



Evansville Teachers Association

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March 18, 2014

To Whom It May Concern,

The Evansville Teachers Association (ETA) is pleased to partner with the Evansville Vanderburgh School Corporation (EVSC) in support of the application to the Indiana Department of Education for the Title I, 1003(g) School Improvement Grants for:

- Glenwood Leadership Academy (Turnaround Model),
- Lincoln School (Turnaround Model),
- Caze Elementary School (Transformation Model), and
- Washington Middle School (Transformation Model).

The ETA supports these applications at the highest level, supporting all components of the Transformation and Turnaround Models. ETA has worked collaboratively with EVSC to be a proactive leader when it comes to systemic school improvement efforts and will continue to work with EVSC as we continue to serve collaboratively on the leading edge of drastic school improvement efforts.

Sincerely,

Mark Lichtenberg,
President



Agenda Item Details

Meeting Mar 17, 2014 - Regular Board Meeting 5:30 P.M.
Category 3. Consent Items (Dr. Smith)
Subject 3.04 Consideration to approve grant applications
Type Action (Consent)

Policy #0122

[Grant Proposals March 17 2014 ...pdf \(138 KB\)](#)

Community Partnerships-Statement of Assurance

It is understood the Evansville Vanderburgh School Corporation is applying for a Title I, Section 1003(g) School Improvement Grant through the Indiana Department of Education to implement in the 2014-2015 school year (and potentially in succeeding years based on funding approval.) We are assuring our support of the following checked school(s) if a grant is rewarded.

<input checked="" type="checkbox"/> Glenwood Leadership Academy	<input checked="" type="checkbox"/> * McGary Middle School	<input checked="" type="checkbox"/> Lincoln School	<input checked="" type="checkbox"/> Caze Elem. School	<input checked="" type="checkbox"/> Washington Middle School
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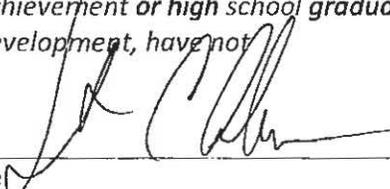
* Final Year

→ If the school above received the 1003(g) grant, it is assured our services and supports would be aligned to the Turnaround Principles checked below:

Note: External service providers are asked to align to a minimum of two Turnaround Principles to be considered for partnership in EVSC's Transformation Zone.

- Replace the principal and grant principal operational flexibility/ Replace the principal who led the school prior to implementing the model
- Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff
- Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement
- Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions)
- Provide high quality, job-embedded professional development
- Adopt a new governance structure (i.e., turnaround office, turnaround leader)
- Provide social-emotional and community-oriented services/supports/ Provide mechanisms for family and community engagement
- Use data to implement an aligned instructional program
- Promote the use of data to inform and differentiated instruction
- Provide increased learning time for students and staff
- Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)
- LEA and, SEA supports school with ongoing, intensive technical assistance and support
- Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not

Signature



Date

3/21/14

PROGRAM OVERVIEW

For the past two years, EVSC has partnered with Mass Insight Education in its expansion and launch of the district's Transformation Zone.

In September 2012, the Evansville Vanderburgh School Corporation (EVSC) embarked on a partnership with Mass Insight Education (MIE) to create an internal partner to manage a portfolio of the district's most poorly performing schools. The partnership has led to the creation of an internal office responsible for the oversight and management—the Office of Transformational Support (OTS). This office oversees, directs, and manages five schools in EVSC: Glenwood Leadership Academy, Lincoln Community School, McGary Middle School, Caze Elementary, and Evans Elementary. Collectively known as the Transformation Zone, these schools represent EVSC's most chronically poor performing schools. The principals at each of these schools report directly to the Director of School Transformation who in turn reports directly to the Superintendent of the Corporation. The OTS is staffed by 2 Transformation Strategist—each focused upon the improvement of processes and structures for a different school: instruction, data, family/community engagement, communications, human resources, finance, and operations. The creation of this office and the simultaneous partnership with MIE has allowed enabled EVSC to strategically plan for the needs of the five Transformation Zone Schools which includes the following national best practices for school turnaround:

- Creating the right conditions for the Transformation Zone
- Creating the structures and processes for the TZ principals to exert discretion over key elements: people, time, money, and programming
- Aligning funding and resources to school-wide priorities to align each TZ school to the MIE HPHP Readiness Model

Early implementation of the OTS and planning for the TZ have led to some significant leaps in process improvement for EVSC and/or TZ schools which include:

- Establishment of the OTS: Within weeks of formalizing the partnership with MIE, EVSC created the OTS and named an experienced, innovative, and motivated school leader to the position of Director of Transformation. Within a week, all of the remaining positions within the office were posted, and hiring will be completed for the OTS by the beginning of 2013. The applicant pool yielded strong candidates in all functional areas: instruction, human resources, finance, operations, data management, family/community engagement, and communications.
- Design of a human capital strategy for the TZ. A human capital strategy has been planned for and is in the process of being implemented for the Zone for the upcoming year which includes specific actions steps related to recruitment, cultivation, retention, and development of educators. Best practices related to selection and mutual consent will be in effect for all TZ schools.
- Planning for a PD Academy (increasing educator effectiveness): All teachers who want to remain at a TZ school or intent to apply for teaching positions with the TZ must attend a professional development academy. The curriculum will focus around Doug Lemov's Teach Like A Champion technique. Only those teachers successfully passing the Academy will be permitted to teach at TZ schools for SY 2013-2014.
- School Improvement Planning: In partnership with MIE, the OTS created tools and resources to strengthen the school planning process. These continuous improvement planning docs clearly lay out the foundational elements for each TZ school in order to propel student achievement.
- Performance Monitoring: Frequent checkpoint tools have been created in order to monitor each school's performance towards outlined goals and objectives (data and implementation milestones). Checkpoint

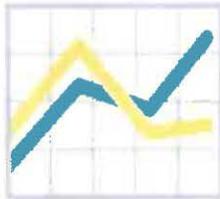
sessions were designed in order to collectively hold each TZ school leadership team along with a member of the OTS team accountable for performance throughout the year.

Given the success of this Zone, the district seeks to expand the TZ into multiple internal lead partners that serve its attendance districts in a similar but expanded model. In the expanded district model, the EVSC intends to provide higher levels of academic support aligned from elementary to high school and mapped against the most rigorous state and national standards. Each cluster will be supported by MIE to fully function as a College Success Community (CSC).

The CSC expands upon what is working well in the Zone and allows EVSC to scale what's working quickly and in a robust manner as it will develop a geographic network of collaborative schools focused on serving the unique needs of the community. **The CSC combines a rigorous academic redesign (Academic Pillar), a unified organizational strategy (Organizational Pillar), and high-visibility community engagement campaigns (Community Pillar), leveraged simultaneously, to achieve student success and support student readiness for college and career.** Throughout the duration of the partnership, MIE's work will be driven by three pillars: academics, organization, and community.

The following proposed scope of work represents a three year vision of the EVSC-MIE partnership (Phase I: [INSERT DATES]; Phase II: [INSERT DATES]; Phase III: [INSERT DATES]; Phase IV: [INSERT DATES]). Each phase builds upon each other and includes differing levels of activities from each of MIE's Pillars (Academic, Organizational, and Community) simultaneously but sequenced with the intentionality that [INSERT SCHOOL NAMES AND/OR DISTRICT] needs. In thinking in these specific terms, Phase I will include an intensive diagnostic process to understand the specific needs of identified schools (academically and organizationally) and an initial community launch of these efforts. Phase II will then foster the conditions necessary to support a sustained CSC effort along with initial academic plug-in support. Phase III will build capacity within the CSC using customized, intensive academic interventions and the alignment of all community efforts. Phase IV will focus on mobilizing the CSC community for sustainability.

The current academic outcomes in the identified CSC schools are not acceptable. By the end of the CSC partnership, the following student outcome metrics will be impacted directly to change the academic trajectory of all students:



- ↑ **Increases in student attendance (general and chronic)**
- ↓ **Decrease student behavior indicators (ex. Referrals and suspensions)**
- ↑ **Increase number of students completing Algebra I by the end of grade 8**
- ↑ **Increases on standardized state tests**
- ↑ **Increase the number of students enrolled in AP courses**
- ↑ **Increase the number of qualifying scores on AP Math, Science, and English**
- ↑ **Increase number of students attending college**
- ↑ **Increase number of student completing college**
- ↑ **Increase number of parents and community members who actively participate in school parent/community association**
- ↑ **Achieve full enrollment (enrollment > number of seats)**

This is achieved by working with the schools within the CSC using MIE's Pillars.



The CSC Academic Pillar is rooted in the belief that all students can achieve and be prepared for college and career success. To ensure the academic success of all students, schools and districts must provide a rigorous and coherent school experience that is dynamic, localized to serve unique population needs, and connects students to the real world.

- 6-12 Instructional Alignment
- Teacher Development
- Instructional Leadership
- Student Support



The CSC Organizational Pillar is rooted in the belief that school transformation is attained only when those efforts are supported by sustainable systems, processes, and infrastructures. To truly reinvent the school experience and codify institutional memory, teachers, staff, school leaders, and administrators need organizational conditions and capacity to overcome the often realized "personality-driven innovations that disappear due to staff turnover."

- Instructional Staffing Structure
- Schedule
- School Design and Planning
- Cluster Management



The CSC Community Pillar is rooted in the belief of a reciprocal relationship between schools and a community. Schools are the backbone of a community and contribute to economic development and growth. Concurrently, community engagement is vital to individual student achievement and overall school performance and culture.

- Community Campaign
- Alumni Network
- Business Partnerships
- Advisory Council

At the end of this partnership, we will achieve the following objectives as a result of the integration of efforts across all three MIE pillars:

- 1 Launch a sustainable cluster of schools that leverage an integrated strategy using MIE's three pillars of college success, creating a network within a district specifically focusing on overcoming barriers to college success and career readiness
- 2 Increase the level of rigor for all students in the CSC with Common Core State Standards and AP Standards to graduate more students ready for college level rigor, increase the number of students taking and passing AP courses
- 3 Build school level and district wide capacity and infrastructure to facilitate long-term improvement and sustainment of college success throughout the district serving as a proof point for replicable and scalable policies for a school district
- 4 Build community engagement and advocacy for CSC schools mobilizing local political leaders and community members to support the sustainment of the CSC as an economic development catalyst

PROGRAM PHASES AND CONTINUUM

The table below attempts to capture the ideal timeline and activities associated with the integration of MIE's 3 Pillars of College Success for [INSERT SCHOOL NAMES AND/OR DISTRICTS]. It is important to note that the work of MIE in partnership with [INSERT SCHOOL NAMES AND/OR DISTRICTS] must remain fluid in order to meet the needs of the school and students. Therefore, although major activities are outlined below, the order and sequence may not necessarily align following the diagnostic and feasibility assessment.

Time	Year 1-2 [INSERT ALTERNATIVE]	Year 2-4 [INSERT ALTERNATIVE]	Year 5 [INSERT ALTERNATIVE]
Phase	Phase I, Phase II	Phase III	Phase IV
Major Activities	Diagnostic and Readiness Analysis	School Planning and Performance Management	Sustainment
	APSI and Teacher professional development	APSI and Teacher professional development	CSC Sustainability Readiness Assessment
	Saturday Study Sessions	Classroom Ready Curriculum Resources with Formative Assessments	Ongoing Community Outreach Campaign
	Alignment of curriculum and assessment	Teacher Network	Published CSC Findings and Results
	School schedule	DDI Implementation	
	School design	Saturday Study Sessions	
	School improvement plan	Job-Embedded PD: Content and Pedagogy	
	Summer bridge program for students	Instructional Leadership Training	
	Cluster management design	Intervention Design and Implementation	
	Student Partners Program	Extended Learning Time	
	Initial Community Outreach Campaign	Student Partners Program	
	College Counseling Services Launch	Advisory Council	
	Instructional Structures, Systems, and Processes	Ongoing Community Outreach Campaign	

PROGRAM PHASES

Phase I and II: Conditions and Capacity for Launch

These phases will include an intensive diagnostic process to understand the specific needs of identified schools (academically and organizationally) and an initial community launch of these efforts. Phase II will then foster the conditions necessary to support a sustained CSC effort along with initial academic plug-in support.

Objectives

- To work collaboratively with district, school leaders and community members to develop ambitious, relevant short and long term goals for each school and the overall CSC
- To design the CSC and create a vertical cluster of community schools that is supported by district defined feeder patterns for students
- To build leadership capacity and infrastructure for CSC management and sustainability, including a CSC-wide project manager
- To work with school and district leaders to establish cross-functional structures, systems, and processes needed to support and enable the CSC
- To create an instructional staffing structure that develops teachers and provides teachers the support needed to address urgent/important needs of students
- To provide necessarily academic services to targeted population of teachers, including AP program services
- To align curriculum and assessment materials to scale to all schools in Year 2
- To build the CSC brand and foster community support for the CSC through a multifaceted community outreach campaign

Project	Description	Glenwood	Lincoln	Caze, Washington
1.1 Diagnostic and Readiness Analysis	This project focuses upon understanding the strengths, opportunities, areas of growth for each school and the cluster of schools within each of MIE's three pillars: academic, organizational, and community.	Glenwood <ul style="list-style-type: none"> • Provide school leader with a detailed school report • Provide Cluster and TZ directors with summative Cluster report • Work with OTS Transformation Strategist and Cluster Director to adjust and modify immediately existing school improvement plan and/or strategy implementation 	<ul style="list-style-type: none"> • Provide school leader with a detailed school report • Work with TZ team to adjust and modify immediately existing school improvement plan and/or strategy implementation 	<ul style="list-style-type: none"> • Provide school leader with a detailed school report • Provide Cluster and TZ directors with summative Cluster report
1.2 Strategic CSC School Design and Plan	This project focuses upon working with school leaders, district staff, and other stakeholders to create a	<ul style="list-style-type: none"> • Design a communications strategy targeted to various GLA stakeholders to introduce the Cluster and its focus • Conduct a focus-group series with 	<ul style="list-style-type: none"> • Host Cluster strategic planning sessions in partnership with Cluster and TZ staff to identify school improvement strategies 	<ul style="list-style-type: none"> • Host Cluster strategic planning sessions in partnership with Cluster and TZ staff to identify school

Project	Description	Glenwood	Lincoln	Caze, Washington
	comprehensive plan for strategic school and Cluster improvement with fidelity and implementation milestones.	<p>various stakeholders to solicit community-specific ideas for Cluster school design</p> <ul style="list-style-type: none"> • Host Cluster strategic planning sessions in partnership with Cluster and TZ staff to identify school improvement strategies that can employed across the Cluster aligned to the needs of GLA • Host strategic planning sessions in collaboration with OTS Transformation Strategist and Cluster director to action plan identified strategies for school improvement • Support school leadership (in partnership with TZ and Cluster Directors) in prioritization, goal identification, and selecting fidelity metrics for implementation • Create systems and processes in partnership with TZ and Cluster staff to share challenges towards implementation and fidelity 	<p>that can employed across the Cluster aligned to the needs of GLA</p> <ul style="list-style-type: none"> • Host strategic planning sessions in collaboration with OTS Transformation Strategist and Cluster director to action plan identified strategies for school improvement • Support school leadership (in partnership with TZ and Cluster Directors) in prioritization, goal identification, and selecting fidelity metrics for implementation 	<p>improvement strategies that can employed across the Cluster aligned to the needs of GLA</p> <ul style="list-style-type: none"> • Host strategic planning sessions in collaboration with OTS Transformation Strategist and Cluster director to action plan identified strategies for school improvement
1.3 Cluster Management Design	In partnership with TZ and Cluster leadership, develop a management structure (including systems and processes) that builds a vertical and horizontal network of school support.	<ul style="list-style-type: none"> • Provide school leadership training and on-boarding for developing a collaborative school network across the Cluster • Create a cluster level and district-level commitment and accountability structure for the Cluster • Develop joint management systems for the TZ and Cluster • Develop school building capacity and expertise in designing and implementing school initiatives 	<ul style="list-style-type: none"> • Provide school leadership training and on-boarding for developing a collaborative school network across the Cluster • Create a cluster level and district-level commitment and accountability structure for the Cluster • Develop joint management systems for the TZ and Cluster 	<ul style="list-style-type: none"> • Provide school leadership training and on-boarding for developing a collaborative school network across the Cluster • Create a cluster level and district-level commitment and accountability structure for the Cluster • Develop joint management systems for the TZ and Cluster

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1.4 Targeted Academic Services	This project allows an infusion of academic services in the first year to strengthen teacher pedagogy and rigor in the classroom through summer training and professional development throughout the year.	<ul style="list-style-type: none"> Identify content PD needs of Pre-AP teachers Schedule and deliver all Pre-AP training for teachers, school leadership, and key district personnel (including TZ Strategists and Cluster staff) Provide content director support to Pre-AP teachers 	<ul style="list-style-type: none"> Identify content PD needs of Pre-AP teachers Schedule and deliver all Pre-AP training for teachers, school leadership, and key district personnel (including TZ Strategists and Cluster staff) 	<ul style="list-style-type: none"> Identify content PD needs of Pre-AP teachers Schedule and deliver all Pre-AP training for teachers, school leadership, and key district personnel (including TZ Strategists and Cluster staff)
1.5 Instructional Structures, Systems, and Processes	This portion of the scope focuses on ensuring the proper academic conditions are in place for intensive academic intervention in the first year of SIG implementation which includes the school organizational structure, scheduling, intervention, student support systems, and budgets.	<ul style="list-style-type: none"> Provide recommendations to the TZ and Cluster staff to create a sustaining organizational structure with a targeted focus on instruction Design a school schedule that aligns to the instructional core Develop a lead teacher delivery model and work with TZ and Cluster staff to ensure its fidelity Analyze school budget and propose cooperative budgeting strategies Expand, in collaboration with TZ and Cluster staff, the S-SIP monitoring system 	<ul style="list-style-type: none"> Provide recommendations to the TZ and Cluster staff to create a sustaining organizational structure with a targeted focus on instruction Design a school schedule that aligns to the instructional core Develop a lead teacher delivery model and work with TZ and Cluster staff to ensure its fidelity 	<ul style="list-style-type: none"> Provide recommendations to the TZ and Cluster staff to create a sustaining organizational structure with a targeted focus on instruction Design a school schedule that aligns to the instructional core Develop a lead teacher delivery model and work with TZ and Cluster staff to ensure its fidelity
1.6 Targeted College Counseling Services	This project focuses on how college and career readiness foundational elements can start as early as 3 rd grade. It seeks to identify opportunities to expand existing guidance structures to strengthen a student's focus on college and career beginning in elementary school.	<ul style="list-style-type: none"> Analyze existing college and career guidance structures and transition processes between GLA and Bosse High School Identify services related to college and career counseling that need to be offered or expanded at the middle school level Identify appropriate staffing necessary to accomplish proper MS and HS linkage 	<ul style="list-style-type: none"> Analyze existing college and career guidance structures and transition processes between GLA and Bosse High School Identify services related to college and career counseling that need to be offered or expanded at the middle school level Provide recommendations to streamline college and career efforts throughout the cluster 	<ul style="list-style-type: none"> Analyze existing college and career guidance structures and transition processes between elementary to middle and middle to high Provide recommendations to streamline college and career efforts throughout the cluster

Project	Description	Glenwood	Lincoln	Caze, Washington
		<ul style="list-style-type: none"> • Provide recommendations to streamline college and career efforts throughout the cluster 	<ul style="list-style-type: none"> • 	
1.7 Student Support	This project centers around providing additional learning time to those students who are in most need.	<ul style="list-style-type: none"> • Identify student interventions needed from 5th grade to 6th grade • Design a summer bridge program for students based upon student needs (from 5th grade to 6th grade; from 8th grade to 9th grade) • Design communications strategy for student summer bridge program • Identify opportunities for extended learning times within current schedule • Incorporate changes to current schedule to provide additional opportunities to extend learning 	<ul style="list-style-type: none"> • Identify opportunities for extended learning times within current schedule • Incorporate changes to current schedule to provide additional opportunities to extend learning 	<ul style="list-style-type: none"> • Identify opportunities for extended learning times within current schedule • Incorporate changes to current schedule to provide additional opportunities to extend learning
1.8 Initial Community Campaign	This project centers on identifying all the stakeholders who play a pivotal role in each school and Clusters' success. In the first year, in collaboration with TZ and Cluster staff, MIE staff design a community campaign to align all stakeholders to the school and Cluster goals.	<ul style="list-style-type: none"> • Assess district and school current communication processes and tools • Identify critical stakeholder groups and develop audience-specific messaging • Developing on-going modes of communication surrounding GLA, including a web presence, brochures, and e-newsletters • Build a community-based Advisory Council for GLA by building upon the strong coalition work already in place • Create a community asset highlighting potential civic, college or university, and business partners that can support key academic and non-academic goals • Provide partnership identification 	<ul style="list-style-type: none"> • Create a community asset highlighting potential civic, college or university, and business partners that can support key academic and non-academic goals • Provide partnership identification and collaboration expertise to school leaders, TZ staff, and Cluster staff 	<ul style="list-style-type: none"> • Create a community asset highlighting potential civic, college or university, and business partners that can support key academic and non-academic goals • Provide partnership identification and collaboration expertise to school leaders, TZ staff, and Cluster staff

Project	Description	Glenwood	Lincoln	Caze, Washington
		and collaboration expertise to school leaders, TZ staff, and Cluster staff		

CONFIDENTIAL DRAFT

Phase III: CSC Launch and Intensive Academic Intervention

Given the academic conditions have been put into place in Phases I and II, this phase focuses on the official public launch of the CSC and the infusion of critical academic interventions at all levels of the CSC – student, teacher, and school leader.

Objectives

- To provide intensive structured and targeted professional development to content teachers, lead teachers, and school leadership
- To increase the out-of-the-classroom learning time of students, provide a wide variety of career exploration activities and college readiness support
- To promote accountability by creating a system to monitor fidelity in implementation and early results (academic and non-academic)
- To create a culture of feedback and high expectations, emphasizing support, align to district evaluation system
- To ensure that structures and systems created through this collaboration are sustainable, both operationally and financially
- To create a positive CSC brand and foster community support for the CSC through a multifaceted community outreach campaign (annually)

Project	Description	Glenwood	Lincoln	Caze, Washington
2.1 6-12 Instructional Alignment	This project centers around working with school and Cluster staff to align district maps, instructional materials, and resources to state and national standards.	<ul style="list-style-type: none"> • Align curriculum, instructional materials, assessment, and resources • Develop a plan to implement instructional materials and resources by training TZ and Cluster staff • Train all TZ and Cluster staff (along with key district personnel) on the Cluster/EVSC instructional library 	<ul style="list-style-type: none"> • Align curriculum, instructional materials, assessment, and resources • Develop a plan to implement instructional materials and resources by training TZ and Cluster staff • Train all TZ and Cluster staff (along with key district personnel) on the Cluster/EVSC instructional library 	<ul style="list-style-type: none"> • Align curriculum, instructional materials, assessment, and resources • Develop a plan to implement instructional materials and resources by training TZ and Cluster staff • Train all TZ and Cluster staff (along with key district personnel) on the Cluster/EVSC instructional library
2.2 Teacher Development	This project centers around understanding what the pedagogical and content needs of teachers and lead instructional staff are within each school and Cluster to	<ul style="list-style-type: none"> • Assess major pedagogical and content needs • Develop school-specific teacher development coaching model (based upon school staffing structure) • Provide push-in pedagogical and content support for GLA teachers and lead teachers (as requested by TZ) 	<ul style="list-style-type: none"> • Assess major pedagogical and content needs • Develop school-specific teacher development coaching model (based upon school staffing structure) • Provide professional development training to lead teachers for both 	<ul style="list-style-type: none"> • Assess major pedagogical and content needs • Develop school-specific teacher development coaching model (based upon school staffing structure) • Provide professional development training to lead

Project	Description	Glenwood	Lincoln	Caze, Washington
	develop a plan to both provide and build Cluster, TZ, and district capacity around professional teacher development.	<p>and Cluster staff)</p> <ul style="list-style-type: none"> • Provide professional development training to lead teachers for both content and pedagogical support (simultaneously building TZ and Cluster capacity as well) • Schedule and deliver summer professional development training for district, TZ, Cluster, and school staff • Create and/or support TZ professional development module and support their implementation • Push-in support for horizontal and vertical team planning 	<p>content and pedagogical support (simultaneously building TZ and Cluster capacity as well)</p> <ul style="list-style-type: none"> • Schedule and deliver summer professional development training for district, TZ, Cluster, and school staff • Create and/or support TZ professional development module and support their implementation 	<p>teachers for both content and pedagogical support (simultaneously building TZ and Cluster capacity as well)</p> <ul style="list-style-type: none"> • Schedule and deliver summer professional development training for district, TZ, Cluster, and school staff
2.3 Performance Monitoring	This project centers around expanding the performance monitoring systems built in the TZ to ensure continued monitoring throughout performance cycles towards goals and objectives.	<ul style="list-style-type: none"> • Support the creation of systems used to track and monitor progress regularly against CSC goals, school-wide goals, and content/grade level team goals • Provide professional development to lead teachers to use performance monitoring systems at the PLC and classroom levels • Support the implementation of a classroom and/or grade/content level performance monitoring tool that allows teachers to engage upon the individual needs of students (and inform planning) 	<ul style="list-style-type: none"> • Support the creation of systems used to track and monitor progress regularly against CSC goals, school-wide goals, and content/grade level team goals • Provide professional development to lead teachers to use performance monitoring systems at the PLC and classroom levels • Support the implementation of a classroom and/or grade/content level performance monitoring tool that allows teachers to engage upon the individual needs of students (and inform planning) 	<ul style="list-style-type: none"> • Support the creation of systems used to track and monitor progress regularly against CSC goals, school-wide goals, and content/grade level team goals • Provide professional development to lead teachers to use performance monitoring systems at the PLC and classroom levels • Support the implementation of a classroom and/or grade/content level performance monitoring tool that allows teachers to engage upon the individual needs of students (and inform planning)
2.4 Instructional	This project focuses on building	<ul style="list-style-type: none"> • Provide professional development on best practice teacher coaching for 	<ul style="list-style-type: none"> • Provide professional development on best practice teacher coaching 	<ul style="list-style-type: none"> • Provide professional development on best practice

Project	Description	Glenwood	Lincoln	Caze, Washington
Leadership	instructional leadership at all levels – TZ, Cluster, and school admin, and teacher leaders.	<p>lead teachers and school leaders</p> <ul style="list-style-type: none"> • Provide feedback to school leadership on teacher observation and development (job-embedded PD) • Align current evaluation system to enhance job-embedded professional development • Provide leadership coaching on leading productive team meetings, setting agendas, and project management of a school improvement plan • Provide feedback to teacher leaders on teacher coaching 	<p>for lead teachers and school leaders</p> <ul style="list-style-type: none"> • Provide feedback to school leadership on teacher observation and development (job-embedded PD) • Align current evaluation system to enhance job-embedded professional development • Provide leadership coaching on leading productive team meetings, setting agendas, and project management of a school improvement plan 	<p>teacher coaching for lead teachers and school leaders</p> <ul style="list-style-type: none"> • Provide feedback to school leadership on teacher observation and development (job-embedded PD) • Align current evaluation system to enhance job-embedded professional development
2.5 Student Support	This project expands upon the work done in Year 1 to ensure there is a strong plan and process in place to set and revisit college and career goals with students. This also focuses on building the capacity of guidance staff at the elementary, middle, and high school levels to focus more intentionally on goal based management for students to ensure access to college and	<ul style="list-style-type: none"> • Develop a process to set and revisit college and career goals with individual students and his/her families • Support the implementation of a college going culture • Provide professional development to identified college and career counseling staff • Implementation of the Student Partners Program which includes job shadowing, work placements, and community-based learning programs to students to directly experience workplace situations and experiences • Provide professional development to parents, community, and students on job skills and personal development 	<ul style="list-style-type: none"> • Develop a process to set and revisit college and career goals with individual students and his/her families • Support the implementation of a college going culture • Provide professional development to identified college and career counseling staff • Provide professional development to parents, community, and students on job skills and personal development 	<ul style="list-style-type: none"> • Develop a process to set and revisit college and career goals with individual students and his/her families • Support the implementation of a college going culture

Project	Description	Glenwood	Lincoln	Caze, Washington
	career options at the end of the high school.			

CONFIDENTIAL DRAFT

Phase IV: Building Capacity and Ensuring Sustainability

In the final phase of the CSC, MIE staff will ensure that capacity has fully shifted from MIE staff to CSC identified staff (and key district personnel). During this phase, it is also necessary that all partners collaborate to determine the final plans for sustainability (financial, political, etc.). It is important to note that capacity building and sustainability are a focus throughout the partnership to ensure that proper knowledge management of resources and tools are pushed from MIE ownership into key TZ, Cluster, and district personnel. Therefore, although this is lifted as a separate phase in MIE's scope of work, it is an intentional part of how the partnership functions throughout. This ensure that, by the time the partnership ends, district, Cluster, and TZ staff are adequately prepared to carry on the foundational elements independently of any MIE support.

Objectives

- To embed the CSC in the organizational framework of the school and district central office design
- To ensure teachers, staff, school leaders, and CSC staff have the capacity to manage and sustain the CSC 6-12 school-specific and cross-school initiatives over time
- To position the CSC as a national model for district-wide educational reform
- To explore the potential for additional CSC school networks in the district

Project	Description
3.1 Support and Refine the CSC	Throughout the partnership, MIE, TZ, cluster, and district staff will reflect to refine the outcomes of the partnership to ensure maximum alignment towards goals set forth in the district and school strategic plans.
3.2 Ongoing Community Outreach Campaign	MIE will collaborate with district, TZ, and Cluster staff to ensure there is continued focus on communication and stakeholder engagement. The goal of this campaign is to solicit the support of the schools and district beyond traditional stakeholders to ensure political and financial viability in future years.
3.3 CSC Sustainability and Scaling	MIE seeks to partner with key district personnel, TZ staff, and Cluster staff to ensure that best practices coming from the Zone are replicated throughout the district in order to propel achievement throughout the EVSC.

PROGRAM GOALS

All parties firmly support the overarching CSC goal of graduating more students ready for college level rigor. Multiple academic and non-academic measures will be used to evaluate the success of the CSC and are included below. Goals will be established during the strategic design planning process as outlined in Phase I of the Scope of Work and will be set on an annual basis. Progress to goals will be reviewed using a mutually agreed upon performance management process established in Phase I by both parties.

It is understood that all parties to this agreement have specific and essential roles and responsibilities aimed at attaining these goals.

Goals (to be set on an annual basis)
Increase student attendance (attendance and chronic absenteeism)
Decrease in student behavior indicators
Increase the number of students completing Algebra I by the end of grade eight
Increase the academic gains on standardized state tests (grade eight)
Increase the academic gains on standardized state tests (grade ten)
Increase the number of students enrolled in AP courses
Increase the number of qualifying scores on AP math, science, and English (3 or greater)*
Increase the number of students attending college
Increase the number of students graduating from college
Increase the number of parents actively participating in the school parent association
Achieve a greater number of applicants than available seats per school (wait list)

*Program Goals are projected and may be revised upward, annually, in the event that a school is within 10% or less of the goal, meets, or exceeds the goal. The purpose of any revision is to ensure that teacher threshold goals, Designated Administrator goals and school goals are aligned.

Ami Magunia

627 S. Dean Street | Baltimore, Maryland | 443.831.3031 | amimagunia@gmail.com

ENGAGEMENT MANAGER

Mass Insight Education, May 2012

Project Management | Client Management | Education and District Leadership

Organized, data-driven project manager and detailed orientated professional. Highly motivated leader, problem solver, and communicator who builds teams and possesses the initiative to meet demands within a fast-paced organization. Exceptional client management experience as a consultant to urban school districts to improve teacher efficacy.

EDUCATION

Masters in Art of Teaching (3.96 GPA)

Johns Hopkins University, Baltimore, MD

Bachelors of Science in Business Administration (3.63 GPA)

University of Pittsburgh, Pittsburgh, PA

RELEVANT WORK EXPERIENCE

The New Teacher Project, Brooklyn, NY

12/2011 – 5/2012

Contractor (Talent Management, Selection, Training)

- Evaluating teacher performance using the TNTP developed framework for new teacher effectiveness
- Analyzing current observational data and evaluation data to develop and write meaningful Performance Development Plans for probationary teacher performance
- Screening applicants for districts and TNTP sites using the TNTP competency-based phone screen model
- Providing training and development support for TNTP Academy facilitators
- Develop work plans for individual pre-service training institutes in Indianapolis
- Developing and conducting trainings for principals, assistant principals, and other school leaders to improve use of evaluation tools and systems
- Tracking and providing logistical support to ensure that school leaders follow observation and evaluation processes

Office of the State Superintendent of Education, Washington, DC

9/2011 – 12/2011

Contractor (Performance Management, Selection)

- Designed and conducted an evaluation of the effectiveness of performance management systems and practices within the Elementary and Secondary Education (ELSEC) division
- Recommended improvements to existing performance management systems and practices
- Evaluated current selection processes in order to make recommendations to align current processes to a competency-driven model
- Developed competency-based selection tools and materials for use across the ELSEC division

Baltimore City Public Schools (City Schools), Baltimore, MD

12/2010 – 6/2011

Manager of School-Based Staffing and Recruitment

- Managed 7 staff personnel and 3 seasonal and part-time staff
- Designed and implemented recruitment strategies that attract high-quality applicants from diverse backgrounds to apply to the school district
- Enhanced the current online applicant system to align each recruitment activity to employee effectiveness and other recruitment targets
- Developed systems to track and monitor the movement of all staff related to job fairs, transfer activity, and other hiring/staffing events

- Designed and implemented a strategic staffing plan that aimed to increase the retention, satisfaction, and effectiveness of employees

Key Accomplishments

- ✓ Doubled the number of applicants for teacher-level positions by implementing new recruitment strategies
- ✓ Developed a rigorous, competency-based selection process for all teacher-level staff (in conjunction with the Fund for Educational Excellence)

Baltimore City Public Schools (City Schools), Baltimore, MD

3/2010 – 12/2010

Special Assistant to the Chief Human Capital Officer

- Acted as executive departmental liaison for coordinating on-going operations, special initiatives, and communications with staff
- Managed several strategic human capital projects including but not limited to: developing a competency driven assessment process for principal selection, developing a teacher selection process, implementation of the ground-breaking teacher contract
- Advised the Chief Human Capital Officer on on-going issues and projects to make strategic decisions regarding human capital policies and procedures
- Coordinated the project work of all departments within the Office of Human Capital to ensure timelines and deadlines were met
- Performed research, writing, and liaison work on board critical matter, providing strategic on-going support
- Coordinated with constituents and respective departments within the school district to address and permanently solve unexpected issues

Key Accomplishments

- ✓ Created and implemented the operational implementation of a competency-driven assessment process for school leadership
- ✓ Implemented key recruitment and selection strategies to ensure 31 school leadership vacancies (principal and assistant principalships) were addressed
- ✓ Developed internal processes to implement ground-breaking teacher contract that aligned performance with compensation
- ✓ Designed, in conjunction with the Chief Human Capital Officer, the re-organization of the human capital department to bring support closer to schools through CEO's vision of the School Support Network Team

The New Teacher Project, Baltimore, MD

3/2007 – 3/2010

Site Manager

- Managed 3 full-time staff personnel and over 75 seasonal and part-time staff
- Designed and implemented recruitment and selection processes that attract high-quality alternate-route teachers from diverse backgrounds to apply to teach in Baltimore City Public Schools that yield over 3,000 applicants per year
- Designed and implemented effective strategies to match 200-225 individuals with schools in the district where they will fill high-need vacancies and receive on-site support
- Managed a high quality twice yearly pre-service training institute by which 200-225 program participants were trained each year
- Built and sustained effective consulting relationships with district leaders, school administrators, and other key stakeholders within the community
- Created management tools to monitor project progress and report effectiveness

Key Accomplishments

- ✓ Exceeded project consulting goals related to quantity, program quality, participant satisfaction, and client satisfaction yearly
- ✓ Created, executed, and managed a 7 day new teacher orientation for all new teacher hires in 2010 due to superior results in training and strong client management relationships

The New Teacher Project, Baltimore, MD

6/2006 – 3/2007

Training and Resource Manager

- Led hiring, training, and managing of 12 BCTR training staff personnel each summer
- Implemented TNTP's curricular framework and materials based on district initiatives, culture, and organization
- Developed and implemented an operations and communications plan for all training institutes
- Recruited, hired, and trained over 100+ Cooperating Teachers to work with new teachers during summer school
- Ensured 180 new teachers met the objectives of the Training Institute curriculum
- Developed and maintained relationships with District staff
- Assessed training faculty performance in order to continually improve Training Institute quality by developing and implementing various performance evaluation tools
- Managed and executed an innovative support program for 400 teachers to ensure all teachers fulfilled the program's mission of increasing student achievement

Baltimore City Public Schools, Baltimore, MD

8/2002 – 6/2006

Elementary School Teacher (Cross Country Elementary)

- Participated as a member of Teach for America, national corps of outstanding recent college graduates who commit two years to teach in public schools in low-income communities across the USA
- Instructed and managed a classroom of 25+ students each year whose yearly progress exceeded grade level expectations by 50-75%
- Participated on various school committees to improve the school's performance metrics in attendance, climate, and achievement to align with standards set by the *No Child Left Behind Act*

Christopher Ndeki Maher
106 West Street Newton, MA 02458
410.382.2857 christophernmaher@gmail.com

Education and Certification:

JOHNS HOPKINS UNIVERSITY Baltimore, MD
• Graduate Certificate in School Administration and Supervision

NEW YORK UNIVERSITY New York, NY
• Master of Public Administration Degree

COLLEGE OF WOOSTER Wooster, OH
• Bachelor of Arts Degree - Political Science, Spanish

MARYLAND STATE DEPARTMENT OF EDUCATION
• Advanced Professional Certificate – Administrator I & Administrator II

Professional Experience:

VICE PRESIDENT, FIELD ENGAGEMENTS Boston, MA
Mass Insight Education School Turnaround Group, 2012-present

- Manage multi-year partnerships with public school systems focused on turning around low-performing schools and improving district outcomes
- Develop design features and monitoring process for successful interventions
- Lead the creation of analytic tools to diagnose district effectiveness and school performance
- Cultivate relationships with superintendents, district leadership, and philanthropic organizations to support engagements
- Develop and execute internal processes for recruitment and retention of high-performing team members

DEPUTY CHIEF ACADEMIC OFFICER Baltimore, MD
Friendship Public Charter Schools, 2009-2011

- Oversaw all instructional and operational activities at four Baltimore public STEM schools serving over 2,400 students: two preK-8 turnaround school and two 6-12 Transformation schools
- Developed core components of the Friendship model, including: common instructional strategies, classroom walkthrough tools, and school evaluation rubrics
- Developed the overarching model and timeline for turnaround operations
- Responsible for over \$10 million per year in federal, state, local, and private funds
- Supervised, evaluated and supported school principals and leadership teams
- Managed multi-million dollar facilities renovations at four campuses

COORDINATOR OF CHARTER SCHOOLS Baltimore, MD
Baltimore City Schools, 2008-09

- Managed and supported 20 secondary public schools, including charter, transformation, innovation and contract schools
- Served as a liaison between the schools and central office

- Oversaw and monitored charter school operations and compliance with agreements and contracts
- Participated in formal documentation procedures, monitoring, and assessments of charter school programs

DIRECTOR

Baltimore, MD

Supporting Public Schools of Choice, 2006-2008

- Founded and designed organization to provide technical assistance and support to Baltimore public charter schools and Innovation High Schools
- Expanded the Coalition of Baltimore Charter Schools to include all operating charter schools
- Researched best practices and conducted site visits to charter and innovative school support organizations in numerous states
- Advocated for equitable per pupil funding for public charter schools

FOUNDING PRINCIPAL

Baltimore, MD

Academy for College and Career Exploration, 2004-2006

- Opened new, public high school in Baltimore City in partnership with Mayor's Office of Employment Development and Johns Hopkins University
- Cultivated culture and school climate that resulted in above-average staff and student attendance and retention
- Led a school that exceeded AYP and outperformed most of its peers
- Developed and managed school budget in partnership with city agency and private university partners

EDUCATION DIRECTOR

Baltimore, MD

Advocates for Children and Youth, 2001-2004

- Led statewide advocacy coalition to pass landmark education funding legislation
- Recruited numerous partner organizations, including unions and school boards
- Successfully advocated for specific reforms such as results-based budgeting, community involvement and student promotion policies
- Conducted and published research concerning: inequities within teacher salary allocation, middle school reform and program evaluation

DIRECTOR

New York, NY

The After-School Corporation AmeriCorps Program, 2000-01

- Implemented start-up of \$1.4 million federal community service program focusing on enriching after-school programs in public schools
- Managed program of over 150 part-time staff members at 24 sites
- Recruited participating programs in short time frame, and set up partnerships between nonprofit organizations and public schools
- Evaluated programs through site visits, communication with supervisors

TEACHER

Bronx, NY

All Hallows Institute, 1997-98

- Political Science and Spanish

Green Oaks Family Academy, 1996-97

E. Palo Alto, CA

- English and Spanish as a Second Language
- Named Extraordinary Teacher for a Distinguished Year of Service

NICHOLAS JOSEPH GESUALDI, MPH

7 Bolton Place — Boston, MA — 02129
cell: 830.387.8468 email: nick@gesualdi.info

EDUCATION & TRAINING

5.2014 – 5.2017 (Anticipated date of completion)	Vanderbilt University - Peabody College of Education & Human Development Doctorate of Education (K-12 Educational Leadership & Policy), Teach for America Scholar Anticipated, May 2014	Nashville, TN
7.2013 – 8.2013	Teachers21 & Department of Elementary & Secondary Education Turnaround Leadership Academy Completed targeted leadership training for turnaround school leadership	Worcester, MA
9.2006 – 4.2008	The University of Michigan School Of Public Health Master of Public Health – May 2008 Concentration in Health Management and Policy	Ann Arbor, MI
9.2002 – 5.2006	The College of William and Mary in Virginia Bachelor of Arts – May 2006 Dual Concentrations in Government and American Studies	Williamsburg, VA

WORK EXPERIENCE

10.2013 – Present	Mass Insight Education – Senior Program Manager of Teaching & Learning Embedded instructional support to Lincoln School, a chronically underperforming Evansville school Build capacity by creating systems, offering professional development, and guiding strategic decisions Provided analysis and strategic support to other district schools as needed	Boston, MA Evansville, IN
8.2010 – 6.2013	Orchard Gardens K-8 Pilot School Level 4 Turnaround School Universal Free-Lunch, Title I School serving 100% minority population Responsible for managing, communicating with, and evaluating over 30 community partners Personally featured on NBC, NPR, and Teach.gov Creator, designer, and Webmaster of school website (www.orchardgardensk8.org) Since 2010, highest middle school student growth in state of Massachusetts	Boston, MA
4.2012 – 7.2012	Teach for America – Corps Member Advisor Responsible for the pedagogical training & management of 11 Corps Members Gave feedback on lesson plans, observed and debriefed lessons, and led professional development	Philadelphia, PA
8.2010	United States Department of Education – Peer Reviewer, Promise Neighborhoods Grant Reviewed Promise Neighborhood Grant Program applications (US Department of Education) Reviewed and collaboratively scored 10 federal grant applications	
8.2008 – 7.2010	KIPP Houston High School – AP U.S. History, AP U.S. Government, US History Teacher Teacher at 16 th Public, Title I charter high school (90% free/reduced lunch and 98% minority population) 2008-9 - Exit Level TAKS Mean – 2403 (Commended) 100% pass/52% commended 2009-10 - Exit Level TAKS Mean – 2413 (Commended) 100% pass/63% commended AP US History passage rate better than national average for minority students (17%) Varsity Boys Baseball Coach (2009, 2010), Junior Varsity Girls Volleyball Coach (2010) Teach For America (AmeriCorps) 2008 Houston Corps Member	Houston, TX

FELLOWSHIPS, PROFESSIONAL AFFILIATIONS, & PUBLICATIONS

9.2011 – 6.2013	The Boston Foundation – Teacher Advisory Board Organizer of Boston Ed Talks (May 2012), advisor to one of Boston's largest philanthropies	
8.2010 – 6.2013	Orchard Gardens K-8 Pilot School – Advisory Board Member Worked to re-charter as a Board of Governors beginning in 2013 (when Turnaround status is complete)	
9.2011 – 6.2012	Boston Teachers Union – Building Representative Building representative to the Boston Teachers Union	
7.2011 – 12.2012	Teach Plus – Teaching Policy Fellow Selected as an outstanding urban educator to participate in a cohort based fellowship for 2 Co-Author, <i>Teach Plus Teacher Roundtable: Reactions to the BTU/BPS Contract Negotiations</i>	

ADDITIONAL SKILLS

Computer Skills: Word, Excel, PowerPoint, Wordpress.org, Google Apps, Mac OS X

ACTIVITIES

2012	116th Boston Marathon Ran as member of Team Hole in the Wall, raising \$6,308 to support chronically ill children	
2010 – 2013	Boston Promise Initiative – Working Group Member & Leader Dudley Street Neighborhood Initiative's US DOE Promise Neighborhood Application Leader of K-12 Working Group, Member of Health & Environment Working Group	
2003 – Present	Camp Boggy Creek (Serious Fun Network Camp) – Volunteer Counselor Camp serves children with chronic or terminal diseases Supervise campers with heart disease, epilepsy, cancer, ESRD, HIV, Lupus, et. al.	

Community Partnerships - Statement of Assurance



It is understood the Evansville Vanderburgh School Corporation is applying for a Title I, Section 1003(g) School Improvement Grant through the Indiana Department of Education to implement in the 2014-2015 school year (and potentially in succeeding years based on funding approval.) We are assuring our support of the following checked school(s) if a grant is rewarded.

- | | | | | |
|---|--|--|---|--|
| <input checked="" type="checkbox"/> Glenwood Leadership Academy | <input checked="" type="checkbox"/> * McGary Middle School | <input checked="" type="checkbox"/> Lincoln School | <input checked="" type="checkbox"/> Caze Elem. School | <input checked="" type="checkbox"/> Washington Middle School |
|---|--|--|---|--|

* Final Year

→ If the school above received the 1003(g) grant, it is assured our services and supports would be aligned to the Turnaround Principles checked below:

Note: External service providers are asked to align to a minimum of two Turnaround Principles to be considered for partnership in EVSC's Transformation Zone.

- Replace the principal and grant principal operational flexibility/ Replace the principal who led the school prior to implementing the model
- Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff
- Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement
- Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions)
- Provide high quality, job-embedded professional development
- Adopt a new governance structure (i.e., turnaround office, turnaround leader)
- Provide social-emotional and community-oriented services/supports/ Provide mechanisms for family and community engagement
- Use data to implement an aligned instructional program
- Promote the use of data to inform and differentiated instruction
- Provide increased learning time for students and staff
- Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)
- LEA and, SEA supports school with ongoing, intensive technical assistance and support
- Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not

A handwritten signature in blue ink, appearing to be "J. J. [unclear]".

Signature

3-20-14

Date



Diehl Evaluation and Consulting Services Inc.

123 NW 4th Street, Suite 3
Evansville, IN 47708
www.diehlconsulting.org

Capacity and Experience

Diehl Consulting provides objective and supportive evaluation and consultation to individuals, businesses, schools, and community organizations working to make an impact. With extensive experience in conducting research and evaluation projects in the areas of youth and community development, education, and needs assessments related to overall community services, Diehl Consulting is highly qualified to provide evaluation services associated with the Evansville Vanderburgh School Corporation's School Improvement Grant.

Diehl Consulting offers a package of coordinated evaluation solutions. Components of the solutions package include: (a) assessment of organizational needs, development of action plans, goals, and objectives, and creation of evaluation designs/protocols; (b) ongoing technical assistance to monitor progress and the use of quantitative and qualitative data to drive decision-making, along with development of data tracking systems and database management; (c) consultation in community education and program development; (d) staff development and training; and (e) statistical analyses and communication of results to a variety of audiences (formal reports, evaluation briefs, presentations, etc.).

Core areas of competence supporting achievement of specific deliverables associated with the proposed services include: (a) experience in developing and implementing performance monitoring systems for external partners, (b) experience in conducting large-scale evaluations, and (c) specific experience in evaluating school improvement grants. Examples of this work include:

A. Experience in developing and Implementing Performance Monitoring Systems

- ***Core Competence Process for Say Yes Buffalo, NY.*** Partnering with the American Institutes for Research in developing a Core Competence process for community-school partners. Diehl Consulting led the development of the process and is currently facilitating collection of data from community stakeholders to identify organizations that are providing high quality services for schools.
- ***Evaluation of Chicago Public Schools Community School Initiative.*** Partnering with the American institutes for Research in the evaluation of the Chicago Public Schools Community School Initiative. Diehl Consulting led the development of a community

school implementation rubric, which includes assessment of aspects of school-community partnership functioning.

- ***Evansville Vanderburgh School Corporation Full Service Schools:*** Served as the lead evaluator of the EVSC's comprehensive full-service community school model. Methods include development of implementation tools associated with school-community partnerships and assessment of collaborative functioning.

B. Experience in Conducting Large-scale Evaluations

- ***Math and Science Partnership Statewide Evaluation.*** Diehl Consulting served as statewide evaluators for the Math and Science Partnership Grants. This work involved collecting and organizing various local evaluations and creating a consistent reporting framework to inform statewide evaluation.
- ***Safe Schools/Healthy Students Evaluations.*** The Safe Schools/Healthy Students (SS/HS) Initiative is a competitive discretionary grant program supported by the U.S. Departments of Education, Health and Human Services, and Juvenile Justice. Diehl Consulting served as an Evaluation Specialist to the *National Center for Mental Health Promotion and Youth Violence Prevention: Safe Schools/Healthy Students Initiative Technical Assistance* providers on behalf of the U.S. Departments of Education, Health and Human Services, and Juvenile Justice. In this capacity, Diehl assisted six school districts in the development of comprehensive logic models and evaluation planning (e.g., Los Angeles Unified School District, California; Albuquerque Public Schools, New Mexico). Also, Diehl has been invited to speak on several occasions to new SS/HS grantees. In addition, Diehl Consulting has evaluated SS/HS grants for three school and community collaborations: (a) the Evansville Vanderburgh School Corporation (EVSC), (b) the Metropolitan School District of Mount Vernon (MSD of Mount Vernon) and partnering school districts of North Posey, New Harmony, North Gibson, South Gibson, East Gibson, Warrick County, and the Catholic Diocese of Evansville, and (c) Perry Central School Corporation.
- ***Various Federal grant evaluations.*** Over the last ten years, Diehl Consulting has evaluated various large-scale state and federal grant programs offered through the Indiana and US Dept. of Education, including 21st Century Community Learning Centers, Carol White Physical Education and Health, Safe Schools/Healthy Students, Full Service Community Schools Grant, and 1003g Grants.

C. Specific Experience in Evaluating School Improvement Grants

- ***Evaluator for EVSC 1003g School Improvement Grants (2010-2013):*** Collaborated with school and district administration to develop a comprehensive logic model and evaluation plan linked to SIG goals for Evans School, McGary Middle School, and Glenwood Leadership Academy. Implementation of the evaluation plan involved

assembling process- and outcome-level data aligned with the objectives and indicators outlined within the logic model, as well as production and discussion of formative and summative evaluation reports. Mid-course (monthly, quarterly) analysis and facilitated discussion around key data points helped to ensure progress toward grant targets.

Diehl Consulting projects are managed by one of the team's consultants. In doing so, we emphasize the importance of collaboration both within our own organization and with client organizations. Currently, Diehl Consulting is comprised of four full-time consultants, two research coordinators, and support staff. In addition, a number of contracted field consultants with varying expertise (e.g., psychometrics, advanced data analysis, and software development) are included on projects as necessary. Background information for the Diehl Consulting team members associated with this proposal is provided below.

Doug Berry, Senior Consultant, will assume the role of co-project manager for the work outlined in this proposal. He has a background in psychology with concentrations in the areas of survey design, psychometrics, statistical analysis, test validation, training and performance appraisal. With seven years of experience in various analytical capacities and specific experience in evaluating school improvement initiatives, he works closely with clients to clarify goals and objectives, plan and implement evaluation strategies, analyze data from various sources and report findings to mixed audiences. Doug is especially involved with projects requiring the use of complex statistical software, electronic surveying processes, and advanced data analyses. Doug has professional experience in human resources, advertising research, and marketing analytics. He has a bachelor's degree in psychology from Wabash College where he received the Distinguished Senior in Psychology Award and was named a George Lewes Mackintosh Fellow, and a master's degree in industrial/organizational psychology from Western Kentucky University. Prior to joining Diehl Consulting, Doug worked as a marketing analyst.

Dan Diehl, President, will serve as co-project manager for the work outlined in this proposal. Diehl has over 16 years experience in providing evaluation, consulting, and professional development services to individuals, businesses, schools and community organizations. Before starting Diehl Consulting, Dan worked as a school administrator where he oversaw the development, evaluation and sustainability of community education initiatives promoting school and community partnerships. Dan has a Ph.D. in social work from the University of Louisville and University of Kentucky, along with master's degrees in applied experimental psychology from Western Kentucky University and social work from the University of Southern Indiana. He is also Licensed Clinical Social Worker (LCSW).

Jason Chadwell, Senior Consultant, will oversee development of the external partner performance management system. He has expertise in a variety of evaluation and human resources subjects, including performance management, compensation, learning and organization development, and selection. He has received extensive training in research and data analysis techniques, and leads the firm's quality assurance processes. Jason has prior experience in developing and implementing monitoring processes and working with community partners in addressing required performance goals. With over 16 years of experience, Jason has

provided consultation services to government, manufacturing, and healthcare organizations and has managed many large-scale projects that involved collaboration with executive and management-level employees. Jason has a bachelor's degree in psychology from Berea College and a master's degree in industrial/organizational psychology from Western Kentucky University.

Sam Crecelius, Consultant, will assist in conducting on-site observation of extended learning opportunities and mining data from the EVSC warehouse. He has over ten years of experience in the field of afterschool programming, both as a direct service provider and an evaluator. He coordinates the delivery of services to clients and manages the data entry team, in addition to analyzing data, conducting site visits and focus groups, and preparing evaluation reports. Sam develops and delivers much of the training for the company, particularly as it relates to EZEval afterschool evaluation software and Diehl Consulting's School Social Work Data System. He has a bachelor's degree in communication studies from Indiana University Southeast. He was named Outstanding Communication Student for his graduating class and received the Best Presentation Award at the IU Southeast Undergraduate Research Conference for his investigation of public opinion. Currently, he is completing his master's degree in communication at Indiana State University (June 2013).

Brent Sigler, Research Coordinator, will assist in coordinating survey administration, data entry, and quality assurance processes. He has a background in the areas of social psychology, cognitive science, philosophy, and behavioral neuroscience. With multidisciplinary research experience, he supports evaluation projects by coordinating data collection and entry processes, assisting with report development, and conducting research. Specifically, Brent is involved with data collection, entry, and management, as well as the generation of literature reviews and technical reports. Prior to joining Diehl Consulting, he worked as a research assistant at the University of Evansville where he gained experience writing grants, conducting cross-curricular research projects, managing a professional research lab, and coauthoring presentations for international conferences. In addition, Brent was a teaching assistant for three collegiate courses and has experience tutoring elementary through college students in the areas of math, philosophy, psychology, and the cognitive and neural sciences. He has a bachelor's degree in cognitive science, philosophy, and psychology from the University of Evansville.



Diehl Evaluation and Consulting Services

Dan Diehl, Ph.D., LCSW

123 N.W. Fourth Street, Suite 3, Evansville, IN 47708

Cell: (812) 431-2159; Office: (812) 434-6745

Email: dan@diehlconsulting.org

www.diehlconsulting.org

Education

Ph.D. degree received in May of 2003, in Social Work from the University of Louisville and University of Kentucky Ph.D. Program in Social Work.

M.S.W. degree received in August 1998, in Social Work from University of Southern Indiana, Evansville, IN.

M.A. degree received in August 1996, in Applied Experimental Psychology from Western Kentucky University, Bowling Green, KY.

B.A. degree received in May 1994, in Psychology from Western Kentucky University, Bowling Green, KY.

Certificate in Business Management (expected November 2013), through the Executive Leadership Program at the University of Notre Dame.

Licensure

Licensed Clinical Social Worker (LCSW), #34004082A, Indiana, September 1999 to present.

Licensed School Social Worker, Indiana, May 2004 to present.

Professional Experience

President, Diehl Evaluation and Consulting Services, Inc., from May of 1995 to present (incorporated May, 2004).

- Diehl Consulting provides evaluation and consulting services to schools, businesses, and community organizations, including: (a) assessment of organizational needs, development of action plans, development of goals and objectives, along with creation of an evaluation design/protocol; (b) ongoing technical assistance to monitor progress toward goals and objectives and use of quantitative and qualitative data to drive decision-making; (c) grant writing (federal, state, and local funding sources); (d)

consultation in community education and development of youth programs (after-school, summer, specialized services, etc.); (e) training in a variety of areas, such as evaluation design, data analysis, school-community partnerships, community organization, community education, facilitative leadership, motivating change, behavior management with children and adolescents, youth development, and staff team building/communication; and (f) varied data analyses, along with development of data tracking systems and database management.

Director/Evaluator: 21st Century Community Learning Centers, Evansville-Vanderburgh School Corporation, from August 2000 to November, 2005.

- Responsibilities included administration of extended day and summer programs, including program development, implementation, evaluation, grant writing, along with the supervision of school social workers.

Adjunct Faculty member, University of Southern Indiana, Department of Social Work, from January 2001 to 2004.

- Responsibilities include part-time teaching opportunities in graduate research, social work practice evaluation, and child and adolescent social work practice courses.

Outpatient Child/Adolescent Therapist, Mulberry Psychological and Counseling Associates, St. Mary's Medical Center: Welborn Campus, from July 1999 to January 2002.

- Responsibilities included outpatient individual, group, and family therapy with children and adolescents ranging in age from 2 to 18. Therapy and education focused on a variety of issues including, but not limited to: depression, anxiety disorders, crisis intervention, anger management, conflict resolution, communication skills, trauma, grief, and problem-solving. Further responsibilities include program development and evaluation, school and community consultations, as well as facilitating challenge therapy initiatives. Developed and facilitated PRIDE, an intensive outpatient therapy program for children ages 5 to 12 years old.

Therapist II, Child and Adolescent Services, St. Mary's Medical Center: Welborn Campus, Mulberry Center's Child and Adolescent unit, from November of 1997 to June, 1999.

- Responsibilities included individual, group, and family therapy with children and adolescents ranging in age from 3 to 18. Therapy and education focused on a variety of issues including, but not limited to: play therapy, crisis intervention, anger management, conflict resolution, communication skills, trauma, grief, and problem-solving. Also, case management and discharge planning with caseworkers, parents, and schools were among these responsibilities. Further responsibilities included supervision of interns, program development, evaluation, staff education through in-services, conducting MIT's (Multi Impact Therapy) with families, as well as facilitating challenge therapy initiatives.

Selected Research Experience/Contractual Work

Principal Investigator, 21st Century Community Learning Centers Programs (21st CCLC grants in Indiana and past federal grants), 2002 to present.

Principal Investigator, Full Service Community Schools Grant (federal grant), Evansville Vanderburgh School Corporation, 2010 to present.

Analytic Support for Monitoring and Evaluation for the 21st Century Community Learning Centers Profile and Performance Information Collection System (PPICS), subcontract with Learning Point Associates, 2007 to present

Evaluation Specialist, National Center for Mental Health Promotion and Youth Violence Prevention: Safe Schools/healthy Students Initiative, October, 2008 to 2010.

Principal Investigator, Safe Schools/Healthy Students Grant (federal grant), Perry Central Community School Corporation, 2009 to present.

Principal Investigator, Safe Schools/Healthy Students Grant (federal grant), Metropolitan School District of Mount Vernon, 2008 to present.

Principal Investigator, 2009 Community Mental Health and Addiction Needs Assessment, Southwestern Healthcare, Inc.

Principal Investigator, 2009 Vanderburgh County Epidemiological Study, Substance Abuse Council.

Principal Investigator, 2008 United Way Comprehensive Community Needs Assessment, United Way of Southwestern Indiana.

Technical Assistance Provider, Indiana Department of Education 21st CCLC. Partnership with McREL to provide statewide technical assistance to 21st CCLC grantees, 2007 to 2010.

State Evaluators, Mathematics and Science Partnership Grant (state/federal grant), Indiana Department of Education, 2006 to 2009.

Principal Investigator, Health Marriage Demonstration Grant (federal grant), Community Marriage Builders, 2006 to present.

Principal Investigator, Early Childhood Development Coalition, United Way of Southwestern Indiana, 2007 to present.

Principal Investigator, Carol White Physical Education Grant (federal grants), Evansville-Vanderburgh School Corporation and St. Mary's Medical Center, 2005 to present.

Principal Investigator, Safe Schools/Healthy Students Grant (federal grant), Evansville-Vanderburgh School Corporation, 2005 to 2009.

Principal Investigator, Grant to Reduce Alcohol Abuse (two federal grants), Youth First, Inc./Evansville-Vanderburgh School Corporation (2005-2009) and Greene County, Indiana (2008 to present).

Program Evaluations: Life Skills Program, Strengthening Families, Reconnecting Youth, TEENPOWER, School Social Work, Project Success, Adventure Based Challenge, Social Norming Campaign, Youth First, 2000 to present.

Evaluation of the School Community Council. Report submitted to the Evansville-Vanderburgh School Corporation, June 2003.

Evaluation of a Community School Model of Social Work, In partial fulfillment of a Ph.D. The purpose of the dissertation was to evaluate an innovative model of social work services in the schools, 2003.

Factors Influencing the Effectiveness of a Full-Service School, In fulfillment of a Research Practicum under the direction of Dr. Andy Frey, Spring 2002 to Fall 2002.

Effects of After-School Programming on School Adjustment, In fulfillment of an Independent Study under the direction of Dr. Ruth Huber, Fall 2002.

Statewide study designed to develop a model of Comprehensive School Reform, from August 1999 to 2003.

Independent research project regarding children's occupational aspirations under the direction of Dr. Elizabeth Lemerise from September of 1993 to 1995.

Research Assistant, Child Development Laboratory, Western Kentucky University, under supervision of Dr. Elizabeth Lemerise from January of 1993 to May of 1994. Responsibilities included participation in the development of videotaped stimuli depicting provocation situations, conducting individual and group peer assessment interviews, and administration of an information processing interview.

Teaching Experience

Paradigms in Clinical Social Work Practice (MSW program), University of Southern Indiana, Fall 2003.

Child & Adolescent Social Work Practice (MSW program), University of Southern Indiana, Spring 2001.

Social Work Practice Evaluation (MSW program), University of Southern Indiana, Fall 2001.

Peer Reviewed Publications

Diehl, D., & Frey, A. (2008). Evaluation of a community school social work model. *School Social Work Journal*, 32(2), 1-20.

Diehl, D., McCandless, B. and Watson, C. (in press). A district approach to developing full-service schools. *Community Education Journal*.

Diehl, D., Gray, C., & O'Connor, G. (2005; fall). The school community council: Creating an environment for student success, *New Directions for Youth Development*, 107, 65-72.

Diehl, D. (2003). A look at social capital within a developing model of school community collaboration. *Community Education Journal*, 29(3/4), 17-18.

Herda-Hipps, P. A., Westhuis, D. J., & Diehl, D. (2001). Student responses to human diversity. *New Global Development: Journal of International and Comparative Social Welfare*, 1, 25-36.

Diehl, D., Lemerise, E., Caverly, S., Ramsey, S., & Roberts, J. (1998). Peer relations and school adjustment in ungraded primary children. *Journal of Educational Psychology*, 90(3), 506-515.

Other Writing

Diehl, D. (Spring, 2003). *Evaluation of a Model of School Community Social Work Services*. Dissertation presented to the University of Louisville and University of Kentucky, Louisville, KY.

Diehl, D. (Fall, 1998). Behavior management: An effective treatment modality for children and adolescents. *Welborn's Mulberry Center Journal: Innerview*, 22-23.

Diehl, D. S. (August, 1998). *Evaluation of a Behavior Management Program being Implemented on an Inpatient Child and Adolescent Psychiatric Unit*. Master's thesis in the Library of University of Southern Indiana, Evansville, IN.

Diehl, D. S. (August, 1996). *The Contribution of Children's Peer Relations to Adjustment in an Ungraded Primary Program*. Master's thesis in the Library of Western Kentucky University, Bowling Green, KY.

Selected Peer Reviewed Presentations

Diehl, D. (2011). 21st CCLC evaluation panel. Presentation at the Indiana 21st CCLC statewide training sponsored by the Indiana Afterschool Network.

Diehl, D. (2010). Afterschool! The heart of community schools. Presentation at the 21st CCLC Summer Institute.

Diehl, D., & McDowell-Riley, S. (2010). *Evaluation for Success*. Presentation at the Coalition for Communities and Schools National Conference, Philadelphia, PA.

Diehl, D., & Dorfman, D. (2008). *Evaluating community schools: Examples from the field*. Presentation at the Coalition for Communities and Schools National Conference, Portland, OR.

Alvarez, M. & Diehl, D. (2007). *Best practices in evaluation and grant management*. Invited presentation at the US Department of Education New Grantee meeting for Safe Schools Healthy Students, Washington, DC.

Diehl, D. (2006). *Logic model development: Key issues to consider*. Panel Presentation at the US Department of Education New Grantee meeting for Safe Schools Healthy Students, Washington, DC.

Diehl, D. & Gray, C. (2005). *A successful model of school community collaboration*. Presentation at the National Community Education Association, St. Louis, MO.

O'Connor, G. & Diehl, D. (2005). *Grant writing*. Presentation at the Indiana School Nurse Association, Indianapolis, IN.

Chapman, D., & Diehl, D. (2005). *Packing your backpack for afterschool*. Presentation at the 21st Century Community Learning Center Summer Institute, Chicago, IL.

Braden-Clarke, C., Diehl, D., Gray, C., & O'Connor (2005). *A collaboration between schools and communities to improve success for students and families*. Presentation at the Coalition for Communities in Schools, Chicago, IL.

Braden-Clarke, C., Diehl, D., Gray, C., McCandless, B., & O'Connor, G. (2004). *The School Community Council: Developing Model of School Community Partnerships*. Presentation at the Indiana Urban Schools Conference, Indianapolis, IN.

Diehl, D., Higgins, H., Kizor, B., Neat, T., Remmo, C., Schroeder, V., & Usher, P. (2002). *Indiana 21st Century Community Learning Centers*. Presentation at the Indiana Urban Schools Conference, Indianapolis, IN.

Westhuis, D., Diehl, D., & Hippius, P. (1999, January). *Diversity Issues for Prospective Therapists*. Poster session presented at the Society for Social Work Research, Austin, TX.

Diehl, D. (1998, August). *Evaluation of a Behavior Management Program being Implemented on an Inpatient Child and Adolescent Psychiatric Unit*. In-service presented to Mulberry Center's Child/Adolescent Services, Welborn's Mulberry Center, Evansville, IN.

Lemerise, E., Caverly, S., Harper, B., Diehl, D., Ramsey, S., & Roberts, J. (1997, April). *Patterns of Peer Acceptance, Friendship, and School Adjustment in Mixed-Age Primary Classes*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development, Washington, DC.

Diehl, D., Lemerise, E., Ramsey, S. & Roberts, J. (1996, March). *Predictors of School Adjustment in Mixed-Age Classrooms: The Roles of Peer Acceptance, Social Behavior, and Age Relative to Classmates*. Poster session presented at the Fourteenth Biennial Conference on Human Development, University of Alabama at Birmingham, Birmingham, AL.

Lemerise, E., Harper, B., McGlothlin, H., Caverly, S., & Diehl, D. (1996, March). *Longitudinal Predictors of Peer Acceptance and Social Behavior in Ungraded Primary Classrooms*. Poster session presented at the Fourteenth Biennial Conference on Human Development, University of Alabama at Birmingham, Birmingham, AL.

Selected Invited Presentations

Diehl, D. (2012). Engaging students in afterschool through relationships. Invited presentation for the Crawford County PACK afterschool program, Crawford County, IN.

Diehl, D. and Bostick, V. (2010). *Role of Project Director and Evaluator*. Invited presentation for the Safe Schools Healthy Students Conference, Washington, DC.

Diehl, D. (2006). *Relationship to Engagement: Soaring to Success!* Invited presentation for the PEAK Afterschool Conference, Denver, CO.

- Diehl, D. & Norford, J. (2006). *Using a Strategic Development Plan to realize Your Vision: Preparing for Funding*. Invited presentation for the PEAK Afterschool Conference, Denver, CO.
- Norford, J. & Diehl, D. (2006). *Using a Strategic Development Plan to realize Your Vision: Writing the Grant*. Invited presentation for the PEAK Afterschool Conference, Denver, CO.
- Diehl, D. (2005). *Relationships are key to afterschool success!* Invited presentation for the PEAK Afterschool Conference, Denver, CO.
- Diehl, D. & Gray, C. (2005). *The School Community Council: Developing Model of School Community Partnerships*. Presentation at the Illinois Community Education Association, Chicago, IL.
- Diehl, D. (2005). *Like Group Discussion: Keeping the Light on After-School for Kids!* Invited presentation for the Coalition for Communities in Schools, Chicago, IL.
- Diehl, D. (August, 2004). *Data Driven Decision-Making: A Focus on Student Engagement*. Invited presentation by USDOE for the 21st Century Community Learning Center's Summer Institute, Los Angeles, CA
- Diehl, D. (July, 2004). *Data Driven Decision-Making: A Focus on Student Engagement*. Invited presentation by USDOE for the 21st Century Community Learning Center's Summer Institute, Washington, D.C.
- Diehl, D. & Parsley, D. (May, 2004). *Data driven decision-making*. Invited presentation at the Reality of After-School Conference, Kansas City, MO.
- Diehl, D. (2004). *A Model of After-School Programs*. Invited presentation for the Indiana Cities and Towns Conference, Evansville, IN.
- Diehl, D. (2004). *Ideas that work!* Invited presentation by the Indiana Department of Education at the Indiana Statewide Training Seminar, Indianapolis, IN.
- Diehl, D. (2002). *Practical and Innovative Ideas for your After-School Tool Box*. Conference facilitator, Evansville, IN.
- Diehl, D. (2002). *Marketing Strategies for your 21st Century Community Learning Center Program*. Training workshop presented at the Regional 21st CCLC Training Conference, Chicago, IL.
- Diehl, D., & Gray, C. (2001). *Evansville-Vanderburgh School Corporation: 21st Century Community Learning Centers: Program Development and Implementation*. Invited

presentation at the 21st Century Community Learning Center's Bidder's Conference, Indianapolis, IN.

Diehl, D., Gray, C., & Fritz, S. (2001). *Policies and procedures associated with school social work services*. Invited presentation at the University of Southern Indiana's School Social Work Summer Institute, Brown County, Indiana.

Diehl, D. (2001). *Practical Tips for Completing the Annual Performance Report*. Invited presentation at the 21st Century Community Learning Center's Summer Institute, Washington, D.C.

Diehl, D. & Rhinehart, J. (2001, November). *Evaluating your 21st Century Community Learning Center Program*. Invited presentation at the Transitioning 21st CCLC from Federal to State Conference sponsored by Chief State School Officers, Tampa, FL.

Couture, E. J., Diehl, D., Gray, C., Finch, J. Fritz, S., & Stubbs, V. (2000, January). *Full Service Model of School Reform*. Paper presented at the 2000 National Title I Conference: A Voice for Children in the New Millennium, San Antonio, TX.

Diehl, D. (1999, February). *Borderline Personality Disorder in Adolescents*. In-service presented to Mulberry Center's Child/Adolescent Services, Welborn's Mulberry Center, Evansville, IN.

Activities/Honors

- Guy Stephens Award Nominee (outstanding University graduate student), University of Louisville, Spring 2003.
- Outstanding Graduate, Kent School of Social Work, University of Louisville, Spring 2003.
- Graduate Dean's Citation, University of Louisville, Spring 2003.
- Individual Award in Education, Leadership Evansville, 2003
- Award of Merit for Research in Play Therapy, June 2006
- 21st CCLC National Evaluation Task Force, 2002 to present (subcontract through AIR)
- Koch Family Children's Museum of Evansville (cMOE) Board, present
- YMCA Outreach Board of Managers, past
- School Community Council: After-school Committee, present
- 21st CCLC Indiana Advisory Board Member, past
- Board, Indiana Afterschool Network, present
- School Community Council: Steering Committee member, present
- Chair of School Community Council evaluation committee, present
- National Center for Community Education Advisory Council member, past
- Youth First: Research and Prevention Committee Member, past
- Speaker's Bureau: Mulberry Center Institute, January 1997 to 2002.

Active Professional Organizations

Member of American Evaluation Association, 2005 to present

Member of Indiana Association of Play Therapy, 2006 to present

Member of Association of Play Therapy, 2006 to present

Doug Berry

123 N.W. Fourth Street, Suite 3, Evansville, IN 47708

Cell: (812) 306-8617; Office: (812) 434-4864

www.diehlconsulting.org

Education

M.A. Industrial/Organizational Psychology
Western Kentucky University, Bowling Green, KY

B.A. Psychology, English minor
Wabash College, Crawfordsville, IN

Selected Professional Experience

Senior Consultant, Diehl Evaluation and Consulting Services, Inc, 2012 to present.

- Accomplishments include: (a) managing large-scale evaluation projects for school districts, non-profits, and private organizations; (b) strategic planning around school and other organizational improvement; and (c) leading data-driven progress monitoring initiatives; and (d) ensuring compliance with federal, state, and local grant requirements.

Consultant, Diehl Evaluation and Consulting Services, Inc, 2008 to 2012.

- Accomplishments include: (a) conducting site evaluations at key 21st Century Community Learning Centers; (b) presenting complex information to mixed audiences; (c) generating technical reports and communications materials; (d) developing survey scales, interview protocols, and other evaluation tools; (e) facilitating interviews/focus groups; (f) analyzing qualitative and quantitative data; (g) developing logic models and planning long-term evaluation strategies; and (h) data queries and database management.

Marketing Analyst, American General Financial Services, 2008.

- Accomplishments include: (a) conducting statistical analyses related to new customer advertising campaigns, including the ongoing validation of marketing decisions through back-end customer tracking; and (b) monitoring and minimizing customer acquisition costs through the analysis of campaign characteristics and demographic attributes of target audiences.

Human Resources Intern, George Koch Sons, LLC, 2007.

- Accomplishments include: (a) creating and implementing a new performance management system focusing on employee coaching and measurable results; (b) conducting job analyses for 43 exempt-level positions, revising job descriptions, and recommending status changes; (c) analyzing market compensation data, adjusting pay grades, and benchmarking compensation for all positions; (d) recruiting applicants and administering and scoring the Wonderlic Mental Ability Test; and (e) developing succession plans for 25 key employees and identifying probable replacements for upcoming retirees and transfers.

Graduate Assistant, Western Kentucky University, 2006 to 2008.

- Accomplishments include: (a) developing an innovative performance appraisal measure for Lyons Service Company, Bowling Green, KY; (b) analyzing adverse impact risk for FedEx Corporation, Memphis, TN; (c) developing a performance appraisal system for Kentucky Conference of the United Methodist Church; (d) conducting a task analysis for Kentucky State Office of Employment and Training and creating a Best Practices Model; and (e) assessing approximately 25 candidates for leadership certification through the Western Kentucky University Leadership Assessment Center.

Community Partnerships - Statement of Assurance



111 SE Third St., Suite 405 | Evansville, IN 47708
812-421-8336 | www.youthfirstinc.org

It is understood the Evansville Vanderburgh School Corporation is applying for a Title I, Section 1003(g) School Improvement Grant through the Indiana Department of Education to implement in the 2014-2015 school year (and potentially in succeeding years based on funding approval.) We are assuring our support of the following checked school(s) if a grant is rewarded.

- | | | | | |
|---|--|--|--|--|
| <input checked="" type="checkbox"/> Glenwood
Leadership
Academy | <input checked="" type="checkbox"/> * McGary
Middle
School | <input type="checkbox"/> Lincoln
School | <input type="checkbox"/> Caze
Elem.
School | <input checked="" type="checkbox"/> Washington
Middle
School |
|---|--|--|--|--|

* Final Year

→ If the school above received the 1003(g) grant, it is assured our services and supports would be aligned to the Turnaround Principles checked below:

Note: External service providers must align to a minimum of two Turnaround Principles to be considered for partnership in EVSC's Transformation Zone.

- Replace the principal and grant principal operational flexibility/ Replace the principal who led the school prior to implementing the model
- Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff
- Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement
- Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions)
- Provide high quality, job-embedded professional development
- Adopt a new governance structure (i.e., turnaround office, turnaround leader)
- Provide social-emotional and community-oriented services/supports/ Provide mechanisms for family and community engagement
- Use data to implement an aligned instructional program
- Promote the use of data to inform and differentiated instruction
- Provide increased learning time for students and staff
- Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)
- LEA and, SEA supports school with ongoing, intensive technical assistance and support
- Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not

Parri O. Black

Signature

3-20-14

Date

DAVID B. SMITH, Ed.D.

EDUCATION

2011	The Ohio State University Master of Business Operational Excellence (Dec., 2011)	Columbus, OH
2008	Oakland City University Doctor of Education in Leadership	Oakland City, IN
2005	Indiana State University Education Specialist	Terre Haute, IN
2001	Indiana State University Secondary Administration and Supervision	Terre Haute, IN
1990	University of Evansville Master of Arts in Education	Evansville, IN
1982	University of Evansville Bachelor of Music Education	Evansville, IN

PROFESSIONAL EXPERIENCE

Superintendent July, 2011 - Present
Evansville Vanderburgh School Corporation

Assistant Superintendent for Human Resources and Business Affairs Dec., 2009 - July, 2011
Evansville Vanderburgh School Corporation Evansville, IN

- Direct all functions related to Human Resources and Business Affairs:
 - Maintain positive working relationships with Evansville Teachers Association and Teamsters #215
 - Negotiate employee contracts for nine employee groups
 - Implement and assure contract maintenance for employee groups
 - Administer teacher evaluation process
 - Implement staffing requirements
 - Manage employee benefits--FMLA, Sick Bank, ATDL, Extended Sick Leave, Worker's Compensation, health-dental-vision-life-LTD insurance
 - Develop, implement, and oversee budgetary process
 - Enforce legal compliance regarding matters of Offices of HR and Office of Business Affairs
 - Projects include:
 - Equity Schools--from concept to reality
 - New Harmony-EVSC Partnership
 - \$149 million Strategic Plan Referendum bond issues

Deputy Chief of Staff 2008 - Dec., 2009
Evansville Vanderburgh School Corporation Evansville, IN

- Supported the Chief of Staff functions as directed
- Provided and/or assisted Human Resource functions of negotiations, contract compliance, employee relations, benefits, salaries, staffing and employee due process
- Developed and maintained positive working relationships with employee bargaining units
- Insured compliance of contractual and statutory regulations concerning employment
- Assisted with oversight of legal aspects of school operations
- Provided oversight of school safety and security, student due process, and athletic programs

Adjunct Professor – Doctoral Program
Oakland City University

2008 - Present
Oakland City, IN

- Develop the syllabus and teach the following doctoral courses:
Human Resources
School Finance and Budget
School Facilities
A Leader's Role in Organizational Dynamics
- Mentor doctoral students by serving on dissertation committee

Director of Principal Support and Leadership Development
Evansville Vanderburgh School Corporation

2007 - 2008
Evansville, IN

- Supported and advised principals regarding all aspects of school operations
- Facilitated professional development activities

Interim Deputy Superintendent of Business Services
Evansville Vanderburgh School Corporation

2006 - 2007
Evansville, IN

- Directed all aspects of the following departments: Business, Finance, Fringe Benefits, Facilities, Transportation, Food Service, Technology, Safety & Security, Health Services & Wellness, and Personnel (including but not limited to recruitment, hiring, and discipline)
- Assured compliance with state and federal laws concerning students, finance, and personnel
- Assisted with negotiation of labor agreements with all employee groups

Principal, Evans Middle School
Evans Middle School, Evansville Vanderburgh School Corporation

2004 - 2006
Evansville, IN

- Administered all aspects of a Title I middle school operation, including staffing, evaluations, curriculum, parental relations, and school climate
- Developed long-term business partnership with General Electric Advanced Materials Division – Mt. Vernon, Indiana

Assistant Principal
Evans Middle School, Evansville Vanderburgh School Corporation

2001 - 2004
Evansville, IN

Instrumental Music Director
Thompkins Middle School, Evansville Vanderburgh School Corporation

1999 - 2001
Evansville, IN

Instrumental Music Director
F. J. Reitz High School, Evansville Vanderburgh School Corporation

1993 - 1999
Evansville, IN

- Produced 12 State Finalist appearances
- Increased student enrollment to such a degree that an additional full-time teacher added to staff

Instrumental Music Director
Bosse High School, Evansville Vanderburgh School Corporation

1982 - 1993
Evansville, IN

- Served as Faculty Cabinet President and chaired Indiana 2000 Application
- Increased music program enrollment by 140% while the school enrollment decreased by 44%

Susan McDowell, Ph.D.

951 Walnut Street
Evansville, IN 47713
Work: 812-435-0910
susan.mcdowell@evsc.k12.in.us

CURRENT POSITION:

Deputy Superintendent for Academic Affairs and Accountability 2011-present
Evansville Vanderburgh School Corporation

RELEVANT EXPERIENCE:

Assistant Superintendent for Performance, Assessment, & Research 2008-2011
Evansville Vanderburgh School Corporation

Director of Psychological Services & Testing, Evansville Vanderburgh School Corporation 1990 – 2008

Directly supervised all standardized assessment programs as well as school psychologists, secretaries, consultants and interns in the Office of Psychological Services & Testing. Responsibilities included interviewing, hiring, and training employees; planning, assigning, and directing work; evaluating performance; holding staff meetings; addressing complaints and resolving problems.

- Supervised, coordinated and monitored EVSC standardized testing programs including: SAT, ACT, ISTEP+, Core 40 End-of-Course Assessment, DIBELS, Acuity, and High Ability
- Analyzed standardized test results and prepared reports regarding test results.
- Gathered and interpreted system-wide statistics related to standardized testing, including AYP & PL 221 information.
- Supervised school psychology program, ensuring compliance with state and federal laws.
- Conducted comprehensive psychological evaluations of students with suspected learning, emotional, or behavioral difficulties.
- Screened all psychological information of students moving into Vanderburgh County for compliance with federal regulations.
- Supervised 504 process.
- Coordinated Crisis Teams and provided crisis intervention.
- Coordinated and trained EVSC School Education Intervention Teams.
- Evaluated, supervised, and provided professional development for school psychologists.
- Developed and conducted professional development programs for EVSC staff.
- Served as liaison between the EVSC and community agencies.

Supervisor of Psychological Services, Evansville Vanderburgh School Corporation 7/83 – 6/90

School Psychologist, Evansville Vanderburgh School Corporation 9/82 – 6/83

School Psychologist Intern, Evansville Vanderburgh School Corporation 9/81 – 6/82

Teacher of Mild Mentally Handicapped, Evansville Vanderburgh School Corporation 9/74 – 6/80

CERTIFICATIONS/LICENSURE:

- Elementary Principal, Indiana Department of Education
- Director of Special Education, Indiana Department of Education
- Director of Pupil Personnel Services, Indiana Department of Education
- Certified School Psychologist, Indiana Department of Education
- Indiana Elementary Education Teaching License
- Indiana Special Education (Mental Handicapped, Learning Disabled) Teaching License
- Licensed Psychologist, Indiana, License #20040186
- Health Service Provider in Indiana, License #20040186
- Council for the National Register of Health Service Providers, Certificate #40763
- Superintendent's License, Indiana Department of Education

PROFESSIONAL INVOLVEMENT:

- Indiana Department of Education Testing Advisory Council (Appointment is made by the Indiana Superintendent of Public Instruction)
- Indiana Association of School Psychologists
- National Association of School Psychologists
- Southwestern Indiana Psychological Association
- Indiana Evaluation Association
- National Association of Test Directors

EDUCATION:**BALL STATE UNIVERSITY**

Doctor of Philosophy, 1985
School Psychology
Cognates: Research Methodology and Special Education

INDIANA STATE UNIVERSITY

Completed Course Work for Director of Special Education License, 1978

UNIVERSITY OF EVANSVILLE

Master of Arts, 1977
Major: Special Education, Minor: Elementary Education

INDIANA UNIVERSITY

Bachelor of Science, 1974
Major: Elementary Education, Minor: Special Education
Coursework for Superintendent's License, 2009

COMMUNITY SERVICE:

- Board of Directors, Southwestern Indiana Mental Health Center
 - Past Chairman of the Board, Southwestern Indiana Mental Health Center
 - Vice President of the Board of Friends of Mental Health (2010 to present)
 - Past Board member of EARC
 - Past Board member of EARC Foundation (served as Vice President of the Board)
 - Zoar United Church of Christ Board of Christian Education
 - Red Cross Crisis Response Team
-

PRESENTATIONS:

- National Conference for Coalition of Community Schools: San Francisco, May 11, 2012
- National Practicum for Coalition of Community Schools: New York City, October, 2012
- National Conference for Coalition of Community Schools: Philadelphia, April, 2010

VITA

Velinda F. Stubbs

EDUCATION

- 2013 Indiana State University
Ph.D. in Educational Leadership
- 2009 Indiana State University
Ed.S. in Educational Administration
- 2000 Indiana State University
School Administration and Supervision Certification
- 1985 University of Evansville
M.A. in Elementary Education
- 1979 University of Evansville
B.A. in Elementary Education

PROFESSIONAL EXPERIENCE

- 2013 Evansville Vanderburgh School Corporation
Chief Academic Officer
- 2012 Evansville Vanderburgh School Corporation
Director of English Language Arts and Literacy K-12
- 2011 Evansville Vanderburgh School Corporation
Director of Elementary Schools
- 2009 Evansville Vanderburgh School Corporation
Director of Title I Programs and Schools
- 2007 Evansville Vanderburgh School Corporation
EVSC Intervention Team
- 2000 Evansville Vanderburgh School Corporation
Principal
- 1982 Evansville Vanderburgh School Corporation
Teacher, Instructional Coach

Carrie Ann Hillyard - Vita

Carrie.Hillyard@evsc.k12.in.us

Twitter: Educate4future

Education:

- **Indiana State University, 1/2011-Present (Terre Haute, Indiana)**
PhD Candidate in *Transformational Urban Leadership Program*
Director of Curriculum and Instruction Licensure program (Completed 12/2011)
- **Indiana University, 8/2002- 7/2004 (Bloomington, Indiana)**
PhD student in *Curriculum Studies* program
- **Indiana University, 8/2002- 5/2004 (Bloomington, Indiana)**
Educational Leadership Licensure Program Completed
- **Indiana University, 8/2002-5/2004 (Bloomington, Indiana)**
M.S., *Elementary Education, Curriculum and Instruction*
- **University of Southern Indiana, 8/1995-5/1999 (Evansville, Indiana)**
B.A., *Elementary Education* - Minor: *Reading Instruction*

Professional Experience:

Evansville Vanderburgh School Corporation—Office of Transformational Support (Director of School Transformation) 10/12-Present

- Design and implement a "Transformation Zone" (TZ) for a cluster of five priority schools.
- Establish new division of EVSC (Office of Transformational Support) and manage differentiated/intensified transformational improvement efforts for TZ schools.
- Coordinate with various departments (e.g., Human Resources, Finance, Family and Community Engagement) to ensure that Transformation Zone schools are prioritized and receive the services and supports that they need to succeed.

Evansville Vanderburgh School Corporation—Office of Academic Affairs (Director of Title Support [Prev. Asst. Director]) 7/10-10/12

- Directly supported Title I schools, **school transformation**, supplemental educational services (SES Tutoring), and **federal grant writing** and implementation.
- Created **data-driven processes** to maximize learning, school improvement, and district improvement (Acuity, DIBELS/TRC, Mclass Math, etc.)
- * Served as direct liaison between Indiana Department of Education Office of School Turnaround and Evansville Vanderburgh School Corporation; Collaborated with the state department on matters of Title I, school accountability, and school improvement.

Evansville Vanderburgh School Corporation (Principal) 7/08-6/10

- Simultaneously lead two chronically low-performing Title I schools while maintaining an **instructional focus**
- Managed two schools through the school closure process while facilitating the development of a **shared vision** among the two separate staffs to design a new K-8 **full-service community school** focused on **service learning, leadership development, world language/global citizenship, and technology.**
- Worked to align **neighborhood revitalization** initiative to school-community driven needs in collaboration with the neighborhood association, Habitat for Humanity, and many other families and community partnerships with the school as the centerpiece of the community; served on Glenwood Community Development Corporation advisory board and chaired the education committee for the neighborhood initiative

Evansville Vanderburgh School Corporation (Curriculum Facilitator) 8/04-7/08

- Provided embedded professional development, modeling, and coaching to teachers in all subject areas (*language arts, math, health, science, social studies, technology, art, music, physical education*).
- Facilitated and implemented a shared vision and school improvement plan with all staff members through weekly team meetings through data-driven instructional practices.
- Engaged in multiple leadership roles within building and district.

**Indiana University, Department of Curriculum and Instruction
(Associate Instructor and Student Teaching Supervisor) 1/04-8/04**

- Designed and taught E594, Masters Seminar in Elementary Education course for students in the Elementary Transition to Teaching program.
- M550 Student Teaching Supervisor for 10 student teachers at the elementary and middle school levels
- Facilitated instruction on various subjects to pre-service teachers as: classroom management, looking at student work/tuning protocols, preparing for the first year of teaching, reflective teaching, multiple intelligences/learning styles, teacher leadership, how the brain learns, and data-driven instructional decision making.
- Served as liaison between the university and public schools

**Indiana University, Center for Research on Learning and Technology
(Professional Development Consultant) 6/02-8/04**

- *Co-wrote \$400,000 Eisenhower Higher Education Grant*
- Consultant/project support for middle and high school teachers and administrators through grant project: *Enhancing Teaching and Learning through Inquiry (and Technology)*
- Developed and facilitated workshops and coaching sessions for participating educators along with providing embedded professional development support

**Indiana University, Center for Research on Learning and Technology
(Professional Development Consultant) 6/02-8/04**

- Focused on *inquiry-based* learning and professional development, *backward design process* in planning curricular units (Understanding by Design), *integrating technology* as a tool for learning, and renewing/expanding content knowledge
- Co-wrote and received Improving Teacher Quality (ITQ) Federal Grant

**Culver Elementary School (Evansville, Indiana)
(Classroom Teacher) 8/99-5/02**

- 3rd & 5th grade *classroom teacher* in an urban school
- Keen focus on *student engagement* and *student achievement* at a school with limited resources
- Created a *brain-friendly visual curriculum* that motivated and inspired students to learn while eagerly learning alongside the students
- *Supervising teacher* to pre-service teachers and *teacher mentor* to new colleagues
- Selected as a *model teacher* for district after first year of teaching while creating and facilitating professional development opportunities for teachers corporation-wide and with *online community*

Experience Highlights:

Leadership:

- Education Chair for Glenwood Community Development Initiative
- Advisory Board Representative for Glenwood Community Development Corporation
- * *Partners for Excellence* Participant, University of Southern Indiana (USI)
- *Partners for Excellence* Steering Committee Member, USI
- **Curriculum Facilitator/Achievement Coach**
- Completed Leadership Evansville training with Intense focus on strengths-based leadership as well as servant-leadership and collaborative processes.
- *USI Kappa Delta Pi – Foundation Representative*

Special Skills and Interests:

Education policy, school transformation, equity in education, relationships, teacher leadership, creative approaches to teaching and learning, social networks, community engagement, servant leadership, collaboration, integrating and designing curriculum, culturally-relevant instruction, data-driven practices, grant writing, qualitative and quantitative research methodologies, teacher efficacy, school reform, strategic planning, technology integration, 21st Century adaptive skills.

SHANNON R. STRIETER

3733 Kennesaw Drive • Evansville, Indiana 47725 • (812) 483-6611 • srstrieter@gmail.com

Education

OAKLAND CITY UNIVERSITY Oakland City, IN

Master of Arts in Teaching; June 2001; Summa Cum Laude Distinction

UNIVERSITY OF SOUTHERN INDIANA Evansville, IN

Bachelor of Arts in English; May 1997; Cum Laude Distinction

Licenses

ADMINISTRATION Building Administrator, Grades K-12 (Indiana)

TEACHING English, Grades 5-12 (Indiana)

Experience

Evansville Vanderburgh School Corporation Office of Transformational Support Evansville, IN

Senior Transformation Strategist – Instruction & Data Management January 2013 – present

- Create, plan, and execute training around *Teach Like a Champion* for 200+ teachers.
- Coach school leadership teams in strategic planning.
- Evaluate teachers as needed.
- Monitor school progress.
- Support School Improvement Grant writing process.
- Coordinate district supports for Transformation Zone schools.
- Co-lead committee for new district teacher evaluation tool.

MCGARY MIDDLE SCHOOL Evansville, IN

Professional Development Specialist June 2010 – January 2013

- Performed duties of TAP Master Teacher in addition to PDS responsibilities
- Lead and developed variety of professional development.
- Supported teachers with job-embedded professional development.
- Lead teams through DataWise process.
- Lead team through PBIS refinement.
- Supported district initiatives.
- Conducted TAP teacher evaluations.
- Maintained TAP certification.
- Participated in EVSC Learning Leadership Cadre.
- Scheduled school-wide events.

MCGARY MIDDLE SCHOOL Evansville, IN

Summer School Administrator Summer 2010, 2011, 2012

- Lead summer school.
- Supervised all aspects of day-to-day operations.
- Reviewed all lessons prior to beginning of summer school for rigor, relevance, and engagement.
- Supervised implementation of engagement strategies.

MCGARY MIDDLE SCHOOL Evansville, IN

Principal Designee August 2009 – May 2010

- Supported administrative team by leading building as needed.
- Substituted for principal & assistant principal as needed.
- Handled student discipline referrals, including parent contact, conferences, and documentation.

Experience continued

MCGARY MIDDLE SCHOOL

Evansville, IN

Title I Achievement Coach

August 2009 – May 2010

- Led team through Positive Behavior Supports training, planning, implementation, and review phases.
- Led staff through professional development, including engagement strategies and reading comprehension strategies.
- Modeled strategies in classrooms.
- Co-taught in classrooms with the classroom teacher.
- Developed relationships among staff members to build trust.
- Facilitated team activities for Data Wise training and plan development.
- Assisted with creation of School Improvement Plan.
- Monitored school-wide student engagement through Six Sigma training and Green Belt certification in cooperation with community partners from SABIC.
- Trained with distinguished principal and other leaders from the IDOE.
- Helped to secure community partners.
- Scheduled all teacher schedules for end-of-the-year events.
- Graduated EQUITY Academy.

MCGARY MIDDLE SCHOOL

Evansville, IN

Summer Experience Principal Intern

May – June 2009

- Assisted the principal as needed.
- Supervised implementation of engagement strategies.
- Handled student discipline referrals, including parent contact, conferences, and documentation.
- Scheduled coverage for teacher absences.
- Assisted with professional development for summer experience planning.

PLAZA PARK MIDDLE SCHOOL

Evansville, IN

Principal Designee

August 2000 – May 2009

- Acted as assistant principal for four continuous weeks in 2001-2002 and 2007-2008.
- Substituted for principal & assistant principal as needed.
- Handled student discipline referrals, including parent contact, conferences, and documentation.
- Scheduled coverage for teacher absences.

PLAZA PARK MIDDLE SCHOOL

Evansville, IN

Teacher/Team Leader

August 1997 – May 2009

- Taught Language Arts, Literature, and Piano.
- Served on Public Law 221 committee and co-authored initial plan.
- Coached dance team and coached volleyball team for ten years.
- Trained in Applied Control Theory (ACT/PCT).
- Supervised five, full-time student teachers.
- Earned outstanding teacher evaluations.
- Served as eighth-grade teacher team leader for two years, including inaugural year.
- Served on Faculty Cabinet as Chairperson and Secretary.
- Attended SMART goals workshop conducted by Learning Points to develop PL 221 goals, strategies, and actions.
- Led faculty meetings.
- Mapped curriculum for English department.
- Scheduled all teacher schedules for end-of-the-year events.
- Taught Summer Experience various summers.

Kelsey D. Wright

10916 Sunset Drive
Evansville, Indiana 47712

kdwright87@gmail.com
(317) 504-0947

EDUCATION Ball State University, Muncie, Indiana (August 2006 to May 2010)
Bachelor of Science in Elementary Education,
Concentration in Reading

Cumulative GPA: 3.5/4.0

University of Southern Indiana, Evansville, Indiana (January 2014 to Present)
Master of Science in Education,
Administration and Leadership

EXPERIENCE

October 2013 to Present **Evansville Vanderburgh School Corporation, Evansville, Indiana** **Transformational Strategist**

- Guide school leaders through creating and implementing school-wide, and team-level, strategic-school improvement plans
- Provide instructional coaching and professional development for specific areas of need in connection to school improvement strategies
- Monitor school progress
- Implement Google Tools in Transformation Zone schools to increase collaboration, communication, and monitoring among leadership team and staff
- Analyze and report Transformation Zone data
- Liaison for external consultants
- Support School Improvement Grant writing process

August 2013 to September 2013 **Evansville Vanderburgh School Corporation, Evansville, Indiana** **Data Coach**

- Analyzed and reported data for McGary Middle School and Evans Elementary
- Prepared teachers to administer benchmark assessments such as Dibels, mClass Math, Acuity, and AIMSweb and assessed results
- Led data-chats and professional development for teachers following each benchmark assessment

August 2012 to June 2013 **Indianapolis Lighthouse Charter School, Indianapolis, Indiana** **Teacher Leader Fellow**

- Coached new ILCS staff by observing their plans and lessons and providing support where seen necessary
- Co-led professional developments over the following topics: math and reading centers, unpacking a standard, Arts for Learning, and Education City
- Increased involvement in School Leadership Team and Teacher Selection Committee
- Created and served as chairman of ILCS Parent-Teacher Association

June 2010 to June 2013 **Indianapolis Lighthouse Charter School, Indianapolis, Indiana** **Teacher**

- Looped with my second grade class to third grade where I accomplished the following success
 - NWEA class average math growth of 10 points (10 points = 1 grade level growth), where 78% of those students obtained high growth
 - Acuity C Reading and Math Predictive pass rates of 75%
 - I-READ Pass Rate of 95% (21/22 students who were required to test)
- Taught second grade for two years where I accomplished the following success:
 - Students' reading fluency grew an average of 42 words per minute
 - NWEA class average reading growth of 16 points (10 points = 1 grade level growth), where 67% of those students obtained high growth
 - NWEA class average math growth of 11 points (10 points = 1 grade level growth), where 61% of those students obtained high growth
- Tracked and analyzed students' data with use of DIBELS, NWEA, Predictive Acuity, and weekly testing
- Used "checking for understanding" to group students weekly for differentiated projects
- Member of the School Leadership Team, creating year as well as quarter goals with measureable outcomes and action steps for ILCS based off of the yearly Cambridge review
- Member of the Teacher Selection Team, which required attending job fairs, reviewing resumes and completing phone interviews to select worthy applicants to visit for a model lesson
- Piloted Writer's Workshop program, taught implementation of program to teachers, and provided continued support
- Held student-led, parent conferences throughout the year
- Other Activities: Science Fair Coordinator for grades K-2, Reading Coordinator for grades K-8, Track coach grades 4-8 boys and girls, Spelling Bee Committee

EXPERIENCE CONTINUED

August 2009 to December 2009 **Sutton Elementary School, Muncie, Indiana**

Student Teacher

- Taught each week thematically for 21 kindergarteners
- Organized a reading program for advanced readers in kindergarten

January 2009 to May 2009 **VBC Immersive Learning Project, Ball State University**

Project Member

- Collaborated as a team to build and create all aspects of the “You, Me, and the Bee: An Interactive Children’s Exhibit” for the Minnestrista Cultural Center, which was later permanently moved to the Muncie Children’s Museum
- Project included seminars by the Indianapolis Children Museum, Purdue entomologist, and Smithsonian curator

ACHIEVEMENTS

- Presented “Student-Owned Data Tracking” at the EdTechTeam Indiana Summit, featuring Google for Education (February 2014)
- Presented “Student-Owned Data Tracking” and “Teacher Monitoring of Formative Data” to Ball State University’s undergraduate class, *EDPS 345: Tests and Measurement for Educators* (March 2014)
- Received the following honors from Indianapolis Lighthouse: Teacher of the Year 2012-2013, Charter School Track Champions (Boys 2011, 2012, 2013; Girls 2012, 2013)
- Named to Ball State University’s Dean’s List (Five Semesters)

VITA

Jane A. Bartley

EDUCATION

- 2013 Indiana State University, Terre Haute, Indiana
Ph.D. in Educational Administration
- 1985 Indiana State University, Terre Haute, Indiana
Master of Education
- 1974 Indiana State University, Terre Haute, Indiana
Bachelor of Science

PROFESSIONAL EXPERIENCE

- 2009 – Present Evansville Vanderburgh School Corporation
Director of Elementary, Middle Level, and K-8 Schools
- 2007 – 2009 Evansville Vanderburgh School Corporation
District Intervention Team
- 1996 – 2007 Scott Elementary School
Principal
- 1992 – 1996 Perry Heights Middle School
Assistant Principal
- 1984 – 1992 Evans Middle School
English Language Arts Teacher 6-8

Larry-Kent Bass

Vita

Education

- 1967 Graduated Boonville, IN H.S.
- 1971 Graduated Indiana State University – B.S. Special Education
- 1974 Graduated Indiana State University – M.S. Mental Retardation/Special Education
- 1987 Administration and Supervision Licensure – K-8
- 1996 Director of Special Education Licensure

Work Experience

- 1971 Teacher Secondary Mild Cognitive Disabilities – Clinton H.S. – So. Vermillion School Corporation
- 1973 Teacher Secondary Multiple Disabilities – Glenwood Elementary School - EVSC
- 1985 Teacher Secondary Moderate Disabilities – Glenwood Middle School - EVSC
- 1988 Coordinator of Secondary Transition Services - EVSC
- 1990 Coordinator of Special Education Services - EVSC
- 1996 Principal Tekoppel Elementary School - EVSC
- 2000 Director of Special Education Services - EVSC
- 2011 Director of State and Federal Programs – EVSC

Professional Affiliation

Local

- Evansville ARC
 - Board of Directors 2007-2009
- Rehabilitation Center Human Relations Committee 2009

State

- Indiana Council of Administrators of Special Education – 2000-current
 - Executive Board of Directors – 2006-2009

National

- Council of Administrators of Special Education (CASE)
- Council for Exceptional Children (CEC)
- National Alliance for Medication In Education

Catherine Minihan

4020 Washington Ave. Evansville, IN 47714
603-969-0541 • catherine.minihan@gmail.com

EDUCATION

Vanderbilt University, Peabody College Nashville, TN
Doctor of Education, K-12 Education Leadership and Policy, Expected May 2015

Harvard University, Graduate School of Education Cambridge, MA
Master of Education, Educational Policy and Management, June 2007
Focus in educational evaluation and assessment

Vanderbilt University, Peabody College Nashville, TN
Bachelor of Science, summa cum laude, May 2003
Elementary Education and Sociology majors
Honors: Dorothy Cate Frist Scholarship, 2003 Outstanding Undergraduate Sociology Student Award

CERTIFICATION

Elementary Teaching License – IN K-6
Administrator License – IN P-12

PROFESSIONAL EXPERIENCE

Director of Assessment and Research Evansville, IN
Evansville Vanderburgh School Corporation, June 2011 – Current

- Manage the district English Learner and High Ability programs including identification, service models, instructional support, and parent engagement.
- Supervise and evaluate all English as a Second Language teachers (8 teachers and 2 para-professionals).
- Write Title III, Non-English Speaking Program and High Ability grants and manage the \$250,000 annual budget.
- Oversee online testing (ISTEP+, ECA, IREAD-3, NWEA, Acuity, DIBELS Next) for the district – including the training of staff, organization of technological support, and site-based support.
- Lead the district Research Review Panel in reviewing requests to utilize district data in research.
- Facilitate the District Data Team in the analysis of district level data and the implementation of strategies for success.
- Conduct analysis and research for individual schools and the district around areas of interest and concern.
- Provide professional development to district staff around analysis of content standards, as well as item and assessment creation.

Assistant Principal Evansville, IN

Highland Elementary, September 2011-June 2011

- Assisted principal in the supervision and evaluation all K-5 teachers (50+ teachers)
 - Conducted daily classroom visits
 - Met with individual teachers to discuss observations and analyze assessment results
- Supported principal in the management of 50+ teachers, 10 para-professionals, and 30+ staff
- Managed discipline for K-5 students (950 students).
- Redesigned school safety procedures utilizing National Incident Management System and Incident Command System procedures.
- Led staff in the development of interim math assessments in grades K-5 addressing the school's DataWise learner centered problem.
 - Provided professional development around assessment creation, scoring, and data analysis.
- Analyzed and presented school wide data at district Performance Management sessions.
- Organized Family Engagement Team to facilitate collaboration between families and school staff.

- Collaborated with school team and families to draft proposal for placing a learning center to provide enrichment activities in a mobile home community where 340+ Highland students reside.

Standards and Assessment Manager

Boston, MA

The Achievement Network, June 2009- September 2010

- Managed the development and production of interim English Language Arts and Mathematics assessments, in grades 3-8, aligned to individual state standards.
- Spearheaded the development of assessments across multiple states during company's expansion efforts.
- Led new grade development in lower elementary and instituted assessment piloting process.
- Managed 2 full time content area specialists, 12+ item creation consultants and 6 part-time assessment development staff.
- Led professional development trainings for network teachers on best practices for item development, assessment development, and assessment scoring.
- Created a set of master standards in mathematics to allow for across state comparisons.
- Served as a functional lead for technology initiatives related to assessment development.
- Defined the overall vision and strategy for assessment development and implementation

Assessment Developer

Boston, MA

The Achievement Network, June 2007- June 2009

- Managed the development and production of interim English Language Arts and Mathematics assessments, in grades 5-8, aligned to individual state standards.
- Conducted statistical analysis of assessments and items to determine quality and effectiveness in measuring standards.
- Managed 10+ item creation consultants and 2 part-time assessment development staff.
- Led professional development trainings for network teachers on best practices for item development.
- Served as a functional lead for the internal item bank and assessment creation technology initiative.
- Developed assessment administration and security policies.

Elementary School Teacher

Charlotte, NC

Nations Ford Elementary, fifth grade, August 2003-June 2006

- Planned and implemented standards based lessons in all subject areas.
- Monitored and assessed student progress in all subjects and communicated results to parents.
- Utilized assessment data in planning differentiated instruction.
- Participated in teacher recruiting, interviewing, and hiring.
- Conducted and provided feedback on state and district pilot assessments
- Grade Level Chair 2004-2006: led grade level meetings and served as fifth grade representative in school improvement meetings.

RELATED EXPERIENCE

Administrative Assistant, Educators for Social Responsibility September 2006-June 2007

Site Leader, Traveling Tales June 2001-August 2001 and June 2003-August 2003

VISTA Summer Volunteer, Americorps*VISTA June 2000 – August 2000

PROFESSIONAL AFFILIATIONS

Institutional Review Board: University of Southern Indiana – Committee Member 2013-present

Learning Leadership Cadre: Evansville Vanderburgh School Corporation and Brown University – District leaders advancing practices for transformational educational experiences. Member, 2011-2013

Performance Standards Project: Writing Grades 6-8 (Massachusetts Department of Elementary and Secondary Education)- Committee for review of student writing to establishing performance standards. Committee Member, 2008-2010

Susan Lynn Phelps, M.S.

5803 Riverwalk Circle
Newburgh, IN 47630
270-836-2603
slp348@wowway.com

EDUCATION

University of Louisville, Louisville, KY

Ph.D. in Counseling Psychology, all but dissertation completed

Murray State University, Murray, KY

1995

M.S. in Clinical Psychology

Thesis: The Role of Expectancy as a Determiner of Verbal Hallucinations

Western Kentucky University, Bowling Green, KY

1990

B.S. Psychology

WORK HISTORY

Evansville Vanderburgh School Corporation

August 2012-Present

Administrative Coordinator for Behavioral Support

- Work with district leadership team to implement positive behaviors interventions and support throughout all schools in the corporation.
- Work with district leadership team to assist with implementation of RtI throughout the corporation.
- Work with Director of Exceptional Learners to provide additional training to staff to improve classroom behavior and develop functional behavioral assessments in general education classrooms, self contained classrooms, and for students in the alternative schools.
- Work with director of family engagement to improve communication with parents and participation in school events.

Evansville Vanderburgh School Corporation

August 2010-August 2012

Psychologist

- Utilize intelligence, achievement and neurodevelopmental tests to evaluate children and adolescents suspected of having learning and/or cognitive impairments.
- Develop behavior intervention programs for students having emotional and behavioral disorders.
- Administer ADI-R and assist with the administration of ADOS to students suspected of having autism or an autism spectrum disorder.
- Provide training to staff on the development of behavior plans, functional behavioral assessments, and school-wide implementation of PBS models.

Psychological Services for Children, PSC Madisonville, KY

2003-Present

Licensed Psychological Practitioner

- Complete consultative exams for the Kentucky Department for Disability Determination. Populations assessed include pediatric, child, and adult. This includes completion of psychosocial and psychological assessments to determine diagnosis.
- Utilize intelligence, achievement and neurodevelopmental tests to evaluate children and adolescents suspected of having learning and/or cognitive impairments.
- Assess children and adolescents for possible attentional, mood, behavior, and/or anxiety disorders.
- Administer the ADI-R to assess children and adolescents suspected of having an autism spectrum disorder.
- Provide individual and family counseling utilizing cognitive behavioral techniques.

Hopkins County Board of Education, Madisonville, KY

2003-2010

Licensed Psychological Practitioner

- Developed programs and training to address emotional and behavior problems for all students in the district.
- Utilized the ADI-R to complete multidisciplinary assessments for students suspected of having autism.
- Provided counseling to students and families placed in an alternative school.
- Developed behavior intervention plans for students in regular and self-contained settings across the district.

<i>Multicare Specialists, PSC Madisonville, KY</i>	2002-2003
Licensed Psychological Practitioner	
<ul style="list-style-type: none"> • Provided individual and family counseling using cognitive behavioral strategies. • Utilized intelligence, achievement and neurodevelopmental tests to evaluate children and adolescents suspected of having learning and/or cognitive impairments. • Evaluated children and adolescents for possible attentional, behavioral, mood, behavior, and/or anxiety disorders. • 	
<i>Rivervalley Behavioral Health, Owensboro, KY</i>	2002-2004
Licensed Psychological Practitioner	
<ul style="list-style-type: none"> • Utilized intelligence, achievement and neurodevelopmental tests to evaluate children and adolescents suspected of having learning and/or cognitive impairments. • Evaluated children and adolescents for possible attentional, behavioral, mood, behavior and/or anxiety disorders. • Provided individual and family counseling utilizing cognitive and behavioral strategies. 	
<i>Trover Foundation, Madisonville, KY</i>	1996-2002
Licensed Psychological Associate	
<ul style="list-style-type: none"> • Utilized intelligence, achievement and neurodevelopmental tests to evaluate children and adolescents suspected of having learning and/or cognitive impairments. • Evaluated children and adolescents for possible attentional, behavioral, mood, behavior and/or anxiety disorders. • Provided individual and family counseling utilizing cognitive and behavioral strategies. 	
<i>Pre-Doctoral Internship at Evansville Psychiatric Consortium, Evansville, IN APA accredited site</i>	2000-2001
<ul style="list-style-type: none"> • Provided counseling to children and adolescents in acute and long term psychiatric hospital settings. • Utilized intelligence, achievement and neurodevelopmental tests to evaluate children and adolescents suspected of having learning and/or cognitive impairments. • Evaluated children for autism. • Completed psychoeducational evaluations for local school district. 	
<i>Child Evaluation Center, Louisville, KY</i>	07/1999 to 12/1999
<ul style="list-style-type: none"> • Completed advanced internship by participating on a multi-disciplinary assessment team. The team evaluated children and adolescents having severe developmental disorders and possible autism. 	
<i>The Center for Attention Deficit Disorders Louisville, KY</i>	06/1999 to 01/2000
Licensed Psychological Associate	
<ul style="list-style-type: none"> • Completed psychoeducational evaluations for an Indiana school district. 	
<i>Calumet Center Madisonville, KY</i>	1995-1996
Licensed Psychological Associate	
<ul style="list-style-type: none"> • Utilized intelligence and achievement tests to evaluate children and adolescents suspected of having learning and/or cognitive impairments. • Evaluated children and adolescents for possible attentional, behavioral, mood, behavior and/or anxiety disorders. • Provided individual and family counseling. • Completed psychoeducational evaluations for several school districts. 	
<hr/> CERTIFICATES/LICENSE <hr/>	
Licensed Psychological Associate state of Kentucky	1995-2003
Licensed Psychological Practitioner state of Kentucky	2003-Present
<hr/> TEACHING EXPERIENCE <hr/>	
Itinerant professor, Department of Psychology, Madisonville Community College	1996-1997
<ul style="list-style-type: none"> • Taught an Introductory to Psychology course to undergraduate students. 	
<hr/>	

Vic Chamness

3801 Kuebler Road Evansville, Indiana 47720
Phone: 812-455-7207 E-Mail: vic.chamness@yahoo.com

QUALIFICATIONS SUMMARY

- ✓ Awarded and led grants for professional development
- ✓ Recruited and hired staff
- ✓ Evaluated educational programs and staff
- ✓ Developed curriculum with technology integration
- ✓ Structured multiple partnerships for STEM initiatives
- ✓ Facilitated programs and tours at multiple facilities
- ✓ Professional communication through technology
- ✓ Earned Doctorate degree in Educational Leadership

PROFESSIONAL EXPERIENCE

EVANSVILLE VANDERBURGH SCHOOL CORPORATION, Evansville, Indiana

Director of Science, Health, Physical Education and Digital Resources 2012-Present

Position recreated to focus on curriculum, student achievement, professional development and technology integration:

- Curriculum mapping and common assessments district-wide
- Technology integration with efforts leading to digital curriculum and resources

VINCENNES UNIVERSITY

Director of Gibson County Center for Advanced Manufacturing and Logistics

Ft. Branch, Indiana

2011-2012

Responsible for general education credit courses and industry training in mining, industrial maintenance and logistics.

EVANSVILLE VANDERBURGH SCHOOL CORPORATION, Evansville, Indiana

Assistant Principal-Program, Harrison High School

2010-2011

Responsible for standardized testing and scheduling. Leadership role assisting Principal as needed at all events.

Other duties include:

- Observing and evaluating teachers and staff
- Multiple student programs implemented for student achievement
- Monitoring curriculum
- Plan and supervise teacher professional development

Director of STEM Education

1997-2010

Position originally started as Supervisor of Science and Health with Physical Education and Mathematics added in 2000 and 2007, respectively. Major accomplishments included:

- Led curriculum changes on a six-year cycle for four subjects. Included participation on state-level committees.
- Awarded an Indiana Commission of Higher Education two-year grant for approximately \$405,000, in collaboration with the University of Southern Indiana and focused on implementing inquiry-based science instruction at participating middle schools. Thirty-two teachers participated.
- Implemented, selected and supervised one science coach position, a certified teacher.
- Awarded and maintained an annual grant of \$15,000 from Bristol-Myers Squibb Foundation for science kit and supply warehouse. Hired and supervised a support staff person that refurbished kits for teachers. Implemented bar-coding system for kit rotation to schools.
- Performed classroom observations of approximately 15 teachers annually. Assisted principals with teacher evaluations.
- Assisted principals with four teachers placed on program of improvement.
- Met monthly with department heads to lead implementation of curriculum initiatives and other projects/programs. Supervised budgets totaling approximately \$80,000.
- Collaborated and supervised the Deaconess/EVSC Health Science Institute with an annual budget of approximately \$50,000 and eight staff members. (1999-2010)
- Team member of administrators that implemented and monitored new teachers annually via a 3-day orientation in August and monthly meetings.
- Two-year committee assignment for interviewing principal candidates that we recommended to superintendent. (2005-2007)
- Facilitated the SMART Partnership Program for three years. Led collaboration between Toyota and Glenwood Middle School to develop the application of math, science and communication concepts between Toyota employees and Glenwood students. Organized and administered student visits to Toyota and Toyota employees to Glenwood.

- Developed program for Harwood and Evans middle schools to introduce them to robotics and other associate-level programs at IVY TECH.
- Contributed to the transformation of Helfrich Park School to a STEM Academy during the 2007-2008 and 2008-2009 school years in partnership with the University of Southern Indiana and the Southwest Indiana STEM Center.
- Faculty member and trainer for the National Science Resources Center, a co-developed program between the Smithsonian Institution and the National Academies. Led sessions during the 2003, 2004 and 2008 week long summer institutes.
- Delivered national level presentations at the 2009 National Middle School Conference in Indianapolis, Indiana and the 2007 Association of Science Materials Centers Next Step Institute in Tucson, Arizona.
- Regional presentation on STEM at 2010 Annual Meeting of the Project Management Institute, Southwestern Indiana Chapter. Received annual Community Service Award, 2011.
- Assisted interview team to select 6 teachers for new curriculum and technology positions from a field of more than 100.
- Part of committee to oversee development of 6 curriculum and technology teachers for professional development of integrating technology and curriculum to all EVSC teachers.
- Hosted regional three-day technology for teachers conference for Texas Instruments in 2006.
- Created DVDs for documenting best practices in professional development and for students to enhance curriculum. One student DVD was of Berry Plastics and another was a partnership with USI in promoting physical fitness.

Department Head and Science Teacher, Reitz High School **1988-1997**

Responsible for department and school-wide leadership. Taught all levels of science in biology, chemistry and physics. Other duties include:

- Observing and evaluating teachers
- Debate Coach for 3 years
- Budgeting of equipment and supplies
- Announcer at Athletic Events

SABIC INNOVATIVE PLASTICS, INC., Mt. Vernon, Indiana **1994-2005**

Coordinator of Technology Training Program

- Developed 11 customized semester long courses for technicians to be trained for laboratory positions.
- Courses included: Algebra (two levels), Chemistry (two levels), Statistics (with Six Sigma integration), Molding, Physical Testing (including robotics), Site Chemistry, Introduction to Plastics, Introduction to Polymers and Technical Communications.
- Hired and supervised a staff of 13 instructors and 1 support person, ordered all supplementary curriculum materials and supplies, paid all staff through my consulting firm with an average budget of \$20,000 per semester.
- Evaluated instructors and courses then implemented changes every summer as warranted.
- Maintained all student/employee training records and files in conjunction with the Human Resources department.
- Hosted annual graduation ceremony for graduates of the program.

UNIVERSITY OF SOUTHERN INDIANA, Evansville, Indiana **2007-2010**

Adjunct Instructor of Science Education

- Taught Science Methods courses with emphasis on laboratory instruction.
- Supervised pre-service teachers at local schools as they conducted field experiences and laboratory assignments.

OAKLAND CITY UNIVERSITY, Oakland City, Indiana **2000-2001**

Instructor of Technology Courses for Principals

- Taught Microsoft Office and a statistical program for principals to complete their action research projects and presentations.

IVY TECH, Evansville, Indiana **1990-1994**

Instructor of Physics and Algebra

- Taught two levels each of physics and algebra with applications in industry.

EDUCATION

Doctor of Education (Ed.D.) Oakland City University, Oakland City, Indiana	August 2009
Educational Specialist (Ed.S.) & Superintendent's License Indiana State University, Terre Haute, Indiana	December 2006
Secondary Administration and Supervision & Principal's License Oakland City University, Oakland City, Indiana	August 2000
Master of Science in Secondary Education & Award of Academic Excellence University of Southern Indiana, Evansville, Indiana	May 1990
Bachelor of Science & Teacher Certification in Biology, Chemistry, Physics and Computers University of Southern Indiana, Evansville, Indiana	May 1987

PROFESSIONAL ORGANIZATIONS

Evansville Tri-State Manufacturers' Alliance
 Association for Supervision and Curriculum Development
 National Science Teachers Association
 Hoosier Association of Science Teachers, Inc.
 Association of Science Materials Centers
 American Chemical Society
 Indiana Computer Educators

CURRENT BOARDS AND COMMUNITY COMMITTEES

Solutions in Education and Training, formerly known as: Southwest Indiana Network for Education - SINE
 University of Evansville National Science Foundation-Science Talent Expansion Program Board

PREVIOUS BOARDS AND COMMUNITY COMMITTEES

Gibson County Chamber of Commerce
 Gibson County Economic Development Corporation
 Gibson County Healthy Living Committee
 Southwest Indiana Area Health Education Center Steering Committee
 Wesselman Nature Society, President 2008, 2007
 School Community Council - Nutrition and Physical Activity, Evaluation
 Youth First, Inc. - Program/Evaluation Committee
 USI Dean Search Committee - College of Education and Human Services
 USI Pott College of Science and Engineering Board
 USI Science Fair Steering Committee
 USI Science Fair, Institutional Review Board Chairman
 IVYTECH General Academic Board - Biotechnology Committee
 Hoosier Association of Science Teachers, District 7 Director
 National Science Teachers Association, Indiana District 7 Building A Presence Super Key Leader
 Southwest Indiana Council of Teachers of Mathematics, President 2004-2005
 Youth First, Inc. Board of Directors
 Mayor's Commission of Domestic and Sexual Violence Task Force
 Vanderburgh County Soil & Water Conservation District Board
 Family Partnership against Drugs
 Evansville Museum
 Children's Museum of Evansville, Education Committee and Construction Committee
 Mesker Park Zoo Board

EDUCATIONAL INITIATIVES

Association of Science Materials Centers Next Step Institute, Pittsburgh, PA, October 2005
 Association of Science Materials Centers Next Step Institute, Tucson, AZ, October 2007
 Camp Invention Summer Program for students in grades 3-8, started and co-directed the first year and administrative support for the first three years
 Deaconess/EVSC Health Science Institute, Co-Director for past ten years and supporter for 18 years
 Eisenhower grants for Principles of Technology over two summers for middle school and high school teachers, assisted with through USI as a host institution
 GE Plastics and Evans Middle School partnership over five years connecting science and math for students
 Indiana Math & Science Partnership Grant, assisted in writing and submitted for approval - January 2008
 Kids & Chemistry video program with Dr. Hankins from USI for grades 3-6 for over two years
 National Science Resources Center Faculty member and session presenter for Leadership and Assistance for Science Education Reform (LASER) Strategic Planning Institute (SPI), Washington, DC, March 2004
 National Science Resources Center Middle School Science Education Implementation Conf, Keystone, CO, Oct 2002
 National Science Resources Center LASER SPI, Washington, DC, June 2003
 National Science Resources Center National Leadership Development Symposium, Washington, DC, October 2006
 National Science Resources Center Building Awareness Symposium, session presenter, Indianapolis, IN, April 2008
 National Science Resources Center SWOT Analysis for Indiana, Indianapolis, IN, Dec 2008
 SMART DVD created for PE/Health classes through Connect with Southern Indiana Leadership program
 STARPOWER drug/alcohol prevention program for middle school and high school students, Co-Director - 1998-2008
 Ponds for Kids, led initiative to put in ponds for science research at two high schools and one middle school
 Reform of Middle School Science (ROMSS) Grant through Indiana Commission for Higher Education, co-wrote the grant with Dr. Gordon from USI and provided administrative leadership - 2002-2004
 Teachers Teaching with Technology, two day regional conference co-hosted with Texas Instruments
 Toyota and Glenwood Middle School partnership over four years connecting science and math for students
 ZOOMS 2000, Middle School initiative for inquiry-based instruction at Mesker Zoo for math and science

PUBLICATION

Thomas, J.A., & Chamness, V. (2010). Developing internal leaders through building a science laboratory manual, *The Hoosier Science Teacher*, 35(4), 106-111.

AWARDS

USI Master of Science Academic Excellence Award, 1989-1990
 Downtown Optimist Club "Bish Thompson Memorial" Award for Service to Youth, 2008
 Project Management Institute, Southwestern Indiana Chapter Community Service Award, 2011

REFERENCES

Dr. David Smith, Superintendent
 Evansville Vanderburgh School Corporation, Evansville, Indiana

Office: 812-435-8477
david.smith@evsc.k12.in.us

Mr. Tim McIntosh, Principal, Helfrich Park STEM Academy
 Evansville Vanderburgh School Corporation, Evansville, Indiana

Office: 812-435-8246
tim.mcintosh@evsc.k12.in.us

Mrs. Sheila Huff, Principal, Bosse High School
 Evansville Vanderburgh School Corporation, Evansville, Indiana

Office: 812-477-1661
sheila.huff@evsc.k12.in.us

Emily Smith-McCormick

8699 Hillside Drive, Newburgh, IN 47630 (812) 430-7392 esmithmccormick@gmail.com

Skills Summary

- Strong administrative, instructional and assessment leader with passion for educating all students to meet rigorous academic and career challenges
- Fundamental strategist in the creation, development and execution of multiple district support systems that led directly to increased student achievement and growth
- Experienced negotiator and consensus-builder who understands school policies, politics and operating norms, and applies common sense to navigate conflict and achieve success
- Key district designer, implementer and proponent of data-driven professional development programs
- Experienced district team-builder, mentor and staff facilitator
- Successful catalyst for change profiled in Harvard Graduate Studies in Education case study and professional publication, *Collaborative School Improvement*

Experience

Director of Professional Development and Response to Intervention June 2012-Present

District leader responsible for teacher and student support, including EVSC RTI framework, professional practice and growth, intervention services, and inquiry based school improvement, for a large urban school district. Directs and supports district achievement coaches, with accountability for the progress of 37 K-12 schools within core instruction and tiered interventions. Aligns and creates targeted professional development programs designed to build instructional quality and capacity. Promotes district-wide accountability for all instructional leaders and staff.

Director of Professional Development

May 2009-June 2012

Key district administrator responsible for empowering principal and teacher leader teams through strategic planning and facilitated implementation of collaborative professional development.

- Supported schools to achieve district wide AYP in 2010 and 2011
- Conceptualized and launched multi-faceted district wide achievement coach model with comprehensive evaluation system
- Collaboratively developed and implemented Equity School Professional Development Academy in partnership with district senior leadership and bargaining unit
- Guided development of teacher and administrator leaders in EVSC Learning Leadership Cadre through collaboration with Brown University
- Partnered with district senior leadership and bargaining unit to strengthen transition of schools to alternate models and frameworks including Equity, TAP and Transformational Zone
- Realigned and targeted district budgets to support focused professional development goals

Assistant Director of Title I

October 2008-May 2009

- Supported 14 high-needs, high-poverty schools through professional development and technical assistance
- Developed protocols for collaboration and improved interactions with external partners

Title I Curriculum Facilitator

August 2001-October 2008

- Assessed, supported and facilitated both school wide and individual professional learning needs within a high needs, high poverty school
- Bolstered compliance with all Title I federal and state requirements

Education

Indiana State University Transformational Urban Leadership

January-December 2011

Completed Ph.D. coursework

Currently completing dissertation

Brown University Urban Leadership Intensive

June 2010-June 2013

Invited Participant and Mentor

Oakland City University

August 2007-July 2008

Administrator Licensure Courses

Western Kentucky University

August 2000-June 2004

M.S. of Education

School Counseling

University of Evansville

August 1993-June 1997

B.S. Education

Special Education K-12, Elementary

Kaycie A. Soderling

12515 Cold Water Dr.

Evansville, IN 47725

Education

2013-Present Indiana State University

Pursuing Education Specialist in School Leadership

2011-2013 Indiana State University

Master of Arts in School Administration and Supervision

GPA: 3.75

2005-2009 Central Michigan University

Bachelor of Science in Secondary Education, Major in English and Minor in History

Overall GPA: 3.4

Field Experience

2013-Present Lead Coach, Bosse District

Evansville-Vanderburgh School Corporation

- Served Washington Middle School, Harper Elementary, and Dexter Elementary
- Aided teacher and principals in implementing and navigating the RtI process
- Functioned in a leading role in evaluating differentiated instruction and needed professional development
- Aided teachers in effective planning using district documents such as curriculum maps
- Helped develop and improve PLCs
- Worked in a collaborative team to develop district-wide professional development
- Met regularly with principals to evaluate and implement necessary professional development

2012-2013 Curriculum Director

North Knox School Corporation

- Served Primary, Intermediate and Junior/Senior High Buildings
- Implemented formative assessment program for grades 3-8, Algebra I and English 10 (Acuity & USAtestprep)
- Analyzed and tracked student data on all school-wide and corporation-wide assessments. Worked with teachers to use this information for effective classroom practice.
- Planned and facilitated ongoing professional development in assessment software and data analysis, technology integration for effective instruction, and individualized professional learning based on teacher needs
- Developed plan and began implementation process for the Common Core State Standards in all grades, including curriculum mapping

- Trained and aided Teachers in developing Student Learning Objectives and fulfilling requirements for RISE
- Facilitated collaboration by planning professional development led by teachers from all buildings, in all buildings
- Wrote and Submitted application for Excellence in Performance for Teachers Grant on behalf of North Knox School Corporation
- Represented North Knox School Corporation on development committee for Southern Indiana Educational Center's Race to the Top Consortium Grant Application

2011-2012 Classroom Teacher

North Knox Jr/Sr High School, North Knox School Corporation, 7th and 10th grade English

- Served as an active member of the evaluation committee analyzing and interpreting the RISE model for the purpose of its implementation and to plan training for teachers
 - Created a positive classroom culture which fostered effective literacy skills
 - English 10 students attained an 82% pass rate on the English ECA

2010-2011 Classroom Teacher

Vincennes Lincoln High School, Vincennes Community School Corporation, Genres of Literature, American Literature, Mythology, Classical Literature

- Fulfilled responsibilities of a teacher including planning, implementing and assessing learning
- Used Rigor, Relevance and Relationships to foster successful educational experiences
- Used creative project-based learning, technological enhancements and close reading techniques to increase Higher Order Thinking Skills

2009-2010 Classroom Teacher

Henderson County High School, Henderson County Schools, World Civilizations and ENG 1

- Participated in Freshmen Initiative Team that focused on freshman transition into high school
- Collaborated with both Social Studies and English departments to develop units, common assessments, and plans to meet goals
- Was an active participant in Intervention programs for students at risk for failure

Spring 2009 Student Teaching

Richmond High School, Richmond Community Schools, ENG 10 and World History

- Developed and implemented summative and formative assessments
- Participated in developing 504 plans and case studies
- Developed an effective method of classroom management

Coaching Experience

2002-2009 Swim Team Coach, Algonac City Pool

- Designed practices to develop specific skills in competitive swimmers
- Strategically developed meet lineups at both the individual and team level

2009 Algonac Storm 10 & under Softball Coach

- Designed and implement practices focused on specifics of fundamental softball
- Motivated and created a “winning mentality”

2009 Algonac High School Varsity Assistant Coach

- Designed practices to develop catchers’ fundamental skills
- 2009 Varsity Softball District Champions

Memberships/Leadership/Community Service

- ASCD member, 2012-present
- Richmond High School Key Club Co-Advisor, 2009
- National Council of Teachers of English, 2008- Present

Honors/Scholarships

- 2012 Recipient of the Marian George Memorial Teaching Scholarship (Indiana State University)
- 2012 nominee for WTHI Terre Haute’s Golden Apple Award for excellence in teaching
- CMU Leadership Advancement Scholarship
- CMU Board of Trustees Scholarship
- Algonac Rotary Scholarship
- St. Clair County Association of School Boards Scholarship
- National Principal’s Leadership Award Scholarship
- Army National Guard Scholar Athlete Award



YEAR 1 OR YEAR 2 PRINCIPAL ASSURANCE LETTER

To whom it may concern:

The undersigned assures that Tamara Skinner (Principal) placed at Glenwood Leadership Academy ("Turnaround School") was an intentional placement by Evansville Vanderburgh School Corporation ("Corporation"). The Corporation placed the Principal in the Turnaround School on the belief that Principal had the abilities to lead the Turnaround School.

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

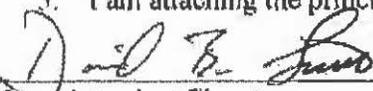
1. I used the following criteria as evidence the principal has a past track record of student success
 - a. It is important to note that when evaluating this component, the IDOE will look at the principal evaluation being used by the local district and whether or not the principal has met the bar for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

Tamara Skinner was appointed as GLA's principal after demonstrating success at both the school and district leadership levels. Under Ms. Skinner's leadership at the district level, she provided direct oversight of 13 middle and high schools, with nearly 80% avoiding placement in the lowest category of PL 221. When hired into district office, she was part of the district's intervention team—identifying schools with intensive needs and implementing drastic steps through turnaround leadership at the district level.

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

Tamara Skinner continues to successfully demonstrate the 8 turnaround principles as an EVSC administrator. Her leadership efforts are indicating drastic student achievement gains this year (as well as gains in other leading indicators.) The Director of School Transformation provides direct and intensive oversight to Ms. Skinner, with all support and feedback anchored continuously in the 8 turnaround principles.

3. I am attaching the principal's resume.



Superintendent Signature

2-25-14

Date

Dr. David B. Smith, Ed D

Superintendent Printed Name

This document is due to the Indiana Department of Education by February 28, 2014.
YEAR1or2TP1

TAMARA SKINNER

OBJECTIVE To ensure that students at Glenwood Leadership Academy reach their potential by steadily increasing ISTEP+ and IREAD scores

Transform the attitude and expectations for achievement in the Glenwood community by developing/improving relationships with parents, neighborhood organizations, and community partners

SKILLS & ABILITIES Vision, data oriented, collaborative leader with a focus on increased achievement through high expectations

Developer of relationships and partnerships to ensure school success

Curriculum, instruction, and assessment expert with extensive development and experience in strategy for school improvement

TAP certified evaluator

EXPERIENCE **PRINCIPAL, GLENWOOD LEADERSHIP K-8 ACADEMY, FULL SERVICE COMMUNITY SCHOOL**

2012-2014

- Supervising and evaluating the academic program and intervention system for 500 students
- Partnering with the Transformation Zone and Mass Insight to implement school reform initiatives, including the opt out opportunity, resulting in rehiring more than 50% of staff at GLA
- Implementation of the TAP Evaluation System
- Managing multiple grants including 1003g, 1003a, and Title I
- Ensuring a successful decrease of federal support, including the loss of \$750,000 in staffing
- Managing and developing community partnerships

DIRECTOR OF MIDDLE/HIGH SCHOOLS

2009-2012

- Supervised and evaluated the curriculum, instruction, and assessment within all EVSC middle schools.
- Collaborated with departments to ensure school success, including staffing schools, facilities management, bus transportation, and technology integration
- Prepared development for teachers and principals to improve student achievement

EVSC INTERVENTION TEAM

2007-2009

- Worked in all 12 Title I schools K-8 in the EVSC to improve achievement
- Provided PD to teachers and administrators in ELA and high yield instructional activities
- Integral to the EVSC implementation of the Data Warehouse and Acuity
- Wrote and implemented numerous state level grants for the EVSC including 1003g grants for multiple schools

- Led site visits to conferences and innovative programs
- Supported individual teachers and principals in school improvement process, including Title I support

TITLE I SUPPORT PRINCIPAL

2006-2007

- IDOE sanctioned position required for Glenwood Middle School and Culver Elementary
- Responsible for data analysis, coaching, and observations of teachers at Glenwood
- Responsible for improving climate and culture at Culver Elementary School with a focus on behavior management and attendance

TEACHER/DEPARTMENT CHAIR OF ENGLISH AND WORLD LANGUAGES

1996-2006

- Taught English (Freshman, Etymology and AP) and French I, while supervising approximately 20-25 teachers
- Responsible for the implementation of curriculum maps and pacing guides
- Responsible for hiring, coaching, observations and evaluations of all teachers in the department
- Chaired Staff Development and NCA Accreditation committees; Scholarship Committee
- Collaborated with students and the Mulberry Center to create an anti-drug and alcohol group, STAND, which toured Southwestern Indiana and Kentucky to promote making positive choices (impacted over 4000 students and families)
- Coached cheerleading and Academic Olympians

EDUCATION	INDIANA STATE UNIVERSITY	PRESENTLY
	PHD STUDENT, TRANSFORMATIONAL LEADERSHIP	
	<ul style="list-style-type: none"> • Course work complete, 4.0 • Dissertation in progress 	
	EDUCATIONAL SPECIALIST DEGREE	2010
	<ul style="list-style-type: none"> • 4.0, Dale Findlay Achievement Award 	
	K-12 PRINCIPAL CERTIFICATION	2001
	BACHELOR OF ARTS IN ENGLISH AND FRENCH TEACHING	1996
	<ul style="list-style-type: none"> • 3.91; William C. Ball Award; top graduate in the department • Hazel Tesh Pfennig Scholar; awarded for exceptional academic accomplishment • Diamond Jubilee National Scholar; leadership and scholarship • ISU Alumni Scholar; awarded for leadership 	
	UNIVERSITY OF SOUTHERN INDIANA, MASTER OF SCIENCE IN SECONDARY EDUCATION	1999
	<ul style="list-style-type: none"> • 4.0, Thesis topic on Character Education 	
	BROWN UNIVERSITY, LEARNING LEADERSHIP CADRE	2009-11
	<ul style="list-style-type: none"> • Attended 3 summer seminars in educational leadership • Site visits to high performing schools and schools in transformation in Rhode Island, Cincinnati, New York, and Nashville 	

RELATED Professional Learning Communities Summit, 2013
PROFESSIONAL Ritz Carlton Leadership Training, 2013
DEVELOPMENT Teach Like a Champion Transformation Zone Training, 2013
TAP National Conference, 2013
Mass Insight Summer Development for Administrators, 2013
AB Combs Leadership Day, 2013
Leadership Evansville, February Class of 2013
Rtl Development with Dr. John McCook, 2012
Indiana TAP Summer Institute, 2012
Ron Clark Academy, 2011 and 2012
No Excuses University Conference, 2010

COMMUNITY Leadership Evansville
INVOLVEMENT Youth Resources Board of Directors
Glenwood Neighborhood Association and USI Health Clinic
NJHS, NHS, and GLA Parent Teacher Association
Delta Kappa Gamma
Alpha Omicron Pi Alumni Chapter

REFERENCES AVAILABLE ON REQUEST

Ensuring Strong Leadership Principal Evaluation and Superintendent Verification. Principals must be evaluated as effective on all indicators to successfully meet the foundational requirements of being able to lead the turnaround work. The Superintendent Verification is Due by February 28, 2014 to the Indiana Department of Education.

Indicators of Principal Evaluation	Sources of Possible Evidence	Evidence Provided Please list the evidence you are attaching to meet the EFFECTIVE level of proficiency for each indicator on the left.	Evaluation of Evidence
<p>1.1 The principal uses data to establish a coherent vision that is understood and supported by the entire school community.</p>	<ul style="list-style-type: none"> • School plan • School vision, belief statements • School climate survey • School focus groups • School documents, meetings, and artifacts showing vision, core beliefs in action 	<ul style="list-style-type: none"> ▪ Culture and Climate Stakeholder Survey Input was utilized as a data source school improvement plan. ▪ Mass Insight Education Reports ▪ Instructional Walkthroughs and School Visits (ie Data Walls and displays) ▪ Cluster Meeting Records ▪ School Improvement Plan/SMART Goals ▪ Newsletters/Staff Newsletters ▪ School Mission and Vision ▪ Mission/purpose statements for individual school committees ▪ Hallway/Common Area Displays ▪ Faculty Meeting Minutes ▪ Leadership Log ▪ Organizational Chart/Alignment 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>
<p>1.2 The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.</p>	<ul style="list-style-type: none"> • School Improvement Plan • School vision and mission statements • School climate survey • School focus groups • Evidence of monitoring of action plan goals frequently and continuously • Administrative Walk Through Data • Formative Achievement Data 	<ul style="list-style-type: none"> ▪ School Improvement Plan (S-SIP/SAP) ▪ GLA Principal Monitoring Tool ▪ School Mission and Vision ▪ School Culture/Climate Stakeholder Survey ▪ Mass Insight Education Reports (includes findings from focus groups) ▪ Performance Monitoring Tool/Performance Management Sessions, including Checkpoint sessions with Office of Transformational Support ▪ Administrative walkthrough data aligned to S-SIP ▪ Progress on formative achievement data ▪ Use of data reports (i.e. Acuity Grade Level Standards Report) ▪ GLA Accountability ▪ Team Level Improvement Planning 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>

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Revised January 21, 2014

IDOE

Due February 28, 2014

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<p>1.3 The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.</p>	<ul style="list-style-type: none"> • Administrative Walkthrough Data – student engagement indicator • School climate survey • School focus group • School Discipline Plan • School Faculty/ Student Handbook • Individual Teacher Observations/Evaluations • Master & Bell Schedules 	<ul style="list-style-type: none"> ▪ Administrative walkthrough data ▪ DOJO System/Awards within PBIS ▪ School Culture/Climate Stakeholder Survey ▪ Mass Insight Education Reports (includes findings from focus groups) ▪ Performance Monitoring Tool/Performance Management Sessions, including Checkpoint sessions with Office Transformational Support ▪ Discipline Data Snapshot (from S-SIP/SAP – PAI 3) ▪ Schoolwide Expectations and Acknowledgment System ▪ Staff Newsletters/Meetings ▪ Social Worker ▪ Parent Contact Logs ▪ REACH Posters/school displays ▪ Schedule for first days of school/procedures ▪ Wheel Passes ▪ Staff Handbook ▪ Safety Information 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>
<p>1.4 The principal communicates high expectations to staff, students and families, and supports students to achieve them.</p>	<ul style="list-style-type: none"> • Administrative Walkthrough data • School climate survey • School focus groups • School discipline plan • School Staff/ Student/ Parent handbooks • Posted behavior standards • Posted academic standards/rubrics • School vision and belief statements 	<ul style="list-style-type: none"> ▪ Administrative walkthrough data ▪ School Culture/Climate Stakeholder Survey ▪ Mass Insight Education Reports (includes findings from focus groups) ▪ School Improvement Plan – Culture and Climate/PAI 3 ▪ School Vision and Mission ▪ Posted behavior standards/posters throughout building ▪ Faculty Meeting Agendas ▪ Mission/purpose statements for individual school committees ▪ Student and Faculty Acknowledgement - School Displays (Also see Staff Newsletters.) ▪ Schoolwide Expectations and Acknowledgment System ▪ Parent Teacher Conferences ▪ Family engagement activities ▪ Newsletters ▪ Embedded Coach Support 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>

PRINTP1

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<p>1.5 The principal ensures that rigorous and coherent standards-based curriculum and aligned assessment systems are implemented with fidelity.</p>	<ul style="list-style-type: none"> • Administrative Walkthrough data • Individual Observation/Litigation Data • District curriculum guides • Lesson plans • Formative Assessments • Data Management System • PLC agendas and minutes • Grade/Content Level Meeting agenda and minutes. 	<ul style="list-style-type: none"> • Data Walls/Data Display • Data Analysis Process/Formative Assessment Reports (i.e. Acuity, Mclass...) • iRead Parent Meetings • Professional Development Samples • Reading Plan • Unit/Lesson Plans • Administrative walkthrough data • District Curriculum Maps • Faculty Meeting Agenda[s]/Handbooks • RtI Implementation • PLC Schedule • Fidelity Checks • GLA Principal Monitoring Tool 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>
<p>1.6 The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.</p>	<ul style="list-style-type: none"> • Administrative Walkthrough data • Common assessments • Professional development plan • Grade/Content Level Meeting agenda and minutes [horizontal and vertical meetings] • PLC agendas and minutes • Data Team agenda and minutes 	<ul style="list-style-type: none"> • Data Walls/Data Display • Data Analysis Process/Formative Assessment Reports (i.e. Acuity, Mclass...) • Administrative walkthrough data • Unit Plan Samples • Cluster Meeting Records/Cluster Cycles • Teacher evaluation schedule • TAP Leadership Team • Common Assessments (See 1.5) • Interventions Audit • RtI – Tier 2 – Continuous Monitoring and Adjustments (Spreadsheets) • Fidelity Checks • PLC Agendas and Minutes - Transformation Zone Weekly Schedule (PLC and Cluster Schedule – All T2 Schools in 1.8) • TAP Data 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>

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 Revised January 21, 2014
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 Due February 28, 2014

Ensuring Strong Leadership Principal Evaluation and Superintendent Verification. Principals must be evaluated as effective on all Indicators to successfully meet the foundational requirements of being able to lead the turnaround work. The Superintendent Verification is Due by February 28, 2014 to the Indiana Department of Education.

<p>1.7 The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).</p>	<ul style="list-style-type: none"> • Administrative Walkthrough data • Common assessment data • Individual Observation/Evaluation data • Grade/Content Level Meeting agenda and minutes (horizontal and vertical meetings) • PLC agendas and minutes • Data Team agenda and minutes 	<ul style="list-style-type: none"> • Administrative walkthrough data • Common Assessments (See 1.5) • PLC Agendas/Minutes • Leadership Team – Action Plan/Work Plan integrated into S-SIP/SAP and ongoing Performance Monitoring Processes (Monitoring of implementation metrics evidenced in process) • PLC/Grade Level Data Displays aligned to PLC/grade level school improvement planners. • TAP Data and observation schedule • TAP Leadership Team • Observation sample with feedback/post-conference observed 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>
<p>1.8 The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.</p>	<ul style="list-style-type: none"> • Master schedule • School plan • Lesson Plans • SIP • PLC agenda and minutes • Grade/content Level Meetings – agenda and minutes 	<ul style="list-style-type: none"> • Master schedule • Transformation Zone Weekly Schedule (PLC and Cluster Schedule – All TZ Schools) • PLC Schedule - Agendas/Minutes • School Improvement Plan (S-SIP/SAP) • Team Level Plans/Data Displays for grade/content level planning and SMART goals • Professional Development Samples • Staff Handbook • Unit Plan Examples 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>

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Ensuring Strong Leadership Principal Evaluation and Superintendent Verification. Principals must be evaluated as effective on all indicators to successfully meet the foundational requirements of being able to lead the turnaround work. The Superintendent Verification is Due by February 28, 2014 to the Indiana Department of Education.

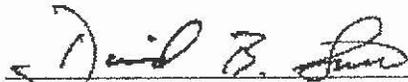
<p>1.9 The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instructional and meet student learning goals.</p>	<ul style="list-style-type: none"> • Master schedule • Policy for teacher placement • Staffing assignment chart • School climate survey • School focus group • SIP • Formal and Informal Individual Observation/Evaluation data • Grade/Content Level Meeting agenda and minutes (horizontal and vertical meetings) • PLC agendas and minutes • Data Team agenda and minutes 	<ul style="list-style-type: none"> ▪ Staff Roster (see Compass) ▪ Master Schedule (see 1.8) ▪ TZ Recruitment Flyer, Talking Points, ▪ TZ Competency-Based Selection Training and Materials ▪ TZ Team Training Agenda, Module Information, and Rubric (Required to Opt in and Successfully Complete with Teach Like a Champion Techniques/Teaching Demo) ▪ School Culture/Climate Survey ▪ School Improvement Plan (S-SIP/SAP) and Performance Monitoring ▪ PLC Agendas/Minutes ▪ Team Level Plans/Data Displays for grade/content level planning and SMART goals with support from leadership, embedded coaching, and OTS staff ▪ Transformation Zone Weekly Schedule (PLC and Cluster Schedule – All TZ Schools) ▪ PD Website (Log of Staff Participation/Verified PD hours) ▪ Mass Insight Education Reports (includes findings from focus groups) 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes _____ No</p>
<p>1.10 The principal uses data and research based best practices to work with staff to increase academically-focused family and community engagement.</p>	<ul style="list-style-type: none"> • School climate survey • School focus groups • School Staff/Student/Parent handbooks • List of family and community engagement activities and attendance • List of outreach programs for families with struggling students 	<ul style="list-style-type: none"> ▪ Administrative walkthrough data ▪ School Culture/Climate Stakeholder Survey ▪ Mass Insight Education Reports (includes findings from focus groups) ▪ School Improvement Plan – Culture and Climate/PAI 3 ▪ School Newsletters (See 1.1) and handbooks ▪ Family Community Outreach Position ▪ Parent Contact samples ▪ Parent Teacher Association ▪ Family Engagement Agenda and Sign in Sheets ▪ Family Nights (i.e. iRead Family Night) and Service Projects ▪ Social Media Outreach (i.e. Facebook) ▪ Social and Emotional Services ▪ Extended Learning/Programming and Twilight ▪ School Site Council 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes _____ No</p>

Ensuring Strong Leadership Principal Evaluation and Superintendent Verification. Principals must be evaluated as effective on all indicators to successfully meet the foundational requirements of being able to lead the turnaround work. The Superintendent Verification is Due by February 28, 2014 to the Indiana Department of Education.

Superintendent Verification

Ensuring Strong Leadership Evaluation

After evaluating the principal, Tamara Skinner, of Glenwood Leadership Academy [8301], I have determined he/she is able to lead the turnaround effort and can effectively implement all of the turnaround principles with fidelity. I am submitting the evidence I have documented above to support this determination. I have also submitted the principal's resume and evidence of the principal's past track record of student success data, and the ensuring strong leadership document required by the Indiana Department of Education (IDOE). I understand the IDOE will review the evaluation and the evidence submitted and notify our school district once a determination is made regarding the status of meeting the foundational requirements for ensuring strong leadership in a priority school. I understand after I receive notification of the determination I will be given 30 days to appeal the decision and if evidence is not supplied and a positive determination made, I will need to replace the principal of the priority school for the 2014-15 school year.


Superintendent's Signature

Dr. David B. Smith, Ed D
Superintendent's Printed Name

Evansville Vanderburgh School Corporation [7995]
School District Name and Number

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YEAR 1 OR YEAR 2 PRINCIPAL ASSURANCE LETTER

To whom it may concern:

The undersigned assures that Ronnetha Darrett (Principal) placed in Lincoln School ("Turnaround School") was an intentional placement by Evansville Vanderburgh School Corporation ("Corporation"). The Corporation placed the Principal in the Turnaround School on the belief that Principal had the abilities to lead the Turnaround School.

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

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

Ronnetha Darrett was promoted to principal after two years of successfully serving in an assistant principal role in a new K-8 school, Lodge Community. After successfully supporting the leadership of this restructure, the school saw tremendous gains in English/Language arts, going from 45.1% of students in grades 3-8 passing in year 1 to 54% passing in year 2. (Note: There were also slight gains in math and % passing both.)

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

Ronnetha Darrett successfully developed the capacity to implement the 8 turnaround principles as an assistant principal at Lodge Community School. Her efforts within her first two years at Lincoln indicate that she is able to effectively implement school change in order to dramatically and positively impact student achievement. The Director of School Transformation provides direct and intensive oversight to Ms. Darrett as a principal in the Transformation Zone. This includes weekly check-ins with the principal--continuously and intentionally anchored in the 8 turnaround principles.

3. I am attaching the principal's resume.

David B. Smith
Superintendent Signature

2-25-14
Date

Dr. David B. Smith, Ed D
Superintendent Printed Name

This document is due to the Indiana Department of Education by February 28, 2014.
YEAR1or2TP1

Ronnetha A. Darrett

1917 S. Elliott Street, Evansville, IN. 47713 | 812-499-1323 | ronmetha.darrett@evsc.k12.in.us

K-8 School Principal

Evansville Vanderburgh School Corporation

Dedicated to students' academic and social excellence

Student Achievement ♦ Differentiated Instruction ♦ Parent & Community Involvement ♦ Extracurricular Involvement ♦ High Yield Instructional Programming ♦ Administration ♦ Leadership/Development ♦ School Culture ♦ Instructional Leadership ♦ Relationship Building-Students/Staff ♦ Parent Advocate ♦ Change Agent ♦ Team Collaboration ♦ Continuous Learning ♦ Student-Centered Instruction

Education

M.S. EDUCATIONAL ADMINISTRATION | DECEMBER 2011 | UNIVERSITY OF SOUTHERN INDIANA

B.A. ELEMENTARY EDUCATION | 2004 | UNIVERSITY OF EVANSVILLE

- Major: Elementary Education
- Minor: Special Education

Professional Experience

Evansville Vanderburgh School Corporation | July 2012-Present | Evansville, IN
Principal-Lincoln School

Plan, control, and direct the overall activities for a K-8 school with 360+ students and 65 faculty members. Scope of position includes, but not limited to: staff recruitment, development, and evaluation; fiscal management; record and administration organization and maintenance; student discipline; case conference coordinator; program initiatives; team-building, shared decision making; school values; transformation and creation of a safe, respectful and professional environment

Evansville Vanderburgh School Corporation | August 2010-June 2012 | Evansville, IN
Assistant Principal-Lodge Community School

Assist principal in overseeing the activities for a K-8 school with 476+ students and 52 faculty members. Scope of position includes, but not limited to: staff recruitment, development, and evaluation; record and administration organization and maintenance; student discipline; case conference coordinator; program initiatives; team-building, shared decision making; school values; maintaining a safe, respectful and professional environment

Teaching Experience

Evansville Vanderburgh School Corporation, Evansville, IN
Fourth Grade-Fairlawn Elementary

Evansville Vanderburgh School Corporation, Evansville, IN
Fifth Grade-Fairlawn Elementary

Evansville Vanderburgh School Corporation, Evansville, IN
Substitute Teacher-Fairlawn Elementary and Cedar Hall Elementary

Professional Development

SPECIAL NEEDS EDUCATION

LITERATURE DEVELOPMENT

DISCIPLINE MANAGEMENT

CLASSROOM MANAGEMENT

LEADERSHIP SKILLS

DIFFERENTIATED INSTRUCTION

HIGH ABILITY EDUCATION

COMMUNITY SCHOOLS

LEADERSHIP MANAGEMENT

EDUCATION REFORM

**PROFESSIONAL LEARNING
COMMUNITIES**

DATA DRIVEN INSTRUCTION

Computer Skills

Proficient in Word, Excel, Outlook and PowerPoint; 87 Words Per Minute

Ensuring Strong Leadership Principal Evaluation and Superintendent Verification. Principals must be evaluated as effective on all indicators to successfully meet the foundational requirements of being able to lead the turnaround work. The Superintendent Verification is Due by February 28, 2014 to the Indiana Department of Education.

Indicators of Principal Evaluation	Sources of Possible Evidence	Evidence Provided: Please list the evidence you are utilizing to meet the EFFECTIVE level of proficiency for each indicator on the left.	Evaluation of Evidence
<p>1.1 The principal uses data to establish a coherent vision that is understood and supported by the entire school community.</p>	<ul style="list-style-type: none"> • School plan • School vision, belief statements • School climate survey • School focus groups • School documents, meetings, and artifacts showing vision, core beliefs in action 	<ul style="list-style-type: none"> ▪ Culture and Climate Stakeholder Survey Input was utilized as a data source school improvement plan. ▪ Mass Insight Education Reports ▪ Instructional Walkthroughs and School Visits ▪ Newsletters ▪ School Mission and Vision ▪ Mission/purpose statements for individual school committees ▪ Hallway/Common Area Displays ▪ Faculty Meeting Minutes ▪ Social Media (i.e. Twitter) to share updates and information about school's learning environment and success of individuals and school. ▪ School Improvement Plan with logical alignment of strategies to vision/mission of school and district ▪ School Surveys ▪ Roles and responsibilities of school committees and teams 	<p>To be Completed by IDOE.</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>
<p>1.2 The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.</p>	<ul style="list-style-type: none"> • School Improvement Plan • School vision and mission statements • School climate survey • School focus groups • Evidence of monitoring of action plan goals frequently and continuously • Administrative Walk Through Data • Formative Achievement Data 	<ul style="list-style-type: none"> ▪ School Improvement Plan (S-SIP/SAP) with logical alignment of strategies to vision/mission of school and district. ▪ School Mission and Vision ▪ School Culture/Climate Stakeholder Survey ▪ Mass Insight Education Reports (includes findings from focus groups) ▪ Performance Monitoring Tool/Performance Management Sessions, including Checkpoint sessions with Office of Transformational Support ▪ MIU instructional walkthrough data demonstrated areas of strength, which were directly tied to the school's S-SIP strategies and had been areas of greatest concern/root findings. ▪ Administrative walkthrough data ▪ Progress on formative achievement data ▪ Public posting of SQR ▪ Roles and responsibilities of school committees and teams ▪ Team level improvement planning/SMART goals (i.e. 6th Grade 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>

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		<p>Example:</p> <ul style="list-style-type: none"> Rtl Committee provides continuous planning of research-based interventions and monitoring of student progress for students in bottom 25% subgroup. Continuous process of leadership making data-driven modifications, as necessary (i.e. schedule, human resource, S-SIP strategies) 	
<p>1.3 The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.</p>	<ul style="list-style-type: none"> Administrative Walkthrough Data – student engagement indicator School climate survey School focus group School Discipline Plan School Faculty/ Student Handbook Individual Teacher Observations/Evaluations Master & Bell Schedules 	<ul style="list-style-type: none"> Administrative walkthrough data School Culture/Climate Stakeholder Survey Mass Insight Education Reports (includes findings from focus groups) Performance Monitoring Tool/Performance Management Sessions, including Checkpoint sessions with Office Transformational Support Discipline Data Snapshot (from S-SIP/SAR – PAI 3) Expectations posted (See poster examples) Schoolwide Expectations and Acknowledgement System Information binder/handbook PBIS with “Big 5”/Student Support Team for continuous planning and monitoring related to Culture/Climate portion of S-SIP PAI 3 Lincoln master schedule Recess expectations Teacher observation/evaluation with feedback [post conferences observed by OTS staff] Individual Coaching with recap of feedback sent to teacher and copies sent to admin team/OTS (Results log kept in online spreadsheet for formative reference) Daily Average of Incidents is decreasing (see S-SIP/performance monitoring) 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>
<p>1.4 The principal communicates high expectations to staff, students and families, and supports students to achieve them.</p>	<ul style="list-style-type: none"> Administrative Walkthrough data School climate survey School focus groups School discipline plan School Staff/ Student/ Parent handbooks Posted behavior standards Posted academic 	<ul style="list-style-type: none"> Administrative walkthrough data School Culture/Climate Stakeholder Survey Mass Insight Education Reports (includes findings from focus groups) School Improvement Plan – Culture and Climate/PAI 3 Plan of Improvement Sample (See 1.6) School Vision and Mission Posted behavior standards/posters throughout building/staff observed implementing Learning objectives expectation to be posted [monitoring data] Faculty Meeting Agenda(s) – i.e. See Back to School example. 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>

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	<ul style="list-style-type: none"> standards/rubrics • School vision and belief statements 	<ul style="list-style-type: none"> ▪ Mission/purpose statements for individual school committees ▪ Student and Faculty Acknowledgement - School Displays ▪ Schoolwide Expectations and Acknowledgement System ▪ Staff Organizational Binder ▪ Roles and responsibilities clearly aligned for stakeholders ▪ Classroom policies communicated by teachers (see Woodward example) ▪ Parent Guardian Welcome Letter ▪ Beginning of Year Faculty Letter 	
<p>1.5 The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.</p>	<ul style="list-style-type: none"> ▪ Administrative Walkthrough data • Individual Observation/Evaluation Data • District curriculum guides • Lesson plans • Formative Assessments • Data Management System • PLC agendas and minutes • Grade/Content Level Meeting agenda and minutes. 	<ul style="list-style-type: none"> ▪ Administrative walkthrough data ▪ District Curriculum Maps ▪ Faculty Meeting Agenda[s] and shared findings/dialogue (i.e. PLC Presentation re: Mass Insight Report) ▪ Proficiency Plans ▪ PLC Schedule/Agendas/Norms ▪ Common Formative Assessments ▪ Pre- and Post- Assessment Sample (Infering, Sensory Images, Text Structures) ▪ Data Reports (i.e. DIBELS Next, TRC, Acuity) ▪ Fidelity Checks (data attached) ▪ Data Team Agenda ▪ Lesson Plan Examples (Phillips) 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>
<p>1.6 The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.</p>	<ul style="list-style-type: none"> • Administrative Walkthrough data • Common assessments • Professional development plan • Grade/Content Level Meeting agenda and minutes (horizontal and vertical meetings) • PLC agendas and minutes 	<ul style="list-style-type: none"> ▪ Goals Display ▪ Team Level Planning and SMART Goals ▪ Plan of Improvement Sample ▪ Administrative walkthrough data ▪ Common Assessments (See 1.5) ▪ Interventions Audit ▪ RtI – Tier 2 – Continuous Monitoring and Adjustments (Spreadsheet) ▪ Fidelity Checks ▪ PLC Agendas and Minutes ▪ Leadership Team – Performance Monitoring of S-SIP/SAP Strategies 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>

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	<ul style="list-style-type: none"> Data Team agenda and minutes 		
<p>1.7 The principal uses informal and formal observation data and on- going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).</p>	<ul style="list-style-type: none"> Administrative Walkthrough data Common assessment data Individual Observation/Evaluation data Grade/Content Level Meeting agenda and minutes [horizontal and vertical meetings] PLC agendas and minutes Data Team agenda and minutes 	<ul style="list-style-type: none"> Administrative walkthrough data Common Assessments (Sec 1.5) PLC Agendas/Minutes Leadership Team – Action Plan/Work Plan integrated into S-SIP/SAP and ongoing Performance Monitoring Processes (Monitoring of implementation metrics evidenced in process) Grade Level/Content Specific Team Level planning in PLCs with SMART Goals and monitoring Individual observation/evaluation examples (principal's post conferencing with individual teachers has been observed by OTS team) Vertical Alignment Planning – Minutes Data team agendas 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>
<p>1.8 The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.</p>	<ul style="list-style-type: none"> Master schedule School plan Lesson Plans SIP PLC agenda and minutes Grade/content Level Meetings – agenda and minutes 	<ul style="list-style-type: none"> Master schedule (changes throughout year to meet needs of students) Transformation Zone Weekly Schedule (PLC and Cluster Schedule – All TZ Schools) PLC Agendas/Minutes School Improvement Plan (S-SIP/SAP) Team Level Plans/Data Displays for grade/content level planning and SMART goals Research-based interventions and fidelity checks 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>

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<p>1.9 The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instructional and meet student learning goals.</p>	<ul style="list-style-type: none"> • Master schedule • Policy for teacher placement • Staffing assignment chart • School climate survey • School focus group • SIP • Formal and Informal Individual Observation/Evaluation data • Grade/Content Level Meeting agenda and minutes (horizontal and vertical meetings) • PLC agendas and minutes • Data Team agenda and minutes 	<ul style="list-style-type: none"> ▪ Staff Roster (see Compass) ▪ Master Schedule (see 1.8) ▪ TZ Recruitment (Myer, Talking Points, ▪ TZ Competency-Based Selection Training and Materials ▪ TZ Team Training Agenda, Module Information, and Rubric (Required to Opt in and Successfully Complete with Teach Like a Champion Techniques/Teaching Demo) ▪ School Culture/Climate Survey ▪ School Improvement Plan (S-SIP/SAP; and Performance Monitoring ▪ PLC Agendas/Minutes ▪ Team Level Plans/Data Displays for grade/content level planning and SMART goals with support from leadership, achievement coach, and OTS staff ▪ Transformation Zone Weekly Schedule (PLC and Cluster Schedule – All TZ Schools) ▪ PD Website (Log of Staff Participation/Verified PD hours) ▪ Mass Insight Education Reports (includes findings from focus groups) ▪ Paraprofessional Supplement ▪ Roles/Responsibilities of Lincoln Committees 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating:</p> <p>_____ Yes</p> <p>_____ No</p>
<p>1.10 The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.</p>	<ul style="list-style-type: none"> • School climate survey • School focus groups • School Staff/Student/Parent handbooks • List of family and community engagement activities and attendance • List of outreach programs for families with struggling students 	<ul style="list-style-type: none"> ▪ Administrative walkthrough data ▪ School Culture/Climate Stakeholder Survey ▪ Mass Insight Education Reports (includes findings from focus groups) ▪ School Improvement Plan – Culture and Climate/PAL 3 ▪ Family handbook ▪ School Newsletters ▪ After School/Extended Learning Enrollment ▪ Family Communication – Response Form ▪ PTA Board/Display ▪ Family Nights (i.e. iRead Family Night) ▪ Social Media Outreach (i.e. Twitter) ▪ Open House and Parent Teacher Conferences ▪ Social and Emotional Services ▪ Family and Community Outreach Personnel ▪ Full time school-based Social Worker ▪ Integral school partnerships (i.e. AARP Experience Corps) 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating:</p> <p>_____ Yes</p> <p>_____ No</p>

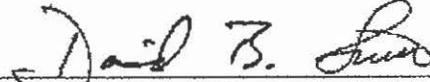
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Superintendent Verification

Ensuring Strong Leadership Evaluation

After evaluating the principal, Ronnetha Darrett, of Lincoln School [6251], I have determined he/she is able to lead the turnaround effort and can effectively implement all of the turnaround principles with fidelity. I am submitting the evidence I have documented above to support this determination. I have also submitted the principal's resume and evidence of the principal's past track record of student success data, and the ensuring strong leadership document required by the Indiana Department of Education (IDOE). I understand the IDOE will review the evaluation and the evidence submitted and notify our school district once a determination is made regarding the status of meeting the foundational requirements for ensuring strong leadership in a priority school. I understand after I receive notification of the determination I will be given 30 days to appeal the decision and if evidence is not supplied and a positive determination made, I will need to replace the principal of the priority school for the 2014-15 school year.


Superintendent's Signature

Dr. David B. Smith, Ed D
Superintendent's Printed Name

Evansville Vanderburgh School Corporation [7995]
School District Name and Number

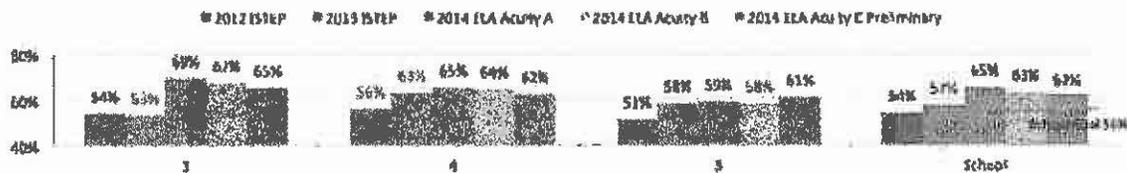
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Indiana Priority Schools Turnaround Principle 1: Ensuring Strong Leadership

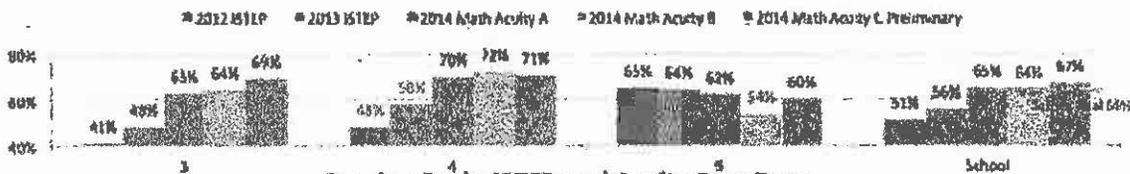
Indiana's Elementary and Secondary Education Act Waiver (ESEA Waiver) requires district administrators to ensure that principals in priority schools can effectively lead the turnaround work. Specifically, district administrators are to determine that principals provide strong leadership by: (1) *reviewing the performance of the current principal*; (2) *either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort*; and (3) *providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget*;

- a. Please list the data and year, (previous ISTEP+ scores, graduation rates, college and career readiness scores, End of Course Assessment scores) to support the statement, "The principal has a past track record in improving student achievement." *Please attach the principal's resume to assist with understanding the previous experience and timeline. (It is important to note that when evaluating this component, the IDOE will look at the principal evaluation being used by the local district and whether or not the principal has met the bar for improving student achievement as reported on the local principal evaluation.)

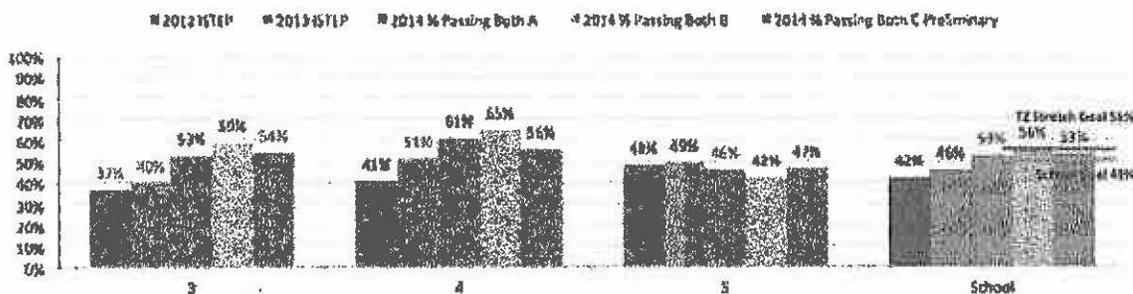
ELA: ISTEP and Acuity Predictive



Math: ISTEP and Acuity Predictive



Passing Both: ISTEP and Acuity Pass Rate



Following the review of the school principal, using the turnaround principles rubric, I verify the principal Cyndie Carneal of Caze School has met the above requirements to lead the turnaround work. I am submitting evidence of the principal's review and the principal's ability to lead the turnaround effort. Additionally, I am including the data to support the "past track record in improving achievement."

Evansville Vanderburgh School Corporation (7995)

Corporation Name and Number

Superintendent Dr. David B. Smith, Ed D

This document must be submitted to the Indiana Department of Education by February 28, 2014.
ENSURETP1

CYNTHIA J. CARNEAL

8124 Royalwood Court * Evansville, IN 47715 * 812-459-0595 * cyndie.carneal@evsc.k12.in.us

Leadership

Highly motivated, problem solver, communicator who builds positive relationships with colleagues, faculty, parents, community partners and students. School leadership experience in both high achieving and high-stakes turnaround environment.

Experience

Evansville Vanderburgh School Corporation
Evansville, IN

August 2010-Current

Principal – Caze Elementary School

- Provide ongoing support and strategies to the Caze Elementary staff in areas of team building, building a positive school culture, effective data use, development of school improvement planning procedures, and engagement of parents and stakeholders.
- Lead weekly Leadership Team meetings related to data, school improvement planning, professional development and building Professional Learning Communities (PLC).
- Lead the Positive Behavioral Intervention System meetings weekly to answer the five essential questions of behavior, design new incentives for behavior, evaluate the PBIS model, look at school-wide and classroom behavior in Tiers I-III.
- Support the Family Engagement and Community Partners Team in activities.
- Evaluate all teachers in the building.
- Facilitate Grant writing.
- Guide teachers in the Data Wise process.
- Create schedules for Caze students, teachers and staff.
- Hire qualified teachers and staff.
- Continually monitor the School Improvement Process.
- Facilitate and provide professional development at Faculty Meetings.

Evansville Vanderburgh School Corporation
Evansville, IN

August 2009-June 2010

Assistant Principal – Highland Elementary School

- Collaborated with School Principal.
- Supported teachers and staff in C.L.A.S.S. implementation.
- Provided behavior support and management for students.
- Processed student referrals, including parent contact, conferences, and documentation.
- Provided professional development for teachers in behavioral strategies.
- Conducted regular teacher evaluations.
- Co-leader on the school Data Wise team.
- Scheduled coverage for teacher absences.

Evansville Vanderburgh School Corporation
Evansville, IN

August 1994-June 2009

Counselor – Hebron Elementary School and Fairlawn Elementary

- Collaborated with School Principal.
- Served as Principal Designee.
- Facilitated student counseling groups, individual student conferences, and parent contacts.
- Led PL 221 Committee.
- Co-chairman of PBA.
- Coordinated 504 and Case Conferences.
- Led Site-Based Council.
- Coordinator of Education Intervention team.
- Coordinator of After School Programs.
- Served as PTA and School Treasurer.

Evansville Vanderburgh School Corporation
Evansville, IN

August 1980-June 1994

Second and Third Grade Teacher – Howard Roosa Elementary, Washington Elementary, Fairlawn Elementary, Substitute Teacher – All Schools in EVSC

- Taught Second and Third Grade.
- Coached girls basketball and cheerleading.
- Supervised four, full-time student teachers.
- Served as President of PTA and the Evansville Area Reading Council.
- Served as School Treasurer.
- Co-authored the Bear City Beat.
- Led professional development for second grade teachers.
- Taught summer school most summers.

Education

Indiana State University, Terre Haute, IN
Doctoral Program

2010-Present

Indiana State University, Terre Haute, IN
Elementary Administration and Supervision Licensure

1997

Western Kentucky University, Bowling Green, KY
School Counselor Certification

1994

University of Evansville, Evansville, IN
Master of Science – Elementary Education

1982

Ball State University, Muncie, IN
Bachelor of Science – Elementary Education

1980

Ensuring Strong Leadership Principal Evaluation and Superintendent Verification. Principals must be evaluated as effective on all indicators to successfully meet the foundational requirements of being able to lead the turnaround work. The Superintendent Verification is Due by February 28, 2014 to the Indiana Department of Education.

Indicators of Principal Evaluation	Sources of Possible Evidence	Evidence Provided Please list the evidence you are attaching to meet the EFFECTIVE level of proficiency for each indicator on the left:	Evaluation of Evidence
<p>1.1 The principal uses data to establish a coherent vision that is understood and supported by the entire school community.</p>	<ul style="list-style-type: none"> • School plan • School vision, belief statements • School climate survey • School focus groups • School documents, meetings, and artifacts showing vision, core beliefs in action 	<ul style="list-style-type: none"> ▪ Culture and Climate Stakeholder Survey Input was utilized as a data source school improvement plan. ▪ Mass Insight Education Reports ▪ Instructional Walkthroughs and School Visits ▪ Newsletters ▪ School Mission and Vision ▪ Mission / purpose statements for individual school committees ▪ Hallway/Common Area Displays ▪ Faculty Meeting Minutes 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>
<p>1.2 The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.</p>	<ul style="list-style-type: none"> • School Improvement Plan • School vision and mission statements • School climate survey • School focus groups • Evidence of monitoring of action plan goals frequently and continuously • Administrative Walk Through Data • Formative Achievement Data 	<ul style="list-style-type: none"> ▪ School Improvement Plan (S-SIP/SAP) ▪ School Mission and Vision ▪ School Culture/Climate Stakeholder Survey ▪ Mass Insight Education Reports (includes findings from focus groups) ▪ Performance Monitoring Tool/Performance Management Sessions, including Checkpoint sessions with Office of Transformational Support ▪ MIF instructional walkthrough data demonstrated areas of strength, which were directly tied to the school's S-SIP strategies and had been areas of greatest concern/root findings. ▪ Administrative walkthrough data ▪ Progress on formative achievement data 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>

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<p>1.3 The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.</p>	<ul style="list-style-type: none"> ▪ Administrative Walkthrough Data – student engagement indicator ▪ School climate survey ▪ School focus group ▪ School Discipline Plan ▪ School Faculty/ Student Handbook ▪ Individual Teacher Observations/Evaluations ▪ Master & Bell Schedules 	<ul style="list-style-type: none"> ▪ Administrative walkthrough data ▪ School Culture/Climate Stakeholder Survey ▪ Mass Insight Education Reports (includes findings from focus groups) ▪ Performance Monitoring Tool/Performance Management Sessions, including Checkpoint sessions with Office Transformational Support ▪ Behavior Interventionist (Job Description) ▪ Discipline Data Snapshot (from S-SIP/SAP – PAI 3) ▪ Core Creed/Display ▪ Core Staff Organizational Binder ▪ Schoolwide Expectations and Acknowledgement System ▪ SHINE Engagement Strategy 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>
<p>1.4 The principal communicates high expectations to staff, students and families, and supports students to achieve them.</p>	<ul style="list-style-type: none"> ▪ Administrative Walkthrough Data ▪ School climate survey ▪ School focus groups ▪ School discipline plan ▪ School Staff/ Student/ Parent handbooks ▪ Posted behavior standards ▪ Posted academic standards/rubrics ▪ School vision and belief statements 	<ul style="list-style-type: none"> ▪ Administrative walkthrough data ▪ School Culture/Climate Stakeholder Survey ▪ Mass Insight Education Reports (includes findings from focus groups) ▪ School Improvement Plan – Culture and Climate/PAI 3 ▪ PBIS Handbook ▪ School Vision and Mission ▪ Posted behavior standards/posters throughout building/staff observed implementing ▪ I-CAN Statements ▪ Faculty Meeting Agenda[s] – i.e. See November Example ▪ Mission/purpose statements for individual school committees ▪ Student and Faculty Acknowledgement - School Displays ▪ Schoolwide Expectations and Acknowledgement System ▪ Core Staff Organizational Binder 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____ Yes</p> <p>_____ No</p>

Ensuring Strong Leadership Principal Evaluation and Superintendent Verification. Principals must be evaluated as effective on all indicators to successfully meet the foundational requirements of being able to lead the turnaround work. The Superintendent Verification is Due by February 28, 2014 to the Indiana Department of Education.

<p>1.5 The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.</p>	<ul style="list-style-type: none"> • Administrative Walkthrough data • Individual Observation/Conversation Data • District curriculum guides • Lesson plans • Formative Assessments • Data Management System • PLC agendas and minutes • Grade/Content Level Meeting agenda and minutes. 	<ul style="list-style-type: none"> ▪ Administrative walkthrough data ▪ District Curriculum Maps ▪ Faculty Meeting Agenda[s] – i.e. See November Example ▪ Proficiency Plans ▪ PLC Schedule ▪ Formative Assessment Sample (Retelling) ▪ Pre- and Post- Assessment Sample (Inferring, Sensory Images, Text Structures) ▪ Data Reports (i.e. DIBELS Next, TRC, Acuity) ▪ Fidelity Checks 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____Yes</p> <p>_____No</p>
<p>1.6 The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.</p>	<ul style="list-style-type: none"> • Administrative Walkthrough data • Common assessments • Professional development plan • Grade/Content Level Meeting agenda and minutes [horizontal and vertical meetings] • PLC agendas and minutes • Data Team agenda and minutes 	<ul style="list-style-type: none"> ▪ Case Data Display ▪ Administrative walkthrough data ▪ Common Assessments (See 1.5) ▪ Interventions Audit ▪ RTI – Tier 2 – Continuous Monitoring and Adjustments (Spreadsheet) ▪ Fidelity Checks ▪ PLC Agendas and Minutes ▪ Leadership Team – Performance Monitoring of S-SIP/SAP Strategies 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____Yes</p> <p>_____No</p>

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<p>1.7 The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).</p>	<ul style="list-style-type: none"> • Administrative Walkthrough data • Common assessment data • Individual Observation/Evaluation data • Grade/Content Level Meeting agendas and minutes [horizontal and vertical meetings] • PLC agendas and minutes • Data Team agendas and minutes 	<ul style="list-style-type: none"> • Administrative walkthrough data [includes feedback to staff] • Common Assessments (See 1.5) • PLC Agendas/Minutes • Leadership Team – Action Plan/Work Plan integrated into S-SIP/SAP and ongoing Performance Monitoring Processes (Monitoring of implementation metrics evidenced in process) • PLC/Grade Level Data Displays aligned to PLC/grade level school improvement planners • Teacher observations [and observation of principal doing post-conferences] 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____Yes</p> <p>_____No</p>
<p>1.8 The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.</p>	<ul style="list-style-type: none"> • Master schedule • School plan • Lesson Plans • SIP • PLC agenda and minutes • Grade/content Level Meetings – agendas and minutes 	<ul style="list-style-type: none"> • Master schedule • Transformation Zone Weekly Schedule (PLC and Cluster Schedule – All TZ Schools) • PLC Agendas/Minutes • School Improvement Plan (S-SIP/SAP) • Team Level Plans/Data Displays for grade/content level planning and SMART goals 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____Yes</p> <p>_____No</p>

Ensuring Strong Leadership Principal Evaluation and Superintendent Verification. Principals must be evaluated as effective on all indicators to successfully meet the foundational requirements of being able to lead the turnaround work. The Superintendent Verification is Due by February 28, 2014 to the Indiana Department of Education.

<p>1.9 The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instructional and meet student learning goals.</p>	<ul style="list-style-type: none"> • Master schedule • Policy for teacher placement • Staffing assignment chart • School climate survey • School focus group • SIP • Formal and Informal Individual Observation/Evaluation data • Grade/Content Level Meeting agenda and minutes [horizontal and vertical meetings] • PLC agendas and minutes • Data Team agenda and minutes 	<ul style="list-style-type: none"> ▪ Staff Roster (see 1.8) ▪ Master Schedule (see 1.8) ▪ TZ Recruitment Flyer, Talking Points, ▪ TZ Competency-Based Selection Training and Materials ▪ TZ Team Training Agenda, Module Information, and Rubric (Required to Opt in and Successfully Complete with Teach Like a Champion Techniques/Teaching Demo) ▪ School Culture/Climate Survey ▪ School Improvement Plan (S-SIP/SAP) and Performance Monitoring ▪ PLC Agendas/Minutes ▪ Team Level Plans/Data Displays for grade/content level planning and SMART goals with support from leadership, achievement coach, and OTS staff ▪ Transformation Zone Weekly Schedule (PLC and Cluster Schedule – All TZ Schools) ▪ PD Website (Log of Staff Participation/Verified PD hours) ▪ Mass Insight Education Reports (includes findings from focus groups) 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____Yes</p> <p>_____No</p>
<p>1.10 The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.</p>	<ul style="list-style-type: none"> • School climate survey • School focus groups • School Staff/Student/Parent handbooks • List of family and community engagement activities and attendance • List of outreach programs for families with struggling students 	<ul style="list-style-type: none"> ▪ Administrative walkthrough data ▪ School Culture/Climate Stakeholder Survey ▪ Mass Insight Education Reports (includes findings from focus groups) ▪ School Improvement Plan – Culture and Climate/PAI 3 ▪ PBIS Handbook (See 1.4) ▪ School Newsletters (See 1.1) ▪ After School/Extended Learning Enrollment ▪ Family Communication – Response Form ▪ PTA Board/Display ▪ Family Engagement Agenda and Sign in Sheets ▪ Congrats Closer ▪ Family Nights (i.e. iRead Family Night) and Service Projects ▪ Social Media Outreach (i.e. Facebook) ▪ Open House and Parent Teacher Conferences ▪ Social and Emotional Services ▪ Full time school-based Social Worker 	<p>To be Completed by IDOE</p> <p>The evidence provided meets the criteria for an Effective Rating.</p> <p>_____Yes</p> <p>_____No</p>

Ensuring Strong Leadership Principal Evaluation and Superintendent Verification. Principals must be evaluated as effective on all indicators to successfully meet the foundational requirements of being able to lead the turnaround work. The Superintendent Verification is Due by February 28, 2014 to the Indiana Department of Education.

Superintendent Verification

Ensuring Strong Leadership Evaluation

After evaluating the principal, Cyndie Carneal, of Caze Elementary School [8261], I have determined he/she is able to lead the turnaround effort and can effectively implement all of the turnaround principles with fidelity. I am submitting the evidence I have documented above to support this determination. I have also submitted the principal's resume and evidence of the principal's past track record of student success data, and the ensuring strong leadership document required by the Indiana Department of Education (IDOE). I understand the IDOE will review the evaluation and the evidence submitted and notify our school district once a determination is made regarding the status of meeting the foundational requirements for ensuring strong leadership in a priority school. I understand after I receive notification of the determination I will be given 30 days to appeal the decision and if evidence is not supplied and a positive determination made, I will need to replace the principal of the priority school for the 2014-15 school year.



Superintendent's Signature

Dr. David B. Smith, Ed D

Superintendent's Printed Name

Evansville Vanderburgh School Corporation [7995]

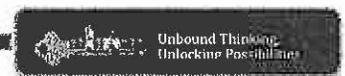
School District Name and Number

PRINTP1
Revised January 21, 2014
IDOE
Due February 28, 2014



Monday, June 17th		
Time (EST unless otherwise noted)	Location	Event/Module
3:05 PM CST	EVV	Flight to Boston (AA 2761)
9 PM	Logan	Arrival in Boston
9-9:30 PM	Taxi/Shuttle to Omni (60 School St)	In Transit
Tuesday, June 18th		
Time (EST unless otherwise noted)	Location	Event/Module
7-7:20 AM	MIE Offices	Breakfast
7:30-8 AM	Taxi/Shuttle to Orchard Gardens	In Transit
8-10 AM	Orchard Gardens	Orchard Gardens School Tour
10-11 AM	Orchard Gardens	Orchard Gardens Deep Dive
11-11:30 AM	Taxi/Shuttle to MIE Offices	In Transit
11:30 AM - 12:00 PM	MIE Offices	Orchard Gardens Reflection
12:00-12:45 PM	MIE Offices	Lunch
12:45-2:00 PM	MIE Offices	HPHP School Environments: Part 1
2:00-2:10 PM	MIE Offices	BREAK
2:10-2:45 PM	MIE Offices	HPHP School Environments: Part 2
2:45-3:55 PM	MIE Offices	HPHP Parent Engagement
3:55-4:10 PM	MIE Offices	BREAK
4:10-5:00 PM	MIE Offices	HPHP Community Partnerships
5:00-6:00 PM	Omni	BREAK
6:00-6:45 PM	Walk to Post 390	Walking to Post 390 via Bos Commons
6:45 PM -	Post 390	Dinner
Wednesday, June 19th		
Time (EST unless otherwise noted)	Location	Event/Module
7:30-8 AM	Omni	Check Out / In Transit
8-8:30 AM	MIE Offices	Breakfast
8:30-10:30 PM	MIE Offices	Turnaround Leadership (CM/AM)
10:30-10:45 AM	MIE Offices	BREAK
10:45 AM-12:30 PM	MIE Offices	Instructional Leadership
12:30-1:30 PM	MIE Offices	Working Lunch: Reflection
1:30 PM	Taxi/Shuttle to Logan	In Transit
3:35 PM	Logan	Flight to Evansville (AA 187)
9:05 PM CST	EVV	Arrival in Evansville

Questions? Call us any time: Ami's Cell: 617-306-5377; Ryan's Cell: 617-515-1782



DO NOW



Think about the most effective teachers with whom you have worked. What characteristics did they have in common?

- 1.
- 2.



Think about someone you hired who has not worked out or reached their full potential. What do you wish you had known about them before you hired them?

- 1.
- 2.

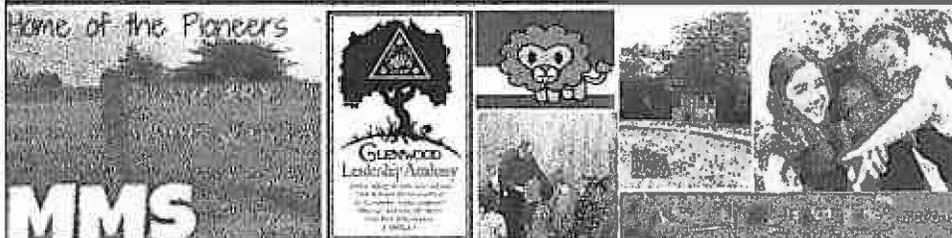
1



Unbound Thinking,
Unlocking Possibilities.

Effective Practices for Hiring Transformational Teachers

March 2013

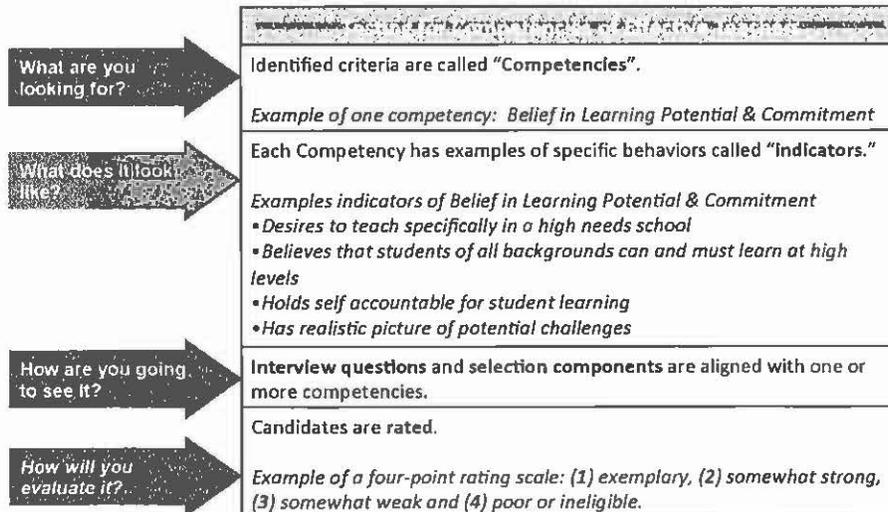


Objectives

- ✓ *Identify the competencies of highly effective teachers in your school*
- ✓ *Introduce the OTS and TZ selection process and school-based selection tools*
- ✓ *Practice and norm around effective screening practices using the school-based selection tools*

3

A rigorous, competency-based selection model makes accurate evaluation more likely



Source: TNTP

4

**TZ selection tools based on 10 empirically tested competencies
of highly effective transformational teachers**



Achievement

Shows a trend of excellence in endeavors and focuses on concrete results

- Strong academic record/rigorous course of study
- Surpassed expectations in previous employment
- Sets and meets ambitious goals
- Takes on challenges



Belief in Learning Potential & Commitment

Committed to teaching and raising the academic achievement of students in urban schools

- Active desire to teach "where needed"
- Believes that students of all backgrounds can and must learn at high levels
- Realistic expectation of challenges
- History of staying with employers/organizations

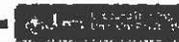


Constant Learning & Reflective Spirit

Bases current and future endeavors on lessons drawn from previous experiences

- Reflects regularly on performance to identify areas for improvement
- Seeks and welcomes feedback from others
- Accesses resources to support self-development
- Demonstrates willingness to modify approach
- Recognizes and learns from failures

5



**TZ selection tools based on 10 empirically tested competencies
of highly effective transformational teachers**

Competency	Definition
Collaborative Nature	The ability and actions needed to work with others to achieve shared goals. Tests for ability to work through and with others.
Critical Thinking	Analyzes situations thoroughly and generates effective strategies. Breaks things down in a logical way and recognizes cause and effect. The ability to see patterns and links among seemingly unrelated things. Tests for ability to solve and simplify complex problems.
Flexibility	The ability to adapt one's approach to the requirements of a situation and to change tactics. Tests for ability to succeed in highly challenging situations.
Initiative & Persistence	The drive and actions to do more than is expected or required in order to accomplish a challenging task. Tests for a relentless focus on learning results and ability to succeed in highly challenging situations.
Interpersonal Understanding	Understanding and interpreting others' concerns, motives, feelings and behaviors. Tests for ability to work through and with others.
Locus of Control	Assumes accountability for reaching outcomes despite obstacles. Acting with the purpose of affecting the perceptions, thinking and actions of others. Tests for ability to work through and with others.
Professional Interaction	Respectful of others and sensitive to professional norms of interaction in different situations. Strives to understand the opinions and experiences of others. Demonstrates the ability to effectively & appropriately interact with students and others in the school community. Also demonstrates effective written and oral skills.

6



TZ final evaluation against three essential domains for teacher success

School Fit

- Interacts with interviewer in an appropriate and professional manner
- Respects the opinion of others
- Recognizes that families influence student achievement
- Demonstrates interests and skills that match the school's culture and needs
- Interacts appropriately with supervisors, colleagues, parents and students

Classroom Management & Culture

- Assumes accountability for classroom management and culture
- Conveys reasonable understanding of potential challenges involved in teaching in a high-need school
- Demonstrates ability to deal effectively with negative student behavior
- Persists in offering viable and realistic strategies to deal with classroom management challenges
- Conveys willingness to try multiple strategies or something new when things change or when confronted with challenges

Teaching Ability

- Conveys ideas and information clearly
- Provides reasonable examples of effective lesson-planning, instructional strategies, and/or student assessment
- Makes content meaningful to students in the district
- Sets concrete, ambitious goals for student achievement
- Indicates confidence that all students should be held to high standards
- Reflects on successes and failures

Source: TNTP

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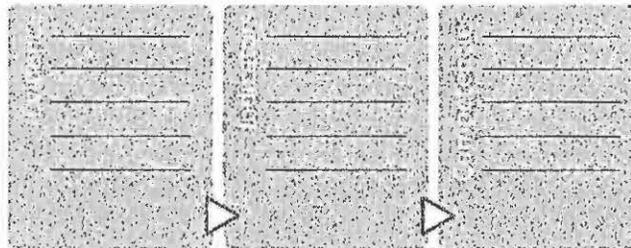


7

Applying Competencies to Evidence

Activity

Review the following statements and resume items and identify the evidence for specific indicators of particular competencies.



8

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Applying Competencies to Evidence

Activity

Review the following statements and resume items and identify the evidence for specific indicators of particular competencies.

1. "I really love working with kids, and I know that I can make a difference with the ones that really want to learn. I would work on showing the students that I am not the enemy, but rather someone who cares and wants them to achieve their best academically and personally."
2. "Effective teachers must have perseverance. Perseverance is the drive to never give up. Effective teachers never give up on their students, their coworkers, or their school. When hard times fall, these teachers always find ways to overcome obstacles or challenges that stand in the way of success. They avoid letting negativity get to them and always keep an optimistic view of their students and school."
3. Resume:
 - Full Time 4th grade teacher 2011-2012
 - Elementary para-professional 2010-2011
 - Assistant Manager at Fresh Market 2008-2009

9

OTS Screening Process

Before we refer a candidate to you, we've...

- Screened their application for overall fit with the TZ schools
 - Evaluated their resume, experience, and two short-answer essay questions against a competency-based rubric
 - Why do you want to teach in a high-need school in Evansville?
 - What challenges do you think you might face and what experiences have you had to equip you for these challenges?
- Conducted a 30-minute phone interview to further assess TZ fit
- Evaluated their fit specifically with your school and vacancy
- Recorded all evaluation notes in Google Docs

10

OTS Screening Process

OTS Phone Screen Questions

- Imagine you are teaching a class where a handful of students are performing at or above grade level, but the rest of your students are performing far below grade level. What goals would you set for the students in your class? How would you track progress toward those goals? And how would you plan your lessons so that you are meeting the needs of all of the students in your class?
- You have a student who is continually disrupting class. Sometimes it's just her, other times, she involves other students in the disruption. What do you do? If that doesn't work? What do you think is causing it? How might you draw on external resources?
- Describe a group of students you have worked with (whether through student teaching or other experiences) who were not motivated. How did their lack of motivation manifest itself in your class? What were three factors that contributed to the students' level of motivation? Describe the action(s) you took in response to any of these factors which you felt you could control.

11

Introduction to Selection Activities

Potential selection activities that you may consider using include:

Essential Activities

Personal Interview

Demo Teaching Lesson

Supplemental Activities

Writing Sample

Lesson Plan Submission

Classroom Observation

Discussion

Open House

Student Data Exercise



What supplemental activities might you include in your selection process?

12

Personal Interview: Gather evidence of your competencies through questioning

Strong questions should...

- Provide evidence for one or more of the competencies you've chosen for your selection model
- Encourage the candidate to discuss specific examples in all of their answers
- Be connected to specific, observable indicators that you previously identified for each of your competencies
- Allow you to illicit evidence from candidates of all skill levels and backgrounds

13

Candidate Evaluation Rating

The evaluation rating allows you to easily differentiate between good and great candidates and those who do not meet the bar for hiring.

- **Exemplary (E):** These candidates consistently demonstrate all or most indicators of each competency at every stage of the interview process. Their skills, experience, and fit are an ideal match for your school and the particular position for which they are interviewing, and you are absolutely positive you would hire them. These candidates are few and far between and you do not need to see any other candidates to know that you want them to teach at your school. You also know that they will be hired quickly and you need to make a quick offer.
- **Fully Acceptable (FA):** These candidates demonstrate most indicators of most competencies at every stage of the interview process. They are a great fit for your school and you are confident they would make positive contributions to the culture of the building. They may have identified areas for skill development but you are confident they have the mindset and capability to learn and grow. Still, you want to see multiple candidates for this position before making a decision to hire.
 - **FA+:** These candidates are at the high end of the range of fully acceptable candidates and are an ideal fit for your school. There is a good chance they will be the best candidate you'll meet and you'll decide to make them an offer soon knowing that they are likely to be hired elsewhere.
 - **FA-:** These candidates are at the low end of the range of fully acceptable candidates and rank low on your list of "maybe" candidates. You are unlikely to make them an offer but you want to keep them under consideration in case your first choice candidates do not accept offers.
- **Not Fully Acceptable (NFA):** These candidates *do not* demonstrate several indicators of specific competencies in any or all stages of the interview process. Alternately, they may seem capable but they are not a fit with the culture of your school. You are certain you will not make an offer to these candidates.

14

Tip. Make sure to check off indicators as the candidate meets each criteria in his/her response.

Rating Competencies

Activity

Review the evidence you identified earlier and rate each competency.

1. "I really love working with kids, and I know that I can make a difference with the ones that really want to learn. I would work on showing the students that I am not the enemy, but rather someone who cares and wants them to achieve their best academically and personally."
2. "Effective teachers must have perseverance. Perseverance is the drive to never give up. Effective teachers never give up on their students, their coworkers, or their school. When hard times fall, these teachers always find ways to overcome obstacles or challenges that stand in the way of success. They avoid letting negativity get to them and always keep an optimistic view of their students and school."
3. Resume:
 - Full Time 4th grade teacher 2011-2012
 - Elementary para-professional 2010-2011
 - Assistant Manager at Fresh Market 2008-2009



Personal Interview Evaluation Tools

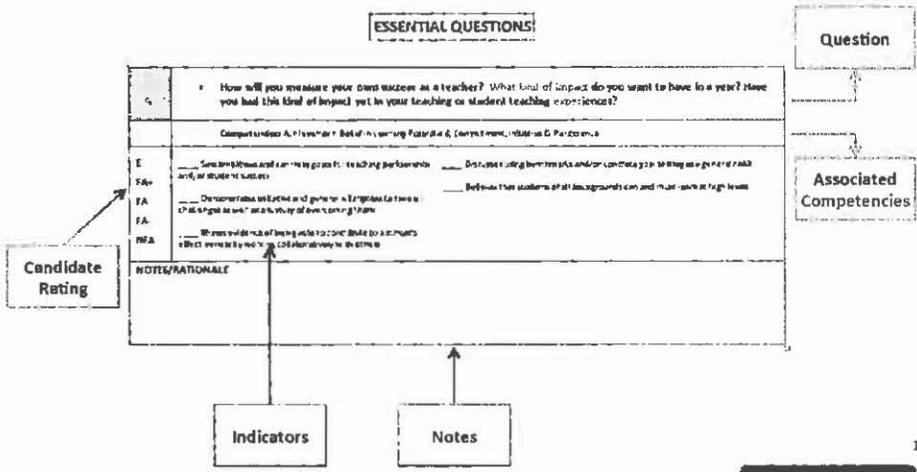
Teacher Interview Evaluation Form

NAME OF APPLICANT _____ INTERVIEWER _____ DATE _____

Rate criteria E for exemplary, E+, FA, or FA- for the low, middle, and high ranges of fully acceptable or NFA for not fully acceptable

ESSENTIAL QUESTIONS

Q	1	How will you evaluate your own success as a teacher? What kind of impact do you want to have in a year? Have you had this kind of impact yet in your teaching or student teaching experience?	
Competencies A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z			
E	E+	FA	FA-
E	E+	FA	FA-
_____ Sets high goals and works to meet them; teaching performance _____ Demonstrates high levels of knowledge and/or content expertise in the general field and/or student teaching _____ Demonstrates subject and general knowledge to meet _____ Demonstrates the academic of all backgrounds can and must work at high levels _____ Works to meet the needs of all students; _____ _____ Demonstrates the ability to work with diverse _____ _____ Demonstrates the ability to work with diverse _____			
NOTE/RATIONALE			



Practicing Personal Interview Evaluation

Activity

Listen to the following interview and score it against the personal interview evaluation rubric. As you listen, think about:

- In each answer, what competencies and specific behaviors (“indicators”) is the candidate demonstrating?
- What overall rating would you give for each answer?
- What other evidence can you draw on besides the content of the candidate’s answers?
- What follow up questions would you ask that the interviewer did not? What else would you do to get more or better information out of this interview?

17

Writing Samples: Simple to execute

Advanced Preparation

- Create a set writing prompt (see example on the right), and define what the key characteristics of a good response are
- Inform the candidate about the requirement in advance

Logistics

- Have candidate respond to a brief scenario in writing
- Give candidates 20-30 minutes to respond
- Evaluate both the content and grammar of the candidate’s response.

Day of Interview

- Give the candidate a quiet place to complete the writing sample
- Give the candidate a “5 minutes left” reminder.
- Evaluate both their response to the question and their basic writing skills
- Ask the candidate to expand upon their response during the interview

Source: TNTP

18

Writing Sample: A writing sample will allow you to see additional evidence of a candidate's verbal ability and problem solving skills

Questions that ask candidates for multiple strategies to a problem make good writing samples.

Example: Your first month in the classroom has proven to be extremely challenging. Your initial efforts at establishing a classroom behavior management system have failed. Many students arrive to class several minutes after the bell and verbal arguments break out daily in your classroom. Your assistant principal has stopped by several times to help you regain control of your class.

Share your goals for the coming weeks. Be sure to provide clear, concrete strategies for each

- Conveys ideas and information clearly
- Addresses all issues raised in prompt
- Focuses on student achievement/success in suggested strategies
- Writes in complete sentences
- Employs correct syntax, spelling, and grammar
- Conveys willingness to try multiple strategies or something new
- Recognizes an individual teacher's capacity to ensure student success
- Describes students and parents respectfully and non-judgmentally



Writing Sample Evaluation Tools

Teacher Candidate Writing Sample Evaluation Form

Applicant _____ Interviewer _____ Date _____

Competencies	Professional Interaction: Respects others, and interacts positively and effectively in all situations <ul style="list-style-type: none"> <input type="checkbox"/> Few, or no errors in language usage and mechanics <input type="checkbox"/> Writing is persuasive, logical, and well-organized <input type="checkbox"/> Uses appropriate and respectful tone <input type="checkbox"/> Strategies/behaviors appropriate for educational environment/teacher role <input type="checkbox"/> Describes students, parents, community and others in a respectful and non-judgmental manner <input type="checkbox"/> Acknowledges the positive contributions of students and parents <input type="checkbox"/> Welcomes the contributions of others (parents, community) 	E FA+ FA FA- NFA	Candidate Rating
	Critical Thinking: Analyzes information accurately and generates effective solutions to problems <ul style="list-style-type: none"> <input type="checkbox"/> Discerns the presence and nature of problems accurately <input type="checkbox"/> Develops logical responses and creative solutions to address challenges <input type="checkbox"/> Breaks down problem(s) and/or solution(s) into parts <input type="checkbox"/> Demonstrates ability to see the bigger picture and how the steps in a process relate to each other <input type="checkbox"/> Organizes responses in a coherent manner 	E FA+ FA FA- NFA	
	Achievement: Sets and meets ambitious, measurable goals <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates initiative and general writing skills to take on challenges as well as a history of overcoming them <input type="checkbox"/> Discusses using benchmarks and/or concrete goal setting as a general habit <input type="checkbox"/> Sets ambitious and concrete goals for teaching performance and/or student success 	E FA+ FA	
Indicators			



Sample Lesson: Allows you to evaluate candidates' teaching ability, and ability to identify areas for improvement

Advanced Preparation

- Review and supplement the demo evaluation tool defining the characteristics of a good lesson
- E-mail the candidate with the guidelines (asking them to confirm receipt) at least 3 days before the interview (see example)
- If the candidate is presenting to students, prepare the class' teacher for the sample lesson
- If school is out for the summer, have the teacher present to you or your staff
- Consider having one of your staff members (a content expert, grade level chair, AP) observe and evaluate the interview
- Choose an "average" class for the candidate to teach

When to use

For every candidate

Day of Interview

- Evaluate their preparation for the lesson, the content, delivery and management of the lesson
- Ask candidate to discuss how they think they did and what they would change if they could

21



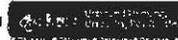
Demo Lesson Evaluation Tools

Teacher Candidate Demo Lesson Evaluation Form

Applicant _____ Observer _____ Date _____

	Teaching Ability: Demonstrates appropriate knowledge of content and pedagogy	
Competencies	<input type="checkbox"/> Presents learning objective/goal <input type="checkbox"/> Organizes lesson around beginning, middle, and end. Lesson has an inherent structure that creates a sense of routine and that reveals an intentional instructional plan prepared in advance. Activities are purposeful, deliberately connected, and move students towards mastery of standards. May include a Do Now/Warm Ups, Hooks or Mystery Check. <input type="checkbox"/> Breaks down concepts/ideas into parts <input type="checkbox"/> Content is accurate <input type="checkbox"/> Use of Time: Teacher creates a sense of urgency, conveying to students that they have important work to do in a limited time period, so there is not a minute to waste. May include times on Agenda and/or use a timer to heighten this sense of urgency. <input type="checkbox"/> Uses effective and varied instructional strategies that integrate technology tools, whole group, small group, or individual instruction <input type="checkbox"/> Rigor: Teacher sets high standards for student learning, emphasizing rigorous content/skill development, so that students develop a conceptual understanding that enables them to apply content and skills in authentic ways	E FA- FA FA- NFA
Indicators	Classroom Management and Culture: Creates a positive environment conducive to high-level learning	
	<input type="checkbox"/> Tone/Presence: Teacher has a dynamic presence, projecting a sense of enthusiasm for and confidence in both the students and the content. Teacher conveys commitment to students that it is his/her responsibility to ensure that they meet high standards.	E FA-

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Final Online Evaluation Form

TZ Teacher School-Based Interview Final Evaluation Form

This teacher interview evaluation form is for recording and tracking final ratings for TZ teacher candidates using results from all school-based interview activities.

School Interviewing *

- Cape
- Essex
- GLA
- Lincoln
- Middlesex

Date of Interview *

mm/dd/yyyy

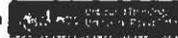
Candidate First Name *

Candidate Last Name *

The online summative evaluation form will allow:

- Each TZ school to keep organized final evaluation notes and decisions for all candidates in one, easy-to-access location
- Each TZ school to make quick comparisons of all candidates who interview for a particular position
- TZ schools to share and benefit from each other's experiences with candidates
- OTS staff to understand how candidates are performing on-site and adjust our own processes and referrals accordingly

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A Taste of the Great Candidates Coming to You...

- Highly effective Teacher Leader Fellow and new-teacher Coach at [redacted] with 3 years of experience
- 78% of 3rd grade students achieved high growth on NWEA math assessment
- 2nd grade students' reading fluency grew an average of 42 words per minute
- As member of School Leadership Team, created yearlong goals for school with action steps for every member of staff and measurable outcomes for each quarter
- Teacher Selection Committee
- Chairman of the [redacted] Association

- Residential Counselor [redacted]
- B.S. Elementary Ed., [redacted]
- "The experiences I gained while living with, and caring for, at-risk youth has given me the skills to cope with this challenge because I have seen, first hand, how this affects a child academically, and how important it is to have a common goal with the child's parent."

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Next Steps



Respond to the forthcoming Doodle with your preferences for the job fair date



Determine who else from your staff will participate in hiring so that the OTS can schedule time to train them on-site.



The OTS will soon be sending you referrals of promising candidates for your expected vacancies.



Schedule your first two school-based interviews with either Dawn or Ryan also participating in order to norm on the selection tools.



Schedule a follow up session with Dawn or Ryan to go over questions and concerns specific to your school and the upcoming selection process.

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Competency-Based Hiring for Transformational Teachers

Competency	Definition	Indicators
Achievement	The drive and actions to set challenging goals and reach a high standard of performance despite barriers. Shows a trend of excellence in endeavors and focuses on concrete results. Demonstrates success in achieving student learning and other goals. Tests for a relentless focus on learning results	<ul style="list-style-type: none"> - Demonstrates initiative and general willingness to take on challenges as well as a history of overcoming them - Strategies focus on concrete, measurable results - Teaching success related to specific, measurable student achievement - Sets ambitious and concrete goals for teaching performance and/or student success - Discusses using benchmarks and/or concrete goal setting as a general habit - Describes, in detail, a significant, quantifiable goal demonstrating excellence - Earns formal recognition or awards for achievement - Demonstrates pattern of going above and beyond normal expectations - Possesses accomplishments with students and/or in other endeavors - Strong academic record/rigorous course of study - Surpassed expectations in previous employment
Belief in Learning Potential & Commitment	A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates. Maintains high expectations for all students and is committed to raising academic achievement in high-need schools. Tests for ability to succeed in highly challenging situations.	<ul style="list-style-type: none"> - Desires to teach specifically in urban/high needs schools - Believes that students of all backgrounds can and must learn at high levels - Has realistic picture of potential challenges - Holds self accountable for student learning; takes ownership of failures - Assumes responsibility for classroom environment and culture - Sets ambitious and concrete goals for teaching performance and/or student success - Uses data to invest students in their progress towards academic goals (gives at least one example) - Notes how data was used to raise academic achievement - Identifies potential factors affecting student behavior and academic performance issues - Expresses the need to invest students in goals - Strategies do not lower expectations or compromise learning goals - Evidence of previous efforts to collect information about students and their key influencers (parents, staff members, etc.) and using that information to build respectful relationships and to make decisions based on the individual student's needs - History of staying with employers/organizations
Collaborative Nature	The ability and actions needed to work with others to achieve shared goals. Tests for ability to work through and with others.	<ul style="list-style-type: none"> - Evidence of desire to work in and contribute to a collaborative professional environment. - Effectively navigates scenarios or experiences with challenging interpersonal situations, with appropriate norms of interactions - Speaks of students, teachers, and community with respect - Conveys willingness to learn from other perspectives - Evidence of maintaining personal composure when faced with potentially stressful, angering or otherwise emotional situations - Demonstrated ability to de-escalate conflict and reduce stress by responding to the immediate situation in a way that enables other people to move beyond negative behavior
Constant Learning & Reflective Spirit	Bases current and future endeavors on lessons drawn from previous experiences	<ul style="list-style-type: none"> - Draws lessons from previous experience and applies them to future endeavors - Speaks specifically about setbacks in past experiences and/or scenario questions and is able to maintain appropriate focus and optimism - Willingness to acknowledge mistakes and learn from experience without defensiveness - Reflects regularly on performance to identify areas for improvement - Seeks and welcomes feedback from others - Accesses resources to support self-development - Demonstrates willingness to modify approach - Evidence of multiple teaching techniques that integrate technology tools whole group, small group, or individual instruction
Critical Thinking	Analyzes situations thoroughly and generates effective strategies. Breaks things down in a logical way and recognizes cause and effect. The ability to see patterns and links among seemingly unrelated things. Tests for ability to solve and simplify complex problems.	<ul style="list-style-type: none"> - Understands and responds directly to questions - Organizes responses in a coherent manner - Discerns the presence and nature of problems accurately - Develops logical responses and creative solutions to address challenges - Breaks down problem(s) and/or solution(s) into parts - Demonstrates ability to see the bigger picture and how the steps in a process relate to each other - Analyzes situations thoroughly and generates multiple effective strategies - Evidence of ability to recognize patterns and trends, absorb and understand complex information, and identify critical issues among many - Understands how learning standards up to and beyond grade level are connected to each other - Identifies similarities and differences in instruction that should be used with different students, leading to appropriate whole-class, small-group and individual instruction to achieve learning

Competency-Based Hiring for Transformational Teachers

Competency	Definition	Indicators
Flexibility	The ability to adapt one's approach to the requirements of a situation and to change tactics. Tests for ability to succeed in highly challenging situations.	<ul style="list-style-type: none"> - Evidence of ability to work with a wide variety of people and varying situations - Willingness to make changes in one's viewpoints, actions and plans quickly and without resistance - Ability to understand and appreciate different and opposing perspectives on an issue - Expresses awareness that environment will be a place where new approaches are being tried and evaluated for their impact on student learning and growth - Conveys willingness to try multiple strategies or something new when things change or when confronted with challenges, including multiple assessment strategies for diverse learners that go beyond paper/pencil assessments
Initiative & Persistence	The drive and actions to do more than is expected or required in order to accomplish a challenging task. Tests for a relentless focus on learning results and ability to succeed in highly challenging situations.	<ul style="list-style-type: none"> - Evidence of taking responsibility and doing more than is required for the purpose of accomplishing a difficult task or reaching a challenging goal - Takes responsibility for significantly improving student learning in a short amount of time, including taking multiple actions to achieve this goal and enlisting the help of others when necessary - Demonstrates boundless energy and enthusiasm for their subjects - Teaches every day as if the material is exciting and new, and is genuinely interested in students' responses to the subject matter - Constantly on the lookout for new, more engaging, more rigorous approaches and always believe they can do a better job - Evidence of past experience embracing challenging situations - Willingness to acknowledge mistakes and learn from this without defensiveness - Evidence of previous efforts to collect information about students and their key influencers (parents, staff members, etc.) and using that information to build respectful relationships and to make decisions based on the individual student's needs
Interpersonal Understanding	Understanding and interpreting others' concerns, motives, feelings and behaviors. Tests for ability to work through and with others.	<ul style="list-style-type: none"> - Examples of accurately interpreting other people's emotions, motives, needs and wants (determined by observing their words, body language and actions, or inaction) - Demonstrates ability to discern root causes of behaviors that prevent students from learning - Evidence of previous efforts to collect information about students and their key influencers (parents, staff members, etc.) and using that information to build respectful relationships and to make decisions based on the individual student's needs - Evidence of identifying individual student's interests and using this information to select learning activities that will be engaging and effective for each student
Locus of Control	Assumes accountability for reaching outcomes despite obstacles. Acting with the purpose of affecting the perceptions, thinking and actions of others. Tests for ability to work through and with others.	<ul style="list-style-type: none"> - Evidence of internal locus of control - Focuses on own capacity to impact situations rather than on external barriers - Takes initiative to solve own problems/provides examples of being self-reliant - Holds self accountable for student learning - Assumes responsibility for classroom environment and culture - Provides examples of maintaining focus on the big picture and addressing obstacles in past professional or personal experiences - Strategies do not lower expectations or compromise learning goals
Professional Interaction	Respectful of others and sensitive to professional norms of interaction in different situations. Strives to understand the opinions and experiences of others. Demonstrates the ability to effectively & appropriately interact with students and others in the school community. Also demonstrates effective written and oral skills.	<ul style="list-style-type: none"> - Able to understand and assume the role and tone appropriate for new settings - Listens openly to differing opinions - Aware of how one's own background and assumptions can influence interactions with others - Shows evidence of being able to contribute to a school's effectiveness by working collaboratively with others - Remains positive and professional throughout interview - Uses appropriate and respectful tone - Strategies/behaviors appropriate for educational environment/teacher role - Describes students, parents, community and others in a respectful and non-judgmental manner - Acknowledges the positive contributions of students and parents - Welcomes the contributions of others (parents, community) - Effectively navigates scenarios or experiences with challenging interpersonal situations, with appropriate norms of interactions - Resume/cover letter/portfolio displays mastery of written grammar, usage and organization - Fluent verbal and written command of English - Few, or no errors in language usage and mechanics - Writing is persuasive, logical, and well-organized - Conveys ideas and information clearly - Evidence of maintaining personal composure when faced with potentially stressful, angering or otherwise emotional situations - Demonstrated ability to de-escalate conflict and reduce stress by responding to the immediate situation in a way that enables other people to move beyond negative behavior - Evidence that their own modeling of self-control is adopted by their students - how to manage their emotions and respond reasonably when faced with stressful situations

Source: Mass Insight Education, Public Impact, TNTF

SAMPLE TEACHING SESSION INSTRUCTIONS (WITH STUDENTS)

At the beginning of the interview, you will be asked to lead a twenty-minute sample lesson with students. As the teacher, you should expect questions from your students. Overall, the atmosphere is relaxed and collegial.

Prepare your sample lesson in advance. You may teach a lesson of your choice for the **specified** grade level: **4th grade**. A successful lesson is organized around a main point or learning objective and makes use of age-appropriate materials and strategies to help students master information. Examples of sample lessons might include adding fractions, naming vegetables in Spanish or reviewing how a bill becomes a law. Your lesson should include multiple strategies for diverse learners.

Twenty minutes pass quickly. Choose a specific learning objective that you can present effectively during this limited time. We do not expect you to teach a lesson on a broad topic such as American literature. It is acceptable for you to assume prior knowledge in your students; you may communicate this to the interviewers by beginning your lesson with a reference to an earlier lesson (e.g., “Yesterday we began talking about similes. Today we’re going to continue talking about similes and learn about another literary device called a metaphor. Can someone tell me what a simile is?”)

Remember these key points for an effective sample lesson:

- You will be given no more than 20 minutes
- Lessons should have a clear beginning, middle and end
- Teachers should communicate and work with students to achieve a specific objective
- Lessons should be interactive and age-appropriate

Please note: Our rooms and classrooms vary in configuration; some are set up like typical classrooms while others are conference rooms with one large table. There will either be a SMART board, chart paper, a dry erase board (with markers and an eraser) or a chalk board (with chalk and an eraser) to use during your lesson. You should plan to begin any other materials needed to teach your sample lesson.

Subject: Request for suggestions for transformational zone schools
Date: Monday, March 31, 2014 12:34:41 PM Central Daylight Time
From: Knoester, Matthew
To: Hillyard, Carrie
CC: Skinner, Tamara

Dear Ms. Hillyard,

I received a phone call from Marsha Jackson several days ago that asked whether, as a parent of a child at Glenwood Leadership Academy, I had suggestions for improving the school. An email from Ms. Jackson directed me to your email, and also suggested I contact GLA directly as well. So I am cc'ing Tamara Skinner as well.

I am glad parents are being asked for feedback about the school, as I believe that is a healthy process for any good school to regularly hear from parents, and to encourage their engagement. Let me also mention that I have made public my enthusiasm for the school at a forum led by Indiana Superintendent Glenda Ritz and members of the State Board of Education. I am attaching to this email the letter that I read aloud at that forum. The letter is a strong statement of support for the school. It details particular characteristics of the school and the staff that I have met that have made very positive impressions on me.

We chose GLA for our child because it is our closest neighborhood school, the student body is racially and culturally integrated, the staff seems to be friendly and committed, the school building has been recently renovated and appears to be well-maintained, I personally know several of the teachers at the school, the principal has a very positive reputation among my colleagues at the School of Education at the University of Evansville, the school has received large grants, and the class sizes seem to be smaller than several of the other evsc schools I have visited (as a supervisor of student teachers). I also put very little stock in standardized test scores. The fact that GLA has received an "F" for six years in a row--based solely on ISTEP scores--reflects more poorly on the state's decision to grade schools in this way, than on the school. It does make me upset to see this grade. But I am not upset at the school--since I know that standardized test scores are strongly correlated with race and class and the school is a low-income school--but I am upset that the state has chosen to grade the school in this way, because it is insulting to low-income people. Schools should be evaluated on much more than standardized test scores.

So, the school has a lot of wonderful things happening in it! Nevertheless, I am sure that the school could improve various aspects as well. In the interest of full disclosure, let me mention that I have written a book about these topics, entitled *Democratic Education in Practice: Inside the Mission Hill School* (Teachers College Press, 2012) and I would be happy to share a copy with you if you show an interest and send your address.

The Mission Hill School, a public school in Boston and the topic of my book, is a remarkable place, and I do believe that schools like GLA could learn something from it. It was founded by Deborah Meier, a well-known educator and author, and principal in heavily-researched schools in New York City and in Boston. I also taught at the school for about five years, and I conducted an in-depth research project on the school (originally my doctoral dissertation, then revised to be a book). Some of the indicators of success of the school include its racial and cultural integration (despite its location in a highly segregated city, Boston), a college-attendance rate of about 96%, according to the survey I conducted (roughly consistent with the college-going rate of Meier's 3 previous schools in NYC), and much else. The school is small, students graduate from the 8th grade after creating and defending robust portfolios in each subject, there are many ways that the parents and families are involved with the governance and academic and social life of the school, and much else. I do suggest that you read the book. A film crew also spent many hours filming various aspects of the school, and I suggest that you look at these 10 six-minute videos: <http://www.missionhillschool.org/a-year-at-mission-hill/>

So, if I were to hi-light a few things that I believe GLA could learn from Mission Hill School, I would suggest these (with the caveat that I have an "outside" perspective--some of these things might be going on without my awareness): 1.) More parental involvement, including twice-yearly family conferences, and family nights that are centered around student-work 2.) focus more on having students create beautiful and meaningful student work that is then presented or displayed and students can receive genuine positive feedback, as opposed to worksheets or desk-work that is not made to "teach others" what the student has learned, 3.) view children holistically, rather

than merely as a test score, by using professional development protocols such as the "Child Study" descriptive review process, formulated by the Prospect Center--paying attention to students' interests, presence, relationships, etc. to allow a closer relationship to the child.

These are just a few suggestions that jump to mind. I realize that the school is "under the gun" of test scores, and I think that is problematic. However, I believe it is desirable to do what is right by children first, and these things might have more effect on the child, holistically, while not detrimentally affecting the test scores.

With respect and appreciation for what you do,
Matthew Knoester
Assistant Professor of Education
University of Evansville
Parent, Glenwood Leadership Academy

December 10, 2013

Dear Superintendent Ritz and the Indiana Department of Education,

I am a concerned parent of a kindergarten student at Glenwood Leadership Academy and an Assistant Professor of Education at the University of Evansville.

I am also a National Board Certified Teacher and former elementary school teacher. In my role as a supervisor of student teachers at the University of Evansville, I have visited dozens of schools in Evansville. As a parent of a student in EVSC, my wife and I were given a choice to send our child to a large number of schools.

Let me list the reasons why we chose our neighborhood school, Glenwood Leadership Academy, for our child, and would again if we had the choice.

Glenwood is a beautiful school facility with talented and energetic leadership and staff. My child is in a classroom with just 15 students, and the demographics of his class are highly integrated racially. That is a big bonus for us, knowing that schools in the U.S. are still highly segregated. When I drop my son off at school, a friendly staff member is always holding open the door, smiling, and greeting us. My son's teacher communicates with us daily and always seems excited about what they are learning in class. She plans interesting activities and field trips, and she sends home very reasonable homework; in fact, my son was reading sentences within the first few weeks of school.

My son loves going to school. He has good friends; he enjoys the people at the school

and the activities the staff thoughtfully prepare for him.

As a family, the school welcomed us, along with the families of all incoming kindergarten students, at a beautiful gathering in the library at the beginning of the year. The teachers and principals introduced themselves and made an effort to make the parents and students feel comfortable. The school has consistently sent this message to families and has communicated its objectives with the education of our children.

I realize that the school has received a grade of "F" from the State Department of Education for five years in a row, and I realized that when we were choosing the school for our child. However, as an educational scholar, I also realize that the grades are based strictly on test scores and that test scores are a highly dubious indicator of school success for a large number of reasons, especially when used as the only indicator of school success. What is far more important to my family and to me are the relationships we have as parents to a capable and energetic teaching staff, a warm, welcoming and well-resourced learning environment, a high-quality school building and resources, and the education that we see our child receiving.

It would be wrong to shut down or consolidate a school such as Glenwood Leadership Academy. It is our community school, and our community is a largely low-income community. Glenwood serves our community well and has in place a plan for improving, through EVSC's Transformation Zone.

Further, the history of state takeovers of schools has a terrible record of success. Education historian Diane Ravitch recently wrote:

It is a curious fact that there has never been a successful, state takeover of a local school district. Correct me if I am wrong. Maybe there is one somewhere but I don't know of any. Pennsylvania took control of Philadelphia in 2001, and Philadelphia is near bankruptcy. New York took control of the Roosevelt school district and increased its debt. New Jersey controls several of the state's lowest performing districts, some for decades, which have remained troubled. State takeover, it may be said, has no track record of success. That's why I applaud the Virginia School Boards Association and the Norfolk schools for suing the state to block legislation intended to void local control. When schools are floundering, they need help, and the state should provide it without delay. But academic trouble should not be a rationale for short-circuiting democracy. Message to states: Work with the people in the community, not against them. (posted August 24, 2013, at <http://dianeravitch.net/2013/08/24/virginia-school-boards-fight-state-takeovers/>)

In closing, I hope the IDOE will do the right thing and work with the leadership of EVSC and GLA to let the Transformation Zone plan take effect, continue to improve the school, avoid branding schools with low-income families as “F,” and provide resources and support for schools like ours.

Thank you,

Matthew Knoester, Ph.D.

National Board Certified Teacher

Assistant Professor of Education, University of Evansville

Parent of kindergartener at Glenwood Leadership Academy

Subject: FW: glennwood *parent comment*
Date: Monday, March 24, 2014 11:29:01 AM Central Daylight Time
From: Langford, Kate
To: Hillyard, Carrie

Thank you,

Kate Langford

Data Specialist
Kate.Langford@evsc.k12.in.us
Direct Phone: 812.435.8473
Office of Academic Affairs
951 Walnut Street
Evansville IN 47713



Evansville Vanderburgh School Corporation

From: Shaykira Tapp <shaykira7@gmail.com>
Date: Tuesday, March 18, 2014 6:27 PM
To: Kate Langford <kate.langford@evsc.k12.in.us>
Subject: glennwood

The cafe is too small and outdated. It is the same cafeteria ,when i was at school

—
god, bless

Old Parent Comment

Really like that they do student news. would like to see more often even smaller scale

Rewarding students for doing the right thing & show them how to act or make a better choice than what they did wrong.

Instant positive feedback

Teachers should teach with high standards & expectations - making a student a priority. Not just pass them or get by - but to excel to the best of their ability.

Bring real life material & speakers to students even like civic leaders/Mayor/Spotify

Really liked the Leadership Evansville Program. Continue on the that - doing things like that more than once - or going -

Have them to give back - like the ~~big~~ mayor's program - "Clean up" - Start of their community

Glenwood Leadership Academy - Staff Consultation Record form (PLCs)

Based on the data, analyze the strengths and opportunities for each of the three categories below. Include justification for the selected interventions for these areas.

	Strengths	Opportunities	Justification for Selected Interventions:
Instructional Programs	<ul style="list-style-type: none"> -Professional Learning Communities (PLC's) Implementation -High Quality Lesson Planning -Use of Data -Teacher Evaluation, Walkthroughs, and Feedback -Response to intervention team -EVSC implemented districtwide standards aligned curriculum maps in the areas of ELA and Math. These maps were introduced to teachers through district and school level PD facilitated planning sessions. -External technical assistance from Mass Insight Education and Office of Transformational Support has included feedback-orientated classroom walkthroughs, collaboration with principal/assistant principals/leadership team and staff professional development. 	<ol style="list-style-type: none"> 1) Professional Development Opportunities <ul style="list-style-type: none"> --Teach Like a Champion strategies --Classroom Management --Building a Classroom Community --Primary Reading --Reader's Workshop --Writer's Workshop --Assessment Writing --Leadership --Reading Comprehension Strategies --PLC PD --Rigor 2) Continue Transformation Zone Team Training prior to hiring 3) Implement Lead Teacher structure 4) Addition of intervention materials and Intervention Teachers 5) Addition of special education teachers 	<ol style="list-style-type: none"> 1) 2) 3) 4) GLA currently has to use special education teachers as well as Master Teachers to run intervention groups, which is not an ideal situation. Having teachers that are dedicated to leading intervention groups will increase the effectiveness of the groups and, therefore, increase student achievement. --high need + addition of middle school interventionists --LLI is not proving successful at 4th grade level 5) GLA is not meeting the needs of all special education students.
School Leadership	<ul style="list-style-type: none"> -Three principals -Leadership Team (Master Teachers, Teacher Mentor, Outreach Coordinator, After-School Coordinator) -Teacher Evaluation, Walkthroughs, and Feedback -Strong Communication -Students and teachers that are able and willing to lead. 	<ol style="list-style-type: none"> 1) Opportunities for staff growth and promotion 2) Student Leadership Team 	<ol style="list-style-type: none"> 1) 2) Increasing student voice and choice can build some much needed student motivation at GLA.
School Infrastructure	<ul style="list-style-type: none"> -PBIS Implementation -Professional Learning Communities (PLC's) Implementation -Specific supports for students emotional/behavioral/physical needs are provided through community partnerships including 	<ol style="list-style-type: none"> 1) Behavior interventionist to address low-level behaviors 2) PBIS incentives 3) "Leader in Me" program in coordination with PBIS implementation 4) Additional professional development on implementing effective PLC's 	<ol style="list-style-type: none"> 1) 2) 3) While GLA has the PBIS framework in place, the "Leader in Me" program focuses on building intrinsic rewards and self-motivation. The "Leader in Me" program will benefit students and staff in the areas such as character development, leadership, and student ownership, which can change the culture of a school. 4)

Staff Input Below:

	Strengths	Opportunities	Justification for Selected Interventions:
Instructional Programs	<ul style="list-style-type: none"> -Interventions -Several interventions -Data -Gradual Release Model -Interventionist 	<ul style="list-style-type: none"> -Programs tailored to what our students need -Social skills daily across grade levels -Program for writing -More employees as intervention support to run small groups -Headsprout -Eliminate Burst -We could use more -More in-class support w/behavior to meet the needs of all students. -More support for interventions & group work -More interventionists & special ed support -Replace LLI -More interventionists 	<ul style="list-style-type: none"> --Students need interventions that they can relate to & make connections to --Students learn strategies to use when working together or angry -more intervention support would allow teachers greater flexibility with smaller groups with a smaller focus to promote student achievement --Research-based, reasonably priced, sustainable --Replace with a different research-based program --Ratio for teacher to student is too high to be effective -high need + addition of middle school interventionists --LLI is not proving successful at 4th grade level

		<ul style="list-style-type: none"> --Rocket Math --Reading comprehension program such as AR --AEA overhaul --PD on-site 	<ul style="list-style-type: none"> --Reading comprehension is consistently low on Acuity type tests. --Sets a purpose for silent reading
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School Leadership	<ul style="list-style-type: none"> --3 principals to help with behavior --Extra principals a must! --Good communication --TAP teachers, outreach coordinator, after school coordinator 	<ul style="list-style-type: none"> --A more defined role for each principal --Behaviorist --More behavior support --More male influences needed --More consistency --Behavior interventionist --open opportunities for teacher/staff growth, develop more leaders --More counselors --Behavior interventionist --Playground leader 	<ul style="list-style-type: none"> --Consolidate roles & responsibilities --Help support with low-level behaviors & reduce load for principals/office staff --Low level sheets are not working --Same levels & interventions (for behavior) between all 3 administrators --staff ownership of the school, staff involvement, higher morale --To continue focus on changing behavior w/o a consequence, these support staff members can help with interventions
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School Infrastructure	<ul style="list-style-type: none"> --Teachers get a lot of say in what they want to teach. --6th grade in elementary hallway --Great special ed staff 	<ul style="list-style-type: none"> --Team building time --4-6 & 7-8 just don't have enough space to move --NO class 1/2's for specials teachers --More special ed help --Built-in PLC time for minimum of 30 minutes --More special ed teachers --2 behavioralists (upper & lower) --smaller class sizes for younger grades --Middle school hallway --Math interventionist for middle school --Locate all "specials" class together --More special education teachers --An enrichment period where students go to a designated area --Pull-out program for spec ed (or self-contained mild, LD, ED) --Smaller class sizes where needed --Classroom aides for sp ed students --Double plan even if broken up --Younger kids have specials before older kids --Built-in teacher days --Structured recess --Days to talk about data with students --Parent/teacher conferences 	<ul style="list-style-type: none"> --Become stronger teams --Too many to manage & bad mix of personalities --Several high need students w/IEP's in classroom --More quality & quantity of services provided to students --Help manage & control behavior --We are not serving our spec ed population's IEP's the way we should be. --Meet needs/manage behavior --PLC & personal plan allow teachers to collaborate & work independently --Older students are more motivated in the morning & specials can throw that off first thing
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SIP Strategies

Academic PLC Implementation	<ul style="list-style-type: none"> --The amount of conferences we have sent teachers to. --Allows grade levels to focus on grade level data - A MUST! --We have started it & it helps student achievement & teacher relationships --The allotted time for PLC & plan is great. --We currently have the time to meet in PLC's --Keeping close grade levels together during plan 	<ul style="list-style-type: none"> --Sending more teachers to PLC conferences --Team building program --Built-in PLC time for minimum of 30 minutes --PD to see how effective PLC's are running --More opportunities for teachers who do have a teaching team --Be sure that time is kept as a priority --More defined groups with various expertise 	<ul style="list-style-type: none"> --All teachers need to learn the PLC process --Help strengthen teams --Strong teams help with student success --Greater opportunity to spend time on a variety of teacher responsibilities
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Developing High Quality Lesson Plans	<ul style="list-style-type: none"> --The TAP rubric helping create meaningful lesson plans --Keeps students engaged and helps to have a strong knowledge base for learning --Some teams feel they are already doing this --TAP format --PLC time --Resources & technology --TAP rubric --We've got this! 	<ul style="list-style-type: none"> --Pairing teachers with a "mentor" to review lesson plans & share ideas --PD on differentiated instruction so lesson plans lay out scaffolding within them --Summer PD --Observing teachers at other schools --Keep this as a priority 	<ul style="list-style-type: none"> --We have a lot of new teachers. --Teachers need to be taught how easy it can be to plan for a variety of student needs & some quick sessions would get us on the right track.
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Student Ownership of Data	<ul style="list-style-type: none"> --Know what levels they are on --Currently do a good job with this --Data pages, notebooks --Student data trackers --Data folders, chats --Student goal setting based on testing data --GLA bracelets 	<ul style="list-style-type: none"> --increase opportunity to meet with students about their data (extra time or extra person) --These need to be done w/fidelity --Data should be a live report card --Should be viewed & signed by parents --Incentives 	<ul style="list-style-type: none"> --students would have a greater understanding of their data & what it means --Higher level of involvement with student families --Parents will be more informed about student progress on state tests --Students set goals, reach them, but no real incentive is given
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<p>Increase Student Motivation</p>	<ul style="list-style-type: none"> -Use of technology for lessons & goal setting -Core experiences -We have fantastic rewards!!! -Constant new/improved incentives -PBIS rewards 	<ul style="list-style-type: none"> --Technology coach in one building all the time to meet the motivational needs related to tech --Continue core experiences --Heavy for K-6 --7-8 needs consistent system that differs from K-6 -Differentiate lower grades vs. upper grades rewards 	<ul style="list-style-type: none"> --Someone is here at all times allowing them more time in the classroom to provide support --Different ages, different needs & motivation
<p>PBIS Implementation</p>	<ul style="list-style-type: none"> --Helps student behavior --Staff has uniformity & is attempting to implement it. --Rewards 	<ul style="list-style-type: none"> --Changes are not helping though --Too many reward systems to keep up with --Behavior management professional development --More incentives for students who meet PBIS goals -Need student council -National honors society --Leader in me -Behavior interventionist -Character ed -Change detention into class for behavior -Refine referral process -Behavior interventionist -Consistency --PD opportunities 	<ul style="list-style-type: none"> -Students are motivated to following PBIS procedures when awards are in place -Promote those strong students -Creates intrinsic motivation
<p>2-way Parent Communicator Tool</p>	<ul style="list-style-type: none"> Some parent support -Agendas, phone calls, home visits -School newsletter -ConnectEd calls, RDS, PTA, newsletters 	<ul style="list-style-type: none"> --Parent contact --Teacher release time to contact & meet with parents -Better use of website & ConnectEd -Awareness & usage of RDS, teacher website pages 	<ul style="list-style-type: none"> --Can't get hold of them due to no minutes, etc --No parent support - gets mad at teacher --Teachers need to have time throughout the day dedicated to parent outreach.
<p>Community Engagement</p>	<ul style="list-style-type: none"> -Coordinator 	<ul style="list-style-type: none"> --Boy mentors needed!!! -Service learning coordinator -Program to take kids out in community -Project for upper grades -PTA sponsorship -Parent access for job apps/GED classes -Monthly events -Open house 	<ul style="list-style-type: none"> -provides hands-on application for learning -connect to real-world learning --More parents involved -Improved grades & behavior

Caze - Staff Input Gathering Tool

Based on the data, analyze the strengths and opportunities for each of the three categories below. Include justification for the selected interventions for these areas.

Instructional Programs	<ul style="list-style-type: none"> -Success with Reader's Workshop in primary grades -Proficiency planning at certain grade levels with certain PLC's -Inclusion model -Response to Intervention Team -EVSC implemented districtwide standards aligned curriculum maps in the areas of ELA and Math. These maps were introduced to teachers through district and school level PD facilitated planning sessions - External technical assistance from Mass Insight Education and Office of Transformational Support has included feedback-orientated classroom walkthroughs, collaboration with principal/assistant principals/leadership team and staff professional development. -Pre-K 	<ol style="list-style-type: none"> 1) Add Professional Development Specialist position to lead curriculum and instruction 2) Professional Development Opportunities w/embedded follow-up <ul style="list-style-type: none"> -Teach Like a Champion Strategies -Classroom Management -Primary Reading -Reader's Workshop -Writer's Workshop -Assessment Writing -Leadership -Reading Comprehension Strategies -PLC PD -Rigor -Dan St. Romain (child development & behavior) 3) Continue Transformation Zone Team Training prior to hiring 4) Add special education teachers to support full inclusion model 5) Add Intervention materials and Intervention Teachers 6) Add technology to support added interventions 7) Add resources for Reader's, Writer's, and Math Workshop models 	<ol style="list-style-type: none"> 1) 2) 3) 4) 5) 6) 7) Classrooms lack the variety and volume of books and other resources necessary to implement the workshop model fully
School Leadership	<ul style="list-style-type: none"> -Collaborative principal -Addition of Behavior Interventionist to free up principal to provide teacher feedback -Membership in the Transformation Zone and the support the Office of Transformational Support provides -Leadership Team, teacher ownership 	<ol style="list-style-type: none"> 1) Add Professional Development Specialist position to lead curriculum and instruction 2) Opportunities for staff growth and promotion 	<ol style="list-style-type: none"> 1) 2)
School Infrastructure	<ul style="list-style-type: none"> -PBIS Implementation -PLC Implementation -Addition of Behavior Interventionist to free up principal to provide teacher feedback -After-school programming -Social Worker -Family Engagement 	<ol style="list-style-type: none"> 1) Tier 2 & 3 Behavior Interventions 2) PBIS Incentives 3) Continue behavior Interventionist to manage low-level behaviors & teach expectations 	<ol style="list-style-type: none"> 1) 2) 3)

Staff Input Below:

	Strengths	Opportunities	Justification for Selected Interventions
Instructional Programs	<ul style="list-style-type: none"> - Reader's Workshop - Summer Pre-K - Pre-K - Proficiency planning - Curriculum Maps - Rocket Math - Smekens PD - Writer's Workshop - Guided Reading 	<ul style="list-style-type: none"> - Additional resources for classroom libraries - Ruby Payne strategies - Math Workshop - Writer's Workshop - LLI (Leveled Literacy Interventions) - Reader's Workshop - Technology 	<ul style="list-style-type: none"> - Classroom libraries lack a variety & volume of books - High poverty rate - Improve math instruction - Improve writing instruction - Students can set & reach their own goals - Workshop model implementation is not consistent across grade levels - Increase student achievement - Success in Reader's Workshop model at Caze
School Leadership	<ul style="list-style-type: none"> - Behavior Interventionist - Effective team - Transformation Zone - Collaborative principal - Leadership Team - Principal 	<ul style="list-style-type: none"> - Assistant principal - More behavior intervention staff 	<ul style="list-style-type: none"> - Enable counselor to counsel - Free up principal to be in classrooms - More preventative support instead of reactions/consequences
School	<ul style="list-style-type: none"> - Behavioral support staff 		

<ul style="list-style-type: none"> -Technology offered as a special rotation -After-school programming -Departmentalization -Inclusion -Social Worker -Flexibility 	<ul style="list-style-type: none"> -Additional instructionalists for students to learn how to utilize technology for reading interventions -Grade level classrooms need to be together -Need buzzer for door -Smaller class sizes for increased learning -Lock & secure entrance -Investment in technology -Smaller classes -Alternative cafeteria ideas -Alternative recess ideas -Class coverage for mClass/DIBELS testing -Extra special rotation 	<ul style="list-style-type: none"> -high # of Tier 2 students needing supports -Data walls, behavior interventions, academic interventions -Safety issue -Enable better differentiation, increase skills, build stronger relationships with students & families -Enable staff & students to be safe and free of fear -A lot of issues/referrals occur during this time. -Allows teachers to teach. -Reduces disruptions. -Allows 1 personal plan period & 1 PLC period.
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SIP Strategies.		
<p>Academic PLC Implementation</p> <ul style="list-style-type: none"> -Proficiency planning -Data chats -Collaboration -Focus on unit & lesson planning -Team unity -Flexibility -Planning together -Common assessments -Curriculum map alignment -Data review 	<ul style="list-style-type: none"> -Double plan with other grade levels -Collaboration for departmentalized grades -Day for each team member -Less commitments outside of PLC (i.e., other committees - F/E, PBIS, Leadership, RTI) -PLC conference -PLC time built into schedule 	<ul style="list-style-type: none"> -Opportunity to scaffold instruction -Currently unable to collaborate in certain grade levels and subject areas -Team members need to be able to meet more often to review data & implement planning -Increase use of data, common assessments, & student achievement -More effective planning
<p>Academic Targeted Professional Development</p> <ul style="list-style-type: none"> -Modeling Teach Like a Champion strategies -PLC's, proficiency planning -Smokens Writing PD -TLAC Check for Understanding 	<ul style="list-style-type: none"> -Increase strategies learned and revisit more often -Dan St. Romain (child development & behavior) -Further Reader's Workshop PD -PLC PD -Reader's/Writer's Workshop -Content specific PD -Subject area specific PD 	<ul style="list-style-type: none"> -Development is changing. Updated brain research This could reduce high number of discipline referrals -New teachers to the building -New team leaders -Train new teachers effectively -Increase instructional best practices, fidelity, & student achievement -More strength in subject areas
<p>Climate/Culture: PBIS Implementation</p> <ul style="list-style-type: none"> -Consistent, school-wide, universal -Check in/check out -Positive framework -Tier 1 common language & procedures -Behavior binder -Core values, procedures, school-wide expectations -Behavior specialist -School-wide behavior plan -Clear expectations 	<ul style="list-style-type: none"> -Increasing core experiences for Tier 1 -Ruby Payne PD -Tier 2 & 3 interventions -Tier 3 support -Behavior management PD -Community involvement -Additional training with Tiers 2 & 3 -PBIS Rewards - trips, store, etc -Social skills curriculum 	<ul style="list-style-type: none"> -Learning how to be part of the community -High poverty rate at Caze -Currently not provided or implemented -Lack of 100% engagement -Improve classroom environment, limit disruptions, increase motivation -Chronic behaviors of Tiers 2 & 3 -Support successful students (get ideas from other TZ schools) -Huge need
<p>Climate/Culture: TLAC Climate/Culture Strategies (Positive Framing, 100% Every Minute Matters)</p> <ul style="list-style-type: none"> -Positive Framing -School-wide cohesiveness -PD -Support of implementation -2-hour dedicated planning time 	<ul style="list-style-type: none"> -Weekly practice from Teach Like a Champion -Class modeling -100% engagement w/ behavior -Continue the 2-hour dedicated planning time 	<ul style="list-style-type: none"> -Need new tools in toolbox -Need to see classroom experience -Behavior impedes learning -Effective collaboration time
<p>Family Engagement: Two-way family communication re: goals & aspirations</p> <ul style="list-style-type: none"> -Parents appreciate the positive contact -Family nights -Grade-level family "trainings" -Parent/Teacher conferences -Newsletter -Facebook page -Social Worker -LLB's (low-level behavior)/phone call/note to parent -RTI/Tier 2 -Events (monthly & grade level) -ConnectEd -Positive!! -Wonderful PTA 	<ul style="list-style-type: none"> -Further explore the educational goals/pursuits -Strengthening Families program -Adult classes -Strategies to engage parents in child's learning -Mind in the Making (teacher/family PD) -Positive home visits -Family Education -Funding built-in -Parent/Teacher conferences 	<ul style="list-style-type: none"> -2-way open dialogue and builds relationships -Parents want to help but don't always know how -Academic buy-in -Increase parent involvement & investment -Improve parent/teacher communication & relationships -Increase in family involvement increase in academics -Build relationships, school/home connection

Subject: School Improvement

Date: Tuesday, March 18, 2014 5:45:22 PM Central Daylight Time

From: no reply

To: Langford, Kate

Care

A message from EVANSVILLE VANDERBURGH SCHOOL CORPORATION

Hello, this is Marsha Jackson with the EVSC. Do you have ideas for improvements to your student's school? If so, we would love to hear them as soon as possible! The EVSC has an opportunity to apply for school improvement grants through the United States Department of Education for Glenwood Leadership Academy, Lincoln School, Caze Elementary, and Washington Middle School. These are potential three year grants that would provide resources in addition to what the school normally receives to drastically impact student achievement.

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

Please share your ideas for the school your child attends—such as recommendations for programming, curriculum, and/or learning opportunities you would like to see in place for your student. Call Kate Langford at (812) 435-8473 or email your ideas or suggestions to kate.langford@evsc.k12.in.us.

This e-mail has been sent to you by EVANSVILLE VANDERBURGH SCHOOL CORPORATION. To maximize their communication with you, you may be receiving this e-mail in addition to a phone call with the same message. If you wish to discontinue this service, please inform EVANSVILLE VANDERBURGH SCHOOL CORPORATION either IN PERSON, by US MAIL, or by TELEPHONE at 812-435-0207.

Had a great app. so far. Ha

New library books for ledging readers -
Only once week librarytime would like to see more
time

Young kids to have more after school - more
Structure - science exp w/ young kids - elephant footprint
Mixing colors, learning colors - Dr
Reinforce art in fun way - Music, Art, Gym
~~more~~

Huge part

Don't agree 100% w/ Comm Core - learn ^{more} ~~more~~
now down arts music - more week round

rounded. for students.

Field trips: Indian Mounds

Science things.

Children Museum - fun way.

ZOO - some kids don't get to

^{done} farm - apple picking / Pumpkins
Ice Cream - Factories

LST for upper grad.

Technology - Computer labs - using them correctly
Even as a Kg.

Play ^{educational} games to get comfortable
w/ technology

More training Pro Board - Teachers

Great teacher - get involved with students
been there 30 days. ~~to~~ Julie Lawer / Miller

27 student w/ asst. & stud. teacher

weekly pos. reinf. w/
little

Rewards from teacher "Cash" Cougars - exchange
for prizes for their behavior.

Subject: School Improvement

Date: Tuesday, March 18, 2014 5:45:22 PM Central Daylight Time

From: no reply

To: Langford, Kate

Caze

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After School ~~Program~~ - more than what have - move for
Smaller Student - have nothing but watching movies

Mainly 4th & 5th

Dinner Club - ~~B~~ More engaging for 1-3rd
more to teach - not just homework duties

200 / Museum Plantation - Right here Evansville
Move out of Classroom - activities like Ice cream / others
Farm - 1st grade - don't care phildarman
fun.

Don't tie home back into homework.

Nice job family act. - Leap BINGO.

Teachers do put a lot of effort - nice to see them
it on their own time. Something each month.

No good Auth. for large class inst

No stage (good) for performances & visitors
sit in metal chairs.

Three Students
Bad school wrap! Not sure.

Subject: School Improvement

Date: Tuesday, March 18, 2014 5:45:22 PM Central Daylight Time

From: no reply

To: Langford, Kate

Caze

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Grandparent naising 3 grand kids

Help w/ Math - After School - section w/ just

Math tutors - show how to do homework.

Sit a do homework each day: 30 min. at least.

Not an option - all subjects too.

Computer ^{lab} - has math - very english / SS / History
a lot little

less shoot up games - more fun education

Learn by doing - Not telling.

Great School - kids do well

Charge.

Called In

Accel. Leaders = Program
Use the incentives
for every 25 points = Prize

After school - Financial aid
getting voucher - After school
3:00 - 5:00

Force

Homework help

Price Sight words

Fraction / Multi Tables

In the morning - the whole would
go to the gym for pledge &
moto - school updates/Programs

Timestamp

Lincoln Staff Input

- The students here at Lincoln would benefit greatly from more real-life experiences, concerning the workforce and adult responsibilities. A positive addition to Lincoln is that there has been a team created to support students in an intentional manner to help them perform better in school. Time has simply changed Lincoln. The world as a whole is more involved in social media and internet, rather than face-to-face communication; increasing this family/community engagement would be great. Students need people in their home life and community to relate to, talk to, trust and learn from. A behavioral therapist would be a wonderful addition to Lincoln School. Lincoln has an opportunity to change the direction it was going in drastically.
- 3/14/2014 11:11:53 Parent education classes, behavior management supports, clarification and an active tier 3 for behavior and academics, accountability for parents/guardians, in house subs with experience in high poverty schools, licensed teachers delivering academic interventions, consistently working mini computers for k-4, more student desktops in the classroom, one room that houses manipulatives/resources for reading and mathematics, smaller class sizes. A huge benefit to Lincoln this year has been the new administration, more intentional PLC, more team work amongst the staff, moving 3-4 to the bottom level, more male teachers, more PD. A few things I'd like to see are more parent involvement, a K-5 model. My definition of accountability for parents are that parents must attend grade level or personal conferences, parents must give current phone numbers, after so many referrals a mandatory meeting with a liaison officer/ counselor/ administrator/ teacher will occur, parents must sign agenda books or return notes and calls from teachers, parents must commit to supervising homework, parents need to be responsible for dressing their student in dress code, everyday
- 3/19/2014 16:08:59 More support with behavior would help to strengthen academics. If we could get a better handle on behavior, there would be more and better (engaging) learning. I have seen students with significant behavioral issues get themselves under control this year, and that's been great. They are learning now and taking pride in themselves.
- 3/19/2014 16:13:46 I have also seen student expectations increase, which has resulted in students achieving at higher levels.
- 3/19/2014 16:11:17 Behavior management supports, consistently working mini computers, more computers in the classroom, specific, well-known areas for manipulatives and resources, more parent supports for how to help their students. More unified staff, more focused, intentional PLC, moving 3rd and 4th to the bottom level would all be beneficial. We could use additional printers and/or paper.
- 3/19/2014 16:21:25 Get classroom behavior and distractions under control, then learning can take place within the classrooms. Administration has done a tremendous job to help set the stage for positive change this past 2 years. With that being said, I am beginning to sense a very slight increase in personal pride and accountability among more of our middle school students. There will be difficult days ahead AND we (yet) have a long way to go, however I am beginning to see hope come alive again in the eyes of the children. Because of the PD being offered to teachers who maybe struggling in certain areas, certain gaps are being closed which allows for learning to take place within those classrooms.
- 3/19/2014 16:21:25 The lack of Strong parental support, with teachers who understand and care about our unique culture. We WILL continue to see change, provided we stay consistent with our school mission and vision. Without a vision, we all perish.
- 3/19/2014 16:17:54 I think there needs to be more opportunities for interventions with more students. I think many students would benefit from one-on-one support with an increase in support staff.
- 3/19/2014 16:17:54 We need more behavior supports in place to further prevent instructional time being lost because of those behaviors. I am very proud of just what has happened in this first year. We have seen tremendous growth in behaviors and academics. I believe Lincoln is on the right track and will be successful. I'm proud to be a part of it. This is my first year at Lincoln and the first year in this community. However, I think it would be great to have community service opportunities in place. These could take place after school, perhaps, but would be a way for students to take pride in their school and in our community. I also think it would be beneficial to have more things to attract parent and family involvement at Lincoln. It would be wonderful to have classroom supplies - paper/paper for anchor charts/dry erase boards and markers/ pencil sharpeners (that work)/etc...
- 3/19/2014 16:31:57 -Behavior Support
Students and their families would benefit from support within or outside Lincoln to guide students toward successful life choices and habits.
-Academic Enrichment Opportunities for students
Students need to know about that their "world" is bigger than what they experience in just their neighborhood or Evansville area. Students would benefit from experiences that truly open their eyes to opportunities within the state and nation. The choices they make now will determine who they will become. Education can open many doors, but if students lack life experiences that show them how big the world truly is, what they COULD do and BECOME if they are willing to work hard --- how will they ever know what they'd be missing???? I think that students are being provided with more consistency. It is my hope that through our instruction, interactions, and relationships with students that they know they have value, are capable of greatness, and are learning about life in a safe environment.
- 3/19/2014 16:31:57 Many students have shown that they are learning and many show that they already know that "excuses" won't move you forward in life. Excuses don't help you grow, and don't get you to where you want to be. Students are showing growth!! I think there was a time not so long ago when Lincoln was truly respected by the community as an EDUCATIONAL INSTITUTION. It would seem from research I have done that in years of late, it has turned into an institution resembling something of a "charity or a community center." Those things are not wrong within themselves, but there are already community organizations. Our students NEED a competitive, rigorous education that will push and encourage them towards greater success. We do them no favors if greatness is not expected of them, if they are not prepared for a life beyond high school whatever that might be (trade school, military, or college). Regardless, statistics show that a high school diploma is not enough. I think if we can transform Lincoln School back into a TRUE educational institution, more doors will open for students in so many ways. I truly believe that staff, students, and families would benefit from Lincoln continuing to strengthen the "Lincoln Way!" I think Lincoln is in a perfectly posed position to make a mark on this community in a great, powerful way. But good intentions, good ideas get you nowhere. Commitment, follow through, and accountability are needed. If Lincoln, as a whole, steps up and shows we have a strong belief, and our words and actions follow our beliefs - students and the community will take notice. Please don't hear me saying that perspective and tolerance are not needed because they are very much needed. But it would seem that for a long time, Lincoln has lacked vision and follow through. "Where there is no vision, the people perish." Our community is perishing in poverty. Lincoln must take a stand. We must take a stand for our students, for their futures. I say all of this to urge you to consider very intentionally setting forth "The Lincoln Way." It doesn't have to be what's best for other communities, other students, other cities. We need to urgently promote a high expectation for academics and behavior for all Lincoln Lions.
- 3/19/2014 16:31:57 Behavioral support, Family building/support would be two areas to focus support in. City Church has helped with supplies and needs of our students. I would love to see more parents inside our building. More activities like muffins for mom and donuts for dad. It would be nice to be more elementary for the lower grades.
- 3/19/2014 16:31:57 We should have positive role models in the building whether it be students or community members for mentoring young boys.
- 3/19/2014 16:31:57 We used to have homeroom buddies for upper and lower grades to connect and learn build. Our students really enjoyed that and were on their best behavior.
- 3/19/2014 18:34:38 I believe that Lincoln needs more behavioral support. If the behavior improves, I believe that academic growth will naturally follow. I believe that both the 7th and 8th grade classes have improved behaviorally and academically. Those students earlier said, "We ran this school." They are no longer saying this! Students now encourage other students to get on task. More and more students are showing interest in what they're learning. Based on conversations with staff in the building, it is clear that each and every adult believes in the students at Lincoln. Students are clearly the main focus and always have been. This grant will be used to help our students grow.
- 3/19/2014 20:44:48 I think we need to continue the work we are doing. Additional classroom support would allow for more small group instruction. Student support staff, such as a behavior interventionist, would be beneficial in providing social and emotional support. I have noticed that PBIS staff has taken a more positive approach with students and correcting student behavior. Historically, I feel that students at Lincoln have lost pride in their school and in their community, but I am excited about this opportunity for Lincoln to help change that sentiment. I feel strongly that students who struggle socially and emotionally often have academic and behavioral difficulties. I think the social and emotional issues that many of our families are faced with are direct correlations with academic achievement.
- 3/19/2014 22:22:56

- There is a great need for support within the classroom to manage and reduce the number of extreme behavior outbursts and other chronic student behaviors that significantly impact the amount of time teachers are able to deliver quality instruction with fidelity and students are able to focus and remain on task with age appropriate stamina. Another support that would greatly impact student achievement is the implementation of preschool classrooms. Many of the students that enter Lincoln in kindergarten are significantly behind academically, socially, and emotionally compared to other students the same age within EVSC. Often times students are already behind several years when compared to peers of the same age level. Offering preschool options for our Lincoln families would allow us to be proactive in meeting the needs of our students, their families, and the community. There have been numerous positive changes at Lincoln! Student test scores have gone up, there has been a gradual decrease in the number of office discipline referrals, additional supports have been put in place for students and teachers allowing opportunities to acquire and use the tools essential for success, the school has become proactive in building relationships with our families and the community. The first thought that comes to mind is pride. Not just pride in the school, although that still needs work too, but that overarching pride. Pride in yourself, pride in your actions and words, pride in your work, pride in your choices, pride in your home, pride in your family, the pride that all parents want to feel in their kids, pride for being responsible, pride in playing an active role in the community and school to help everyone work together to accomplish what we all want for the kids. I truly believe we are on the right path! I also truly believe that when student behavior doesn't consume every aspect of everyday, for everyone involved the rest of the pieces will begin to fall in place. It's not going to be an easy task, and everyone is going to have to be willing to change their mindset in some ways, but when we do figure it out I think it will be the key component in transforming the school.
- 3/19/2014 23:40:36
- If we could find ways to broak the classes down into smaller sections at times, for intensive focus that would be great. A huge positive over the past year has been a more consistant leadership!
- 3/20/2014 7:11:28
- Lincoln needs classroom sets of books. This would not be to provide students with materials when they are not responsible, but to head off avoiding work by neglecting to bring supplies. We also need art supplies for each room - markers, construction paper, pencils, rulers, etc - to incorporate more "creating" objectives. Lastly, Lincoln needs for every teacher to have all of the teaching resources available for their curriculum. This year, I've been functioning with only the teacher edition of the book and no teaching resources - i.e. maps, primary sources, etc. The staff has really come together to alter the culture/climate of the building. I'm seeing students care about their work, come to class prepared, and encourage their peers to show respect toward adults. It is truly incredible! Lincoln has made huge strides this year alone. It is exciting to be a part of everything that is happening!
- 3/20/2014 7:20:15
- More staff in place to deal with discipline issues. Increasing opportunities for student accountability. Teachers placed in their areas of "expertise." Parent support/accountability--student accountability increases. We have an incredible group of hard working teachers/staff in place at our school! Hopefully our staff won't change too much. Consistency is an important factor with our community.
- 3/20/2014 9:20:42
- We need smaller classroom sizes to support the neediness of our students. Consistency, team effort among administration, administration values staff, excellent professional development, and administration has set teachers up for success for next year. Strong parental support, high expectations, students basic needs were being met, positive relations between school and parents were more readily happening in the community before. I think that we need to get back to that going forward. I feel like we have what we as teachers need to help students be successful, but we have too many behavior distractions and we deserve more money for working as hard as we do.
- 3/20/2014 10:48:16
- Perhaps workshops for the parents to come in and see what their students are expected to be doing academically in school. Behavior in the hallways and common areas has improved. Administrators handle problem students immediately, so that the teacher can keep on teaching. However, overall I feel that many students do not seem to be accountable for their behavior. Expectations at home must have changed, somehow throughout the years. The administrators at Lincoln have truly helped make drastic improvements in the building. I think all teachers are doing their best every single day. This is a hard, exhausting job and perhaps some sort of extra compensation would draw more quality teachers to taking on the daunting task of teaching at a school in this situation.
- 3/20/2014 13:08:14
- We need a lower student to teacher ratio or more hands in the rooms. I like what I am doing but feel I would be much more effective if I could spend more time in 1 or 2 rooms than to be in a different place every period. That would give time to get to know the teacher, students and routine better. We could also build relationships with kids and not have to leave them all of the time. We have less credibility this way. But I do like getting to know so many kids and teachers. I can only speak from my perspective. Adding more clerical help in the office is great. PBIS attitude is good along with the accountability of students. Respect for the system. I also feel like we have lost some of the fun. I am sad that we don't have parties, celebrations, dances, field trips... I know there must be a reason we have stopped this but I believe it is all a part of the school life our kids should be experiencing. I know there were a few field trips this year but maybe there should be at least one for each grade level. Do other Middle Schools have dances? We use to talk about "Core Experiences" and making sure our kids could get some of those experiences, but not so much that I have heard this year. Parents could get more involved if more of this was going on. It seems like positive fun celebrations would be a part of PBIS. Look at how our teachers were dancing in the halls after the encouraging staff meeting we had this week and JEAN DAY on Friday. It doesn't take much to help the kids enjoy their school years either.
- 3/20/2014 16:10:25
- A beneficial thing to implement would be a beginning of the year school home visit blitz, that would include all staff members. This would help staff to begin building strong relationships with the students and their families. Individual tutoring for our students after school would be great. A bunch of positives that have happened over the past year has been. Focus on our students who are doing the right thing. Ms. Darrett and her vision for our students, their families and staff. The community has changed. During the past two evening events held at Lincoln, I have had some family members tell me it's not safe to come out at night any more. I have never had anyone tell me this before. Opportunities for our adult family members to sharing their talents and leadership skills would hopefully help this out!!
- 3/20/2014 20:09:03
- One thing I think could be helpful would be more technology support/resources. This could be a list of websites that are helpful in the area you are teaching. It can be very time consuming to look for these resources but they are also very helpful. I have not been at Lincoln very long but I see positive changes very often. There are positives even if they are small gains. I think one big positive I have seen is the staff backing each other. Its nice to know that if I'm struggling or need support in the hallway with students that other staff members are keeping open eyes and ears and are ready to help. I'm not sure I know what was in place before but I wonder if the pride of being a Lincoln Lion is missing from our students. I think as a staff we really need to promote Lincoln not only to the community but also to our students. I feel that I have been blessed to become a part of the Lincoln family. Lincoln seems to be going in a great direction at a quick pace. Our students are the number one priority and it shows in the way our students and staff work.
- 3/21/2014 8:39:25
- I believe that Lincoln is growing and making huge progress all around the board. I would love to see more support in the areas of academics and behavior management. I know the administration team has their hands full with managing and running the building, while still supporting student needs in regards to behavior. It would be great to have more supportive staff to assist in this area, and also funds to support keeping someone in Mr. Dennis's current role of working towards understanding and assisting with culture and climate goals at Lincoln. If we were able to hire more instructional assistants, we could increase the levels of RTI time and interventions to continue to grow this aspect of Lincoln and better support students that fall into tier 2 and tier 1. From a musical aspect, I know the possibility of hiring another music teacher to instruct grades 5-8th and possibly a drama class was on the table last year, and I would support this motion again. This is not a "need" so to speak, but would allow our music program to continue to grow and prosper while supporting the elementary/middle school separation model. Since I have worked at Lincoln, I have noticed that the academic work of the students and their behavior has improved since the start of the year. I see more and more students in the halls and classrooms choosing to do the right thing, and I sense that slowly but surely, the culture of the building is shifting to a more and more positive light for academic and social growth for our students. Since I am new to the community, I cannot speak too much to this, but I would love to see more community involvement and support at Lincoln School and perhaps more events to help inspire community outreach and involvement at Lincoln. If funds from the grant could be used to keep both P.E. teachers, I would support that motion. Our students are wonderful and have a lot of high energy and athleticism, which would be better supported by having the lower and upper grade P.E. positions.
- 3/21/2014 18:14:30

Community Member

Timestamp	Name:	What support(s) do you think could best support Lincoln's academic growth?	Lincoln has a strong history in this community. What made it so success in the past that is missing today?	What does Lincoln need to better support children at Lincoln?	Community Organization
3/17/2014 9:43:25	Jane	Additional academic supports/interventions, Additional social/emotional supports, Additional family supports	It was truly a neighborhood school. Community partners/groups were helpful as a support to students. The community was more stable.	Day Care Options, Parenting Support, Afterschool Programs, Food Pantry Access, Increased Access to Social Workers, Additional Health Resources, Increased Efforts to Involve Families, Increased Access to the Emergency Clothes Closet	Carver
3/17/2014 9:44:27	Erna	Additional academic supports/interventions, Additional behavioral support	The community was very involved. It was truly a neighborhood school. Community partners/groups were helpful as a support to students. The community was more stable.	Day Care Options, Afterschool Programs, Additional Health Resources, Increased Efforts to Involve Families	Former Parent
3/17/2014 9:45:52	Michael	Additional academic supports/interventions, Additional behavioral support	The community was very involved. It was truly a neighborhood school.	role models	Alumni
3/17/2014 9:46:32	Ryan	Additional academic supports/interventions, Additional behavioral support, Additional family supports	It was truly a neighborhood school. Community partners/groups were helpful as a support to students. Outside influences were not as present.	Afterschool Programs, Increased Access to Social Workers, Additional Health Resources, Increased Efforts to Involve Families	Carver
3/17/2014 10:04:45	Elder David	Additional academic supports/interventions, Additional behavioral support, Additional social/emotional supports, Additional family supports	The community was very involved. It was truly a neighborhood school. Outside influences were not as present.	church involvement	Pastor at Johnson's Temple
3/17/2014 10:26:51	Mrs. Brown	Additional academic supports/interventions, Additional behavioral support, Additional social/emotional supports	The community was very involved. It was truly a neighborhood school. Outside influences were not as present.	Day Care Options, Afterschool Programs, Food Pantry Access, Additional Health Resources, Increased Efforts to Involve Families	Carver
3/17/2014 10:33:19	Seh	Additional academic supports/interventions, Additional behavioral support, Additional social/emotional supports, Additional family supports	n/a	Afterschool Programs, community involvement	Pastor of City Church
3/18/2014 11:50:42	Anonymous	Additional academic supports/interventions, Additional behavioral support, Additional social/emotional supports, Additional family supports	The community was very involved. It was truly a neighborhood school. Outside influences were not as present. The community was more stable.	Parenting Support, Additional Health Resources, Increased Efforts to Involve Families	CAPE, Enterprise Zone
3/18/2014 14:52:00	Felicia Davis	Additional academic supports/interventions, Additional behavioral support, Additional family supports	The community was very involved. It was truly a neighborhood school.	Afterschool Programs, Increased Efforts to Involve Families	
3/19/2014 7:34:48	Charles			Day Care Options, Afterschool Programs	Grocery Outlet
3/19/2014 7:35:43	Ashley Sargent	Additional academic supports/interventions	The community was more stable.	Food Pantry Access	Alumni
3/19/2014 7:36:44	DeMarra	Additional academic supports/interventions	Outside influences were not as present.	Afterschool Programs	Wal-Mart
3/19/2014 9:59:59	Sharon Kelsey	Additional academic supports/interventions, Additional family supports	I do not know much about the school's past.	Parenting Support, Food Pantry Access	Christian Life Center
3/19/2014 10:00:29	Amanda Roth	Additional academic supports/interventions, Additional behavioral support, Additional social/emotional supports, Additional family supports	It was truly a neighborhood school.	Increased Efforts to Involve Families, Increased Access to the Emergency Clothes Closet	Christian Life Center
3/19/2014 10:02:07	Mrs. Patterson	Additional academic supports/interventions, Additional social/emotional supports, Additional family supports	The community was very involved. It was truly a neighborhood school.	Additional Health Resources, more real-life experiences concerning the world of work	Area Health Education Center
3/19/2014 11:00:38	Tyrone Brown	Additional academic supports/interventions, Additional social/emotional supports	Community partners/groups were helpful as a support to students. The community was more stable.	Afterschool Programs, Additional Health Resources	n/a
3/20/2014 9:06:58	Tonya Staup	Additional academic supports/interventions, Additional behavioral support, Additional family supports	It was truly a neighborhood school.	Afterschool Programs, Increased Access to Social Workers, Increased Efforts to Involve Families, Increased Access to the Emergency Clothes Closet	Boys and Girls Club

Community Member

3/20/2014 9:07:37 Ron Ryan	Additional academic supports/interventions, Additional behavioral support, Additional social/emotional supports , Additional family supports	It was truly a neighborhood school., Outside influences were not as present.	Parenting Support, Increased Access to Social Workers, Additional Health Resources, Increased Efforts to Involve Families	Boys and Girls Club
3/20/2014 9:08:46 Shanna Scheessele	Additional academic supports/interventions, Additional behavioral support, Additional social/emotional supports	Outside influences were not as present.	Parenting Support, Afterschool Programs, Food Pantry Access, Increased Access to Social Workers	Boys and Girls Club
3/20/2014 9:09:23 Kurtis Kelley	Additional academic supports/interventions, Additional behavioral support, Additional social/emotional supports , Additional family supports	Outside influences were not as present., The community was more stable.	Parenting Support, Afterschool Programs, Increased Efforts to Involve Families	Boys and Girls Club
3/20/2014 9:10:57 Richard Johnson	Additional academic supports/interventions, Additional behavioral support, Additional social/emotional supports , Additional family supports	It was truly a neighborhood school., Community partners/groups were helpful as a support to students.	Parenting Support, Afterschool Programs, Food Pantry Access, Additional Health Resources, Increased Efforts to Involve Families, Increased Access to the Emergency Clothes Closet, work with the boys and girls club in after school programs	Boys and Girls Club
3/20/2014 9:11:50 John Miller	Additional academic supports/interventions, Additional social/emotional supports	I am unsure	Afterschool Programs, Additional Health Resources, Increased Efforts to Involve Families, Increased Access to the Emergency Clothes Closet	Boys and Girls Club
3/20/2014 9:12:32 Amy Hahn	Additional academic supports/interventions, Additional behavioral support, Additional social/emotional supports , Additional family supports	Community partners/groups were helpful as a support to students., Outside influences were not as present., The community was more stable.	Afterschool Programs, Food Pantry Access, Increased Access to Social Workers, Additional Health Resources, Increased Access to the Emergency Clothes Closet	Boys and Girls Club
3/20/2014 9:13:15 Stacey Hooper	Additional academic supports/interventions, Additional family supports	It was truly a neighborhood school., Outside influences were not as present.	Parenting Support, Increased Access to Social Workers, Additional Health Resources, Increased Efforts to Involve Families	CAPE/Enterprise Zone
3/20/2014 9:13:52 Garrett Cadwalader	Additional academic supports/interventions, Additional behavioral support, Additional social/emotional supports , Additional family supports	The community was very involved., It was truly a neighborhood school , Community partners/groups were helpful as a support to students., The community was more stable.	Day Care Options, Parenting Support, Afterschool Programs, Food Pantry Access, Increased Access to Social Workers, Additional Health Resources, Increased Efforts to Involve Families, Increased Access to the Emergency Clothes Closet	Boys and Girls Club
3/21/2014 10:20:04 Kaylea Gibson	Additional behavioral support, Additional social/emotional supports , Additional family supports	The community was very involved., Outside influences were not as present.	Increased Efforts to Involve Families	Manager at Donut Bank

Parent/Guardian

Timestamp	Name:	What support(s) do you think could best support your own student's academic growth?	Lincoln has a strong history in this community. What made it so successful in the past that is not present today?	Briefly describe a positive change that has happened at Lincoln recently (within the past year):	What does Lincoln need to better support your child?
3/13/2014 13:52:39	Rene Gibbs-Sanders	Additional Math Support, Additional Parental Involvement	Don't know Lincolns past history	There have been so many! Ms. Darrett has made a difference and sometimes change is good. I have nothing against Mrs. Johnson it's I just feel Ms. Darrett is more pro active!	Parenting Support, Increased Efforts to Involve Parents, more social workers
3/14/2014 10:02:14	Ms. Natasha Murray	Additional Reading Support, Additional Behavioral or Social/Emotional Support, Smaller Class Sizes, Additional Parental Involvement	People ask me all the time why do my girls go to Lincoln. They say why would you send your girls to Lincoln it's a "poor" school. I didn't want my girls leaving Evans, My girls want to go back to Evans.	Change from the year-round school	Parenting Support, Afterschool Programs, Food Pantry Access, Increased Access to Emergency Clothes Closet, Mrs. Grandell could you send a form home with Mika? Carma won't go
3/14/2014 11:36:31	Carma Stevens	Additional Behavioral or Social/Emotional Support	The community was more stable.	Keeping the kids in the same schools even when the kids move.	Increased Access to Emergency Clothes Closet
3/14/2014 11:39:13	Beatrice Johnson	Additional Reading Support, Additional Behavioral or Social/Emotional Support	The community was very involved., It was a truly neighborhood school., Community partners/groups were helpful as a support to students.		more parent involvement
3/14/2014 11:40:17	Andre Sherman	Additional Reading Support	It was a truly neighborhood school.	Better school help and work more with kids.	Afterschool Programs
3/14/2014 11:41:44	Darrell Basemeire	Smaller Class Sizes	The community was very involved.	N/A	Afterschool Programs
3/14/2014 11:43:53	Mrs. Stacy A. Johnson- Ponder	Additional Reading Support, Additional Behavioral or Social/Emotional Support, Additional Parental Involvement	The community was very involved., It was a truly neighborhood school., Outside influences were not as present.	Created a safer environment. Teacher a more focused on students learning and becoming better individuals.	Parenting Support, Increased Efforts to Involve Parents, Increased Access to Emergency Clothes Closet
3/14/2014 11:44:58	David Batemen	Additional Reading Support, Additional Math Support, Additional Behavioral or Social/Emotional Support, the third choice was circled	It was a truly neighborhood school.		Day Care Options, Parenting Support, Increased Access to Social Workers
3/14/2014 11:48:39	Zelma Hall	Additional Reading Support, Additional Behavioral or Social/Emotional Support	The community was more stable., stronger discipline back then.... hands are tied now by the law at home and school. There is a difference between discipline and a bruise.	There is more personal attention from everyone! Ms. Darrett is a strong positive influence not only for children but also for her staff.	Parenting Support, Increased Access to Social Workers, sometimes when you need help you fear what will happen when you ask. Problem solving classes for not only students but also for the whole family.
3/14/2014 12:23:39	Dixie Krutsinger	so far nothing our children are doing great!	N/A we are new to Lincoln this year	New to Lincoln this year!	Increased Access to Emergency Clothes Closet, we need need help w/ uniforms when we arrived! Thank you for that. This would be very helpful since we have five children
3/14/2014 13:32:09	Brandy Evans	Additional Behavioral or Social/Emotional Support	The community was very involved.		needs to help out with behaviors
3/16/2014 19:32:58	Amber Hollis	Additional Math Support, Additional Behavioral or Social/Emotional Support		PAWS Program Halfway procedures have improved.	Parenting Support
3/16/2014 19:34:54	Becky Kelle	Additional Math Support	It was a truly neighborhood school.	PAWS	Increased Access to Social Workers, increased tutoring
3/16/2014 19:37:40	Jennifer Hooker	Additional Reading Support, Additional Parental Involvement	It was a truly neighborhood school.	I been living in another state so not real familiar. But I did hear it use to be a year round school. I've heard nothing but great things about Lincoln.	Food Pantry Access, Increased Access to Emergency Clothes Closet
3/16/2014 19:41:06	Markia Haskins	Additional Math Support, Additional Behavioral or Social/Emotional Support, Additional Parental Involvement	The community was very involved., Community partners/groups were helpful as a support to students., Outside influences were not as present., The community was more stable.	When the parents in 1st grade got to eat dinner wht their children and we did activities.	Day Care Options, Parenting Support, Afterschool Programs, Food Pantry Access, Increased Efforts to Involve Parents, Increased Access to Emergency Clothes Closet
3/16/2014 19:43:36	Michelle Walker	Additional Math Support, Improvement in all areas always; continual improvement, growth and development	N/A (don't know/not aware)	Dojo points	Increased Efforts to Involve Parents

Parent/Guardian

3/16/2014 19:45:16 Willie Jane Massey	Additional Reading Support, Additional Behavioral or Social/Emotional Support, Additional Parental Involvement	The community was very involved., It was a truly neighborhood school., The community was more stable.	N/A	Food Pantry Access, Increased Access to Emergency Clothes Closet
3/16/2014 19:45:26 Amanda Hays	Smaller Class Sizes	The community was very involved.		
3/16/2014 19:49:03 Dcimeks(?) Weathers	Additional Parental Involvement	no change	My daughters has been A "straight" A studnets since kindergarten and I enjoy Lincoln the way it is.	Increased Efforts to Involve Parents
3/16/2014 19:50:59 Barbara Hemp	Additional Reading Support, Additional Math Support, Additional Behavioral or Social/Emotional Support, Smaller Class Sizes, Additional Parental Involvement	Outside influences were not as present.	Behaviors have been addressed.	Afterschool Programs, Increased Efforts to Involve Parents
3/16/2014 19:52:09 Wanda Morris	Additional Reading Support, Additional Math Support	N/A	N/A	Everything is fine.
3/17/2014 10:22:40 Danielle L. Cater	Additional Math Support, Additional Behavioral or Social/Emotional Support	The community was very involved., Community partners/groups were helpful as a support to students., Outside influences were not as present., The community was more stable.		Parenting Support, Increased Access to Social Workers, Increased Efforts to Involve Parents
3/17/2014 10:24:07 Nicole Adcock	Additional Reading Support	The community was more stable.	New administration.	Parenting Support, Increased Efforts to Involve Parents, Bullying Resources, options, and awareness
3/17/2014 11:18:02 Mark kennady	Additional Reading Support, Additional Math Support, Additional Behavioral or Social/Emotional Support, Smaller Class Sizes, Additional Parental Involvement	N/A new to Lincoln	Grades have Improved	Baseball for boys and girls
3/17/2014 11:18:34 Kelly McNary	Smaller Class Sizes	The community was very involved., Community partners/groups were helpful as a support to students.		Parenting Support
3/17/2014 11:19:36 Jessica Shane	Additional Reading Support, Additional Math Support		The PAWS	Increased Access to Emergency Clothes Closet, sending forms home with the children for the clothing bank
3/17/2014 11:20:19 Sonia Cobb	Additional Parental Involvement	Community partners/groups were helpful as a support to students.		Increased Efforts to Involve Parents
3/17/2014 11:23:09 Ruth Washington - Grandmother	Smaller Class Sizes, tutors for some	The community was very involved., It was a truly neighborhood school., Community partners/groups were helpful as a support to students.	New Building, and that the greeter knows all the children by their name.	Parenting Support, Increased Efforts to Involve Parents, Increased Access to Emergency Clothes Closet
3/17/2014 11:30:03 Zelma Hall - Grandmother				Mrs. hall came back later on 3-14-14 and ask if I would include this statement on her survey: Don't ask for parent participation and then totally our input. As if we don't know our own children ignore them totally
3/17/2014 11:35:16 Rachel Judge	Additional Behavioral or Social/Emotional Support	Community partners/groups were helpful as a support to students.	The best change to Lincoln to me was Ms. Darrett ! :)	Increased Efforts to Involve Parents
3/17/2014 15:17:55 Rebecca Law	Smaller Class Sizes, Additional Parental Involvement		I am new to this school so I really don't know what the school did in the past.	Parenting Support, Increased Efforts to Involve Parents
3/17/2014 15:18:46 DeMitra Jones	Smaller Class Sizes, Additional Parental Involvement	It was a truly neighborhood school., The community was more stable.	Staff is very supportive and positive to me and my family at all times.	Increased Efforts to Involve Parents
3/17/2014 15:40:23 Carol Wily	Additional Reading Support	The community was more stable.		Parenting Support
3/17/2014 15:41:18 Cally Murray	Additional Reading Support, Additional Math Support, Additional Behavioral or Social/Emotional Support, Smaller Class Sizes, Additional Parental Involvement	It was a truly neighborhood school., Outside influences were not as present., The community was more stable.	It went back to a K-8th. I love Lincoln! :-)	Afterschool Programs, Food Pantry Access, Additional Health Resources, Increased Efforts to Involve Parents, Increased Access to Emergency Clothes Closet
3/17/2014 15:41:36 Jordan Calvin	Additional Reading Support, Additional Math Support	The community was more stable.		Afterschool Programs
3/17/2014 15:42:12 Adriane Booker	Additional Math Support	Community partners/groups were helpful as a support to students.	My child has learned a lot more.	Afterschool Programs
3/17/2014 15:42:36 Anthony Jackson		The community was very involved., It was a truly neighborhood school., Outside influences were not as present., The community was more stable.		

Parent/Guardian

3/17/2014 15:43:14 Alana Jackson	Additional Reading Support, Additional Math Support, Additional Behavioral or Social/Emotional Support, Smaller Class Sizes, Additional Parental Involvement	Outside influences were not as present., The community was more stable.	Reinforcing positive behavior and it has been very patient with our son My son's teacher changed to Ms. Carlisle. Could not have a better teacher or improved more.	
3/18/2014 14:51:14 Knsln Hampton	Additional Parental Involvement	It was a truly neighborhood school.		Better Communication Afterschool Programs, Food Pantry Access, Increased Access to Social Workers, Increased Access to Emergency Clothes Closet I don't need any of these but I am sure some families could.
3/18/2014 16:17:32 Susan Miller	Additional Reading Support, Additional Behavioral or Social/Emotional Support, Smaller Class Sizes	It was a truly neighborhood school., Community partners/groups were helpful as a support to students.	N/A new family	
3/18/2014 16:18:41 John Hutchison	Additional Behavioral or Social/Emotional Support, Additional Parental Involvement	Family Fun Nights	The IREAD parent class	
3/18/2014 16:19:20 Michael Duckworth	Additional Reading Support, Additional Math Support			
3/18/2014 16:20:52 Luebertha Jones	Additional Reading Support, Additional Math Support, Additional Behavioral or Social/Emotional Support, Additional Parental Involvement	The community was very involved., It was a truly neighborhood school., Community partners/groups were helpful as a support to students., Outside influences were not as present., The community was more stable.	My son learn how read better and he love it.	Day Care Options, Afterschool Programs, Food Pantry Access, Additional Health Resources, Increased Access to Emergency Clothes Closet, I will be sending clothing bank forms home for the family
3/18/2014 16:24:28 Shaniqua Carpenter	Additional Reading Support, Additional Math Support, Additional Behavioral or Social/Emotional Support, Smaller Class Sizes, Additional Parental Involvement	The community was very involved.	I'm not sure sorry couldn't be better help.	Day Care Options, Afterschool Programs, Increased Access to Social Workers, Additional Health Resources
3/18/2014 16:26:09 Tarrika Owsley	Additional Reading Support, Additional Math Support, Additional Behavioral or Social/Emotional Support, Smaller Class Sizes, Additional Parental Involvement	The community was very involved., It was a truly neighborhood school., Community partners/groups were helpful as a support to students., The community was more stable.	Changes was field trips - children don't go on any.	Coffee Chat
3/18/2014 16:27:15 De'Onte Nelson - Uncle	Additional Behavioral or Social/Emotional Support	The community was very involved.		Increased Efforts to Involve Parents Afterschool Programs, Increased Access to Social Workers, Additional Health Resources
3/18/2014 16:28:13 Angela Layne	Additional Behavioral or Social/Emotional Support	It was a truly neighborhood school.	A good principal who is on the ball.	
3/18/2014 16:31:18 Inne Williams	Additional Reading Support, Additional Math Support, Additional Parental Involvement	It was a truly neighborhood school.	(Mrs. Crandall she comes to our home! Even in the winter without a coat on, she will walk over here.)	Coffee Chats
3/18/2014 16:37:24 Holly Smith	Additional Reading Support	The community was more stable.	Learning better	Increased Access to Social Workers
3/19/2014 8:13:53 Ashley McCleave			This is our first year at Lincoln. There is enough support.	
3/19/2014 8:14:34 DeAndran Powell		The community was very involved.		Increased Access to Social Workers
3/19/2014 8:15:14 LaBaisa Coleman	Additional Reading Support, Additional Math Support, Additional Behavioral or Social/Emotional Support	It was a truly neighborhood school.		
3/19/2014 8:17:38 anonymous	Additional Reading Support, Additional Math Support, Additional Behavioral or Social/Emotional Support	The community was very involved.	New teacher in my daughters classroom	Individual tutoring after school for students

Vision for Lincoln School

Current Reality

Low classroom rigor,
limited teacher
urgency



Disinterested
students, behavior
problems, limited
academic growth

Solution

Rigor

- Introduce Lesson Planning Template & PD around its use to create an explicit instructional core
- PD & Followup on Bloom's Strategies
- Highlight easy to implement TLAC strategies to push students (*At-Risks, CFU, Stretch It, etc.*)
- Increase targeted, effective use of technology
- Coach teachers explicitly

Solution

Urgency

- Rollout and implement grade level SIP's tied to whole school goals
- Energize staff through positive recognitions (announcements, staff communication, et. al.)
- Foster a greater sense of shared urgency through PLC

Solution

Student Behavior

- Identify "high-flyers," implement targeted support to remedy & review in Student Support Team (SST)
- Differentiate PBIS between upper and lower grades
- Focus PD on increasing student engagement (esp. at upper grades)
- Ensure 100% teacher buy-in to program
- Simplify PBIS program (classroom v. common area)

Administrative Team Solutions

- Schedule sacred, weekly meetings to keep administrative team abreast of all aspects of school
- Create an explicit communication strategy to staff (re: school turnaround, administrative matters, discipline feedback, et. al.)
- Monitor lesson planning through lesson planning audits, PLC overview to create a Lincoln instructional core
- Monitor, improve, and adhere to S-SIP to ensure IDOE Compliance & School Improvement

New Reality

- More coordinated administrative approach to solving problems
- Better planned and executed lessons that promote student engagement and a more joyful view of learning
- Clearer understanding of individual teacher role in achieving S-SIP goals
- Better behavior management and a calmer school climate
- More informed, better bought in faculty
- School is moving on a consistent trajectory towards IDOE Compliance & Whole School Improvement

Solution

Rigor

- Introduce Lesson Planning Template & PD around its use to create an explicit instructional core
- PD & Followup on Bloom's & TLAC Strategies
- Highlight easy to implement TLAC strategies to push students (*At Bats, CFU, Stretch It, etc.*)
- Increase targeted, effective use of technology
- Coach teachers explicitly

- Facilitate planning sessions to select Lincoln specific lesson planning "non-negotiables" (upper and lower grade) to create an explicit instructional core
- Implement lesson planning template at PD
- Set expectations within PLC's to support new lesson planning approach
- Set expectations school wide that teachers lesson plan in a student focused manner (students are actively working throughout lesson)
- Require PLC's to submit status updates re: meeting expectations

- Review current best practices for technology use
- Build training within PLC to showcase tech uses for engagement
- Require teachers to utilize new lesson planning template to integrate effectively tech 2 times per week
- Monitor use of technology and track student engagement measures

- Using walkthrough data, anecdotal PLC information, and teacher conversations, explicitly create coaching relationships with teachers who need it
- Have the administrative team manage this (specifically, the PD Specialist and Principal), reaching out to additional resources when necessary (MLE, TZ, EVSC coaching offerings)
- These coaching cycles should be focused on specific areas of teacher growth

- Create PLC professional development cycles around the use of Blooms Taxonomy & TLAC
- In PLC require teachers to "script" out questions at various Blooms levels for future lessons
- Integrate the use of Blooms within the new lesson planning template
- Integrate these strategies into common assessments to ascertain true student understanding
- Track student data on assessments
- School-wide PD priorities will shift to the creation of an instructional core for teachers based around TLAC strategies designed to increase student engagement & differentiation.

- *At Bats, CFU, & Stretch It* are all easy to implement strategies
- Within lesson planning template, require teachers to build in usage of these strategies
- Use PLC time to showcase appropriate implementation (videos, work time)
- Track usage for implementation and successes
- Correct as needed
- Build out a "database" of available resources to support student engagement (BrainPop, TFA Network like site)

Solution

Urgency

- Rollout and implement grade level SIP's tied to whole school goals
- Energize staff through positive recognitions (announcements, staff communication, et. al.)
- Foster a greater sense of shared urgency through PLC
- New Teacher Institute at the beginning of the school year (with explicit, on-going support)

- Continue implementation of the Team Planners that are derived directly from the S-SIP school-wide goals and turnaround priorities
- Roll out during whole staff meeting to build consensus around whole school improvement
- Explicitly use PLC time to implement SIP, require products to ensure fidelity to plans
- Monitor/Audit faithful implementation
- Ensure that actions of PLC's are directly supporting work of S-SIP via an appointed Teacher Leader

- Begin every day with announcements that contain at least 3 positives from the day before
- End every day with announcements that contain at least 3 positives from the current day
- Create a weekly email newsletter to staff with shoutouts and recognition for good work (celebrate the small victories)
- A coordinated focus plan will be implemented in order to build a strongly positive culture and to ideally improve teacher retention going forward

- Explicitly use PLC as a driver for ensuring that the S-SIP is being followed
- Create a weekly plan for PLC deliverables and expectations
 - Schedule specific expectations to be met – i.e. every Monday the team will agree on common assessments, by Thursday, all team members will turn in lesson plans to one another, on Friday, each team member will modify lesson plans for individualization.

- Due to the expected staff turnover, a New Teacher Institute will be held in the lead up to the 2014-15 school year for all teachers new to the building
- The Institute will be planned and led by a current, veteran Lincoln Teacher (to assist in fostering a culture of teacher leadership)
- The Institute will provide intensive support in basic behavior management strategies, an introduction to TLAC strategies, and an explicit focus on lesson planning for student engagement.
- New teachers will also receive continuous, explicit support focused on the particular needs of brand-new teachers (in addition to the customary job-embedded PD)

Solution

Student Behavior

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- Differentiate PBIS between upper and lower grades
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- Identify the 3-5 students per grade level who have the most behavior referrals
- Create a portfolio of possible behavioral interventions to roll out to grade level teams
- Work within grade level teams to select various interventions that work for students
- Administratively audit/support behavioral interventions by grade level teams
- Have Assistant Principal lead this process
- Utilize SST to collaboratively (ie K-8 teachers, Guidance Counselor, Social Worker, etc.) create plans for PLC's to implement to support neediest students

- Review TLAC strategies around student engagement to support the creation of a Lincoln instructional core
- Build out modules that can be shared during PLC to impress upon teachers how limited additional effort can lead to substantially increased engagement
- Monitor and audit how teachers are using these high-impact strategies in classrooms to increase student engagement

- Reformulate PBIS to better address needs of upper grade students
- Build out a program (especially at upper grades) that allows students to earn rewards throughout the school day in all classes and common areas
- Recalibrate rewards to be things that students are more interested in: add group rewards (field trips, student-faculty basketball game, dances, pizza party, etc.)
- Lower grades PBIS seemed to be working better than upper grades; continue as before.

- Create incentive for teachers to buy-into program
 - Homeroom competition for positive rewards
- Create an advisory type system to promote this
- Add a section to lesson planning template to ensure teachers think about PBIS while teaching and planning
- Have teachers who are effectively using the program support teachers who are struggling with adapting to a PBIS approach

- Create one system for PBIS incentives that can be used in the classroom and in common areas
- Allow teachers to give PBIS incentive to any student at any level when positive behaviors are seen
- Recalibrate incentives to trend more towards low-cost benefits (dances, face-painting, ice cream party, field day, etc.)

Administrative Solutions

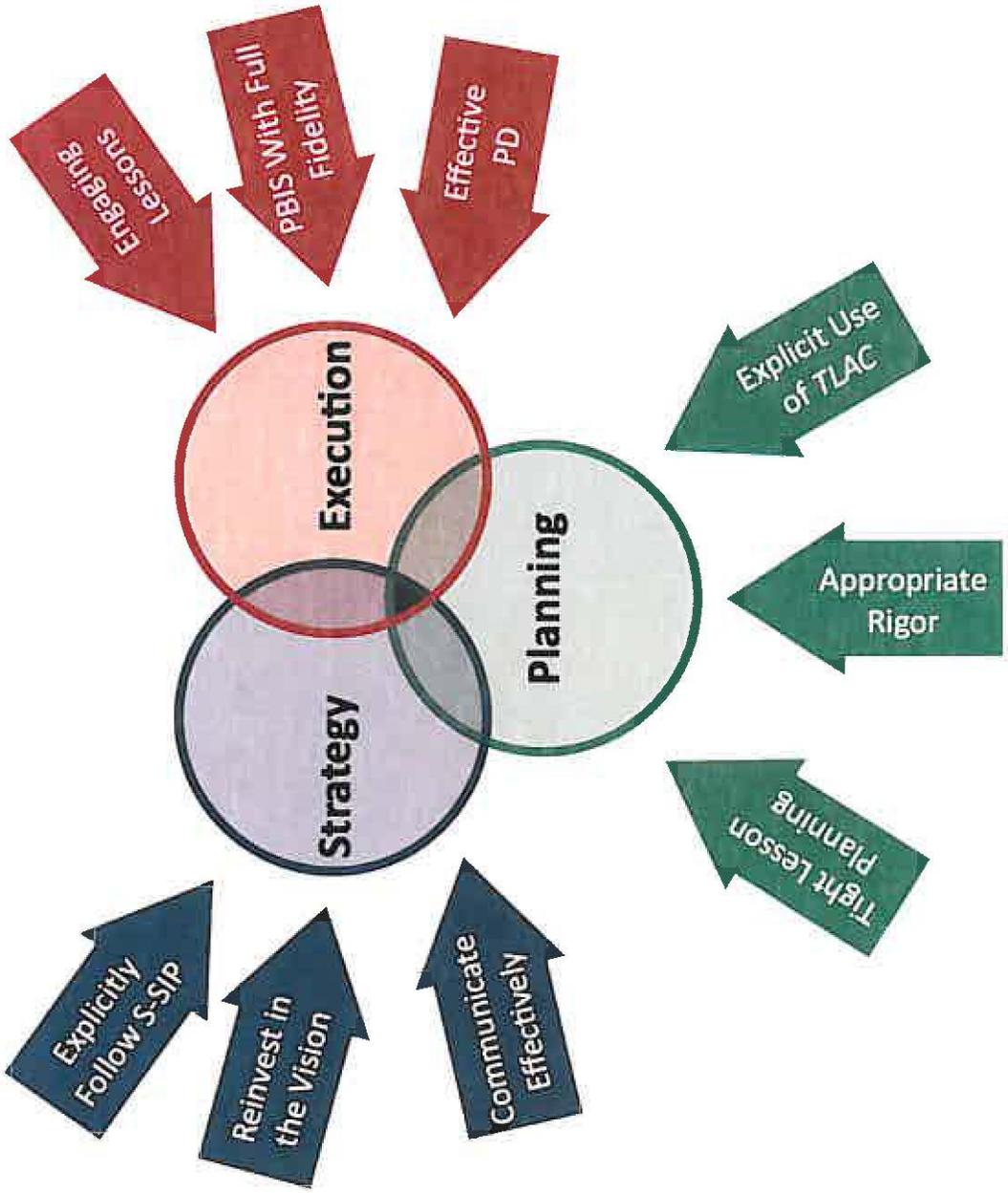
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- Find a time that can be held sacred by all parties on the administrative team (after/before school)
- Create a standing agenda of big levers to keep particular tabs on and add additional areas as needed
- Every meeting should result in a communication of some kind to staff (not necessarily 100% information transparency, but a much higher level than currently existing)
- Meetings should never be cancelled, if they are, they should be rescheduled

- Communication to staff should be regular, clear, and focused on providing staff with necessary information
- Weekly emailed newsletter should be sent to staff by beginning of school, Monday
- Staff email should include positive teacher interactions/work, administrative matters, and upcoming events
- When students are sent to administrators for disciplinary action, a clear, definable, and 100% compliance feedback loop should happen

- Monitor PLC's for fidelity to lesson planning template, instructional compliance to non-negotiables, and deliverables to administrative team
- Provide academically focused professional development to PLC's (especially in TLAC strategies, lesson planning support, PBIS implementation, etc.)
- Ensure that PLC is working collaboratively by observing/attending PLC meetings as needed and on a regular schedule

- Continuously re-focus & address S-SIP needs (review at least weekly initially, bi-weekly as the process/norm is established)
- Continue use of the Goal's Action Planner's detailed approach to school improvement



Meeting: 1003g Grant Meeting

Date/Time: 3-17-14

Location: Washington

Meeting Objectives:

- Share information regarding 1003g Improvement Grant including required elements
- Secure Input / ideas from staff regarding interventions, strategies
-

Agenda

Topics	Time	Presenter
Eligibility requirements 4 Models	5 min.	V. Stubbs
Grant Design Process How does this fit in w/ the work of the SIP and SAP?	15 min.	
Required elements of the model	10 min.	
Examples/discussion	15 min.	
Input/questions	35 min.	

TITLE OF PROFESSIONAL DEVELOPMENT	1003g Volunteer Informational Staff Meeting
DATE OF PROFESSIONAL DEVELOPMENT	March 17, 2014
START & END TIME OF PROFESSIONAL DEVELOP.	3:00 p.m. – 4:00 p.m.

PARTICIPANT (PRINT LEGIBLY)	DEPARTMENT OR SCHOOL	SIGNATURE	FUND SOURCE #
Cheryl Stroud	Washington	<i>Cheryl Stroud</i>	
Heather Borman	Washington	<i>Heather Borman</i>	
Audrey Sansing	Washington	<i>Audrey Sansing</i>	
Karen A. Pitt	Washington	<i>Karen Pitt</i>	
William Spradley	Washington	<i>William Spradley</i>	
William H. Ethridge	Washington	<i>William H. Ethridge</i>	
Heather Migdon	Washington	<i>Heather Migdon</i>	
Judy Hamsley	Washington	<i>Judy Hamsley</i>	
Jane Rowden	Washington	<i>Jane Rowden</i>	
Sara Leslie	Washington	<i>Sara Leslie</i>	
Jay Hille	Washington	<i>Jay Hille</i>	
Kelly Asay Kelly Asay	Washington	<i>Kelly Asay</i>	

WORD/COACHES SIGN IN SHEET FOR BUSINESS OFFICE

Brenna Blazis (student teacher) Washington
 MARYANN HUBBARD Washington

Maryann Hubbard

Washington Middle School
1003g Application Support
March 2014

Teacher Input
Washington Middle School
Faculty Meeting 3-17-14

1003g Informational Meeting

Data tracker tool
Support for classroom instruction
 Modeling
 Kindles
 Headsets
 Achieve 3000 seats
 Compass Learning seats
 Classroom grant opportunities
Full time PD substitute

Additional instructional time
 University collaboration
 Work study – tutoring in content area
 After school – recreation/academics

Behavior interventionist
PBIS incentives for students

Washington Middle School
1003g SIG Needs Analysis
Workgroup Agenda
March 12, 2014

Item	Facilitator	Time
Purpose of Workgroup Meeting and Norms	Emily	10
Review purpose and scope of 1003g SIG	Velinda	15
Examine current data and root causes from SAP	Emily	20
Provide feedback based on current school needs	Emily Kaycie (notes on Google doc)	40
Next Steps/Closing	Emily	5

Notes:

Action Items (owner, deliver date):

Washington Middle School
1003g SIG Needs Analysis
Workgroup Agenda
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Next Steps/Closing	Emily	5

Notes:

- Community Partnerships for Ext. Time

Action Items (owner, deliver date):

Workgroup Notes: 3/12/14

- PD days to beg. of year
- Swaker
- Use flex for remediation
& enrichment - resources
- In-house coach support
- See successful sites
- Supportive data infrastructure
- data team (consistent)
- Best use of time
- Pre-plan st. schedules & flex periods
- sub dollars go data day
- full time sub
- lesson plan
- flex time
- Achieve

Washington MS Parent input 2014 for 1003g grant

Parent #1

Would like to see a parking lot in the front of the school. Pick up and drop off for student safety.

Nurse is needed at school longer than a couple hours.

Expand the science department; make it more appealing/hands on to engage students with new more exciting methods.

Parent #2

Would like to see smaller classes or an additional teacher in classrooms to help students that struggle or even help push honor students to higher achievement.

Honor students need teacher support too. I feel they sometime get forgotten and are just left to do it himself. Need to be challenged.

Netbooks are not used outside the classroom. But technology is important if used correctly. In the middle school - they are moving in the right direction but too much technology may be negative if students aren't given the tools to use correctly and to their full potential.

Always improve the success rate of the school-using more staff.

Should be mandatory to go to after school tutoring if students are failing.

Community involvement should start with teachers and staff. Teachers are turned off to participate because of all the pressures with day to day class activities. I feel like the teachers are feeling like; if I can't get them to succeed in the classroom then I won't be able to reach them in after school.

A little more personal touch/interest in the student would be nice to see - it would show that they care about the student as a person not just their grades or scores. I remember once when I was in school I was going through a rough patch at home and one of my teachers took me to lunch and we just talked about me, my plans for high school, after high school, hobbies, etc. I was such a great feeling, I will never forget that.

Our kids need to be mentored as well as mentor other students maybe younger than them. Students need to give back as well as just expecting the community to take care of them.

I would like to see real people that were in the same situation as these students and talk with them on what it took to overcome the obstacles to make them successful.

Maybe the students could work on getting to know each other. Learn from where there started and how the make a difference. Teach students to break the cycle of negative parts of life. All students are savable. The focus of families today have changed-parent are so busy-the day of the stay at home mom is gone. I know having family events are so expensive even for the PTAs but I like to see more of that.

Parent # 3

Sports need to be more present for all students. Girls and boys.

Technology - our students need a better understanding of how to use as a tool than just to do homework-how to navigate. Maybe something like having computer labs- netbooks aren't used to the best potential.

After school activities to keep them engaged in academics as well as just study skills and hands on atmosphere.

Not a lot of teacher interactive in after school teams-not as engaged as I would like to see. We have had a lot of good teachers move on and now seems like a lot of younger teachers with not much experiences.

Parent #4

We have too many "study hall" type classes. Need to use those times to teach real classes that deal with academics. Our kids struggle with the basics.

Part of the problem is parents are not being parents. Suggested have a free dinner for parents to talk about how to motivate parents in their child's academics.

I would like to see a full after school tutoring program. Very specific to the subject - Monday through Thursday every day for one hour. Teachers could recommend to parents that their student should attend. Giving students incentives to earn rewards for achieving their grades and staying for the tutoring.

Stronger teaching and expectations for students. I didn't agree that 2 movies were shown during ISTEP. Because there is such a big deal made about ISTEP scores they should use the time better to prepare students than showing them a movie that has nothing to do with achievement. Maybe ISTEP games/competitions instead.

I also don't agree with teachers putting students in teams of 3 and the work is suppose to be shared but the teacher pulls one person's' work from the group and they all receive that grade. When all of them don't do the same amount of work.

Don't agree with not giving any homework. Not sure if the teachers are already thinking students won't bring it home or teachers just don't want to grade it.

I would really like to see new bleachers in the gym that have handrails and stairs. It's really hard for my mother to come to a ballgame of an event in the gym because she can't climb those bleachers. It always seems like people are crawling all over each other at games/events. No clear area for steps/isles.

One thing that I really loved was one of my sons teachers gave him a research paper to do on African Elephants that he really had to dig in and find information for the paper. She gave him timeline to work on time management. He was very proud of his work and we ended up learning a lot as a family by doing this project.

Students need to learn how to study, timelines are great, helps them realize they can't wait until the last minute.

I would like to see students be more challenged not to just get by-more emphasis on honors classes.

Identifying skill groups. My student gets all A's & B's but doesn't pass ISTEP-don't punish the school for students bad habits. However, I think teachers give too much extra credit - shouldn't give them extra credit if they can't even have good sentence structure.

It would be nice to see the EVSC to make all schools equal. Compared WMS to North Jr. High. Asking why North Jr High gets all new things and WMS is an older school and no updates. Not fair to the WMS students.

Would like to see programs like youth resources or youth first have programs at the school.

Instead of student/parents going to their facilities.

Last thing this parent said: I don't feel like I should have to switch schools for my child to be successful.

Parent #5

Explore more with computers-not just email/text. Teach them how to do research and find out things they want to know more about.

My student could really use some real help in math. His favorite subject in elementary school was math and always done very well but middle school not so much. Struggled the whole time. Needs to be able to ask questions without looking bad to his peers. Middle school students don't want to raise their hand and say out loud I don't get it. Stop giving students points for doing their homework if it's not right - I would like the homework to be graded by the teacher not by the student in class. It doesn't do them any good to make all A's on homework just for doing it and then flunking the tests and quizzes.

Seems like there is a lot of disruptions with behaviors in the classroom and lunch room - students don't seem like they have much respect for the school.

Discipline seems to vary day to day. Also, it seems like once a student gets in trouble they get labeled. Students seem to keep making bad choices - help them learn how to make smart choices without yelling at them.

Like to see them build up their life skills that are challenging and real - not just making cookies. A good shop and home economics classes - not rushed and not too large in class size. Let them have real hands on learning for real life situations. I would even like to see them experience how to budget, save and purchase for a real life situation. Not to just spend what you have when you have it.

Counselors or other staff should help explain how college and high school work. So of my sons friends don't know the smallest detail. Will high school just pick my class - what is a college credit. All some of them know is college is expensive and I can't go.

Field trips to places of business that make things - you can only go to the zoo so many times. Real experiences at real places - how you take a raw material and make it into something.

**Washington Middle School
2013-2014**

EVSC Rubric		#	%
	Total	18	100%
IN	1.00-1.50		
IMP	1.51-2.50		
EF	2.51-3.50	18	100%
HEF	3.51-4.00		

*Only full-time instructional staff
* 4=highest; 1=lowest