientation or national origin. Placement of students in magnet schools based on race-neutral procedures will ensure district compliance with all U.S. Department of Education regulations and Title VI of the Civil Rights Act of 1964 and its regulations while allowing FWCS to promote socio-economic diversity. Students from all socio-economic backgrounds and geographic areas of the district will be encouraged to apply to and will be selected to participate in magnets based on race-neutral procedures. Students and families will be supported in their efforts to make strong educational choices that provide Fort Wayne youth with opportunities to pursue excellent elementary,

middle and high school educations. Diversity will allow students to grow in learning environments that reflect the demographic composition of school communities and beyond.
Check the appropriate box that applies to this magnet school. ☐ The student selection process will <u>not</u> be different if the school receives fewer applications than available seats. X The student selection process will be different if the school receives fewer applications than available seats If the student selection process will be different if the school is undersubscribed, please explain: **If fewer applicants are received than the number of available seats at proposed magnet school at end of application period, all students will be admitted.**

Table 5: Selection of Students-Competitive Preference 3

Instructions: Please complete a separate Table 5 form for each magnet school included in the project by answering the following questions.

Name of magnet school: Whitney Young Early Childhood Center for the Arts

Check the appropriate box that applies to this magnet school.

X Student academic performance is not a criterion in the magnet school student selection process.

☐ Student academic performance is a criterion in the magnet school student selection process.

Please check the appropriate box for each criterion used to automatically admit students.

☐ Sibling of enrolled student

☐ Reside in attendance zone

☐ Parent/guardian's place of employment/district employee

☐ Other, please specify: _____

X None

Check the appropriate box that applies to this magnet school.

☐ Students not automatically admitted to the magnet school will be selected on a first come, first served basis.

X Students not automatically admitted to the magnet school will be selected using a random lottery.

If a random lottery is used, will it be a weighted lottery?

X Yes

☐ No

If a weighted lottery is used to select students not automatically admitted to the magnet school, please check the appropriate box for each criterion used to weight the lottery.

- ☐ Racial composition of geographic area
- ☐ Socioeconomic status of geographic area
- ☐ Race of student
- X Socioeconomic status of student
- X Sibling of enrolled student
- ☐ Reside in attendance zone
- ☐ Reside outside of the attendance zone
- ☐ Parent/guardian's place of employment
- X Magnet theme articulation
- ☐ Other, please specify: _____

Provide a step-by-step description of the student selection process, explaining when and how the criteria and elements selected above (i.e., academic performance, student preferences, and selection procedures) will be used to select students for this magnet school.

(1) *SEEK* Marketing, Recruitment and Placement Plan: The district marketing, recruitment and placement strategy includes the following steps to recruit students from different social, economic, ethnic and racial backgrounds into proposed magnet schools:

Step 1 – Marketing and Recruitment: Initiate and sustain a rigorous marketing and recruitment strategy that reaches students and families from all geographic locations / neighborhoods and from all socio-economic groups to inform constituents of magnet school options and the application procedures that determine entry into magnet schools, including:

1. Monthly presentations in critical neighborhoods to generate diverse interest among students and parents for magnet school applications, enrollment (beginning Fall 2017 & ongoing in majority white communities to decrease black student isolation in racially-identifiable schools and in affluent communities to increase socio-economic diversity in low-income Title 1 schools).

2. School open house programs highlighting the unique instructional methods utilized to infuse theme-based instruction in all core subjects and school programs (Fall and Spring).

3. Presentations to leadership and civic organizations that inform parents and community of the methods, strategies and benefits of *SEEK* academic options (quarterly).

4. Social media outreach to generate positive community perceptions of *SEEK* magnet schools across FWCS communities, increase applications for admissions, entice families with students enrolled in charter/private/parochial schools to consider enrollment in FWCS magnet programs.
5. Media education including newspaper articles, public service announcements on local radio/ television outlets and billboards (ongoing – media outreach will begin during winter 2017).

6. Annual *FWCS School Choice Fair* – highlighting magnet school application process for district- and MSAP-funded options (January of each year).

7. Branding campaign utilizing school-specific logos and brochures to increase visibility of school themes and provide parents with culturally-relevant materials that reflect unique opportunities.

Step 2 – Student Application: Facilitate the successful application of all interested youth and families regardless of race, color or national origin to ensure equal opportunity to participate in FWCS *SEEK* magnet schools (FWCS will utilize online application procedure for all magnets).

1. All students who wish to attend FWCS magnet schools must complete online applications.
2. Families that do not have access to the Internet at home may complete applications at the FWCS Schools-of-Choice Office or any school library, where they can receive assistance as needed to complete/submit enrollment applications (some parents unable to see, read, use computers, etc.).
3. Parents, caregivers and / or applicant students are required to disclose eligibility status for free or reduced lunches – responses are mandatory in

order to be considered for placement.

Step 3 – Student Placement: Place students in schools as indicated on applications to the extent of program capacity. If the number of applicants for a magnet program exceeds capacity at a chosen school, FWCS will employ random lottery system to assign youth to selected schools.

1. Based on capacity, all applicants gain admission unless applications exceed school and/or grade level space. If applications exceed capacity, a random lottery system will determine placement.
2. In order to preserve the integrity of the student placement process and to protect parents, caregivers and students, free or reduced lunch status is never requested via phone or in person. Applicants only designate status on the online application form. Further, lists are never publicized or referred to as "Free/Reduced Group" and "Non-Free/Reduced Group."
3. Upon placement, students will remain in chosen schools unless they apply to an alternative.

Step 4 – Lottery: Utilize race-neutral lottery system to select students for enrollment in programs for which applicants exceed program capacity (school or grade level capacity). The following is a description of the lottery process and its role in the selection of students for enrollment in grade levels pre-kindergarten through twelve determined to be oversubscribed, meaning more applicants, than space available.

1. Lottery applicants have been arranged in a student number sequence which will produce three separate listings for lottery selection. A Random Number Assignment Program will then assign three random numbers to each applicant according to ethnicity and priority groups.
2. Applicants are initially divided into two ethnic groups for lottery processing: **majority** and **minority** groups. Majority groups include all ethnicities except African American.
3. After random number assignments are completed, each applicant has been placed in one of the priority groups in the order shown on the next page. Three separate listings for lottery selection have been run arranging students in various sequence based on the assigned random number within each priority group.

4. Prior to conducting the lottery, the number of openings in each oversubscribed grade level has been determined by space availability. When the lottery is conducted, an audience participant will choose one of the three listings for each ethnic group. The number of openings, at this time, is the cutoff point on the listing; those above the cutoff will be enrolled, and the students below the cutoff point are on the waiting list.
5. During the announcement part of the lottery, it is only announced whether there is a lottery for each grade level, a waiting list, and so forth. Should a parent desire to know their child's application status, they would remain in the board room after the completion of the lottery and FWCS gladly answers any questions.

Priority will be given to students from the following groups to ensure equal access and achievement of enrollment goals (see *Project Design* section for school enrollment projections):

1. Students will be selected for admission into magnet schools (free / reduced lunch status as classification criteria) based on target enrollment balances for each participating school.
2. Applicant students with a sibling already enrolled in selected elementary school (all students who apply for placement in an elementary magnet school with a sibling enrolled in chosen school will be granted placement to promote family continuity and engagement).
3. Continuity of enrollment in theme-based Learning Pathways (for example, youth attending elementary STEAM programs will be given priority placement in STEAM middle programs).

Fort Wayne Community Schools will manage and implement a MSAP grant program that offers high quality education programs to all students, regardless of race, color, religion, ethnicity, sexual orientation or national origin. Placement of students in magnet schools based on race-neutral procedures will ensure district compliance with all U.S. Department of Education regulations and Title VI of the Civil Rights Act of 1964 and its regulations while allowing FWCS to promote socio-economic diversity. Students from all socio-economic backgrounds and geographic areas of the district will be encouraged to apply to and will be selected to participate in magnets based on race-neutral procedures. Students and families will be supported in their efforts to make strong educational choices that provide Fort Wayne youth with opportunities to pursue excellent elementary,

middle and high school educations. Diversity will allow students to grow in learning environments that reflect the demographic composition of school communities and beyond.
Check the appropriate box that applies to this magnet school. ☐ The student selection process will <u>not</u> be different if the school receives fewer applications than available seats. X The student selection process will be different if the school receives fewer applications than available seats If the student selection process will be different if the school is undersubscribed, please explain: **If fewer applicants are received than the number of available seats at proposed magnet school at end of application period, all students will be admitted.**

Table 5: Selection of Students-Competitive Preference 3

Instructions: Please complete a separate Table 5 form for each magnet school included in the project by answering the following questions.

Name of magnet school: Weisser Park Elementary School of the Arts

Check the appropriate box that applies to this magnet school.

X Student academic performance is not a criterion in the magnet school student selection process.

☐ Student academic performance is a criterion in the magnet school student selection process.

Please check the appropriate box for each criterion used to automatically admit students.

☐ Sibling of enrolled student

☐ Reside in attendance zone

☐ Parent/guardian's place of employment/district employee

☐ Other, please specify: _____

X None

Check the appropriate box that applies to this magnet school.

☐ Students not automatically admitted to the magnet school will be selected on a first come, first served basis.

X Students not automatically admitted to the magnet school will be selected using a random lottery.

If a random lottery is used, will it be a weighted lottery?

X Yes

☐ No

If a weighted lottery is used to select students not automatically admitted to the magnet school, please check the appropriate box for each criterion used to weight the lottery.

- ☐ Racial composition of geographic area
- ☐ Socioeconomic status of geographic area
- ☐ Race of student
- X Socioeconomic status of student
- X Sibling of enrolled student
- ☐ Reside in attendance zone
- ☐ Reside outside of the attendance zone
- ☐ Parent/guardian's place of employment
- X Magnet theme articulation
- ☐ Other, please specify: _____

Provide a step-by-step description of the student selection process, explaining when and how the criteria and elements selected above (i.e., academic performance, student preferences, and selection procedures) will be used to select students for this magnet school.

(1) *SEEK* Marketing, Recruitment and Placement Plan: The district marketing, recruitment and placement strategy includes the following steps to recruit students from different social, economic, ethnic and racial backgrounds into proposed magnet schools:

Step 1 – Marketing and Recruitment: Initiate and sustain a rigorous marketing and recruitment strategy that reaches students and families from all geographic locations / neighborhoods and from all socio-economic groups to inform constituents of magnet school options and the application procedures that determine entry into magnet schools, including:

1. Monthly presentations in critical neighborhoods to generate diverse interest among students and parents for magnet school applications, enrollment (beginning Fall 2017 & ongoing in majority white communities to decrease black student isolation in racially-identifiable schools and in affluent communities to increase socio-economic diversity in low-income Title 1 schools).

2. School open house programs highlighting the unique instructional methods utilized to infuse theme-based instruction in all core subjects and school programs (Fall and Spring).

3. Presentations to leadership and civic organizations that inform parents and community of the methods, strategies and benefits of *SEEK* academic options (quarterly).

4. Social media outreach to generate positive community perceptions of *SEEK* magnet schools across FWCS communities, increase applications for admissions, entice families with students enrolled in charter/private/parochial schools to consider enrollment in FWCS magnet programs.
5. Media education including newspaper articles, public service announcements on local radio/ television outlets and billboards (ongoing – media outreach will begin during winter 2017).

6. Annual *FWCS School Choice Fair* – highlighting magnet school application process for district- and MSAP-funded options (January of each year).

7. Branding campaign utilizing school-specific logos and brochures to increase visibility of school themes and provide parents with culturally-relevant materials that reflect unique opportunities.

Step 2 – Student Application: Facilitate the successful application of all interested youth and families regardless of race, color or national origin to ensure equal opportunity to participate in FWCS *SEEK* magnet schools (FWCS will utilize online application procedure for all magnets).

1. All students who wish to attend FWCS magnet schools must complete online applications.
2. Families that do not have access to the Internet at home may complete applications at the FWCS Schools-of-Choice Office or any school library, where they can receive assistance as needed to complete/submit enrollment applications (some parents unable to see, read, use computers, etc.).
3. Parents, caregivers and / or applicant students are required to disclose eligibility status for free or reduced lunches – responses are mandatory in

order to be considered for placement.

Step 3 – Student Placement: Place students in schools as indicated on applications to the extent of program capacity. If the number of applicants for a magnet program exceeds capacity at a chosen school, FWCS will employ random lottery system to assign youth to selected schools.

1. Based on capacity, all applicants gain admission unless applications exceed school and/or grade level space. If applications exceed capacity, a random lottery system will determine placement.
2. In order to preserve the integrity of the student placement process and to protect parents, caregivers and students, free or reduced lunch status is never requested via phone or in person. Applicants only designate status on the online application form. Further, lists are never publicized or referred to as "Free/Reduced Group" and "Non-Free/Reduced Group."
3. Upon placement, students will remain in chosen schools unless they apply to an alternative.

Step 4 – Lottery: Utilize race-neutral lottery system to select students for enrollment in programs for which applicants exceed program capacity (school or grade level capacity). The following is a description of the lottery process and its role in the selection of students for enrollment in grade levels pre-kindergarten through twelve determined to be oversubscribed, meaning more applicants, than space available.

1. Lottery applicants have been arranged in a student number sequence which will produce three separate listings for lottery selection. A Random Number Assignment Program will then assign three random numbers to each applicant according to ethnicity and priority groups.
2. Applicants are initially divided into two ethnic groups for lottery processing: **majority** and **minority** groups. Majority groups include all ethnicities except African American.
3. After random number assignments are completed, each applicant has been placed in one of the priority groups in the order shown on the next page. Three separate listings for lottery selection have been run arranging students in various sequence based on the assigned random number within each priority group.

4. Prior to conducting the lottery, the number of openings in each oversubscribed grade level has been determined by space availability. When the lottery is conducted, an audience participant will choose one of the three listings for each ethnic group. The number of openings, at this time, is the cutoff point on the listing; those above the cutoff will be enrolled, and the students below the cutoff point are on the waiting list.
5. During the announcement part of the lottery, it is only announced whether there is a lottery for each grade level, a waiting list, and so forth. Should a parent desire to know their child's application status, they would remain in the board room after the completion of the lottery and FWCS gladly answers any questions.

Priority will be given to students from the following groups to ensure equal access and achievement of enrollment goals (see *Project Design* section for school enrollment projections):

1. Students will be selected for admission into magnet schools (free / reduced lunch status as classification criteria) based on target enrollment balances for each participating school.
2. Applicant students with a sibling already enrolled in selected elementary school (all students who apply for placement in an elementary magnet school with a sibling enrolled in chosen school will be granted placement to promote family continuity and engagement).
3. Continuity of enrollment in theme-based Learning Pathways (for example, youth attending elementary STEAM programs will be given priority placement in STEAM middle programs).

Fort Wayne Community Schools will manage and implement a MSAP grant program that offers high quality education programs to all students, regardless of race, color, religion, ethnicity, sexual orientation or national origin. Placement of students in magnet schools based on race-neutral procedures will ensure district compliance with all U.S. Department of Education regulations and Title VI of the Civil Rights Act of 1964 and its regulations while allowing FWCS to promote socio-economic diversity. Students from all socio-economic backgrounds and geographic areas of the district will be encouraged to apply to and will be selected to participate in magnets based on race-neutral procedures. Students and families will be supported in their efforts to make strong educational choices that provide Fort Wayne youth with opportunities to pursue excellent elementary,

middle and high school educations. Diversity will allow students to grow in learning environments that reflect the demographic composition of school communities and beyond.
Check the appropriate box that applies to this magnet school. ☐ The student selection process will <u>not</u> be different if the school receives fewer applications than available seats. X The student selection process will be different if the school receives fewer applications than available seats If the student selection process will be different if the school is undersubscribed, please explain: **If fewer applicants are received than the number of available seats at proposed magnet school at end of application period, all students will be admitted.**

Table 5: Selection of Students-Competitive Preference 3

Instructions: Please complete a separate Table 5 form for each magnet school included in the project by answering the following questions.

Name of magnet school: Memorial Park Middle School of the Arts

Check the appropriate box that applies to this magnet school.

X Student academic performance is not a criterion in the magnet school student selection process.

☐ Student academic performance is a criterion in the magnet school student selection process.

Please check the appropriate box for each criterion used to automatically admit students.

☐ Sibling of enrolled student

☐ Reside in attendance zone

☐ Parent/guardian's place of employment/district employee

☐ Other, please specify: _____

X None

Check the appropriate box that applies to this magnet school.

☐ Students not automatically admitted to the magnet school will be selected on a first come, first served basis.

X Students not automatically admitted to the magnet school will be selected using a random lottery.

If a random lottery is used, will it be a weighted lottery?

X Yes

☐ No

If a weighted lottery is used to select students not automatically admitted to the magnet school, please check the appropriate box for each criterion used to weight the lottery.

☐ Racial composition of geographic area

☐ Socioeconomic status of geographic area

☐ Race of student

X Socioeconomic status of student

X Sibling of enrolled student

☐ Reside in attendance zone

☐ Reside outside of the attendance zone

☐ Parent/guardian's place of employment

X Magnet theme articulation

☐ Other, please specify: _____

Provide a step-by-step description of the student selection process, explaining when and how the criteria and elements selected above (i.e., academic performance, student preferences, and selection procedures) will be used to select students for this magnet school.

(1) *SEEK* Marketing, Recruitment and Placement Plan: The district marketing, recruitment and placement strategy includes the following steps to recruit students from different social, economic, ethnic and racial backgrounds into proposed magnet schools:

Step 1 – Marketing and Recruitment: Initiate and sustain a rigorous marketing and recruitment strategy that reaches students and families from all geographic locations / neighborhoods and from all socio-economic groups to inform constituents of magnet school options and the application procedures that determine entry into magnet schools, including:

1. Monthly presentations in critical neighborhoods to generate diverse interest among students and parents for magnet school applications, enrollment (beginning Fall 2017 & ongoing in majority white communities to decrease black student isolation in racially-identifiable schools and in affluent communities to increase socio-economic diversity in low-income Title 1 schools).

2. School open house programs highlighting the unique instructional methods utilized to infuse theme-based instruction in all core subjects and school programs (Fall and Spring).

3. Presentations to leadership and civic organizations that inform parents and community of the methods, strategies and benefits of *SEEK* academic options (quarterly).

4. Social media outreach to generate positive community perceptions of *SEEK* magnet schools across FWCS communities, increase applications for admissions, entice families with students enrolled in charter/private/parochial schools to consider enrollment in FWCS magnet programs.
5. Media education including newspaper articles, public service announcements on local radio/ television outlets and billboards (ongoing – media outreach will begin during winter 2017).

6. Annual *FWCS School Choice Fair* – highlighting magnet school application process for district- and MSAP-funded options (January of each year).

7. Branding campaign utilizing school-specific logos and brochures to increase visibility of school themes and provide parents with culturally-relevant materials that reflect unique opportunities.

Step 2 – Student Application: Facilitate the successful application of all interested youth and families regardless of race, color or national origin to ensure equal opportunity to participate in FWCS *SEEK* magnet schools (FWCS will utilize online application procedure for all magnets).

1. All students who wish to attend FWCS magnet schools must complete online applications.
2. Families that do not have access to the Internet at home may complete applications at the FWCS Schools-of-Choice Office or any school library, where they can receive assistance as needed to complete/submit enrollment applications (some parents unable to see, read, use computers, etc.).
3. Parents, caregivers and / or applicant students are required to disclose eligibility status for free or reduced lunches – responses are mandatory in

order to be considered for placement.

Step 3 – Student Placement: Place students in schools as indicated on applications to the extent of program capacity. If the number of applicants for a magnet program exceeds capacity at a chosen school, FWCS will employ random lottery system to assign youth to selected schools.

1. Based on capacity, all applicants gain admission unless applications exceed school and/or grade level space. If applications exceed capacity, a random lottery system will determine placement.
2. In order to preserve the integrity of the student placement process and to protect parents, caregivers and students, free or reduced lunch status is never requested via phone or in person. Applicants only designate status on the online application form. Further, lists are never publicized or referred to as "Free/Reduced Group" and "Non-Free/Reduced Group."
3. Upon placement, students will remain in chosen schools unless they apply to an alternative.

Step 4 – Lottery: Utilize race-neutral lottery system to select students for enrollment in programs for which applicants exceed program capacity (school or grade level capacity). The following is a description of the lottery process and its role in the selection of students for enrollment in grade levels pre-kindergarten through twelve determined to be oversubscribed, meaning more applicants, than space available.

1. Lottery applicants have been arranged in a student number sequence which will produce three separate listings for lottery selection. A Random Number Assignment Program will then assign three random numbers to each applicant according to ethnicity and priority groups.
2. Applicants are initially divided into two ethnic groups for lottery processing: **majority** and **minority** groups. Majority groups include all ethnicities except African American.
3. After random number assignments are completed, each applicant has been placed in one of the priority groups in the order shown on the next page. Three separate listings for lottery selection have been run arranging students in various sequence based on the assigned random number within each priority group.

4. Prior to conducting the lottery, the number of openings in each oversubscribed grade level has been determined by space availability. When the lottery is conducted, an audience participant will choose one of the three listings for each ethnic group. The number of openings, at this time, is the cutoff point on the listing; those above the cutoff will be enrolled, and the students below the cutoff point are on the waiting list.
5. During the announcement part of the lottery, it is only announced whether there is a lottery for each grade level, a waiting list, and so forth. Should a parent desire to know their child's application status, they would remain in the board room after the completion of the lottery and FWCS gladly answers any questions.

Priority will be given to students from the following groups to ensure equal access and achievement of enrollment goals (see *Project Design* section for school enrollment projections):

1. Students will be selected for admission into magnet schools (free / reduced lunch status as classification criteria) based on target enrollment balances for each participating school.
2. Applicant students with a sibling already enrolled in selected elementary school (all students who apply for placement in an elementary magnet school with a sibling enrolled in chosen school will be granted placement to promote family continuity and engagement).
3. Continuity of enrollment in theme-based Learning Pathways (for example, youth attending elementary STEAM programs will be given priority placement in STEAM middle programs).

Fort Wayne Community Schools will manage and implement a MSAP grant program that offers high quality education programs to all students, regardless of race, color, religion, ethnicity, sexual orientation or national origin. Placement of students in magnet schools based on race-neutral procedures will ensure district compliance with all U.S. Department of Education regulations and Title VI of the Civil Rights Act of 1964 and its regulations while allowing FWCS to promote socio-economic diversity. Students from all socio-economic backgrounds and geographic areas of the district will be encouraged to apply to and will be selected to participate in magnets based on race-neutral procedures. Students and families will be supported in their efforts to make strong educational choices that provide Fort Wayne youth with opportunities to pursue excellent elementary,

middle and high school educations. Diversity will allow students to grow in learning environments that reflect the demographic composition of school communities and beyond.
Check the appropriate box that applies to this magnet school. ☐ The student selection process will <u>not</u> be different if the school receives fewer applications than available seats. X The student selection process will be different if the school receives fewer applications than available seats If the student selection process will be different if the school is undersubscribed, please explain: **If fewer applicants are received than the number of available seats at proposed magnet school at end of application period, all students will be admitted.**

Table 5: Selection of Students-Competitive Preference 3

Instructions: Please complete a separate Table 5 form for each magnet school included in the project by answering the following questions.

Name of magnet school: South Side High School Academy of the Arts

Check the appropriate box that applies to this magnet school.

X Student academic performance is not a criterion in the magnet school student selection process.

☐ Student academic performance is a criterion in the magnet school student selection process.

Please check the appropriate box for each criterion used to automatically admit students.

☐ Sibling of enrolled student

☐ Reside in attendance zone

☐ Parent/guardian's place of employment/district employee

☐ Other, please specify: _____

X None

Check the appropriate box that applies to this magnet school.

☐ Students not automatically admitted to the magnet school will be selected on a first come, first served basis.

X Students not automatically admitted to the magnet school will be selected using a random lottery.

If a random lottery is used, will it be a weighted lottery?

X Yes

☐ No

If a weighted lottery is used to select students not automatically admitted to the magnet school, please check the appropriate box for each criterion used to weight the lottery.

☐ Racial composition of geographic area

☐ Socioeconomic status of geographic area

☐ Race of student

X Socioeconomic status of student

X Sibling of enrolled student

☐ Reside in attendance zone

☐ Reside outside of the attendance zone

☐ Parent/guardian's place of employment

X Magnet theme articulation

☐ Other, please specify: _____

Provide a step-by-step description of the student selection process, explaining when and how the criteria and elements selected above (i.e., academic performance, student preferences, and selection procedures) will be used to select students for this magnet school.

(1) *SEEK* Marketing, Recruitment and Placement Plan: The district marketing, recruitment and placement strategy includes the following steps to recruit students from different social, economic, ethnic and racial backgrounds into proposed magnet schools:

Step 1 – Marketing and Recruitment: Initiate and sustain a rigorous marketing and recruitment strategy that reaches students and families from all geographic locations / neighborhoods and from all socio-economic groups to inform constituents of magnet school options and the application procedures that determine entry into magnet schools, including:

1. Monthly presentations in critical neighborhoods to generate diverse interest among students and parents for magnet school applications, enrollment (beginning Fall 2017 & ongoing in majority white communities to decrease black student isolation in racially-identifiable schools and in affluent communities to increase socio-economic diversity in low-income Title 1 schools).

2. School open house programs highlighting the unique instructional methods utilized to infuse theme-based instruction in all core subjects and school programs (Fall and Spring).

3. Presentations to leadership and civic organizations that inform parents and community of the methods, strategies and benefits of *SEEK* academic options (quarterly).

4. Social media outreach to generate positive community perceptions of *SEEK* magnet schools across FWCS communities, increase applications for admissions, entice families with students enrolled in charter/private/parochial schools to consider enrollment in FWCS magnet programs.
5. Media education including newspaper articles, public service announcements on local radio/ television outlets and billboards (ongoing – media outreach will begin during winter 2017).

6. Annual *FWCS School Choice Fair* – highlighting magnet school application process for district- and MSAP-funded options (January of each year).

7. Branding campaign utilizing school-specific logos and brochures to increase visibility of school themes and provide parents with culturally-relevant materials that reflect unique opportunities.

Step 2 – Student Application: Facilitate the successful application of all interested youth and families regardless of race, color or national origin to ensure equal opportunity to participate in FWCS *SEEK* magnet schools (FWCS will utilize online application procedure for all magnets).

1. All students who wish to attend FWCS magnet schools must complete online applications.
2. Families that do not have access to the Internet at home may complete applications at the FWCS Schools-of-Choice Office or any school library, where they can receive assistance as needed to complete/submit enrollment applications (some parents unable to see, read, use computers, etc.).
3. Parents, caregivers and / or applicant students are required to disclose eligibility status for free or reduced lunches – responses are mandatory in

order to be considered for placement.

Step 3 – Student Placement: Place students in schools as indicated on applications to the extent of program capacity. If the number of applicants for a magnet program exceeds capacity at a chosen school, FWCS will employ random lottery system to assign youth to selected schools.

1. Based on capacity, all applicants gain admission unless applications exceed school and/or grade level space. If applications exceed capacity, a random lottery system will determine placement.
2. In order to preserve the integrity of the student placement process and to protect parents, caregivers and students, free or reduced lunch status is never requested via phone or in person. Applicants only designate status on the online application form. Further, lists are never publicized or referred to as "Free/Reduced Group" and "Non-Free/Reduced Group."
3. Upon placement, students will remain in chosen schools unless they apply to an alternative.

Step 4 – Lottery: Utilize race-neutral lottery system to select students for enrollment in programs for which applicants exceed program capacity (school or grade level capacity). The following is a description of the lottery process and its role in the selection of students for enrollment in grade levels pre-kindergarten through twelve determined to be oversubscribed, meaning more applicants, than space available.

1. Lottery applicants have been arranged in a student number sequence which will produce three separate listings for lottery selection. A Random Number Assignment Program will then assign three random numbers to each applicant according to ethnicity and priority groups.
2. Applicants are initially divided into two ethnic groups for lottery processing: **majority** and **minority** groups. Majority groups include all ethnicities except African American.
3. After random number assignments are completed, each applicant has been placed in one of the priority groups in the order shown on the next page. Three separate listings for lottery selection have been run arranging students in various sequence based on the assigned random number within each priority group.

4. Prior to conducting the lottery, the number of openings in each oversubscribed grade level has been determined by space availability. When the lottery is conducted, an audience participant will choose one of the three listings for each ethnic group. The number of openings, at this time, is the cutoff point on the listing; those above the cutoff will be enrolled, and the students below the cutoff point are on the waiting list.
5. During the announcement part of the lottery, it is only announced whether there is a lottery for each grade level, a waiting list, and so forth. Should a parent desire to know their child's application status, they would remain in the board room after the completion of the lottery and FWCS gladly answers any questions.

Priority will be given to students from the following groups to ensure equal access and achievement of enrollment goals (see *Project Design* section for school enrollment projections):

1. Students will be selected for admission into magnet schools (free / reduced lunch status as classification criteria) based on target enrollment balances for each participating school.
2. Applicant students with a sibling already enrolled in selected elementary school (all students who apply for placement in an elementary magnet school with a sibling enrolled in chosen school will be granted placement to promote family continuity and engagement).
3. Continuity of enrollment in theme-based Learning Pathways (for example, youth attending elementary STEAM programs will be given priority placement in STEAM middle programs).

Fort Wayne Community Schools will manage and implement a MSAP grant program that offers high quality education programs to all students, regardless of race, color, religion, ethnicity, sexual orientation or national origin. Placement of students in magnet schools based on race-neutral procedures will ensure district compliance with all U.S. Department of Education regulations and Title VI of the Civil Rights Act of 1964 and its regulations while allowing FWCS to promote socio-economic diversity. Students from all socio-economic backgrounds and geographic areas of the district will be encouraged to apply to and will be selected to participate in magnets based on race-neutral procedures. Students and families will be supported in their efforts to make strong educational choices that provide Fort Wayne youth with opportunities to pursue excellent elementary,

middle and high school educations. Diversity will allow students to grow in learning environments that reflect the demographic composition of school communities and beyond.
Check the appropriate box that applies to this magnet school. ☐ The student selection process will <u>not</u> be different if the school receives fewer applications than available seats. X The student selection process will be different if the school receives fewer applications than available seats If the student selection process will be different if the school is undersubscribed, please explain: **If fewer applicants are received than the number of available seats at proposed magnet school at end of application period, all students will be admitted.**

Table 6: New or Revised Magnet School Projects-Competitive Preference 2			
Instructions: For each magnet school identified in Tables 1 – 5: complete Items 1, 2, and 3; start with Question 1 under Item 4 and follow the prompts; and complete Items 5 and 6 if necessary.			
Item 1	**LEA: Fort Wayne Community Schools**		
Item 2	**SCHOOL: Irwin Elementary STEM Magnet School**		
Item 3	**PROPOSED THEME: STEM-focused with Project Lead The Way framework**		
Item 4	Question 1	Question 2	Question 3
	Is the proposed magnet school currently serving students? **YES** If yes, proceed to Question 2. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school currently (i.e., prior to the receipt of 2017 MSAP funding) implementing a theme-based curriculum? **YES** If yes, proceed to Question 3. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school seeking to change, revise or expand its existing theme or magnet program? **YES** If yes, this school is classified as REVISED. Select the appropriate classification and sub-classification in Item 5, and proceed to Item 6. If no, this school cannot be classified as NEW or REVISED.
Item 5	**NEW OR REVISED CLASSIFICATION** NEW magnet school or program **X** **REVISED** magnet school or program ☐ *Substantive CHANGE in the magnet program* ☐ *Significant REVISION to the magnet program* ☐ *Significant EXPANSION to the magnet program*		
	Has the proposed magnet school ever received MSAP funds to implement a new or revised magnet program? **X Yes** If yes, in which years? **1991** No		
Item 6	**NARRATIVE JUSTIFICATION** *Please describe the nature and significance of either the new magnet program, or the change, revision or expansion being made to an existing school.* **COMPETITIVE PREFERENCE PRIORITY 2 –New or Revised Magnet Schools** - see required Table 6. **and Strength of Evidence**. The Fort Wayne Community Schools *SEEK* planning Task Force completed extensive research of instructional methodologies, learning frameworks and subject-specific interventions. The Task Force was deliberate in its effort to select teaching and learning strategies supported by Evidence of Promise studies that meet United States Department of Education *What Works Clearinghouse* standards. By utilizing strategies		

supported by Evidence of Promise, the planning Task Force increased the likelihood that *SEEK* will yield positive academic outcomes for students during the grant period and beyond. The following chart identifies proposed *SEEK* magnet schools (see *Appendix* for Table 6) and aligns *SEEK* strategies with Evidence of Promise studies (see *Appendix* for full studies):

School	New or Revised Magnet (see *Appendix* Table 6)
Irwin Elementary	Revised Magnet: STEM Theme with *Project Lead the Way* framework.
Whitney Young ECC	Revised Magnet: STEAM Theme with *Artful Learning* framework.
Weisser Park Elementary	Revised Magnet: STEAM Theme with *Artful Learning* framework.
Memorial Park Middle	Revised Magnet: STEAM Theme with *Artful Learning* framework.
South Side High School	New Magnet: STEAM Theme with *Artful Learning* framework.

Program	***SEEK*: Evidence of Promise (see *Appendix* for Full Studies)**
Evidence of Support Study # 1	
Citation	Bifulco, R., Cobb, C. D., & Bell, C. (2009). Can interdistrict choice boost student achievement? The case of Connecticut's interdistrict magnet school program. Educational Evaluation and Policy Analysis, 31(4), 323–345.
Rating	Meets *What Works Clearinghouse* design standards **without reservations**.
Process	Single study review protocol.
Evidence	**Strong Evidence of Support.**
Citation Outcomes	• Results of the experimental study found that students who attended two interdistrict magnet schools in Connecticut had higher test scores in reading and math than students who attended non-magnet schools in the same region of the state. Results were positive and statistically significant for eighth grade students. The effect sizes were .138 for math and .278 for reading.

Relevance to Project	• FWCS proposes five theme-based magnet schools to promote transfer of youth to rigorous magnets from non-magnet schools and improve instruction in low-performing schools (see *Competitive Priority # 1*). Implementation of STEM and STEAM magnet schools – with specialized curricula backed by evidence of effectiveness, extensive professional development and strong emphasis on science, technology, engineering, math and arts – will help FWCS meet voluntary desegregation goals, reduce black student isolation and raise student achievement through equitable access to high-quality education and highly effective educators.
Evidence of Support Study # 2	
Citation	Heller, J., Daehler, K., Wong, N., Shinohara, M., & Miratrix, L. (2011). Differential Effects of Three Professional Development Models on Teacher Knowledge and Student Achievement in Elementary Science. *Journal of Research in Science Teaching 49(3)* 333- 362.
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Citation Outcomes	• Researchers analyzed the impact of sustained professional development in science content on both teacher and student knowledge across three professional development protocols – all offering a minimum of 20 hours of training – to test impact of PD on teacher and student achievement. Researchers administered two science content assessments developed and validated in previous studies. Data for two cohorts of teachers and students were analyzed using hierarchical linear modeling to determine impact of intervention on treatments. Results showed statistically significant gains in teacher AND student scores on tests of science content

			knowledge during the study year and the follow-up year for all three interventions, as well as statistically significant gains in written justification items for teachers and students. Using these findings, researchers concluded that "investing in professional development that integrates content learning with analysis of student learning and teaching rather than advanced content or teacher metacognition alone" promotes positive outcomes.	
		Relevance to Project	• FWCS proposes five magnet schools (one STEM and four STEAM schools linked across vertically aligned Learning Pathways [see *Project Design*]) to promote transfer of youth to rigorous magnets and improve instruction in low-performing schools (see *Competitive Priority # 1*). Implementation of STEM and STEAM magnet schools will include extensive professional development (more than 30 hours per year) for educators across schools in science, technology, engineering, mathematics, arts and validated, research-based instructional models with a strong STEM and STEAM framework. Rigorous, sustained professional development – linked to educator effectiveness evaluation protocols and annual Individual Growth Plans (see *Project Design* / *Personnel*) – will promote educator quality improvement, enhanced classroom instruction and increased student achievement in core subjects and state assessments. *SEEK* educators will utilize evidence-based *Northwest Evaluation Association Measures of Academic Progress* assessment to measure student performance and align instruction to student learning needs.	

Table 6: New or Revised Magnet School Projects-Competitive Preference 2			
Instructions: For each magnet school identified in Tables 1 – 5: complete Items 1, 2, and 3; start with Question 1 under Item 4 and follow the prompts; and complete Items 5 and 6 if necessary.			
Item 1	**LEA: Fort Wayne Community Schools**		
Item 2	**SCHOOL: Whitney Young Early Childhood Center for the Arts**		
Item 3	**PROPOSED THEME: STEAM-focused with Artful Learning framework**		
Item 4	Question 1	Question 2	Question 3
	Is the proposed magnet school currently serving students? **YES** If yes, proceed to Question 2. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school currently (i.e., prior to the receipt of 2017 MSAP funding) implementing a theme-based curriculum? **YES** If yes, proceed to Question 3. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school seeking to change, revise or expand its existing theme or magnet program? **YES** If yes, this school is classified as REVISED. Select the appropriate classification and sub-classification in Item 5, and proceed to Item 6. If no, this school cannot be classified as NEW or REVISED.
Item 5	**NEW OR REVISED CLASSIFICATION** NEW magnet school or program **X** **REVISED** magnet school or program ☐ *Substantive CHANGE in the magnet program* ☐ *Significant REVISION to the magnet program* ☐ *Significant EXPANSION to the magnet program*		
	Has the proposed magnet school ever received MSAP funds to implement a new or revised magnet program? **X Yes** If yes, in which years? **1991** No		
Item 6	**NARRATIVE JUSTIFICATION** *Please describe the nature and significance of either the new magnet program, or the change, revision or expansion being made to an existing school.* **COMPETITIVE PREFERENCE PRIORITY 2 –New or Revised Magnet Schools** - see required Table 6. **and Strength of Evidence**. The Fort Wayne Community Schools *SEEK* planning Task Force completed extensive research of instructional methodologies, learning frameworks and subject-specific interventions. The Task Force was deliberate in its effort to select teaching and learning strategies supported by Evidence of Promise studies that meet United States Department of Education *What Works Clearinghouse* standards. By utilizing strategies		

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School	New or Revised Magnet (see *Appendix* Table 6)
Irwin Elementary	Revised Magnet: STEM Theme with *Project Lead the Way* framework.
Whitney Young ECC	Revised Magnet: STEAM Theme with *Artful Learning* framework.
Weisser Park Elementary	Revised Magnet: STEAM Theme with *Artful Learning* framework.
Memorial Park Middle	Revised Magnet: STEAM Theme with *Artful Learning* framework.
South Side High School	New Magnet: STEAM Theme with *Artful Learning* framework.

Program	***SEEK*: Evidence of Promise (see *Appendix* for Full Studies)**
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Rating	Meets *What Works Clearinghouse* design standards **without reservations**.
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Evidence	**Strong Evidence of Support.**
Citation Outcomes	• Results of the experimental study found that students who attended two interdistrict magnet schools in Connecticut had higher test scores in reading and math than students who attended non-magnet schools in the same region of the state. Results were positive and statistically significant for eighth grade students. The effect sizes were .138 for math and .278 for reading.

Relevance to Project	• FWCS proposes five theme-based magnet schools to promote transfer of youth to rigorous magnets from non-magnet schools and improve instruction in low-performing schools (see *Competitive Priority # 1*). Implementation of STEM and STEAM magnet schools – with specialized curricula backed by evidence of effectiveness, extensive professional development and strong emphasis on science, technology, engineering, math and arts – will help FWCS meet voluntary desegregation goals, reduce black student isolation and raise student achievement through equitable access to high-quality education and highly effective educators.
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Item 1	**LEA: Fort Wayne Community Schools**		
Item 2	**SCHOOL: Weisser Park Elementary School of the Arts**		
Item 3	**PROPOSED THEME: STEAM-focused with Artful Learning framework**		
Item 4	Question 1	Question 2	Question 3
	Is the proposed magnet school currently serving students? **YES** If yes, proceed to Question 2. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school currently (i.e., prior to the receipt of 2017 MSAP funding) implementing a theme-based curriculum? **YES** If yes, proceed to Question 3. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school seeking to change, revise or expand its existing theme or magnet program? **YES** If yes, this school is classified as REVISED. Select the appropriate classification and sub-classification in Item 5, and proceed to Item 6. If no, this school cannot be classified as NEW or REVISED.
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Memorial Park Middle	Revised Magnet: STEAM Theme with *Artful Learning* framework.
South Side High School	New Magnet: STEAM Theme with *Artful Learning* framework.

Program	***SEEK*: Evidence of Promise (see *Appendix* for Full Studies)**
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Rating	Meets *What Works Clearinghouse* design standards **without reservations**.
Process	Single study review protocol.
Evidence	**Strong Evidence of Support.**
Citation Outcomes	• Results of the experimental study found that students who attended two interdistrict magnet schools in Connecticut had higher test scores in reading and math than students who attended non-magnet schools in the same region of the state. Results were positive and statistically significant for eighth grade students. The effect sizes were .138 for math and .278 for reading.

Relevance to Project	• FWCS proposes five theme-based magnet schools to promote transfer of youth to rigorous magnets from non-magnet schools and improve instruction in low-performing schools (see *Competitive Priority # 1*). Implementation of STEM and STEAM magnet schools – with specialized curricula backed by evidence of effectiveness, extensive professional development and strong emphasis on science, technology, engineering, math and arts – will help FWCS meet voluntary desegregation goals, reduce black student isolation and raise student achievement through equitable access to high-quality education and highly effective educators.

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Instructions: For each magnet school identified in Tables 1 – 5: complete Items 1, 2, and 3; start with Question 1 under Item 4 and follow the prompts; and complete Items 5 and 6 if necessary.			
Item 1	**LEA: Fort Wayne Community Schools**		
Item 2	**SCHOOL: Memorial Park Middle School of the Arts**		
Item 3	**PROPOSED THEME: STEAM-focused with Artful Learning framework**		
Item 4	Question 1	Question 2	Question 3
	Is the proposed magnet school currently serving students? **YES** If yes, proceed to Question 2. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school currently (i.e., prior to the receipt of 2017 MSAP funding) implementing a theme-based curriculum? **YES** If yes, proceed to Question 3. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school seeking to change, revise or expand its existing theme or magnet program? **YES** If yes, this school is classified as REVISED. Select the appropriate classification and sub-classification in Item 5, and proceed to Item 6. If no, this school cannot be classified as NEW or REVISED.
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Memorial Park Middle	Revised Magnet: STEAM Theme with *Artful Learning* framework.
South Side High School	New Magnet: STEAM Theme with *Artful Learning* framework.

Program	***SEEK*: Evidence of Promise (see *Appendix* for Full Studies)**
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Citation	Bifulco, R., Cobb, C. D., & Bell, C. (2009). Can interdistrict choice boost student achievement? The case of Connecticut's interdistrict magnet school program. Educational Evaluation and Policy Analysis, 31(4), 323–345.
Rating	Meets *What Works Clearinghouse* design standards **without reservations**.
Process	Single study review protocol.
Evidence	**Strong Evidence of Support.**
Citation Outcomes	• Results of the experimental study found that students who attended two interdistrict magnet schools in Connecticut had higher test scores in reading and math than students who attended non-magnet schools in the same region of the state. Results were positive and statistically significant for eighth grade students. The effect sizes were .138 for math and .278 for reading.

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Item 1	**LEA: Fort Wayne Community Schools**		
Item 2	**SCHOOL: South Side High School Academy of the Arts**		
Item 3	**PROPOSED THEME: STEAM-focused with Artful Learning framework**		
Item 4	Question 1	Question 2	Question 3
	Is the proposed magnet school currently serving students? **YES** If yes, proceed to Question 2. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school currently (i.e., prior to the receipt of 2017 MSAP funding) implementing a theme-based curriculum? **NO** If yes, proceed to Question 3. If no, this school is classified as NEW. Select the appropriate classification in Item 5, and proceed to Item 6.	Is the proposed magnet school seeking to change, revise or expand its existing theme or magnet program? If yes, this school is classified as REVISED. Select the appropriate classification and sub-classification in Item 5, and proceed to Item 6. If no, this school cannot be classified as NEW or REVISED.
Item 5	**NEW OR REVISED CLASSIFICATION** **X NEW** magnet school or program REVISED magnet school or program ☐ *Substantive CHANGE in the magnet program* ☐ *Significant REVISION to the magnet program* ☐ *Significant EXPANSION to the magnet program*		
	Has the proposed magnet school ever received MSAP funds to implement a new or revised magnet program? Yes If yes, in which years? **X No**		
Item 6	**NARRATIVE JUSTIFICATION** *Please describe the nature and significance of either the new magnet program, or the change, revision or expansion being made to an existing school.* **COMPETITIVE PREFERENCE PRIORITY 2 –New or Revised Magnet Schools** - see required Table 6. **and Strength of Evidence**. The Fort Wayne Community Schools *SEEK* planning Task Force completed extensive research of instructional methodologies, learning frameworks and subject-specific interventions. The Task Force was deliberate in its effort to select teaching and learning strategies supported by Evidence of Promise studies that meet United States Department of Education *What Works Clearinghouse* standards. By utilizing strategies		

supported by Evidence of Promise, the planning Task Force increased the likelihood that *SEEK* will yield positive academic outcomes for students during the grant period and beyond. The following chart identifies proposed *SEEK* magnet schools (see *Appendix* for Table 6) and aligns *SEEK* strategies with Evidence of Promise studies (see *Appendix* for full studies):

School	New or Revised Magnet (see *Appendix* Table 6)
Irwin Elementary	Revised Magnet: STEM Theme with *Project Lead the Way* framework.
Whitney Young ECC	Revised Magnet: STEAM Theme with *Artful Learning* framework.
Weisser Park Elementary	Revised Magnet: STEAM Theme with *Artful Learning* framework.
Memorial Park Middle	Revised Magnet: STEAM Theme with *Artful Learning* framework.
South Side High School	New Magnet: STEAM Theme with *Artful Learning* framework.

Program	***SEEK*: Evidence of Promise (see *Appendix* for Full Studies)**
Evidence of Support Study # 1	
Citation	Bifulco, R., Cobb, C. D., & Bell, C. (2009). Can interdistrict choice boost student achievement? The case of Connecticut's interdistrict magnet school program. Educational Evaluation and Policy Analysis, 31(4), 323–345.
Rating	Meets *What Works Clearinghouse* design standards **without reservations**.
Process	Single study review protocol.
Evidence	**Strong Evidence of Support.**
Citation Outcomes	• Results of the experimental study found that students who attended two interdistrict magnet schools in Connecticut had higher test scores in reading and math than students who attended non-magnet schools in the same region of the state. Results were positive and statistically significant for eighth grade students. The effect sizes were .138 for math and .278 for reading.

Relevance to Project	• FWCS proposes five theme-based magnet schools to promote transfer of youth to rigorous magnets from non-magnet schools and improve instruction in low-performing schools (see *Competitive Priority # 1*). Implementation of STEM and STEAM magnet schools – with specialized curricula backed by evidence of effectiveness, extensive professional development and strong emphasis on science, technology, engineering, math and arts – will help FWCS meet voluntary desegregation goals, reduce black student isolation and raise student achievement through equitable access to high-quality education and highly effective educators.
Evidence of Support Study # 2	
Citation	Heller, J., Daehler, K., Wong, N., Shinohara, M., & Miratrix, L. (2011). Differential Effects of Three Professional Development Models on Teacher Knowledge and Student Achievement in Elementary Science. *Journal of Research in Science Teaching 49(3)* 333- 362.
Rating	Meets *What Works Clearinghouse* design standards **without reservations**.
Process	Single study review protocol.
Evidence	**Strong Evidence of Support.**
Citation Outcomes	• Researchers analyzed the impact of sustained professional development in science content on both teacher and student knowledge across three professional development protocols – all offering a minimum of 20 hours of training – to test impact of PD on teacher and student achievement. Researchers administered two science content assessments developed and validated in previous studies. Data for two cohorts of teachers and students were analyzed using hierarchical linear modeling to determine impact of intervention on treatments. Results showed statistically significant gains in teacher AND student scores on tests of science content

			knowledge during the study year and the follow-up year for all three interventions, as well as statistically significant gains in written justification items for teachers and students. Using these findings, researchers concluded that "investing in professional development that integrates content learning with analysis of student learning and teaching rather than advanced content or teacher metacognition alone" promotes positive outcomes.	
		Relevance to Project	• FWCS proposes five magnet schools (one STEM and four STEAM schools linked across vertically aligned Learning Pathways [see *Project Design*]) to promote transfer of youth to rigorous magnets and improve instruction in low-performing schools (see *Competitive Priority # 1*). Implementation of STEM and STEAM magnet schools will include extensive professional development (more than 30 hours per year) for educators across schools in science, technology, engineering, mathematics, arts and validated, research-based instructional models with a strong STEM and STEAM framework. Rigorous, sustained professional development – linked to educator effectiveness evaluation protocols and annual Individual Growth Plans (see *Project Design* / *Personnel*) – will promote educator quality improvement, enhanced classroom instruction and increased student achievement in core subjects and state assessments. *SEEK* educators will utilize evidence-based *Northwest Evaluation Association Measures of Academic Progress* assessment to measure student performance and align instruction to student learning needs.	

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Can Interdistrict Choice Boost Student Achievement? The Case of Connecticut's Interdistrict Magnet School Program

Robert Bifulco
Syracuse University

Casey D. Cobb
University of Connecticut

Courtney Bell
Educational Testing Service

Connecticut's interdistrict magnet schools offer a model of choice-based desegregation that appears to satisfy current legal constraints. This study presents evidence that interdistrict magnet schools have provided students from Connecticut's central cities access to less racially and economically isolated educational environments and estimates the impact of attending a magnet school on student achievement. To address potential selection biases, the analyses exploit the random assignment that results from lottery-based admissions for a small set of schools, as well as value-added and fixed-effect estimators that rely on pre–magnet school measures of student achievement to obtain effect estimates for a broader set of interdistrict magnet schools. Results indicate that attendance at an interdistrict magnet high school has positive effects on the math and reading achievement of central city students and that interdistrict magnet middle schools have positive effects on reading achievement.

Keywords: *school choice, magnet schools, desgregation programs, quasiexperimental methods*

School desegregation efforts constitute one of the most significant social policy endeavors of the last 50 years. Proponents of continued school desegregation efforts argue that racial and economic isolation undermines the achievement of minority and low-income students and that integration efforts can help to improve the educational outcomes of historically disadvantaged groups (Orfield, Frankenberg, & Garces, 2008). Others, however, have raised doubts about the potential benefits of desegregation programs, arguing that integrated school environments are difficult to achieve and maintain and that the evidence is inconclusive regarding the relationship between desegregated schools and academic achievement (Armor, 1995; Armor, Thernstrom, & Thernstrom, 2006).

Estimating the effects of school desegregation efforts on student achievement is difficult because students who participate in these programs are not randomly selected. Past evaluations of school desegregation programs have been criticized for not adequately addressing selection issues (Schofield, 1995). This shortcoming of the desegregation evaluation literature has allowed readers to draw markedly different conclusions. Consider two recent reviews: Linn and Welner (2007) conclude that "there is

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a relatively common finding that African American student achievement is enhanced by less segregated schooling" (p. 2), but Armor et al. (2006) conclude that "there is no evidence of a clear and consistent relationship between desegregation and academic achievement" (p. 4).

In this article, we examine Connecticut's interdistrict magnet schools and focus on estimating their effects on academic achievement. Connecticut's interdistrict magnet school program offers a model of choice-based desegregation that has allowed many students to attend less racially and economically isolated schools. It also appears to satisfy current legal constraints on desegregation programs. Thus, it provides a case study on the potential of desegregation efforts to help improve student achievement in the current legal environment.

To address the selection issues that have plagued past research, we use information from admission lotteries, as well as longitudinal data on individual students, to help isolate the effect of attending a magnet school on student achievement. Our analysis proceeds in three stages. First, following the example of several recent studies (Ballou, 2007; Betts, Rice, Zau, Tang, & Koedel, 2006; Cullen, Jacob, & Levitt, 2006; Howell & Peterson, 2002; Hoxby & Rockoff, 2005), we use data on admission lotteries from two magnet schools, to compare the achievement of applicants who were offered admission with the achievement of applicants who were denied admission. Because admission offers are determined solely by random lottery, comparison of these two groups should provide unbiased estimates of achievement effects. Next, we implement nonexperimental estimates of the effects of these two schools that rely on pretreatment measures of student achievement to control for differences between magnet and nonmagnet school students. Comparing these nonexperimental estimates to those obtained from the lottery analysis allows us to assess the extent of bias in the nonexperimental estimates. Finally, having demonstrated that our nonexperimental estimators do not suffer from substantial bias, we use those estimators to obtain impact estimates for a broader set of magnet schools.

For the two magnet schools for which data on admission lotteries are available, we find positive effects on mathematics and reading test scores and particularly large positive effects on reading. We also find that value-added and fixed-effect regressions that make use of pre–magnet school test scores are able to replicate closely the lottery-based estimates. Applying our nonexperimental estimators to the broader set of interdistrict magnet schools that serve Connecticut's central cities, we find that attendance at an interdistrict magnet high school has positive effects on the math and reading achievement of central city students and that interdistrict magnet middle schools have positive effects on reading achievement.

By providing defensible estimates of the impacts of a viable, choice-based interdistrict desegregation program, this study provides valuable information for assessing the potential that desegregation efforts have for improving student achievement. Nevertheless, there are three important caveats on the conclusions that can be drawn from our analysis. First, our lottery analysis, the validation of the nonexperimental estimates that we use, and those nonexperimental estimates themselves each rely on a number of untestable assumptions. Although we think that these assumptions are plausible, we try to highlight them in discussing our methods and results. Second, our analysis is unable to determine whether magnet schools improve student achievement because they offer less racially and economically isolated environments or because of other aspects of their educational programs. Finally, our analysis focuses on the short-term benefits that Connecticut's interdistrict magnets have for students who attend them. Additional information on longer-term benefits and the costs of the program are needed to draw policy conclusions.

Evidence on School Desegregation and Magnet Schools

Racially isolated schools and schools with high concentrations of poverty can undermine student achievement in a variety of ways. Several studies show that schools with concentrations of minority and low-income students have a difficult time attracting and retaining qualified teachers (Clotfelter, Ladd, & Vigdor, 2005; Freeman, Scafidi, & Sjoquist, 2005; Lankford, Loeb, &

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Wyckoff, 2002; Loeb, Darling-Hammond, & Luczak, 2005). Historically, schools with high proportions of minorities have offered few opportunities for advanced placement and other academically challenging course work (Gamoran, 1992; Oakes, 1990). Also, because students from educationally disadvantaged backgrounds are more likely to encounter difficulties in school, such concentrations of students can influence teachers' expectations, student-based norms, forms of instruction, and levels of classroom disruption (Lavy, Passerman, & Schlosser, 2007).

Many believe that by providing access to more qualified teachers, more opportunities to take advanced course work, higher teacher expectations, and environments more conducive to learning, integrated schools can help poor and minority students improve academic achievement. Some also have argued that by organizing curriculum and instruction around a special theme, magnet schools can foster more student engagement and a stronger sense of membership and purpose and thereby help to improve student achievement (Gamoran, 1996).

Early studies of school desegregation efforts focused largely on the short-term effects of deliberately moving students to less racially segregated schools. Comprehensive reviews of this early research suggest that the impacts of desegregation on student achievement were mixed, with some evidence of small positive effects on the academic achievement of Black students (Cook, 1984; Schofield, 1995). Much of this literature is based on comparisons of students who attended desegregated schools with students who remained in segregated schools and has been criticized for failing to control adequately for unobserved differences between these two groups of students. Also, because desegregation efforts often were accompanied by conflict and resistance, estimates of the short-term effects might be contaminated by factors related to the desegregation process (Hanushek, Kain, & Rivkin, 2006).

Whereas early desegregation efforts often used mandatory student assignments to achieve integration targets, desegregation plans began to rely more heavily on magnet school programs during the 1970s and through the ensuing decades.[1] By offering parents a choice among several desegregated schools with different themes and sometimes enhanced resources, magnet school programs largely have avoided the resistance associated with other desegregation programs. Much of the early research on magnet schools focused on how effective they were in creating and maintaining integrated learning environments.[2] Until recently, however, "surprisingly little research has been done on the educational outcomes associated with magnet schools" (Yu, Taylor, Goldring, Smrekar, & Piche, 1997, p. 19).

In one of the few large-scale studies of magnet school effects, Gamoran (1996) uses a sample of city students from the National Education Longitudinal Study to estimate differences in 10th-grade achievement between students who attend comprehensive public high schools and students who attend magnet high schools. In analyses that control for differences in eighth-grade test scores and an extensive set of family background characteristics, Gamoran finds that magnet schools are more effective than regular schools at raising student proficiency in reading and social studies. Interestingly, estimates of magnet school benefits are virtually unchanged when controls are added for the student composition of the school and indicators of school environment, leaving questions about why magnet schools help improve student achievement.

More recently, a number of studies have tried to exploit admission lotteries to estimate the effects of magnet schools. These studies measure treatment effects by comparing the average outcomes of lottery winners who are offered admission to a magnet school with the average outcomes of students who apply but are denied admission because they lost the admission lottery. The studies most relevant here are those by Betts et al. (2006) and Ballou (2007). Betts et al. used lotteries to estimate the impact of magnet schools in San Diego and found that winning a magnet school lottery at the high school level increases mathematics achievement 2 and 3 years later by approximately 0.2 standard deviations. The researchers did not, however, find any statistically significant effects on reading achievement, nor did they find any effects for elementary or middle school magnets. Ballou examined four middle school magnets in a large Southern school district and found that attending a middle school magnet has positive impacts on

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mathematics achievement for fifth and sixth graders, although those impacts are uneven across schools.[3]

Although they are an excellent strategy for addressing potential biases due to self-selection, lottery-based analyses have important limitations. In any given choice program, some schools will not be oversubscribed or will not select students randomly, and those that are oversubscribed might not be representative of all schools. Moreover, admission lotteries are not typically held on a schoolwide basis; rather, admission lotteries are held for specific grades and, often, subgroups within grades. As a result, there are too few winners and losers in particular lotteries to gain the benefits of randomization. Conclusions from lottery studies are thus often limited to subgroups of schools and to types of students within schools, thereby undermining external validity. Because the mixed findings from existing studies of magnet schools suggest that magnet school effects vary, this limitation of the lottery approach is a serious concern.

This limitation of lottery-based analyses raises the question of whether more broadly applicable methods can provide similarly unbiased estimates. A fairly large literature has examined how well nonexperimental estimators can replicate estimates derived from randomized assignment. Much of this literature is based on the results of job training trials, and a major theme has been that the usefulness of nonexperimental estimators depends on context and, in particular, on the nature of the program selection process and on the availability of data related to program participation and outcomes (Cobb-Clark, & Crossley, 2003; Heckman, LaLonde, & Smith, 1999). Very few studies have assessed the ability of nonexperimental methods to replicate experimental estimates in the contexts of educational programs. Wilde and Hollister (2007) attempted to replicate the results of the Tennessee STAR class-size reduction experiments, using propensity score matching, and Agodini and Dynarski (2004) attempted to replicate the results of experimental evaluations of dropout prevention programs, also using propensity score matching. Both studies revealed that propensity score estimators are not able to replicate closely experimental estimates of program impacts. Neither study, however, was able to include controls for pretreatment measures of student achievement, which might considerably reduce bias in nonexperimental estimators.[4]

In this study, we demonstrate how lottery analyses like those used by Betts et al. (2006) and Ballou (2007) can buoy the results of nonexperimental analyses of the type used by Gamoran (1996). This approach allows us to provide defensible estimates of the impact of a legally feasible, choice-based desegregation program on short-term academic outcomes.

Connecticut's Interdistrict Magnet School Program

In a 1996 ruling, the Connecticut Supreme Court held that as a result of racial, ethnic, and economic isolation, Hartford public school students had been denied equal educational opportunity under the state constitution.[5] In response, the state has adopted a number of programs designed to provide students in the state's central cities opportunities to attend schools with students from suburban districts. The most significant response from the state has been its efforts to support the establishment and operation of interdistrict magnet schools.

What Is an Interdistrict Magnet School?

In Connecticut, an interdistrict magnet school is a publicly funded school operated by a local or regional school district, by a regional education service center, or by cooperative agreement involving two or more districts. Each magnet has an educational theme, and students choose to enroll on the basis of their interest in the school's theme. All students in the school districts participating in the magnet are eligible to attend; enrollment is by application only; and if a school is oversubscribed, admissions are made on the basis of lotteries (described in more detail below). The state has encouraged and supported the development of interdistrict magnet schools by providing funding for building construction and planning assistance and by allowing students in magnet schools to generate additional operating aid.[6]

At the beginning of the 2006–2007 school year, 54 interdistrict magnet schools serving 17,735 students were in operation. Six interdistrict

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magnet high schools were half-time programs (where students attend part of the school day at the magnet and part in their home school), and three interdistrict magnets were new in 2006–2007. Forty-one magnets served students who resided in Hartford, New Haven, or Waterbury, and in 2006–2007, students in these magnets accounted for 79.4% of all interdistrict magnet school students in the state.

Several features of Connecticut's interdistrict magnet schools make them important models to study in the current policy environment. First, the programs are designed to integrate students across district lines, which is crucial for achieving substantial amounts of racial integration in several regions of the United States. Second, participation is entirely voluntary; neither families nor districts are required to participate.[7] Third, although the court monitors the extent to which the state has achieved racial integration goals in the Hartford area, student race is not used in determining admission to any interdistrict magnet school. Thus, this program offers models of choice-based interdistrict desegregation that appear to satisfy current legal constraints.

Who Attends Interdistrict Magnet Schools?

Table 1 provides a profile of students in middle and high school magnets serving Hartford, New Haven, and Waterbury. About 63% of 10th-grade students and 58% of 8th-grade students in magnet schools that serve Hartford, New Haven, and Waterbury are from one of those central cities; the rest are from surrounding suburban towns. About 18% of all 10th-grade students who reside in a central city attend a magnet, and nearly 15% of all 8th-grade central city students do. Less than 4% of the students who reside in suburban areas attend magnets.[8]

Among students who reside in a central city, magnet school students are significantly more likely than nonmagnet school students to be Black and less likely to be Hispanic. Magnet students from the city are also more likely to be female, particularly among 10th graders, and have higher average test scores before entering middle school or high school. Among suburban students, the picture is different. Among 8th and 10th graders, magnet school students from the suburbs are substantially more likely than nonmagnet school students to be Black and less likely to be White. Magnet school students from the suburbs are also more likely to be eligible for free lunch and have lower average test scores. Differences in test scores between suburban magnet and nonmagnet school students are less marked at the middle school level. Interdistrict magnet schools, then, appear to be bringing together a substantial proportion of relatively high-achieving students from the central cities, with smaller proportions of relatively disadvantaged and lower-achieving students from the suburbs.

Do Interdistrict Magnet Schools Reduce Racial, Ethnic, and Economic Isolation?

Interdistrict magnet schools clearly provide at least some students of color from Connecticut's most isolated central cities the opportunity to join less-isolated learning environments. Figure 1 compares the percentage white and the percentage eligible for free or reduced-priced lunch in the average student of color's school among interdistrict magnet and non-magnet schools. These comparisons are at the high school level, although similar results are found in elementary and middle schools. Racial and ethnic isolation in Connecticut's central city districts is high. In Hartford and New Haven, the percentage White in the typical Black student's school is well below 10%, and the figures are similar for Hispanics. Waterbury has a larger population of White students. Students of color from these districts who attend magnet schools are, on average, in substantially more integrated environments than their counterparts in central city district schools. The percentage of free-lunch eligible in the interdistrict magnet schools attended by central city students of color is also much lower than that in the central city district schools.[9]

Although informative, the comparisons in Figure 1 do not tell us how magnet schools change the peer environments of their students, who may have been attending schools less isolated than the typical school in the district where they reside. Table 2 compares the peer environments of magnet school students with the peer environments of the schools they attended before enrolling in their current magnet school.[10]

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TABLE 1
Magnet School Students, Compared to Nonmagnet School Students

	Urban students		Suburban students	
	Magnet	Nonmagnet	Magnet	Nonmagnet
Tenth graders				
Black	.533***	.465	.509***	.119
Hispanic	.299***	.392	.146**	.121
White	.150**	.127	.313***	.724
Free-lunch eligible	.684	.671	.343***	.193
Male	.429***	.506	.471**	.508
Grade 8 scores				
Mathematics	–.361***	–.735	–.157***	.186
Reading	–.308***	–.686	–.035*	.171
Grade 6 scores				
Mathematics	–.370***	–.699	–.218***	.151
Reading	–.393***	–.733	–.120***	.170
n	1,369	6,207	815	22,277
Eighth graders				
Black	.572***	.412	.356***	.118
Hispanic	.314***	.458	.123	.132
White	.104	.116	.493***	.706
Free-lunch eligible	.720***	.761	.301***	.239
Male	.482**	.515	.523	.515
Grade 6 scores				
Mathematics	–.392***	–.609	.104***	.193
Reading	–.343***	–.641	.180	.207
Grade 4 scores				
Mathematics	–.368***	–.576	.082**	.155
Reading	–.433***	–.659	.112**	.192
n	1,386	7,946	984	23,033

Note. Samples of urban students consist of students appearing in Connecticut State Department of Education test score files during 2005–2006 or 2006–2007 and residing in Hartford, New Haven, or Waterbury. Samples of suburban students consist of students appearing in the test score files during 2005–2006 or 2006–2007 and residing in a district in New Haven or Hartford county that participates in an interdistrict magnet school that serves Hartford, New Haven, or Waterbury. Figures reported are sample means. Test scores are standardized using year-specific means and standard deviations for the entire population. Test scores are missing for some students; as such, test score means are based on less than a full sample.
*$p < .10$. **$p < .05$. ***$p < .01$. Significance indicates difference between magnet and nonmagnet school students.

These comparisons confirm that, on average, interdistrict magnet schools reduce racial and economic isolation for the city students who attend them. Among magnet school students who reside in a central city, their current school has a significantly higher percentage of White students, a lower percentage of free-lunch eligible students, and higher average test scores. For the typical suburban magnet school student, his or her current magnet school has a higher percentage of minority and free-lunch-eligible students and, at the high school level, slightly lower average test scores.

Empirical Strategy

The effects of a chosen school on its students are typically estimated by comparing the achievement of students who attend the school with that of students in other schools. Such estimates often confound the differences in family and personal background between students with the effects of the chosen school on learning. In the case of interdistrict magnets, students and parents who have selected magnet schools have made special efforts to seek out alternatives to their geographically assigned school, and they

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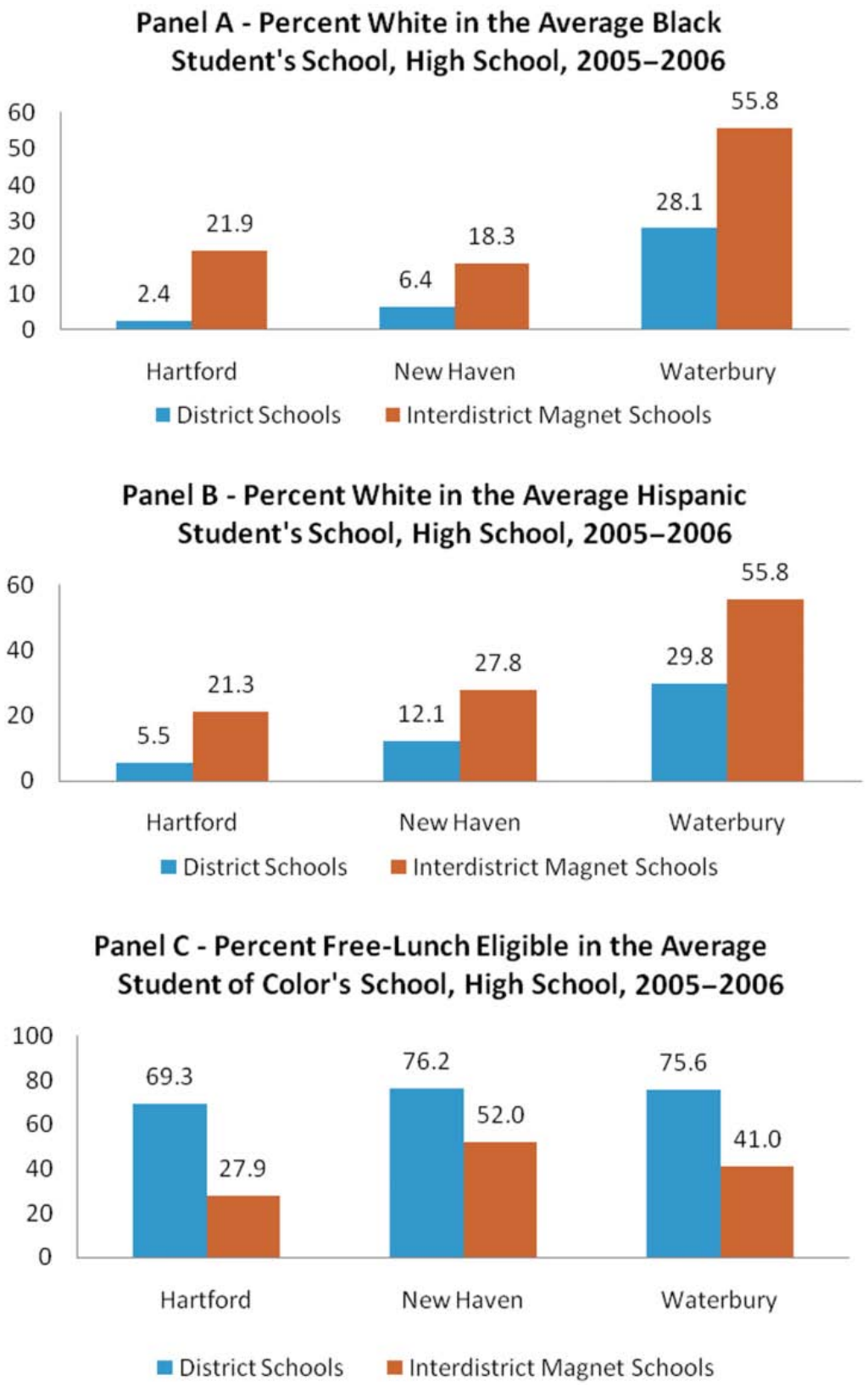

FIGURE 1. *Comparison of student composition in city and interdistrict magnet schools.*

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TABLE 2
Change in Peer Environments for Magnet School Students

	Urban students		Suburban students	
	Previous school	Magnet school	Previous school	Magnet school
Tenth graders				
Black (%)	46.1	48.3**	34.4	49.0***
Hispanic (%)	37.2	25.3***	17.4	22.9***
White (%)	15.1	24.6***	45.2	25.6***
Free-lunch eligible (%)	72.0	59.9***	41.7	55.8***
Grade 8 scores (*Means*)				
Mathematics	−.549	−.330***	−.229	−.293***
Reading	−.618	−.322***	−.202	−.253**
n	970		626	
Eighth graders				
Black (%)	47.6	49.7**	28.2	41.8***
Hispanic (%)	38.3	23.7***	17.4	22.1***
White (%)	12.7	24.7***	50.6	33.0***
Free-lunch eligible (%)	71.7	55.8***	35.5	44.1***
Grade 4 scores (*Means*)				
Mathematics	−.553	−.255***	−.073	−.045
Reading	−.681	−.296***	−.049	−.053
n	874		706	

Note. Urban students include those in a magnet school serving students in Hartford, New Haven, or Waterbury during 2005–2006 or 2006–2007 and whom we can place in a nonmagnet school before their enrollment in their current magnet school. Suburban students consist of students appearing in the test score files during 2005–2006 or 2006–2007 who reside in a district in New Haven or Hartford county that participates in an interdistrict magnet school that serves Hartford, New Haven, or Waterbury and whom we can place in a nonmagnet school before their enrollment in their current magnet school.
*$p < .10$. **$p < .05$. ***$p < .01$. Significance indicates difference between previous school and magnet school.

often travel longer distances and make other sacrifices to attend a magnet. We already have seen in Table 1 that magnet school students differ on observable characteristics from nonmagnet school students. Magnet school students may also differ from other students with similar ethnic and socioeconomic backgrounds in terms of unobservables, such as motivation and parental support. Potential unobserved differences between interdistrict magnet school students and otherwise similar students make estimating magnet school effects difficult.

Recent studies of school choice programs demonstrate how admission lotteries can address unobserved variable bias resulting from self-selection. Because lottery winners and losers are determined through a random process, comparisons of average outcomes across the two groups will be free of selection bias. This approach has been used to study voucher programs in Washington, D.C., New York, and Dayton, Ohio (Howell & Peterson, 2002); intradistrict choice programs in Chicago (Cullen et al., 2006); charter schools in Chicago (Hoxby & Rockoff, 2005); intradistrict magnet schools in a large Southern district (Ballou, 2007); and a variety of choice programs in San Diego (Betts et al., 2006).

As already discussed, although the lottery is an excellent strategy for addressing potential biases attributed to self-selection, the external validity of lottery-based analyses is questionable. More broadly applicable approaches to addressing bias owing to self-selection use matching and/or statistical procedures to control for as many observable differences between treatment and comparison groups as possible. The most convincing studies of this kind include pretreatment test scores as matching variables, which can help to control for many factors that

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influence student achievement and learning. When test scores are available from two or more pretreatment periods, these methods can determine if treatment group students make larger or smaller test score gains, as compared to students with similar pretreatment levels of achievement. Because these studies do not use random assignment, their estimates remain subject to potential biases from any unobserved differences between treatment and comparison group members who have similar levels of pretreatment performance. Such studies often have the advantage, however, of being applicable to a wider range of schools and students than that of lottery-based studies.

Hoxby and Murarka (2008) suggest a way to combine the advantages of lottery-based analyses and nonexperimental methods that control for pretreatment test scores. Specifically, when lottery-based estimates of school effects are available for some students in some schools, these can be used to test the extent to which potential biases attributed to selection on unobservables are likely to influence estimates derived from nonexperimental analyses. If the researcher is able to specify matching procedures or statistical models that replicate the results of lottery-based procedures, then one can have more confidence that those same models and procedures, as applied to all students in the program, provide defensible estimates.

This strategy of leveraging the results from lottery analyses still requires untestable assumptions. One must assume that the factors influencing selection into the magnet schools for which lottery results can be obtained are similar to the factors influencing selection into other magnet schools. In our case, we can obtain effect estimates using lottery results for two schools—one that serves Grades 6 through 8 and one that serves Grades 6 through 12. The broader set of schools that we examine using only nonexperimental estimators are also limited to those serving either middle or high school grades. In addition, all the schools used in both types of analysis serve students primarily from Hartford, New Haven, or Waterbury and each city's surrounding inner ring of suburbs. Thus, we believe that the estimates that we derive using nonexperimental approaches are strengthened if confirmed by lottery-based analyses.

Lottery-Based Analysis

For this study, we obtained the results of admission lotteries from two interdistrict magnet schools operated by the Capitol Region Education Council. One of these schools serves Grades 6 through 8, and the other serves Grades 6 through 12. Both schools are located in a first-ring suburb close to the city of Hartford and serve the city of Hartford and four suburban districts.[11]

The admission policies for these two schools are identical. Each school allocates a predetermined number of seats for each district that it serves. Students apply in the spring of fifth grade for admission to sixth grade the following fall. When applications are received, siblings of students currently enrolled in the school are placed in the first seats allocated to their district. The remaining applicants are randomly assigned a number. Applicants from each district are then assigned to the remaining seats allocated to the district in order of the randomly assigned numbers. The students awarded seats through this process are contacted and offered admission, and the rest of the applicants from that district are placed on a waiting list, in order of their randomly assigned numbers. When a student turns down an admission offer, a seat in that district becomes available and is offered to the next applicant who is from the district and on the waiting list. Applications are accepted for only the sixth grade. If students leave the school after the start of sixth grade, those spots are filled with students from the original waiting list.

Sample and Data

For both schools, we collected admission data on applications submitted in 2003 and 2004. Staff at the Connecticut State Department of Education matched these data to test score file records from 2001–2002 through 2006–2007 to provide measures of student achievement from two pretreatment periods (the fall of fourth grade and the fall of sixth grade) and one posttreatment period (the spring of eighth grade).[12] Matches were based on name and date of birth; in some cases, the magnet school applicants could not be matched to a test score record, because the applicant attended a school outside the Hartford metropolitan region,

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enrolled in a private school, or could otherwise not be located in the test score file. We observe eighth-grade test scores (our outcomes of interest) for 67.4% of the lottery participants—including 70.0% of those offered admission and the 66.0% of those never offered admission. These individual test score records then were matched over time. In all the analyses that follow, test scores are converted to standard *z* scores using grade- and year-specific means and standard deviations. Information on the students' age, gender, ethnicity, free-lunch status, and special education status is also available from the test score files.

Because admission lotteries are district and year specific, we have a total of 22 potential lotteries.[13] In the analysis here, we drop applicants who did not participate in any of the lotteries because they had siblings enrolled in the school, and we drop students from the eight potential lotteries that did not have any losers. All the applicants in these latter lotteries eventually were offered a seat in the school; thus, these lotteries do not contribute randomly assigned comparison-group students. We also drop the remaining Hartford lotteries. All the applicants from Hartford to one of our schools were offered admission; as such, they did not participate in a true lottery. The two Hartford lotteries for the other school are also dropped but for a different reason. Unlike students from other districts, Hartford students have many ways to opt out of the regular public schools—including other magnet schools, an interdistrict open choice program schools, and charter schools. As a result, few students who are lotteried out of this magnet school end up in a Hartford public school, which complicates interpretation of the magnet school effect that we are trying to estimate.

We further restrict our sample of lottery participants to those students for whom we observe test scores in fourth and sixth grade. Students who apply to a magnet school from outside the public school system are less likely to enroll in public schools and to be observed in the post-treatment period, particularly if they are not offered admission to the magnet.[14] Thus, a control group of lottery losers observed in the post-treatment period does not necessarily provide appropriate matches for lottery winners who apply from outside the public school system. As Cullen et al. (2006) point out, excluding students not observed in public schools in the pretreatment period does not invalidate the random assignment, because whether a student is observed pretreatment is determined before the lottery takes place. As in the case of both the Cullen et al. study of open enrollment and the Hoxby and Rockoff study of charter schools (2005), restricting the sample to those who are observed in public school during the pretreatment period is important for achieving balanced samples of lottery winners and lottery losers.

The sample that we used for this analysis includes 553 participants in 12 lotteries. Table 3 describes the students in this sample and compares them with nonmagnet school students in their previous schools. As compared to students in the schools from which they are drawn, the applicants to these two magnet schools are more likely to be Black or White and less likely to be Hispanic and free-lunch eligible, and they have higher average fourth-grade test scores.

Estimating Achievement Effects

Estimates of the effects of these magnet schools on achievement can be derived from this sample of lottery participants, using the following regression:

$$Y_{iL} = \alpha W_{iL} + \mu_L + e_{iL}, \qquad (1)$$

where Y_{iL} is the eighth-grade test score of student i who participates in lottery L, W_{iL} is an indicator of whether student i won an admission offer through the lottery, μ_L represents lottery-specific fixed effects, and e_{iL} is a random error term. The parameter of interest, α, can be estimated using a fixed effect or least squares dummy variable estimator. This coefficient is a weighted average of the difference in mean eighth-grade test scores between the winners and losers of each lottery.

If there are indeed no systematic differences between lottery winners and losers in each lottery, as random assignment helps to ensure, then the difference in mean eighth-grade tests scores between the two groups is solely due to the lottery winners' enrollment in the interdistrict magnets. However, not all lottery winners accept their invitation to enroll. The estimates of α in Equation 1 average the effects of magnet schools

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TABLE 3
Sample of Lottery Participants, Compared to Nonparticipants From the Same Districts

	Lottery sample	Nonmagnet sample
Black	.407**	.356
Hispanic	.109***	.212
White	.471***	.387
Free-lunch eligible	.235***	.394
Male	.495	.510
Grade 4 scores		
Mathematics	.088***	–.182
Reading	.208**	–.150
n	553	3,043

*$p < .10$. **$p < .05$. ***$p < .01$. Significance indicates difference between lottery sample and nonmagnet school students.

on the achievement of those who choose to enroll and the presumably zero effect on those who do not enroll. The estimates from this regression are sometimes referred to as the intention-to-treat effect (Ballou, 2007; Hoxby & Rockoff, 2005). Hoxby and Murarka (2008) argue that unlike the case of many medical treatments (where patients' willingness and ability to comply with the treatment influence its efficacy), the intention-to-treat effect has little relevance for evaluating the effect of choice schools. Those who choose not to accept admission are not receiving the treatment in any meaningful sense.

The standard approach to obtaining the effect of the treatment on the treated uses the indicator of winning a lottery as an instrument for an indicator of magnet school enrollment in a two-stage least squares or instrumental variables procedure (Ballou, 2007; Hoxby & Rockoff, 2005). The first- and second-stage equations in such a procedure are as follows:

$$\begin{aligned} \textit{First stage: } M_{iL} &= \beta W_{iL} + \lambda_L + v_{iL} \\ \textit{Second stage: } Y_{iL} &= \gamma \hat{M}_{iL} + \theta_L + \omega_{iL}, \end{aligned} \qquad (2)$$

where M_{iL} is an indicator that the student is enrolled in one of our two magnet schools during the eighth-grade test administration and $\hat{M}_{iL}$ is the predicted value of the magnet school indicator from the first-stage equation. The estimate of γ from this procedure can be interpreted as the effect of the treatment on the treated—that is, the effect of magnet schools on the students who attend them.

If lotteries are truly random, then we would not expect any significant differences between lottery winners and losers, and the simple regressions above would thus provide consistent estimates of the magnet school effect. Adding covariates to the above regressions is nonetheless desirable for two reasons. First, including covariates can significantly increase precision (Ballou, 2007; Betts et al., 2006). Second, for any finite sample, we do not expect differences between randomly assigned treatment and control groups to equal zero. Adding covariates can help to control for differences between treatment and controls that arise by chance. Pretreatment measures of achievement are especially useful for these purposes.

One issue in implementing these estimation procedures is that of defining a lottery winner. For each lottery, we know how many total seats were available to be filled, and we know the number of applicants who had siblings enrolled in the school. The difference between these two is the number of seats available to lottery participants. Each applicant can also be ordered by his or her randomly assigned lottery number. If the rank order of a lottery participant's randomly assigned number is less than or equal to the number of seats available to lottery participants, we labeled that participant an *on-time winner*. If on-time winners decline their admission offer or withdraw from the magnet after enrolling, applicants with the next-lowest lottery numbers are offered admission. So we also identified for each lottery the highest lottery number offered admission, and we counted all applicants with lottery numbers too high to be offered an on-time admission but low enough eventually to be offered admission, *delayed winners*. Of the 553 lottery participants in our sample, we have 142 on-time winners, 22 delayed winners, and 389 applicants who were never offered admission.

There is some question about whether an indicator of on-time winning, with delayed winners excluded from the sample, or an indicator that includes on-time and delayed winners is the most appropriate. Ballou (2007) argues that delayed winners who accept an invitation to

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enroll may expect especially large gains from attending a magnet school. If so, an indicator that includes delayed winners might not be a valid instrument. We have used both definitions of lottery winners in the estimations presented here, and it turns out that our results are not sensitive to this issue.

Attrition and Sample Balance

Random assignment helps to ensure that lottery winners are similar to lottery losers on observed and unobserved characteristics. However, randomization alone does not guarantee that our treatment and comparison groups have no significant differences. First, a few of the lotteries in these schools are small. When lotteries are small, large differences between lottery winners and losers can emerge by chance. Second, we are missing posttreatment test scores for any student who participated in a magnet school lottery but for whom we could not match to a test score record because she or he attended a school outside the Hartford metropolitan region, enrolled in a private school, or could otherwise not be located in the test score file. Once the sample is limited to students whom we observe in a public school during the pretreatment period, only 6.3% do not have a test score observed in the posttreatment period. Nonetheless, attrition of this kind is slightly higher among those not offered admission (8.2%) than among on-time winners (2.1%) and delayed winners (0.0%). If students who are not observed posttreatment are sufficiently different from those who are observed, this differential attrition could lead to nonrandom differences between the lottery winners and losers who are observed in the posttreatment period.

To demonstrate that lottery winners and losers are balanced on observable characteristics, Table 4 presents the results of a series of regressions. Each row presents a separate regression of an observable characteristic on an indicator of whether the student won the lottery or not and on a set of lottery dummy variables. The first three columns show the results of regressions run with all 553 lottery participants in the sample.[15] In each regression, the coefficient on the lottery winner indicator is not statistically distinguishable from zero. These results confirm that the initial lotteries were random.

The last three columns in Table 4 show the results of regressions including only those lottery participants that we observe in the posttreatment period. These results indicate whether differential attrition created any observable differences between lottery winners and losers. In all these regressions except the first, the coefficients on the lottery winner indicator is not statistically distinguishable from zero, which indicates that except for age, there are no statistically significant differences between the lottery winners and losers whom we observe posttreatment. Given that t tests from 12 separate regressions are reported in Table 1, it is not unreasonable to expect one significant result at the $p < .10$ level to emerge by chance. Most important, the differences on pretreatment measures of achievement between lottery winners and losers are substantively small and statistically insignificant. These results suggest that neither small sample sizes nor differential attrition has created a substantial imbalance between the treatment and control groups.

Results of the Lottery Analysis

Table 5 presents estimated effects on eighth-grade mathematics and reading scores. The table includes the following: the estimated effects of the intent to treat derived from Equation 1; the estimates of treatment on treated effects from Equation 2; and the estimates of the treatment on treated effects from versions of Equation 2 that add individual-level covariates, including fourth- and sixth-grade mathematics and reading test scores. The first three columns present results from regressions that define a lottery winner as an on-time winner. These regressions exclude delayed winners from the sample. The last three columns present the results from regressions that define lottery winners as on-time and delayed winners.

The results are similar regardless of how we define lottery winners. As expected, the point estimates of the treatment-on-treated effect are larger than the estimates of the intent-to-treat effect; furthermore, including covariates in the two-stage least squares estimates substantially increases precision. The results indicate that

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TABLE 4
Testing the Balance of Lottery Samples

	All lottery participants (n = 553)			Participants observed in eighth grade (n = 517)		
Dependent Variable	Coeff.	*SE*	*p*	Coeff.	*SE*	*p*
Age (in years)	.025	.042	.552	.066*	.037	.074
Black	–.047	.040	.243	.000	.041	.301
Hispanic	.017	.028	.545	.023	.028	.389
White	–.066	.042	.114	.059	.043	.170
Asian	–.026	.017	.110	–.028	.017	.103
Free-lunch eligible	.004	.040	.912	.014	.040	.730
Special education	.007	.021	.889	.006	.022	.798
Male	–.050	.048	.297	–.065	.048	.179
Grade 6 scores						
Mathematics	.011	.079	.889	.006	.080	.943
Reading	.046	.083	.582	.047	.083	.576
Grade 4 scores						
Mathematics	.011	.083	.894	.014	.085	.870
Reading	.034	.087	.696	.038	.088	.665

Note. Coefficient, standard error, and *p* value reported for indicator of whether the student was a lottery winner or not—including on-time and delayed winners. Each row represents a separate regression; all regressions include lottery-fixed effects. Test scores are standardized using year-specific means and standard deviations for the entire population.
*$p < .10$.

TABLE 5
Lottery-Based Estimates of the Effect of Interdistrict Magnet Schools on Achievement

	On-time lottery winners			On-time + delayed lottery winners		
Grade 8	ITT	TOT	TOT-WC	ITT	TOT	TOT-WC
Mathematics	.110	.142	.139***	.109	.139	.138***
	(.080)	(.103)	(.054)	(.076)	(.097)	(.050)
R^2	.088	.083	.767	.084	.079	.772
n		492			514	
Reading	.243***	.312***	.283***	.252***	.318***	.278***
	(.093)	(.120)	(.070)	(.088)	(.112)	(.064)
R^2	.072	.055	.703	.077	.062	.709
n		494			516	

Note. Each set of results are from separate regressions. Dependent variables include test scores standardized using year-specific mean and standard deviation for the population. Results in column labeled *ITT* (intent to treat) are ordinary least squares regressions of test score on indicator of whether student won the admission lottery or not. Results in columns labeled *TOT* (treatment on treated) are two stage least squares estimates using an indicator of students who won lottery as instrument for enrollment in an interdistrict magnet school during eighth grade. The covariates included in the models presented in columns labeled TOT-WC include student's age, gender, ethnicity, free-lunch eligibility in Grade 4, special education status in Grade 4, and Grade 4 and Grade 6 mathematics and reading scores. In the first three columns, only on-time lottery winners are counted as lottery winners; that is, delayed winners are excluded from the sample. In the last three columns, delayed winners are included and counted as lottery winners. All regressions include lottery fixed effects. Standard errors robust to clustering with in schools are in parentheses.
*$p < .10$. **$p < .05$. ***$p < .01$.

these two interdistrict magnet schools have had positive effects on student achievement. The dependent variable in these regressions are test scores that have been standardized using the year-specific mean and standard deviation for the population. Thus, the estimates of the

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treatment-on-treated effect from the models that include covariates indicate that the reading test scores of students in these magnet schools are nearly 0.28 standard deviations higher and their mathematics scores are nearly 0.14 standard deviations higher than what they would be if those students had attended other schools.

Do Nonexperimental Methods Replicate Lottery-Based Estimates?

To answer this question, we assembled a data set consisting of students who reside in the suburban districts served by the two interdistrict magnet schools used in the lottery-based analysis and who appear in the 2006 or 2007 eighth-grade test score files maintained by the state. Each of these student records was matched to sixth- and fourth-grade test score records for the same student. Connecticut only recently has begun phasing in student identification numbers to facilitate the tracking of students across test score files from different years; so, many of the longitudinal matches were made using name, date of birth, and other identifying information in the test score files. The state department of education was able to match successfully 85% of these student records to a sixth-grade test score record and 75% to both a sixth-grade and a fourth-grade test score record. We use the sample of students with test scores for fourth, sixth, and eighth grade to estimate two regression models.

The first regression, the value-added regression, can be formulated as follows:

$$Y_{i8} = \alpha M_{i8} + \mathbf{X}_i \mathrm{B} + \mu_t + v_i, \qquad (3)$$

where Y_{i8} is student i's eighth-grade test score, M_{i8} is a binary variable indicating whether the student was enrolled in one of the two magnet schools used in our lottery analysis at the time of the eighth-grade test administration, $\mathbf{X}_i$ is a vector of individual-level covariates, μ_t is a year fixed effect, and v_i is a random error term. Covariates include age, gender, ethnicity, special education status in fourth grade, free-lunch eligibility in fourth grade, and pretreatment mathematics and reading test scores from sixth grade and fourth grade.

The second model, the fixed-effect regression, can be formulated as follows:

$$Y_{it} = \alpha' M_{it} + \omega_i + \mu'_t + v'_i, \qquad (4)$$

where Y_{it} is student i's test score in year t, M_{it} is an binary variable equal to 1 if the student is in eighth grade and in a magnet school in year t (0, otherwise), ω_i is an individual student fixed effect, μ'_t is a year fixed effect, and v'_i is a random error term. Estimates of α' that control for the individual fixed effects can be obtained by differencing all variables from the individual student mean, and employing what is sometimes called the within estimator (Baltagi, 1995). In this case, the estimator effectively controls for time-invariant unobserved differences between magnet school students and nonmagnet school students.[16]

Both estimators in Equations 3 and 4 will provide unbiased estimates of the effect of attending a magnet school (α and α') as long as the error terms v_i and v'_i are uncorrelated with magnet school enrollment during eighth grade. For the value-added estimator, Equation 3, including pretreatment test scores in the equation helps to control for any differences between magnet school enrollees and other students that might cause magnet school enrollment to be correlated with the error term. For the fixed-effect estimator, Equation 4, any time-invariant effects of student characteristics on achievement are absorbed in the individual-based fixed effect, thus eliminating many potential sources of selection bias. If, however, magnet school enrollees would have had test score trajectories different from those of other students in the absence of these two magnet schools, then the estimated effects from both these equations will be biased (Bifulco & Ladd, 2006; Rouse, 1998). By comparing the effect estimates obtained from these regression models to the presumably unbiased estimates obtained from the preceding lottery analysis, we can assess whether unobserved differences in test score trajectories are a source of substantial bias in this context.[17]

Table 6 presents the nonexperimental estimates of the effect of these two interdistrict magnet schools. The first column presents results from the value-added regressions

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TABLE 6
Comparison of Nonexperimental Estimates With Lottery-Based Estimates

Grade 8	Value-added regression	Fixed-effect regression	Lottery-based estimate
Mathematics	.144*	.130**	.138***
	(.074)	(.052)	(.050)
R^2	.811	.897	.772
n	4,026	12,018	514
Reading	.340***	.306***	.278***
	(.019)	(.035)	(.064)
R^2	.731	.879	.709
n	4,024	11,982	516

Note. Dependent variables are test scores standardized using the grade- and year-specific mean and standard deviation for the population. Valued-added regressions include age, gender, ethnicity, free-lunch eligibility, special education status, year fixed effect, and fourth- and sixth-grade mathematics and reading test scores, as well as a magnet enrollment indicator. The coefficient on the magnet school enrollment indicator is reported. The fixed-effect regression includes magnet school indicator, year fixed effects, and controls for individual fixed effects. Lottery-based estimates are taken from last column of Table 5. The figures in parentheses are standard errors, adjusted for clustering at the school level.
*$p < .10$. **$p < .05$. ***$p < .01$.

(Equation 3), and the second column presents the results from the fixed-effect regressions (Equation 4). To facilitate comparison, we have included lottery-based estimates of the average treatment-on-treated effect taken from the last column of Table 5.

The results from the nonexperimental methods are quite similar to one another and to the lottery-based estimates. For mathematics, the value-added estimate is 4% larger, and the fixed-effect estimate 6% smaller, than the lottery-based estimate. For reading, the point estimate from the value-added regression is 22% larger, and the point estimate from the fixed-effect regression 10% larger, than the lottery-based estimates. These differences are all substantively small. For the largest of the differences—that between the value-added and lottery-based estimates of the effect on reading—the value-added estimates imply an effect size of 0.34 standard deviations, compared to an effect size about 0.28 standard deviations as implied by the lottery-based analysis. Such small differences are unlikely to influence policy conclusions. Also, all the nonexperimental estimates are comfortably within the 95% confidence interval for the corresponding lottery-based estimates, indicating that the differences between estimates from the nonexperimental estimators and the lottery-based analyses are not statistically significant.

The Average Effects of Interdistrict Magnet Schools

Having shown that nonexperimental methods that use pretreatment measures of achievement can provide results similar to those derived from lottery-based analyses, we now proceed to use them to estimate average achievement effects for larger sets of interdistrict magnet schools. These estimates should be viewed with some caution. The estimates in Table 6 suggest that students who self-select into the two magnet schools examined so far do not have unobserved achievement trajectories that differ from those of nonmagnet students in ways that substantially bias effect estimates obtained from value-added and fixed-effect estimators. These results do not, however, guarantee that selection on unobservables will not bias effect estimates obtained for other magnets. For instance, estimates that examine effects on 10th-grade test scores might be subject to sources of bias not prevalent in estimated effects on eighth-grade test scores. Specifically, if the high school dropout rate among low-achieving students is different in nonmagnet than in magnet high schools, then nonexperimental methods might provide biased estimates of the magnet school effect. This issue is less likely to influence estimates on eight-grade test scores. Nonetheless, regression models that control for pretreatment test scores represent the best available methods for estimating the effects of larger sets of interdistrict magnet schools, and given the support for these methods provided in Table 6, the estimates presented in this section are plausible.

We develop estimates of average achievement effects for a set of 12 interdistrict magnet high schools and a set of 7 interdistrict middle schools.[18] These schools include all the full-day interdistrict magnet high schools and all but two of the interdistrict magnet middle schools that

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serve students from Hartford, New Haven, or Waterbury.[19] We focus on estimating the effects of the interdistrict magnet high schools on 10th-grade mathematics and reading Connecticut Academic Performance Test scores and the effects of the interdistrict magnet middle schools on 8th-grade mathematics and reading Connecticut Mastery Tests. The Connecticut Academic Performance Test is the high school statewide testing program.

To construct our student sample for the analysis of the 12 interdistrict magnet high schools, we asked officials at the state department of education to extract 2005–2006 and 2006–2007 10th-grade Connecticut Academic Performance Test records for all the students attending either one of those interdistrict magnets or a high school in a district that sends at least 10 students each year to one of those interdistrict magnets. We then asked the state officials to match those student records to records from earlier eighth- and sixth-grade test score files. Our sample for the middle school analysis was constructed in an analogous manner. A sample of 1,731 magnet high school students and 11,091 students from feeder districts were extracted from the 10th-grade test score files. State officials were able to match 74.6% of these students to eighth-grade test score records and 60.4% to sixth-grade test score records. Of the 1,188 magnet school students and 11,231 students from feeder districts extracted from the eighth-grade test score files, state officials were able to match 80.1% to sixth-grade test score records and 63.6% to fourth-grade test score records.[20] Table 7 presents summary statistics on the sample of 10th-grade students whom we were able to match to an eighth- and sixth-grade record and the sample of eighth-grade students whom we were able to match to a sixth- and fourth-grade record.

We use Equation 3 and Equation 4 exactly as described above to compute value-added and fixed-effect estimates of effects on mathematics and reading achievement. Table 8 presents the results. The top panel of the table presents results for the entire set of 7 magnet middle schools and 12 magnet high schools serving Hartford, New Haven, and Waterbury. Separate value-added and fixed-effect estimates were computed using the sample of students residing in one of the three central cities and the sample of students from the surrounding suburbs. Estimates of the effects of magnet middle schools on eighth-grade tests scores and the effects of magnet high schools on 10th-grade test scores are presented separately.

In general, the estimated effects of magnet schools are positive, and the fixed-effect estimates are somewhat smaller than the value-added estimates. In no case, however, do the fixed-effect estimates indicate substantively or statistically different conclusions. The eighth-grade results indicate that magnet middle schools have had similar effects on the mathematics achievement of suburban and central city students. These effect estimates are positive but statistically insignificant for suburban students and only marginally significant for city students. The estimated effects of magnet middle schools on reading are larger than those for mathematics, and they are statistically significant. The positive effects of magnet middle schools on reading scores are larger for students from the suburbs, but they are statistically significant for students from the central cities as well. The estimates imply that 3 years of exposure to a magnet school in the middle school years increases reading achievement between 0.093 and 0.152 standard deviation for city students and between 0.219 and 0.265 standard deviations for suburban students.

The high school results indicate that, on average, interdistrict magnet schools have had positive and statistically significant effects on the 10th-grade mathematics and reading achievement of central city students. The estimated effects on mathematics range from 0.108 to 0.135 standard deviations and, on reading, range from 0.110 to 0.153. These represent the effects of 2 years of exposure. If we assume similar effects over the second half of these students' high school careers, these estimates imply effect sizes of between 0.22 and 0.27 for mathematics and between 0.22 and 0.30 for reading. The estimated effects of magnet high schools on the 10th-grade achievement of suburban students are somewhat smaller than those for central city students, and they are not statistically significant.

The sample of magnet middle schools used to generate the estimated effects on eighth-grade test scores presented in the top panel of

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TABLE 7
Treatment and Comparison Group Samples

	Central city students		Suburban students	
	Magnet	Nonmagnet	Magnet	Nonmagnet
Tenth graders				
n	700	2,151	373	4,525
Black	.520	.497	.450***	.231
Hispanic	.329**	.379	.121***	.190
White	.130	.110	.408***	.550
Asian	.017	.011	.016	.027
Free-lunch eligible	.673***	.731	.305*	.356
Special education	.069***	.102	.064**	.099
Male	.403*	.440	.428*	.476
Age	16.0***	16.1	15.9	15.9
	(.515)	(.592)	(.432)	(.452)
Grade 8 scores				
Mathematics	–.337***	–.599	–.068**	–.167
	(.767)	(.828)	(.799)	(.937)
Reading	–.283***	–.538	.049***	–.115
	(.776)	(.829)	(.841)	(.923)
Grade 6 scores				
Mathematics	–.399***	–.629	–.142	–.219
	(.843)	(.929)	(.834)	(.972)
Reading	–.448***	–.705	.003***	–.187
	(.857)	(.881)	(.870)	(.989)
Eighth graders				
n	376	2,770	473	4,275
Black	.378	.371	.277***	.198
Hispanic	.439	.463	.082***	.231
White	.176	.149	.611***	.528
Asian	.005	.014	.030	.042
Free-lunch eligible	.601***	.744	.203***	.354
Special education	.051***	.105	.055*	.080
Male	.441	.472	.491	.529
Age	14.0***	14.2	13.8***	13.9
	(.510)	(.626)	(.388)	(.435)
Grade 6 scores				
Mathematics	–.113***	–.461	.231***	.041
	(.816)	(.842)	(.889)	(1.024)
Reading	–.093***	–.531	.322***	.027
	(.800)	(.809)	(.901)	(.968)
Grade 4 scores				
Mathematics	–.202***	–.552	.225***	–.050
	(.851)	(.847)	(.908)	(1.041)
Reading	–.224***	–.625	.289***	–.008
	(.867)	(.834)	(.926)	(1.027)

Note. Means (with standard deviations in parentheses). Test scores are *z* scores computed using the year-specific mean and standard deviation for entire population of students.
*$p < .10$. **$p < .05$. ***$p < .01$. Significance indicates difference between magnet and nonmagnet school students.

Table 8 include the two schools used in the lottery analyses presented above. The middle panel presents estimates that do not include those two schools. The estimated effect for these five magnet middle schools for which lottery data were not available to us are smaller than the

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TABLE 8

Estimated Magnet School Treatment on Treated Effects, by Students' Residence

	Value-added estimates		Fixed-effect estimates	
	Central city students	Suburban students	Central city students	Suburban students
Grade 8				
Mathematics	.126**	.104	.082*	.095
	(.058)	(.077)	(.049)	(.067)
n	3,062	4,690	9,186	14,070
Reading	.152***	.265***	.093***	.219***
	(.050)	(.048)	(.019)	(.051)
n	3,063	4,693	9,189	14,079
Grade 10				
Mathematics	.135***	.085*	.108***	.061*
	(.044)	(.047)	(.034)	(.036)
n	2,709	4,740	8,127	14,220
Reading	.153***	.082	.110**	.030
	(.042)	(.055)	(.042)	(.040)
n	2,725	4,759	8,175	14,277
Lottery schools excluded				
Grade 8				
Mathematics	.077	.103**	.038	.057
	(.051)	(.052)	(.033)	(.048)
n	2,989	2,935	8,967	8,805
Reading	.123**	.147***	.062	.095*
	(.056)	(.055)	(.037)	(.049)
n	2,989	2,936	8,967	8,808
Hartford-area schools only				
Grade 8				
Mathematics	.199**	.124	.148**	.107
	(.082)	(.079)	(.075)	(.077)
n	1,690	4,568	5,070	13,704
Reading	.237***	.301***	.147***	.249***
	(.038)	(.043)	(.053)	(.060)
n	1,697	4,572	5,091	13,716
Grade 10				
Mathematics	.277***	.165***	.255***	.126*
	(.045)	(.049)	(.045)	(.069)
n	1,035	1,770	3,105	5,310
Reading	.228***	.193***	.155*	.134***
	(.070)	(.065)	(.094)	(.049)
n	1,050	1,779	3,150	5,337

Note. Dependent variables are test scores standardized using the grade- and year-specific mean and standard deviation for the population. Valued-added regressions include age, gender, ethnicity, free-lunch eligibility, special education status, year fixed effect, and fourth- and sixth-grade mathematics and reading test scores, as well as magnet enrollment indicator. The coefficient on the magnet school enrollment indicator is reported. The fixed-effect regression includes magnet school indicator, year fixed effects, and controls for individual fixed effects. The figures in parentheses are standard errors, adjusted for clustering within schools.

*$p < .10$. **$p < .05$. ***$p < .01$.

estimates presented in the top panel of Table 8 and substantially smaller than the effect estimates for the two schools for which we do have lottery data (reported in Table 6). These results highlight the limitation of lottery-based studies that examine only a small number

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of schools. The effectiveness of any type of school—in this case, interdistrict magnet schools—is likely to vary across schools of that type, and there is little reason to believe that the effects of those schools for which admission lottery data are most readily available will be representative of the broader set of schools.

As discussed above, the value-added and fixed-effect estimators used here are subject to potential selections bias, particularly if the unobserved test score trajectories of magnet school students are different from those of nonmagnet school students who have similar pre–magnet school achievement levels. The fact that the value-added and fixed-effect estimators provide effect estimates similar to lottery-based estimates for the two schools for which we have lottery data is somewhat reassuring in that magnet and nonmagnet school students with similar pre–magnet school test scores do not have different unobserved test score trajectories. Both the schools included in the lottery analysis, however, are located in the Hartford area; thus, one might doubt that the validation of the value-added and fixed-effect estimators provided in Table 6 are relevant for magnet schools in the Waterbury and New Haven areas.

The bottom panel of Table 8 presents results for Hartford-area schools only. This sample includes five magnet middle schools and five magnet high schools. The estimated effects for this sample of Hartford-area magnet schools are generally larger than those in the top panel of Table 8. It could be that magnet school students in the Waterbury and New Haven areas have negative test score trajectories relative to those of nonmagnet students with the similar pre–magnet school test scores, which would make the effect estimates in the top panel of Table 8 biased downward. Another explanation for these results is that magnet schools in the Hartford area are more effective for the students they serve, relative to the districts from which they draw their students, than are the magnet schools in Waterbury and New Haven area. In any case, the conclusion that magnet schools have positive and statistically significant effects is clearly robust to limiting the sample to students from Hartford-area schools.

Conclusion

Reliance on voluntary choice to promote integration makes Connecticut's interdistrict magnet school program an interesting model for reducing racial and economic isolation and improving educational outcomes for poor and minority students in central city schools. Although interdistrict magnets provide only a small fraction of students in Connecticut's central cities with access to diverse schools, the schools do provide less racially isolated and higher-achieving environments than what most of their students would otherwise encounter. The key question that we have tried to address here is whether interdistrict magnet school students also have higher levels of achievement than what they would in the absence of the interdistrict magnet schools.

Several recent studies have advanced methods that use admission lotteries as a way to eliminate selection bias from evaluations of school choice programs. The analyses above show that in the context of Connecticut's interdistrict magnet schools, regression analyses that make use of pretreatment test score measures can provide estimates similar to those obtained from lottery-based analyses.

Our best estimates of the effects of interdistrict magnet schools on student achievement indicate that attendance at an interdistrict magnet high school has positive effects on the mathematics and reading achievement of central city students and that interdistrict magnet middle schools have positive effects on reading achievement. That interdistrict magnet schools, on average, succeed in providing their students more integrated, higher-achieving peer environments and that they also, on average, have positive effects on achievement suggests that they represent a promising model for helping to address the ills of racial and economic isolation.

We should note a few caveats on our findings. First, the value-added and fixed-effect regression analysis on which our effect estimates are based is subject to potential biases. Most notable, if magnet and nonmagnet school students with similar pre–magnet school test scores have different unobserved test score trajectories, our value-added and fixed-effect estimates will be biased. The fact that these value-added and

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fixed-effect estimators were able to replicate closely the results of lottery-based analyses provides some assurance that our effect estimates are not substantially biased. That an estimator can provide unbiased effect estimates for two particular schools, however, does not guarantee that it will provide unbiased estimates when applied to different schools. Estimates of impacts on 10th-grade test scores, for instance, might be subject to different sources of selection bias than estimates of impacts on eighth-grade test scores.

Second, our results do not tell us which aspects of interdistrict magnet schools benefit students. The number of magnet schools in our sample is too small to determine whether less racially and economically isolated environments, the organization of instruction around a particular theme, or other aspects of magnet schools are most closely associated with positive achievement effects.

Finally, additional studies are needed before any policy conclusions can be drawn about Connecticut's interdistrict magnet school program. In particular, the costs, as well as the benefits, of interdistrict magnet schools must be considered. Not only do interdistrict magnet schools create the pecuniary costs of providing new school buildings and transporting students over longer distances, but they may also generate nonpecuniary costs in the form of more disadvantaged peer environments and lower levels of achievement for central city students left behind in their neighborhood schools. Despite these questions about methods, mechanisms, and costs, we believe that the results here show that Connecticut's interdistrict magnet schools provide a promising model for other states that are concerned with the effects of racial and economic isolation—a model that warrants further examination.

Notes

[1]Magnet schools were approved first by federal courts as a means of satisfying desegregation court orders in 1975; by 1991–1992, more than 1.2 million students were attending magnet schools in 230 districts (Yu, Taylor, Goldring, Smrekar, & Piche, 1997).

[2]See Hawley and Smylie (1986) and Rossell (1988) for contrasting assessments from this early literature on how effective voluntary magnet school programs are at promoting integration relative to mandatory assignment policies.

[3]An ongoing evaluation by MDRC uses lotteries to isolate the impact of career academies established in nine high schools (Kemple & Willner, 2008). Although these academies can be classified as magnet programs, three things make them less relevant for our purposes: First, they are operated as programs within a school rather than as stand-alone schools; second, the focus on vocational training is not typical of magnet schools in most desegregation programs; and, third, desegregation is not a primary purpose of the career academies.

[4]Agodini and Dynarski (2004) did have pretreatment measures of their outcomes—namely, dropping out, educational aspirations, self-esteem, and absenteeism. However, pretreatment measures of these outcomes might not be as predictive of posttreatment outcomes as in the case of academic achievement measures.

[5]*Sheff v O'Neill*, 238 Conn. 1, 678 A.2d 1267 (1996).

[6]In the first few years following the *Sheff* decision, the operational funding of magnet schools was designed to encourage geographic diversity, with the hopes that such diversity would result in racial and economic diversity. More recently, however, state operating funding has been provided on a flat, per-pupil basis, and schools have to maintain a specified level of diversity to qualify for this aid.

[7]Connecticut education law does require districts to "provide educational opportunities for its students to interact with students and teachers from other racial, ethnic and economic backgrounds" (Public Act 97-290 §1).

[8]The sample of suburban nonmagnet school students used to compute the figures in Table 1 are limited to those suburban districts in the Hartford and New Haven counties that participate in an interdistrict magnet school that serves central city students.

[9]Although magnet schools are, on average, more diverse than central city district schools, they provide access to less-isolated learning environments for only a small percentage of students of color in the state's central cities. This limits the overall effect of the program on racial, ethnic, and economic isolation. Less than 6% of Black students and only 3% of Hispanic students residing in Hartford and New Haven attend an interdistrict magnet school with more than 25% White students.

[10]These comparisons are based on students from the Hartford, New Haven, and Waterbury areas whom we observed in 8th or 10th grade during the 2005–2006 and 2006–2007 school year and whom we also observed in a nonmagnet school sometime earlier.

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[11]One of the schools serves four suburban districts west of the Connecticut River, and the other serves four districts east of the Connecticut River. Hartford is the only district served by both schools.

[12]Before 2005–2006, the Connecticut Mastery Tests, which are part of Connecticut's statewide testing program, were administered in the fall—early in the school year and only in Grades 4, 6, and 8. So, applicants in 2003 did not take statewide tests in seventh grade, and none of the applicants in our sample have fifth-grade test scores. Beginning in 2005–2006, tests were administered in the spring. All eighth-grade test scores are from the spring of 2005–2006 or 2006–2007. We count tests in the fall of sixth grade as pretreatment measures.

[13]Five district-specific lotteries in 2003 and 2004 for both schools imply 20 lotteries ($5 \times 2 \times 2 = 20$). However, for one of the districts served by one of these interdistrict magnets, seats are allocated by the middle school to which the student would be assigned; so, there are two separate lotteries each year for that district.

[14]Only 24% of lottery participants who apply from outside the public school system and are not offered admission have test scores observed in eighth grade, compared to 44% of lottery winners who apply from outside the public school system.

[15]In these regressions, lottery winners are defined as on-time or delayed winners. We also ran analogous regressions dropping delayed winners from the sample, as well as regressions where the student's assigned lottery number was substituted for the binary indicator of winning or losing the lottery. The results of these regressions were similar to those reported in Table 1.

[16]Because all the covariates in our data are constant over time or because changes in the variable are influenced by school policy, their effects cannot be distinguished from both the treatment and student fixed effects, and thus, they are not included here.

[17]We also implemented propensity score estimators with the same covariates used in the value-added regression analysis (Equation 3). We used nearest-neighbor, caliper-matching, and kernel density estimators. The literature on propensity score matching indicates that if the effects of observed covariates on the outcome variable are nonlinear and the treatment and comparison groups have different covariate distributions, ordinary least squares regression can produce biased estimates of program impacts (Stuart, 2007). In this case, however, there is substantial overlap in the covariate distributions; thus, the propensity score estimators all provided estimates similar to those obtained from the value-added regression. Because they are so similar to the regression results, we do not report the propensity score estimates here.

[18]High schools here are schools that serve Grades 9 through 12, and middle schools are schools that begin in Grade 6 or 7. Four of the seven middle schools end in Grade 8, but three serve high school grades as well.

[19]Two interdistrict magnet middle schools that serve students from New Haven start in Grade 5 and, thus, are not included in this analysis.

[20]Once the matching was completed and to ensure that students in the treatment group had received full exposure to their magnet school's educational program, we dropped any magnet school student whom we could identify as entering his or her current magnet school sometime after the entry grade. However, because we do not observe students during the entry grade for high schools, we were able to identify these cases for the middle school magnets only.

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Authors

ROBERT BIFULCO is an associate professor of public administration at the Maxwell School of

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Citizenship and Public Affairs, where he is associated with the Center for Policy Research, Syracuse University, 426 Eggers Hall, Syracuse, NY 13244; rbifulco@syr.edu. He has expertise in the evaluation of educational policies and has conducted research on charter schools, the relationship between school choice and student segregation, school peer effects, performanced-based accountability, the distribution of educational resources, and whole school reform.

CASEY D. COBB is an associate professor of educational leadership in the Neag School of Education and the director of the Center for Education Policy Analysis, University of Connecticut, Gentry Building, Storrs, CT 06269; casey.cobb@uconn.edu. His areas of expertise include the analysis of policies on school choice, desegregation, and education reform.

COURTNEY BELL is an associate research scientist in the Teaching and Learning Research Center at the Educational Testing Service, 10545 Borgman Avenue, Huntington Woods, MI 48070; cbell@ets.org. Her research focuses on the intersections of policy and practice in parental choice, teaching policy, teacher learning, and the measurement of teaching.

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Research Article

Differential Effects of Three Professional Development Models on Teacher Knowledge and Student Achievement in Elementary Science

Joan I. Heller,[1] Kirsten R. Daehler,[2] Nicole Wong,[1]
Mayumi Shinohara,[3] and Luke W. Miratrix[4]

[1]*Heller Research Associates, 230 Grand Avenue, Oakland, California 94610*
[2]*WestEd, 400 Seaport Court, Redwood City, California 94063*
[3]*Teaching and Learning, Vanderbilt University, Nashville, Tennessee 37203*
[4]*Department of Statistics, UC Berkeley, Berkeley, California 94720*

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Abstract: To identify links among professional development, teacher knowledge, practice, and student achievement, researchers have called for study designs that allow causal inferences and that examine relationships among features of interventions and multiple outcomes. In a randomized experiment implemented in six states with over 270 elementary teachers and 7,000 students, this project compared three related but systematically varied teacher interventions—*Teaching Cases*, *Looking at Student Work*, and *Metacognitive Analysis*—along with no-treatment controls. The three courses contained identical science content components, but differed in the ways they incorporated analysis of learner thinking and of teaching, making it possible to measure effects of these features on teacher and student outcomes. Interventions were delivered by staff developers trained to lead the teacher courses in their regions. Each course improved teachers' and students' scores on selected-response science tests well beyond those of controls, and effects were maintained a year later. Student achievement also improved significantly for English language learners in both the study year and follow-up, and treatment effects did not differ based on sex or race/ethnicity. However, only Teaching Cases and Looking at Student Work courses improved the accuracy and completeness of students' written justifications of test answers in the follow-up, and only Teaching Cases had sustained effects on teachers' written justifications. Thus, the content component in common across the three courses had powerful effects on teachers' and students' ability to choose correct test answers, but their ability to explain why answers were correct only improved when the professional development incorporated analysis of student conceptual understandings and implications for instruction; metacognitive analysis of teachers' own learning did not improve student justifications either year. Findings suggest investing in professional development that integrates content learning with analysis of student learning and teaching rather than advanced content or teacher metacognition alone. © 2012 Wiley Periodicals, Inc. J Res Sci Teach 49: 333–362, 2012
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Correspondence to: Joan I. Heller; E-mail: jheller@edservices.org
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Conceptual models of effective teacher professional development describe a cascade of influences from features of the professional development to direct impact on teacher knowledge, intermediate impact on classroom instruction, and more distal effects on student achievement (Cohen & Hill, 2000; Desimone, 2009; Heller, Daehler, & Shinohara, 2003; Scher & O'Reilly, 2009; Weiss & Miller, 2006). Although a growing body of literature supports the claim that teacher professional development can improve student achievement (e.g., Blank, de las Alas, & Smith, 2007; Duschl, Schweingruber, & Shouse, 2007; Franke, Carpenter, Levi, & Fennema, 2001; Roth et al., 2011; Saxe, Gearhart, & Nasir, 2001), professional development programs differ widely in the ways they develop teachers expertise and skills (Shulman, 2005; Wilson, Rozelle, & Mikeska, 2010). These variations make it difficult to identify the impact of specific features of professional development interventions on particular aspects of teacher or student outcomes (Fishman, Marx, Best, & Tal, 2003; Scher & O'Reilly, 2009; Wayne, Yoon, Zhu, Cronen, & Garet, 2008).

To build a stronger knowledge base about links among professional development, teacher knowledge, practice, and student achievement, researchers have called for study designs that allow for causal inferences, that isolate treatment effects by systematic comparison of closely related versions of professional development interventions, and that explicitly examine relationships between teacher and student learning (Borko, 2004; Boruch, DeMoya, & Snyder, 2002; Desimone, 2009; Fishman et al., 2003; Jacob, Zhu, & Bloom, 2010; Slavin, 2002; Wayne et al., 2008). Such studies are rare, especially in science. In a review of over 1,300 empirical studies that had the potential to address the link between professional development and teacher learning, only nine met What Works Clearinghouse evidence standards (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Studies meeting these standards were empirical, employed randomized controlled trials or quasi-experimental designs where groups were matched before the intervention, and included valid measures of student and teacher outcomes. All nine studies focused on elementary school teachers and students. Of those nine, only two focused on science (Marek & Methven, 1991; Sloan, 1993).

Furthermore, the literature to date, including the review by Yoon et al. (2007), largely demonstrates the efficacy of professional development interventions that are delivered by the developers of the professional development courses to relatively small numbers of teachers and schools. A critical step toward scaling up effective practices is to test the delivery of interventions by multiple trainers in a range of typical settings for which the interventions are designed (Borko, 2004; Wayne et al., 2008).

This project was designed to expand the empirical bases for professional development design with a level of rigor that meets the highest evidence standards. Using a randomized experimental design implemented on a large scale in six states, this project compared the differential effects of three related but systematically varied teacher interventions—Teaching Cases, Looking at Student Work, and Metacognitive Analysis—as well as a "business as usual" control condition. The three courses (described in the following section) contained the same subject matter in identical science investigations, but differed in the ways they supported development of teacher pedagogical content knowledge. Interventions were delivered by staff developers trained to lead the inservice courses in their regions, with teacher participants from diverse settings in 39 school districts.

This research used a combination of quantitative and qualitative measures to investigate the impact of each intervention on teacher and student knowledge of the content, on teacher classroom practices, and on teacher pedagogical content knowledge and reasoning about teaching and learning of that content. In addition, the study included systematic collection of observational data capturing participant interactions and reflections both in professional

development sessions and during classroom lessons. In this study, we address the preliminary question of whether the three teacher courses produced teacher and student science learning outcomes that would warrant further analysis of the study's rich set of qualitative data. If so, finer grained analyses of relationships among course features, teacher learning, instructional practices, and student learning will be considered in subsequent papers.

Design of the Professional Development Interventions

Each intervention was based on current beliefs about teacher learning and expertise, and was intended to comprise as strong as possible an exemplar of its kind. All three interventions in this study embodied key features identified in the literature on effective professional development, including: (a) in-depth focus on science content in activities typical of classroom instruction, building on findings that teacher knowledge grows when they encounter subject content through school curricula (Cohen & Hill, 2001; Saxe et al., 2001); (b) opportunities for teachers to engage in active learning; (c) coherence and alignment between the teacher curriculum and standards-based student curricula the teachers were responsible for addressing in their classrooms; (d) substantial duration and length of contact time; and (e) a process of collective participation during which teachers engage in professional discourse and critical reflection (Birman, Desimone, Porter, & Garet, 2000; Desimone, 2009; Yoon et al., 2007).

The three interventions compared were: a *Teaching Cases* course with discussions of prestructured written cases of classroom practice (Barnett-Clarke & Ramirez, 2004; Daehler & Shinohara, 2001); a *Looking at Student Work* course involving analysis of teachers' own student work in conjunction with concurrent teaching (Little, 2004; Little, Gearhart, Curry, & Kafka, 2003); and a *Metacognitive Analysis* course in which teachers engage in metacognitive reflection on their own learning experience (Mundry & Stiles, 2009; White, Frederiksen, & Collins, 2009). Each intervention consisted of 24 hours of contact time, divided into eight 3-hour sessions.

Because the literature contains clear evidence of the critical role that teacher content knowledge plays in raising student achievement (Hill, Rowan, & Ball, 2005; Kanter & Konstantopoulos, 2010), all three interventions included an identical *science content* component that incorporated hands-on science investigations, sense-making discussions, and readings, for half of the course time (Table 1). However, the *pedagogical content knowledge* components were varied to test different approaches to focusing on *learner thinking* and *teaching.*

The science content component was taken from an existing WestEd *Making Sense of SCIENCE* course for elementary teachers on electric circuits (http://www.wested.org/cs/we/view/serv/69). The WestEd course was chosen based on its history of promising effects on elementary student achievement across states, districts of varying sizes, and diverse urban student populations including English language learners (ELL) (Heller et al., 2003; Heller, Daehler, Shinohara, & Kaskowitz, 2004; Heller & Kaskowitz, 2004).

Below, we describe the theoretical underpinnings of the overall professional development approach in all three interventions, for both the science content and pedagogical content knowledge components. We then describe specific features that distinguished the three course configurations and examine the research related to those particular features.

Features of the Science Content Component

Despite the importance of subject matter knowledge, elementary school teachers typically have little training in science and science pedagogy (Fulp, 2002; National Research Council, 2002) and often lack the confidence to teach science (Fulp, 2002; Tosun, 2000). Furthermore,

Table 1
Sources of content and pedagogical content knowledge in three professional development interventions

	Experimental Condition		
Area of Emphasis	Teaching Cases	Looking at Student Work	Metacognitive Analysis
Science content knowledge			
Science investigations	Hands-on, guided investigations to build conceptual understanding		
Discussions	Collaborative sense-making through evidence-based discussion	Same as Teaching Cases	Same as Teaching Cases
Readings	Science content notes and illustrations of classic misconceptions		
Pedagogical content knowledge			
Learner thinking	Analysis of student work and dialog in written cases	Analysis of own students' work from concurrently taught lessons; analysis of assessment tasks	Analysis of teachers' own science learning and thinking
Teaching	Analysis of tradeoffs among instructional options in written cases	Identifying instructional next steps based on evidence of student thinking	Identifying instructional implications of teachers' own learning experience

the content area of electric circuits is known to be particularly challenging for both students (Engelhardt & Beichner, 2004; Shipstone, 1988) and adults (Aschbacher & Alonzo, 2006).

The three intervention courses focused on deepening teacher understanding of core science concepts in national and state standards, leading student curricula, such as Full Option Science for Students (Delta Education, 2010) and Science and Technology for Children (Carolina Curriculum for Science and Math, 2010), Benchmarks for Scientific Literacy (American Association for the Advancement of Science, 1993), and the 2009 National Assessment of Educational Progress (NAEP) Science Framework. Sessions included both grade-level appropriate and more advanced content, such as resistance, to develop teacher knowledge beyond that of their students.

The science content component was designed to immerse teachers in collaborative scientific inquiry to extend their conceptual understanding of key scientific ideas. That is, the purpose of the investigations was to understand phenomena, not to build inquiry skills per se. During *hands-on science investigations*, teachers examined evidence, worked in small groups to make sense of their experiences, and deeply explored their own understandings and misunderstandings. For example, in the first session, groups were provided with a battery, a bulb, and a wire, and challenged to find as many ways as possible to make the bulb light. Then based on this hands-on experience, groups developed their own working definition of a ''complete circuit'' and used their definition to make predictions about other circuits. A facilitated whole-group *sense-making discussion* followed in which teachers shared circuits they built that lit, did not light, and had surprised them. They looked for patterns in their data, and summarized what this helped them understand about circuits. Next, teachers regrouped the data according to complete and incomplete circuits, which predictably led them to discover a

PR/Award # U165A170062

tricky aspect of the science—some complete circuits do not result in a lit bulb (notably, short circuits). To solidify this important understanding, teachers were prompted to describe the relationship between complete, incomplete, lit, and unlit circuits, in a variety of ways and through drawings, writing, and verbal discussion.

During the science content component, course facilitators supported group sense-making by keeping discussions grounded in evidence, prompting teachers to make their thinking visible, and pushing groups beyond surface understandings. Teachers often spent as much time thinking about wrong answers as right answers and gave considerable attention to understanding the thinking behind incorrect mental models and ideas. In addition, the hands-on science investigations were supplemented with substantial *reading materials* that both summarized key science concepts and illustrated common, yet incorrect ways of thinking about the science.

Features of the Pedagogical Content Knowledge Component

While strong subject matter knowledge is essential, it alone is not sufficient for effective teaching. Teachers also need pedagogical content knowledge—subject-specific knowledge about learner thinking and how to teach in a particular discipline (Bransford, Brown, & Cocking, 2000; Shulman, 1986). Teachers with strong content and content-specific pedagogical knowledge have been shown to provide higher quality instruction. More specifically, in the classroom, these teachers are more likely to ask students higher-level questions, use accurate representations and explanations, encourage students to discuss the content and think about applications, and have ideas about and respond to the difficulties students may encounter (Carlsen, 1993; Druva & Anderson, 1983; Hashweh, 1987; Hill & Ball, 2009).

For these reasons, each intervention course also focused on the intersection of knowledge about content and teaching—on developing teacher pedagogical content knowledge. While the approaches in the three courses differed, each was based on the premise that teachers must have opportunities to learn *science content knowledge* in combination with analysis of *learner thinking* about that content and analysis of *teaching* strategies for helping learners understand that content (Shinohara, Daehler, & Heller, 2004; Shymansky & Matthews, 1993; Van Driel, Verloop, & De Vos, 1998).

Honing teachers' abilities to analyze a learner's thinking is key to each of the courses. Such analysis plays an important role in formative assessment, in which teachers' goals are to gather information about student understanding for the purpose of identifying instructional next steps. Prior research has shown that teachers working with colleagues and facilitators in a sustained program to assess student thinking can learn to use evidence from their students' work to revise their teaching strategies, and student performance can improve as a result (Aschbacher & Alonzo, 2006; Gearhart et al., 2006; Gerard, Spitulnik, & Linn, 2010; Kazemi & Franke, 2004; Ruiz-Primo & Furtak, 2007).

Features of the Teaching Cases Course

The Teaching Cases course engaged participants in discussions of narrative cases drawn from actual classroom episodes and written by classroom teachers who work with ethnically, culturally, socioeconomically, and linguistically diverse groups of students. The cases were taken from the same nationally field-tested WestEd *Making Sense of SCIENCE* professional development course that provided the science investigations.

In this course, the cases provided a means of bringing together science, student thinking, and instruction around content-based dilemmas of practice, ones any teacher might face (Barnett-Clarke & Ramirez, 2004; Daehler & Shinohara, 2001; Mundry & Stiles, 2009).

In this way, the course blended an analysis-of-practice approach (Roth et al., 2011) with activities typical of looking-at-student-work professional development experiences (Little, 2004). Analysis of student work embedded in written cases such as those used here may have some benefit over investigations of artifacts from teachers' own classrooms (as in the Looking at Student Work course), in allowing a more sustained focus on the problems of teaching without distraction from teachers' discomfort criticizing each others' practice (Borko, Jacobs, Eiteljorg, & Pittman, 2008; Little & Horn, 2007). Prestructured cases have the potential to support teacher inquiry by making the practice under scrutiny less personal, while also providing an intentional, carefully selected set of student understandings and misconceptions.

The Teaching Cases course was designed to help teachers:

- examine students' science ideas as they pertained to key concepts in electric circuits,
- critically analyze trade-offs among instructional options,
- see content as central and intertwined with pedagogy, and
- focus on the specific content and curricula being taught.

Throughout the course, teachers analyzed cases that contained descriptions of instructional activities, student work samples representing common ways students think about concepts, student-teacher dialogue, and teacher thinking and behaviors. In addition, the hands-on science investigations done by students, as described in the narrative cases, paralleled the science investigations done by teachers in each session. While these cases were not intended as exemplars of best practice, they modeled solid teaching and pedagogical choices known to support student learning.

During each session, teachers worked first in small groups and then as a whole group where they engaged in a subset of the following activities: (a) analyzing the student work presented in a case in terms of correct and incorrect ideas, (b) identifying the logic behind common incorrect science ideas, (c) analyzing the teacher's instructional choices, (d) weighing the tradeoffs of instructional choices in terms of the benefits and limitations of a model, metaphor, definition, or representation used by the teacher in the case, (e) considering the implications for teaching their own students, and (f) reflecting on the process of using cases as a tool for learning.

Features of the Looking at Student Work Course

The Looking at Student Work course engaged teachers in carefully structured, collaborative analysis of their own students' work, which necessarily required that they teach a unit about electric circuits concurrently with participating in the professional development. Compared to the other courses, the Looking at Student Work course directly involved teachers in examining their own students' ideas about electric circuits in the context of their ongoing classroom lessons.

This course utilized artifacts of student work, discussion protocols to keep the attention on evidence of student understanding about circuits, and formative assessments to elicit information about that thinking, components identified as important in the literature (Black, Harrison, Lee, Marshall, & Williams, 2004; Little, 2004; McDonald, 2001). Prior research has shown that teachers can build assessment expertise by working with colleagues and facilitators in a sustained program to analyze student work (Aschbacher & Alonzo, 2006; Gearhart et al., 2006; Gerard et al., 2010), and that student performance improves when teachers use evidence from their students' work to revise their teaching strategies (Gerard

et al., 2010; Ruiz-Primo & Furtak, 2007). Furthermore, in their review of research about teacher science pedagogical content knowledge, Schneider and Plasman (2011) found that teachers who had more experience attending to their students' scientific thinking began to use different assessments in order to gain better information about their teaching.

The Looking at Student Work course was designed to help teachers:

- examine students' science ideas as they pertained to key concepts in electric circuits,
- recognize evidence of incorrect mental models, correct understandings, and proficiency,
- analyze tasks to identify characteristics that support formative assessment, and
- make instructional choices grounded in evidence of student thinking.

In this course, teachers took turns bringing in student work and were given guidance on how to select work samples that best revealed students' science ideas. Each teacher was required to bring in a formative assessment task that they evaluated and refined for use with their own students. Course materials included a task bank of formative assessment items that invited students to write explanations and to draw descriptions of electric circuits phenomena. The richness of the tasks had the potential to provide teachers with data about student understanding that could be analyzed during the course. Teachers could also choose to use the tasks as material resources in their classrooms or as models for the development of similarly informative tasks. This feature of the course design was critical, as Aschbacher and Alonzo (2006) found in their study of elementary school teacher use of science notebooks for formative assessment, teachers need support in developing tasks that are useful for eliciting student understanding.

Throughout the course, the teachers used a written protocol to practice a variety of skills related to analyzing student responses and evaluating the utility of different tasks. During each session, teachers engaged in a subset of the following activities: (a) identified science concepts that were central to a student task, (b) completed the task and analyzed its cognitive demands, (c) identified assessment criteria or constructed an assessment rubric for the task, (d) analyzed the student work in terms of correct and incorrect ideas, as well as common mental models, (e) considered the implications for teaching and learning, (f) described the merits and limitations of the task, and (g) reflected on the process of looking at student work. As with the science investigations, teachers engaged in the analysis of student work via small-group work and whole-group discussion.

Features of the Metacognitive Analysis Course

The third course, Metacognitive Analysis, engaged teachers in reflective discussions about their own learning processes. Rather than analyzing classroom artifacts, such as those incorporated in the other two interventions, the Metacognitive Analysis course utilized teachers' first-hand learning experiences as the objects of analysis of learner thinking. Similarly, teachers' own professional development experiences became the source for reflection on teaching, and eventually the bridge to discussions of implications for their own classrooms and student learning.

Metacognition is an especially powerful tool for adult learning (White et al., 2009) and is linked to interventions that result in greater student achievement in science (Greenleaf et al., 2009).

The Metacognitive Analysis course was designed to help teachers:

- identify concepts that teachers found challenging to learn related to electric circuits,
- examine the logic behind common incorrect ideas pertaining to the topic,

- reflect on their own and others' processes for learning science, and
- analyze the roles of hands-on investigations, discourse, and inquiry in science learning.

In each of the Metacognitive Analysis sessions, teachers engaged in written reflections about their own learning experiences. They were given content-specific prompts that guided their reflections about four areas of inquiry: (a) science ideas they learned during the science investigation, (b) concepts that were particularly tricky or surprising, (c) the logic behind an incorrect science idea that they had, and (d) the implications for what students should learn and how the science content should be taught. The questions for each session corresponded with key concepts presented in that day's lesson. After completing this written reflection, teachers gathered in small groups and then as a whole group to discuss their reflections, revisit areas of conceptual confusion, and briefly discuss implications for their classrooms.

Research Questions

The purpose of this analysis was to investigate whether the professional development interventions improved teacher and student science content knowledge and to compare the differential treatment effects of the three courses. Based on current thinking, improvements in student achievement would not occur without direct professional development effects on teacher knowledge. We therefore included treatment effects on teacher science content knowledge in our analyses.

We assessed science knowledge based on two kinds of evidence: traditional *selected-response tests* of basic factual knowledge, and *written justifications for answers* to selected-response items as measures of richer conceptual understanding. Written justifications of why an answer was selected require the ability to apply science concepts in the service of explaining phenomena, as well as skills in written communication, which are dimensions of content knowledge that are not adequately measured using selected-response items (Quellmalz, Timms, & Buckley, 2005). National Science Education Standards recommend more educational emphasis on assessing rich, well-structured knowledge, as well as scientific understanding and reasoning (National Research Council, 1996, p. 100), and the ability to write detailed explanations is an important part of that ability (Partnership for 21st Century Skills, 2008, p. 4). ''Scientific understanding. . .includes the capacity to reason with knowledge. Discerning what a student knows or how the student reasons is not possible without communication, either verbal or representational'' (National Research Council, 1996, p. 91).

Question 1. What effects do the teacher courses have on teacher science content test scores? If the science investigation component in common among the three courses functioned as intended, during both the study year and follow-up year all three courses would have significant positive effects on teacher science content test scores compared to control teachers, and the course effects would not differ significantly from one another.

Question 2. What effects do the teacher courses have on teacher written justifications? All three courses included both a science investigation component and activities that engaged teachers in writing activities. We expected that during both the study year and follow-up year the three courses would have significant positive effects on teacher written justifications compared to control teachers, and course effects would not differ significantly from one another.

Question 3. What effects do the teacher courses have on student science content test scores? The differences among the three courses should produce different effects on

pedagogical content knowledge and teaching, but in ways that make it difficult to predict student test scores. All three courses were expected to have significant positive effects on student content test scores compared to controls, and no predictions were made as to relative efficacy of the courses.

Question 4. What effects do the teacher courses have on student written justifications? The Looking at Student Work course consisted almost entirely of teachers eliciting and analyzing their own students' written work for evidence of conceptual understanding, as well as analyzing student assessment tasks to identify features that would elicit student thinking. Teachers in this course were also provided a set of written tasks that teachers were encouraged to use with their students and share in the course discussions. This strong emphasis on procedures and materials for looking at student work, combined with students' direct practice of written explanations to provide their teachers with samples of work, were expected to result in significantly stronger written justifications for the Looking at Student Work group than all other groups during the study year. Teaching Cases included analysis of student written work for instructional implications, so would be expected to improve students' written justifications as well compared to the controls in the study year, but would not have as strong effects as the Looking at Student Work condition. During the follow-up year, however, students of teachers who took the Looking at Student Work course in the previous year would not necessarily benefit from direct practice of written explanations unless their teachers again used the task banks as much as they had during the course. We expected that in the follow-up year Looking at Student Work and Teaching Cases would significantly improve students' written justifications compared to controls, but no predictions were made as to relative efficacy of those two courses. Metacognitive Analysis was not expected to improve students' written justifications compared to the controls in either year.

Question 5. What effects do the teacher courses have on English language learner science content test scores? All three courses were expected to have significant positive effects on ELL student content test scores compared to controls. Each course provided first-hand experiences for teachers in ways of learning science that research suggests are particularly well adapted for English learners and other student populations that are severely underserved with respect to science instruction (Lee, 2002). The courses capitalize on the fact that English learners can benefit greatly from inquiry-based science instruction (Hewson, Kahle, Scantlebury, & Davis, 2001); hands-on activities based on natural phenomena depend less on mastery of English than do decontextualized textbooks or direct instruction by teachers (Lee, 2002); and collaborative, small-group work provides opportunities for developing English proficiency in the context of authentic communication about science knowledge (Lee & Fradd, 2001).

Question 6. What effects do the teacher courses have on English language learner written justifications? Following the same reasoning for Question 4, the Looking at Student Work course would have the strongest effects on ELL written justifications, followed in strength by Teaching Cases. However, the challenges of writing science explanations at the fourth grade are even greater for students learning English, and no predictions were made as to treatment effects.

Research Design and Methods

Design Overview

Using a teacher-level randomized trial design, the study compared science content outcomes for three intervention groups and a control group during a study year in 2007–2008,

Table 2
Pretest–posttest follow-up experimental design with four conditions

Group	Random-ization	Fall 2007	Winter 2008	Spring 2008	Summer 2008	Follow-Up Fall 2008[a]
Round 1[b]						
Teachers						
Teaching Cases	R	S–T^T–PD	S–T^T			S–T^T
Looking at Student Work	R	S–T^T–PD	S–T^T			S–T^T
Metacognitive Analysis	R	S–T^T–PD	S–T^T			S–T^T
Control	R	S–T^T	S–T^T		PD	
Students						
Teaching Cases	NR		T^S–Unit–T^S			T^S–Unit–T^S
Looking at Student Work	NR	T^S–Unit–T^S				T^S–Unit–T^S
Metacognitive Analysis	NR		T^S–Unit–T^S			T^S–Unit–T^S
Control	NR		T^S–Unit–T^S			
Round 2[b]						
Teachers						
Teaching Cases	R		S–T^T–PD	S–T^T		S–T^T
Looking at Student Work	R		S–T^T–PD	S–T^T		S–T^T
Metacognitive Analysis	R		S–T^T–PD	S–T^T		S–T^T
Control	R		S–T^T	S–T^T	PD	
Students						
Teaching Cases	NR			T^S–Unit–T^S		T^S–Unit–T^S
Looking at Student Work	NR		T^S–Unit–T^S			T^S–Unit–T^S
Metacognitive Analysis	NR			T^S–Unit–T^S		T^S–Unit–T^S
Control	NR			T^S–Unit–T^S		

R, randomly assigned; NR, not randomly assigned; S, Teacher survey; T^T, teacher content test; T^S, student content test; PD, professional development; Unit, classroom electric circuits unit.
[a]Teachers in the follow-up study were a subset of those in the study year. Students in the follow-up were those in the teachers' classes at that time.
[b]Different cohorts of teachers participated in Rounds 1 and 2.

and delayed effects in a follow-up year. The experimental design in Table 2 shows the data collection events and interventions for teachers, students, and classrooms for the two school years. Intervention teachers were expected to teach all of their classroom electric circuits lessons after they completed the professional development course except for the Looking at Student Work condition that necessitated concurrent classroom teaching. The design included two rounds of interventions and data collection during the study year, and only data collection in the follow-up year. Teachers served as the unit of randomization, and students were nested within teachers. Teachers were randomly assigned to an intervention or control condition and remained in their assigned condition until the conclusion of the study.

The trial was conducted nationally with courses implemented by local facilitators trained at WestEd in Oakland, California. At each of eight research sites during the first year, one or two of the three teacher courses were implemented during each of two rounds, involving different cohorts of teachers. During the follow-up data collection in the next school year, participants included teachers in the three professional development courses and their cohorts of students that year.

Two local facilitators at each research site co-delivered each course, with the exception of the San Francisco Bay Area where WestEd course developers served as solo facilitators for each course. Each facilitator pair taught a different course in Round 1 than they did in Round 2 to avoid confounding facilitator and course effects (Table 3). Having each facilitator pair

Table 3
Counterbalanced research design with three interventions, with teacher samples at random assignment, modified to accommodate site logistics

		Round 1		Round 2				
Site	Facilitator Pair	Summer 2007	Fall 2007	Winter 2007/08	Summer 2008	Intervention Teachers	Control Teachers	Total
1	1	—	CASES	LASW	—	30	10	40
2	2	—	LASW	META	—	27	10	37
3	3	—	META	—	—	15	10	25
4	4	—	CASES	LASW	CASES	45	10	55
5	5	—	LASW	—	CASES	32	11	43
	6	—	META	LASW	—	27	11	38
6	7	—	META	CASES	—	28	10	38
	8	—	LASW	META	—	26	11	37
7	9	CASES	—	META	—	27	10	37
	10	CASES	—	LASW	—	29	10	39
8	11	—	CASES	—	META	17	9	25
	12	—	META	LASW	—	21	10	31
Total						324	122	446

CASES, Teaching Cases; LASW, Looking at Student Work; META, Metacognitive Analysis; —, no course offered.

teach multiple courses introduced the possibility of contamination across conditions from facilitators blurring distinctions among the three experimental interventions. We controlled for such effects with a counterbalanced design such that (a) it included all possible sequences of two courses per facilitator pair over the two rounds; (b) there were overlapping assignments of facilitators so that each course was taught by more than one facilitator pair; and (c) each course variant was taught at least three times in each round. The counterbalanced design allows analysis of both facilitator and treatment effects, without confounding the two. The design controlled for facilitator main effects by having facilitators teach more than one course variant, and if there were order effects from facilitators having previously taught a different version of the course, they would be controlled through systematic variation in course sequences.

While the intended design was perfectly counterbalanced, school and district logistics intervened and the design had to be modified to that shown in Table 3. The modified design maintained the original balance of course offerings, with each course being offered eight times during the study year and 12 courses offered per round of the study. However, three sites needed to teach some courses during the summers before and after the study year instead of running the courses during the school year, and the sequence of courses was reversed at one site.

Research Sites

Regional research sites were identified through a series of discussions with district and county science educators in the United States. The number of fourth grade teachers that were needed for the study restricted the search to large urban districts or to geographic regions consisting of many districts with a smaller number of schools per district. Criteria for research sites included a well-established, stable district or regional science program; strong science leadership (e.g., staff developers, teacher leaders, and district staff) from whom to

draw local course facilitators, and an academically, culturally, and linguistically diverse student population.

The eight research sites that were established through this process included four in the western United States (Arizona, two in California, and Washington), and four in eastern states (Massachusetts, two in North Carolina, and Alabama). Site coordinators were hired to oversee study activities in each region, including recruiting teachers, arranging for meeting and course facilities, running local meetings at which they collected data, pursuing missing data as needed, and supporting local course facilitators and research staff with logistics.

Recruitment of Teachers

Because the topic of electric circuits appears in standards primarily at the fourth grade level, teachers at this grade were invited to participate. Statistical power estimates determined that a sample of 256 teachers (64 per condition) would provide 80% or higher power to detect a minimum effect size (ES) of 0.20 (0.23 for ELLs) at the student level and 0.51 at the teacher level (for $p = .05$). The number of teachers at any particular district in a region depended entirely on teacher interest, as participation was voluntary. Teachers were considered eligible to participate if they had at least 1 year of teaching experience, had not participated in previous *Making Sense of SCIENCE* courses, were teaching fourth grade in the 2007–2008 school year, and expected to do so again in 2008–2009. The teachers received a $650 stipend plus additional stipends if they participated in intensive or follow-up data collection. Students were not randomly assigned, but rather were the students in participating teachers' classes. Active parental consent was solicited through a letter and consent form.

Random Assignment Procedure

Teacher applicants were randomly assigned to one of the experimental conditions using both within-school and between-schools procedures: (a) teachers from schools with two or more participating teachers were randomly assigned within schools, but (b) teachers who were solo participants from their schools were randomly assigned using constructed strata as a blocking factor for teachers. The solo teachers were ranked based on their 2006 school-level state test scores in math, and the ranked list was separated into strata consisting of eight teachers each (or fewer, for odd numbers of teachers). This procedure was followed within each regional site. A total of 446 teachers were randomly assigned to groups (324 to three intervention groups and 122 to control). A randomly selected half of the intervention teachers were then assigned to participate in follow-up data collection in the 2008–2009 school year. Control teachers were not included in the follow-up study because the project had agreed to provide them with professional development courses by the end of summer 2008.

Data Collection

Data were collected before and after two rounds of professional development course implementations from August–December 2007 and January–June 2008, and in the follow-up year. Key teacher and student outcomes reported here include content knowledge in electric circuits, measured by selected-response test items, and quality of written justifications of selected-response answers.

Science Content Assessment. Teacher and student content knowledge about electric circuits was assessed using two tests that were developed and validated in previous evaluations of the WestEd electric circuits course (Heller & Kaskowitz, 2004). The tests were designed to measure a *Making Sense of SCIENCE* content framework that was aligned with National

Science Education Standards Benchmarks, and Full Option Science System (FOSS; Delta Education, 2010) and Science and Technology Concepts (STC; Carolina Curriculum for Science and Math, 2010) curricula. Test questions reflect the format and content of tasks in these curricula and the Trends in International Mathematics and Science Study (TIMSS) and NAEP assessments. Selected-response items always included at least one strong distractor based on a common misconception. The 33-question teacher test and 34-item student test had 15 questions in common, with the other items on the teacher test generally higher level in content and complexity than those on the student test. Pretests and posttests were identical forms of each test.

Program and research staff drafted test specifications and questions, and after internal and external reviews, draft tests were tried out in a series of cognitive interviews. The tests were administered individually to samples of students and teachers drawn from the target populations. The instruments were revised to address identified problems with terminology, representations, and response options, and tested again with additional respondents. The tests were then used in pilot and national field test studies in which they were administered before and after teachers completed WestEd professional development courses from March 2000 through December 2005, and were then modified as needed based on psychometric characteristics.

The teacher test consisted of 20 selected-response items with four or five answer options; 9 yes/no questions, 2 of which also included a constructed-response justification of the answers selected; and 2 additional constructed-response questions involving drawing a circuit or computation. In terms of Webb's depth of knowledge (DOK) levels of cognitive complexity (Webb, 1997; Webb, Alt, Ely, Cormier, & Vesperman, 2006), 24% of the questions were level 1 items involving recall and identification, such as naming the kind of circuit shown in a drawing, or drawing a short circuit; 61% were level 2 items requiring reasoning to predict and describe behavior of circuits, such as determining whether a bulb will light or the relative brightness of bulbs in circuits; and 15% were level 3 items involving application of concepts to justify claims about more complex behavior of circuits, such as explaining why the brightness of a bulb in a parallel circuit is not changed by removing another bulb. The test was designed to be completed in 50–60 minutes. Cronbach's alpha coefficient for the teacher test based on the current study's data was .90.

The student test consisted of 16 selected-response items with four or five answer options; 14 yes/no questions, 3 of which also included a constructed-response justification of the answers selected; and 1 additional constructed-response question involving drawing a circuit. In terms of Webb's DOK levels, 32% of the questions were level 1 items, 56% were level 2, and 12% were level 3. The test was intended to be completed in 30–45 minutes. Cronbach's alpha coefficient for the student test based on the current study's data was .87.

Written Justifications. Teachers and students were asked to write the reasons for their answers to a small number of selected-response items on the content tests to further assess their conceptual understanding and ability to communicate scientific reasoning in writing. For example, student tests included (a) given a drawing of a battery, wire, and bulb showing a short circuit through the jacket of the bulb, ''Will the bulb light?'' and ''Explain why you think the bulb will or will not light'' (student item 12, shown in Figure 1). Both teacher and student tests included (a) a drawing of a battery, wire, and bulb showing a short circuit that did not include the bulb, and asked both ''Is the circuit complete?'' (''Yes'' or ''No'') and ''Explain why you think the circuit is or is not complete'' (teacher item 19 and student item 14); and (b) given a drawing of a parallel circuit with one of its two bulbs missing, ''Will the

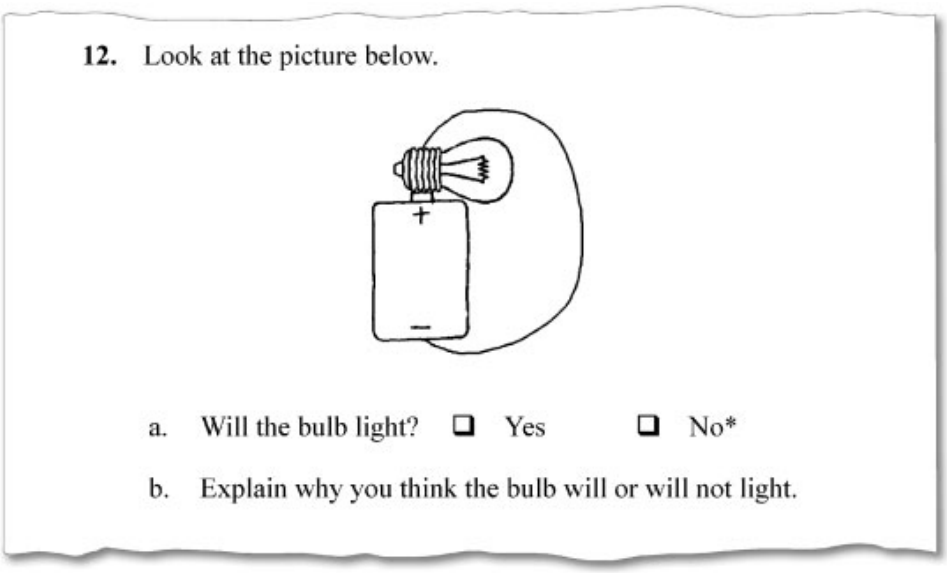

Figure 1. Student written justification test item 12. *Indicates the intended correct response.

bulb light?'' and ''Explain why you think the bulb will or will not light'' (teacher item 20 and student item 15).

Written responses to justification items were scored using item-specific rubrics like the sample rubric provided in the Supporting Information (Scoring Rubric Supplement). The scoring criteria were designed to assess the clarity, precision, accuracy, and completeness of students' written responses. These items and rubrics were reviewed by two science assessment experts who judged that (a) the items and rubrics are typical of standard practice for constructed-response answer justification measures, (b) the rubric scales measure increasingly comprehensive, precise, and explicit understanding of science concepts as well as the ability to write about it in a way that raters can comprehend, and (c) the detailed and item-specific criteria embedded in the scoring rubrics would provide excellent guidelines for scorers and would support reliable scoring compared to the informal coding notes that scorers typically make for themselves during training sessions.

A few examples of student work on item 12 in Figure 1 illustrate the dimensions along which responses varied and were scored. In the drawing, the bulb lies on its side on the positive end of a battery, and a wire goes from the negative end of the battery to the metal jacket of the bulb. Because of the architecture of a typical incandescent bulb, in order for the current to go through the bulb there must be a complete path from one end of the battery to the other end that touches the two contact points of the bulb, the tip and the jacket. The drawing does show a complete, short circuit with current flowing through the metal jacket but not into and out of the bulb. The following student responses would be scored at different levels on the rubric:

Minimal (0.5 point): ''I think it will not light because it is not put on right.''

Adequate (1 point): ''The bulb won't light up because the string is pointing to the lumps of the light when it should be pointing at the tip.''

Thorough (1.5 point): ''I have three reasons for #12. 1st Because the wire is not touching the tip. 2nd Because it is a short circuit. 3rd Because the bulb is not getting energy through the filament.''

Teacher Surveys. An online teaching background survey collected data on all teachers' professional experience and backgrounds in science and teaching as well as school setting and curricula in use. A science teaching survey administered at the beginning and end of the study year and end of the follow-up year elicited a range of self-reported beliefs and classroom practices in relation to science, science teaching, and children's learning. Course evaluation surveys given during the last session of each course measured the degree and quality of the implementation of interventions, and teachers' ratings of the value and impact of the course.

Demographic Information About Students. Teachers provided demographic information about each student taking the test, including sex, race/ethnicity, and English language proficiency category from among (a) Not English proficient—very little or no English; (b) Intermediate English proficient—enough English to participate in classroom interactions; (c) Fully English proficient—home or primary language not English; or (d) Fully English proficient—native English speaker.

Data Collection Procedures

The measures were administered before any teachers in a given round had taken one of the courses, and after the teachers had finished teaching about electric circuits during the school year. Student content tests were administered before and after the electric circuits unit was taught in classrooms of all participating teachers.

Administration of Student Tests of Electric Circuits. A student-testing packet was sent to each participating teacher to provide instructions about how to administer the tests and secure completed tests in sealed envelopes to be returned to the research team. Teachers administered the science tests to their own students, following a detailed testing protocol provided by the research team. Teachers administered pretests during class time within 2 weeks before the electric circuits unit and posttests within 2 weeks after completion of the unit, whenever that occurred during the school year. Students who missed a test because they were absent were given a make-up test as soon as they returned to school. Teachers also completed a classroom and student information survey about student demographics.

Administration of Teacher Tests and Surveys. Intervention group teacher surveys and content tests were administered during the first and last sessions of each teacher course. Control group data were collected by site coordinators in regional project meetings in fall 2007 and winter/spring 2008, after teachers completed electric circuits units in their classes and students had taken their posttests. Site coordinators were provided with detailed test administration instructions to standardize procedures across research sites.

Facilitator Characteristics and Training

Site coordinators and district staff at each site helped identify and solicit the participation of professional development professionals and teacher leaders who might facilitate the courses. The 20 facilitators' classroom experience ranged from 5 to 39 years (mean 19.3 years; median 20 years), and 8 teachers retained teaching responsibilities while serving as facilitators for the study. Facilitators' experience was heavily concentrated in elementary schools, and approximately two-thirds of them had taught at the fourth grade level. Every site had at least one facilitator with fourth grade experience and experience teaching electric circuits. Years of experience as professional developers ranged from <1 to 20 years of experience (mean 6.3 years; median 4 years). As measured by the teacher content test at the end of

the Round 1 training, all facilitators met a reasonable threshold of content knowledge prior to the first round of professional development implementation. Aggregate results showed the mean correct to be 88.3% ranging from 77.8% to 97.8%. There were no significant differences in facilitator content scores by experimental condition, with means of 90.6%, 86.5%, and 87.9% correct for facilitators of Teaching Cases, Looking at Student Work, and Metacognitive Analysis, respectively.

To control threats to implementation fidelity, facilitators initially were trained only on the course they were leading in Round 1. In a 5-day facilitator orientation and training held prior to Round 1 (July 2007), the 10 newly recruited facilitators were told in general terms about the research goals and the three experimental professional development models, and were told which sequence of courses they were assigned to teach. Those who were about to facilitate the Looking at Student Work and Metacognitive Analysis courses learned, for example, that one of the courses included a case discussion component, but in the training they did not read or work with the cases. They were then trained separately in the components of the course to which they had been assigned for the first round.

The approach to facilitator training was analogous to the professional development model in its engagement of facilitators in the (teacher) learners' role. Facilitators experienced the professional development intervention themselves, completing two electric circuits course sessions over 3 days. The majority of the training time was spent deepening facilitators' understanding of electric circuits, grounding them in the common yet incorrect ideas students (and adults) have about the science, and helping participants develop the necessary facilitation skills through observation and practice. Project staff modeled facilitation, engaged the group in analyzing video clips of exemplary facilitation, and provided the trainees with practice in facilitating at least one course session. Facilitators used the course materials throughout the training. After the first round, a second training was held (December 2007) to prepare facilitators for the next courses they would be teaching. Researchers observed and videotaped the trainings to document how the three courses were presented.

Course Implementations

The three professional development courses were delivered eight times each during the first year of the study for a total of 24 course implementations during the study. A total of 283 teachers participated in the first study events held: 201 intervention teachers in the professional development courses, and 82 control teachers in project orientation and data collection meetings.

Each of the three interventions was a 24-hour electric circuits course. Most courses were conducted during the school year with three-hour sessions every other week for 14 weeks. Because of regional logistical issues, however, a small number of courses took place during the summers over one 5-day week.

Two facilitators for each course alternated between serving as lead facilitator and serving as co-facilitator for each session. The materials for each course included a *Teacher Book* that presented all the materials teachers needed to participate in the course, such as the science investigation and group discussion handouts, written cases where relevant, and content guides summarizing the key concepts and outcomes for each session. A *Facilitator Guide* clearly delineated and illustrated the features of each session. It provided detailed yet flexible procedures for leading the course, in-depth background information (e.g., descriptions of the underlying science and common misconceptions), guiding questions and wall charts for each whole-group discussion, and other tips for leading a successful course. In phone debriefs with facilitators before their first session and between subsequent sessions, project staff supported

fidelity of implementation by checking on the content, structure, and process of sessions and reminding facilitators to implement upcoming sessions according to the intended course features.

At the time of the intervention, some teachers were no longer eligible to take the course, either because their school or district did not agree to participate in the study or because they had left teaching or moved to a different grade or school. On average, just over 60% of teachers initially assigned to each intervention group received the intervention, ranging from 40% to 75% at individual sites.

Attendance records were kept for each session of each course implementation. Overall, attendance rates were strong, with almost 95% of the teachers attending all or all but one of the eight course sessions. The frequencies of missing more than two sessions varied, however, from 3% to 4% for Teaching Cases and Looking at Student Work to over 11% for the Metacognitive Analysis course.

It is important to note that the interventions evaluated are not student curricula but rather teacher courses designed to strengthen teaching in a way that is compatible with whatever student curriculum is already used in the classroom. No materials from the Teaching Cases or Metacognitive Analysis courses were provided for use in teachers' classrooms, although some teachers did adapt activities they completed in the course for student use. In the Looking at Student Work intervention, a task bank of formative assessments was available for use with students, but was optional as teachers were free to use assessments from their own student curriculum when collecting samples of student work.

Analytic Samples

Just over a third of the 446 randomly assigned teachers (156) dropped out of the study before attending any project events or providing any data, generally because of scheduling conflicts or time constraints (see Table S1 in the Supporting Information). The control group had the fewest teachers leaving the study at this stage, not surprisingly since they had much lower likelihood of a time conflict with their brief project meetings than intervention teachers had with their 24-hour courses. Of the 290 teachers remaining, only 19 additional teachers (6.6%) dropped out after attending one or more meetings or course sessions. The Metacognitive Analysis teachers had the highest dropout rate, with 12.5% leaving during the study.

The analytic teacher sample was defined as all teachers with complete data, including pretest, posttest, and demographic/educational background covariates that were included in the hierarchical linear model (HLM) analyses. A sample of 271 fourth grade teachers was retained through the end of the study and provided teacher data sets; 253 of these teachers provided test data from their students. The analytic student sample was defined as all of their students with pretest, posttest, and parent consent. Of the teachers retained in the study as of the end of study, 71 also provided teacher and/or student data in the follow-up year. This follow-up sample corresponds to approximately 25% of the 283 teachers who attended the first event in the study year.

Baseline Equivalence of Samples

The internal validity of the study depends upon baseline equivalence among intervention group and control group teachers and students. As would be expected with teacher-level random assignment, the four groups were comparable with respect to teachers' self-reported educational backgrounds, and teaching and professional development experience. Between 93% and 99% of the teacher sample had bachelor's degrees, and about half also had a

master's degree. The median teaching experience was 7–9 years, with median electric circuits teaching experience of 3 years. Professional development experience in the past 3 years was also comparable, with medians of 20–24 hours in science and 6–8 hours in electric circuits. It is notable that the sample includes teachers with a wide range of teaching and professional development experience, spanning from novice to veteran teachers in all groups.

In every group, the teacher sample ranged from 80%–90% female, 60–70% White, 9–14% Black, 1–10% Hispanic or Latino, and 3–4% Asian. In all ethnic categories there was variation among the four experimental conditions, but no consistent pattern indicated bias. Details on teachers' education, experience, and demographics are provided in the Supporting Information (Teacher Background Supplement).

Teachers' and students' pretest scores on the tests of electric circuits content knowledge were also examined for equivalence. There were no differences among the teacher means, all of which were between 56% and 61%, nor among the student means, which were between 48% and 49%.

Data Analysis Procedures

To address questions about the relative impacts of the interventions, test and written justification data for teachers and students were first scored and then HLM analyses were used to estimate the treatment effects of the interventions on each outcome.

Scoring of Content Knowledge Tests

Percent correct scores were computed for selected-response items on teacher and student content knowledge tests, with each item worth one point. Scores on written justifications were not included in content test scores.

Scoring of Written Justifications

Four raters scored written responses to justification items after training and calibration sessions on the use of rubrics specific to each question. A sample rubric is provided in the Supporting Information (Scoring Rubric Supplement). All responses were double-scored and discrepancies between scores on an item were addressed in one of two ways. First, if the discrepancy was one point or more, it was considered an indication that something was amiss in one or both scorers' interpretations of the rubric or of the written response, and the scorers discussed their scoring rationales in discrepancy resolution sessions with a third rater present. In almost all cases, the discrepancy was resolved to consensus. For the $<1\%$ of discrepancies on which the scorers could not reach consensus, the mean of the two scores was included in the analytic data set. If the discrepancy was a half-point, the mean of the two scores (0.25 above the lower score and below the higher score) was included in the analytic data set. Final scores included in the analyses consisted of the sum of all points on written justification responses (maximum possible score of 5 points for students and 3.5 points for teachers).

Impact Analyses

HLM models were fitted to gain scores from pretest to posttest and, for teachers, from pretest to follow-up test. Separate models analyzed teacher outcomes, student outcomes, and students classified as ELLs. Analyses were conducted separately for teacher gain scores on the selected-response questions on the test and for their written justification responses, and data from the first year of the study were analyzed separately from the follow-up data from the next year. Control teachers did not provide data in the follow-up year but control data from the study year were included in analyses to roughly approximate group differences.

The teacher model was a two-level HLM with teachers nested in professional development course groups, that is, the groups of teachers who took each course together. These course groups were expected to vary beyond differences related to the type of intervention, both as a result of the characteristics of the facilitators and the interactions among the teachers within the class. The student model was a three-level HLM. Students were nested in classes taught by specific teachers nested in the professional development course groups. Details of the analytic models are provided in the Supporting Information (Data Analysis Supplement).

Results: Impacts of Interventions

This study provided strong evidence of efficacy for the three professional development courses tested in that all produced significant increases in teacher and student outcomes. As summarized in Table 4, the interventions all brought about highly significant gains in teachers' and students' scores on selected-response tests of science content knowledge, well beyond those of comparable control groups. The score increases for students of intervention teachers also occurred for ELLs. There were no significant differences among student gains based either on sex or race/ethnicity. Furthermore, the powerful treatment effects were maintained in the school year following the study year, when both intervention teachers and their next cohort of students showed gain scores significantly greater than those of controls (based on the study year control scores).

With respect to the second measure of teacher and student content knowledge, the quality of written justifications, a different pattern was observed. For teacher written justifications, in the study year all three interventions brought about highly significant gains in teachers' scores as compared with controls. However, in the follow-up year, only the treatment effects of the Teaching Cases course again were significantly greater than controls. For students, in the

Table 4
Effect sizes and significance levels for three interventions compared to controls

Measure	Teaching Cases	Looking at Student Work	Metacognitive Analysis
Teacher			
Content knowledge study year	1.84***	1.81***	1.93***
Content knowledge follow-up year	1.04**	1.45***	1.21***
Written justifications study year	0.68**	0.64**	0.58*
Written justifications follow-up year	0.70*	0.34	−0.05
Student			
Content knowledge study year	0.37***	0.57***	0.60***
Content knowledge follow-up year	0.48**	0.50***	0.75***
Written justifications study year	0.01	0.31**	0.07
Written justifications follow-up year	0.39*	0.42*	0.21
English language learner			
Content knowledge study year	0.72***	0.76***	0.73**
Content knowledge follow-up year	1.01**	0.84*	1.33***
Written justifications study year	0.17	0.35	−0.12
Written justifications follow-up year	−0.03	0.51†	0.09

*$p < 0.05$, two-tailed.
**$p < 0.01$, two-tailed.
***$p < 0.001$, two-tailed.
†$p < 0.10$, two-tailed.

study year only the Looking at Student Work course significantly raised written justification scores. In the follow-up year, the delayed effects of the Teaching Cases course matched the effects of the Looking at Student Work course, and both significantly raised answer justification scores. Note that other than teachers' study year results, the Metacognitive Analysis course did not raise teachers' or students' scores on written justifications.

Detailed results of the HLM analyses are provided in Tables S19, S20, and S21 of the Supporting Information, for teachers, the full sample of students, and ELLs, respectively. Unadjusted mean scores for these and all other analyses are provided in the Supporting Information (Unadjusted Results Supplement).

Teacher Results

Question 1. Effects on Teacher Science Content Test Scores. All three interventions caused sizable content test score gains for teachers as shown in Table S19 in the Supporting Information. The three experimental conditions raised teachers' scores on the test of electric circuits knowledge by approximately 22 percentage points from study pretest to posttest. Estimated gains for all three intervention groups were significantly greater than control group teachers' estimated gains of 2.4 percentage points ($ES = 1.8$–1.9). There were no significant differences among the impact estimates of the three courses. Unadjusted mean scores for these and all other analyses are provided in the Supporting Information (Unadjusted Results Supplement).

Furthermore, the intervention teachers' significantly higher content test gains were maintained a year after the professional development, with intervention teachers' estimated gains of 14–18 percentage points higher than the control teachers' gains in the previous year.

Question 2. Effects on Teacher Written Justifications. Teachers' responses to answer justification items followed the same pattern as for the selected-response items, with teachers in all three experimental conditions demonstrating estimated gain scores significantly greater than control group teachers' impact estimates, with impact estimates for the three interventions of approximately 0.6 points from study pretest to posttest versus control group estimated gains of 0.1 points ($ES = 0.6$–0.7; see Table S19 in the Supporting Information). There were no significant differences among the impact estimates of the three courses. With respect to the follow-up, only the Teaching Cases course led to significant effects, with an adjusted gain of 0.75 points ($ES = 0.70$), still far greater than the control group gain in the study year.

Student Results

Question 3. Effects on Student Science Content Test Scores. Students of teachers in all three experimental conditions demonstrated significantly higher estimated gains than control group students, with average gains of 19–22 percentage points compared to 13 percentage points for control students (see Table S20 in the Supporting Information). There were no significant differences among the three interventions in their effects on student content test scores.

Teachers' cohorts of students in the follow-up school year also demonstrated clear benefits from the professional development courses taken the previous year. The interventions improved follow-up students' content test scores from 19 to 23 percentage points, remaining significantly greater than the control group gains of under 13 percentage points in the previous study year. While no differences were found among the three courses in their impact on student content test scores in the year after the interventions, all of them had powerful and sustained impacts compared to the control condition.

Question 4. Effects on Student Written Justifications. Students' written justifications did not follow the same pattern as for the selected-response items. Only the Looking at Student Work course significantly improved scores compared to controls from study pretest to posttest (see Table S20 in the Supporting Information). In the follow-up year, however, students of both Teaching Cases and Looking at Student Work teachers demonstrated gain scores that were significantly higher than the control students' study year gains. Metacognitive Analysis did not improve students' written justifications compared to the controls in either year.

English Language Learner Results

Question 5. Effects on ELL Science Content Test Scores. The findings presented thus far have been for the sample of all students in participating teachers' classrooms. Analysis of ELLs' content test data revealed the same pattern as for the full sample (see Table S21 in the Supporting Information). The three interventions raised ELL students' scores by approximately 18 percentage points, all three significantly greater than control group students' estimated gains of 7.1 percentage points ($ES = 0.72$–0.76). There were no significant differences among student scores based either on sex or race/ethnicity. There were no significant differences among the impact estimates of the three courses.

In the follow-up year the interventions again raised ELL students' test scores by an estimated 19–27 percentage points, significantly more than the control ELL gains in the previous year.

Question 6. Effects on ELL Written Justifications. ELL student written justifications did not show significant treatment effects during the study year. During the follow-up year, the Looking at Student Work course improved ELL students' written justifications by an estimated 0.7 points, marginally more than control group ELL students' written justification gains of approximately 0.3 points ($p < 0.10$, $ES = 0.51$).

Relationships Among Teacher and Student Outcomes

The findings indicate that all three professional development courses increased both student and teacher science content knowledge. To examine the relationships among gains in teacher content knowledge and student achievement, we determined whether teacher posttest content knowledge predicted gains in student content test scores. We estimated the impacts on selected-response item scores with an HLM model for teacher content knowledge without including experimental condition in the model. Results indicated that teacher content knowledge was a significant predictor of student test scores ($p < 0.001$).

To determine whether teacher content knowledge accounts for most of the student outcomes, we compared the results for the HLM model that had only teacher content knowledge to a model that had both teacher content knowledge and the experimental condition dummy variable. A likelihood ratio test indicated that the models were different ($p < 0.01$), and all three treatment effects were significantly positive ($p < 0.05$, $p < 0.005$, $p < 0.005$ for Teaching Cases, Looking at Student Work, and Metacognitive Analysis, respectively). We concluded that all three teacher interventions improved student test scores only in part through their effects on teachers' content knowledge.

Discussion

This study was part of a larger project designed to identify links between features of professional development and outcomes for teachers and students. The project not only incorporated experimental methods that permit causal inferences about the effects of three

systematically varied interventions, but also rich, qualitative measures to illuminate the quantitative results. Data were collected to document the courses as actually enacted, as well as the impact of each intervention on teacher content and pedagogical content knowledge, classroom practices, and student achievement. This study of multiple interventions, each delivered by multiple staff developers in diverse contexts like those for which the professional development was intended, is a rare example of the kind of ''Phase 3 research'' called for by Borko (2004) ''to progress toward the goal of providing high-quality professional development for all teachers'' (p. 4). This paper focused only on the preliminary question of whether the courses improved teacher and student science content knowledge enough to warrant further analysis of the qualitative data collected. Indeed, the three teacher courses all had powerful effects on science learning for both teachers and students, including ELLs, as well as differential effects on teacher and student outcomes.

Impact on Science Content Test Outcomes

Teachers. The three interventions had identical collaborative science activities that engaged teachers in investigating and making sense of elementary grade electric circuits content for half of each course session. All three courses produced large gains in teacher content knowledge in the study year, with effect sizes close to 2.0 and over 1.0 a year later, and there were no significant differences among the course effects on teacher test scores. The science content component, which was drawn from a WestEd *Making Sense of SCIENCE* professional development course, provided a powerful learning experience for teachers. Science content in the teacher courses was presented in the context of the student curricula teachers were using in their classrooms, and previous research has shown that professional development is most successful when there is this kind of alignment between the teacher curriculum and standards-based student curricula (Cohen & Hill, 2001; Desimone, 2009).

Students. All three courses produced significant increases in content test scores compared to controls, both in the study year and for students in treatment teachers' classes a year later. Effect sizes ranged from 0.4 to 0.6 for students in the study year, and were even stronger (0.5–0.8) the following year. To our knowledge, treatment effects of this magnitude and duration have not been reported in previous research. Since the courses greatly improved teacher content knowledge, we tested whether those increases alone produced the large increases in student test scores. Indeed, teacher gains in content knowledge significantly predicted student gains, but the considerable impact of the courses on teacher content knowledge only partially accounted for student outcomes. Teachers get something else out of the courses—perhaps additional pedagogical knowledge that influences their teaching practices. Analyses of data collected in this study on teachers' pedagogical content knowledge, teaching practices, and reasoning about teaching should reveal some of these other treatment effects.

English Language Learners. All three courses had even stronger effects on ELL content test scores than were found for the full sample of students, with effect sizes of 0.7–0.8 in the study year, and 0.8–1.3 for students in treatment teachers' classes a year later. Again, to our knowledge this is the first study to document such strong effects on English learner science achievement. Research has shown that English learners can benefit greatly from inquiry-based science instruction (Hewson et al., 2001); hands-on activities based on natural phenomena depend less on mastery of English than do decontextualized textbooks or direct instruction by teachers (Lee, 2002). In addition, collaborative, small-group work provides opportunities for developing English proficiency in the context of authentic communication about science

knowledge (Lee & Fradd, 2001). Teachers experienced these features in the three courses, which may have influenced their classroom instruction, benefiting English learners as well as the rest of their students.

Impact on Written Justifications

Teachers. Because the three courses all included both a science investigation component and other activities that engaged teachers in writing about their science ideas, we expected the three courses to have significant positive effects on written justifications for selected-response answer choices compared to control teachers, during both the study year and follow-up year. All three courses did significantly raise teacher written justification scores in the study year, but only Teaching Cases had significant effects in the follow-up year. This is an interesting result in that Teaching Cases was the only course that engaged teachers in critical analysis of tradeoffs among instructional options, with detailed consideration of science content embedded in decisions about classroom practice. In this course, teachers also examined a purposeful selection of student work in written cases, thus exposing them to the most common misconceptions learners tend to display. This exposure may have deepened teacher conceptual understanding of the science. In contrast, in the Looking at Student Work course, the set of misconceptions encountered in work from teachers' own students would likely have been less comprehensive.

Students. Students' written justifications did not follow the same pattern as for the selected-response items—the three courses differed with respect to sources of pedagogical knowledge, and their efficacy for improving ability to justify answer choices varied accordingly. Only the Looking at Student Work course significantly improved student written justification scores compared to controls in the study year, when Looking at Student Work teachers taught the unit on electric circuits concurrently with taking the professional development course. This meant that students were completing writing tasks that were assigned as part of their teachers' Looking at Student Work course shortly before the students took the content posttest, giving them a considerable advantage over students in the other two intervention groups.

Furthermore, Looking at Student Work was the only course that had teachers rehearse a classroom practice skill, that of administering assessment tasks to elicit student thinking. It is essential that professional development supports teachers' skill in the instructional routines at the heart of classroom practice (Ball & Cohen, 1999; Dewey, 1965; Grossman, 2005; Grossman & McDonald, 2008; Lampert, 2010); teachers must "learn how to do instruction, not just hear and talk about it" (Ball, Sleep, Boerst, & Bass, 2009, p. 459), and the formative assessment experience may have supported more use of classroom written science explanation tasks.

Interestingly, student gains in written justification scores were not seen for the Teaching Cases course until the follow-up year. In contrast, other than teachers' study year results, the Metacognitive Analysis course did not raise teachers' or students' scores on written justifications. This pattern likely reflects the fact that the Teaching Cases and Looking at Student Work courses both included analysis of student work and attention to the importance of using classroom tasks that elicit useful information about students' conceptual understandings, whereas the Metacognitive Analysis course included similar activities but focused only on the teachers' own learning experience and understandings. Although further research is needed to understand this result, one possibility is that teacher metacognition about their own learning does not necessarily lead teachers to insights about student difficulties or changes in teaching practice.

English Language Learners. ELL student written justifications did not show significant treatment effects during the study year. During the follow-up year, the Looking at Student Work course did improve ELL students' written justifications, but at a marginally significant level ($p < 0.10$). Writing accurate and complete science explanations is very complex and difficult for fourth graders and would be even more difficult for English learners. The fact that there were indications of improvement in the follow-up year likely reflects the strong emphasis on eliciting student thinking in the Looking at Student Work course. Furthermore, the significant score increases for ELL students of intervention teachers, and lack of differences among student gains based on sex or race/ethnicity suggest that all three of the courses have design features that are effective at preparing teachers to support all students' science learning.

Implications of the Findings

This study demonstrated that professional development of moderate duration—in this case, one 24-hour course—can have considerable and lasting impact on teaching and learning in elementary science. With high-quality professional development, it was possible to deliver courses in multiple settings by non-developer facilitators and achieve effect sizes of 2.0 for teachers and 0.7–1.0 for students, with effect sizes highest for English learners. Effects were stronger for intervention teachers' students in the follow-up year, suggesting that course impacts were not fully realized until teachers had time to process and implement what they learned.

Design of Professional Development. While this experiment compared models corresponding to general types of professional development (e.g., case discussions, looking at student work), the results should not be generalized to those broad categories. Interpretation of the findings requires a closer analysis of the relationship between specific features of the courses and teacher and student outcomes. That is, each course had features unique to the particular versions implemented here and it is more important, for example, to recognize the different ways in which all three courses included components related to analyzing student work than to think of the Looking at Student Work course as representing that genre of professional development.

It is notable that all three courses raised teacher and student test scores well beyond those of controls, and the effects were even stronger a year later. It is extremely rare for research to show such a powerful and sustained link between professional development and student achievement, especially in science, and this may indicate that the science investigations in common across the courses should be candidates for widespread implementation and further study. However, the courses with the strongest impacts on written justifications of answers emphasized science content situated in activities and scenarios involving student curricula and instruction, in combination with analysis of student work and classroom pedagogical practice. Based on these findings, policy makers should invest in professional development that emphasizes analysis of student learning, pedagogy, and content, rather than focusing on general pedagogy or purely on content. Furthermore, the beneficial effects of both the Teaching Cases and Looking at Student Work courses may point to the potential of a program that combines both of these approaches.

The results for English learners are also noteworthy. The interventions targeted regular science teachers and classes, not pull-out classes taught by specialists in teaching ELLs. This suggests that the approaches in these courses have the potential to benefit the large majority of ELLs in a way that enhances all students' opportunities to learn.

Dissemination of Professional Development. Unlike previous studies in which developers of professional development delivered courses directly to small groups of teachers under ideal conditions, in this and previous studies of *Making Sense of SCIENCE* courses, the professional development was delivered through cadres of staff developers who were trained to lead teacher courses in their regions. This approach included a combination of leadership academies, written facilitator guides, and opportunities to debrief by phone with project staff as the key mechanisms of support. The positive outcomes indicate that the train-the-trainers model has the potential for broad dissemination and impact at a relatively low cost. While there is a considerable body of research on professional development for teachers, there is almost no research on preparation of facilitators of professional development. The approach to facilitator training and support in this project could provide an opportunity for structured studies of effective facilitator preparation.

Research Directions. This study provided a clear answer to the preliminary question about teacher and student learning, demonstrating that the courses do lead to strong and positive outcomes. From this broad causal connection alone, however, it is not possible to trace the cascade of influences by which the courses achieved such strong outcomes. That is, we know the effects of each course but there are multiple variables at work in each course design. We need finer-grained analyses of the qualitative and observational data to illuminate processes and relationships underlying the quantitative patterns. For example, we speculated that in the Teaching Cases intervention, the intentional selection of misconceptions evidenced in student work in the written cases may have deepened and extended teachers' conceptual understanding of the science, whereas in Looking at Student Work there would be more limited exposure to common but incorrect ways of thinking about the science. Video of professional development sessions can be analyzed to determine how discussions of student work in these two courses compare substantively in scope or depth and to identify conceptual and pedagogical affordances of the differences between the courses. Linkages can then be explored to classroom teaching, teacher pedagogical reasoning interviews, and written responses to student work, to trace connections from professional development through teacher knowledge about student work to student opportunities to communicate their science ideas in those teachers' classrooms. In this way it may be possible to tease out hypotheses as to the influence of different features of the professional development courses on classroom practice, and in turn, student learning.

More generally, although it is often not feasible to do large-scale randomized experiments, research is needed that takes on the challenging task of making connections among the features and processes of professional development, impacts on teacher knowledge, intermediate impact on classroom instruction, and indirect effects on student achievement.

Measures are Crucial. Measures must be used that are sensitive to differences among interventions. In this study, all courses raised selected-response test scores, but written justifications of selected-response answers revealed conceptual understandings and ability to communicate about science that did differentiate among the effects of the courses. For such young students, other measures that depend more on drawings or verbal interactions with students might be used to gain additional information about conceptual understanding and scientific communication at this grade level.

Strengths and Limitations of the Analyses

The power in the design of this study lies in the combination of several elements. The study compared carefully configured professional development designs, with both shared and

differing components. It utilized a set of measures driven by a conceptual logic model of the professional development's target outcomes, and implemented a rigorous randomized experimental design that permitted inferences about causal relationships.

Since this study recruited a volunteer sample, these findings should only be generalized to teachers for whom the tested professional development is a priority. This holds for the original 446 teachers who were recruited and randomly assigned to intervention and control groups, and for the 271 teachers remaining after attrition who provided teacher and/or student data.

Finally, the meaning of this study depends upon the validity of the measures used, and the measure of written justification was extremely difficult for the fourth grade sample. This measure was sensitive enough to detect differences among the professional development interventions, so is promising, but for this age group the cognitive load of writing coherent statements limited the measure's utility for assessing conceptual understanding. As a result, a large proportion of the responses were missing or irrelevant, and the distribution of responses violated some assumptions of a hierarchical linear analysis.

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Fort Wayne Community Schools
Job Description
***SEEK* Project Director (PD)**
1.0 FTE

Name: **To Be Hired**
Supervisor: **Laura Cain, Assistant to the Superintendent for Strategic Planning will serve as Interim Project Director until position is filled**

Description of Duties and Responsibilities of the Position:

1. Directing, planning, organizing, and operating magnet programs at the Pre-K 12 elementary/secondary levels designed to bring students from different social, economic, ethnic, and racial backgrounds together in a strong program of instruction stressing academic and marketable career skills.
2. Supervising all project activities for the successful operation of magnet schools and programs; crossing divisional lines in order to facilitate the objectives, strategies, and activities outlined in the MSAP proposal including: systemic reforms consistent with ESSA and district initiatives, including curriculum assessments and pacing guides; state-standardized Indiana Student Test of Educational Progress (ISTEP) testing; and serving as liaison to each magnet schools' School Improvement Teams.
3. Supervising project staff and teachers to ensure compliance, with all MSAP program regulations.
4. Working with Recruitment and Marketing Specialist to manage recruitment, marketing, and public relations through an aggressive and comprehensive school/parent/public awareness campaign.
5. Providing leadership involving curriculum development, professional development, staff training, and parent and community involvement in cooperation with district staff.
6. Monitoring magnet and feeder school program enrollments to ensure compliance with the district's voluntary desegregation plan and MSAP goals and objectives to reduce/prevent minority group isolation.
7. Advising staff on MSAP federal guidelines and regulations to ensure compliance with the project implementation plan and budget plan and expenditures.
8. Organizing school Advisory Boards and community partner outreach activities in support of the district's initiatives of advocacy, representation, public relations and of the development of community-based resources.
9. Presenting information updates to the Superintendent's Cabinet and Board of Education on program and student progress, staff and curriculum initiatives, and community and higher education partnerships.
10. Preparing all contracts for MSAP program services, educational specifications, and start-up requirements for new and continuing program services.
11. Coordinating the collection of data and information in cooperation with the external MSAP evaluator for the assessment of how successful the project is in meeting its intended outcomes, particularly goals for desegregating its students and increasing student achievement.

Qualification Requirements:

- Minimum Master's Degree in Education
- Minimum of five years of teaching and administrative experience with knowledge of curriculum and assessment, magnet school programs, and desegregation strategies.
- Administrative certification and knowledge of school site-based management and instruction.
- Effective outreach and communication skills; experience working with community partners, parents and diverse school community stakeholders.
- Budget management experience.

Fort Wayne Community Schools
Job Description
***SEEK* Marketing and Recruitment Specialist**
1.0 FTE

Name: To Be Hired
Grant Supervisor: *SEEK* Project Director
District Supervisor: Dr. Laura Cain, Assistant to Superintendent for Strategic Initiatives

Description of Duties and Responsibilities of the Position:

The *SEEK* Marketing and Recruitment Specialist works under the direction and supervision of the MSAP Project Director and in cooperation with Magnet School Principals, Magnet Program Focus Teachers, and MSAP Project Evaluators. Responsibilities include:

- Assisting the Director in developing a comprehensive marketing and recruiting program and calendar of events through meetings, public events, social media outreach, parent organizations, annual catalog, brochures, video presentations, newsletters, public service announcements, and advertising in the television, radio, and print media.
- Assisting the Director and Principals in staff-training activities in support of each school's magnet theme through effective marketing techniques.
- Working with magnet school principals, focus teachers, and other staff members in developing school-based recruiting activities through multi-media technology.
- Designing and publishing a district Magnet newsletter and assisting the schools in creating their newsletters highlighting events as part of each school's marketing and recruiting program.
- Updating and revising the FWCS Magnet School web site to provide up-to-date information on events, program developments, and news to parents and the public.
- Providing students and parents information on each magnet theme and assisting in the application process through social media and print outreach.
- Facilitating with classroom teachers computer-generated promotional activities to promote the work of students as well as documenting results to measure program effectiveness.
- Collecting data and documenting all program results for use by the Principal, Director, and MSAP Project Evaluators.
- Participating in Open House programs and the Magnet Schools annual Winter Showcase promotional event, which showcases all FWCS Schools-of-Choice and magnet options, highlights student work, and features individual and group performances.
- Performing other duties consistent with the Marketing and Recruitment Specialist contract and the MSAP project objectives of reducing and preventing racial isolation in magnet schools, improving academic achievement, implementing innovative classroom methods and practices, and strengthening students' knowledge of academics and careers.

<u>Qualification Requirements</u>:

- Master's degree in marketing, business, or related education area;
- Experience in marketing, public relations, with excellent oral and written communication skills;
- Knowlege of Fort Wayne community, its schools, and desegregation issues;
- Experience in developing promotional materials such as newsletters and brochures;
- Ability to work effectively with parents, community representatives, business and higher education partners.

Fort Wayne Community Schools
Job Description
Magnet Program
Focus Teacher [1.0 FTE]
(Five Focus Teachers - one per each *SEEK* school)

Duties and Responsibilities of the Position:
The Magnet Program Focus Teacher works under the direction and supervision of the MSAP Project Director and the Magnet School principal. Responsibilities include:

- Assisting the Director and Principal in the staff training and professional development activities in support of the school's magnet theme.
- Modeling lessons for teachers in the integration of the school's magnet theme into the core academic subjects.
- Providing demonstration lessons modeling new teacher strategies and techniques for the improvement of teaching and learning.
- Participating in the district's marketing and recruiting program to attract parents and students from different social, ethnic, and racial backgrounds together in a strong program of instruction stressing academic and career skills (career awareness/exploration activities).
- Organizing parents and community members to participate in school programs and activities to improve education for participating students.
- Assisting the Principal and Director in developing partnerships with higher education and businesses.
- Facilitating with classroom teachers authentic assessment measures and reporting systems to document results and provide the basis to measure program effectiveness.
- Working with the Principal, Director, and MSAP Administrative Assistant in completing necessary paperwork to execute purchases allowable under the magnet grant.
- Providing direct instruction to students individually or in small groups.
- Assisting the Principal, Director, and Marketing and Recruiting Specialist to establish and implement a school-wide public relations and recruiting program that promotes the magnet theme, highlights the work of students, and targets potential enrollees.
- Collecting data and documenting all program results for use by the Project Director and MSAP Project Evaluator.
- Participating in Open House programs and the annual Winter Showcase promotional program, which features student work, individual and group performances, and information booths.
- Performing other duties consistent with MSAP project objectives of reducing and preventing racial isolation in magnet schools, improving academic achievement, implementing innovative classroom methods and practices and expanding student academic choices.

Qualifications/Requirements:

- Bachelor's degree in education and Indiana teaching certificate; Master's degree preferred.
- Successful teaching experience at the elementary and/or secondary in STEM/STEAM content / topics;
- Demonstrated knowledge of youth and ability to teach them;
- Willingness and desire to undertake professional development as it applies to effectively executing the magnet theme;
- Ability to work cooperatively with parents, administrators, and other staff.
- Other magnet grant duties as assigned by FWCS Superintendent.

Fort Wayne Community Schools
Job Description
***SEEK* Administrative Assistant**
1.0 FTE

Description: Fort Wayne Community Schools seeks *Magnet Schools Assistance Program* grant funds to launch and sustain five, high-quality, rigorous magnet schools that are STEM or STEAM-focused and that will diversify learning options and increase academic rigor for FWCS students. *SEEK* supports an ongoing effort, in response to voluntary desegregation efforts, to provide magnet school options for youth that promote diversity in schools and reduce black student isolation. *SEEK* provides resources to further voluntary desegregation goals, increase student access to high-quality education choices and equip youth with the skills to succeed in postsecondary education and careers.

Duration: October 1, 2017 through September 30, 2022

Minimum Requirements:

- Minimum Associate's degree in education, business or related area; Bachelor degree preferred;
- Excellent secretarial skills, with exceptional grammar and editing skills;
- Office management experience including experience in governmental budgeting and knowledge of departmental budgeting process and monitoring;
- Experience working with Microsoft Office software, including Word, Excel, and PowerPoint;
- Experience in assembling handbooks, brochures and marketing materials;
- Exceptional organizational skills;
- Familiarity with statistical analysis;
- Excellent interpersonal skills, including ability to effectively interact with the general public, telephone callers and school district personnel;
- Other duties as may be required.

Primary Activities / Responsibilities:

- Managing the office, including serving as receptionist, secretary and file clerk;
- Working with staff on proper bookkeeping and recording of budget transactions;
- Serving as liaison between FWCS accounting and other grant personnel;
- Compiling, recording and tracking student outcomes;
- Recording and keeping minutes of meetings, attendance rosters;
- Performing other duties consistent with project objectives—improving academic achievement, implementing innovative programming, and strengthening student and teacher knowledge of academics, postsecondary education and career preparation;
- Make travel arrangements, prepare correspondence and invoices and complete general office duties;
- Cooperate with evaluation team to conduct rigorous program evaluation; and
- Complete grant duties as needed to facilitate full implementation of *SEEK*.

Wendy Y. Robinson

wendy.robinson@fwcs.k12.in.us

1200 South Clinton Street
Fort Wayne, IN 46802
260-467-2025

Education

1996 Ed. D., Educational Administration, Ball State University, Muncie, Indiana
1990 M.S., School Administration, Indiana/Purdue, Fort Wayne, Indiana
1978 M.S., Elementary Education, Indiana/Purdue, Fort Wayne, Indiana
1973 B.S., Elementary Education, DePauw University, Greencastle, Indiana

Professional Experience

2003-present *Superintendent*
Fort Wayne Community Schools, Fort Wayne, Indiana
Serve the Board of School Trustees as the chief executive officer providing leadership for the school system in accordance with the state laws and Board policies.

- Provide the intellectual and academic leadership for the system on all matters in order to provide the best possible educational achievement and opportunities for all students.
- Recommend to the Board for its action all items concerned with the current and future operations of the school system including, but not limited to, the employment, assignment, and retention of all certified and classified personnel; a program of accountability; building and finance programs; annual budget; and curriculum including instructional materials and methodologies.
- Continuously appraise and improve all facets of the school system as to the effectiveness and efficiency of operation. Assume all other responsibilities and duties of the total school system as may be assigned by the Board of School Trustees and consistent with the duties of the Superintendent of Schools.

1995-2003 *Deputy Superintendent*
Fort Wayne Community Schools, Fort Wayne, Indiana
Reported directly to the Superintendent. Responsible for providing administrative leadership to district-level departments including: Curriculum, Technology, Program Development, Planning and Assessment, Community Programs, Human Resources, Communications, Vocational Programs, and Legal Services.

- Directed reorganization of the district's Human Resources Department to better align with the strategic goals in a more efficient manner.
- Guided the development and implementation of "improvement focused" evaluation systems for teachers and administrators.

1994-1995 *Assistant Superintendent*
Fort Wayne Community Schools, Fort Wayne, Indiana
Reported directly to the Superintendent. Responsible for providing administrative leadership to district-level departments including: Curriculum, Technology, Program Development, Planning and Assessment, Community Programs, Human Resources, and Communications.

1991-1994 *Area Administrator*
Fort Wayne Community Schools, Fort Wayne, Indiana
Reported directly to the Superintendent. Responsible for the planning, organization, administration, and management of the schools assigned to the area division.

- Developed a vision, mission, and logo that symbolized the goals of the schools in the area.
- Initiated an area-wide parent council that was instrumental in providing support for the area schools.

1988-1991 *Principal, Price Elementary School*
Fort Wayne Community Schools, Fort Wayne, Indiana
Reported to the Director of Elementary Education. Responsible for planning and monitoring accountability and compliance of district, state, and federal guidelines in areas of instruction, plant operations, finance, safety and security in the school.

- Developed a Humanities magnet program that helped successfully integrate the student body.
- Initiated a facilities renovation that provided the infrastructure, hardware and software for instructional technology.

1987-1988 *Assistant Principal, Weisser Park Elementary School*
Fort Wayne Community Schools, Fort Wayne, Indiana
Reported to the principal. Responsibilities included student services, coordination of student activities, oversight of the physical plant and grounds, evaluation of classified personnel, and working with teachers on curriculum development and the improvement of instruction.

- Coordinated and maintained the daily transportation hub that serviced all the magnet programs in the district.

1986-1987 *Assistant Principal, Memorial Park Middle School*
Fort Wayne Community Schools, Fort Wayne, Indiana
Reported to the principal. Responsibilities included student services, coordination of student activities, oversight of the physical plant and grounds, evaluation of classified personnel, and working with teachers on curriculum development and the improvement of instruction.
Served as the assistant to the principal of the magnet middle school while functioning as the principal for the neighborhood elementary section that was being phased out.

1973-1986 *Teacher, Ward Elementary School*
Fort Wayne Community Schools, Fort Wayne, Indiana
Provided classroom instruction to elementary students including 3rd, 4th, and 5th graders.

Professional Activities

Board Member, Parkview Hospital
Board Member, Greater Fort Wayne Inc.
Member, Learning Forward's Redesign PD Partnership
Member, Rae Magnet Wire Scholarship Committee
Member, National Alliance of Black School Educators
Member, American Association of School Administrators
Member, National School Boards Association
Member, Indiana School Boards Association
Member, Indiana Urban Superintendent's Association

Awards

2016 – Leaders to Learn From, *Education Week*
2015 – Outstanding PTA Partner, Indiana PTA
2013 – Chairman's Award, Indiana Civil Rights Commission
2012 – Mike Kneale Educational Excellence in Leadership Award, Education Research & Development Institute (ERDI)
2010 – Communities of a Lifetime Award of Excellence, Aging & In-Home Services of Northeast Indiana
2009 – Joseph E. Hill Superintendent of the Year Award, The National Alliance of Black School Educators
2008 – IPFW Educators for Excellence
2007 – District II Superintendent of the Year, Indiana Association of Public School Superintendents
2005 – Athena Award, Greater Fort Wayne Chamber of Commerce
2004 – Helene R. Foellinger Award, YWCA
2004 – Elizabeth Dobynes Award, Fort Wayne NAACP
2002 – Martin Luther King Award, Fort Wayne NAACP
2002 – Bel Award, Junior Achievement
2002 – Honorary Doctorate of Humanities Degree, Indiana Tech
2001 – Fellowship, Broad Superintendent's Academy

Wendy Y. Robinson, Ed.D. – Superintendent
Fort Wayne Community Schools

wendy.robinson@fwcs.k12.in.us

Dr. Robinson is a tireless advocate of public education and in her more than four decades as an educator has developed close working relationships with some of the most prestigious educational organizations in the country. Dr. Robinson was one of the members of the inaugural class of Broad Center Fellows, a program designed to prepare and challenge urban school leaders. She is nationally recognized for her expertise in improving urban education and is frequently asked to speak at conferences and events hosted by organizations such as The Wallace Foundation, the National Conference of State Legislators, American Association of School Administrators and the Urban Superintendent's Association of America. Dr. Robinson was honored as a Leader to Learn From by Education Week in 2016, is a member of the Redesign PD Partnership and was the recipient of the 2009 Joseph E. Hill Superintendent of the Year Award from the National Alliance of Black School Educators (NABSE). She has also received numerous other state and local awards.

Dr. Robinson is an active member of the Northeast Indiana community and has formed partnerships with local agencies and businesses to increase educational opportunities for students. She serves on numerous boards including Greater Fort Wayne Inc., Parkview Hospital and the United Way of Allen County Campaign Committee. She is also an active member of the Indiana Urban Schools Association.

In her more than 40 years with Fort Wayne Community Schools, she has served as a classroom teacher, assistant principal, principal and central office administrator. She was appointed to the position of Superintendent of Fort Wayne Community Schools in July 2003 after an eight-year assignment as Deputy Superintendent. Dr. Robinson received her undergraduate and advanced degrees from DePauw University in Greencastle, Indiana University in Bloomington, Indiana University-Purdue University Fort Wayne and Ball State University in Muncie. She earned her Ed.D. in educational administration and supervision from Ball State in 1996.

Fort Wayne Community Schools is one of the state’s largest school districts with 50 schools and nearly 30,000 students. It is an urban district with nearly 80 languages spoken and nearly 70 percent of students qualifying for free or reduced-price meals.

CHARLES L. CAMMACK, JR.

clcammackjr@aol.com

7620 Inverness Lakes Drive
Fort Wayne, IN. 46804

Home: 260.387.7122
Mobile: 260.705.3092

PROFILE

CABINET LEVEL EXECUTIVE with considerable media expertise. Uniquely skilled at formulating, developing and delivering viable strategies and communicating these processes across organizational boundaries. Recognized for providing insight into complex ideas and known for ability to influence people at all levels of the organization for positive growth and change. Successful broad-based managerial experience that includes budgeting, human resources information systems, training and development, safety, workers compensation and creating/implementing human resources policies and programs. Particular expertise in:

- Employee/Labor Relations
- Benefits & Compensation
- Organizational Development
- Training & Development
- Strategic Planning
- Succession Planning

PROFESSIONAL EXPERIENCE

FORT WAYNE COMMUNITY SCHOOLS, Fort Wayne, IN 2010-Present
Chief Operations Officer/Office of the Superintendent

Plan, organize, control and direct District-wide operations, departments and activities of educational support services including Health & Wellness, Human Resources, Nutrition Services, Public Affairs, Security, Technology, and Transportation. Coordinate and direct personnel, resources, communications and information to meet District needs and assure smooth and efficient activities.

Selected Accomplishments:

- Restructured Transportation Department to address $2.5 million shortfall.
- Reorganized Student Services to create Student & Family Support Services to expand outreach, including establishing a Community Welcome Center.
- Implemented a Middle School Resource Officer (SRO) program. National Association of School Resource Officers recognized Fort Wayne Community Schools as the best SRO program in the United States (2015).
- Negotiated multiple employee contracts for teachers, classified employees, bus drivers, maintenance, and operations and food service workers.
- Instrumental in aligning student attendance areas with family feeder schools.

FORT WAYNE COMMUNITY SCHOOLS, Fort Wayne, IN 2008–2010
Director/Human Resources

Responsible for organization, direction and administration of all human resources functions of the school district. Duties include supervising four managers overseeing recruitment/hiring; operations/recordkeeping; employee relations; compensation and benefits; compliance and strategic planning.

- Part of a district team that designed and implemented *Leading Education Achievement with Distinction* (LEAD). This required revised recruitment, training and retention practices to improve student achievement at 11 Fort Wayne Community Schools'.
- Revamped and expanded health benefits adding Wellness Clinics and preventative services.

CAMMACK CONSULTING, Philadelphia, PA 2004-2008

Advisor to not-for-profit organizations providing human resources solutions for their routine issues and complex problems including board leadership, organizational development, communications and benefits.

Selected Accomplishments:

- Designed and implemented diversity and supervisor/management training program for North, Inc. managers of the Women, Infants and Children program in Philadelphia, PA.
- Conducted Board Consultation and Executive Coaching assignment for the Housing and Community Development Network of New Jersey resolving an impasse over organizational design.

KNIGHT RIDDER INC., PHILADELPHIA NEWSPAPERS INC., Philadelphia, PA 1987-2004
Vice President/Human Resources (1999-2004)

Spearheaded all Human Resources functions for 4,200 full-time and part-time employees in multiple regional locations with a staff of 15 employees who provided Employee Relations, Health and Welfare Services, Training,

PROFESSIONAL EXPERIENCE – CONTINUED

Workers Compensation/Safety, Medical Services and Employee Assistance Programs. Collaborated with other executives regularly both as a member of the Executive Leadership Team and for specific organizational situations. Reported to Publisher/CEO.

PHILADELPHIA INQUIRER & THE PHILADELPHIA DAILY NEWS, Philadelphia, PA
Director, Human Resources 1998-1999
Supervised a staff of seven responsible for providing Employment, Benefits, Training, Workers Compensation/Safety services for employees of Philadelphia Inquirer and The Philadelphia Daily News.

POST-TRIBUNE, Gary, IN 1995-1998
Director Human Resources
Member of Executive Leadership Team. Led human resources/labor relations for 300 employees. Responsibilities included oversight of Marketing/Community Relations and Information Systems/Technology departments.

FORT WAYNE NEWSPAPERS, Fort Wayne, IN 1987-1995
Manager, Human Resources (1993-1995)
Manager, Employment/Safety/Security (1992-1993)
Manager, Employee Benefits/Systems (1987-1992)
Managed multi-million dollar human resources budget that included expense, salary and benefits programs. Benefits programs included medical, dental, vision, Employee Assistance Program, and pension programs.

WKJG-TV 33, INC., Fort Wayne, IN 1978-1987
Early Morning News Anchor/Reporter and Photographer
Anchored local morning news programs and substituted as anchor for Noon news program.

Photographer/Videographer for news programs filming videotaping and editing stories for morning, noon and evening newscasts.

EDUCATION AND CERTIFICATIONS

UNIVERSITY OF WISCONSIN, Madison, WI, Master of Arts, Communication Arts
PURDUE UNIVERSITY, West Lafayette, IN, Bachelor of Arts, Interpersonal and Public Communications
CORNELL UNIVERSITY, NY, School of Industrial & Labor Relations – Labor Relations Collective Bargaining Studies Certificate
CENTER FOR CREATIVE LEADERSHIP, CA, Assessment Certification Workshop – Certified to conduct CCL 360° assessments
VITAL SMARTS, Certified Crucial Conversations Trainer

CURRENT VOLUNTEER ACTIVITIES

Board Member, Erin's House for Grieving Children
Member, Fort Wayne Rotary Club
World Affairs Conference Subcommittee
Indiana Department of Education Blue Ribbon Committee Teacher Recruitment & Retention
Anthem Council Advisory Group

DEBRA FAYE WILLIAMS-ROBBINS

6724 Kennon Ct.
Fort Wayne, Indiana 46835
(260) 467-2650
dfaye.robbins@fwcs.k12.in.us

OBJECTIVE: To obtain a position as a Superintendent in an Urban School District

PROFESSIONAL EXPERIENCE

2007 – Present
High School Area Administrator, Fort Wayne Community Schools, Fort Wayne, IN

- Report directly to the Superintendent as a cabinet member
- Primary responsibility is to oversee all comprehensive and alternative high schools and programs
- Align school operations and procedures with school boards' mission, vision, and goals
- Meet with and present to school board members as directed by the Superintendent
- Participate in state level discussion, presentations, and meetings as directed by the Superintendent
- Provide input to district-level decisions regarding academic achievement, leadership training, human resource procedures, operations, technology, budgets, facility projects, security, and community partnerships
- Responsible for the hiring, leadership development, and evaluation of all comprehensive and alternative high schools and programs' principals
- Assist in the hiring and training of assistant principals and counselors
- Oversee the development and monitoring of School Improvement Plans (SIP) and Balanced Score Cards (BSC)
- Monitor data aligned to student achievement, discipline, graduation requirements
- Develop programs to provide students with advanced academic opportunities such as dual credit, advanced placement, and International Baccalaureate
- Develop programs designed to assist students with opportunities to successfully complete graduation requirements
- Revised high school grading procedures
- Revised and monitor guidance counseling program to include a greater focus on career and college planning
- Revised student discipline code of conduct procedures to emphasize a continual educational connection
- Assist in the development and monitoring of high school Title I program
- Respond to parent and community concerns/questions regarding district/schools policies and procedures
- Develop community partnerships that enhance students' opportunities to be academically successful

2001 - 2007
Area Administrator Northrop/South Side Areas, Fort Wayne Community Schools, Fort Wayne, IN

- Responsible for the hiring and leadership development of one-third of the districts K-12 principals
- Responsible for ensuring that K-12 schools were meeting the mission, vision, and goals of the school district, as set forth by the district school board
- Responsible for ensuring that K-12 schools were academically achieving at high standards

1993 – 2001
Principal, Arlington Elementary School Fort Wayne, IN

- Responsible for the day to day operations of running an elementary school
- Responsible for the monitoring of student achievement
- Responsible for the hiring, training, supervision, and evaluation of staff
- Responsible for the development of the school's mission and goals
- Responsible for student behavior management
- Worked in conjunction with the PTA to provide programs for student development

1991 – 1993
Dean/Counselor Miami Middle School, Fort Wayne, IN

- Reported to the school Principal
- Responsible for student behavior management
- Assisted in building master schedule and scheduling students in classes
- Partnered with community agencies to provide services to students

1990 – 1991
Title One Resource Teacher, Lakeside Middle School, Fort Wayne, IN

- Reported to school principal
- Co-taught with 6-8 Title I teacher to provide core curriculum instruction
- Assisted science teacher in the instruction of Title I students
- Completed all Title I compliance paperwork

1979 – 1990
Elementary Classroom Teacher, Fort Wayne Community Schools, Fort Wayne, IN

- Responsible for classroom instruction
- Responsible for classroom behavior management

1978 – 1979
Substitute Teacher, Fort Wayne Community Schools, Fort Wayne, IN

EDUCATION

Thomas M. Cooley Law School, Lansing, Michigan
May 2000

- Juris Doctor
- Passed the Indiana Bar in July, 2000

Indiana University/Purdue University, Fort Wayne Campus, Fort Wayne, IN
1988
Administration and Supervision Certification

Indiana University/Purdue University, Fort Wayne Campus, Fort Wayne, IN
1984
Master of Arts in Elementary Education

Earlham College, Richmond, IN
1978
Bachelor of Arts in Elementary Education

PROFESSIONAL AFFILIATIONS

- African-American Alumni Board Member for Earlham College - Present
- Alumni Council Board Member for Earlham College – Present
- Fort Wayne Alliance of Black School Educators Member – Present (President 2000-2002)
- Fort Wayne Philharmonic Board of Directors Member – Present
- National Alliance of Black School Educators Member - Present
- SCAN Board of Directors Member - Present
- Zeta Phi Beta Sorority Member - Present
- Past American Heart Association Fort Wayne Metropolitan Board Member
- Past Heartland Chamber Chorale Board of Directors Member
- Past YMCA Childcare Division Board of Directors Member
- International Village of the Three Rivers' Festival Board Member (1993-2001)
- Fort Wayne Administrators and Professionals Association –FWAPA (1991-2001)
- Girl Scouts of Limberlost Council Board of Directors (1997-1999)
- Kappa Delta Pi Honor Society - Rho Kappa Chapter (charter member 1989)

ACCOMPLISHMENTS

- Received Partnership Matters Award from Indiana AHEC Network, 2012
- Received Excellence in Education Award from NAACP, 2010
- Received "Believe in Yourself, Achieve Your Goals, Inspire Others" Award from ITT Technical Institute, Fort Wayne, IN, 2008

- Selected as one of the Twenty-One Women in Leadership for the ABC viewing area by ABC/Channel 21 Alive, 2004
- Selected as Kappa Alpha Psi Fraternity "Sweetheart" for community service, 2003
- Received Delta Sigma Theta – Educational Development Award, 2002
- Admitted to Indiana Bar May 2, 2001
- Received "Book Award" in Law Practice from Thomas M. Cooley Law School, 2000
- Made Dean's List at Thomas M. Cooley Law School
- Honored by Chi Eta Phi Sorority of African American Nurses, 1999
- Interviewed by CBS as representative for Thomas M. Cooley Law School
- Inducted as Charter member of Kappa Delta Pi Honor Society for Excellence in Education, 1989
- Nominee for Junior Achievement BELL Award
- Spotlighted in WFFT/FOX African American History Community Service Announcement
- Interviewed for FWCS Conflict Mediation Video
- Interviewed for FWCS Reading Recovery Video

PRESENTATIONS

- Keynote Speaker, Trine University, 2012
- Keynote Speaker, Various Awards and Recognition programs 1999 – 2012
- Speaker for Allen County Reads, September 2002
- Speaker for Ivy Tech State College Class, 1995
- Keynote Speaker Department of Veterans Affairs, Fort Wayne, IN 1995
- Speaker for IPFW Study Circle Conference on "Racism Past, Present, and Future" 2000
- Keynote Speaker – Delta Sigma Theta, Inc., May, 2000 "Investing in Our Future"
- Member of Panel Discussion for Classes at IPFW, Fort Wayne, IN

Laura L. Cain

P.O. Box 189
Walton, Indiana 46994
574-626-3393
laura.cain@fwcs.k12.in.us

PROFESSIONAL GOAL: To pursue a career opportunity which will enhance my abilities and allow me to grow personally and professionally in a corporation with excellence in education as the cornerstone.

EDUCATION

Strategic Data Program in association with Harvard University, 2016 Graduate

Learning Forward Leadership Academy, 2016 Graduate

Ball State University	**Education Doctorate:** Educational Leadership, 2015 Doctoral Research: *A Study of Modular Professional Learning and Mentoring and Its Impact on Teacher Effectiveness*
Ball State University	**Educational Specialist**, Education Leadership Development, 2013
Purdue University/ Indiana Wesleyan	Thirty Graduate Hours**,** 1998-2006
Ball State University	**Master of Arts**: Secondary Education Administration and Supervision, 1998
Ball State University	**Bachelor of Arts**: English, 1986

PROFESSIONAL EXPERIENCE

Fort Wayne Community Schools – Fort Wayne, Indiana: 2007-Present

- Assistant to the Superintendent of Strategic Initiatives
  - Direct report to the Superintendent
  - Federal Grant Writing
    - Teacher Incentive Fund Grant
    - Leadership and Learning Grant
    - Counseling Grant
  - Responsible for the District Federal Teacher Incentive Fund Grant (TIF)
    - Responsible for documenting all aspects of TIF work to ensure replicability, sustainability, completion and evaluation
    - Supervises a District Harvard Strategic Data Fellow
    - Manages the implementation of Human Capital Management System/ Performance-Based Compensation System

        - Responsible for creation and training of a leadership pipeline
    - Leads School Improvement Planning for the District
    - Leads Professional Learning and Assessment for the District
        - Manages a team that provides Professional Learning to 600 Quality Improvement Team members
        - Manages the team which contracted with *K12 Insight* to survey and analyze all District Professional Learning; providing analysis and analytics to drive continued Professional Learning
    - District-wide Balance Scorecard Oversight
    - District-wide Survey Implementation and Data collection
    - Coordinated District Pilot for Teacher and Principal Evaluation, 2011-12
    - Upgraded District statistical software-STATA and provided training
        - Completed statistical analysis and provided Cabinet level reports with STATA software
    - Manages the team that interviews and selects District Administrative Interns
- Program Manager for the Balanced Scorecard
    - Facilitated the Board of School Trustees in Visioning
    - Implemented the Balanced Scorecard District-wide

Logansport Community School Corporation – Logansport, Indiana: 1999-2007

- Director of School to Careers
    - Responsible for training in Predictive Index and helping internal staff use the index; presented school corporation goals to new teachers, food service workers, and bus drivers each school start
    - Publisher and Editor of Logan Ledger
    - Producer of Logan Line Television Show
    - Responsible for career counseling component of the guidance department; placement and monitoring of Senior Interns; curriculum development and staff evaluation for freshman Career Information and Exploration Class; placement of over 300 freshman in job shadowing experiences
    - Career Expo planning and implementation for all of Cass County Schools; plan guest speakers and field trips; place students in paid positions; coordinate events with keynote speaker
- Director of Logansport Learning Academy
    - Hiring and evaluating staff, scheduling, curriculum development; planning and implementing staff development; writing and maintaining Alternative Education Grant and Title V Grant
    - Interviewing and managing substitutes for the district; creating and publishing staff directory; creating and performing Secretary In-Service for all school secretaries
    - Federal Grant Project Director: Office of Safe and Drug Free Schools
        - Grant reporting, monitoring, hiring coordinator, and program development and sustaining programs
- Responsible for Public Relations for the District
    - Provided monthly Public Relations newsletter for all principals in district; school PR teams workshop; district spokesperson when superintendent was unavailable

Winamac Community School Corporation – Winamac, Indiana: 1992-1999

- Language Arts Teacher
- PBA Chairperson

Southeastern School Corporation – Walton, Indiana: 1989-1992

- Language Arts Teacher
- Coach: Girls Swimming, Varsity Cheerleading, Jr. High Track and Field

PROFESSIONAL BOARDS, COMMITTEES, AND COMMUNITY MEMBERSHIPS

Past Memberships:

- Fort Wayne Museum of Art, Board of Trustees
- Fort Wayne Museum of Art Committee Assignment: Collections, Strategic Planning
- Purdue University Advisory Committee, Leadership Development Program
- Professional Standards Board Licensure Task Force Member, IDOE
- United Way of Cass County Marketing Chairperson
- Chamber of Commerce Education Committee
- Rotary of Cass County, Board Member two years
- Logansport Health Education Board Member
- Junior Achievement Board Member
- Light Up Logansport Parade Committee Member
- Make a Difference Day Committee Co-Chairman
- All Saints Parish Capital Projects Committee
- Breaking the Cycle Committee
- All Saints Parish Principal Search Committee
- Cass County Vision 2003 Committee Member
- Cass County Community Foundation

PROFESSIONAL DEVELOPMENT

- **Crucial Conversations Training and Crucial Accountability Course, 2016**
- **Strategic Data Program in association with Harvard University,2016 Graduate**
- **Learning Forward Leadership Academy, 2016 Graduate**
- **Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE), Conference Presenter, 2015**
- **Mid-Western Educational Research Association Conference Presenter, 2014**
- Learning Forward Conference Attendee, 2011 – 2013
- Disney Institute Series, Leadership Excellence, 2011
- Balance Scorecard Institute, 2009
- National School Board Association Presenter, 2009
- Leadership Development Program Conference Chairperson, Purdue University
- District Alternative Education Professional Development
- Indiana Urban School Conference Presenter
- Internal Professional Development: Grant Writing, Secretary In-Service, Administrative Public Relations
- Federal Grant Co-Writer – Smaller Learning Communities Grant, $369,000
- Federal Grant Co-Writer – Safe and Drug Free Schools. $557,539

Professional Educator - K-12 Administrator

RAMONA COLEMAN

1200 South Clinton ⏩ Fort Wayne, IN 46802
Phone: (260) 467-2100 ⏩ Email: ramona.coleman@fwcs.k12.in.us

K-12PROFESSIONAL EDUCATOR AND ADMINISTRATOR

PROFESSIONAL EXPERIENCE

FORT WAYNE COMMUNITY SCHOOLS – Fort Wayne, IN **1987- Present**

Fort Wayne Community Schools, (FWCS) is located in Fort Wayne, Indiana. The city is the second-largest city in Indiana and home to a diverse population base. The school corporations total student population is 31,569 students. FWCS was founded in 1857 and has touched virtually every segment of the Fort Wayne community for more than 150 years. Its heritage is closely interwoven with the growth and development of the entire region. From 1987 to present, my varied educational experiences represent over twenty five years experience as an elementary teacher, middle school teacher, District Instructional Coach and Coordinator of Professional Development.

2010- Present Coordinator of Professional Development, Fort Wayne Community Schools, Fort Wayne, Indiana

- FWCS New Teachers Academy
- FWCS New Teachers Orientation
- Plan, Organize, Coordinate, and Implement Professional Development
- Coordinate response to Area Administrator, District, and building level request for professional development
- Facilitate Training for Aspiring Leaders through Aspiring Leadership Academy
- Certify Professional Growth Points for Professional Development
- Administrator of Title II A (Professional Development Grant)

2009 – 2010 District Instructional Coach, Fort Wayne Community Schools, Fort Wayne, Indiana

- FWCS Coaches Academy
- Teacher Based Collaboration
- Professional Learning Community with Building/District Level Coaches
- Professional Development Coordinator
- Lesson Planning Support
- Classroom Observation and de-briefing
- Classroom Support
- Model lessons
- Resource Provider
- Project Based Learning Training
- Curriculum Mapping
- Individualize Education Plan Compliance
- Building Level Support for administrators, coaches, and teachers
- Analyzing ISTEP+, DIBELS, and Acuity Data

2003– 2009 Lane Middle School, Fort Wayne Community Schools, Fort Wayne, Indiana

- 6th Grade Teacher

1987–2003 Croninger Elementary School, Fort Wayne, Indiana

- 2nd Grade Teacher

1986–1987 Kealing Magnet School, Austin, Texas

- 7th and 8th Grade Special Education Teacher

1983–1986 Taylor Independent School District, Taylor, Texas

- 7th and 8th Special Education Teacher

EDUCATION

Henderson State University
Arkadelphia, Arkansas 1979–1983
- Bachelor of Science in Education
- Specialization in Mildly Handicapped (K-12)

Indiana Wesleyan University
Marion, Indiana (1992)-License Renewal

University of St. Francis
Fort Wayne, Indiana (1997)-License Renewal

Indiana University-Purdue University
Fort Wayne, Indiana Fort Wayne (2002)-License Renewal

Indiana Wesleyan University
Marion, Indiana (2008)-License Renewal

Indiana Wesleyan University
Marion Indiana (2008- 2010)
- Masters in Education

Indiana Wesleyan University
Marion, Indiana (2010- 2012) Principal Licensure

FORT WAYNE COMMUNITY SCHOOLS SUPPORTS

Homebound Instructor (1987-2010)
Language Arts Department Chair (2006- 2009)
Fort Wayne Community School Curriculum Master Mapper (2006-2009)
Quality Improvement Team (2006-2009)
Textbook Adoption Committee (2007-2008)
Six Minute Fluency/ Rewards Presenter (2007 - 2008)
Instructional Audit (2007- 2008)
Acuity Assessment (2007- 2008)
Participated as an intern for Exploratory Leadership (2003)

PROFESSIONAL ORGANIZATIONS

Fort Wayne Education Association (1987-2010)
Parent Teacher Association (1987-Present)
Indiana State Improvement Grant Partners in Education Committee (2005-2007)
Second Vice President of Parent Teacher Association
Member of PL221 Committee, Staff development Committee, Handwriting Adoption Committee
Association of Supervision and Curriculum Development (2009-Present)

SPECIAL RECOGNITION

State of Indiana's Voluntary Action Program Community Service Award (1995)
Teacher of the Year Recommendation (2008)
Teacher of the Year Recommendation (2009)

COMMUNITY INVOLVEMENT

United Day of Caring, Towles Intermediate School
Interim Director, South Side Opportunity Services, Inc.
Congress-Mckinnie Neighborhood Association, President
Stephen Minister
Assistant Youth Director, Good Hope Missionary Baptist Church
Girl Scout Leader
Study Connection
Mentoring Individual Students

Rafi Nolan-Abrahamian
817 West Berry St, Apt 4 | Fort Wayne, IN 46802 | rafi.nolan-abrahamian@fwcs.k12.in.us | 347-489-3307

Education

HARVARD UNIVERSITY, **John F. Kennedy School of Government** — Cambridge, MA
Master in Public Policy, May 2015

- Concentration: Social and Urban Policy with a focus on education policy
- *Presidential Public Service Fellowship*
- Coursework includes: Econometrics, Advanced Microeconomics, Education Budgeting and Finance, State and Local Public Finance, Operations Management, Analytic Frameworks.
- Computer Skills: Excel, Stata

PACE UNIVERSITY — New York, NY
Masters of Science in Teaching, May 2012

TUFTS UNIVERSITY — Medford, MA
Bachelor of Arts, May 2008

- Honors: Magna cum Laude, Dean's List, Pi Sigma Alpha: National Political Science Honors Society, Senior Honors Thesis: "The Equity Effects of Education Finance Reform in Missouri", Highest Thesis Honors. Awards: National Runner-up, Pi Sigma Alpha Best Undergraduate Honors Thesis.

Experience

Sept. 2015 – Present

FORT WAYNE COMMUNITY SCHOOLS — Fort Wayne, IN
Strategic Data Project Fellow, Office of Strategic Initiatives

Recruited to Fort Wayne Community Schools through the Strategic Data Project (SDP) Fellowship, based out of the Center for Education Policy Research at Harvard University. The SDP Fellowship is a competitive two-year professional development program that places data strategists in education agencies to have an immediate impact on policy decisions that affect student outcomes. It includes extensive training in measurement and analysis, leadership and change management, and education policy. In addition to participating in the program, individual responsibilities include:

- Participate in research design and data analysis relating to professional learning provided under the Teacher Incentive Fund, including instructional coaching and inter-rater reliability surrounding instructional observations.
- Conduct analysis relating to teacher evaluation and compensation, including data monitoring on staff retention and the performance on School Improvement Plan metrics.
- Serve on cross-department groups, including Compensation Committee and Academic Team, designing district strategies for evaluating and monitoring program effectiveness.

May – August 2014

OFFICE OF GOVERNOR NIKKI R. HALEY — Columbia, SC
Dukakis Summer Fellow

- Conducted education policy research, including analysis of statewide spending and achievement data, and prepared reports for presentation to Policy Director and Governor.
- Co-ordinated with external stakeholders to evaluate possible initiatives, and composed talking points for forums involving the Governor, teachers and schools administrators.
- Worked with senior staff to develop legislative and budgetary proposals relating to college preparedness, school governance, and STEM instruction.
- Drafted literature and compiled data for the promotion of 2015 education initiatives.

Sept. 2008- June 2013

TEACH FOR AMERICA/J.H.S. 227 EDWARD B. SHALLOW — Brooklyn, NY
Teacher/Corps Member

- Led classes of thirty students to 70% proficiency rates and 100% passing rates in each of the past three years, as determined by New York State 7th and 8th grade math assessments.
- Applied a two-year accelerated algebra curriculum, resulting in a class of 8th grade students achieving 100% passing and 88% average on the Regents High School Examination in Integrated Algebra.
- Collaborated with teachers and administrators to develop 7th and 8th grade math curricula aligned to New York State guidelines and the Common Core Standards, and wrote original inquiry-based lessons designed to develop mathematical reasoning and problem-solving ability.

Sept. 2011-
August 2013

TRIPLE CHALLENGE LEARNING CENTER Brooklyn, NY

Tutor

- Taught small groups of general education students and students with individual education plans to develop mathematical knowledge, establish foundational skills, and prepare for New York State math assessments.

Jan. 2012-
May 2013

TEACH FOR AMERICA TFAnet.org

Alumni Mentor (Volunteer)

- Provided online advice and guidance to TFA corps members on mathematical content instruction, and constructed original blog posts with strategies for the development of conceptual student understandings.

June-
August 2007

TAXPAYERS FOR COMMON SENSE Washington, DC

Intern

- Maintained database of legislative earmarks and conducted research related to government spending.

April-
April 2007

MASSACHUSETTS BUDGET AND POLICY CENTER Boston, MA

Intern

- Conducted research and wrote memos for staff on Massachusetts tax and budgetary policy

Tori M. Kottwitz
1827 West Autumn Lane
Fort Wayne, IN 46845
Home 260.338.2242 / Mobile 260.450.9422
E-mail - myron.kottwitz@hotmail.com

Professional Experience

Fort Wayne Community Schools, Fort Wayne, IN

• **Strategic Initiatives Special Assignment Secretary** – 2015 to present
Administrative Support for Administrator, reconciliation and budgetary data for grants and general fund, coordinate communications, correspondence, public relations, payroll, scheduling and travel arrangements for unit**.**

• **District Data Trainer** – 2014 to 2015
Support, train, and assist designated school personnel to provide customized student performance data.

• **ELL Classroom Assistant** – 2013 to 2014

• **Classroom Assistant** – 2012 to 2013

Kansas City Public Library, Kansas City, MO

• **Library Customer Services Associate, Central Branch** – 2004 to 2005
Reference services, information, reader's advisory, and community resources. Responded to written questions/concerns, promoted library programs and services, and assisted with electronic resources.

Commerce Bank, Kansas City, MO

• **Investment Management Group - Corporate Trust Officer** – 1991 to 1999
Administered corporate and municipal bond issues and escrow relationships. Reviewed and edited financing documents, managed the investment of bond proceeds and the flow of funds internally as well as payments to bondholders. Enforced the covenants of governing documents, ensured compliance with securities regulations, resolved bondholder issues.

• **Investment Management Group - Senior Trust Administrative Assistant** – 1990 to 1991
Administrative support and customer service on corporate trust accounts. Maintained financial spreadsheets, reconciled accounts, computed income allocation and monthly interest due.

• **Human Resources Department - Training Administrative Assistant** – 1989 to 1990
Coordinated in-house training programs, maintained training records, revision of online banking tutorial.

The Jones Store Company, Kansas City, MO

• **Department Manager** – 1982 to 1989
Managed and trained sales staff, analyzed sales reports, customer relations, inventory control and merchandising. Maintained all department accounting records, balanced monthly purchase inventory reports, computerized ordering system.

Electronic Data Systems Corporation, Columbia, MO

• **Data Entry Operator** – 1980 to 1982
Worked part-time hours while a full-time university student.

Education

Bachelor of Science degree in Business Administration (BSBA) – 1981
University of Missouri – Columbia, MO

TENL Certificate (Teaching English as a New Language) – 2013
Indiana University - Purdue University Fort Wayne (IPFW) – Fort Wayne, IN

Volunteer Activities

IPFW New Immigrant Literacy Program – Fort Wayne, IN – 2012
Weekly tutoring sessions with grade school children to improve reading and math skills.

BlueScope Buildings, Vietnam – Ho Chi Minh City, Vietnam – 2007 to 2009
Created curriculum and taught an English language class for adult Vietnamese students.

Get W. Nichols
9111 Laurel Hurst Place
Fort Wayne, Indiana 46835
(260) 486-6352
get.nichols@fwcs.k12.in.us

EDUCATIONAL BACKGROUND

1998 M.Ed., Elementary Administration
Indiana University, Fort Wayne, Indiana

1980 B.S., Elementary Education with Distinction
University of Oklahoma, Norman, Oklahoma

ADMINISTRATIVE EXPERIENCE

2016-Present Assistant Superintendent for Elementary Education
Fort Wayne Community Schools, Fort Wayne, Indiana

2007-2016 Director of Elementary Administration
Fort Wayne Community Schools, Fort Wayne, Indiana

2000-2007 Principal, Brentwood Elementary School
Fort Wayne Community Schools, Fort Wayne, Indiana

1999-2000 Administrative Intern, Harrison Hill Elementary School
Fort Wayne Community Schools, Fort Wayne, Indiana

1998-1999 Teacher-in-Charge, Administrative Practicum, Price Elementary School
Fort Wayne Community Schools, Fort Wayne, Indiana

PROFESSIONAL EXPERIENCE

1998-1999 Humanities Resource Teacher, Price Elementary School
Fort Wayne Community Schools, Fort Wayne, Indiana

1996-1998 3rd/4th grade Looping Teacher, Price Elementary School
Fort Wayne Community Schools, Fort Wayne, Indiana

1995-1996 Substitute Teacher, long-term positions at Lincoln Elementary School
Fort Wayne Community Schools, Fort Wayne, Indiana

1980-1985 1st grade and Reading Readiness Teacher, Madison Elementary School
Norman Public Schools, Norman, Oklahoma

1982-1984 Language Arts Curriculum and Health Curriculum Committees for 1st Grade
Developed curriculum guides for Language Arts and Health
Norman Public Schools, Norman, Oklahoma

1983-1984	Certified Gesell School Readiness Assessor Completed training for Gesell School Readiness Screening Instrument Norman Public Schools, Norman, Oklahoma
1974-1975	Helping Hands tutor at Hayes Elementary School Oklahoma City Public Schools, Oklahoma City, Oklahoma
1971-1982	Manager for family-owned business Managed and hired employees, prepared weekly payroll, Assisted in bookkeeping of business accounts Ding Ho Chinese Restaurant, Oklahoma City, Oklahoma

PROFESSIONAL ORGANIZATIONS

2009-Present	Learning Forward
1998-2012	Association for Supervision and Curriculum Development
2000-2007	Fort Wayne Association of Principals and Administrators
1996-1999	FWEA, Indiana State Teachers Association/National Education Association
1980-1985	Oklahoma Education Association/National Education Association

COMMUNITY SERVICE

2007-Present	Stop Child Abuse and Neglect (SCAN), Fort Wayne, IN Board Member Operations Committee Member
2007-Present	Early Childhood Alliance, Fort Wayne, IN Board Member Program Committee Chairperson Board Governance Committee Member
2006-Present	Dave Hefner International Exchange Foundation, Fort Wayne, IN Board Member
2012-2013	Vision 20/20 & Big Goal Collaborative, Fort Wayne, IN 21st Century Talent Initiative Strive Core Team Member
2009-2012	United Way of Allen County, Fort Wayne, IN Learn United Policy Council Member
1994-Present	East Allen County Church of Christ, New Haven, IN Elementary Education Coordinator Elementary and adult Bible class instructor

1992-1994 Moore Public Schools, Moore, OK
PTA President, Kelley Elementary School
Organized projects and activities for school and community
Obtained corporate participation and donations to fund special projects

1985-1994 Southwest Church of Christ, Oklahoma City, OK
Education Supervisor
Recruited and trained teachers, developed Bible education curriculum
Directed and conducted Vacation Bible School
Elementary and adult Bible class instructor (1975-1994)

GRANTS AND FUNDING EXPERIENCE

2006 Early Intervention Grant, Indiana Department of Education ($78,000).

2006 Fort Wayne Parks and Recreation, Fort Wayne, IN ($30,000).

2003 AEP Technology Grant, Brentwood Elementary School, FWCS ($29,000).

2003 RIF Grant, Department of Education, Brentwood Elementary School, FWCS ($2,300).

2002 4-R's Technology Grant, Brentwood Elementary School, FWCS ($27,000).

2002 Local Education Fund Literacy Grant, Brentwood Elementary School, FWCS ($3,000).

REFEREED PUBLICATIONS

Nichols, J.D., Kim, I-H., & **Nichols, G. W.** (under review). The impact of community volunteerism on early literacy development. *The Journal of Mentoring and Tutoring.*

Nichols, J. D., & **Nichols, G. W.** (2014). Perceptions of School Leaders: Exploring School Climate Data Based on Principal Gender and Student Achievement. *Advancing Women in Leadership*, 34, 28-37.

Nichols, G. W. & Nichols, J. D. (2012). An analysis of student and parent perceptions: School climate surveys for the public good. *Scholarlypartnershipsedu.*

Nichols, J. D. & **Nichols, G. W.** (2002). The impact of looping classroom environments on parental attitudes. *Preventing School Failure, 47*(1), 18-25.

Nichols, G. W. & Nichols, J. D. (1999). Looping: The impact on American schools and parental attitudes. *International Journal of Educational Reform, 8*(3), 274-279.

REFEREED PRESENTATIONS

Nichols, J. D., Kim I-H, **Nichols, G. W.** (2012). *Is knowing enough? The impact of community volunteerism on early literacy development.* Research presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Nichols, G. W., Bickel, D., Bobay, T., Cline, J., Smith, F., Peterman, R., West, B., (2011). *Elementary reform: Leading educational achievement with distinction*. Presentation at the winter conference of Learning Forward, Anaheim, CA.

Nichols, G. W., Bickel, D., Bobay, T., Cline, J., Smith, F., Peterman, R., West, B., (2011). *Elementary reform: Leading educational achievement with distinction*. Presentation at the summer conference of Learning Forward, Indianapolis, IN.

Grafton, T., White, G., Katz, D., **Nichols, G. W.,** Bickel, D. (2011). *Putting together the pieces to change school culture*. Presentation at the summer conference of Learning Forward, Indianapolis, IN.

Nichols, G. W. & Nichols, J. D. (2011). *An analysis of student and parent perceptions: School climate surveys for the public good*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Grafton, T., White, G., Katz, D., Bickel, D., **Nichols, G. W.** (2011). *Putting together the pieces to change school culture*. Presentation at the winter conference of Learning Forward, Atlanta, GA.

Nichols, J. D., **Nichols, G. W.** & Kline, J. (2010). *Perceptions of leaders: Gender bias and the impact on school climate and student achievement*. Paper presented at the American Educational Research Association, Denver, CO.

Nichols, J. D., Hilpert, J., Kim, I., **Nichols, G. W.**, & Garwood, J. (2010). *The impact of volunteerism: A community comes together to support childhood reading and literacy*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Nichols, J. D. & **Nichols, G. W.** (1998). *The impact of looping on parental attitudes in the educational environment*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.

Nichols, G. W. & Nichols, J. D. (1997). *Looping: The impact on American schools and parental attitudes*. Paper presented at the Sixth Annual Conference for Creating the Quality School, Oklahoma City, Oklahoma.

PRESENTATIONS

Feb. 2014	Presenter for Annual Meeting of the Indiana Music Educators Association, Fort Wayne, IN
Feb. 2012	Scholarship Recipient Speaker for Executive Women International, Fort Wayne, IN
May 2011	*FWCS Expectations for New Teachers*, Transition to Teaching, School of Education, Indiana University-Purdue University at Fort Wayne
Dec. 2010	*FWCS Expectations for New Teachers*, Transition to Teaching, School of Education, Indiana University-Purdue University at Fort Wayne
Oct. 2006	Keynote Speaker for Executive Women International Executive, Fort Wayne, IN.
May 2006	*Volunteerism and Education*, Allen County Education Partnership, Fort Wayne, IN.
Aug. 2004	*Mentoring and Evaluation*, Cooperating Teachers for Fall 2004 Student Teachers, School of Education, Indiana University- Purdue University at Fort Wayne.

May 2003	*Graduation Keynote Speaker*, Anthis Career Center ESL Graduation Ceremony Fort Wayne Community Schools
Oct. 2002	*Multicultural Topics for Prospective Teachers*, Project TEAM Program Indiana – Purdue University at Fort Wayne
Nov. 2000	*Issues for First-Year Administrators*, Graduate course: Introduction to School Administration, Indiana University – Purdue University, Fort Wayne
July 1998	*Developmental Issues of Asian-American Adolescents*, Graduate course: Adolescent Development, Indiana University-Purdue University, Fort Wayne, Indiana

LICENSES/CERTIFICATIONS

1999-Present	Administrator's License, State of Indiana
1995-Present	Teacher's License, State of Indiana
1980-1990	Teacher's License, State of Oklahoma
1984	Certified in Gesell School Readiness Assessment

AWARDS

Sept. 2011	Carl D. Rolfsen Stewardship Award Nominee for Early Childhood Alliance Fort Wayne, IN
April 1993	Kelley Elementary School Patron of the Year Moore Public Schools, Moore, Oklahoma
Aug. 1975	University Scholars Award/Scholarship, University of Oklahoma Norman, Oklahoma
May 1975	Valedictorian, Gold Letzeiser Medal, Southeast High School Oklahoma City Public Schools, Oklahoma City, Oklahoma

Chris Hissong

8434 Sweet Blossom Court
Fort Wayne, IN 46835

chris.hissong@fwcs.k12.in.us
260-450-1014

Education:

Indiana-Purdue University - Fort Wayne, IN
Administrative Certification, July 1990

Indiana-Purdue University - Fort Wayne, IN
Master of Science in Education, August 1981

Ball State University – Muncie, IN
Bachelor of Science in Education, May 1978
Physical Education/Health major
United States History minor

Certifications:

Indiana Administrative License, Secondary Administration and Supervision, license #1280307
Indiana Teacher Professional License, license #1280307

Professional Experience:

2016 - ***Assistant Superintendent for Secondary Education***
Fort Wayne Community Schools Fort Wayne, IN

- Supervise and evaluate principals grades 6 – 12
- Facilitate professional learning for principals
- Support Superintendent
- Serve on Superintendents Cabinet
- Resolve parent concerns
- Supervise and evaluate Directors
- Assign Director responsibilities in support of schools
- Assign intern and practicum students to work with principals
- Learning Forward Academy

2013 - 2016 ***Secondary Director/High School Director:***
Fort Wayne Community Schools Fort Wayne, IN

- Supervise and support assigned administrative staff.
- Crucial Conversation train the trainer.
- Parkview, Ivy Tech, Career Academy Consortium.
- FWCS Foundation Instrumental Music Committee.
- Plan and Direct Athletic Committee meetings.
- Support and Direct Athletic Directors.
- Collaborate with Secondary Instructional Coaches.
- Collaborate with Wayne, Snider, Lane, Blackhawk, Miami and Portage families.
- Support Wayne and Snider families SIP, QIT and SCIP's.
- Facilitate 260 AP PL sessions.
- Facilitate Pyramid, Operations, and Freshman AP PL sessions.
- Facilitate Focus and Priority visits.
- Collaborate on Course Description Guide for Wayne and Snider.

- Code of Conduct Action Committee member.
- High Ability Committee member.
- Learning Forward.
- Showcase planning committee member.
- Check and Connect oversight committee.
- JDAI committee member.
- United Way/Arts United Ambassador.

2010 - 2013 ***Executive Director of School Management:***
East Allen County Schools New Haven, IN

- Member of the Superintendent's Cabinet.
- Manage daily operations of schools.
- Supervise and evaluate principals.
- School related conflict resolution.
- Instructional program implementation.
- Board policy and procedure implementation.
- Staffing recommendations.
- Vocational director including Anthis placements and Perkins Grant spending.
- Coordinate post high school education including Dual Credit and Early College.
- Facilitate guidance counselor, librarian, principal and assistant principal meetings.
- Supervise student teacher and field services placements.
- Worked collaboratively with the teacher's association to modify the RISE rubric for comprehensive system of evaluation and support for all certified employees.
- Participated on the Curriculum, Instruction, and Assessment (CIA) Team.
- Created district-wide professional development plan for teachers, principals, and other staff which culminated in a differentiated district-wide in-service day.
- Supervised Human Resources during Director's five month (August to December 2011) and four month (January to April 2013) absences.
- Coordinated data mining activities during principal meetings.

2000 - 2010 ***Principal at Heritage Junior Senior High School***: 7-12 building with 800 students
East Allen County Schools New Haven, IN

- Built a strong teaching staff by elevating expectations and accountability for teachers.
- Transitioned schedule from a Block 4 to a trimester to a 7 period day.
- Improved ISTEP+ scores as student population transitioned.
- Incorporated pre-algebra at 7th grade and algebra for 8th grade students.
- Created Career Majors program at Heritage.
- Heritage received an Exemplary rating in the fall of 2010.
- Added Advanced Placement and Dual Credit courses to Heritage curriculum.
- Developed After Prom at Heritage in conjunction with PTO.
- Developed *Dads of Heritage* program to encourage fathers to help supervise at home events and be involved in their children's lives.

1994 - 2000 ***Principal at New Haven Middle School***: 6 - 8 building with 525 students
East Allen County Schools New Haven, IN

- Converted New Haven from a junior high to a middle school. Teaming, thematic units, interdisciplinary units and team discipline were several of the key components.
- Created an on-site nature center at a minimal cost to the corporation. Center included a pond, fish, bridge and a variety of trees and plants.
- Data analysis to focus classroom instruction.
- Served on the following district committees: negotiations team, meet and confer, Superintendent's Cabinet, and curriculum adoptions.

1992 - 1994 ***Assistant Principal at New Haven Middle School***: 6 - 8 building with 525 students
East Allen County Schools New Haven, IN

- Handled discipline and attendance issues.
- Evaluated teachers and coaches.
- Scheduled building use with outside organizations.

1990 - 1992 ***Assistant Principal/Athletic Director at Carroll Junior High***: 7 - 9 building with 700 students
Northwest Allen County Schools Fort Wayne, IN

- Handled discipline and attendance issues.
- Evaluated teachers and coaches.
- Scheduled building use with outside organizations.
- Served as athletic director.

1980 – 1990 ***Teacher at New Haven High School****:* Grades 9 - 12
East Allen County Schools New Haven, IN

- Physical Education Department Head.
- Taught physical education, health, weight lifting and substance abuse.
- Coached football, wrestling, basketball and track at a variety of levels.
- Honor Society Sponsor.

1978 – 1980 ***Teacher at Paul Harding High School****:* Grades 9 - 12
East Allen County Schools New Haven, IN

- Taught physical education, health, weight lifting and substance abuse.
- Coached wrestling and track at varsity level.

Volunteer Activities:

2013 – Present Arts United/United Way Ambassador
2013 – Present Fort Wayne Foundation Board
2013 – Present Drug and Alcohol Consortium
1978 – Present Variety of leadership roles at various churches

Recognitions and Awards:

1997-99 Indiana Principal Leadership Academy – Group 30
1998-99 IASP District 3 President
1997 IASP District 3 Middle School Principal of the Year
1997-98 IASP District 3 Vice President

References

Debra Faye Williams-Robbins, Esq.
Assistant Superintendent
3601 South Calhoun Street
Fort Wayne, IN 46807
260-467-2650 office
260-580-5415 cell
debra.robbins@fwcs.k12.in.us

Mrs. Barb Ahlersmeyer
Student Services Director
1200 South Clinton
Fort Wayne, IN 46802
260-467-1000 office
260-312-2747 cell
barb.ahlersmeyer@fwcs.k12.in.us

Mr. John Houser
Principal, Wayne High School
9100 Winchester Road
Fort Wayne, IN 46819
260-467-6402 office
260-705-0438 cell
john.houser@fwcs.k12.in.us

Mr. Matt Schiebel
Principal, Shawnee Middle School
1000 East Cook Road
Fort Wayne, IN 46825
260-467- office
260-705-2177 cell
matthew.schiebel@fwcs.k12.in.us

Mr. Jeff King
Principal, Jefferson Middle School
5303 Wheelock Road
Fort Wayne, IN 46835
260-467-4827 office
260-437-4326 cell
jeff.king@fwcs.k12.in.us

Dr. Jeff Abbott
Retired EACS superintendent 1996-2005
Resides in Florida
260-241-8403 cell

Dr. William Reichhart
Superintendent at Manchester Community Schools
404 West 9th Street
North Manchester, IN 46962
260-901-3057 office
260-901-3057 cell
Bill_Reichhart@mcs.k12.in.us

INGRID LAIDROO~MARTIN

OBJECTIVE

To increase student achievement and teacher efficacy by fostering sustainable and effective change

EDUCATION

2005~2006 IPFW Fort Wayne, IN

- **M.S., Educational Leadership**

1985~1990 IPFW Fort Wayne, IN

- **B.S. Elementary Education**

EXPERIENCE

2009~2017 Irwin Elementary FWCS
Principal

2008~2009 Northcrest Elementary FWCS
Assistant Principal

2007~2008 Irwin Elementary/Lane Middle FWCS
Administrative Intern

2004–2007 Grile Administrative Center FWCS
Language Arts Instructional Facilitator

1990~2004 Washington Center Elementary FWCS
Classroom Teacher (grades 1, 5, and Reading Recovery)

1992~1993 Zygmunt Padlewskiego Skola Plock, POLAND
English Teacher (grades 3, 5, 6, 7, and 8)

1993~2006 Substitute & Volunteer for Adult Education FWCS
English Language Learner Teacher (Substitute)
GED Tutor (Volunteer)

CURRICULUM

- Intimate knowledge and implementation of district models
- Well~read regarding books on most effective literacy practices
- Differentiate practices to meet variety of needs in classrooms
- Adept at Adult Learning Theory and use of Peer Coaching
- Well-versed in Curriculum Mapping

SCHOOL IMPROVEMENT

- Use data to create data statements used for Improvement Plans
- Use ongoing data to specify areas of growth
- Understanding of linkages from School Improvement Plan to Balanced Score Card
- Extensive work with Quality Improvement Teams

5380 South Groveland Drive, Albion, IN (260) 341-5823 Ingrid.Laidroo@fwcs.k12.in.us

- Empower principals' understanding of literacy to facilitate teachers/student growth

PROFESSIONAL LEARNING COMMUNITIES

- Communicate collegially with **all** school stakeholders
- Coach grade level teams toward creating safe environments
- Provide professional development on Common Assessments, their value, and how to use the results
- Model cultural proficiency so as to create an inclusive environment with a vision for deep understanding

DATA ANALYSIS

- Disaggregate ISTEP data to identify areas of need at building level
- Compare data in order to communicate results to stakeholders
- Analyze oral reading records, Acuity, and other formative assessments to drive instruction
- Use Error Analysis Sheet when looking at student's writing
- Use of anecdotal notes to inform instruction

CULTURAL PROFICIENCY

- First generation American
- Perform between Cultural Competence and Proficiency
- Empower others to increase their level of proficiency
- Speak Estonian (fluently), Spanish, and Polish

LEADERSHIP

- Use inquiry to coach for school improvement
- Attend national and local conferences; share knowledge
- Coach employees on effective team practices
- Communicate vision clearly with stakeholders
- Encourage student-centered pedagogical risk-taking
- Model best practices
- Embed professional development into classroom teachers' day/class
- Collaborate regularly regarding internal processes

PUBLICATIONS

- Annual Editions: Early Childhood and Elementary Literacy (05/06), Authored Introduction for Unit 4 "Implementing Best Practices in the Field," published by McGraw-Hill/Dushkin

- A Scholar-Practitioner Dialogue: Implementing a Student-Centered, True Professional Learning Community in an Urban School (March, 2007), Co-authored paper with Dr. Stella Batagiannis, published by *ScholarPractitionerEdu,* Fall 2007

5380 South Groveland Drive, Albion, IN (260) 341-5823 Ingrid.Laidroo@fwcs.k12.in.us

PRESENTATIONS **OUTSIDE** OF FWCS

- Mid-Western Educational Research Association Conference, October 2008 (St. Louis, MO)
  - *Scholar-Practitioner Dialogue: A Model for Transforming Education*

- World Series Writers: Going to Bat for Boy Writers and Other Reluctant Students, October 2007 (Ft. Wayne, IN)
  - *Powerful Teaching for ALL Students*
  - *Supporting Our Young Male Learners*
  - *Getting to the Heart of Reading and Writing*

- Digging Beneath the Surface: Building a Foundation for a True Learning Community, March 2007 (Ft. Wayne, IN)
  - *Activating Students' Desire to Learn*

- Building Multicultural Learning Communities: Conversations among Educators, September 2006 (Ft. Wayne, IN)
  - *Powerful Teaching for ALL Students*
  - *Multicultural Classrooms: It's Not Just the Books on Your Shelf*

5380 South Groveland Drive, Albion, IN (260) 341-5823 Ingrid.Laidroo@fwcs.k12.in.us

8416 McMan Place
Fort Wayne, Indiana 46825
260-402-5796
melissa.plumb@fwcs.k12.in.us

Melissa Fireoved Plumb

Experience

Fort Wayne Community Schools **2016-Present**

Principal

- Participate in Paths to Quality Accreditation
- Participate in National Education of Young Children Accreditation
- Participate in North American Reggio Emilia Alliance

Fort Wayne Community Schools **2014-2016**

Assistant Principal/Administrative Intern

- Participate in New York Leadership Academy
- Participate in Aspiring Leaders Program

Fort Wayne Community Schools **2009-2014**

District Special Education Resource Teacher

- Coordinate Special Education Preschool for school district
- Public Agency Representative for all preschool conferences
- Autism Team Member

Education

Indiana University Purdue University Fort Wayne **2014-2015**

- Masters in Educational Leadership

Indiana University, Bloomington, IN **1994-1998**

- Bachelors of Science, Special Education
- K-12 Learning Disabilities, Mild Mentally Handicapped, and Severe Emotional Disabilities

Leadership Opportunities

- District Representative for DOE Teacher Evaluation Pilot
- Created District Alternative Learning evaluations

Accomplishments

- Council for Exceptional Children, Rookie Teacher of the Year, 1999
- Journal Gazette Newspaper, Teacher of the Week, 2008
- Member of The Honor Society of Phi Kappa Phi

References

- Brandon C. White, Principal at Haley Elementary School
- Ann Barnes-Smith, Director of Special Education FWCS

E. Kent Martz
1404 Ardsley Court
Fort Wayne, IN 46815
Phone (260)748-7864

Objective: Building Level Administration--Elementary
Central Office Administration

Education: Indiana University~
Administrative Certification, 1991 (renewed license in 2013)
Counseling Endorsement, 1982
Master of Science Degree in Elementary Education, 1980
Bachelor of Science Degree in Elementary Education, 1978
Purdue University~
Gifted and Talented Endorsement, 1985

Work Experience:

2004-Present **Principal**
Weisser Park Arts Magnet School, 2011-Present
Waynedale Elementary Principal, 2004-2011
Fort Wayne Community Schools

1998-2004 **Principal**
New Haven Elementary School
East Allen Community Schools

1989-1998 **Counselor**
Southwest Allen County Schools

1995-1998 **Associate Faculty**
Indiana-Purdue University at Fort Wayne, Indiana
Counseling Department

1995-1998 **Summer Instructor**
"Positive Classrooms/Productive Kids, Connecting Link

1990-1996 **Computer Science Teacher**
Southwest Allen County Schools Summer School Enrichment Program

1988-1989 **Elementary Counselor**
Huntington County Community Schools

1986-1988 **Gifted and Talented Resource Teacher**
Huntington County Community Schools

1986-1988 **Computer Science Teacher (Summer School)**
Huntington Country Community Schools Summer School Enrichment Program

1981-1986 **Grade 5 Teacher**
Roanoke Elementary School, Huntington County Community Schools

1978-1981 **Grade 4 Teacher**
Andrews Elementary School, Huntington County Community Schools

Educational Activities and Accomplishments:

CR-PBIS Training, 2014-2015
Mentored Administrative Graduate student, 2014
Broad-based Planning Committee for G/T students, 2012-2013
Developed Arts Media Lab at Weisser Park, 2012
State Pilot for RISE Evaluation, 2011-2012
H.O.P.E. Training, 2008-2012
Project Seed School, 2010-present
Wrote School Improvement Plans, 2004, 2007, 2010, 2011, 2012, 2013, 2014
School Made AYP, 2010-2012
School achieved an "A" rating, 2010, 2011, 2012, 2014
School Acknowledged by Dr. Tony Bennett for Growth in Student Achievement, November 2010
(School made highest L.A. growth in Allen County.)
Supervisor of Principal Intern, 2009
Doug Reeves Leadership Training, 2009
William Daggert Model Schools Conference, Summer 2009
Became an ELL School, 2008 (Worked with refugee students.)
Curriculum Mapping Training, 2007-2008
LEF Literacy Course, IPFW, 2005-2006 (6 hours credit)
Mentor of Administrators, 2004-2006
DuFour Training on Professional Learning Communities, Grand Rapids, 2005
National ASCD Conference, Orlando, FL, March 2009
National ASCD Conference, New Orleans, LA, March 2003
National ASCD Conference, San Francisco, CA, March 2002
National ASCD Conference, San Antonio, Texas, March 2001
Math Adoption Committee, 2003-2004
Learning Perspective, District Initiative to Improve Student Achievement 1999-2003~
Train the Trainers, 2002, 2005
Nonviolent Crisis Intervention Training, 2000
Working with Children of Poverty Training, Dr. Ruby Payne, 1999
Indiana Principal Leadership Academy, 2001-2002
C.L.A.S.S. Training, 1998

Multicultural Committee, 1997-1998
Gifted and Talented Broad Base Planning Committee, 1993-1994
Fort Wayne Chamber of Commerce School/Business Exchange with Perfection Bakeries, 1992
Co-leader, Parenting Classes for Patrons of Southwest Allen County Schools, 1990-1995
Scholarship Committee for Gifted and Talented Students, Southwest Allen County Schools, 1990
CADRE Technician for Affective Needs of Gifted and Talented Students, Northeastern Indiana, 1987-1988.

Community Activities:

Blackhawk Ministries, Present
Master Gardener, 2012
Bible Study Fellowship, 2000-2012, 2015-2017
Dallas Lake Board, 2007-Present
First Presbyterian Church~
Ordained Elder, 1998
Scholarship Committee, 1996-1999
Personnel Committee, 1993
Christian Education Committee, 1989

Professional Reading:

Whole Brain Teaching for Challenging Kids, Bibble
Becoming a Learning System, Hirsh, Psencik, and Brown
Make Just one Change: Teach Students to Ask Their Own Questions, Rothstein and Santana
Closing the Attitude Gap, Kafele
Crucial Conversations: Tools for Talking When Stakes are High, Patterson, Grenny, McMillan, and Switzler
Reflective Leader, Smith, Brofft, Law, and Smith
Teach Like a Champion, Lemov and Atkins
Black Students, Middle Class Teacher, Jawanza Kunjufu
100 + Educational Strategies to Teach Children of Color and 200+Educational Strategies to Teach Children of Color, Jawanza Kunjufu
Comprehension Connections, McGregor
Marshall Memo
Educational Leadership, ongoing
Principal, ongoing
Failure is Not an Option, Allen Blankstein
Comprehension Connections, Tanny McGregor
How the Brain Learns Mathematics, David Sousa
Good to Great, Jim Collins
Professional Learning Communities, Rick and Becky DuFour
Turn Around Schools: Creating Cultures of Universal Achievement, Jeff King and Damen Lopez

Leading and Managing: A Differentiated Classroom, Carol Ann Tomlinson

References:

Available upon request

Bradley D. Crozier

8205 Gatewood Court, Fort Wayne, IN, 46743 • 260.615.5730 • Bradley.Crozier@fwcs.k12.in.us

Objective

Use proven skills to develop a rigorous and engaging program that educates all students to high standards.

Education

- Marian University
  - Masters of Art in Teaching — July 2011 – December 2012
  - The Academy, Building Level Administrator's Program & Mentorship — July 2011 – April 2014
- Indiana University
  - Bachelors Degree in Secondary Education: Social Studies — 2002 - 2006
  - Evans Scholar (4 Years)

Professional Licensing

- Professional Educator License #1591032 valid thru 7/26/15
- Building Level Administrator's License #1591032 valid thru 2/25/20

Relevant Experience

- Fort Wayne Community Schools, Fort Wayne, IN
  - **Principal, Memorial Park Middle School** — July 2016 – present
    - Oversight of all building operations, student management, and instruction.
    - Responsible for developing a professional learning community that ensures student success through collaboration, attention to data, and a relentless effort to accomplish school goals.
    - Commitment to developing relationships with community members, school PTA, and other stakeholders that will directly impact the building culture and student achievement.
  - **Year-Round Assistant Principal, Kekionga Middle School** — July 2014 – June 2016
    - Support instructional leadership through regular teacher feedback via Snapshots, Focus Feedbacks, and weekly lesson plan review and discussion. Feedback aligns with School Improvement Plan and RISE Rubric.
    - Quality Instruction Team (QIT) member. Participate in the development of the School Improvement Plan.
    - Interviewed and made recommendations for hire through Search Soft for selected teachers, paraprofessionals, and coaches.
    - Utilized Power School and Power Scheduler to build and maintain the school's schedule of courses and individual student schedules.
    - Oversee corrective responses for student violations of FWCS Code of Conduct.
    - Leader of Culturally Responsive – Positive Behavior Interventions and Supports (CR-PBIS) implementation in grades 6-8. Create staff professional learning sessions regarding CR-PBIS strategies.
    - Analyze school discipline data for various subgroups. Developed spreadsheet to track trends in data.
    - Coordinate all athletic programs at the school.
    - Secured over $5,000 in grants to build athletic funds.
    - Responsible for oversight and evaluation of all building paraprofessionals.
    - Weekly collaboration and curriculum development with Social Studies department.
    - Responsible for coordination and follow through of all school safety drills.
    - Implement consist book numbering system. Initiated multiple book checks within the school year. Managed end of year textbook collections and billing for lost or damaged books.
  - **School-Year Assistant Principal/Intern, Lakeside Middle School** — July 2013 – June 2014

- Oversee discipline of students for Code of Conduct violations for all students in grade 6.
- Participant within school based CR-PBIS and QIT teams.
- Direct observation and support of 6th Grade teaching team.
- Cross-Curricular project development with Language Arts/Social Studies and Science/Math teams.
- Managed end of year textbook collections and billing for lost or damaged books.

- Imagine MASTer Academy, Fort Wayne, IN
  - **Assistant School Leader/Title I-II Coordinator** August 2012 – June 2013
    - Implemented a multifaceted and tiered process for new candidate hires.
    - Facilitate professional learning community focus meetings based on student data within 7th and 8th grade.
    - Observe/Evaluate/Coach teachers using Indiana's RISE Teacher Effectiveness Rubric.
    - Collect and analyze formative data (unit based assessments, reading benchmarks, Acuity) to guide extra support services for our students (Leveled Literacy Intervention, tutoring opportunities).
    - Wrote and developed multiple pre/post standard based assessments to measure student progress.
    - Maintain school's compliance with Title I and II grant funding. Oversee the plus $300,000.00 budget.
    - Plan and coordinate school wide parent/community events (Science Night, Math Play and Take, etc.).
    - Collaborate with area universities to provide pre-service opportunities for future educators.
    - Coordinated all school bussing operations.
    - Partnered with the National Network of Digital Schools to implement a pilot program for high achieving 8th grade students utilizing their web-based curriculum.
    - Led Behavior Engagement Strategies professional development for staff.
  - **Dean of Students Kindergarten – 8th Grade** May 2011 – August 2012
    - Ensured safe operations of the school by performing necessary discipline, investigations, and counseling of students.
    - Worked with teachers to identify underlying causes of behavior and provide appropriate interventions through the R.T.I. process.
    - Served as Public Agency Representative on numerous case conferences.
    - Coordinated and oversaw all school bussing operations.
    - Started and sponsored the Rachel's Challenge FOR Club following an on-site presentation from the organization.
    - Presented our school's character mission and program to a national audience during the Imagine Schools National Character Call series for 2011-2012.
  - **Apprentice Leader 6th – 8th Grade** November 2009 – May 2011
    - Developed standard based curriculum map to ensure appropriate and formative assessments.
    - Guided the development of the schools nationally recognized character education program. School was recognized as the *2011 Positive Character Development Most Improved Runner Up.*
    - Developed and implemented the use of Communication Cards (C-Cards) in the middle school program. This was nationally recognized by the Character Education Partnership as a Promising Practice in 2011.
    - Developed and implemented Academic Coaching in the middle school program. This was nationally recognized by the Character Education Partnership as a Promising Practice in 2010.
  - **Grade 6-8 Social Studies Teacher** June 2008 – May 2010
    - Integrated Reading and Writing standards into units to target identified weaknesses within school data.
    - Incorporated authentic student assessments for units with appropriate in process formative checks.
    - Task Force Decision Maker – Year-End Employee Bonus, Middle School Layout, Course Offerings.
  - **Substitute Teacher/Staff** April 2008 – June 2008
- East Allen County Schools, Northwest Allen County Schools
  - **Substitute Teacher** January 2008 to April 2008

Certifications and Affiliations

- Certified *Non-Violent Crisis Intervention* Trainer through the Crisis Prevention Institute (Exp. 03/2016)
- Association for Supervision and Curriculum Development (ASCD) – Active Member
- Indiana Association of School Principals (IASP) – Active Member

Current Research

- Relationship Between College and Career Readiness and Current Student Success Indicators April 2012
  - The purpose of this research was to determine if a relationship exists between a student's college and career readiness rating and their respective current performance indicators for academics, behavior, and attendance.
  - Survey and rubric was developed to measure college and career readiness which was evidenced by student's ability to articulate future college/career plans. Sample included 144 secondary students.
  - Findings indicated that students who scored higher on the college and career readiness rubric had higher academic ratings (grade point averages) than those students who scored lower.

Professional Development

- Reading Apprenticeship Writing Connections History Curriculum Training January 2016
- FWCS Rise Rubric Inter-Rater Reliability Training – Initial Session May 2015
- National Council for Education Black Children Annual Conference April 2015
- Indiana Association of School Principals – Aspiring Leader Conference April 2014
- Fort Wayne Community Schools Leadership Apprenticeship 2013-14 School Year
- Panelist for "What Brain-Compatible Teaching Feels Like in the **Neuroscience in Education Webinar Series** hosted by Brainware Safari. May 2013
- 2012 Marian University Neuroscience Education Conference September 2012
- Fountas and Pinnell Benchmark Assessment Training August 2012
- 37th Annual Indiana School Law Conference – Indiana State University April 2012
- The New Teacher Project – Teacher Hiring Practices In-service March 2012
- Indiana RISE Teacher Evaluation Training 2011-12 School Year
- Annual Conference on Youth, Great Kids Make Great Communities September 2011
- Marzano Proficiency Scale In-Service May 2011
- Character Education Partnership National Conference October 2010
- Navigation 101 Academy September 2010
- CHAMPs Behavior Management Training August 2010
- Consortium on Reading Excellence Leadership Training, IDOE June 2010
- Imagine Schools Principal Bootcamp May 2010
- Stevenson High School Site Visit – Professional Learning Communities February 2010

Carlton E. Mable
9735 Tamar Trail
Fort Wayne, Indiana 46825
(260) 489-0878

Education

Administration and Supervision License 2011-2016

Indiana University-Purdue University at Fort Wayne, 1999-2001
M.S., Secondary School Administration

Indiana University, 1988-1993
B.S., Secondary Education Social Studies

Professional History

2010-Present: South Side High School, Principal

2008-2010: Wayne High School, Principal

2004-2008: Lakeside Middle School, Principal

2002-2004: Blackhawk Middle School, Assistant Principal

2001-2002: Blackhawk Middle School, Administrative Intern

1995-2001: Wayne High School, History Teacher

1993-1995: Miami Middle School, Social Studies Teacher

Community Involvement

Present: Indiana Black Expo, Board Member

Present: Cedars Hope, Board Member

Present: New Covenant Worship Center, Board Member

References:

Available upon request

FORT WAYNE COMMUNITY SCHOOLS
SEEK MAGNET SCHOOOLS
MEMORANDUM of UNDERSTANDING

As Principals in Fort Wayne Community Schools, we enthusiastically support efforts to enhance the quality of education available for all students at five proposed magnet school sites: Whitney Young Early Childhood Center, Irwin Elementary, Weisser Park Elementary, Memorial Park Middle School and South Side High School via a ***Magnet Schools Assistance Program*** grant proposal for the period October 1, 2017 through September 30, 2022. Implementation of a carefully designed magnet schools program that reflects the academic needs of struggling, underserved FWCS youth while assisting districtwide efforts to reduce minority group isolation and increase socio-economic diversity in schools will result in improved student performance and equal access to quality programs. Our high-need, low-performing, racially-identifiable schools require federal assistance to initiate innovative, rigorous, appealing choice options that will substantially impact current school enrollment profiles while increasing the diversity of academic options for FWCS students.

We are eager to participate in this exciting educational opportunity and fully support district and school administrators in their efforts to improve classroom education for all students.

Melissa Plumb 3/30/17
Melissa Plumb, Principal / Date
Whitney Young Early Childhood Center
Theme: School of the Arts

3/30/17
Ingrid Laidroo-Martin, Principal / Date
Irwin Elementary School
Theme: STEM

E. Kent Martz 3/30/17
E. Kent Martz, Principal / Date
Weisser Park Elementary School
Theme: School of the Arts

3/30/17
Brad Crozier, Principal / Date
Memorial Park Middle School
Theme: School of the Arts

3/30/17
Carlton Mable, Principal / Date
South Side High School
Theme: Arts (school-within-a-school)

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COMPETITIVE PRIORITY # 2

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SuccessMaker

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Indiana Department of Education

Rate Determination Report

Indirect Cost Allocation Plan - Report B
2014-2015 Data for Fiscal Year 2017

0235 School Corp

Restricted Rates

2012-2013 Data for Fiscal Year 2015			2014-2015 Data for Fiscal Year 2017		
Fixed Rate		5.56%		5.45%	
Direct Cost		268,468,703.58		272,619,540.93	A
Indirect Cost	11,915,036.14		15,092,162.03		B
Carry - Forward	3,008,781.67		(233,828.67)		C
Total Pool		14,923,817.81		14,858,333.36	

Actual Costs			
Actual Direct Costs		272,619,540.93	
Actual Indirect Costs	11,915,036.14		
Carry - Forward	3,008,781.67		
Total Pool		14,923,817.81	
Carry-Forward Computation			
Actual Direct Costs	272,619,540.93		
Fixed Rate	5.56%		
Indirect Cost Billed		15,157,646.48	
Actual Indirect Costs		14,923,817.81	
Over or (Under) Recovery		233,828.67	C

Unrestricted Rates

2012-2013 Data for Fiscal Year 2015			2014-2015 Data for Fiscal Year 2017		
Fixed Rate		13.38%		15.56%	
Direct Cost		248,844,470.22		252,104,569.56	A
Indirect Cost	31,539,269.50		35,607,133.40		B
Carry - Forward	1,753,755.67		3,629,297.66		C
Total Pool		33,293,025.17		39,236,431.06	

Actual Costs			
Actual Direct Costs		252,104,569.56	
Actual Indirect Costs	35,607,133.40		
Carry - Forward	1,753,755.67		
Total Pool		37,360,889.07	
Carry-Forward Computation			
Actual Direct Costs	252,104,569.56		
Fixed Rate	13.38%		
Indirect Cost Billed		33,731,591.41	
Actual Indirect Costs		37,360,889.07	
Over or (Under) Recovery		(3,629,297.66)	C

Note: Negative Indirect Cost Rates will be defaulted to zero.

Survey Ensuring Equal Opportunity for Applicants

Purpose: The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Applicant's (Organization's) Name: _____
Applicant's D-U-N-S Number: _____
Federal Program: _____ CFDA Number:_____

1. Has the applicant ever received a grant or contract from the Federal government?

☐ Yes ☐ No

2. Is the applicant a faith-based organization?

☐ Yes ☐ No

3. Is the applicant a secular organization?

☐ Yes ☐ No

4. Does the applicant have 501(c)(3) status?

☐ Yes ☐ No

5. Is the applicant a local affiliate of a national organization?

☐ Yes ☐ No

6. How many full-time equivalent employees does the applicant have? *(Check only one box).*

☐ 3 or Fewer ☐ 15-50
☐ 4-5 ☐ 51-100
☐ 6-14 ☐ over 100

7. What is the size of the applicant's annual budget? *(Check only one box.)*

☐ Less Than $150,000
☐ $150,000 - $299,999
☐ $300,000 - $499,999
☐ $500,000 - $999,999
☐ $1,000,000 - $4,999,999
☐ $5,000,000 or more

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** 1 FINAL FWCS MSAP17 5 YR Budget.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Tracking Number:GRANT12385912 Funding Opportunity Number:ED-GRANTS-121316-001 Received Date:Apr 11, 2017 01:54:15 PM EDT

FORT WAYNE COMMUNITY SCHOOLS
SEEK - Successful Equity for Excellent Kids!

YEAR 1

Subtotal Personnel	$	232,500.00	8%
Subtotal Fringe Benefits	$	65,100.00	2%
Subtotal Travel	$	783,425.00	26%
Subtotal Equipment	$	630,450.00	21%
Subtotal Supplies	$	261,425.00	9%
Subtotal Contractual	$	649,850.00	22%
Subtotal Construction	$	-	0%
Subtotal Other	$	42,000.00	1%
Subtotal Indirect Cost Rate 5.45%	$	145,228.87	4.84%
Subtotal Training Stipends/Sub Teachers	$	190,000.00	6%
11. TOTAL COSTS (lines 9-11)		**$2,999,978.87**	**100%**

YEAR 2

Subtotal Personnel	$	234,825.00	8%
Subtotal Fringe Benefits	$	65,751.00	2%
Subtotal Travel	$	787,425.00	26%
Subtotal Equipment	$	529,750.00	18%
Subtotal Supplies	$	277,725.00	9%
Subtotal Contractual	$	725,850.00	24%
Subtotal Construction	$	-	0%
Subtotal Other	$	42,000.00	1%
Subtotal Indirect Cost Rate 5.45%	$	145,151.27	4.84%
Subtotal Training Stipends/Sub Teachers	$	190,000.00	6%
11. TOTAL COSTS (lines 9-11)		**$2,998,477.27**	**100%**

YEAR 3

Subtotal Personnel	$	237,173.25	8%
Subtotal Fringe Benefits	$	66,408.53	2%
Subtotal Travel	$	787,425.00	26%
Subtotal Equipment	$	541,500.00	18%
Subtotal Supplies	$	276,575.00	9%
Subtotal Contractual	$	712,250.00	24%
Subtotal Construction	$	-	0%
Subtotal Other	$	42,000.00	1%
Subtotal Indirect Cost Rate 5.45%	$	145,151.58	4.84%
Subtotal Training Stipends/Sub Teachers	$	190,000.00	6%
11. TOTAL COSTS (lines 9-11)		**$2,998,483.36**	**100%**

FORT WAYNE COMMUNITY SCHOOLS
SEEK - Successful Equity for Excellent Kids!

YEAR 4

Subtotal Personnel	$	239,544.97	8%
Subtotal Fringe Benefits	$	67,072.58	2%
Subtotal Travel	$	787,425.00	26%
Subtotal Equipment	$	548,750.00	18%
Subtotal Supplies	$	276,225.00	9%
Subtotal Contractual	$	702,250.00	23%
Subtotal Construction	$	-	0%
Subtotal Other	$	42,000.00	1%
Subtotal Indirect Cost Rate 5.45%	$	145,148.08	4.84%
Subtotal Training Stipends/Sub Teachers	$	190,000.00	6%
11. TOTAL COSTS (lines 9-11)		**$2,998,415.63**	**100%**

YEAR 5

Subtotal Personnel	$	241,940.44	8%
Subtotal Fringe Benefits	$	67,743.32	2%
Subtotal Travel	$	787,425.00	26%
Subtotal Equipment	$	618,750.00	21%
Subtotal Supplies	$	269,225.00	9%
Subtotal Contractual	$	636,250.00	21%
Subtotal Construction	$	-	0%
Subtotal Other	$	42,000.00	1%
Subtotal Indirect Cost Rate 5.45%	$	145,151.69	4.84%
Subtotal Training Stipends/Sub Teachers	$	190,000.00	6%
11. TOTAL COSTS (lines 9-11)		**$2,998,485.45**	**100%**

TOTAL PROGRAM COST YEAR 1 - 5 **$14,993,840.58**

SEEK - Successful Equity for Excellent Kids!

Irwin STEM Magnet School

STEM

BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Year 5
1. PERSONNEL					
a. Project Director (1.0 FTE): A full-time professional with an extensive background in school administration, curriculum development, school choice / magnet schools programming and strong organizational / communication skills will coordinate the day-to-day operation of the MSAP grant. (See job description in Appendix). Duties will include documenting all aspects of the work performed by each school, supervising grant personnel, managing grant funds, collaborating to complete evaluation, recruiting community partners and reporting progress to FWCS Board of Education and administrators. Each of the five magnet schools in this grant will pay for 20% of the Project Director's annual salary ($80,000 for Year 1 with an annual 1% salary increase).	$16,000.00	$16,160.00	$16,321.60	$16,484.82	$16,649.66
b. Marketing and Recruitment Specialist (1.0 FTE): The MSAP Marketing and Recruitment Specialist will work closely with the MSAP Project Director, FWCS district personnel, the Evaluation Team and Focus Teachers to meet the goals and objectives as outlined in the grant. Specific duties are listed in the Quality of Personnel section (see Job Description in Appendix) and include developing and implementing a rigorous marketing strategy to inform stakeholders of magnet school choices	$-	$-	$-	$-	$-

and facilitating recruitment efforts to enroll students in each proposed school to promote diversity and reduce black student isolation in schools. Marketing and Recruitment Specialist's salary will be paid by General Funds.					
c. Focus Teacher (1.0 FTE): General Funds will pay the salary of one full-time STEM Focus Teacher. The STEM Focus Teacher will provide instructional expertise facilitating implementation of the STEM Whole School Magnet in coordination with Project Lead The Way STEM Integration methodologies. Focus Teacher will provide direct, theme-based instruction, complete extensive professional development, serve on Advisory Boards, facilitate curriculum design / development and model lessons across core subjects and grade levels. Focus Teacher annual salary will be paid from General Funds.	$-	$-	$-	$-	$-
d. Administrative Assistant (1.0 FTE): Funds will be used to hire one full-time SEEK Administrative Assistant to provide organizational and operational support for all grant staff, including Project Director, Marketing and Recruitment Specialist and Focus Teachers. Each of the five magnet schools in this grant will pay 20% of the Administrative Assistant annual salary ($42,500 for Year 1 with an annual 1% salary increase).	$8,500.00	$8,585.00	$8,670.85	$8,757.56	$8,845.13
Subtotal Personnel	**$24,500.00**	**$24,745.00**	**$24,992.45**	**$25,242.37**	**$25,494.80**
2. FRINGE BENEFITS					
a. Fringe Benefits Package: Funds will be used to provide grant personnel with standard, district-approved fringe benefits package. This package includes 28.0% of the gross salary for all SEEK personnel. The SEEK fringe benefits package includes: FICA (social security), State	$6,860.00	$6,928.60	$6,997.89	$7,067.86	$7,138.54

Retirement, Federal and State Unemployment (FUTA and SUTA), Medical Insurance, a small life policy, Workman's Compensation and Medicare deduction.					
Subtotal Fringe Benefits	**$6,860.00**	**$6,928.60**	**$6,997.89**	**$7,067.86**	**$7,138.54**
3. TRAVEL					
a. Local/Regional Travel: Funds include travel for SEEK personnel - Project Director, Focus Teachers & Marketing and Recruitment Coordinator, to attend professional development programs and visit neighboring magnets (1,000 miles x 0.535 GSA per mile = $535).	$535.00	$535.00	$535.00	$535.00	$535.00
b. REQUIRED National Travel: Funds include travel for 3 staff members (PD, M/RS & FT) to attend a 4-day annual meeting of the MSAP grant program in Washington, D.C. Each magnet school will pay 20% of travel costs (as required in the RFP -- GSA per diem rate of $315 per person for hotel and meals x 4 days each = $1,260 + $800 airfare = $2,060 each x 3 = $6,180 / 5 sites = $1,236 per year).	$1,236.00	$1,236.00	$1,236.00	$1,236.00	$1,236.00
c. Conferences: Funds include travel for a minimum of 3 staff members (PD, FT, M/RS) to attend annual *Magnet Schools of America* conference. Each magnet school will pay 20% of travel costs (Per diem rate of $315 per person for hotel and meals x 5 days each = $1,575 + $800 airfare = $2,375 each x 3 staff = $7,125 / 5 sites = $1,425 per year).	$1,425.00	$1,425.00	$1,425.00	$1,425.00	$1,425.00
d. Site Visits to STEM-Themed Schools: Administrator and Teacher visits to STEM Magnet Schools will help district learn from best practices. (Per diem rate of $315 per person x 3 days = $945 per person + $800 airfare = $1,745 per person x 3 staff = $5,235 per year).	$5,235.00	$5,235.00	$5,235.00	$5,235.00	$5,235.00

e. Travel to Museum of Science, Boston for Professional Development: Funds allow Focus Teacher, principal and teachers to attend annual *Engineering is Elementary* workshops in Boston to learn from best practices and master STEM-integration teaching and learning principles. (Per diem rate of $325 x 4 days = $1,300 + $700 airfare x 8 staff = $16,000 per year).	$16,000.00	$16,000.00	$16,000.00	$16,000.00	$16,000.00
f. Travel to JASON Project Professional Development: Funds include travel to attend JASON Project professional development to enhance integration of STEM concepts into PLTW / EiE curricular model and expand use of virtual learning in schools (Per diem rate of $315 x 4 days = $1,260 + $800 airfare = $2,060 x 2 staff = $4,120 per year).	$4,120.00	$4,120.00	$4,120.00	$4,120.00	$4,120.00
g. Travel to Project Lead the Way Summit Annual Conference: Funds allow Focus Teacher, principal and teachers to attend annual Project Lead the Way conference to learn from best practices and master PLTW STEM teaching and learning principles. (Per diem rate of $315 x 4 days = $1,260 + $800 airfare = $2,060 x 2 staff = $4,120 per year).	$4,120.00	$4,120.00	$4,120.00	$4,120.00	$4,120.00
h. Travel to Brown University Equity Assistance Center Professional Development: Funds include travel to attend Equity Assistance Center professional development for administrators / principals / teachers to enhance school implementation of strategies that close racial / gender / Special Education / ELL equity gaps in education. (Per diem rate of $315 x 4 days = $1,260 + $800 airfare = $2,060 x 2 staff per school = $4,120 per year).	$4,120.00	$4,120.00	$4,120.00	$4,120.00	$4,120.00

i. Student Transportation: Funds will be used to provide transportation via school buses for student enrichment events, college campus tours, field trips and other learning experiences aligned to magnet themes (Years 2 - 5: $4,000 per year).	$-	$4,000.00	$4,000.00	$4,000.00	$4,000.00
j. Travel to Discovery Education Professional Development: Funds include travel to attend Discovery Education professional development to enhance integration of STEM concepts and content into Project Lead the Way curricular model and expand use of virtual learning in schools (Per diem rate of $315 x 4 days = $1,260 + $800 airfare = $2,060 x 2 staff = $4,120 per year).	$4,120.00	$4,120.00	$4,120.00	$4,120.00	$4,120.00
Subtotal Travel	**$40,911.00**	**$44,911.00**	**$44,911.00**	**$44,911.00**	**$44,911.00**
4. EQUIPMENT					
a. Project Lead The Way Learning Lab: Funds will be used to equip a dedicated learning lab for implementation of advanced, technology-rich STEM magnet curriculum, differentiated interventions for individual students and specialized STEM technology-based instructional activities. Expenditures will include a projected teacher station and individual learning stations linked to multiple SmartBoards and mobile smart devices and web-based learning server (Year 1: $75,000; Year 2: $32,500; Years 3 - 5: $16,250).	$75,000.00	$32,500.00	$16,250.00	$16,250.00	$16,250.00
b. Wireless Arts STEM Mobile Learning Labs: Funds will be used to purchase two, 25-station mobile labs: (Tablets: 50 wireless tablets x $400 per tablet = $20,000 per year; Carts: 2 mobile storage carts x $1,000 per cart = $2,000 per year; Battery Packs: 50 Extended Battery Packs x $75 per battery = $3,750 per year). SEEK will provide a web-enabled mobile device	$25,750.00	$25,750.00	$25,750.00	$25,750.00	$25,750.00

for each magnet student upon completion of project to facilitate classroom implementation of JASON Project, PLTW, EiE and technology interventions. (Total: $25,750 per year).					
c. SmartBoards: Funds will be used to equip library media center, STEM Learning Lab and magnet classrooms with SmartBoards to promote interactive, technology-based teaching and learning (2 SmartBoards / Projectors / Computer / Student Activators x $4,000 per station = $8,000 per Year 1 - 2; Year 3: 1 SmartBoard Setup = $4,000; Year 4 - 5: $3,250 for maintenance / upgrades).	$8,000.00	$8,000.00	$4,000.00	$3,250.00	$3,250.00
d. Project Director / Focus Teacher / Laptop Computer/Printer: Funds will provide the Focus Teacher and Pathway Coordinator with a laptop and printer, enabling professionals to work from multiple sites in the district, as needed, to facilitate program implementation and evaluation. Costs include an up-to-date notebook computer, printer and related software needed to fully serve students ($1,800 computer + $275 printer + $375 digital camera = $2,450 per computer x two staff = $4,900 per Year 1; Year 2 - 5: $1,000 for maintenance / upgrades).	$4,900.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
e. SAFARI Montage Server: Funds will be used to purchase SAFARI Montage server to provide access to digital learning platform and streaming content ($6,500 during Year 1). Year 2 - Year 5 expenses will include upgrades / and supplementary hardware devices to expand access (Years 2 - 5: $1,750 per year).	$6,500.00	$1,750.00	$1,750.00	$1,750.00	$1,750.00

f. Aldebaran Robotics: Funds will be used to purchase NAO Robots and related software / hardware to facilitate use of robotics and robots in teaching and learning ($8,000 per robot / hardware / software package per year).	$8,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
g. Discovery Education Network Server: Funds will be used to purchase Discovery Education Network server to provide access to digital learning platform and Discovery Education streaming content ($6,800 during Year 1). Year 2 - Year 5 expenses will include upgrades / and supplementary hardware devices to expand access (Year 2 - 5: $2,250 per year).	$6,800.00	$2,250.00	$2,250.00	$2,250.00	$2,250.00
h. Discovery Education Techbooks: Funds will be used to purchase Discovery Education Techbooks (Science, Math, ELA, Social Studies, STEM) to provide technology-based alternative to traditional textbooks aligned to state standards and curricular models. (Year 1 - 2: $30,000 per year; Year 3 - 5: $35,000 per year).	$30,000.00	$30,000.00	$35,000.00	$35,000.00	$35,000.00
Subtotal Equipment	**$164,950.00**	**$109,250.00**	**$94,000.00**	**$93,250.00**	**$93,250.00**
4. SUPPLIES					
a. Program Supplies: Funds will be used to provide supplies used in implementation and execution of SEEK, to include: general supplies / postage / financial supplies ($1,750 per year), costs to develop and print surveys, pre and post tests and performance evaluations ($1,775 per year); supplies for Recruitment Activities, Advisory Board meetings and parent programs ($2,225 per year) and ongoing communications with SEEK teaching staffs / partners ($750 per year). (Total = $6,500 per year).	$6,500.00	$6,500.00	$6,500.00	$6,500.00	$6,500.00

b. STEM Curriculum and Resources: Funds will be used to enhance classroom learning and enrichment with: Library Media Center books, software and licenses (Year 1: $2,950; Year 2 - 4: $3,800; Year 5: $3,250), student project-based learning materials (Year 1: $3,500; Year 2 - 4: $5,000; Year 5: $3,750), annual membership fees and admission fees ($1,750 per year); website subscriptions ($1,000 per year); STEM supplies ($6,750 per year). (Total: Year 1: $15,950; Year 2 - 4: $18,300 per year; Year 5: $16,500).	$15,950.00	$18,300.00	$18,300.00	$18,300.00	$16,500.00
c. SAFARI Montage Network License Fee: Funds will purchase access to the SAFARI Montage online education media platform. Expenses include unlimited access to streaming media, teacher lesson plans, curriculum materials, project-based learning experiences and student assessment tools ($4,500 per year).	$4,500.00	$4,500.00	$4,500.00	$4,500.00	$4,500.00
d. Computer / Technology Supplies: Funds will purchase ink / toner cartridges ($1,200 per year) and printing paper for photos, art projects, student research projects, teacher documentation ($1,000 per year). (Total = $2,200 per year).	$2,200.00	$2,200.00	$2,200.00	$2,200.00	$2,200.00
e. Intervention Curricula, Resources, Software & Assessment Tools: Funds will be used to purchase software and licenses for ELA support (Fast ForWord: $3,950 per year) Math interventions (SuccessMaker: $4,825 per year) and formative assessment tools (NWEA MAP $2,000 per year) to identify students performing below grade level and provide technology-based learning intervention to promote increased achievement. (Total = $10,775 per year).	$10,775.00	$10,775.00	$10,775.00	$10,775.00	$10,775.00

f. JASON Project: Funds will be used to provide online access to all JASON Project curricular materials, teacher tools, student learning experiences, streaming media and classroom content ($3,000 per year).	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
g. Extracurricular Activity Supplies: Funds will be used to support magnet themed extracurricular activities including robotics, math club, engineering, etc. (Year 1: $2,400 per year; Year 2: $2,500; Year 3: $3,350; Year 4: $8,000; Year 5: $8,200).	$2,400.00	$2,500.00	$3,350.00	$8,000.00	$8,200.00
Subtotal Supplies	**$45,325.00**	**$47,775.00**	**$48,625.00**	**$53,275.00**	**$51,675.00**
5. CONTRACTUAL					
a. Project Lead The Way - Eastern Michigan University: Funds will include on-site and off-site training and ongoing support in PLTW Launch instructional model for teachers and staff. (Total = $45,000 per year).	$45,000.00	$45,000.00	$45,000.00	$45,000.00	$45,000.00
b. Museum of Science, Boston - Funds will include on-site training and ongoing support in EiE instructional model for teachers and staff. (3 workshops, $6,900 per year + $3,000 reimbursed facilitator costs (air fare, hotel/per diem).	$9,900.00	$9,900.00	$9,900.00	$9,900.00	$9,900.00
c. Buck Institute for Education - Funds will be used to provide Project-Based Learning (PBL) training to magnet teachers to facilitate use of education approach in classrooms and promote exploration of STEM topics using project-based learning principles with annual support from on-site coaching (Year 1: 3-day PBL 101 = $6,800; Year 2: 3-day PBL 201 = $6,800; Years 3 - 5: Distance Learning $3,400).	$6,800.00	$6,800.00	$3,400.00	$3,400.00	$3,400.00

d. Aldebaran Robotics: Funds will be used to provide professional development workshops for teachers on diverse STEM topics and integration of NAO Robotics into daily classroom learning / activities ($ 3,000 for up to 25 participants per year).	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
e. JASON Project: Funds will be used to provide professional development workshops to prepare educators to launch and sustain STEM based exploratory learning utilizing technology-based instructional methods and real-time streaming with field researchers integrated with core and STEM subjects. (Year 1: JASON Methods = $6,750; Year 2: STEM Formation = $6,750; Year 3: Robotics = $6,750; Year 4: Coach Training = $6,750; Year 5: STEM for 21st Century = $6,750).	$6,750.00	$6,750.00	$6,750.00	$6,750.00	$6,750.00
f. Partner Enrichment: Funds will be used to collaborate with partners to provide engaging learning experiences that explore STEM topics in field, museum and /or classroom settings: IPFW Robotics / Math Club ($4,750 per year); Science Central ($4,500 per year). Total = $9,250 per year).	$9,250.00	$9,250.00	$9,250.00	$9,250.00	$9,250.00
g. Brown University: Equity Assistance Center: Funds will be used to contract with Brown University Equity Assistance Center at the Education Alliance to provide annual training to district administrators, magnet school principals, magnet teachers and magnet school support staff on effective strategies that promote racial / gender / socio-economic / special education / ELL equity in education programs. (Total = $3,500 per year per magnet school site).	$3,500.00	$3,500.00	$3,500.00	$3,500.00	$3,500.00

h. EduShift, Inc. - Evaluation and Consultation: Funds will be used to contract with EduShift Inc. research / evaluation organization to provide quasi-experimental process and outcome evaluation of the SEEK MSAP grant program using multiple, validated assessment tools to provide ongoing analysis of project results. Expenses include 4 evaluator consultant fees, travel, supplies, office expenses and technology. The organization will also provide special management, program and technical assistance as part of this fee to deliver services and consultation that staff cannot provide. Outside evaluation is highly recommended by U.S. Department of Education. Total = $50,000 per year per magnet school site).	$50,000.00	$50,000.00	$50,000.00	$50,000.00	$50,000.00
Subtotal Contractual	**$134,200.00**	**$134,200.00**	**$130,800.00**	**$130,800.00**	**$130,800.00**
6. CONSTRUCTION					
Subtotal Construction	**$-**	**$-**	**$-**	**$-**	**$-**
7. OTHER					
a. Recruitment Printing and Copying: Funds will cover costs related to SEEK recruitment and marketing to parents and community, curriculum documents, advertising, magnet brochures, newsletters and supplemental materials including surveys: Marketing / recruitment costs ($2,000 per year) and Materials and communications costs ($2,000 per year).	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00
b. Shared Conference Registration Fees and Other Membership Fees: Funds include costs to register for SEEK program activities including, but not limited to, Magnet Schools of America conferences and professional development on relevant subject matter (2 staff x 2 conferences/workshops x $850	$4,400.00	$4,400.00	$4,400.00	$4,400.00	$4,400.00

registration = $3,400). Membership to Magnet Schools of America ($200 x 5 staff = $1,000). (Total = $4,400 per year).					
Subtotal Other	**$8,400.00**	**$8,400.00**	**$8,400.00**	**$8,400.00**	**$8,400.00**
8. TOTAL DIRECT COSTS (lines 1-8)	**$425,146.00**	**$376,209.60**	**$358,726.34**	**$362,946.24**	**$361,669.34**
9. INDIRECT COST RATE (5.45%)	**$23,170.46**	**$20,503.42**	**$19,550.59**	**$19,780.57**	**$19,710.98**
10. TRAINING STIPENDS / SUBSTITUTE TEACHERS					
a. Participating Teacher Stipends: Funds will provide stipends to teachers as an incentive to participate in professional development activities that occur outside of normal school hours but are required in order to implement the magnet theme. Teachers will receive $100 stipend per 8 hour day. Partial days will be pro-rated (300 teacher days per year x $100 = $30,000).	$30,000.00	$30,000.00	$30,000.00	$30,000.00	$30,000.00
b. Substitute Teachers: Funds will provide for substitute teachers utilized throughout the year so that classroom teachers may participate in professional development programs, mentor, team teach and collaborate in magnet planning/curriculum development activities. Substitutes will be compensated with a stipend at a rate of $100 per day (average rate for certified subs in the district). (80 substitute days x $100 per day = $8,000).	$8,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
Subtotal Training Stipends/Sub Teachers	**$38,000.00**	**$38,000.00**	**$38,000.00**	**$38,000.00**	**$38,000.00**
11. TOTAL COSTS (lines 9-11)	**$486,316.46**	**$434,713.02**	**$416,276.92**	**$420,726.81**	**$419,380.32**

SEEK - Successful Equity for Excellent Kids!

Whitney Young Early Childhood Center for the Arts

A STEAM-Focused Visual, Performing, Media & Communication Arts Magnet

BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Year 5
1. PERSONNEL					
a. Project Director (1.0 FTE): A full-time professional with an extensive background in school administration, curriculum development, school choice / magnet schools programming and strong organizational / communication skills will coordinate the day-to-day operation of the MSAP grant. (See job description in Appendix). Duties will include documenting all aspects of the work performed by each school, supervising grant personnel, managing grant funds, collaborating to complete evaluation, recruiting community partners and reporting progress to FWCS Board of Education and administrators. Each of the five magnet schools in this grant will pay for 20% of the Project Director's annual salary ($80,000 for Year 1 with an annual 1% salary increase).	$16,000.00	$16,160.00	$16,321.60	$16,484.82	$16,649.66
b. Marketing and Recruitment Specialist (1.0 FTE): The MSAP Marketing and Recruitment Specialist will work closely with the MSAP Project Director, FWCS district personnel, the Evaluation Team and Focus Teachers to meet the goals and objectives as outlined in the grant. Specific duties are listed in the Quality of Personnel section (see Job Description in Appendix) and include	$-	$-	$-	$-	$-

developing and implementing a rigorous marketing strategy to inform stakeholders of magnet school choices and facilitating recruitment efforts to enroll students in each proposed school to promote diversity and reduce black student isolation in schools. Marketing and Recruitment Specialist's salary will be paid by General Funds.					
c. Focus Teacher (1.0 FTE): A current Whitney Young teacher will serve as full-time STEAM Focus Teacher. The STEAM Focus Teacher will provide instructional expertise facilitating implementation of the STEAM Whole School Magnet in coordination with *Artful Learning* Integration methodologies. Focus Teacher will provide direct, theme-based instruction, complete extensive professional development, serve on Advisory Boards, facilitate curriculum design / development and model lessons across core subjects and grade levels. Focus Teacher annual salary paid from General Fund.	$-	$-	$-	$-	$-
d. Administrative Assistant (1.0 FTE): Funds will be used to hire one full-time SEEK Administrative Assistant to provide organizational and operational support for all grant staff, including Project Director, Marketing and Recruitment Specialist and Focus Teachers. Each of the five magnet schools in this grant will pay 20% of the Administrative Assistant annual salary ($42,500 for Year 1 with an annual 1% salary increase).	$8,500.00	$8,585.00	$8,670.85	$8,757.56	$8,845.13
Subtotal Personnel	**$24,500.00**	**$24,745.00**	**$24,992.45**	**$25,242.37**	**$25,494.80**
2. FRINGE BENEFITS					
a. Fringe Benefits Package: Funds will be used to provide grant personnel with standard, district-approved fringe benefits package. This package includes 28.0% of the gross	$6,860.00	$6,928.60	$6,997.89	$7,067.86	$7,138.54

salary for all SEEK personnel. The SEEK fringe benefits package includes: FICA (social security), State Retirement, Federal and State Unemployment (FUTA and SUTA), Medical Insurance, a small life policy, Workman's Compensation and Medicare deduction.					
Subtotal Fringe Benefits	**$6,860.00**	**$6,928.60**	**$6,997.89**	**$7,067.86**	**$7,138.54**
3. TRAVEL					
a. Local/Regional Travel: Funds include travel for SEEK personnel - Project Director, Focus Teachers & Marketing and Recruitment Coordinator, to attend professional development programs and visit neighboring magnets (1,000 miles x 0.535 GSA per mile = $535).	$535.00	$535.00	$535.00	$535.00	$535.00
b. REQUIRED National Travel: Funds include travel for 3 staff members (PD, M/RS & FT) to attend a 4-day annual meeting of the MSAP grant program in Washington, D.C. Each magnet school will pay 20% of travel costs (as required in the RFP -- GSA per diem rate of $315 per person for hotel and meals x 4 days each = $1,260 + $800 airfare = $2,060 each x 3 = $6,180 / 5 sites = $1,236 per year).	$1,236.00	$1,236.00	$1,236.00	$1,236.00	$1,236.00
c. Conferences: Funds include travel for a minimum of 3 staff members (PD, FT, M/RS) to attend annual *Magnet Schools of America* conference. Each magnet school will pay 20% of travel costs (Per diem rate of $315 per person for hotel and meals x 5 days each = $1,575 + $800 airfare = $2,375 each x 3 staff = $7,125 / 5 sites = $1,425 per year).	$1,425.00	$1,425.00	$1,425.00	$1,425.00	$1,425.00

d. Site Visits to STEAM-Themed Schools: Administrator and Teacher visits to STEAM Magnet Schools will help district learn from best practices. (Per diem rate of $315 per person x 3 days = $945 per person + $800 airfare = $1,745 per person x 3 staff = $5,235 per year).	$5,235.00	$5,235.00	$5,235.00	$5,235.00	$5,235.00
e. Travel to Artful Learning Annual Conference: Funds allow Focus Teacher, principal and teachers to attend annual *Artful Learning* conference in New York City to learn from best practices and master arts-integration teaching and learning principles. (Per diem rate of $325 x 4 days = $1,300 + $700 airfare x 4 staff = $8,000 per year).	$8,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
f. Travel to Discovery Education Professional Development: Funds include travel to attend Discovery Education professional development to enhance integration of STEM concepts and content into Project Lead the Way curricular model and expand use of virtual learning in schools (Per diem rate of $315 x 4 days = $1,260 + $800 airfare = $2,060 x 2 staff = $4,120 per year).	$4,120.00	$4,120.00	$4,120.00	$4,120.00	$4,120.00
g. Travel to Brown University Equity Assistance Center Professional Development: Funds include travel to attend Equity Assistance Center professional development for administrators / principals / teachers to enhance school implementation of strategies that close racial / gender / Special Education / ELL equity gaps in education. (Per diem rate of $315 x 4 days = $1,260 + $800 airfare = $2,060 x 2 staff per school = $4,120 per year).	$4,120.00	$4,120.00	$4,120.00	$4,120.00	$4,120.00
h. Student Transportation: Funds will be used to provide transportation via school buses for student enrichment ($1,500) and to	$201,500.00	$201,500.00	$201,500.00	$201,500.00	$201,500.00

matriculate students from Whitney Young Early Childhood Center for the Arts to Weisser Park Elementary School of the Arts. Cost to transport 241 students (6 buses x $46,666 (driver/maintenance) = $279,996. Request for $200,000 from grant funds, spread across the five-year budget period; district will cover balance with General Funds.					
Subtotal Travel	**$226,171.00**	**$226,171.00**	**$226,171.00**	**$226,171.00**	**$226,171.00**
4. EQUIPMENT					
a. STEAM Learning Lab: Funds will be used to equip a dedicated learning lab for implementation of advanced, technology-rich *Artful Learning* magnet curriculum, differentiated interventions for individual students (SuccessMaker, Fast ForWord, NWEA MAP) and specialized STEAM technology-based instructional activities (Safari Montage, Discovery Education). Expenditures will include a projected teacher station and individual learning stations linked to multiple SmartBoards, mobile smart devices and Discovery Education web-based learning platform (Year 1: $20,000; Year 2 - 5: $15,000 per year).	$20,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00
b. Wireless STEAM Mobile Learning Lab: Funds will be used to purchase one, 25-station mobile labs: (Tablets: 25 wireless tablets x $400 per tablet = $10,000 per year; Carts: 1 mobile storage carts x $1,000 per cart = $1,000 per year; Battery Packs: 25 Extended Battery Packs x $75 per battery = $1,875 per year). SEEK will provide a web-enabled mobile device for each magnet student upon completion of project to facilitate classroom implementation of Artful Learning, Safari Montage, Discovery Education and technology	$12,875.00	$12,875.00	$12,875.00	$12,875.00	$12,875.00

interventions. (Total: $12,875 per year).					
c. SmartBoards: Funds will be used to equip library media center, STEAM Learning Lab and magnet classrooms with SmartBoards to promote interactive, technology-based teaching and learning (2 SmartBoards / Projectors / Computer / Student Activators x $4,000 per station = $8,000 per Year 1 - 2; Year 3: 1 SmartBoard Setup = $4,000; Year 4 - 5: $3,250 for maintenance / upgrades).	$8,000.00	$8,000.00	$4,000.00	$3,250.00	$3,250.00
d. Focus Teacher Laptop Computer/Printer: Funds will provide the Focus Teacher with a laptop and printer, enabling this professional to work from multiple sites in the district, as needed, to facilitate program implementation and evaluation. Costs include an up-to-date notebook computer, printer and related software needed to fully serve students ($1,800 computer + $275 printer + $375 digital camera = $2,450); Years 2 - 5: $1,000 for maintenance / upgrades).	$2,450.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
e. SAFARI Montage Server: Funds will be used to purchase SAFARI Montage server to provide access to digital learning platform and streaming content ($6,500 during Year 1). Year 2 - Year 5 expenses will include upgrades / and supplementary hardware devices to expand access (Years 2 - 5: $1,750 per year).	$6,500.00	$1,750.00	$1,750.00	$1,750.00	$1,750.00
f. Aldebaran Robotics: Funds will be used to purchase NAO Robots and related software / hardware to facilitate use of robotics and robots in teaching and learning ($8,000 per robot / hardware / software package per year).	$8,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00

g. Discovery Education Network Server: Funds will be used to purchase Discovery Education Network server to provide access to digital learning platform and Discovery Education streaming content ($6,800 during Year 1). Year 2 - Year 5 expenses will include upgrades / and supplementary hardware devices to expand access (Year 2 - 5: $2,250 per year).	$6,800.00	$2,250.00	$2,250.00	$2,250.00	$2,250.00
h. Discovery Education Techbooks: Funds will be used to purchase Discovery Education Techbooks (Science, Math, ELA, Social Studies, STEM) to provide technology-based alternative to traditional textbooks aligned to state standards and curricular models. (Year 1 - 2: $30,000 per year; Year 3 - 5: $35,000 per year).	$30,000.00	$30,000.00	$35,000.00	$35,000.00	$35,000.00
i. Arts Equipment: Funds will be used to purchase arts equipment to promote arts integration throughout curriculum and support student creativitiy through performing and visual arts (Music Instruments: $4,500 per year; Stage Equipment: $3,750 per year; Art Studio Equipment: $4,500 per year. Total = $12,750 per year).	$12,750.00	$12,750.00	$12,750.00	$12,750.00	$12,750.00
Subtotal Equipment	**$107,375.00**	**$91,625.00**	**$92,625.00**	**$91,875.00**	**$91,875.00**
4. SUPPLIES					
a. Program Supplies: Funds will be used to provide supplies used in implementation and execution of SEEK, to include: general supplies / postage / financial supplies ($1,750 per year), costs to develop and print surveys, pre and post tests and performance evaluations ($1,775 per year); supplies for Recruitment Activities, Advisory Board meetings and parent programs ($2,225 per year) and ongoing communications with SEEK teaching staffs / partners ($750	$6,500.00	$6,500.00	$6,500.00	$6,500.00	$6,500.00

per year). (Total = $6,500 per year).					
b. STEAM Curriculum and Resources: Funds will be used to enhance classroom learning and enrichment with: Library Media Center books, software and licenses ($1,500), annual membership fees and admission fees ($750 per year); website subscriptions ($500 per year); arts supplies ($2,000 per year). (Total: Year 1: $4,750).	$4,750.00	$4,750.00	$4,750.00	$4,750.00	$4,750.00
c. SAFARI Montage Network License Fee: Funds will purchase access to the SAFARI Montage online education media platform. Expenses include unlimited access to streaming media, teacher lesson plans, curriculum materials, project-based learning experiences and student assessment tools ($4,500 per year).	$4,500.00	$4,500.00	$4,500.00	$4,500.00	$4,500.00
d. Computer / Technology Supplies: Funds will purchase ink / toner cartridges ($1,200 per year) and printing paper for photos, art projects, student research projects, teacher documentation ($1,000 per year). (Total = $2,200 per year).	$2,200.00	$2,200.00	$2,200.00	$2,200.00	$2,200.00
e. Discovery Education Network License Fee: Funds will purchase access to the Discovery Education Network online education media platform. Expenses include unlimited access to streaming media, teacher lesson plans, curriculum materials, project-based learning experiences and student assessment tools ($3,000 per year access fee).	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
f. Art Supplies: Funds will be used to engage students in project-based learning across STEAM topics through technology-rich experiences focused on information technology topics and using the Artful Learning curricular learning platform, partner enrichment opportunities and content resources (Year 1: $7,400; Year 2 - 5:	$7,400.00	$11,200.00	$11,200.00	$11,200.00	$11,200.00

$11,200).					
Subtotal Supplies	**$28,350.00**	**$32,150.00**	**$32,150.00**	**$32,150.00**	**$32,150.00**
5. CONTRACTUAL					
a. Leonard Bernstein Center - *Artful Learning*: Funds will provide on-site training and ongoing support in arts integration and *Artful Learning* instructional model for teachers and staff. Annual fee for each of 5 years includes all *Artful Learning* programming, curriculum, licensure, training (on-site and coaching support). (Total = $45,000 per year).	$45,000.00	$45,000.00	$45,000.00	$45,000.00	$45,000.00
b. Discovery Education STEMformation: Funds will support on-site professional development seminars and workshops scheduled to help administrators and teachers fully integrate Discovery Education technology-based learning platform, project-based learning strategies and digital media enrichment (Year 1: Certification - Creating and Teaching STEM Lesson = $12,500; Year 2: Certification - Trans-disciplinary STEM Units = $12,500; Year 3: Certification - Vertical Alignment of STEM = $12,500; Year 4 - 5: Self-paced Virtual Coursework = $10,000 per year).	$12,500.00	$12,500.00	$12,500.00	$10,000.00	$10,000.00
c. Aldebaran Robotics: Funds will be used to provide professional development workshops for teachers on diverse STEAM topics and integration of NAO Robotics into daily classroom learning / activities ($ 3,000 for up to 25 participants per year).	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
d. Partner Enrichment: Funds will be used to collaborate with partners to provide engaging learning experiences that explore STEAM topics in field, museum and /or classroom settings ($2,500 per year).	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00

e. Brown University: Equity Assistance Center: Funds will be used to contract with Brown University Equity Assistance Center at the Education Alliance to provide annual training to district administrators, magnet school principals, magnet teachers and magnet school support staff on effective strategies that promote racial / gender / socio-economic / special education / ELL equity in education programs. (Total = $3,500 per year per magnet school site).	$3,500.00	$3,500.00	$3,500.00	$3,500.00	$3,500.00
f. EduShift, Inc. - Evaluation and Consultation: Funds will be used to contract with EduShift Inc. research / evaluation organization to provide quasi-experimental process and outcome evaluation of the SEEK MSAP grant program using multiple, validated assessment tools to provide ongoing analysis of project results. Expenses include 4 evaluator consultant fees, travel, supplies, office expenses and technology. The organization will also provide special management, program and technical assistance as part of this fee to deliver services and consultation that staff cannot provide. Outside evaluation is highly recommended by U.S. Department of Education. Total = $50,000 per year per magnet school site).	$50,000.00	$50,000.00	$50,000.00	$50,000.00	$50,000.00
Subtotal Contractual	**$116,500.00**	**$116,500.00**	**$116,500.00**	**$114,000.00**	**$114,000.00**
6. CONSTRUCTION					
Subtotal Construction	**$-**	**$-**	**$-**	**$-**	**$-**
7. OTHER					

a. Recruitment Printing and Copying: Funds will cover costs related to SEEK recruitment and marketing to parents and community, curriculum documents, advertising, magnet brochures, newsletters and supplemental materials including surveys: Marketing / recruitment costs ($2,000 per year) and Materials and communications costs ($2,000 per year).	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00
b. Shared Conference Registration Fees and Other Membership Fees: Funds include costs to register for SEEK program activities including, but not limited to, Magnet Schools of America conferences and professional development on relevant subject matter (2 staff x 2 conferences/workshops x $850 registration = $3,400). Membership to Magnet Schools of America ($200 x 5 staff = $1,000). (Total = $4,400 per year).	$4,400.00	$4,400.00	$4,400.00	$4,400.00	$4,400.00
Subtotal Other	**$8,400.00**	**$8,400.00**	**$8,400.00**	**$8,400.00**	**$8,400.00**
8. TOTAL DIRECT COSTS (lines 1-8)	**$518,156.00**	**$506,519.60**	**$507,836.34**	**$504,906.24**	**$505,229.34**
9. INDIRECT COST RATE (5.45%)	**$28,239.50**	**$27,605.32**	**$27,677.08**	**$27,517.39**	**$27,535.00**
10. TRAINING STIPENDS / SUBSTITUTE TEACHERS					
a. Participating Teacher Stipends: Funds will provide stipends to teachers as an incentive to participate in professional development activities that occur outside of normal school hours but are required in order to implement the magnet theme. Teachers will receive $100 stipend per 8 hour day. Partial days will be pro-rated (300 teacher days per year x $100 = $30,000).	$30,000.00	$30,000.00	$30,000.00	$30,000.00	$30,000.00

b. Substitute Teachers: Funds will provide for substitute teachers utilized throughout the year so that classroom teachers may participate in professional development programs, mentor, team teach and collaborate in magnet planning/curriculum development activities. Substitutes will be compensated with a stipend at a rate of $100 per day (average rate for certified subs in the district). (80 substitute days x $100 per day = $8,000).	$8,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
Subtotal Training Stipends/Sub Teachers	**$38,000.00**	**$38,000.00**	**$38,000.00**	**$38,000.00**	**$38,000.00**
11. TOTAL COSTS (lines 9-11)	**$584,395.50**	**$572,124.92**	**$573,513.42**	**$570,423.63**	**$570,764.34**

SEEK - Successful Equity for Excellent Kids!

Weisser Park Elementary School of the Arts

A STEAM-Focused Visual, Performing, Media & Communication Arts Magnet

BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Year 5
1. PERSONNEL					
a. Project Director (1.0 FTE): A full-time professional with an extensive background in school administration, curriculum development, school choice / magnet schools programming and strong organizational / communication skills will coordinate the day-to-day operation of the MSAP grant. (See job description in Appendix). Duties will include documenting all aspects of the work performed by each school, supervising grant personnel, managing grant funds, collaborating to complete evaluation, recruiting community partners and reporting progress to FWCS Board of Education and administrators. Each of the five magnet schools in this grant will pay for 20% of the Project Director's annual salary ($80,000 for Year 1 with an annual 1% salary increase).	$16,000.00	$16,160.00	$16,321.60	$16,484.82	$16,649.66
b. Marketing and Recruitment Specialist (1.0 FTE): The MSAP Marketing and Recruitment Specialist will work closely with the MSAP Project Director, FWCS district personnel, the Evaluation Team and Focus Teachers to meet the goals and objectives as outlined in the grant. Specific duties are listed in the Quality of Personnel section (see Job	$-	$-	$-	$-	$-

Description in Appendix) and include developing and implementing a rigorous marketing strategy to inform stakeholders of magnet school choices and facilitating recruitment efforts to enroll students in each proposed school to promote diversity and reduce black student isolation in schools. Marketing and Recruitment Specialist's salary will be paid by General Funds.					
c. Focus Teacher (1.0 FTE): General Funds will pay for one full-time STEAM Focus Teacher. The STEAM Focus Teacher will provide instructional expertise facilitating implementation of the STEAM Whole School Magnet in coordination with *Artful Learning* STEAM Integration methodologies. Focus Teacher will provide direct, theme-based instruction, complete extensive professional development, serve on Advisory Boards, facilitate curriculum design / development and model lessons across core subjects and grade levels. Focus Teacher salary will be paid from General Funds.	$-	$-	$-	$-	$-
d. Administrative Assistant (1.0 FTE): Funds will be used to hire one full-time SEEK Administrative Assistant to provide organizational and operational support for all grant staff, including Project Director, Marketing and Recruitment Specialist and Focus Teachers. Each of the five magnet schools in this grant will pay 20% of the Administrative Assistant annual salary ($42,500 for Year 1 with an annual 1% salary increase).	$8,500.00	$8,585.00	$8,670.85	$8,757.56	$8,845.13
Subtotal Personnel	**$24,500.00**	**$24,745.00**	**$24,992.45**	**$25,242.37**	**$25,494.80**
2. FRINGE BENEFITS					
a. Fringe Benefits Package: Funds will be used to provide grant personnel with standard, district-	$6,860.00	$6,928.60	$6,997.89	$7,067.86	$7,138.54

approved fringe benefits package. This package includes 28.0% of the gross salary for all SEEK personnel. The SEEK fringe benefits package includes: FICA (social security), State Retirement, Federal and State Unemployment (FUTA and SUTA), Medical Insurance, a small life policy, Workman's Compensation and Medicare deduction.					
Subtotal Fringe Benefits	**$6,860.00**	**$6,928.60**	**$6,997.89**	**$7,067.86**	**$7,138.54**
3. TRAVEL					
a. Local/Regional Travel: Funds include travel for SEEK personnel - Project Director, Focus Teachers & Marketing and Recruitment Coordinator, to attend professional development programs and visit neighboring magnets (1,000 miles x 0.535 GSA per mile = $535).	$535.00	$535.00	$535.00	$535.00	$535.00
b. REQUIRED National Travel: Funds include travel for 3 staff members (PD, M/RS & FT) to attend a 4-day annual meeting of the MSAP grant program in Washington, D.C. Each magnet school will pay 20% of travel costs (as required in the RFP -- GSA per diem rate of $315 per person for hotel and meals x 4 days each = $1,260 + $800 airfare = $2,060 each x 3 = $6,180 / 5 sites = $1,236 per year).	$1,236.00	$1,236.00	$1,236.00	$1,236.00	$1,236.00
c. Conferences: Funds include travel for a minimum of 3 staff members (PD, FT, M/RS) to attend annual *Magnet Schools of America* conference. Each magnet school will pay 20% of travel costs (Per diem rate of $315 per person for hotel and meals x 5 days each = $1,575 + $800 airfare = $2,375 each x 3 staff = $7,125 / 5 sites = $1,425 per year).	$1,425.00	$1,425.00	$1,425.00	$1,425.00	$1,425.00

d. Site Visits to STEAM-Themed Schools: Administrator and Teacher visits to STEAM Magnet Schools will help district learn from best practices. (Per diem rate of $315 per person x 3 days = $945 per person + $800 airfare = $1,745 per person x 3 staff = $5,235 per year).	$5,235.00	$5,235.00	$5,235.00	$5,235.00	$5,235.00
e. Travel to Artful Learning Annual Conference: Funds allow Focus Teacher, principal and teachers to attend annual *Artful Learning* conference in New York City to learn from best practices and master arts-integration teaching and learning principles. (Per diem rate of $325 x 4 days = $1,300 + $700 airfare x 4 staff = $8,000 per year).	$8,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
f. Travel to Discovery Education Professional Development: Funds include travel to attend Discovery Education professional development to enhance integration of STEM concepts and content into Project Lead the Way curricular model and expand use of virtual learning in schools (Per diem rate of $315 x 4 days = $1,260 + $800 airfare = $2,060 x 2 staff = $4,120 per year).	$4,120.00	$4,120.00	$4,120.00	$4,120.00	$4,120.00
g. Travel to Brown University Equity Assistance Center Professional Development: Funds include travel to attend Equity Assistance Center professional development for administrators / principals / teachers to enhance school implementation of strategies that close racial / gender / Special Education / ELL equity gaps in education. (Per diem rate of $315 x 4 days = $1,260 + $800 airfare = $2,060 x 2 staff per school = $4,120 per year).	$4,120.00	$4,120.00	$4,120.00	$4,120.00	$4,120.00

h. Student Transportation: Funds will be used to provide transportation via school buses for student enrichment ($3,000) and to matriculate students from Weisser Park Elementary School of the Arts to Memorial Park Middle School of the Arts. Cost to transport 562 students (13 buses x $46,666 (driver/maintenance) = $606,658. Request for $200,000 from grant funds, spread across the five year budget period; district will cover balance with General Funds.	$203,000.00	$203,000.00	$203,000.00	$203,000.00	$203,000.00
Subtotal Travel	**$227,671.00**	**$227,671.00**	**$227,671.00**	**$227,671.00**	**$227,671.00**
4. EQUIPMENT					
a. STEAM Learning Lab: Funds will be used to equip a dedicated learning lab for implementation of advanced, technology-rich *Artful Learning* magnet curriculum, differentiated interventions for individual students (SuccessMaker, Fast ForWord, NWEA MAP) and specialized STEAM technology-based instructional activities (Safari Montage, Discovery Education). Expenditures will include a projected teacher station and individual learning stations linked to multiple SmartBoards, mobile smart devices and Discovery Education web-based learning platform ($20,000 Per Year).	$20,000.00	$20,000.00	$20,000.00	$20,000.00	$20,000.00
b. Wireless STEAM Mobile Learning Lab: Funds will be used to purchase one, 25-station mobile labs: (Tablets: 25 wireless tablets x $400 per tablet = $10,000 per year; Carts: 1 mobile storage carts x $1,000 per cart = $1,000 per year; Battery Packs: 25 Extended Battery Packs x $75 per battery = $1,875 per year). SEEK will provide a web-enabled mobile device for each magnet student upon completion of project to facilitate classroom implementation of Artful	$12,875.00	$12,875.00	$12,875.00	$12,875.00	$12,875.00

Learning, Safari Montage, Discovery Education and technology interventions. (Total: $12,875 per year).					
c. SmartBoards: Funds will be used to equip library media center, STEAM Learning Lab and magnet classrooms with SmartBoards to promote interactive, technology-based teaching and learning (2 SmartBoards / Projectors / Computer / Student Activators x $4,000 per station = $8,000 per Year 1 - 2; Year 3: 1 SmartBoard Setup = $4,000; Year 4 - 5: $3,250 for maintenance / upgrades).	$8,000.00	$8,000.00	$4,000.00	$3,250.00	$3,250.00
d. Focus Teacher Laptop Computer/Printer: Funds will provide the Focus Teacher with a laptop and printer, enabling this professional to work from multiple sites in the district, as needed, to facilitate program implementation and evaluation. Costs include an up-to-date notebook computer, printer and related software needed to fully serve students ($1,800 computer + $275 printer + $375 digital camera = $2,450); Years 2 - 5: $1,000 for maintenance / upgrades).	$2,450.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
e. SAFARI Montage Server: Funds will be used to purchase SAFARI Montage server to provide access to digital learning platform and streaming content ($6,500 during Year 1). Year 2 - Year 5 expenses will include upgrades / and supplementary hardware devices to expand access (Years 2 - 5: $1,750 per year).	$6,500.00	$1,750.00	$1,750.00	$1,750.00	$1,750.00
f. Aldebaran Robotics: Funds will be used to purchase NAO Robots and related software / hardware to facilitate use of robotics and robots in teaching and learning ($8,000 per robot / hardware / software package	$8,000.00	$11,000.00	$11,000.00	$11,000.00	$11,000.00

per year).					
g. Discovery Education Network Server: Funds will be used to purchase Discovery Education Network server to provide access to digital learning platform and Discovery Education streaming content ($6,800 during Year 1). Year 2 - Year 5 expenses will include upgrades / and supplementary hardware devices to expand access (Year 2 - 5: $2,250 per year).	$6,800.00	$2,250.00	$2,250.00	$2,250.00	$2,250.00
h. Discovery Education Techbooks: Funds will be used to purchase Discovery Education Techbooks (Science, Math, ELA, Social Studies, STEM) to provide technology-based alternative to traditional textbooks aligned to state standards and curricular models. (Year 1 - 2: $30,000 per year; Year 3 - 5: $35,000 per year).	$30,000.00	$30,000.00	$35,000.00	$35,000.00	$35,000.00
i. Arts Equipment: Funds will be used to purchase arts equipment to promote arts integration throughout curriculum and support student creativitiy through performing and visual arts (Music Instruments: $4,500 per year; Stage Equipment: $3,750 per year; Art Studio Equipment: $4,500 per year. Total = $12,750 per year).	$12,750.00	$12,750.00	$12,750.00	$12,750.00	$12,750.00
Subtotal Equipment	**$107,375.00**	**$99,625.00**	**$100,625.00**	**$99,875.00**	**$99,875.00**
4. SUPPLIES					
a. Program Supplies: Funds will be used to provide supplies used in implementation and execution of SEEK, to include: general supplies / postage / financial supplies ($1,750 per year), costs to develop and print surveys, pre and post tests and performance evaluations ($1,775 per year); supplies for Recruitment Activities, Advisory Board meetings and parent programs ($2,225 per year) and ongoing communications	$6,500.00	$6,500.00	$6,500.00	$6,500.00	$6,500.00

with SEEK teaching staffs / partners ($750 per year). (Total = $6,500 per year).					
b. STEAM Curriculum and Resources: Funds will be used to enhance classroom learning and enrichment with: Library Media Center books, software and licenses (Year 1: $2,950 per; Year 2 - 4: $3,800; Year 5: $3,250), student project-based learning materials (Year 1: $3,500; Year 2 - 4: $5,000; Year 5: $3,750), annual membership fees and admission fees ($1,750 per year); website subscriptions ($1,000 per year); arts supplies ($6,750 per year). (Total: Year 1: $15,950; Year 2 - 4: $18,300 per year; Year 5: $16,500).	$15,950.00	$18,300.00	$18,300.00	$18,300.00	$16,500.00
c. SAFARI Montage Network License Fee: Funds will purchase access to the SAFARI Montage online education media platform. Expenses include unlimited access to streaming media, teacher lesson plans, curriculum materials, project-based learning experiences and student assessment tools ($4,500 per year).	$4,500.00	$4,500.00	$4,500.00	$4,500.00	$4,500.00
d. Computer / Technology Supplies: Funds will purchase ink / toner cartridges ($1,200 per year) and printing paper for photos, art projects, student research projects, teacher documentation ($1,000 per year). (Total = $2,200 per year).	$2,200.00	$2,200.00	$2,200.00	$2,200.00	$2,200.00
e. Intervention Curricula, Resources, Software & Assessment Tools: Funds will be used to purchase software and licenses for ELA support (Fast ForWord: $3,950 per year) Math interventions (SuccessMaker: $4,825 per year) and formative assessment tools (NWEA MAP $2,000 per year) to identify students performing below grade	$10,775.00	$10,775.00	$10,775.00	$10,775.00	$10,775.00

level and provide technology-based learning intervention to promote increased achievement. (Total = $10,775 per year).					
f. Art / Music Supplies: Funds will be used to engage students in project-based learning across STEAM topics through technology-rich experiences focused on information technology topics and using the Artful Learning curricular learning platform, partner enrichment opportunities and content resources ($5,000 per year). Funds will also purchase Sebelius music software and licensing ($299 per year x 25 classrooms = $7,475 per year w/$89 renewal x 25 classrooms = $2,225 in Years 2-5. (Year 1: $12,475; Year 2 - 5: $7,225).	$12,475.00	$7,225.00	$7,225.00	$7,225.00	$7,225.00
g. Extracurricular Activity Supplies: Funds will be used to support magnet themed extracurricular activities including robotics, math club, arts club, video gaming / coding clubs, etc. (Year 1: $2,000; Year 2 - 5: $5,250 per year).	$2,000.00	$5,250.00	$5,250.00	$5,250.00	$5,250.00
Subtotal Supplies	**$54,400.00**	**$54,750.00**	**$54,750.00**	**$54,750.00**	**$52,950.00**
5. CONTRACTUAL					
a. Leonard Bernstein Center - *Artful Learning*: Funds will provide on-site training and ongoing support in arts integration and *Artful Learning* instructional model for teachers and staff. Annual fee for each of 5 years includes all *Artful Learning* programming, curriculum, licensure, training (on-site and coaching support). (Total = $45,000 per year).	$45,000.00	$45,000.00	$45,000.00	$45,000.00	$45,000.00
b. AVID - Sebelius Music Software Training: Funds will provide training and ongoing support for Weisser Park educators in the use of Sebelius music software. There are tutorials on Avid's website that cover the basics and teachers can become certified by completing two courses	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00

via the web. Costs include ongoing support and coaching (Total = $3,000 per year).					
c. Smithsonian Institution Professional Development: Funds will support professional development in Years 2 - 4, offered by a team of experts from the Smithsonian Institution to promote teacher mastery of Object-Based Learning (OBL) principles and integrating Object-Based Learning across diverse Core Subject and STEAM disciplines (Years 2 - 4: One, 5-day workshop OBL and Core Subjects and OBL and STEAM per year: Total Cost $66,000 divided across 3 schools = $22,000 per school per year.	$-	$22,000.00	$22,000.00	$22,000.00	$-
d. Buck Institute for Education Professional Development - Funds will be used to provide Project-Based Learning (PBL) training to magnet teachers to facilitate use of education approach in classrooms and promote exploration of STEM/STEAM topics using project-based learning principles with annual support from on-site coaching (Year 1: 3-day PBL 101 = $6,800; Year 2: 3-day PBL 201 = $6,800; Year 3-5: Distance Learning $3,400).	$6,800.00	$6,800.00	$3,400.00	$3,400.00	$3,400.00
e. Aldebaran Robotics: Funds will be used to provide professional development workshops for teachers on diverse STEAM topics and integration of NAO Robotics into daily classroom learning / activities ($ 3,000 for up to 25 participants per year).	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
f. Arts Immersion Weeks: Funds will be used to support Teaching Artists from FAME and local Arts organizations (Year 1: Core Subjects and Visual Arts - $5,000 per four weeks per year; Year 2: Core	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00

Subjects and Performing Arts - $5,000 per four weeks per year; Year 3: Core Subjects and Music - $5,000 per four weeks per year; Year 4: Core Subjects and Digital Arts - $5,000; Year 5: Core Subjects and Multimedia Arts - $5,000).					
g. Partner Enrichment: Funds will be used to collaborate with partners to provide engaging learning experiences that explore STEAM topics in field, museum and /or classroom settings: IPFW Robotics / Math Clubs ($1,500 per year); Arts afterschool / summer experiences ($2,500). (Total = $4,000per year).	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00
h. Brown University: Equity Assistance Center: Funds will be used to contract with Brown University Equity Assistance Center at the Education Alliance to provide annual training to district administrators, magnet school principals, magnet teachers and magnet school support staff on effective strategies that promote racial / gender / socio-economic / special education / ELL equity in education programs. (Total = $3,500 per year per magnet school site).	$3,500.00	$3,500.00	$3,500.00	$3,500.00	$3,500.00
i. EduShift, Inc. - Evaluation and Consultation: Funds will be used to contract with EduShift Inc. research / evaluation organization to provide quasi-experimental process and outcome evaluation of the SEEK MSAP grant program using multiple, validated assessment tools to provide ongoing analysis of project results. Expenses include 4 evaluator consultant fees, travel, supplies, office expenses and technology. The organization will also provide special management, program and technical assistance as part of this fee to deliver services and consultation that staff	$50,000.00	$50,000.00	$50,000.00	$50,000.00	$50,000.00

cannot provide. Outside evaluation is highly recommended by U.S. Department of Education. Total = $50,000 per year per magnet school site).					
j. Discovery Education STEMformation: Funds will support on-site professional development seminars and workshops scheduled to help administrators and teachers fully integrate Discovery Education technology-based learning platform, project-based learning strategies and digital media enrichment (Year 1: Certification - Creating and Teaching STEM/STEAM Lesson = $12,500; Year 2: Certification - Trans-disciplinary STEM/STEAM Units = $12,500; Year 3: Certification - Vertical Alignment of STEM/STEAM = $12,500; Year 4 - 5: Self-paced Virtual Coursework = $10,000 per year).	$12,500.00	$12,500.00	$12,500.00	$10,000.00	$10,000.00
Subtotal Contractual	**$132,800.00**	**$154,800.00**	**$151,400.00**	**$148,900.00**	**$126,900.00**
6. CONSTRUCTION					
Subtotal Construction	**$-**	**$-**	**$-**	**$-**	**$-**
7. OTHER					
a. Recruitment Printing and Copying: Funds will cover costs related to SEEK recruitment and marketing to parents and community, curriculum documents, advertising, magnet brochures, newsletters and supplemental materials including surveys: Marketing / recruitment costs ($2,000 per year) and Materials and communications costs ($2,000 per year).	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00
b. Shared Conference Registration Fees and Other Membership Fees: Funds include costs to register for SEEK program activities including, but not limited to, Magnet Schools of America conferences and professional development on relevant	$4,400.00	$4,400.00	$4,400.00	$4,400.00	$4,400.00

subject matter (2 staff x 2 conferences/workshops x $850 registration = $3,400). Membership to Magnet Schools of America ($200 x 5 staff = $1,000). (Total = $4,400 per year).					
Subtotal Other	**$8,400.00**	**$8,400.00**	**$8,400.00**	**$8,400.00**	**$8,400.00**
8. TOTAL DIRECT COSTS (lines 1-8)	**$562,006.00**	**$576,919.60**	**$574,836.34**	**$571,906.24**	**$548,429.34**
9. INDIRECT COST RATE (5.45%)	**$30,629.33**	**$31,442.12**	**$31,328.58**	**$31,168.89**	**$29,889.40**
10. TRAINING STIPENDS / SUBSTITUTE TEACHERS					
a. Participating Teacher Stipends: Funds will provide stipends to teachers as an incentive to participate in professional development activities that occur outside of normal school hours but are required in order to implement the magnet theme. Teachers will receive $100 stipend per 8 hour day. Partial days will be pro-rated (300 teacher days per year x $100 = $30,000).	$30,000.00	$30,000.00	$30,000.00	$30,000.00	$30,000.00
b. Substitute Teachers: Funds will provide for substitute teachers utilized throughout the year so that classroom teachers may participate in professional development programs, mentor, team teach and collaborate in magnet planning/curriculum development activities. Substitutes will be compensated with a stipend at a rate of $100 per day (average rate for certified subs in the district). (80 substitute days x $100 per day = $8,000).	$8,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
Subtotal Training Stipends/Sub Teachers	**$38,000.00**	**$38,000.00**	**$38,000.00**	**$38,000.00**	**$38,000.00**
11. TOTAL COSTS (lines 9-11)	**$630,635.33**	**$646,361.72**	**$644,164.92**	**$641,075.13**	**$616,318.74**

SEEK - Successful Equity, Excellent Kids!

Memorial Park Middle School of the Arts

A STEAM-Focused Visual, Performing, Media & Communication Arts Magnet

BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Year 5
1. PERSONNEL					
a. Project Director (1.0 FTE): A full-time professional with an extensive background in school administration, curriculum development, school choice / magnet schools programming and strong organizational / communication skills will coordinate the day-to-day operation of the MSAP grant. (See job description in Appendix). Duties will include documenting all aspects of the work performed by each school, supervising grant personnel, managing grant funds, collaborating to complete evaluation, recruiting community partners and reporting progress to FWCS Board of Education and administrators. Each of the five magnet schools in this grant will pay for 20% of the Project Director's annual salary ($80,000 for Year 1 with an annual 1% salary increase).	$16,000.00	$16,160.00	$16,321.60	$16,484.82	$16,649.66
b. Marketing and Recruitment Specialist (1.0 FTE): The MSAP Marketing and Recruitment Specialist will work closely with the MSAP Project Director, FWCS district personnel, the Evaluation Team and Focus Teachers to meet the goals and objectives as outlined in the grant. Specific duties are listed in the Quality of Personnel section (see Job Description in Appendix) and include	$-	$-	$-	$-	$-

developing and implementing a rigorous marketing strategy to inform stakeholders of magnet school choices and facilitating recruitment efforts to enroll students in each proposed school to promote diversity and reduce black student isolation in schools. Marketing and Recruitment Specialist's salary will be paid by General Funds.					
c. Focus Teacher (1.0 FTE): Funds will be used to hire one full-time STEAM Focus Teacher. The STEAM Focus Teacher will provide instructional expertise facilitating implementation of the STEAM Whole School Magnet in coordination with *Artful Learning* STEAM Integration methodologies. Focus Teacher will provide direct, theme-based instruction, complete extensive professional development, serve on Advisory Boards, facilitate curriculum design / development and model lessons across core subjects and grade levels. Focus Teacher annual salary ($55,000 for Year 1 with 1% salary increase).	$55,000.00	$55,550.00	$56,105.50	$56,666.56	$57,233.22
d. Administrative Assistant (1.0 FTE): Funds will be used to hire one full-time SEEK Administrative Assistant to provide organizational and operational support for all grant staff, including Project Director, Marketing and Recruitment Specialist and Focus Teachers. Each of the five magnet schools in this grant will pay 20% of the Administrative Assistant annual salary ($42,500 for Year 1 with an annual 1% salary increase).	$8,500.00	$8,585.00	$8,670.85	$8,757.56	$8,845.13
Subtotal Personnel	**$79,500.00**	**$80,295.00**	**$81,097.95**	**$81,908.93**	**$82,728.02**
2. FRINGE BENEFITS					
a. Fringe Benefits Package: Funds will be used to provide grant personnel with standard, district-approved fringe benefits package. This	$22,260.00	$22,482.60	$22,707.43	$22,934.50	$23,163.85

package includes 28.0% of the gross salary for all SEEK personnel. The SEEK fringe benefits package includes: FICA (social security), State Retirement, Federal and State Unemployment (FUTA and SUTA), Medical Insurance, a small life policy, Workman's Compensation and Medicare deduction.					
Subtotal Fringe Benefits	**$22,260.00**	**$22,482.60**	**$22,707.43**	**$22,934.50**	**$23,163.85**
3. TRAVEL					
a. Local/Regional Travel: Funds include travel for SEEK personnel - Project Director, Focus Teachers & Marketing and Recruitment Coordinator, to attend professional development programs and visit neighboring magnets (1,000 miles x 0.535 GSA per mile = $535).	$535.00	$535.00	$535.00	$535.00	$535.00
b. REQUIRED National Travel: Funds include travel for 3 staff members (PD, M/RS & FT) to attend a 4-day annual meeting of the MSAP grant program in Washington, D.C. Each magnet school will pay 20% of travel costs (as required in the RFP -- GSA per diem rate of $315 per person for hotel and meals x 4 days each = $1,260 + $800 airfare = $2,060 each x 3 = $6,180 / 5 sites = $1,236 per year).	$1,236.00	$1,236.00	$1,236.00	$1,236.00	$1,236.00
c. Conferences: Funds include travel for a minimum of 3 staff members (PD, FT, M/RS) to attend annual *Magnet Schools of America* conference. Each magnet school will pay 20% of travel costs (Per diem rate of $315 per person for hotel and meals x 5 days each = $1,575 + $800 airfare = $2,375 each x 3 staff = $7,125 / 5 sites = $1,425 per year).	$1,425.00	$1,425.00	$1,425.00	$1,425.00	$1,425.00
d. Site Visits to STEAM-Themed Schools: Administrator and Teacher visits to STEAM Magnet Schools will help district learn from best practices. (Per diem rate of $315 per person x 3 days = $945 per person + $800 airfare	$5,235.00	$5,235.00	$5,235.00	$5,235.00	$5,235.00

= $1,745 per person x 3 staff = $5,235 per year).					
e. Travel to Artful Learning Annual Conference: Funds allow Focus Teacher, principal and teachers to attend annual *Artful Learning* conference in New York City to learn from best practices and master arts-integration teaching and learning principles. (Per diem rate of $325 x 4 days = $1,300 + $700 airfare x 4 staff = $8,000 per year).	$8,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
f. Travel to JASON Project Professional Development: Funds include travel to attend JASON Project professional development to enhance integration of STEM concepts into Artful Learning curricular model and expand use of virtual learning in schools (Per diem rate of $315 x 4 days = $1,260 + $800 airfare = $2,060 x 2 staff = $4,120 per year).	$4,120.00	$4,120.00	$4,120.00	$4,120.00	$4,120.00
g. Travel to Brown University Equity Assistance Center Professional Development: Funds include travel to attend Equity Assistance Center professional development for administrators / principals / teachers to enhance school implementation of strategies that close racial / gender / Special Education / ELL equity gaps in education. (Per diem rate of $315 x 4 days = $1,260 + $800 airfare = $2,060 x 2 staff per school = $4,120 per year).	$4,120.00	$4,120.00	$4,120.00	$4,120.00	$4,120.00
h. Student Transportation: Funds will be used to provide transportation via school buses for student enrichment ($3,000) and to matriculate students from Memorial Park Middle School of the Arts to South Side High School Academy of the Arts. Cost to transport 200 students (5 buses x $46,666 (driver/ maintenance) = $233,330. Request for	$203,000.00	$203,000.00	$203,000.00	$203,000.00	$203,000.00

$200,000 from grant funds, spread across the five-year budget period; district will cover balance with General Funds.					
Subtotal Travel	**$227,671.00**	**$227,671.00**	**$227,671.00**	**$227,671.00**	**$227,671.00**
4. EQUIPMENT					
a. STEAM Learning Lab: Funds will be used to equip a dedicated learning lab for implementation of advanced, technology-rich *Artful Learning* magnet curriculum, differentiated interventions for individual students (SuccessMaker, Fast ForWord, NWEA MAP) and specialized STEAM technology-based instructional activities (Safari Montage, Discovery Education). Expenditures will include a projected teacher station and individual learning stations linked to multiple SmartBoards, mobile smart devices and Discovery Education web-based learning platform ($20,000 Per Year)	$20,000.00	$20,000.00	$20,000.00	$20,000.00	$20,000.00
b. Wireless STEAM Mobile Learning Lab: Funds will be used to purchase one, 25-station mobile labs: (Tablets: 25 wireless tablets x $400 per tablet = $10,000 per year; Carts: 1 mobile storage carts x $1,000 per cart = $1,000 per year; Battery Packs: 25 Extended Battery Packs x $75 per battery = $1,875 per year). SEEK will provide a web-enabled mobile device for each magnet student upon completion of project to facilitate classroom implementation of Artful Learning, Safari Montage, Discovery Education and technology interventions. (Total: $12,875 per year).	$12,875.00	$12,875.00	$12,875.00	$12,875.00	$12,875.00
c. SmartBoards: Funds will be used to equip library media center, STEAM Learning Lab and magnet classrooms with SmartBoards to promote interactive, technology-based teaching and learning (2 SmartBoards /	$8,000.00	$8,000.00	$4,000.00	$3,250.00	$3,250.00

Projectors / Computer / Student Activators x $4,000 per station = $8,000 per Year 1 - 2; Year 3: 1 SmartBoard Setup = $4,000; Year 4 - 5: $3,250 for maintenance / upgrades).					
d. Focus Teacher Laptop Computer/Printer: Funds will provide the Focus Teacher with a laptop and printer, enabling this professional to work from multiple sites in the district, as needed, to facilitate program implementation and evaluation. Costs include an up-to-date notebook computer, printer and related software needed to fully serve students ($1,800 computer + $275 printer + $375 digital camera = $2,450); Years 2 - 5: $1,000 for maintenance / upgrades).	$2,450.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
e. SAFARI Montage Server: Funds will be used to purchase SAFARI Montage server to provide access to digital learning platform and streaming content ($6,500 during Year 1). Year 2 - Year 5 expenses will include upgrades / and supplementary hardware devices to expand access (Years 2 - 5: $1,750 per year).	$6,500.00	$1,750.00	$1,750.00	$1,750.00	$1,750.00
f. Aldebaran Robotics: Funds will be used to purchase NAO Robots and related software / hardware to facilitate use of robotics and robots in teaching and learning ($11,000 per robot / hardware / software package per year).	$11,000.00	$11,000.00	$11,000.00	$11,000.00	$11,000.00
g. Discovery Education Network Server: Funds will be used to purchase Discovery Education Network server to provide access to digital learning platform and Discovery Education streaming content ($6,800 during Year 1). Year 2 - Year 5 expenses will include upgrades / and supplementary hardware devices to expand access (Year 2 - 5: $2,250 per year).	$6,800.00	$2,250.00	$2,250.00	$2,250.00	$2,250.00

h. Discovery Education Techbooks: Funds will be used to purchase Discovery Education Techbooks (Science, Math, ELA, Social Studies, STEM) to provide technology-based alternative to traditional textbooks aligned to state standards and curricular models. (Year 1 - 2: $30,000 per year; Year 3 - 5: $35,000 per year).	$30,000.00	$30,000.00	$35,000.00	$35,000.00	$35,000.00
i. Arts Equipment: Funds will be used to purchase arts equipment to promote arts integration throughout curriculum and support student creativity through performing and visual arts (Music Instruments: $4,500 per year; Stage Equipment: $3,750 per year; Art Studio Equipment: $4,500 per year. Total = $12,750 per year).	$12,750.00	$12,750.00	$12,750.00	$12,750.00	$12,750.00
Subtotal Equipment	**$110,375.00**	**$99,625.00**	**$100,625.00**	**$99,875.00**	**$99,875.00**
4. SUPPLIES					
a. Program Supplies: Funds will be used to provide supplies used in implementation and execution of SEEK, to include: general supplies / postage / financial supplies ($1,750 per year), costs to develop and print surveys, pre and post tests and performance evaluations ($1,775 per year); supplies for Recruitment Activities, Advisory Board meetings and parent programs ($2,225 per year) and ongoing communications with SEEK teaching staffs / partners ($750 per year). (Total = $6,500 per year).	$6,500.00	$6,500.00	$6,500.00	$6,500.00	$6,500.00
b. STEAM Curriculum and Resources: Funds will be used to enhance classroom learning and enrichment with: Library Media Center books, software and licenses (Year 1: $2,950 per; Year 2 - 4: $3,800; Year 5: $3,250), student project-based learning materials (Year 1: $3,500; Year 2 - 4: $5,000; Year 5: $3,750), annual membership fees and admission fees ($1,750 per year);	$15,950.00	$18,300.00	$18,300.00	$18,300.00	$16,500.00

website subscriptions ($1,000 per year); arts supplies ($6,750 per year). (Total: Year 1: $15,950; Year 2 - 4: $18,300 per year; Year 5: $16,500).					
c. SAFARI Montage Network License Fee: Funds will purchase access to the SAFARI Montage online education media platform. Expenses include unlimited access to streaming media, teacher lesson plans, curriculum materials, project-based learning experiences and student assessment tools ($4,500 per year).	$4,500.00	$4,500.00	$4,500.00	$4,500.00	$4,500.00
d. Computer / Technology Supplies: Funds will purchase ink / toner cartridges ($1,200 per year) and printing paper for photos, art projects, student research projects, teacher documentation ($1,000 per year). (Total = $2,200 per year).	$2,200.00	$2,200.00	$2,200.00	$2,200.00	$2,200.00
e. Intervention Curricula, Resources, Software & Assessment Tools: Funds will be used to purchase software and licenses for ELA support (Fast ForWord: $3,950 per year) Math interventions (SuccessMaker: $4,825 per year) and formative assessment tools (NWEA MAP $2,000 per year) to identify students performing below grade level and provide technology-based learning intervention to promote increased achievement. (Total = $10,775).	$10,775.00	$10,775.00	$10,775.00	$10,775.00	$10,775.00
f. Arts Immersion Weeks: Funds will be used to support Teaching Artists from FAME (Year 1: Core Subjects and Visual Arts - $5,000 per four weeks per year; Year 2: Core Subjects and Performing Arts - $5,000 per four weeks per year; Year 3: Core Subjects and Music - $5,000 per four weeks per year; Year 4: Core Subjects and Digital Arts - $5,000; Year 5: Core Subjects and Multimedia Arts - $5,000).	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00

g. JASON Project: Funds will be used to provide online access to all JASON Project curricular materials, teacher tools, student learning experiences, streaming media and classroom content ($3,000 per year).	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
h. Extracurricular Activity Supplies: Funds will be used to support magnet themed extracurricular activities including robotics, math club, arts club, video gaming / coding clubs, etc. (Year 1: $2,000; Year 2 - 5: $5,250 per year).	$2,000.00	$5,250.00	$5,250.00	$5,250.00	$5,250.00
Subtotal Supplies	**$49,925.00**	**$55,525.00**	**$55,525.00**	**$55,525.00**	**$53,725.00**
5. CONTRACTUAL					
a. Leonard Bernstein Center - *Artful Learning*: Funds will provide on-site training and ongoing support in arts integration and *Artful Learning* instructional model for teachers and staff. Annual fee for each of 5 years includes all *Artful Learning* programming, curriculum, licensure, training (on-site and coaching support). (Total = $45,000 per year).	$45,000.00	$45,000.00	$45,000.00	$45,000.00	$45,000.00
b. FAME Teaching Artists: Funds will support on-site professional development during four Art Immersion weeks per year linking educators with Teaching Artists (Year 1: Core Subjects and Visual Arts Immersion Weeks = $10,000; Year 2: Core Subjects and Performing Arts Immersion Weeks = $20,000; Year 3: Core Subjects and Music Arts Immersion Weeks = $20,000; Year 4: Core Subjects and Digital Arts Immersion Weeks = $20,000; Year 5: Core Subjects and Multimedia Arts Immersion Weeks = $20,000).	$10,000.00	$20,000.00	$20,000.00	$20,000.00	$20,000.00
c. Smithsonian Institution Professional Development: Funds will support professional development in Years 2-4 offered by a team of experts from the Smithsonian Institution to promote teacher mastery	$-	$22,000.00	$22,000.00	$22,000.00	$-

of Object-Based Learning (OBL) principles and integrating Object-Based Learning across diverse Core Subject and STEAM disciplines (Years 2 - 4: One, 5-day workshop OBL and Core Subjects and OBL and STEAM per year: Total Cost $66,000 divided across 3 schools = $22,000 per school per year.					
d. Buck Institute for Education Professional Development - Funds will be used to provide Project-Based Learning (PBL) training to magnet teachers to facilitate use of education approach in classrooms and promote exploration of STEM/STEAM topics using project-based learning principles with annual support from on-site coaching (Year 1: 3-day PBL 101 = $6,800; Year 2: 3-day PBL 201 = $6,800; Year 3-5: Distance Learning $3,400).	$6,800.00	$6,800.00	$3,400.00	$3,400.00	$3,400.00
e. Aldebaran Robotics: Funds will be used to provide professional development workshops for teachers on diverse STEAM topics and integration of NAO Robotics into daily classroom learning / activities ($ 3,000 for up to 25 participants per year).	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
f. JASON Project: Funds will be used to provide professional development workshops to prepare educators to launch and sustain STEAM based exploratory learning utilizing technology-based instructional methods and real-time streaming with field researchers integrated with core subjects and the arts (Year 1: JASON Methods = $6,750; Year 2: STEM Formation = $6,750; Year 3: Robotics = $6,750; Year 4: Coach Training = $6,750; Year 5: STEM for 21st Century = $6,750).	$6,750.00	$6,750.00	$6,750.00	$6,750.00	$6,750.00

g. Discovery Education STEMformation: Funds will support on-site professional development seminars and workshops scheduled to help administrators and teachers fully integrate Discovery Education technology-based learning platform, project-based learning strategies and digital media enrichment (Year 1: Certification - Creating and Teaching STEM/STEAM Lesson = $12,500; Year 2: Certification - Trans-disciplinary STEM/STEAM Units = $12,500; Year 3: Certification - Vertical Alignment of STEM/STEAM = $12,500; Year 4 - 5: Self-paced Virtual Coursework = $10,000 per year).	$12,500.00	$12,500.00	$12,500.00	$10,000.00	$10,000.00
h. Partner Enrichment: Funds will be used to collaborate with partners to provide engaging learning experiences that explore STEAM topics in field, museum and /or classroom settings: IPFW Robotics / Math Clubs ($1,500 per year); Arts afterschool / summer experiences ($2,500). (Total = $4,000per year).	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00
i. Brown University: Equity Assistance Center: Funds will be used to contract with Brown University Equity Assistance Center at the Education Alliance to provide annual training to district administrators, magnet school principals, magnet teachers and magnet school support staff on effective strategies that promote racial / gender / socio-economic / special education / ELL equity in education programs. (Total = $3,500 per year per magnet school site).	$3,500.00	$3,500.00	$3,500.00	$3,500.00	$3,500.00
j. EduShift, Inc. - Evaluation and Consultation: Funds will be used to contract with EduShift Inc. research / evaluation organization to provide quasi-experimental process and	$50,000.00	$50,000.00	$50,000.00	$50,000.00	$50,000.00

outcome evaluation of the SEEK MSAP grant program using multiple, validated assessment tools to provide ongoing analysis of project results. Expenses include 4 evaluator consultant fees, travel, supplies, office expenses and technology. The organization will also provide special management, program and technical assistance as part of this fee to deliver services and consultation that staff cannot provide.Total = $50,000 per year per magnet school site).					
Subtotal Contractual	**$141,550.00**	**$173,550.00**	**$170,150.00**	**$167,650.00**	**$145,650.00**
6. CONSTRUCTION					
Subtotal Construction	**$-**	**$-**	**$-**	**$-**	**$-**
7. OTHER					
a. Recruitment Printing and Copying: Funds will cover costs related to SEEK recruitment and marketing to parents and community, curriculum documents, advertising, magnet brochures, newsletters and supplemental materials including surveys: Marketing / recruitment costs ($2,000 per year) and Materials and communications costs ($2,000 per year).	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00
b. Shared Conference Registration Fees and Other Membership Fees: Funds include costs to register for SEEK program activities including, but not limited to, Magnet Schools of America conferences and professional development on relevant subject matter (2 staff x 2 conferences/workshops x $850 registration = $3,400). Membership to Magnet Schools of America ($200 x 5 staff = $1,000). (Total = $4,400 per year).	$4,400.00	$4,400.00	$4,400.00	$4,400.00	$4,400.00
Subtotal Other	**$8,400.00**	**$8,400.00**	**$8,400.00**	**$8,400.00**	**$8,400.00**
8. TOTAL DIRECT COSTS (lines 1-8)	**$639,681.00**	**$667,548.60**	**$666,176.38**	**$663,964.43**	**$641,212.86**

9. INDIRECT COST RATE (5.45%)	**$34,862.61**	**$36,381.40**	**$36,306.61**	**$36,186.06**	**$34,946.10**
10. TRAINING STIPENDS / SUBSTITUTE TEACHERS					
a. Participating Teacher Stipends: Funds will provide stipends to teachers as an incentive to participate in professional development activities that occur outside of normal school hours but are required in order to implement the magnet theme. Teachers will receive $100 stipend per 8 hour day. Partial days will be pro-rated (300 teacher days per year x $100 = $30,000).	$30,000.00	$30,000.00	$30,000.00	$30,000.00	$30,000.00
b. Substitute Teachers: Funds will provide for substitute teachers utilized throughout the year so that classroom teachers may participate in professional development programs, mentor, team teach and collaborate in magnet planning/curriculum development activities. Substitutes will be compensated with a stipend at a rate of $100 per day (average rate for certified subs in the district). (80 substitute days x $100 per day = $8,000).	$8,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
Subtotal Training Stipends/Sub Teachers	**$38,000.00**	**$38,000.00**	**$38,000.00**	**$38,000.00**	**$38,000.00**
11. TOTAL COSTS (lines 9-11)	**$712,543.61**	**$741,930.00**	**$740,482.99**	**$738,150.49**	**$714,158.97**

SEEK - Successful Equity, Excellent Kids!

South Side High School Academy of the Arts

A STEAM-Focused Visual, Performing, Media & Communication Arts Magnet

BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Year 5
1. PERSONNEL					
a. Project Director (1.0 FTE): A full-time professional with an extensive background in school administration, curriculum development, school choice / magnet schools programming and strong organizational / communication skills will coordinate the day-to-day operation of the MSAP grant. (See job description in Appendix). Duties will include documenting all aspects of the work performed by each school, supervising grant personnel, managing grant funds, collaborating to complete evaluation, recruiting community partners and reporting progress to FWCS Board of Education and administrators. Each of the five magnet schools in this grant will pay for 20% of the Project Director's annual salary ($80,000 for Year 1 with an annual 1% salary increase).	$16,000.00	$16,160.00	$16,321.60	$16,484.82	$16,649.66
b. Marketing and Recruitment Specialist (1.0 FTE): The MSAP Marketing and Recruitment Specialist will work closely with the MSAP Project Director, FWCS district personnel, the Evaluation Team and Focus Teachers to meet the goals and objectives as outlined in the grant. Specific duties are listed in the Quality of Personnel section (see Job Description in Appendix) and include developing and implementing a	$-	$-	$-	$-	$-

rigorous marketing strategy to inform stakeholders of magnet school choices and facilitating recruitment efforts to enroll students in each proposed school to promote diversity and reduce black student isolation in schools. Marketing and Recruitment Specialist's salary will be paid by General Funds.					
c. Focus Teacher (1.0 FTE): Funds will be used to hire one full-time STEAM Focus Teacher. The STEAM Focus Teacher will provide instructional expertise facilitating implementation of the STEAM Whole School Magnet in coordination with *Artful Learning* STEAM Integration methodologies. Focus Teacher will provide direct, theme-based instruction, complete extensive professional development, serve on Advisory Boards, facilitate curriculum design / development and model lessons across core subjects and grade levels. Focus Teacher annual salary ($55,000 for Year 1 with 1% salary increase).	$55,000.00	$55,550.00	$56,105.50	$56,666.56	$57,233.22
d. Administrative Assistant (1.0 FTE): Funds will be used to hire one full-time SEEK Administrative Assistant to provide organizational and operational support for all grant staff, including Project Director, Marketing and Recruitment Specialist and Focus Teachers. Each of the five magnet schools in this grant will pay 20% of the Administrative Assistant annual salary ($42,500 for Year 1 with an annual 1% salary increase).	$8,500.00	$8,585.00	$8,670.85	$8,757.56	$8,845.13
Subtotal Personnel	**$79,500.00**	**$80,295.00**	**$81,097.95**	**$81,908.93**	**$82,728.02**
2. FRINGE BENEFITS					
a. Fringe Benefits Package: Funds will be used to provide grant personnel with standard, district-approved fringe benefits package. This package includes 28.0% of the gross	$22,260.00	$22,482.60	$22,707.43	$22,934.50	$23,163.85

salary for all SEEK personnel. The SEEK fringe benefits package includes: FICA (social security), State Retirement, Federal and State Unemployment (FUTA and SUTA), Medical Insurance, a small life policy, Workman's Compensation and Medicare deduction.					
Subtotal Fringe Benefits	**$22,260.00**	**$22,482.60**	**$22,707.43**	**$22,934.50**	**$23,163.85**
3. TRAVEL					
a. Local/Regional Travel: Funds include travel for SEEK personnel - Project Director, Focus Teachers & Marketing and Recruitment Coordinator, to attend professional development programs and visit neighboring magnets (1,000 miles x 0.535 GSA per mile = $535).	$535.00	$535.00	$535.00	$535.00	$535.00
b. REQUIRED National Travel: Funds include travel for 3 staff members (PD, M/RS & FT) to attend a 4-day annual meeting of the MSAP grant program in Washington, D.C. Each magnet school will pay 20% of travel costs (as required in the RFP -- GSA per diem rate of $315 per person for hotel and meals x 4 days each = $1,260 + $800 airfare = $2,060 each x 3 = $6,180 / 5 sites = $1,236 per year).	$1,236.00	$1,236.00	$1,236.00	$1,236.00	$1,236.00
c. Conferences: Funds include travel for a minimum of 3 staff members (PD, FT, M/RS) to attend annual *Magnet Schools of America* conference. Each magnet school will pay 20% of travel costs (Per diem rate of $315 per person for hotel and meals x 5 days each = $1,575 + $800 airfare = $2,375 each x 3 staff = $7,125 / 5 sites = $1,425 per year).	$1,425.00	$1,425.00	$1,425.00	$1,425.00	$1,425.00
d. Site Visits to STEAM-Themed Schools: Administrator and Teacher visits to STEAM Magnet Schools will help district learn from best practices. (Per diem rate of $315 per person x 3 days = $945 per person + $800 airfare = $1,745 per person x 3 staff = $5,235	$5,235.00	$5,235.00	$5,235.00	$5,235.00	$5,235.00

per year).					
e. Travel to Artful Learning Annual Conference: Funds allow Focus Teacher, principal and teachers to attend annual *Artful Learning* conference in New York City to learn from best practices and master arts-integration teaching and learning principles. (Per diem rate of $325 x 4 days = $1,300 + $700 airfare x 4 staff = $8,000 per year).	$8,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
f. Travel to Discovery Education Professional Development: Funds include travel to attend Discovery Education professional development to enhance integration of STEM concepts and content into Project Lead the Way curricular model and expand use of virtual learning in schools (Per diem rate of $315 x 4 days = $1,260 + $800 airfare = $2,060 x 2 staff = $4,120 per year).	$4,120.00	$4,120.00	$4,120.00	$4,120.00	$4,120.00
g. Travel to Brown University Equity Assistance Center Professional Development: Funds include travel to attend Equity Assistance Center professional development for administrators / principals / teachers to enhance school implementation of strategies that close racial / gender / Special Education / ELL equity gaps in education. (Per diem rate of $315 x 4 days = $1,260 + $800 airfare = $2,060 x 2 staff per school = $4,120 per year).	$4,120.00	$4,120.00	$4,120.00	$4,120.00	$4,120.00
h. Student Transportation: Funds will be used to provide transportation via school buses for student enrichment ($3,000) and to matriculate students from Memorial Park Middle School of the Arts to South Side High School Academy of the Arts. Cost to transport 200 students (5 buses x $46,666 (driver/ maintenance) = $233,330. $200,000 from Memorial Park grant funds;	$36,330.00	$36,330.00	$36,330.00	$36,330.00	$36,330.00

balance of $33,330 spread across the five year budget period; district will cover full cost of all magnet school transportation after grant funding has ended.					
Subtotal Travel	**$61,001.00**	**$61,001.00**	**$61,001.00**	**$61,001.00**	**$61,001.00**
4. EQUIPMENT					
a. STEAM Learning Lab: Funds will be used to equip a dedicated learning lab for implementation of advanced, technology-rich *Artful Learning* magnet curriculum, differentiated interventions for individual students (SuccessMaker, Fast ForWord, NWEA MAP) and specialized STEAM technology-based instructional activities (Safari Montage, Discovery Education). Expenditures will include a projected teacher station and individual learning stations linked to multiple SmartBoards, mobile smart devices and Discovery Education web-based learning platform ($20,000 Per Year).	$20,000.00	$20,000.00	$20,000.00	$20,000.00	$20,000.00
b. Wireless STEAM Mobile Learning Lab: Funds will be used to purchase one, 25-station mobile labs: (Tablets: 25 wireless tablets x $400 per tablet = $10,000 per year; Carts: 1 mobile storage carts x $1,000 per cart = $1,000 per year; Battery Packs: 25 Extended Battery Packs x $75 per battery = $1,875 per year). SEEK will provide a web-enabled mobile device for each magnet student upon completion of project to facilitate classroom implementation of Artful Learning, Safari Montage, Discovery Education and technology interventions. (Total: $12,875 per year).	$12,875.00	$12,875.00	$12,875.00	$12,875.00	$12,875.00
c. SmartBoards: Funds will be used to equip library media center, STEAM Learning Lab and magnet classrooms with SmartBoards to promote interactive, technology-based teaching	$8,000.00	$8,000.00	$4,000.00	$3,250.00	$3,250.00

and learning (2 SmartBoards / Projectors / Computer / Student Activators x $4,000 per station = $8,000 per Year 1 - 2; Year 3: 1 SmartBoard Setup = $4,000; Year 4 - 5: $3,250 for maintenance / upgrades).					
d. Focus Teacher Laptop Computer/Printer: Funds will provide the Focus Teacher with a laptop and printer, enabling this professional to work from multiple sites in the district, as needed, to facilitate program implementation and evaluation. Costs include an up-to-date notebook computer, printer and related software needed to fully serve students ($1,800 computer + $275 printer + $375 digital camera = $2,450); Years 2 - 5: $1,000 for maintenance / upgrades).	$2,450.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
e. SAFARI Montage Server: Funds will be used to purchase SAFARI Montage server to provide access to digital learning platform and streaming content ($6,500 during Year 1). Year 2 - Year 5 expenses will include upgrades / and supplementary hardware devices to expand access (Years 2 - 5: $1,750 per year).	$6,500.00	$1,750.00	$1,750.00	$1,750.00	$1,750.00
f. Aldebaran Robotics: Funds will be used to purchase NAO Robots and related software / hardware to facilitate use of robotics and robots in teaching and learning ($11,000 per robot / hardware / software package per year).	$11,000.00	$11,000.00	$11,000.00	$11,000.00	$11,000.00
g. Discovery Education Network Server: Funds will be used to purchase Discovery Education Network server to provide access to digital learning platform and Discovery Education streaming content ($6,800 during Year 1). Year 2 - Year 5 expenses will include upgrades / and supplementary hardware devices to expand access	$6,800.00	$2,250.00	$2,250.00	$2,250.00	$2,250.00

(Year 2 - 5: $2,250 per year).					
h. Discovery Education Techbooks: Funds will be used to purchase Discovery Education Techbooks (Science, Math, ELA, Social Studies, STEM) to provide technology-based alternative to traditional textbooks aligned to state standards and curricular models. (Year 1 - 2: $30,000 per year; Year 3 - 5: $35,000 per year).	$30,000.00	$30,000.00	$35,000.00	$35,000.00	$35,000.00
i. Arts Equipment: Funds will be used to purchase arts equipment to promote arts integration throughout curriculum and support student creativitiy through performing and visual arts (Music Instruments: $14,500 per year; Stage Equipment: $13,750 per year; Art Studio Equipment;: $14,500 per year. Total = $42,750 per year). In Year 3, add Dance Equipment ($23,000); In Year 4, add Media equipment ($34,000) and in Year 5, add Communications equipment ($104,000)	$42,750.00	$42,750.00	$65,750.00	$76,750.00	$146,750.00
Subtotal Equipment	**$140,375.00**	**$129,625.00**	**$153,625.00**	**$163,875.00**	**$233,875.00**
4. SUPPLIES					
a. Program Supplies: Funds will be used to provide supplies used in implementation and execution of SEEK, to include: general supplies / postage / financial supplies ($1,750 per year), costs to develop and print surveys, pre and post tests and performance evaluations ($1,775 per year); supplies for Recruitment Activities, Advisory Board meetings and parent programs ($2,225 per year) and ongoing communications with SEEK teaching staffs / partners ($750 per year). (Total = $6,500 per year).	$6,500.00	$6,500.00	$6,500.00	$6,500.00	$6,500.00

b. STEAM Curriculum and Resources: Funds will be used to enhance classroom learning and enrichment with: Library Media Center books, software and licenses (Year 1: $2,950 per; Year 2 - 4: $3,800; Year 5: $3,250), student project-based learning materials (Year 1: $3,500; Year 2 - 4: $5,000; Year 5: $3,750), annual membership fees and admission fees ($1,750 per year); website subscriptions ($1,000 per year); arts supplies ($6,750 per year). (Total: Year 1: $15,950; Year 2 - 4: $18,300 per year; Year 5: $16,500).	$15,950.00	$18,300.00	$18,300.00	$18,300.00	$16,500.00
c. SAFARI Montage Network License Fee: Funds will purchase access to the SAFARI Montage online education media platform. Expenses include unlimited access to streaming media, teacher lesson plans, curriculum materials, project-based learning experiences and student assessment tools ($4,500 per year).	$4,500.00	$4,500.00	$4,500.00	$4,500.00	$4,500.00
d. Computer / Technology Supplies: Funds will purchase ink / toner cartridges ($1,200 per year) and printing paper for photos, art projects, student research projects, teacher documentation ($1,000 per year). (Total = $2,200 per year).	$2,200.00	$2,200.00	$2,200.00	$2,200.00	$2,200.00
e. Intervention Curricula, Resources, Software & Assessment Tools: Funds will be used to purchase software and licenses for ELA support (Fast ForWord: $3,950 per year) Math interventions (SuccessMaker: $4,825 per year) and formative assessment tools (NWEA MAP $2,000 per year) to identify students performing below grade level and provide technology-based learning intervention to promote increased achievement. (Total = $10,775).	$10,775.00	$10,775.00	$10,775.00	$10,775.00	$10,775.00

f. Discovery Education Network License Fee: Funds will purchase access to the Discovery Education Network online education media platform. Expenses include unlimited access to streaming media, teacher lesson plans, curriculum materials, project-based learning experiences and student assessment tools ($3,000 per year access fee).	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
g. Art Supplies: Funds will be used to engage students in project-based learning across STEAM topics through technology-rich experiences focused on information technology topics and using the Artful Learning curricular learning platform, partner enrichment opportunities and content resources. Funds are reasonable to get new Arts Academy off the ground. (Year 1: $38,500; Year 2: $37,000; Year 3: $35,000; Years 4-5: $30,000).	$38,500.00	$37,000.00	$35,000.00	$30,000.00	$30,000.00
h. Extracurricular Activity Supplies: Funds will be used to support magnet themed extracurricular activities including robotics, math club, arts club, video gaming / coding clubs, etc. (Year 1: $2,000; Year 2 - 5: $5,250 per year).	$2,000.00	$5,250.00	$5,250.00	$5,250.00	$5,250.00
Subtotal Supplies	**$83,425.00**	**$87,525.00**	**$85,525.00**	**$80,525.00**	**$78,725.00**
5. CONTRACTUAL					
a. Leonard Bernstein Center - *Artful Learning*: Funds will provide on-site training and ongoing support in arts integration and *Artful Learning* instructional model for teachers and staff. Annual fee for each of 5 years includes all *Artful Learning* programming, curriculum, licensure, training (on-site and coaching support). (Total = $45,000 per year).	$45,000.00	$45,000.00	$45,000.00	$45,000.00	$45,000.00

b. Discovery Education STEMformation: Funds will support on-site professional development seminars and workshops scheduled to help administrators and teachers fully integrate Discovery Education technology-based learning platform, project-based learning strategies and digital media enrichment (Year 1: Certification - Creating and Teaching STEM Lesson = $12,500; Year 2: Certification - Trans-disciplinary STEM Units = $12,500; Year 3: Certification - Vertical Alignment of STEM = $12,500; Year 4 - 5: Self-paced Virtual Coursework = $10,000 per year).	$12,500.00	$12,500.00	$12,500.00	$10,000.00	$10,000.00
c. Smithsonian Institution Professional Development: Funds will support professional development in Years 2-4 offered by a team of experts from the Smithsonian Institution to promote teacher mastery of Object-Based Learning (OBL) principles and integrating Object-Based Learning across diverse Core Subject and STEAM disciplines (Years 2 - 4: One, 5-day workshop OBL and Core Subjects and OBL and STEAM per year: Total Cost $66,000 divided across 3 schools = $22,000 per school per year.	$-	$22,000.00	$22,000.00	$22,000.00	$-
d. Buck Institute for Education Professional Development - Funds will be used to provide Project-Based Learning (PBL) training to magnet teachers to facilitate use of education approach in classrooms and promote exploration of STEM/STEAM topics using project-based learning principles with annual support from on-site coaching (Year 1: 3-day PBL 101 = $6,800; Year 2: 3-day PBL 201 = $6,800; Year 3-5: Distance Learning $3,400).	$6,800.00	$6,800.00	$3,400.00	$3,400.00	$3,400.00

e. Aldebaran Robotics: Funds will be used to provide professional development workshops for teachers on diverse STEAM topics and integration of NAO Robotics into daily classroom learning / activities ($ 3,000 for up to 25 participants per year).	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
f. Partner Enrichment: Funds will be used to collaborate with partners to provide engaging learning experiences that explore STEAM topics in field, museum and /or classroom settings: IPFW Robotics / Math Clubs ($1,500 per year); Arts afterschool / summer experiences ($2,500). (Total = $4,000per year).	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00
g. Brown University: Equity Assistance Center: Funds will be used to contract with Brown University Equity Assistance Center at the Education Alliance to provide annual training to district administrators, magnet school principals, magnet teachers and magnet school support staff on effective strategies that promote racial / gender / socio-economic / special education / ELL equity in education programs. (Total = $3,500 per year per magnet school site).	$3,500.00	$3,500.00	$3,500.00	$3,500.00	$3,500.00
h. EduShift, Inc. - Evaluation and Consultation: Funds will be used to contract with EduShift Inc. research / evaluation organization to provide quasi-experimental process and outcome evaluation of the SEEK MSAP grant program using multiple, validated assessment tools to provide ongoing analysis of project results. Expenses include 4 evaluator consultant fees, travel, supplies, office expenses and technology. The organization will also provide special management, program and technical assistance as part of this fee to deliver	$50,000.00	$50,000.00	$50,000.00	$50,000.00	$50,000.00

services and consultation that staff cannot provide. Outside evaluation is highly recommended by U.S. Department of Education. Total = $50,000 per year per magnet school site).					
Subtotal Contractual	**$124,800.00**	**$146,800.00**	**$143,400.00**	**$140,900.00**	**$118,900.00**
6. CONSTRUCTION					
Subtotal Construction	**$-**	**$-**	**$-**	**$-**	**$-**
7. OTHER					
a. Recruitment Printing and Copying: Funds will cover costs related to SEEK recruitment and marketing to parents and community, curriculum documents, advertising, magnet brochures, newsletters and supplemental materials including surveys: Marketing / recruitment costs ($2,000 per year) and Materials and communications costs ($2,000 per year).	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00
b. Shared Conference Registration Fees and Other Membership Fees: Funds include costs to register for SEEK program activities including, but not limited to, Magnet Schools of America conferences and professional development on relevant subject matter (2 staff x 2 conferences/workshops x $850 registration = $3,400). Membership to Magnet Schools of America ($200 x 5 staff = $1,000). (Total = $4,400 per year).	$4,400.00	$4,400.00	$4,400.00	$4,400.00	$4,400.00
Subtotal Other	**$8,400.00**	**$8,400.00**	**$8,400.00**	**$8,400.00**	**$8,400.00**
8. TOTAL DIRECT COSTS (lines 1-8)	**$519,761.00**	**$536,128.60**	**$555,756.38**	**$559,544.43**	**$606,792.86**
9. INDIRECT COST RATE (5.45%)	**$28,326.97**	**$29,219.01**	**$30,288.72**	**$30,495.17**	**$33,070.21**
10. TRAINING STIPENDS / SUBSTITUTE TEACHERS					
a. Participating Teacher Stipends: Funds will provide stipends to teachers as an incentive to participate	$30,000.00	$30,000.00	$30,000.00	$30,000.00	$30,000.00

in professional development activities that occur outside of normal school hours but are required in order to implement the magnet theme. Teachers will receive $100 stipend per 8 hour day. Partial days will be pro-rated (300 teacher days per year x $100 = $30,000).					
b. Substitute Teachers: Funds will provide for substitute teachers utilized throughout the year so that classroom teachers may participate in professional development programs, mentor, team teach and collaborate in magnet planning/curriculum development activities. Substitutes will be compensated with a stipend at a rate of $100 per day (average rate for certified subs in the district). (80 substitute days x $100 per day = $8,000).	$8,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
Subtotal Training Stipends/Sub Teachers	**$38,000.00**	**$38,000.00**	**$38,000.00**	**$38,000.00**	**$38,000.00**
11. TOTAL COSTS (lines 9-11)	**$586,087.97**	**$603,347.61**	**$624,045.10**	**$628,039.60**	**$677,863.08**

Indiana Department of Education

Rate Determination Report

Indirect Cost Allocation Plan - Report B
2014-2015 Data for Fiscal Year 2017

0235 School Corp

Restricted Rates

	2012-2013 Data for Fiscal Year 2015		2014-2015 Data for Fiscal Year 2017		
Fixed Rate		5.56%		5.45%	
Direct Cost		268,468,703.58		272,619,540.93	A
Indirect Cost	11,915,036.14		15,092,162.03		B
Carry - Forward	3,008,781.67		(233,828.67)		C
Total Pool		14,923,817.81		14,858,333.36	
Actual Costs					
Actual Direct Costs		272,619,540.93			
Actual Indirect Costs	11,915,036.14				
Carry - Forward	3,008,781.67				
Total Pool		14,923,817.81			
Carry-Forward Computation					
Actual Direct Costs	272,619,540.93				
Fixed Rate	5.56%				
Indirect Cost Billed		15,157,646.48			
Actual Indirect Costs		14,923,817.81			
Over or (Under) Recovery		233,828.67	C		

Unrestricted Rates

	2012-2013 Data for Fiscal Year 2015		2014-2015 Data for Fiscal Year 2017		
Fixed Rate		13.38%		15.56%	
Direct Cost		248,844,470.22		252,104,569.56	A
Indirect Cost	31,539,269.50		35,607,133.40		B
Carry - Forward	1,753,755.67		3,629,297.66		C
Total Pool		33,293,025.17		39,236,431.06	
Actual Costs					
Actual Direct Costs		252,104,569.56			
Actual Indirect Costs	35,607,133.40				
Carry - Forward	1,753,755.67				
Total Pool		37,360,889.07			
Carry-Forward Computation					
Actual Direct Costs	252,104,569.56				
Fixed Rate	13.38%				
Indirect Cost Billed		33,731,591.41			
Actual Indirect Costs		37,360,889.07			
Over or (Under) Recovery		(3,629,297.66)	C		

Note: Negative Indirect Cost Rates will be defaulted to zero.