



School City of East Chicago

Youssef Yomtoob, Ph.D.
Superintendent

July 7, 2015

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Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, IN 46204

Dear Superintendent Ritz:

As the superintendent of the School City of East Chicago, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. The potential resources provided under this grant will be essential to the School City of East Chicago's transformation of instructional practices, offering initiatives that support personalized learning, school culture, professional development, and extended learning opportunities for all students.

The members of the School City of East Chicago Board of Education, the School City Administration and I are committed to continuously supporting all aspects of the Turnaround Model.

As a leading advocate for personalize learning, I can assure you that:

- The administration supports the efforts of the school through the application of the SIG grant.
- On professional development will be provided, data collection and outcome based measures will be studies regularly.
- In addition, we will enhance our social emotional curriculum and support through our SIG grant to ensure a safe and healthy environment for our students.
- I have full-confidence in East Chicago Central High School Principal, Shaunna Finley, to lead the important initiatives proposed within the grant application and increase student achievement.

On behalf of the School City of East Chicago, I pledge my support for the implementation of this exciting initiative and thank you for the opportunity to submit our grant application.

Sincerely,


Youssef Yomtoob, Ph. D.
Superintendent of Schools

Learning for ALL... Whatever it Takes!



YEAR 1 PRINCIPAL ASSURANCE LETTER: Principal S. Finley

To whom it may concern:

The undersigned assures that Principal Shaunna Finley ("Principal") placed in East Chicago Central High School ("Turnaround School") was an intentional placement by School City of East Chicago ("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.

I assessed the principal's references and reviewed the Principal's RISE evaluation from her previous district. The principal met the bar for improving student achievement at her previous district.

2. I used the following criteria as evidence the principal can lead the turnaround effort and effectively implement the 8 turnaround principles:
 - The principal continuously articulates and inspires the school community to enact the vision.
 - The school leadership team uses data from multiple sources in its development.
 - The school mission is clearly articulated, understood, and supported by all.
 - The principal ensures that students and adults feel safe and ready to engage in teaching and learning; the facility is clean and in good working order.
 - There is a clear and consistent behavior system of rewards and consequences in use, with clear goals and a means to track progress and to share results with the entire school community.
 - Students quickly receive academic interventions and supports to ensure continuous academic, personal and social-emotional growth. Evidence: Established the Student Assistant Team with social workers and community organizations within the school, monitors referrals and responds to assessment data for each student.
 - Lesson objectives are aligned to the district/state curriculum, Standards, and assessments. Academic progress is monitored through discussions of student data with the leadership team. Teachers approach content from many angles to support all learning styles. Evidence: Administrators receive and review weekly plans on a regular basis to ensure objectives are aligned. The leadership team meets with Algebra I team and English 10 team on a monthly basis. The remaining subjects meet on a monthly basis.
 - A formative assessment schedule aligned to the curriculum-pacing guide is in use, with some variability across classrooms.
 - Teachers know exactly how student-learning objectives will be assessed and use this information to guide their lesson planning and instruction.
 - Diagnostic data are used to identify students who are two or more years below grade level in ELA and Mathematics. Evidence: The leadership team meets with Algebra I team and English 10 team on a monthly basis. The remaining subjects meet on a monthly basis.
 - The administrative team observes classrooms on a regular basis (two long, one short evaluation).
 - Teachers consistently receive constructive feedback, support, and follow-up to ensure instructional improvement.

- The principal ensures that content/grade level teams or teachers leaders participates in and informs staff selection and is present at demo lessons and formal interviews. Evidence: There is a culture and climate committee who assists with supporting the leadership team as well as conducting interviews.
- The administrative team always gives feedback to teachers during the evaluation process.

3. I am attaching the principal's resume.

Youssef Yomtoob

Superintendent Signature

February 24, 2015

Date

Youssef Yomtoob, PhD.

Superintendent Printed Name

This document is due to the Indiana Department of Education by February 28, 2015.

YEAR1or2TP1

Shaunna D. Finley, MEd, MPA

"Difference Maker"

2927 Edith St

Portage, IN 46368

Home (219) 764-3618

Cell (219) 331-4120

Email: sdfinley@frontier.com

JOB OBJECTIVE

To effectively serve as principal by providing instructional guidance to faculty and staff by implementing proactive academic and behavioral interventions to enhance student achievement, and directing efficient management of the school facility.

PROFESSIONAL EXPERIENCE

High School Principal

2014-

Currently

School City of East Chicago

Supervise and mentor teachers from ninth through twelfth grade. Conduct teacher observations. Actively engage in community relations building as part of growing our school. Provide support in the development and articulation of school's curriculum, vision, and mission. Supervise and train all administrators, guidance counselors and other personnel. Manage day to day operations in/of the building. Manage budgets as needed. Implement school's curriculum and evaluate its implementation. Assignment of daily subs, assists scheduling special events during the school day.

Adjunct Faculty

2010-

Currently

Calumet College of St. Joseph

Teaching one class: Change Management to Master's Level students.

High School Principal

2013-2014

Neighbors' New Vistas High School

Served as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students were supervised in a safe learning environment that met the approved curricula and mission of the school.

Worked collaboratively to direct and nurture all members of the school staff hired by the Board of Directors and to communicate effectively with parents. Responsible for writing grants, monitoring budgets, scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, discipline, exceptional student programs and facility operations.

Business and Economics Instructor/Community Liaison

2012-2013

Neighbor's New Vistas High School

Taught economics, careers, personal finance and computer applications instructor. Instructed on topics such as micro economics, resume writing, career information and exploration, MS Office programs, the impact of the stock market, accounting, and finance. Delivered the skills and knowledge necessary for students to function as responsible citizens in the world. Held seminars and lectures at local organizations. Kept records of grades, grade papers, and perform other administrative duties as needed. Wrote grant proposals to gain funding for further research. Created projects designed to enhance critical thinking skills. Developed lesson plans. Integrated competencies, goals, and objectives into lesson plans. Utilized curricula that reflected the diverse educational, cultural, and linguistic backgrounds of the students served. Developed incentives to keep students actively engaged in class. Developed professional relationships with other agencies and community programs. Worked with administrators and teachers to ensure community objectives were being met. Tutored students on an individual basis as needed.

College and Careers Preparation Specialist

2010-

2012

School City of East Chicago

Provided support to Career and Technical Education (CTE) by delivering career development services for students participating in CTE. Worked collaboratively with student services personnel and teachers to ensure the delivery of career development services. Facilitated linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education and/or employment. MAJOR FUNCTIONS: Financial Management, Career Development, Preparatory Services, Transition Services, Partnerships and Professional Development.

Adult Basic Education Specialist

2010-

2012

School City of East Chicago

Coordinated and facilitated linkages for the students without their high school diploma to receive their GED. Assumed responsibility for financial management, program outcomes and staff/student recruitment. Collaborated with the Regional Coordinator of Adult Basic Education in the State of Indiana to ensure that School City of East Chicago was in compliance with reports, data collection, etc. Grew the program's student enrollment and funding by 75% in one year.

Sole Proprietor of the "Difference Maker"

2009-

Currently

On contract with Organizational Development Solutions and SuccessTrek; previously contracted with KPM Group, Inc.

Senior Consultant

SuccessTrek

2010-Currently

The “Difference Maker” is currently contracted to work on two projects with the same objectives. Project #1 Strack & Van Til’s, LLC & #2 In Touch Pharmaceuticals: Consult with the principle management and stakeholders concerning matters relating to creation of training manuals, software implementation, project management for all departments and any many other administrative/supportive tasks.

Senior Consultant

Organizational Development Solutions

2009-Currently

The “Difference Maker” is currently contracted to work on five projects. Project #1: Monitor grantees receiving funding from the Regional Development Authority. Verify that grantees fulfill contractual obligations by subcontracting with Minority and Women Business Enterprises as well as Buy Indiana Policy in the seven county region. Project #2: Strategic Planning facilitation for Valparaiso School Corporation. Project #3: Trainings at various non-profit organizations. Project #4: Employment project connecting workforce development programs via webcam with veteran’s returning home from the military. Project #5: Secret Shopper for universities within the community.

Consultant

KPM Group, Inc

2009

The “Difference Maker” managed multiphase “Leadership Northwest Indiana Program”. Served as the liaison between program participants and alumni group. Oversaw recruitment and marketing functions. Wrote grants to support infrastructure as well as facilitated Corporate Campaign Drive and alumni dues.

- Increased the number of alumni providing program support by 63%.
- Received funding from John W. Anderson Foundation and Dean & Barbara White totaling \$7k.

Interim Head of School/Operations Administrator

K12, Chicago Virtual Charter School

2008-2009

Key player with management team at a K12 certified school in Chicago. I was responsible for management of school operations staff, data integrity, process improvement and financial business support.

- Increased the school’s resources from \$2.5 to \$4.1 million in one year.
- Managed programs to support low-income families.
- Managed and built strong operations function that served both internal and external stakeholders.
- Delivered on key metrics such as local enrollment targets (facilitated lotteries when needed) and customer satisfaction ratings.
- Provided human resource support for all at the school.
- Provided technical support for staff and families.
- Oversight of information and reporting compliance issues related to the school (state, local, federal and K12), i.e. FERPA, State Testing Scores, Income Verification, etc.
- Managed the integrity, confidentiality and security of all student records per state guidelines.

- Supported grant fiscal management.
- Developed operations process, policy documentation and improve quality.
- Acted as the liaison with K12 School Finance department.
- Developed fiscal policies to support school.
- Primary liaison with Head of School (HOS) for yearly compliance and financial audits.
- Support Accounts Payable.
- Contract review prior to Head of School sign-off.
- Assist Head of School in Board Meeting preparation and reporting.

Regional Operations Manager of Northwest Indiana

The Center of Workforce Innovations

2006-2008

Developed and oversaw all systems in support of WorkOne through the contract of the Northwest Indiana Workforce Board as established with CWI. Managed work of field operations through Field Coordinators, with an emphasis on coordinating with WIA service providers, Department of Workforce Development (DWD) field staff, DWD Program Director, and all other formal and informal One Stop Partner groups. The role adhered to initiatives established by the Northwest Indiana Workforce Board under the jurisdiction of CWI in addition to outcomes associated with funding sources.

- Facilitated redesign of local WorkOne system through collaboration and functional re-alignment of many groups.
- Formally supervised Field Coordinators and MIS staff. Functionally supervised 150 staff in twelve offices.
- Operated, oversaw and assured that all programs (Wagner Peyser, Workforce Investment Act, Strategic Skills Initiative, GED, Interviewing Workshops, Information Resource Area, Training Programs, etc.) operating in all buildings are properly maintained, supervised, and evaluated.
- Wrote and submitted grant proposal applications for various programs related to WorkOne activities.
- Participated actively in community affairs (i.e. organizations, task forces, coalitions, etc.) and served in the capacity of leader/chairperson.
- Assured that instructional programs and projects established for youth, dislocated worker and adults were properly implemented and carried out for twelve offices in seven counties.
- Assisted in preparing budgets, tracking expenditure rates or other fiscally related matters as assigned.
- Prepared monthly report on progress and outcomes of all funding sources related to RO contract including the Workforce Investment Act.
- Created, developed, organized, and implemented programs and services to meet community needs such as Major Opportunities, OCRA for Ex-Offenders, Women In Construction, Project Lead the Way, Recruitment for Arcelor Mittal, BP, Cabela's, Casinos in Northwest Indiana, etc.
- Tracked performance outcomes, identified performance strengths and weaknesses then took corrective action or provided needed training.
- Coordinated with the executive directors of contracted providers and community partners in capacity building, facilities management, developing and implementing pre-apprenticeships/apprenticeships, training and retraining programs.

Regional Director

Managed operations for all Supplemental Education Services within the state of Alabama, Arkansas, Indiana, Kansas, Louisiana, Region 5 of Chicago Public Schools, Tennessee and Wisconsin. General oversight of all program operations, including transportation, training all Newton Learning Staff, scheduling, technology assessment and reporting. Participated in parent meetings, district functions and other student/family recruitment opportunities. Ensured site-based expenditures incurred were consistent with the approved program budget. Utilized company software, the NEWT, to assist in compiling and reporting data to executive management. Managed six staff to assist with recruiting and operation tasks as assigned. Conducted all phases of recruiting instructors and other support staff at assigned sites. Provided profit and loss analysis and reporting to upper-level management and analyst team(s) (including but not limited to payroll, inventory assessments etc.) Created individual business plans as per analysis of each site. Managed sites to promote effective implementation of processes. Ensured all assigned sites had necessary permits, agreements, materials etc. Responsible for relationship building, follow-up with parents, children, instructors and other school administration.

- Ensured contract compliance with federal, state and local entities.
- Planned, organized, implemented and evaluated an on-going program of professional staff development to ensure program success.
- Assured substitute teachers were available and that written materials/directions were prepared and available for teachers who substitute in the after school tutoring and extended day programs.
- Tracked/managed student attendance and student to teacher ratio.
- Provided leadership to staff about teaching and learning process in terms of best practices and research related to improvement of student learning.
- Evaluated district, parent and student satisfaction.
- Raised student achievement through assessments and curricula.
- Marketed curricula to school districts' staff.

AWARDS, BOARD MEMBERSHIPS

- Volunteer for Pop Warner Football 2010-Currently
- Above and Beyond Award from Neighbors' Educational Opportunities (2013)
- Previous board member of Portage Economic Development Corporation (2013)
- Previous board member of Porter County Community Foundation (2012-2013)
- Swim Official for USA Swimming 2009-2011
- Treasurer for Portage Porpoises Swim Club 2011
- Graduate of Leadership Northwest Indiana (LNI) Class 24 (2008)
- Received an award for "Outstanding Service" in 2007 from The Center of Workforce Innovations
- Previous Board Member of Charter School of the Dunes in Gary, Indiana (2007)
- Member of Project Management Institute
- Member of the Association for Career and Technical Education
- Member of Real Life Community Church in Portage, IN for 10 years
- Member of Zeta Phi Beta Sorority, Inc.

EDUCATION

INDIANA STATE UNIVERSITY-Terre Haute, IN

Doctoral Candidate-December 2014

PhD in Educational Leadership-Program-Completion date, December 2015

INDIANA STATE UNIVERSITY-Terre Haute, IN

Master's in Education (Building Administrator), 2014

PROJECT MANAGEMENT INSTITUTE-Fort Wayne, IN

Project Management Certification Course, 2009

INDIANA UNIVERSITY NORTHWEST-Gary, IN

Master's in Public Administration, 2002

PURDUE UNIVERSITY CALUMET-Hammond, IN

B.A. in Sociology, 1996

References are available upon request.



School City of East Chicago

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Superintendent

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Mariacruz Perez
Trustee

Stephanie Ramos
Trustee

Frank Rivera
Trustee

Joel Rodriguez
Trustee

July 6, 2015

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As the president of the School City of East Chicago, I am pleased to submit this letter on behalf of the Board to acknowledge our support of the important work of the School Improvement Grant Initiative, under Section 1003g of Title I.

Over a three-year period, this grant will provide invaluable resources to significantly enhance the important work occurring at East Chicago Central High School to transform instructional practices, offer initiatives that personalize learning, improve school culture and provide extended learning opportunities for all students. These initiatives will help improve teacher pedagogy, reduce suspensions and increase overall student achievement.

My fellow board members and I are committed to continuously supporting all aspects of the Turnaround Model. We appreciate the opportunity to submit this proposal and urge your approval of our application.

Sincerely,

Terence Hill, President
Board of School Trustees

Learning for ALL... Whatever it Takes!