Appendix F: LEA Application of General Information
2013-2014

School Improvement Grant (1003g)
Application due June 3, 2013
Email application to 1003g@doe.in.gov

LEA Application: General Information

Corporation Name: EdPower		Corporation Number: 8830
Contact for the School Improvement Grant: Dina L. Stephens		
Position and Office: Chief Academic Officer	Contact's Mailing Address: 3960 Meadows Dr. Indianapolis, IN 46205	
Telephone: 317-545-1745 ext. 106 317-557-6288	Fax: 317-545-4415	
Email Address: stephens@edpower.org		
Superintendent (Printed name) Marcus C. Robinson, Chancellor & CEO		Telephone: 317-557-8677

Signature of Superintendent x Marcus C. Robinson	Date: June 14, 2013

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

➔ **Complete a second form, "Priority Application" for *each* school applying for a school improvement grant.**

1. Schools to be Served by LEA

Instructions:

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

School Name	Grade Span	Priority	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
			Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Arlington Community High	7 -12	Yes			X		

School							
2.							
3.							
4.							
5.							
6.							

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

X We will serve all of our Priority schools.

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

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3. Consultation with Stakeholders

Instructions:

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

School Name: _Arlington High School_____ School Number: 8830

Stakeholder Group	Mode of Communication	Date
Devington Community Association	Letters/Meetings/Phone Calls	On-going
Parents	Grand Re-Opening	06/29/2012 On-going
Urban League	Letters/Meetings/Phone Calls	07/01/2012 On-going
NAACP	Letters/Meetings/Phone Calls	07/01/2012 On- going
CAFE	Letter	07/01/2013

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Stakeholder Group	Mode of Communication	Date
Marion County Health Department	meeting	05/02/2012
Learning Well	meeting	05/02/2012
Forest Manor	Letter	07/01/2012

PBIS	Letter	07/01/2013

Stakeholder Group	Mode of Communication	Date
Meridian Mental Health	meeting	06/12/2013 On-going
IUPUI Accountability	Letter	05/0122013 On-going
Easter Seals/Crossroads	meeting	06/12/2013 On-going
Gallahue Mental Health	meeting	09/04/2012 On-going

Stakeholder Group	Mode of Communication	Date
Zion Hope Church	Letter	07/01/2013
Eastern Star Church	Letter	07/01/2013
Forest Manor Multi Service Center	meeting	06/01/2012 On-going
YMCA	Letter	07/01/2013

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

D. Collaboration with Teachers' Unions

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

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

E. Assurances

EdPower assures that it will:

__x__ (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

__x___ (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

__x___ (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;

__x___ (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

__x___ (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and

_x____ (6) Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

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

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

Appendix G: LEA Application for Each Priority School

School Improvement Grant (1003g)
2013-2014

LEA School Application: Priority

The LEA must complete this form for *each* Priority school applying for a school improvement grant.

School Corporation __EdPower__Number _8830____

School Name _____Arlington Community High School___

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

☐ Turnaround X Restart

☐ Transformation ☐ Closure

Assurances

___EdPower _ assures that it will

Corporation/Charter School Name

_X (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

_X (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

X (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;

X (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

X (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and

X (6) Report to the SEA the school-level data required under section III of the final requirements.

Waivers

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

☐ "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.

☐ Implementing a school wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

A. LEA Analysis of School Needs

Appendix B:

Worksheet #1A: Analysis of Student and School Data
Worksheet #1B: *Student Leading Indicators for 2011-2012 and 2012-2013*
Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

➢***Instructions:***

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that did *not* pass in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: http://compass.doe.in.gov/dashboard/overview.aspx.

ISTEP+ (Grades 7-8)

Student groups (list groups below)	**% of this group not passing**	**# of students in this group not passing**	**How severe is this group's failure in comparison to the school's rate?**	**How unique are the learning needs of this group?** (high, medium, low)
African American	75.8%	222	The school is over 90% African American The groups needs are severe.	The learning needs of African Americans are high.
Hispanic	72.7%	13	The group's needs are severe in alignment with the subpar school scores.	The learning needs of Hispanics are high
Free/Reduced Lunch	74.8%	228	The group's needs are severe in alignment with the subpar school scores.	The learning needs of free/reduced lunch population are high.
Non Free/Reduced Lunch	73.3%	11	The group's needs are severe in alignment with the subpar school scores.	High
Special Education	91.38%	60	The group's needs are severe in alignment	With an over 90% failure rate, the needs of

			with the subpar school scores.	this population are immense
General Education	76.5%	179	The group's needs are severe in alignment with the subpar school scores.	The learning needs of this population are high.
Totals	74.8%	243		

English/Language Arts

Mathematics

Student groups (list groups below)	**% of this group not passing**	**# of students in this group not passing**	**How severe is this group's failure in comparison to the school's rate?**	**How unique are the learning needs of this group?** (high, medium, low)
African American	68%	200	The group's needs are severe in alignment with the subpar school scores.	African Americans have high learning needs the greatest in the school.
Hispanic	45.5%	8	The group's needs are severe in alignment with the subpar school scores.	The Hispanic population has high learning needs.
White	54.5%	6	The small White student subgroup (6) failure rate was lower than the other subgroups, but over 50%.	The White population has high learning needs
Free/Reduced Lunch	66.9%	206	These student's failure rate is nearly 70%. The group's needs are severe in alignment with the subpar school scores.	This group's learning needs are high.
Non Free/Reduced Lunch	73.3%	11	The group's needs are severe in alignment with the subpar school scores.	The paying students' needs are high failing more than the free lunch students.
Special Education	87.3%	62	Special Education students failed at rates higher than the	The needs of this group are high with nearly 90% failing.

			school's rate.	
General Education	61.4%	154	General education students failed at lower rates than the school's rate.	The needs of this group are high.
Totals	67.4%	224		

ECA (Grades 9-12)

English 10

Student groups (list groups below)	**% of this group not passing**	**# of students in this group not passing**	**How severe is this group's failure in comparison to the school's rate?**	**How unique are the learning needs of this group?** (high, medium, low)
African American	54.4%	49	This group has the most severe failing rates. The group's needs are severe in alignment with the subpar school scores.	High-students are multiple grade levels behind
Free and Reduced Lunch	56.4%	53	This group's failure rates compares with the school's rate of over 50%.	High-scores failure rates higher than school averages.
Non Free and Reduced Lunch	56.2%	18	This group's failure rate mirrors the school's rate of over 50%.	High-failure rates higher than school averages.
Special Education	73.7%	14	This group has the most severe failing rates.	High- increasing percentage of school failure rates higher than school averages
General Education	53.3%	57	The group's needs are severe in alignment with the subpar school scores.	High- Consistent low achievement
Totals	56.3%	71		

Algebra I

Student groups (list groups below)	**% of this group not passing**	**# of students in this group not passing**	**How severe is this group's failure in comparison to the school's rate?**	**How unique are the learning needs of this group?** (high, medium, low)
African American	82.7%	91	The group's failure rates are over 80%.	High-majority of students multiple grade levels behind.
White	75%	9	The group's needs are severe in alignment with the subpar school scores.	High-majority of students multiple grade levels behind.
Free and Reduced Lunch	81%	94	The group's needs are severe in alignment with the subpar school scores.	High-over 80% of the students did not pass.
Non Free and Reduced Lunch	89.7%	35	The group's needs are severe in alignment with the subpar school scores.	High-nearly 90% of the students did not pass.
Special Education	92.5%	37	The group's needs are severe in alignment with the subpar school scores.	High- population overall several grades behind.
General Education	80%	92	The group's needs are severe in alignment with the subpar school scores.	High- population overall several grades behind.
Totals	83.2%	129		

Worksheet #1B: *Student Leading Indicators for 2011-2012 and 2012-2013*

Student Leading Indicators

➢***Instructions:***

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

	2011-2012	2012-2013
1. Number of minutes within the school year that students are required to attend school	**N/A**	**56,700**
2. Dropout rate*	**N/A**	**1.7%**
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	**N/A**	**81%**
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	**N/A**	**N/A**
5. Number of students completing dual enrollment classes	**N/A**	**N/A**
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	**N/A**	**LSD** **WES**
7. Discipline incidents*	**N/A**	**We had a total of 2,152 discipline incidents. This data was pulled from our Discipline Summary report in PowerSchool.**

8. Truants (# of unduplicated students, enter as a whole number)	**N/A**	**9**
9. Distribution of teachers by performance level on LEA's teacher evaluation system	**N/A**	**1 – Excellent** **8 – Above Average** **21 – Average** **11 – Below Average**
10 Teacher attendance rate	**N/A**	**85%**

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

Discipline Summary Report

By Grade Level

Arlington High School

From 08/13/2012 to 06/07/2013

Incident Type	Total	7	8	9	10	11	12
Fighting	13 7 / 4	4 2 / 2	5 1 / 2	3 3 / 0	1 1 / 0	0 0 / 0	0 0 / 0
Use of alcohol	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0
Use of drugs	2 2 / 0	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	1 1 / 0	0 0 / 0
Selling drugs	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0
Theft	2 2 / 0	0 0 / 0	1 1 / 0	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0
Use of a weapon	1 1 / 0	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0
Probation violation	1 0 / 1	0 0 / 0	0 0 / 0	0 0 / 0	1 0 / 1	0 0 / 0	0 0 / 0
Vandalism	3 3 / 0	0 0 / 0	2 2 / 0	0 0 / 0	0 0 / 0	0 0 / 0	1 1 / 0
Insubordination	37 21 / 16	3 1 / 2	11 8 / 3	4 2 / 2	13 5 / 8	5 4 / 1	1 1 / 0
Gambling	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0
Dishonesty	32 25 / 7	8 7 / 1	6 5 / 1	13 11 / 2	3 2 / 1	1 0 / 1	1 0 / 1
Profanity	120 81 / 39	22 16 / 6	27 18 / 9	39 29 / 10	15 8 / 7	15 9 / 6	2 1 / 1
Horseplay	78 65 / 13	11 8 / 3	28 25 / 3	33 28 / 5	3 2 / 1	3 2 / 1	0 0 / 0
Staff non-compliance	329 210 / 119	90 55 / 35	126 71 / 55	70 55 / 15	24 12 / 12	10 10 / 0	9 7 / 2
Leaving campus	9 8 / 1	0 0 / 0	0 0 / 0	0 0 / 0	4 3 / 1	3 3 / 0	2 2 / 0
No infraction report	9 7 / 2	2 2 / 0	3 2 / 1	1 0 / 1	2 2 / 0	0 0 / 0	1 1 / 0
Tardy to class	192 118 / 74	25 13 / 12	58 42 / 16	69 37 / 32	19 13 / 6	16 10 / 6	5 3 / 2
Inapprop. speech	118 92 / 25	23 21 / 2	41 28 / 12	36 29 / 7	2 1 / 1	10 10 / 0	6 3 / 3
Classroom disruption	567 391 / 176	183 113 / 70	204 151 / 53	104 84 / 20	45 23 / 22	23 15 / 8	8 5 / 3
Dress code/uniform	106 63 / 43	21 16 / 5	25 17 / 8	15 9 / 6	22 10 / 12	16 9 / 7	7 2 / 5
Out of assigned area	77 55 / 22	21 13 / 8	23 13 / 10	16 15 / 1	6 5 / 1	8 6 / 2	3 3 / 0
Electronic Device	39 26 / 13	0 0 / 0	13 9 / 4	15 11 / 4	4 2 / 2	6 4 / 2	1 0 / 1
Sagging pants	3 3 / 0	0 0 / 0	0 0 / 0	3 3 / 0	0 0 / 0	0 0 / 0	0 0 / 0
Sleeping in class	4 2 / 2	1 1 / 0	1 0 / 1	1 0 / 1	0 0 / 0	1 1 / 0	0 0 / 0
Talking in class	21 14 / 7	10 6 / 4	9 6 / 3	2 2 / 0	0 0 / 0	0 0 / 0	0 0 / 0

Discipline Summary Report

By Grade Level

Arlington High School

From 08/13/2012 to 06/07/2013

Incident Type	Total	7	8	9	10	11	12
Abusive language	3 2 / 1	0 0 / 0	0 0 / 0	0 0 / 0	1 1 / 0	2 1 / 1	0 0 / 0
Inapprop. behavior	22 12 / 7	3 1 / 2	8 2 / 3	4 3 / 1	2 2 / 0	1 0 / 1	4 4 / 0
Refusal to work	13 5 / 8	2 1 / 1	4 2 / 2	2 2 / 0	4 0 / 4	1 0 / 1	0 0 / 0
Lack of urgency	4 1 / 3	1 0 / 1	0 0 / 0	1 1 / 0	0 0 / 0	1 0 / 1	1 0 / 1
Defiance	123 75 / 48	36 26 / 10	39 22 / 17	24 22 / 2	23 5 / 18	1 0 / 1	0 0 / 0
Other	147 89 / 57	45 30 / 15	42 29 / 12	23 14 / 9	19 7 / 12	13 7 / 6	5 2 / 3

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?	**What is at the "root" of the findings? What is the underlying cause?**
Inappropriate example: Students from Mexico aren't doing well in school. " *Appropriate example:* "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+." *Appropriate example:* "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."	*Inappropriate example:* "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English." *Appropriate example:* "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."
More than 50% of every group of students are failing every standardized test (math and ELA, ISTEP+ and ECA). Although every group of students has a low passing rate, African American students and Special Education students consistently have lower passing rates than other groups of students. Although more than 50% of all students are failing every standardized test, 83.2% of students are failing Algebra I ECA, making it the least successful assessment at school.	Inconsistent instruction and support over the course of multiple years of school has left the majority of our students significantly behind academically. When they reach 7th grade, they are reading and computing several grade levels lower. Additionally, the instructional level at Arlington has been inconsistent and lacking appropriate rigor, perpetuating the problem through middle and high school.

Worksheet #1B: *Student Leading Indicators for 2011-2012 and 2012-2013*

Student Leading Indicators

➢ ***Instructions:***

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

	2011-2012	2012-2013
1. Number of minutes within the school year that students are required to attend school	**N/A**	**56,700**
2. Dropout rate*	**N/A**	**1.7%**
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	**N/A**	**81%**
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	**N/A**	**N/A**
5. Number of students completing dual enrollment classes	**N/A**	**N/A**
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	**N/A**	**LSD** **WES**
7. Discipline incidents*	**N/A**	**We had a total of 3,088 discipline**

		incidents. This data was pulled from our Discipline Summary report in PowerSchool.
8. Truants (# of unduplicated students, enter as a whole number)	**N/A**	**9**
9. Distribution of teachers by performance level on LEA's teacher evaluation system	**N/A**	1 –Excellent 8 – Above Average 21 – Average 11 – Below Average
10. Teacher attendance rate	**N/A**	**85%**

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

➢ ***Instructions:***

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

The Principal and Leadership	**1**	**2**	**3**	**4**	**The Principal and Leadership**
1. Spends most of the time managing the school.		X			1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.			X		2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.		X			3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school			X		4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.				X	5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	**1**	**2**	**3**	**4**	**Instruction**
1. Is primarily lecture-style and teacher-centered.		X			1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).			X		2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.		X			3. Uses multiple sources beyond textbooks.
4. Does not include technology.		X			4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.		X			5. Works in teams, discussing student learning and instructional ideas.
6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates		X			6. Instruction is evaluated through rigorous, transparent, and equitable

are not made. 7. Instruction is not increased to allow for more student learning time.		X			processes that take into account student growth and increased graduation rates. **7.** Schedules and strategies provide for increased student learning time.

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

of classroom implementation.					improving curriculum, instruction, and formative assessments.
Parents, Family, Community	**1**	**2**	**3**	**4**	**Parents, Family, Community**
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.		N/A	X X		1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way.		X			1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.		X			2. Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.		X			3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.
4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.		N/	A		4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.
5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.		X			5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools?	**What is at the "root" of the findings? What is the underlying cause?**
Appropriate example: "We don't have a curriculum aligned across grade levels."	*Appropriate example:"* We don't know how to align our curriculum across grade levels."
Appropriate example: "We only teach flags, festivals and foods with our students. "	*Appropriate example:* "Connecting curriculum to students' lives takes longer to prepare lessons."

As articulated in EdPower's School Turnaround Plan approved by the Indiana Department of Education (IDOE) and the School Improvement Grant (SIG) submitted last year, and as outlined in Appendix C: Theory of Action for Indiana High-Poverty Schools and District in Improvement: Moving towards High-Performance and Appendix D: Elements of School Improvement/Intervention Models – Turnaround Model, EdPower has concentrated on school safety, academic rigor, and preparing scholars for post-secondary options (encompassing the former elements as well as increased community and parent engagement). The findings of the self-assessment build

from the three core findings identified in last year's process and unpack further using the rubric above anchored in Theory of Action model (Appendix C) and relevant elements of school turnaround (Appendix D).

<u>The Principal and Leadership</u>
Finding #1: Improved but poor oversight over intentional tracking of academic progress and attendance

Data sources we used to determine finding:

Review of Teacher Observations tracker (instrument Leaders use to track data from teacher observations) system, administration and teacher observations, monthly School Leader Report and weekly, school leader meetings.

Underlying reasons/root causes of finding and data sources or evidence based to support causes:

Root Causes	Data Sources
Day to day management of the school absorbs principal's focus away from classrooms and instruction (instructional leadership.)	Review of 'Teacher Observation' tracking system, Observations, Monthly 'School Leader' report to Edpower administration.
The primary focus of the initial year of SIG intervention was on creating a school culture that was safe and focused on increased student outcomes. A side effect was less concentrated supports and efforts to provide instructional coaching in the teaching of math and E/La.	Teacher and Leader Observations, Instructional Audits, Monthly 'School Leader' report to Edpower administration.
School's administrative team struggled with implementing Edpower's methods for pushing leadership into the classroom (for frequent and meaningful observations) and with monitoring curriculum (through the	Weekly school leader meetings, monitoring of school leader observations of curriculum (ATLAS) and classroom observations, monitoring strength and relevance of weekly PD's

ATLAS curriculum program) with fidelity.	
Systems for tracking attendance and following up were weak and were not implemented consistently.	Review of Attendance data, Observations, Monthly School Leader report

Instruction

Finding #2: Instructional rigor is inconsistent and instructional delivery has little variation. Classroom management is still a concern for many teachers.

Data sources we used to determine finding:

Review of Instructional Audits conducted by EdPower, Review of School leader's feedback on formal teacher evaluations and weekly classroom observations, Review of school leader's use of intermediate and extended teacher observations. Office referrals and teacher reports.

Underlying reasons/root causes of finding and data sources or evidence based to support causes:

Root Causes	Data Sources
Despite training in summer institute and additional professional development, implementation of whole brain teaching methods and taxonomy of engagement were limited and not used with fidelity	Observations, and formative assessment results
Student resistance to increases in demand (cognitive and quantity of work output) due to inheriting a culture of low (to no) engagement in classrooms during class.	Teacher and Leader Observations, Instructional Audits
Limited instructional technology resources were available to teachers due to inheriting a building with few technological resources, internet bandwidth, and hardware/software.	Technology inventories.

Administration struggled with following EdPower's use of pushing leadership into the classroom and monitoring instructional techniques (and giving feedback) with fidelity.	Weekly school leader meetings, monitoring of school leader observations of curriculum and classroom observations, monitoring strength and relevance of weekly PD's.
Administration and teachers struggled to meet EdPower's expectations of culturally congruent pedagogy.	Observations, and formative assessment results.
Many teachers are new to the profession and are still learning the dynamics and techniques for effective classroom management.	Teacher reports, office referrals, leader reports.

<u>Curriculum</u>

Finding #3: Instructional rigor has incrementally improved, but lacks higher levels of cognitive demand and differentiation.

Data sources we used to determine finding:

Review of Curriculum Audits conducted by EdPower, Review of School leader's feedback on formal teacher evaluations and weekly classroom observations, Review of school leader's use of intermediate and extended teacher observations, Observation of school leader's use of data-driven decision making, Outcomes on Accuity and NWEA.

Underlying reasons/root causes of finding and data sources or evidence based to support causes:

Root Causes	Data Sources
Inconsistent and infrequent review and feedback on Units and lessons. As a result there was little accountability for incorporation of "Stretch It"(for building higher cognitive demand) methods into	Observations, and ATLAS Audits, Instructional Audits.

lessons.	
Spotty use of the backward design process for developing instructional Units, Assessments and Lessons.	Weekly school leader meetings, monitoring of school leader observations of curriculum and classroom observations, monitoring strength and relevance of weekly PD's, review of RTI team minutes, review of grade book point distribution.
Inconsistent use of RTI processes (referrals, follow up documentation, etc.)	Review of RTI team minutes and reports.
While curriculum is aligned at grade-level, it is not intentionally and instructionally aligned across grade levels.	Review of ATLAS Curriculum map and supporting materials, Classroom Observations.

Data-Driven Instruction: Formative Assessments

Finding #4: Weak use of formative assessments to drive instructional decisions at the classroom and school-wide level.

Data sources we used to determine finding:

Review teacher created assessments on Atlas Curriculum Mapping program; Review State Test results by grade level and subject area (ISTEP+ ECAs from 2011-2012, Acuity and NWEA from 2012-2013), administration and teacher observations, School Leader Monthly

Underlying reasons/root causes of finding and data sources or evidence based to support causes:

Root Causes	Data Sources
Formative assessments do not reflect increasingly higher levels of academic rigor.	Review of formative assessment through audits of ATLAS curriculum mapping program
Teachers had limited guidance on analysis of formative, and standardized tests (Accuity, NWEA) data and how to use that to drive instruction.	Teacher and Leader Observations, Instructional Audits Review, monitoring strength and relevance of weekly PD's.

Leadership utilized much of the weekly PD time for housekeeping issues at the detriment of instruction.	Monitoring strength and relevance of weekly PD's.
Data from formative assessments and standardized assessments are infrequently used to adjust instruction or drive instructional interventions.	Observations, Curriculum and Instructional Audits, Review of formative assessment through audits of ATLAS curriculum mapping program

<u>Professional Development</u>

Finding #5: Weekly dedicated professional development time is not aligned consistently to student needs, but instead often focused on administrative "housekeeping" functions.

Data sources we used to determine finding:

School Leader Monthly Reports, Professional Development Logs, Interviews with EdPower curriculum team members.

Underlying reasons/root causes of finding and data sources or evidence based to support causes:

Root Causes	Data Sources
Administrations response to issues arising throughout the week was to hold prolonged staff meetings, which often led to cancelling or shortening weekly planned PD sessions around academic progress.	PD Observations, Professional Development Logs, interviews.
Weak understanding of the role of academic and curricular oversight, hampered efforts to move staff and administration to a new paradigm of oversight → implementation.	Teacher and Leader Observations, Instructional Audits
Poor allocation of time of administration	Observations, Curriculum and Instructional

team led to little time spent monitoring data and using poor use of that data to make PD decisions.	Audits, Monitoring of Administrations' calendar, PD Observations, Professional Development Logs

<u>Parents, Family, and Community</u>
Finding #6: Community involvement is poorly coordinated and underutilized

Data sources we used to determine finding:

Weekly Safety Logs, Discipline Reports, Community School Liaison reports (DOE quarterly reports, School Leader Monthly Reports), Interviews, Observations

Underlying reasons/root causes of finding and data sources or evidence based to support causes:

Root Causes	Data Sources
Lack of administrative knowledge of what community groups had been previously, or were currently involved in the school.	Observations, Interviews
Not utilizing the AHS Social Worker to coordinate and mobilize community resources on behalf of the students	Administrative Meeting Observations
Inexperienced (initially an intern) community liaison was hired by an outside partner, and as a result had poor communication with administration, resulting in poor coordination and underutilization of community partnerships that could have been leveraged to help students.	Observations Meeting Observations, Monitoring of Administrations' calendar

Cultural Competency

Finding #7: Targeted instruction (extended day) has been stymied by lack of intentional training for teachers to develop culturally congruent lesson plans.

Data sources we used to determine finding:

Instructional and Curriculum Audits, Lesson Plan Feedback Monitoring, Classroom Observations, Teacher and Leader Institute, Building level PD log

Underlying reasons/root causes of finding and data sources or evidence based to support causes:

Root Causes	Data Sources
Administration and teachers were overwhelmed with overall implementation of new school programs. As a result the EdPower's culturally congruent tools under-utilized. In part due to building level decisions around Professional Development time (see above.)	Observations, and formative assessment results, Instructional Audits, and review of ATLAS
Programs and materials selected for Extended Day targeted instruction, including technology rich opportunities for differentiation were often and replaced with teacher created (one teacher – all classes) materials that were disconnected from individual student needs.	Teacher and Leader Observations, Instructional Audits
Inconsistent Administrative review (and feedback) of teacher's instructional units and lessons through the ATLAS system.	Weekly school leader meetings, monitoring of school leader observations of curriculum and classroom observations, monitoring strength and relevance of weekly PD's, Audits of Curriculum on ATLAS.

B. Selection of School Improvement Model

➢***Instructions:*** Read and discuss with the team the elements of the four school intervention models below. .

II. Selection of Improvement Model

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

☐ Turnaround x Restart
☐ Transformation ☐ Closure

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

Intervention model selected _____Restart_____

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

The team chose the restart model because it most accurately reflects the process that we selected based on the 2012-13 application for the SIG grant: The school has re-started under a local charter management company. The majority of the teaching faculty and administration was new to the school, and the curriculum and instructional programming was completely new to the school.

This will be the school's second year since restarting. The goals are related to the first year's goals – but are more refined based on the schools challenges and progress realized over the past year and highlighted in the findings. Attached is a description of the three major components of the SIG program implemented in the 2012-13, followed of an analysis of the challenges encountered which along with the analysis done following the processes in this grant have shaped the three major SIG Goals

The findings indicate that there has been some improvement in key areas, culture and safety, academic progress in reading and math at all grades and student progress to graduation remain areas in need of key attention and focused intervention.

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

First Year (2012-13) SIG grant program – goal areas, description and challenges:

1) Safety: from our analysis of available school data in 2011-12, the largest concern and priority was building a culture of safety in the school in order to create an environment where learning could occur. Efforts through a SIG grant and Title I afforded the opportunity to hire 7 hall monitors and 5 police/safety officers. Additionally, classroom procedures included having teachers stationed outside of their doors during transitions and transitions between classes were routinized to include students lining up and being greeting by teachers with a handshake as they entered the classroom ("thresh-holding".) The results have been dramatic. A review of discipline infractions across the year demonstrate that the number of serious, safety related infractions (such as fighting, use of drugs, theft, use of a weapon) were miniscule compared to the overall number of infractions (which include behaviors such as dress code violation, classroom disruption, inappropriate speech, and tardy to class.) For example, where fights in the school used to be a common occurrence, this past year there were only 13 representing a mere 5% of all referrals. Indeed a closer analysis indicates that more referrals came originated in the classroom than in the hallways. As a result in the coming school year there are no staffing plans for hallway monitors, and the number of police/safety officers is dropping to 3.

Challenges: While the building was safer, and there were fewer serious discipline incidents, there were a significant number of referrals (over 2000) – some leading to suspensions. Most of these referrals originated in classrooms and were based on behaviors. This is reflected in our plans for the coming three years as an area of intervention that is critical to building and sustaining a school culture that is safe and focused on academics.

2) Academics: The data used in the 2011-2012 Sig Grant application highlighted long standing poor academic performance as a major problem in the school. In this current grant application in Appendix B (Worksheet #1A) data from the 2011-12 school year indicates that the majority of students and sub-group of students are 'high need' in terms of learning needs. Efforts through the past year (2012-13) through SIG and Title I, focused on academics included an extensive training for teachers in a three week summer institute in highly engaging instructional methods, in developing intentional standards-based lessons and instruction, During the school year teachers were provided network level curricular support and software for mapping and alignment. Teachers were trained in procedures and routines (such as thresh-holding, described above) for classroom management and instructional delivery. Extended day programming was established for students with weaker skills. While 2012-13 ISTEP+ scores are not yet available (at the time of this grant submission), we

tracked student growth on two standardized tests: Accuity which gives an indication of how students should perform on the ISTEP+ and the NWEA. The results indicate growth across all grade levels in both reading and math with a few exceptions. In math the rate of growth in math in 4 of six grades was at over the 80th percentile of growth on the NWEA (comparing fall to Spring test.) The exceptions were students retaking algebra1 and 8th grade where the growth as at the 12th percentile. The growth rates in Reading were neither as consistent, nor as impressive. Out of six grade levels only 9th and 10th grade students averages were over the 70 percentile growth rate on the NWEA; 8th grade growth rate was just above the 50th percentile and growth rates between the 5th and 30th percentile were realized in grades 7, 8 and 12 – though the 12th grade average were above grade level in the Fall and just below grade level in the Spring.

Challenges: The utilization of extended day was impeded from the beginning of the year because Arlington, which was no longer a part of the district, had to use district buses that dictated scheduling for the school and essentially shortened the window of time for additional instruction and the number of students who could take advantage that instruction. As a result of having fewer students to instruct (and fewer students receiving instruction), fewer teachers were needed on a daily basis and teacher buy-in dropped off followed by an even steeper drop off of student buy-in. Additionally the systems around the instruction were weak. Teachers did not have enough training and support to use (analyze) formative assessment data and/or standardized test data to identify specific student needs, to target skills and to develop instruction around those skills. The results were pretty haphazard and very hard to track as to impact upon student learning.

In the upcoming school year the Extended day programming should become a primary tool for moving students to and above grade level. Transportation issues have been cleared up such that the schedule will allow a two hour block of extended day targeted instruction in reading and math. More on-going training, support and oversight for teachers will be provided across the school year. Structurally, provisions to give more ownership to teachers over the program and its outcome as well as a blend of competitive incentives.

3) Preparation for Graduation. The data reviewed for the 2011-12 grant showed low rates of passing the ECA tests (graduation requirements) and low rates of non-waivered diplomas granted. We made an assumption (though we had no access to data prior to enrolling students in August 2012) that some students in grades 10-12 would be behind in credit accumulation towards graduation, due to failed classes across the first year(s) of high school.

A short-term view and a long-term view was taken in terms of strategies for school improvement. The short term strategy was to provide credit recovery opportunities for those students who had gaps in their transcripts and needed to make up classes while simultaneously taking current classes. Licenses for the courses through Lincoln National Academy (LNA) were secured such that students could take courses on-line both at school and outside of school. Additionally, specific targeted remediation classes were set up for those students

who needed to retake the English 10 ECA and/or the Algebra 1 ECA, and more attention to preparing students to take those ECAs was incorporated into the core curriculum in English 10 and Algebra 1.

The long-term strategy was to build student skills and academic capacity at all grades such that the need for extensive credit-recovery would become negligible in 2-3 years. A third overall strategy was to better incorporate use of community organizations (both individual volunteers and specific programming) into the school program to better surround the students with more services, more adult interactions and more resources.

Challenges: A review of records and transcripts of students enrolled at the beginning of this school year indicated that the lack of credit accumulation was significant. More actual classes were needed to fill in credit gaps. Additionally, the school did not have a guidance counselor for part of the year, and inexperience and lack of training led to underutilization of the credit recovery programming. Finally the community outreach person was provided through an outside organization. The position was initially filled with an intern who eventually took on the role full-time. While well-intended the coordinator had little experience and training. As a result there was little coordination between outside organizations and the school and few services were delivered to students.

The third focus of our school improvement model for the upcoming years better preparing students for graduation. An experienced educator will be hired to teach ECA prep and monitor/oversee the credit recovery program with the expectation that more students will pass the ECA exams and qualify for graduation.

C. LEA Capacity to Implement the Intervention Model

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

***Much of the evidence/documentation for this section can be found in Addendum VI: Monthly Principal's Report for Arlington Community High School.**

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*	x		Extended day will be supported through 20% costs offset by the SIG grant. In addition, two instructional coaches will be funded to help ensure extended day is followed with fidelity. Moreover,2500 student – teacher kits will be provided for

			Algebra, English, and Math by Cambium Learning Group for Stipends will be used for incentives for teachers in improving student outcomes. Five laptop carts will be procured to support extended day instruction. Lastly, SIG funds will help us support improvements in moving more students toward graduation by hiring an ECA prep teacher and credit recovery teacher as well as a community school coordinator. Attachment C: Budget provides a more in depth expenditure description.

2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*	x		In allocations to building human capital, hiring additional staff, increasing technology tools, the budget is fiscally intentional to implement articulated priority areas: Improving student performance in reading and math, Strengthening culture in the classroom, and Continued improvement in moving more students towards graduation. Attachment C: Budget provides a more in depth expenditure description.

3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*	x		In the spirit of reasonable, allocable, and allowable, budget expenditures were approached with the mindset of implementing guardrails that mirror the allowable and non-allowable under Title 1. For example, Attachment E demonstrates our delineation and knowledge of using funds to supplement and not supplant pre-existing staffing, technological, and operational frameworks.

4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school.	x		The budget is planned at 1,460,200 million, satisfying exceeding the minimum of $50,000 and not exceeding the maximum of $2 million per year per school.

All models			Attachment C: Budget provides a more in depth expenditure description.
Capacity Task	Yes	No	District Evidence
5. The district has the resources to serve the number of Priority schools that are indicated. *All models*	x		As outlined in Attachment C: Budget, EdPower as the TSO, with the receipt of the SIG funds proposed, will have the resources to serve the priority school, AHS.

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement.	**x**		The budget is directly aligned with the goals of the intervention: 1) <u>Improving Student Performance in Reading and Math</u> Includes: Extended Day Voyager/Cambium Learning (materials and software) Instructional Technology (computer carts) Instructional Coaching 2) <u>Strengthening culture in the classroom</u> includes; Positive Behavior Intervention Specialists and Training for PBIs and staff 3) <u>Improving student progression to graduation</u> includes: ECA and Credit Recover Teacher – math ECA and Credit Recover Teacher English Attachment C: Budget provides a more in depth expenditure description. · The funding are proportionally balanced, and appropriate for achieving the expected goals · The funding will directly impact the school improvement (through the initiatives and through the

			SIG-group process of assessment/improvement) · The funding is directly related to the SIG goals · The funding supports initiatives that should further accelerated students' growth in reading and math.

Capacity	Yes	No	District Evidence
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*	**x**		EdPower's high level of expertise and successful experience with urban education which is research based can be found in its TSO profile with the IDOE: http://www.doe.in.gov/improvement/turnaround/turnaround-school-operator **Please See Addendum I for 2012-13 (year one restart) data on staffing and student performance.**

8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*	-	-	N/A – Arlington High school was removed from its district as outlined in P.L. 221.

9. The district has received the support of parents to fully implement the intervention model.	-	-	N/A – Arlington High school was removed from its district as outlined in P.L. 221.

All models • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*			

Capacity Task	Yes	No	District Evidence
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*	x		**The board of EdPower is committed to implementing the School Improvement Plan as articulated in Deliverables 1-4 submitted to the IDOE as well as within the TSO contract signed with the IDOE.** **Please see Addendum II for EdPower Board Information.**

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *Creation of a new turnaround office (or*	x		**The CEO & Chancellor of EdPower is committed to implementing the School Improvement Plan as articulated in Deliverables 1-4 submitted to the IDOE as well as within the TSO contract signed with the IDOE.**

reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools			
Capacity Task	**Yes**	**No**	**District Evidence**
12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*	-	-	**N/A – Arlington High school was removed from its district as outlined in P.L. 221**

13. The district has the ability to recruit new principals. *Turnaround, Transformation Models* • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*	-	-	**N/A – EdPower has completed its first year During the first year after the restart EdPower employed a Campus Administrator and three assistant principals.** **See www.edpower.org for posting information.**

Capacity Task	**Yes**	**No**	**District Evidence**
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*	-	-	**Please see Addendum III for school leadership and staff resumes (ELA and mathematics)**
15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)* • *Streamline and scaffold focus aligned to key findings and root causes in SIG application*	x		As EdPower has completed its first year as the operator of AHS, staffing, systems, community partnerships, relationships with pre-existing LEA, and parent/guardian relationships have been established. Smart Goals with measureable outcomes and priorities have been articulated and grown from pre-existing goals approved for the 2012-2013 academic year. (See final pages of application)

Capacity Task	Yes	No	District Evidence

16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*		x	EdPower's high level of expertise and successful experience with urban education which is research based can be found in its TSO profile with the IDOE: http://www.doe.in.gov/improvement/turnaround/turnaround-school-operator Summer Institute Professional Development (3 weeks) sign in sheets , and PD Binders. Full Professional Development days sign in sheets and agendas. The weekly professional development activities were not always documented with sign in sheets (though there are agendas) this will be corrected in the coming year.

17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district*	x		AHS has conducted multiple parent nights and community partnership meetings to discuss AHS's cultural and academic progress and to obtain buy-in. In the coming year, with the assistance and assignment of responsibility to proposed Community Coordinator more intentionality will be spent planning,

website, parent newsletters, public flyers) • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*			implementing, documenting and acting on feedback to more fully give voice, buy-in and commitment to parent and community groups.

Capacity Task	Yes	No	District Evidence
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*	x		All grants are aligned; resources are appropriately allocated to needs as discussed in Worksheet #2 and as articulated with qualitative and quantitative data pulled through Worksheet #1 and the Root Cause analysis. Attachment E: Example of Alignment of Other Funding Sources to SIG Elements can provide further articulation.

19. The district demonstrates the ability and commitment to increased instructional time.
Turnaround, Transformation Models
• *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*
• *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*
• *A needs assessment has been completed to identify areas where extended time can be most effectively used*
• *Increased learning time is structured as a vehicle to support differentiated learning (ex :…)*
  o *An additional block of time embedded into the school day*
  o *Summer enrichment/remediation*
  o *Saturday intervention*
  o *Before or after school enrichment/remediation*
  o *School vacation weeks*
• *Compensation for extended day is identified by the LEA*
	x	-	Yes. EdPower has grown out of the original work of the Charles A. Tindley Accelerated School which has operated since 2004-05 using an extended day model with most students attending school until 5:00. The second EdPower school opened in 2012-13, Tindley Prep, and operates from the same schedule. The SIG grant for Arlington for 2012-13 includes extended day scheduling, though it wasn't utilized to its most effective and changes are planned and detailed in Section II of this grant.
			
			While at the LEA advocates the use of Saturday 'school' as an intervention to be utilized, it is not required. At Arlington there has been regular use of Saturday schools across the second semester.
			
			Compensation for extended day is written into the budget of this grant.

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

➢*Instructions:*

1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2013-2014*.
3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school intervention model consistent with federal application requirements. ***The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:*** (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific	Overview of Proposed Program Components 2013-14 on forward: **Strengthening culture in the classroom** • Implement Positive Behavior Interventions to decrease classroom level discipline issues and to build and strengthen a school environment around safety and academic performance. • Hire and train Positive Behavior Intervention Specialists/Associates **Improving Student Performance in Reading and Math** • All teaching staff is assigned to provide extended day programming using Cambiun Learning's Voyager, Language! And Inside Algebra for 2 hours a

interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of meetings and communications, (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.	day in extended day. • Instructional coaches will train, provide on-going support and oversight to the implementation of the extended day services, as well as providing instructional guidance during the regular instructional day, and some coordination of implementation of school-wide standardized tests. • Positive, competitive grade level /subject area incentives based on which groups students achieve the greatest gains on end of year assessments (such as NWEA.) • Stipends will be provided for teachers who provide additional instructional supports such as ECA remediation classes on Saturday. • Incentive programs for students around improved levels of attendance. **Improving Student Progression Towards Graduation** • Dedicated teachers for Credit Recovery programing and ECA Prep coordination and implementation (one language arts, one math) • Community-School Coordinator. Other resources that will support the design and implementation of selected interventions are addressed in Section II. All teaching staff will be assigned to work with students during extended day programing on intensive interventions in reading and math using the Cambiun Learning's Voyager and Language series, or providing homework oversight for those students whose assessments indicate that their skills are at grade-level but who are failing classes for productivity reasons (not completing and/or turning in homework.) Two instructional coaches will work extensively to train teachers on the use of Voyager and its assessments, and will provide on-going support and

	oversight over instructional implementation of the program. Because teacher's will be spending 20% of each school day providing instruction in the extended day program, that portion of their salary will be derived through teaching in the extended day programing. There will also be positive incentives for teachers related to a competition for the largest (grade level) gains on end-of-year assessments (ISTEP+ or NWEA) in reading and in math. For students, to address chronic absenteeism which effects academic performance, there will be an incentive program to reinforce and reward stellar attendance. Finally there will be stipends to provide extra instruction when additional instructional time is needed for students such as a series of Saturday schools to prepare for taking the End of Course Assessments. Items a through d (Needs Assessment and Analysis) was initially conducted in the 2011-12 years for strategic planning for School Restart in August 2012. Items e through f were conducted throughout the school year (see SIG page in LEADER Report), though for 2013-14 and forward a more routinized process of review of implementation, assessment of outcomes will occur (weekly review and observations, monthly assessment of implementation) These meetings will be used to determine if changes need to be made to any of the interventions and if so, do any policy change recommendations need to be changed, and the amendment to the SOP process will be started.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
(2) The LEA has or will recruit, screen, selects and support appropriate external providers. ***The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document***	As articulated in the contract[i] for the operation of Turnaround Academy, EDW#A58-3-139OT-0911, between the Indiana Department of Education (IDOE) and Charter for Accelerated Learning, Inc. d/b/a Ed Power (EdPower), as well as the submissions of Deliverable 1, 2, 3, and 4 –outlining observations, school deficits, fiscal analysis, and a comprehensive school turnaround plan of Arlington High School (AHS)—the IDOE assessed the needs (as articulated in quality indicators a-i

a process for assessing external provider quality which may include, but will not be limited to: (a) Identifying external providers based on each school's SIG needs; (b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs, (f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE. (g) Assessing the monitoring of records for quality and frequency of supports provided	on the left) of AHS would be best served through appointing EdPower, a high performing operator,[ii] as the Turnaround School Operator (TSO) for AHS. This public and transparent process demonstrates that EdPower was recruited, screened, and selected as an external operator after the removal of AHS from its LEA, due to low performance as articulated in Public Law 221[iii]. EdPower has committed to relationships with some external providers based on interviews and alignment of purpose and need. These partnerships were often largely developed around the needs of exceptional learners and include: • **Easterseals Crossroads Rehabilitation Center** – Provide Speech and Language Therapy, Physical Therapy, Occupational Therapy, Autism Spectrum Disorder Service Center, Assistive Technology, Behavior Interventions and Supports, and Secondary Transition Services • **Indianapolis Probations Department** – on-site support for students on probation • **Meridian Mental Health Services** – Mental Health Services, Behavior Support, Prescription Management, Psychiatric Services, Home-based Counseling • **Gallahue Mental Health Services** - Mental Health Services, Behavior Support • **Cambium Learning Group (Voyager and LNA Courseware**) • ***Language!*** Provides multisensory, targeted intervention with an intensive literacy curriculum for grades 3-12. • ***V-Math*** Provide individualized, differentiated instruction for grades 2-8 with this modular-based, grade-level strategic math intervention. • ***Trans Math*** Provide key foundational skill-building and problem-solving experiences for grades 5-10 with a comprehensive skill-based math intervention. • ***Inside Algebra*** Take students in grades 6-9 on fascinating expeditions with this strategic math intervention that builds Algebra skills. • ***LNA Class.com*** is an industry-leading provider of online learning solutions that engage and inspire students and adult learners with innovative, media-

by the selected service provider(s),
 	
(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and
 	
(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.
	rich courseware designed to help them succeed. Our secondary school courses, turnkey virtual school solutions, and instruction bring together the best of current technology and evidenced-based curriculum design.
	• **Marion County Health Department** – Learning Well Clinic and referral services for social work and other community services.
	• **Indiana University and Purdue University Indianapolis** – DOE Literacy Grant Support and Compliance and Culturally Responsive Teaching and Leadership Support.
	
	Many of these community partners have been a great support to our students with the most severe needs; however, we have determined that by making these services accessible to our entire student population we can more intentionally target academic achievement and promote social and emotional well-being school-wide.
	
	In an effort to better understand how community partnerships and external providers can assist students academically, socially and emotionally, the new Community/School Coordinator will audit current relationships, and reach out to new and existing partners based upon that alignment. The audit will also include meetings with school leaders, students and families, and teachers, in order to better identify specific needs and link those to partners and providers.
	
	EdPower will create an SOP for interviewing and evaluating the experience and performance of potential providers as well as articulating their quality and effectiveness. The SOP will include:
	
	• **Creating a Selection Team (administrators, teachers, community stakeholders)**
	• **Create a Request for Proposal (RFP)**
	  o Create a Worksheet
	  o Define needs –budget, timelines, logistical concerns
	  o Priorities of outside funding
	  o Expected Results
	  o Deliverables

	• **Selecting a Provider**
	  o Meeting Essential Criteria
	  o Define Qualifying Characteristics
	  o Can the provider meet goals, provide deliverables, and meet timelines?
	In the IDOE approved 2012-2013 School Improvement Grant (SIG), EdPower articulated three key findings: 1) Building a safe culture. 2) Improving Academics. 3.) Improving postgraduate preparation, and aligned these three focus areas to the USDOE's improvement principles. These three findings provided the grounding for recruiting, screening, and selecting external providers.
	
	In the completion of Worksheet #2: Self – Assessment of Practices of High Performing Schools, key findings were identified to continue to build from both baseline deficits found at AHS and improvements which can continue to be made from one year implementation of the School Turnaround Plan. These findings will be used to anchor the Community/School Coordinator's assessment and need of community partners.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).	
The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary;	EdPower and Arlington High school are commitment to ensure that adequate resources are identified both to implement the SIG interventions, but also to increase the effectiveness of the interventions. After the needs assessments were conducted and the data was reviewed by the SIG Planning Group, and after a review of the 2012-13 SIG1003g grant goals the goals for SIG initiatives were identified for this 2013-14 SIG1003a grant. Over the summer the EDPower curriculum team will work with the Administrative team at Arlington to review resources currently utilized towards student academic support at Arlington and identify additional resources that could be tapped into which could align with and strengthen the effect of the SIG initiatives, and will review timelines of aligned grants (and review periodically.) After the initial SIG training during teacher and leader summer PD institutes, when the SIG team is identified, the groups first task will be to review the resource alignment description (see the text below), and the results of the EdPower and Arlington Administrative review of school resources and using this information will create an alignment plan. Network and school leadership teams will coordinate with a team of teachers (volunteers) to assess the results of the intervention strategies on a monthly basis and identify any resources not being used to support the school improvement process and redirect those resources. The team will audit the effectiveness of the resources utilized to promote academic growth in reading and math, reduce classroom disruptions through the provisions of PBIS and Behavior Specialists, and student preparation for graduation through credit recovery and a certified teacher for ECA prep. Teachers will meet weekly for professional development that is focused on the

(f) Redirecting resources that are not being used to support the school improvement process; and (g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.	needs of the students. Network specialists will rotate through the school, completing a weekly audit to assess the school leaders' capacity to implement and monitor the interventions. The Network curriculum team will develop a SIG implementation audit form to track weekly implementation of SIG interventions that will include reviewing the role of school administration, faculty and staff to ensure full implementation of supports. Preliminary review of resource alignment: Other federal, state and local resources include: local: Network Resources include curriculum specialists, assessment specialists, compliance officers and oversight of school administration. Federal: Title I and Title II. State: SIG1003a.

Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal procedures; (iv) school administrator and staff evaluation	During the first year of the restart (2012-13) the initiatives did hit some challenges that limited effectiveness. Before answering a – c we are listing examples of lessons learned from the 2012-13 SIG1003a implementation: the principal was replaced with a Campus Administrator (to build systems and accountability), three assistant principals for academics and three deans for discipline. Only one of these individuals were carried over from the 2011-12 school year; the AP of Academics – High School. LEA challenges that have slowed school improvement efforts include: **Attendance –** Student attendance is often sporadic, **Culture** – Has improved, but there needs to be a continued effort to develop student and staff morale and investment in the school. **Reading Levels** – High numbers of students have very low reading levels. The extreme nature of the problem was unanticipated. **Teacher Development and Evaluation** – A system of teacher education and development was provided, but not consistently implemented or implemented with fidelity. We will build a more solid understanding among school leaders regarding the implementation of systems during a two week leadership training. **Intervention -** tiered stipend system for demonstrated student assessment gains **Extended Day –** Altering the school day – lengthened for those students in most need of targeted instruction. This has been too dependent on teacher understanding and fidelity to the curriculum that was provided, so we will pay for trainers, monitors, and assistants. – Pre/post data collection to - move targeted instruction to the beginning of the day –

procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time.	Responses for HOW in 2013-14 and in the future challenges will be identified and changes in policies to allow changes in program implementation will occur: a) Clear communication and articulation of expectations (IDOE), and expected and actual performance (LEA) between the two agencies is a potential challenge. The regular review of the implementation and results of the interventions (described in #3) should identify challenge areas that require modification more quickly in the past year. With clear communication with IDOE officials responsible for oversight, this should not be a challenge to our efforts. b) The Network will consult with administrators from the school and representatives from the IDOE to create and finalize a specific policy modification protocol. This process will be used on an ongoing basis. c) Once an area has been identified (through the process in b) to be considered for a policy change it would move through the EdPower SOP amendment process. EdPower has been creating Standard Operating Procedures (SOPs) for each school and for the NETWORK and has an established protocol for amending existing SOPs (all of the examples cited have a network and/or school SOP) which involves an interative process that involves the Director of Compliance, the Chief of Staff and ultimately the Executive Board of the Network. **Please see Addendum IV for SOP amendment process. Please see Addendum V for teacher evaluation and leader evaluation process.**

Indicators of LEA Commitment	Description of how this action was or will be completed
5. ***Sustain the model after the funding period ends. – Summer school – Title I monies;***	

The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to: (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as	EdPower has a commitment when considering programming around increasing student outcomes through school improvement activities to delineate those initiatives that are expected to become part of the ongoing 'business' of the school (e.g., expected to be long-term sustained changes in practice) and thus the funding is expected to 'go away' with the initiative incorporated into the school (sustained activity) and those activities which would include seeking alternative funding. This is done in part to determine whether the program is critical to the school, realistic to implement and realistic to sustain. An example of such a report was done for this grant and is included with submitted addendums and is titled: "Preliminary Plan for Sustainability for SIG 1003g." (Addendum VII). During the teachers' summer institute and during the Leader Training professional development will be given around the SIG grant, the 'three big goals', and each of the initiatives. After this training the SIG group will be formed with the charge of oversight of implementation, assessing, recommendations for making improvements and looking at long-term sustainability for initiatives in this grant that will include consideration of the preliminary plan for sustainability. A SIG group will then be formed that includes members of the EdPower curriculum team, Arlington administration, Arlington teaching faculty. This group will be involved in the weekly observations and review of implementation of the SIG initiatives, create monthly reports based on that data. The SIG group will lead staff-wide assessment analysis discussions to review student performance on each of the following assessments: NWEA (Fall and Spring), Accuity (Fall, Winter, Spring) and ISTEP+ and ECAs. Documentation of these discussions will be considered at the next SIG group monthly meeting as input for review of effectiveness of implementation of the initiatives and effectiveness of the outcomes of the initiatives on student performance. The SIG group will also be tasked to give monthly recommendations to the School Administration for topics that would improve implementation effectiveness for weekly professional development time, and to the Network curriculum team for professional develop days and summer teachers' institute. The SIG group will also develop a recommendations for EdPower for an ongoing school-wide process for school wide improvement planning that would involve all of the staff, and representative students, parents and members of the community that would conduct needs assessments of the school (centering around student performance) . This planning should be

evidenced by an extensive action plan; (g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy; (h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement; (i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity; (j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs; (k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities; (l) Establishing and implementing accountability processes that provide effective oversight of the interventions,	used to guide the development of future SIG-type initiatives, school-wide planning and reporting for Title I, and overall continuous school improvement over future years.

school improvement activities, financial management, and operations of the school.	

Restart Model

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

If implementing the restart model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. *Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.*	Completed July 1, 2012		
2. *Must enroll within the grades it serves, any former student who wishes to attend.*	Completed July 1, 2012		

Pre-Implementation

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

Action:

Timeline: Completed July 1, 2012

Budget:

Added Elements from the Transformation Model

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. *Replace the principal who led the school prior to implementing the model.*	• Completed 11/2012. Jimmy Meadows was replaced by Calvin Thomas.	• Marcus Robinson	• November, 2012
2. *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.*	• Currently an extensive teacher and leader evaluation system is used that combines elements of RISE, Kim Marshall's evaluation systems, and EdPower teacher and leader expectations. • For 2013-2014, implement an electronic observation system (Teach Boost) that allows leaders to track teacher observations, performance, and improvement. It will also allow network leaders to track the number and validity of leader observations.	• Dina Stephens • Dina Stephens	• Current • July, 2013

3. *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.*	• Currently there is a system of tracked observations, feedback, and evaluations to determine whether teachers and leaders are being effective. When one is not demonstrating sufficient performance or growth, they are placed on a Personal Improvement Plan (PIP) and given more extensive coaching. If, after that process, they do not show sufficient improvement, they are removed. • For 2013-2014, implement rewards and incentives for teachers who demonstrate the most academic growth over the course of the year.	• Dina Stephens	• August, 2013

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. Provide high quality, job-embedded professional development.	• Currently lead a 2-week Leader Institute for all school leaders that increases their knowledge and proficiency in best practices by successful school organizations across the country. Also lead a 3-week Teacher Institute that targets best curriculum and instructional strategies used by successful teachers across the country.	• Dina Stephens	• July, 2013
	• Additionally, monthly instructional and curriculum audits, leader reports, and less formal meetings and discussions are used to determine areas for improvement. These areas are addressed during weekly professional development sessions, mostly provided by in-house Curriculum Team members.	• Dina Stephens	• Weekly, 2012-2013
	• For 2013-2014, implement much more network-provided professional development based on student data. This includes recruiting experts in various fields to present to staff on relevant topics: Uncommon Schools Teach Like a Champion, NWEA MAP Assessments and Data Driven Instruction, Response to Instruction, Chris Biffle's Whole Brain Teaching, etc.	• Dina Stephens	• July, 2013-2014
5. Implement strategies to	• Currently there is an opportunity to receive performance-based bonuses and	• Marcus	• 2012-2013

recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).	raises. The Teacher of the Year from each school was photographed to be displayed on a prominent billboard in Indianapolis. Additionally, preference is given to current staff members when filling an open leadership position. • For 2013-2014, implement a more extensive incentive system for teachers whose students demonstrate growth on standardized tests.	Robinson • Marcus Robinson	• August, 2013

6. Provide increased learning time for students and staff.	• Currently there are two hours of "extended day" time at the end of each school day. Many students were not able to attend due to transportation issues. Additionally, there were inconsistent expectations and trainings over what types of instruction should be occurring during that time. • For 2013-2014, provide alternative transportation so that any student is capable of receiving the added support. Also, establish data-driven policies around which students receive support, provide more extensive training on remediation programs (such as Voyager) and strategies. Last, hire two instructional coaches to work with teachers on implementing best practices during this time.	• Dina Stephens, Calvin Thomas, Paul Chin, Viveca Carter • Dina Stephens, Calvin Thomas, Alicia Hervey, Paul Chin	• 2012-2013 • August, 2013-2014

7. *Promote the use of data to inform and differentiate instruction.*	• Currently students take NWEA MAP assessments 2-3 times per year in math and reading. Additionally, any student scheduled to take ISTEP or an ECA takes the Acuity Predictive Assessments 2-3 times per year. After each assessment, teachers participate in a data-analysis session to identify strengths and gaps in student performance. They are required to construct an instructional plan to address any identified gaps. • For 2013-2014, implement more intensive professional development to ensure these systems are utilized with fidelity. Also, employ Assistant Principals for Academics and instructional coaches to assist with the implementation of instructional plans. • For 2013-2014, offer the use of GradeCam for every teacher. This program will allow all teachers (including non-tested subjects) to use best practices in data-driven instruction.	• Jackie Gantzer, Director of Assessments • Jackie Gantzer, Director of Assessments • Jackie Gantzer, Director of Assessments	• 2012-2013 • July, 2013-2014 • July 2013-2014

<u>Check Your Work</u> - ***Additional Requirements for All Models***

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.	x	

2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.	x	
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2013-2014 school year.	x	

5. Annual Goals for Priority Schools for Accountability

Instructions:

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

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

SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals)	**Annual Goals**		
	SY 2013-2014	**SY 2014-2015**	**SY 2015-2016**
25.2 % of all students are proficient on ISTEP+ English/ Language Arts.	30 % of all students are proficient on ISTEP+ English/Language Arts.	36 % of all students are proficient on ISTEP+ English/Language Arts.	55 % of all students are proficient on ISTEP+ English/Language Arts.
32.6 % of all students are proficient on ISTEP+ mathematics.	39 % of all students are proficient on ISTEP+ mathematics.	47 % of all students are proficient on ISTEP+ mathematics.	55 % of all students are proficient on ISTEP+ mathematics.
43.7% of all students are proficient on English 10 ECA.	52% of all students are proficient on English 10	63% of all students are proficient on English 10	65% of all students are proficient on English 10 ECA.

	ECA.	ECA.	
16.8% of all students are proficient on the Algebra ECA.	32% of all students are proficient on the Algebra ECA.	41% of all students are proficient on the Algebra ECA.	50% of all students are proficient on the Algebra ECA.
55% of all 12th grade students graduate in the four year cohort.	61% of all 12th grade students graduate in the four year cohort.	67% of all 12th grade students graduate in the four year cohort.	70% of all 12th grade students graduate in the four year cohort.

Attachment B: LEA Commitments Scoring Rubric

(1) The LEA has analyzed the needs of each school and has selected an intervention for each one.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
• *Full* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *All* of the required data sources have been provided • *All* of the analysis (findings) from the data and the root cause analysis are logical • The alignment between the needs of the school and the model chosen is *specifically and conclusively* demonstrated as appropriate.	• *Some* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *Some* of the required data sources have been provided • *Some* of the analysis (findings) from the data and the root cause analysis is accurate • A *general* alignment between the needs of the school and the model chosen is has been demonstrated	• *No* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *Little to none* of the required data sources have been provided and/or the analysis (findings) is lacking or minimal • *Little or no* use of root cause analysis and/or causes are illogical and not based on data • The alignment of the school and its needs and the improvement model chosen is *lacking or minimal*.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1point**
There is exceptional evidence of a process for recruiting, screening, and selecting an external provider. All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained. The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.	There is adequate evidence of a process for recruiting, screening, and selecting an external provider. Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained. Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.	There is inadequate evidence of a process for recruiting, screening, and selecting an external provider. Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for recruiting, screening, and selecting an external provider does not meet the identified needs.

(3) Align other resources with the interventions.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**

There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. All of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained. The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. Most of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and adequately explained. Minor changes are needed to the LEA process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. Some or none of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for aligning resources with the selected model, interventions, and/or school improvement activities does not meet the identified needs.

(4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**

There is exceptional evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. All of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained. The LEA includes a comprehensive process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is adequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. Most of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and adequately explained. Minor changes are needed to the LEA process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is inadequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. Some or none of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities does not meet the identified needs.

(5) Sustain the reforms after the funding period ends.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
There is exceptional evidence of a process for sustaining reforms after the funding period ends. All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained. The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified.	There is adequate evidence of a process for sustaining reforms after the funding period ends. Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained. Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified.	There is inadequate evidence of a process for sustaining reforms after the funding period ends. Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for sustaining reforms after the funding period ends does not meet the identified needs.

Attachment C: Budget

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

School Year 2013 - 2014

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

Corporation Name: **EdPower – Arlington High School**
Corporation Number: **8830**
School Name: **Arlington High School**

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
Teachers	26	26		Extended Day Salaries @ 20%	$200,000.00	
Assessment Specialist	1	1		Assessment Specialist @100%	$47,000.00	
Administrator	1	1		Credit Recovery Specialist/ECA Prep - Math @100%	$60,000.00	
Administrator	1	1		Credit Recovery Specialist/ECA Prep - Reading @100%	$60,000.00	
Administrator	2	2		Instructional Coach @ 100% x 2	$90,000.00	
Behavior Specialist	11		11	Behavior Specialist @ 100% x 11	$330,000.00	
Community School Coordinator	1		1	Community School Coordinator @100%	$55,000.00	
Teachers	26	26		Extra Duty Stipends (Saturday School, ECA, Curriculum Dev.)	$65,000.00	
Teachers	10	10		Teacher Performance Stipends (grade level and subject area growth; fall to spring)	$10,000.00	
		TOTAL SALARIES				***$917,000.00***
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
Benefits		Benefit Calculation $842,000 x .20				***$168,400.00***
3. TRAVEL: ***(differentiate in-state and out-of-state)***						

out-of-state			
in-state			
	TOTAL TRAVEL		
4. CONTRACTED SERVICES: **(List the type of contracted services to be provided, including the vendor's name, if applicable.)**			
Positive Behavioral Interventions and Supports	Contracted services providing support, data sequencing, bullying prevention, conflict resolution, prevent – teach reinforcement.	$9,800.00	
	TOTAL CONTRACTED SERVICES		***$9,800.00***
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. **(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)**			
	TOTAL SUPPLIES		***$ 251,075.00***
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		***$ 113,933.00***
7. OTHER SERVICES: **(Include a specific description of services.)**			
Staff Retreat	Depauw University, Prindle Institute for Ethics, Greencastle, IN	$7,726.00	
Professional Development	Teacher Institute, July 22 – August 9, 2013. Total network cost is $450,000 @ 15%.	$67,500.00	
Scholar Incentives	Scholar achievement and attendance rewards/incentives (i.e. books, spirit wear and classroom celebrations)	$10,000.00	
Cambium Learning Group / LNA - Class.com - Training	1 Day onsite training	$2,500.00	
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			***$1,460,200.00***

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

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
200	Cambium Learning Group / LNA - Class.com (Concurrent License and transferrable student licenses.)	$ 492.00	$ 98,400.00
2500	Cambium Learning Group - Voyager - Student/Teacher kits, support and consumables *(Algebra, English and Math; per grade level)* – Year 1	$ 56.00	$ 140,000.00
5	Scantron Forms (Scantron Forms $43.75 for 500 forms	$ 43.75	$ 175.00.00
125	Microsoft Office 13 Standard licenses for laptop x 100	$ 60.00	$ 7,500.00
100	Instructional Supplies for Saturday School, ECA Prep and Curriculum Dev.	$ 50.00 -	$ 5,000 .00
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL SUPPLIES COSTS		$ 251,075.00

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

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
125	Dell Latitude E5430 Laptop x 100	$ 735.00	$ 91,875.00
5	Laptop Cart x 4	$ 3,500.00	$ 17,500.00
1	iNSIGHT 20 Scanner with Remark x 1	$ 4,558.00	$ 4,558.00
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 113,933.00

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

1. **Improving Student Performance in a reading and math – in a more intentional and focused way. EdPower expenditure proposal allocates resources towards:**

    a. **Extended Day**

        i. **20% Salary Compensation - $200,000**

        All teaching staff will devote 2 hours a day to extended day instruction.

        ii. **Instructional Coaches - $90,000**

        Instructional coaches to train and work with teachers on implementation of data driven classroom Instruction with a special focus on responsibility for extended day instruction.

        iii. **Cambium Learning Group - $140,000**

        Voyager math and Language! Reading and math materials and computer programs for extended day instruction.

        iv. **Laptop Carts - $116,875**

        To facilitate more differentiated, culturally congruent and engaging instruction, and for use in the extended day program.

        v. **Stipends - $75,000**

        For Saturday instruction, ECA remediation and credit recovery/skills acceleration, and for additional work geared towards improving instructional outcomes such as curriculum development.

2. **Strengthening culture in the classroom**

        i. **Positive Behavior Specialists - $330,000**

        Classroom-based associates to work with students identified as struggling behaviorally in classrooms. Using culturally congruent approaches for reinforcing positive behaviors.

ii. **Positive Behavioral Interventions & Supports - $9,800**

Training for the PBIs, and general school-wide training.

iii. **Community School Coordinator - $55,000**

Provides outreach to organizations who have had relationships and partnerships in the past and to new Possible partners for Arlington, Facilitates communication and efforts with these partners and the school, Acts as liaison with school and families, and creates a mechanism (such as a committee) with community members to provide feedback to the school. Coordinates volunteers (individuals and organizations) to work with high school students to build stronger relationships with adults invested in helping students stay on track towards graduation.

3. **Continued improvement in moving students towards graduation.**

i. **Credit Recovery /ECA Prep Specialist (Math) - $60,000**

Works with guidance counselor to identify students with credit gaps too great to recapture across a regular school year (example gaps (fs – no credit) for 6 classes that to retake would prevent taking some current classes in order to continue timely progress towards graduation. Schedules, and implements credit recovery programming through Lincoln National Academy on-line courses. Provides ECA remediation instruction and instructional support for students who have failed to pass the Algebra I ECA.

ii. **Credit Recovery /ECA Prep Specialist (Reading) - $60,000**

Works with guidance counselor to identify students with credit gaps too great to recapture across a regular school year (example gaps (fs – no credit) for 6 classes that to retake would prevent taking some current classes in order to continue timely progress towards graduation. Schedules, and implements credit recovery programming through Lincoln National Academy on-line courses. Provides ECA remediation instruction and instructional support for students who have failed to pass the English I0 ECA.

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

School Year 2014 - 2015

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

Corporation Name: **EdPower – Arlington High School**
Corporation Number: **8830**
School Name: **Arlington High School**

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
Teachers	26	26		Extended Day Salaries @ 20%	$200,000.00	
Assessment Specialist	1	1		Assessment Specialist @100%	$47,000.00	
Administrator	1	1		Credit Recovery Specialist/ECA Prep - Math @100%	$60,000.00	
Administrator	1	1		Credit Recovery Specialist/ECA Prep - Reading @100%	$60,000.00	
Administrator	2	2		Instructional Coach @ 100% x 2	$90,000.00	
Behavior Specialist	11		11	Behavior Specialist @ 100% x 11	$330,000.00	
Community School Coordinator	1		1	Community School Coordinator @100%	$40,000.00	
Teachers	26	26		Extra Duty Stipends (Saturday School, ECA, Curriculum Dev.)	$65,000.00	
Teachers	10	10		Teacher Performance Stipends (grade level and subject area growth; fall to spring)	$10,000.00	
		TOTAL SALARIES				***$917,000.00***
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
Benefits		Benefit Calculation $562,000 x .20 =				***$168,400.00***

3. TRAVEL: ***(differentiate in-state and out-of-state)***			
out-of-state			
in-state			
	TOTAL TRAVEL		
4. CONTRACTED SERVICES: **(List the type of contracted services to be provided, including the vendor's name, if applicable.)**			
Positive Behavioral Interventions and Supports	Contracted services providing support, data sequencing, bullying prevention, conflict resolution, prevent – teach reinforcement.	$ 9,800.00	
	TOTAL CONTRACTED SERVICES		***$9,800.00***
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. **(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)**			
	TOTAL SUPPLIES		***$234,275.00***
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		***$ 113,933.00***
7. OTHER SERVICES: **(Include a specific description of services.)**			
Staff Retreat	Depauw University, Prindle Institute for Ethics, Greencastle, IN	$9,265.00	
Professional Development	Teacher Institute, July 22 – August 9, 2013. Total network cost is $450,000 @ 15%.	$67,500.00	
Scholar Incentives	Scholar achievement and attendance rewards/incentives (i.e. books, spirit wear and classroom celebrations)	$10,000.00	
Cambium Learning Group / LNA - Class.com - Training	1 Day onsite training	$2,500.00	
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			***$1,443,400.00***

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

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
200	Cambium Learning Group / LNA - Class.com (Concurrent License and transferrable student licenses.)	$ 492.00	$ 98,400.00
2200	Cambium Learning Group - Voyager - Student/Teacher kits, support and consumables *(Algebra, English and Math; per grade level)* – Year 1	$ 56.00	$ 123,200.00
5	Scantron Forms (Scantron Forms $43.75 for 500 forms	$ 43.75	$ 175.00.00
125	Microsoft Office 13 Standard licenses for laptop x 100	$ 60.00	$ 7,500.00
100	Instructional Supplies for Saturday School, ECA Prep and Curriculum Dev.	$ 50.00 -	$ 5,000.00
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL SUPPLIES COSTS		$ 234,275.00

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

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
125	Dell Latitude E5430 Laptop x 100	$ 735.00	$ 91,875.00
5	Laptop Cart x 4	$ 3,500.00	$ 17,500.00
1	iNSIGHT 20 Scanner with Remark x 1	$ 4,558.00	$ 4,558.00
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 113,933.00

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

1. **Improving Student Performance in a reading and math – in a more intentional and focused way. EdPower expenditure proposal allocates resources towards:**

    a. **Extended Day**

        i. **20% Salary Compensation - $200,000**

        All teaching staff will devote 2 hours a day to extended day instruction.

        ii. **Instructional Coaches - $90,000**

        Instructional coaches to train and work with teachers on implementation of data driven classroom Instruction with a special focus on responsibility for extended day instruction.

        iii. **Cambium Learning Group - $140,000**

        Voyager math and Language! Reading and math materials and computer programs for extended day instruction.

        iv. **Laptop Carts - $116,875**

        To facilitate more differentiated, culturally congruent and engaging instruction, and for use in the extended day program.

        v. **Stipends - $75,000**

        For Saturday instruction, ECA remediation and credit recovery/skills acceleration, and for additional work geared towards improving instructional outcomes such as curriculum development.

2. **Strengthening culture in the classroom**

        i. **Positive Behavior Specialists - $330,000**

        Classroom-based associates to work with students identified as struggling behaviorally in classrooms. Using culturally congruent approaches for reinforcing positive behaviors.

ii. **Positive Behavioral Interventions & Supports - $9,800**

Training for the PBIs, and general school-wide training.

iii. **Community School Coordinator - $55,000**

Provides outreach to organizations who have had relationships and partnerships in the past and to new Possible partners for Arlington, Facilitates communication and efforts with these partners and the school, Acts as liaison with school and families, and creates a mechanism (such as a committee) with community members to provide feedback to the school. Coordinates volunteers (individuals and organizations) to work with high school students to build stronger relationships with adults invested in helping students stay on track towards graduation.

3. **Continued improvement in moving students towards graduation.**

i. **Credit Recovery /ECA Prep Specialist (Math) - $60,000**

Works with guidance counselor to identify students with credit gaps too great to recapture across a regular school year (example gaps (fs – no credit) for 6 classes that to retake would prevent taking some current classes in order to continue timely progress towards graduation. Schedules, and implements credit recovery programming through Lincoln National Academy on-line courses. Provides ECA remediation instruction and instructional support for students who have failed to pass the Algebra I ECA.

ii. **Credit Recovery /ECA Prep Specialist (Reading) - $60,000**

Works with guidance counselor to identify students with credit gaps too great to recapture across a regular school year (example gaps (fs – no credit) for 6 classes that to retake would prevent taking some current classes in order to continue timely progress towards graduation. Schedules, and implements credit recovery programming through Lincoln National Academy on-line courses. Provides ECA remediation instruction and instructional support for students who have failed to pass the English I0 ECA.

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2015 - 2016

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

Corporation Name: **EdPower – Arlington High School**
Corporation Number: **8830**
School Name: **Arlington High School**

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
Teachers	26	26		Extended Day Salaries @ 20%	$200,000.00	
Assessment Specialist	1	1		Assessment Specialist @100%	$47,000.00	
Administrator	1	1		Credit Recovery Specialist/ECA Prep - Math @100%	$60,000.00	
Administrator	1	1		Credit Recovery Specialist/ECA Prep - Reading @100%	$60,000.00	
Administrator	2	2		Instructional Coach @ 100% x 2	$90,000.00	
Behavior Specialist	11		11	Behavior Specialist @ 100% x 11	$330,000.00	
Community School Coordinator	1		1	Community School Coordinator @100%	$40,000.00	
Teachers	26	26		Extra Duty Stipends (Saturday School, ECA, Curriculum Dev.)	$65,000.00	
Teachers	10	10		Teacher Performance Stipends (grade level and subject area growth; fall to spring)	$10,000.00	
		TOTAL SALARIES				***$917,000.00***
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
Benefits		Benefit Calculation $562,000 x .20 =				***$168,400.00***
3. TRAVEL: ***(differentiate in-state and out-of-state)***						

out-of-state			
in-state			
	TOTAL TRAVEL		
4. CONTRACTED SERVICES: **(List the type of contracted services to be provided, including the vendor's name, if applicable.)**			
Positive Behavioral Interventions and Supports	Contracted services providing data sequencing, bullying prevention, conflict resolution, prevent – teach reinforcement.	$4,600.00	
	TOTAL CONTRACTED SERVICES		***$4,600.00***
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. **(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)**			
	TOTAL SUPPLIES		***$ 211,875.00***
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		***$ 113,933.00***
7. OTHER SERVICES: **(Include a specific description of services.)**			
Staff Retreat	Depauw University, Prindle Institute for Ethics, Greencastle, IN	$9,225.00	
Professional Development	Teacher Institute, July 22 – August 9, 2013. Total network cost is $450,000 @ 15%.	$67,500.00	
Scholar Incentives	Scholar achievement and attendance rewards/incentives (i.e. books, spirit wear and classroom celebrations)	$10,000.00	
Cambium Learning Group / LNA - Class.com - Training	1 Day onsite training	$2,500.00	
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			***$1,415,800.00***

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

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
200	Cambium Learning Group / LNA - Class.com (Concurrent License and transferrable student licenses.)	$ 492.00	$ 98,400.00
1800	Cambium Learning Group - Voyager - Student/Teacher kits, support and consumables *(Algebra, English and Math; per grade level)* – Year 1	$ 56.00	$ 100,800.00
5	Scantron Forms (Scantron Forms $43.75 for 500 forms	$ 43.75	$ 175.00.00
125	Microsoft Office 13 Standard licenses for laptop x 100	$ 60.00	$ $7,500.00
100	Instructional Supplies for Saturday School, ECA Prep and Curriculum Dev.	$ 50.00 -	$ 5,000.00
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL SUPPLIES COSTS		$ 211,875.00

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

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
125	Dell Latitude E5430 Laptop x 100	$ 735.00	$ 91,875.00
5	Laptop Cart x 4	$ 3,500.00	$ 17,500.00
1	iNSIGHT 20 Scanner with Remark x 1	$ 4,558.00	$ 4,558.00
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 113,933.00

1. **Improving Student Performance in a reading and math – in a more intentional and focused way. EdPower expenditure proposal allocates resources towards:**

    a. **Extended Day**

        i. **20% Salary Compensation - $200,000**

        All teaching staff will devote 2 hours a day to extended day instruction.

        ii. **Instructional Coaches - $90,000**

        Instructional coaches to train and work with teachers on implementation of data driven classroom Instruction with a special focus on responsibility for extended day instruction.

        iii. **Cambium Learning Group - $140,000**

        Voyager math and Language! Reading and math materials and computer programs for extended day instruction.

        iv. **Laptop Carts - $116,875**

        To facilitate more differentiated, culturally congruent and engaging instruction, and for use in the extended day program.

        v. **Stipends - $75,000**

        For Saturday instruction, ECA remediation and credit recovery/skills acceleration, and for additional work geared towards improving instructional outcomes such as curriculum development.

2. **Strengthening culture in the classroom**

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ii. **Credit Recovery /ECA Prep Specialist (Reading) - $60,000**

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[i] Indiana Department of Education. (2012). EdPower TSO Contract. Retrieved from http://www.doe.in.gov/sites/default/files/turnaround/edpower-signed-contract.pdf

[ii] Indiana Department of Education. (2012). EdPower: History. Retrieved from http://www.doe.in.gov/sites/default/files/turnaround/history-edpower.pdf

Indiana Department of Education. (2012). EdPower: Performance. Retrieve from http://www.doe.in.gov/sites/default/files/turnaround/results-profiles-relevant-schools-edpower.pdf

[iii] Indiana General Assembly. (2012). PL 221 Consequences. Retrieved from http://www.in.gov/legislative/ic/code/title20/ar31/ch9.html

Addendum I: Information on Staff and Student Performance

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Data-Driven Instruction Plan

Objective: To identify the process by which schools incorporate data-driven instruction into their schedule.

Initial Set-Up and Round 1 Testing

August

All staff members are trained on Data-Driven Instruction (adapted from Leverage Leadership)

September

1. Teachers meet and review Round 1 assessments to use for classroom instructional planning and delivery
   - Teachers mark each question as "confident" (sure students will get it right), "not sure", and "no way" (students will definitely get it wrong).

October

1. Week **before** Round 1 assessment: Teachers meet and predict performance on each question by selecting: "confident", "not sure", or "no way".
2. Round 1 assessment is given.
3. Week **after** Round 1 assessment is completed: Teachers and instructional leaders meet to perform data analysis PD; teachers complete instructional plan based on data dive.
   - Instructional leaders utilize "Going Deep: Effective Analysis of Assessment Results" and "Data-Driven Analysis Meetings: Leading Effective Meetings around Interim Assessment Results" from Leverage Leadership.
   - Teachers utilize "Teacher Action Plan" from Leverage Leadership.
4. Week after data analysis PD: School and/or network offers professional development sessions based on the analysis session and any areas of concern.
5. Instructional leaders observe teachers and look for evidence of incorporating action plan steps from data analysis meeting.

Ongoing

1. The above process is repeated for each interim assessment.

Network Expectations

1. The Director of Assessments is required to offer training and professional development around data-driven instruction during Leadership and Teacher Institute to adequately prepare leaders and teachers for its use in the school.
2. The Director of Assessments is required to monitor the data-driven instruction process, ensuring that it is effectively occurring at all sites.
3. The Director of Assessments is expected to offer coaching, professional development, conferencing, etc. when appropriate.

School Leader Expectations

4. School leaders are expected to communicate the data-driven instruction calendar and timeline to all teachers and involved school staff.
5. School leaders are responsible for organizing and leading data-driven instruction meetings (including the prediction session, reviewing assessment logistics, and the data analysis meetings following assessment).
6. School leaders are expected to provide and/or attend professional development sessions related to data-driven instruction in order to follow-though with teachers appropriately.
7. School leaders are expected to follow up on teacher action plans by observing instruction and noting any evidence of incorporation/success.
8. School leaders will provide teachers with coaching, professional development, conferencing, etc. when appropriate.

Teacher Expectations

1. All teachers are responsible for utilizing data-driven instruction while planning.
2. Teachers are responsible for adequately preparing students for assessments, as well as ensuring the validity of testing procedures.
3. Teachers are required to attend data-driven instruction sessions (including the prediction session, reviewing assessment logistics, and the data analysis meetings following assessment).
4. Teachers are required to submit teacher action plans after participating in data analysis meetings (post-assessment) and to revise, when necessary.
5. Teachers are responsible for incorporating any identified steps from their action plans into the classroom.
6. Teachers are required to update plans as necessary, based upon feedback from administrators, curriculum team, or pertinent reflections.

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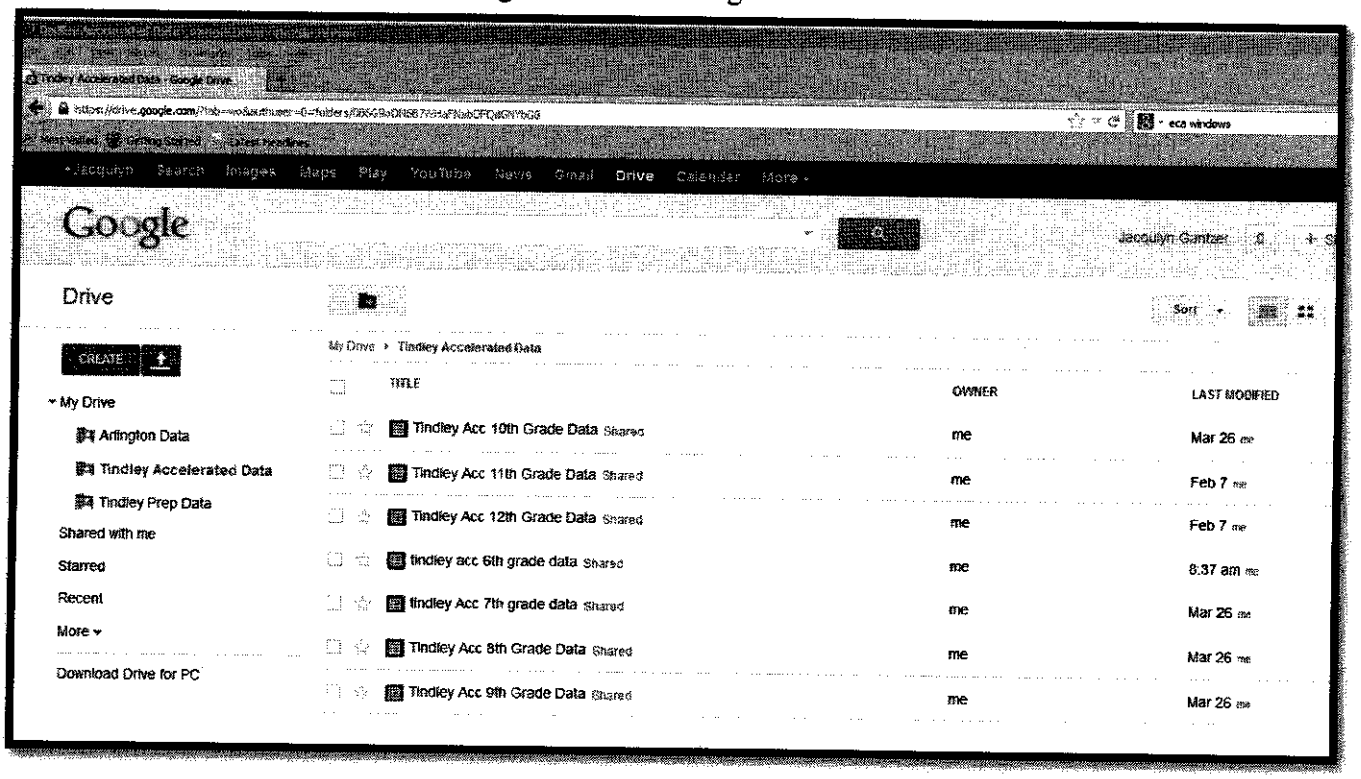
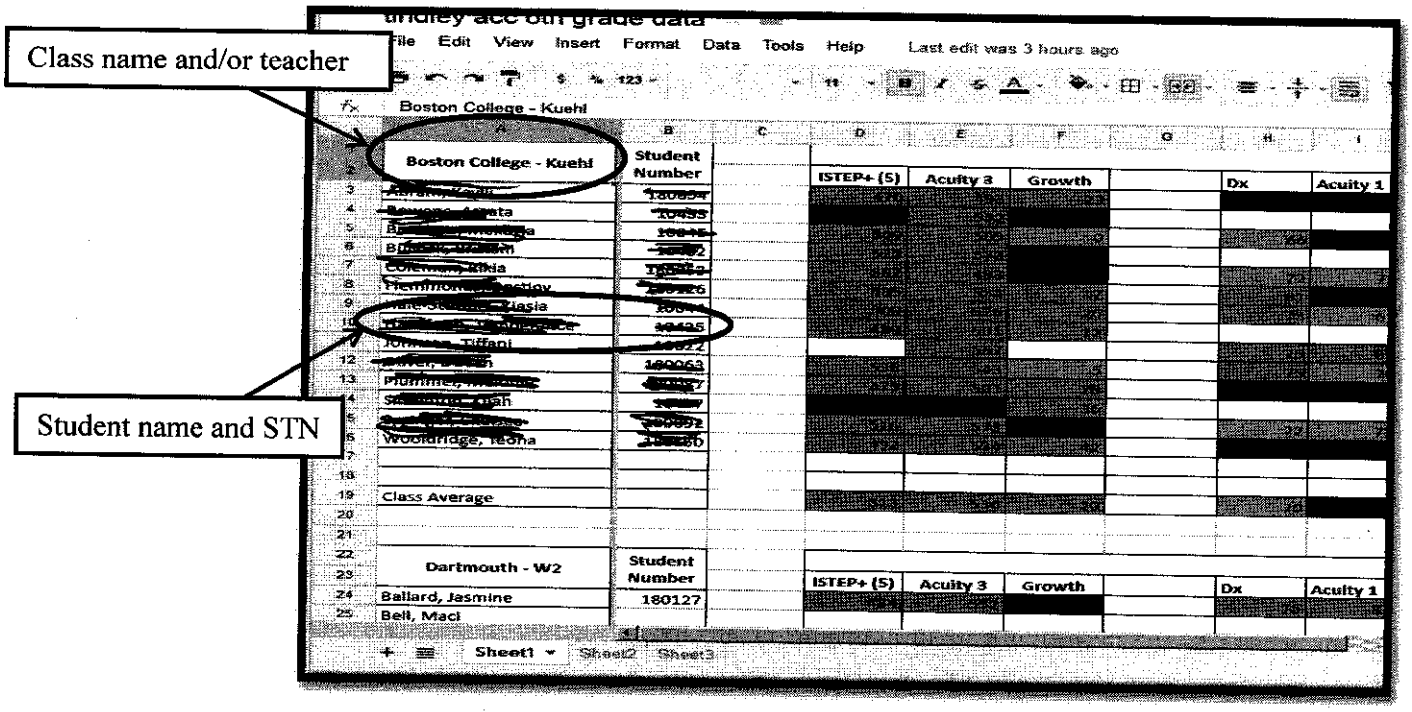
Files for Tracking Student Data

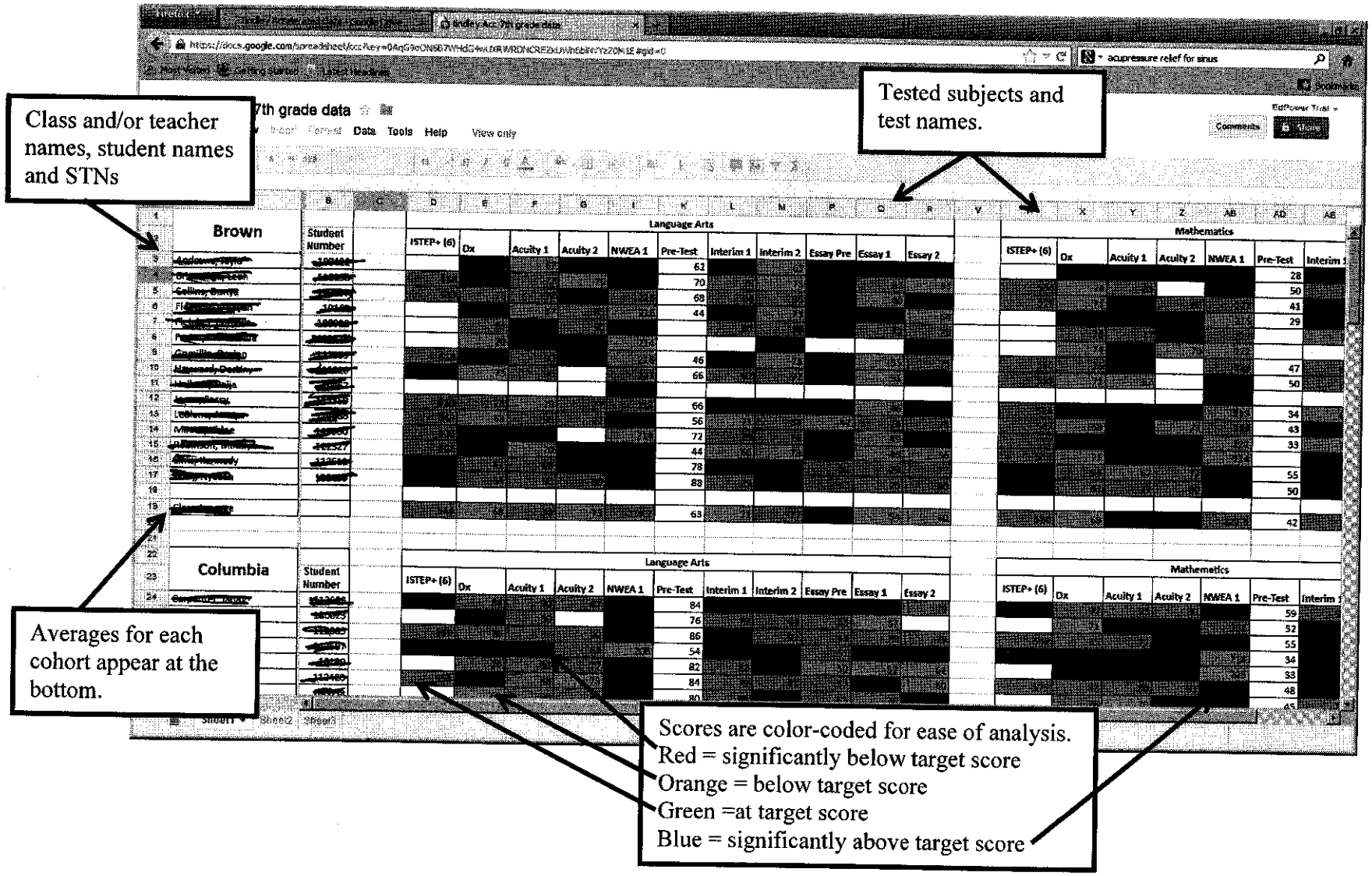
1. Create Spreadsheet on Google Drive for each grade



2. Within each grade level, define students by cohort or class designation



3. Define each subject tested and the names of each assessment students will take throughout the year.
4. Set up conditional formatting so that, when entering student data, it automatically fills depending on relation to target score.



5. Share relevant files with school leaders and teachers so they can access the data when needed.
   *Ensure that nobody else has access to "edit" files, but only to "view"

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EdPower Assessment Teacher Action Plan

Teacher: _____ Assessment: _____ Date: _____

Grade: _____ Subject: _____

Standards Analysis: Complete for standards that were NOT MASTERED

Standards/Question #s that were not mastered (add/delete rows as necessary)	Deep-dive Analysis
	What misunderstandings are revealed in the data? Why do you think students failed to reach mastery? What will you do to help students achieve mastery? • •
	What misunderstandings are revealed in the data? Why do you think students failed to reach mastery? What will you do to help students achieve mastery? • •
	What misunderstandings are revealed in the data? Why do you think students failed to reach mastery? What will you do to help students achieve mastery? • •

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Excellence without Exception

Student Analysis: Enter LOWEST-PERFORMING students

Student Name (add/delete as necessary)	Total	Major areas of weakness	Small group/tutoring?

EdPower
Excellence without Exception

6 Week Instructional Plan for _____

WEEK 1 – Week of	WEEK 2 – Week of	WEEK 3 – Week of
Standards for Review (list objectives and activities aimed to re-teach based on the data)	Standards for Review (list objectives and activities aimed to re-teach based on the data)	Standards for Review (list objectives and activities aimed to re-teach based on the data)
	New Standards (list objectives/standards to teach based on the content of the upcoming assessment)	New Standards (list objectives/standards to teach based on the content of the upcoming assessment)
WEEK 4 – Week of	**WEEK 5 – Week of**	**WEEK 6 – Week of**
Standards for Review (list objectives and activities aimed to re-teach based on the data)	Standards for Review (list objectives and activities aimed to re-teach based on the data)	Standards for Review (list objectives and activities aimed to re-teach based on the data)
New Standards (list objectives/standards to teach based on the content of the upcoming assessment)	New Standards (list objectives/standards to teach based on the content of the upcoming assessment)	New Standards (list objectives/standards to teach based on the content of the upcoming assessment)

2012-2013 Arlington Assessment Schedule

August 2012

16	7th Grade Acuity Reading Diagnostic
17	7th Grade Acuity Math Diagnostic
20	8th Grade Acuity Reading Diagnostic
21	8th Grade Acuity Math Diagnostic

September 2012

18	9th/10th Grade NWEA – Reading
	7th Grade NWEA – Reading
19	11th/12th Grade NWEA – Reading
	8th Grade NWEA – Reading
20	7th/8th Grade NWEA – Math
21	9th/10th Grade NWEA – Math
24	11th/12th Grade NWEA - Math
25	7th Grade ACUITY – Reading
26	7th Grade ACUITY - Math
27	8th Grade ACUITY – Reading
28	8th Grade ACUITY – Math

October 2012

November 2012

5	Algebra I ACUITY
13	English 10 ACUITY
27	7th Grade ACUITY – Math
28	7th/8th Grade ACUITY – Reading
29	8th Grade ACUITY – Math

December 2012

3-14	7th Grade Social Studies ACUITY
10-13	ECA Re-Test
13	English 10 ACUITY

January 2013

8/9	10th Grade NWEA – Reading/Math
10/11	9th Grade NWEA – Reading/Math
15/16	8th Grade NWEA – Reading/Math
17/18	7th Grade NWEA – Reading/Math
23/24	11th/12th Grade NWEA – Reading/Math

February 2013

4	Algebra I ACUITY
4-20	7th Grade Social Studies ACUITY
6	English 10 ACUITY
11/12	7th Grade ACUITY – Reading/Math
13/14	8th Grade ACUITY – Reading/Math

March 2013

5	7th – 8th Grade ISTEP
6	7th – 8th Grade ISTEP
7	7th – 8th Grade ISTEP

April 2013

2	Algebra I ACUITY
9	English 10 ACUITY
30	7th – 8th Grade ISTEP

May 2013

1	7th – 8th Grade ISTEP
2	7th – 8th Grade ISTEP
6/7	11th/12th Grade NWEA – Reading/Math Post
14	Algebra ECA
21	7th Grade Reading NWEA Post-Test
	8th Grade Reading NWEA Post-Test
22	9th Grade Reading NWEA Post-Test
21-23	Biology and English 10 ECA
28	7th Grade Math NWEA Post-Test
	8th Grade Math NWEA Post-Test
29	9th Grade Math NWEA Post-Test
	10th Grade Math NWEA Post-Test
30	10th Grade Reading NWEA Post-Test

11/21/12

Assessment Investment

Getting the most out of your scholars during testing

Agenda

I. Purpose

II. 4-Step Investment Plan

A. Talking It Out

B. Show Your Investment

C. Revealing Results

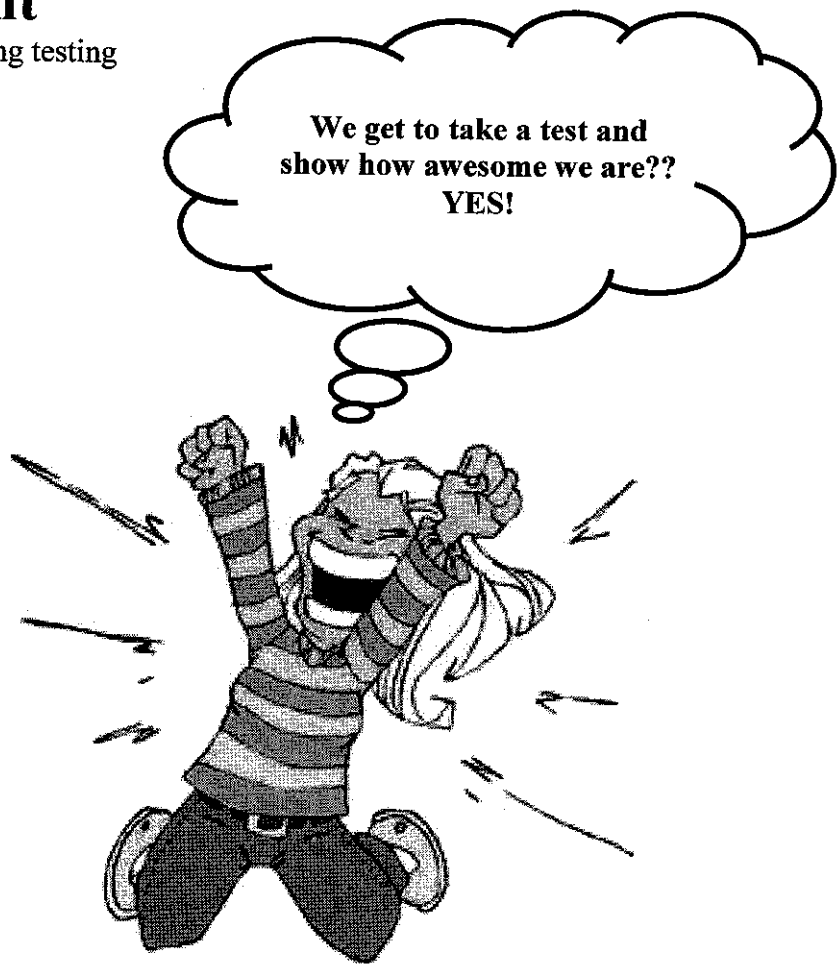
D. Reflection/Goal-Setting Process

III. Planning

A. Interims (October 19-20)

B. Unit/Chapter Tests/Quizzes

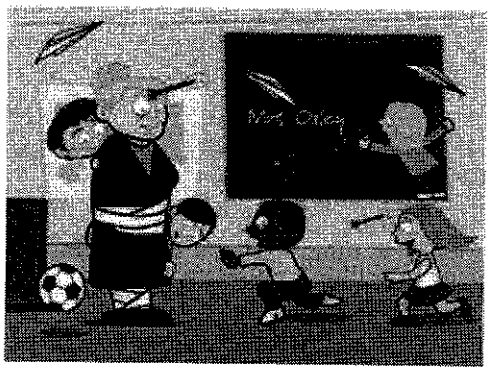
C. Acuity/SRI



Purpose

SCHOLARS DON'T CARE =

Testing fatigue/frustration/anger
Inaccurate data/results/information
No clear way of moving them forward



Bottom Line: **If we're going to move mountains this year, we need to get scholars invested in the process.**

STEP 1: TALKING IT OUT

You should be talking about each assessment with your students before they take the test. If they have a better understanding of the exam, they're more likely to approach it with ease and confidence.

Consider the following questions that students often have about exams:

1. What is the test?
2. Why am I taking it?
3. What does it look like?
4. How should I expect to do?
5. What happens if I score _____ (low/average/high)?

Simply answering these questions tells students that it's important to take the test seriously – and it's half the battle. Don't know the answers? Find out.

SRI Example

	SRI 1 (Week 1)	SRI 2 (Week 8)	Difference
7th Grade	643 (3.6)	703 (4.1)	60pts. (.5 years)
8th Grade	782 (4.8)	836 (5.3)	54pts. (.5 years)

STEP 2: SHOW YOUR INVESTMENT

If you show students that you're not really interested/concerned with a test, they won't be inclined to try. However, if you demonstrate that the test is important to you (in words/demeanor/actions/etc.), they are much more likely to take it seriously and give it their best.

- Walk around while they're testing. This shows them you're interested in how they're doing and want to make sure they're working hard. Correcting posture and refocusing them are ways you reinforce the importance of the exam.
- Giving whole-group affirmations for focus and hard work tells them you're noticing those who really are working hard and reminds those who aren't that they should be.
- Show genuine interest in their performance. "Are you doing ok? How do you think you did? Pay attention to that question – it's pretty tricky." These are things you can say that tells them you really want the best performance from them.

STEP 3: REVEALING RESULTS

The quicker students can see their results, the more powerful. Their attention/care span is about a week. Much more, and they lose interest in their results – good or bad. If it does take longer than this to get results, you will need to work harder to keep their investment up by reminding them and building excitement while they wait.

Feedback Should Be:

1. Immediate/As quick as possible
2. Delivered with a reaction

Celebrating – This can be in the form of your over-excited reaction, public affirmations, rewards, privileges, etc. The bigger deal you make out of it, the more they will try to reach their goals.

Gently Encouraging More – When students meet the bare minimum, you should respond with a positive affirmation for it, and remind them that if they work a little harder or do a little bit more, they could really do something exceptional. **Use your judgment on this one. Not all students can take constructive criticism.

Consoling – If you follow the previous steps, and students are really invested in their performance, there are bound to be a few who don't meet their expectations. This can be extremely discouraging. Be ready to have difficult conversations about low-performers and have strategies and encouragement ready. You may need to point out any progress (no matter how small) they have made, poor decisions on their part that got them there, and/or your strategy for getting them back on the right path.

3. Demystified Immediately

What does this mean for them? Are there any consequences? What are their next steps?

STEP 4: REFLECTION/ GOAL-SETTING CYCLE

All of the above steps are extremely effective and have a **profound** effect on students. For about a day. If there's no reinforcement or daily/weekly connection to their testing performance, it will quickly lose its initial impact on students.
Here are some things you can do to keep the cycle of investment going:

- **Reflection**: Have students reflect on their scores (How do you feel about it? Is it accurate? Why did you get this score? How do you want to do next time?)
- **Goal-Setting**: Involve students in the process. Guide them with suggestions/parameters, but let them have ownership over their goal.
    - Set class/cohort/grade goals – this will give you something to celebrate/work towards without pointing out individuals.

****MAKE CONSTANT CONNECTIONS TO THE GOALS****

Goals, much like test results, lose their effect if they're not constantly brought up. Post them, talk about them, and explain how the day's lesson will help students reach them. This is also a good way to engage struggling students. Remind them of their reflection and personal goals and ask whether or not they're making the decisions that will lead them to their goals.

From:
Sent: Tuesday, April 30, 2013 4:55 PM
To:

Cc:
Subject: Final Exams

Importance: High

Dear School Leaders–

Today, we (the curriculum team) debriefed on final exams expectations from the network perspective. As you plan for culminating activities at your respective schools, we would like you to keep in mind the following with regards to final exams:

- Final exams should be administered in all core courses for 7th-12th grade scholars (English, Humanities, Math, Science, Social Studies). All other courses are optional or as specified by your school.
- Final exams should be administered during the week of June 3-7, 2013. Obviously, you will need to specify different dates for your senior scholars.
- Final exams should weigh no more than 10-15% of the semester grade, per the EdPower Teacher Handbook. However, 10% is recommended.
- Final exams should cover second semester content only.
- Drafts of final exams from teachers administering final exams are due by May 17th.
- Professional development by the curriculum team on analyzing final exams for specific criteria will be offered on May 17th for core teachers and any other teacher administering finals. Teachers will need to bring drafts of their final assessments to the PD session. It is the school leaders' responsibility to offer additional/optional professional development for teachers outside of this category.
    - Please email us by May 3rd COB with a preferred time to present/lead PD on this topic.
- Final exam "look fors" and sample tasks will be created and emailed to teachers by the end of the week in order to provide teachers with the appropriate support and guidance.

Please review, discuss this with your team, and let us know if you have any additional questions.

Enjoy the rest of your Tuesday! ☺

STEM Curriculum Specialist
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Website: www.edpower.org

Arlington MS NWEA Post-Test Data Report

7th Grade

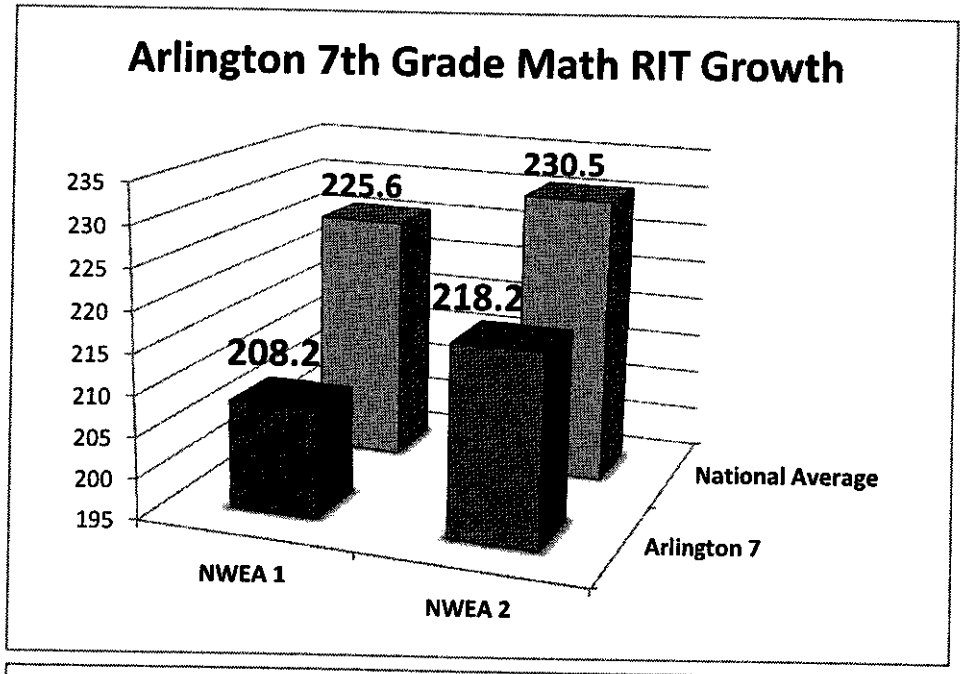
	Pre-Test Score	Pre-Test %ile	Pre-Test Grade Eq.	Post-Test Score	Post-Test %ile	Post-Test Grade Eq.	RIT Growth	Growth %ile
Math	208.2	15	4m	218.2	24	5m	10.0	88
Reading	202.2	16	4b	207.7	20	5b	5.5	30

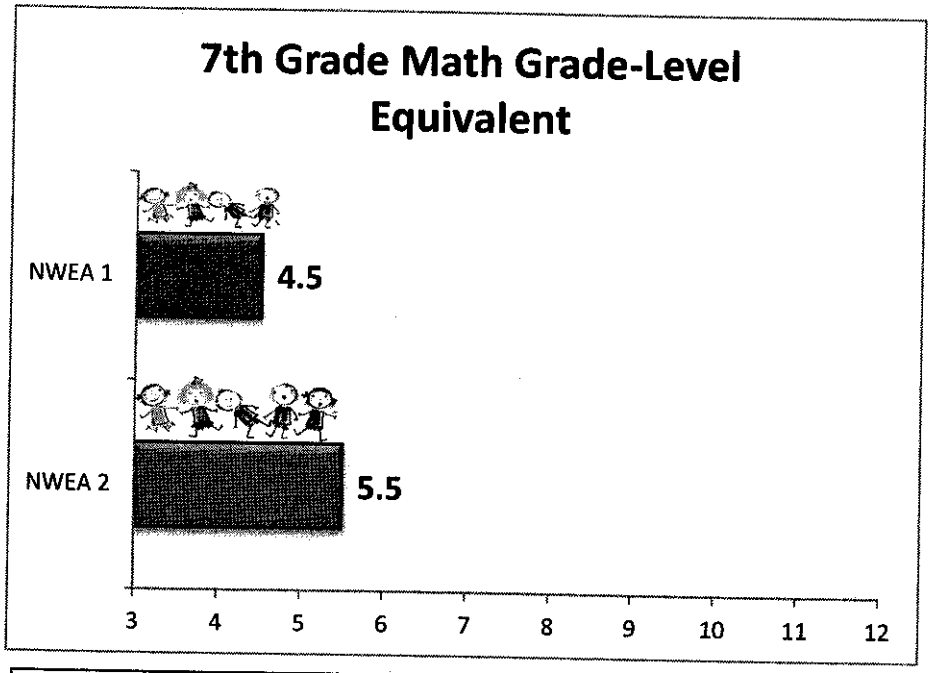
8th Grade

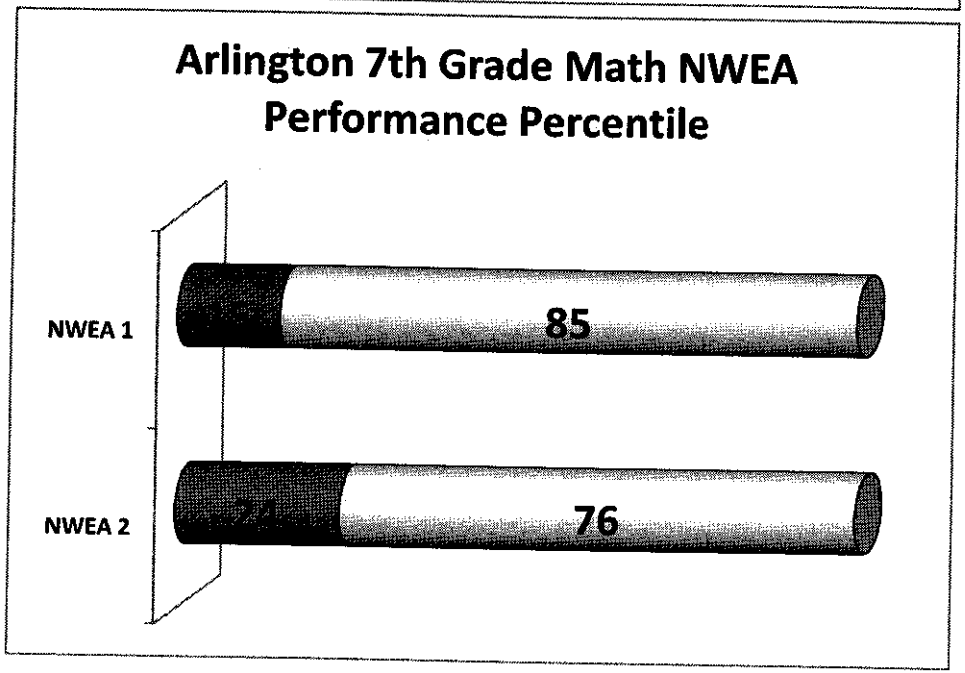
	Pre-Test Score	Pre-Test %ile	Pre-Test Grade Eq.	Post-Test Score	Post-Test %ile	Post-Test Grade Eq.	RIT Growth	Growth %ile
Math	216.3	20	5m	219.9	20	6b	3.6	12
Reading	209.6	25	5m	215.0	31	6m	5.4	51

9th Grade

	Pre-Test Score	Pre-Test %ile	Pre-Test Grade Eq.	Post-Test Score	Post-Test %ile	Post-Test Grade Eq.	RIT Growth	Growth %ile
Math	212.6	11	4e	221.9	22	6b	9.3	97
Reading	208.7	20	5m	221.4	46	9b	12.7	99







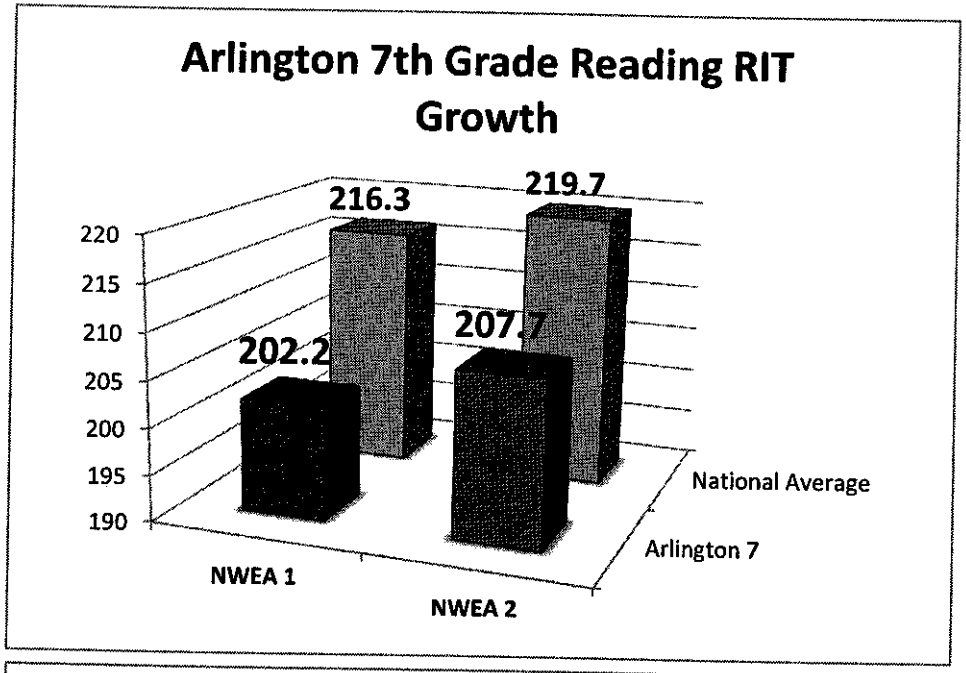
7th Grade Math

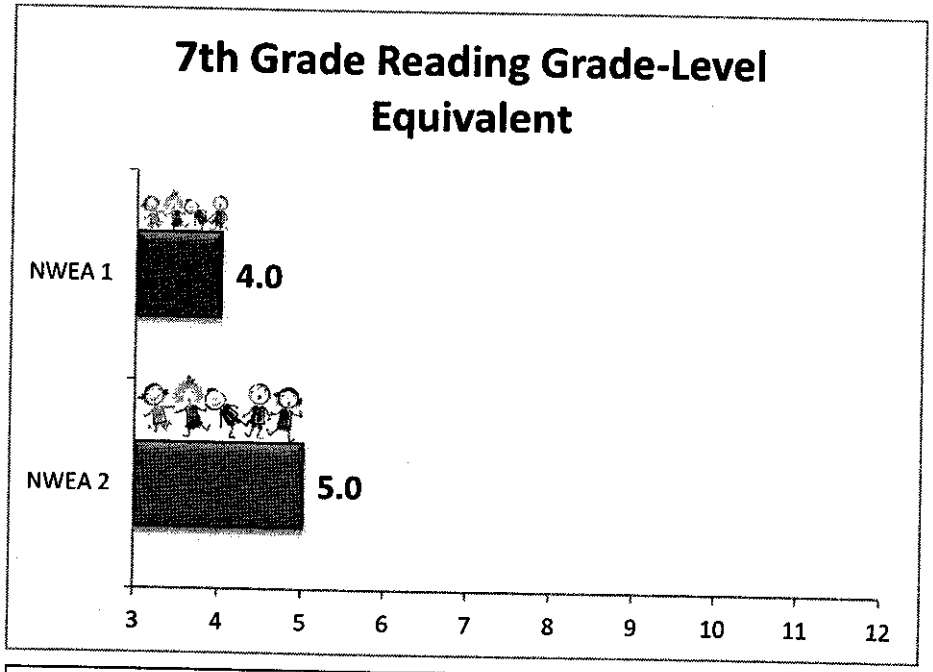
Graph 1
Overall RIT scale score went from 208.2 to 218.2.

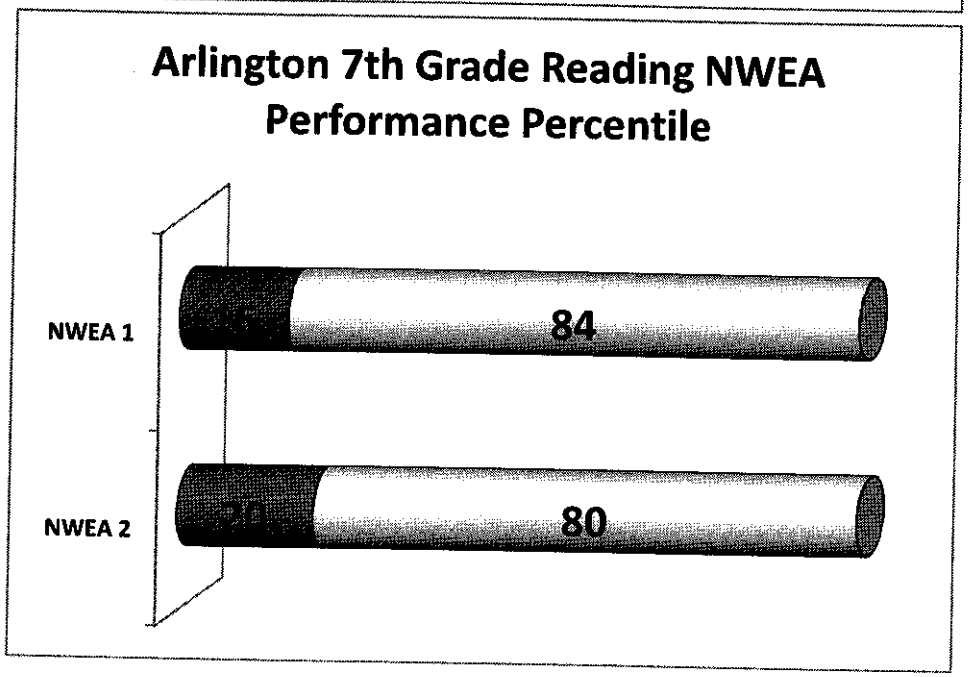
Graph 2
This moved 7th graders from an average 4th grade middle-of-the-year performance to what is average for a 5th grader in the middle of the year.

Graph 3
In the beginning of the year, 7th graders were performing better than 15% of 7th graders nation-wide. By the end of the year, their percentile increased by 9, meaning they are now performing better than 24% of 7th graders nation-wide.

Growth Percentile (Not pictured, but in charts above)
88% - meaning they *grew* more than 88% of 7th graders country-wide.







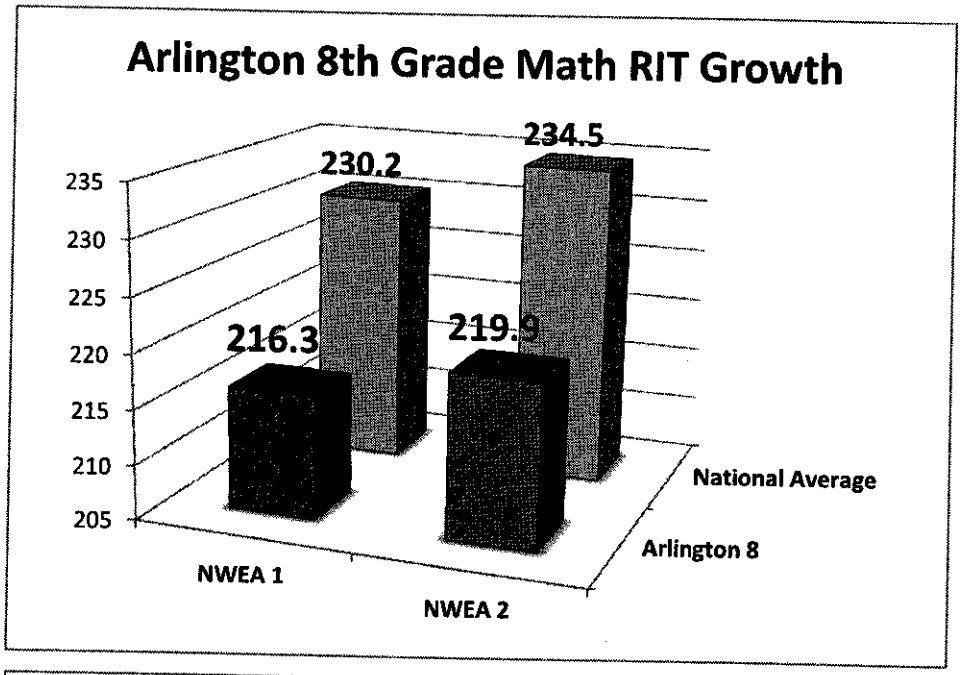
7th Grade Reading

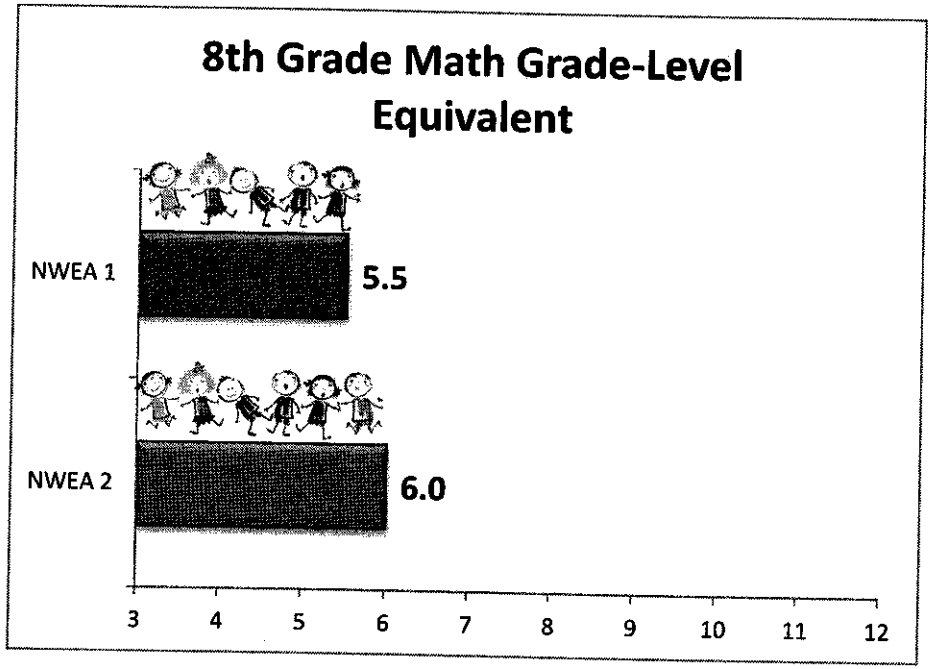
Graph 1
Overall RIT scale score went from 202.2 to 207.7.

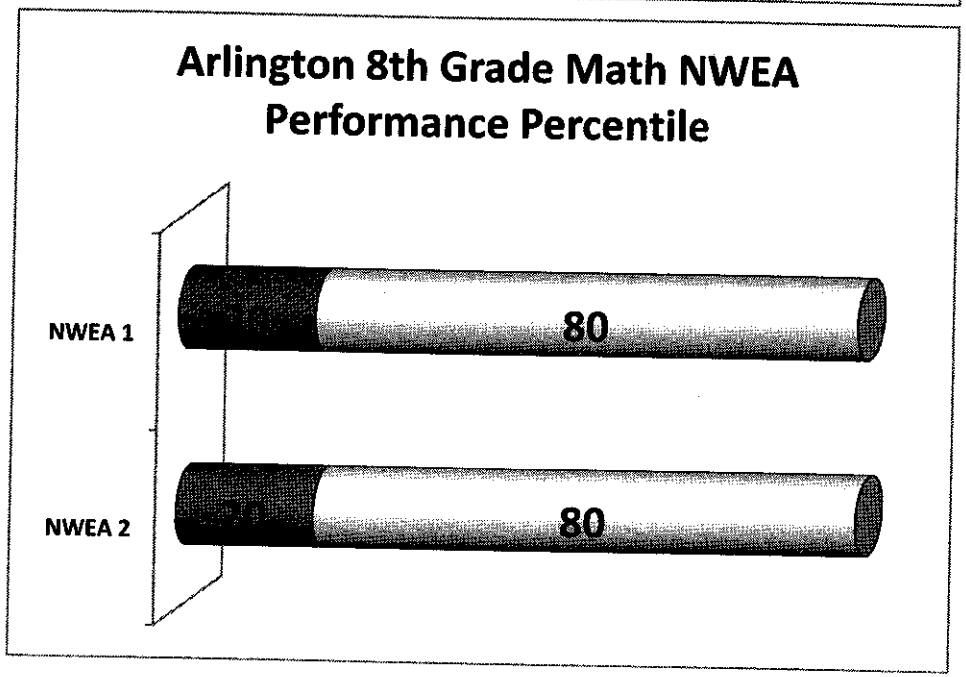
Graph 2
This moved 7th graders from an average 4th grade performance to what is average for a 5th grader.

Graph 3
In the beginning of the year, 7th graders were performing better than 16% of 7th graders nation-wide. By the end of the year, their percentile increased by 4, meaning they are now performing better than 20% of 7th graders nation-wide.

Growth Percentile (Not pictured, but in charts above)
30% - meaning they *grew* more than 30% of 7th graders country-wide.







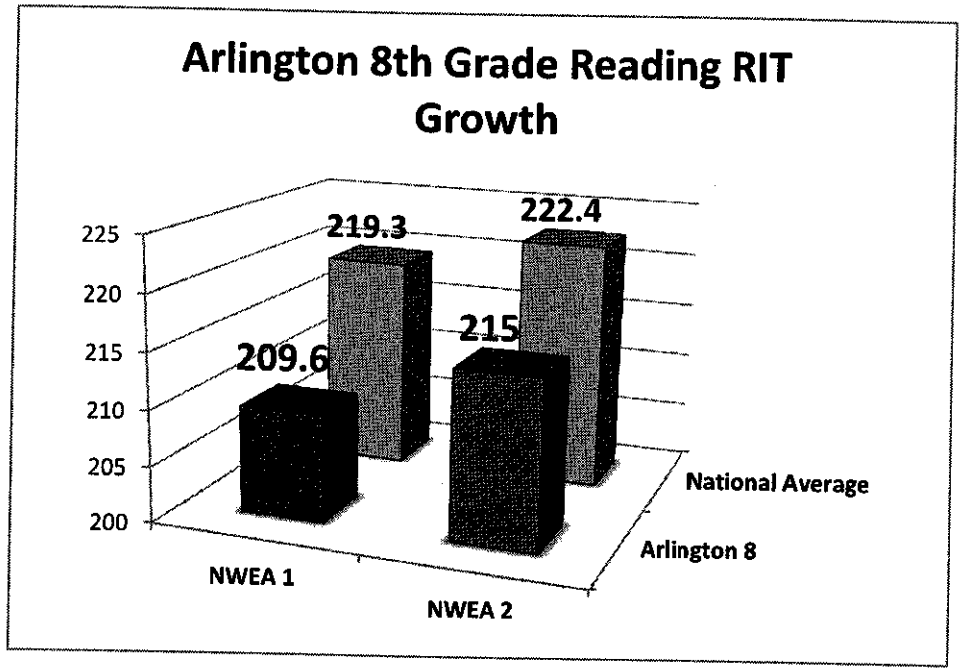
8th Grade Math

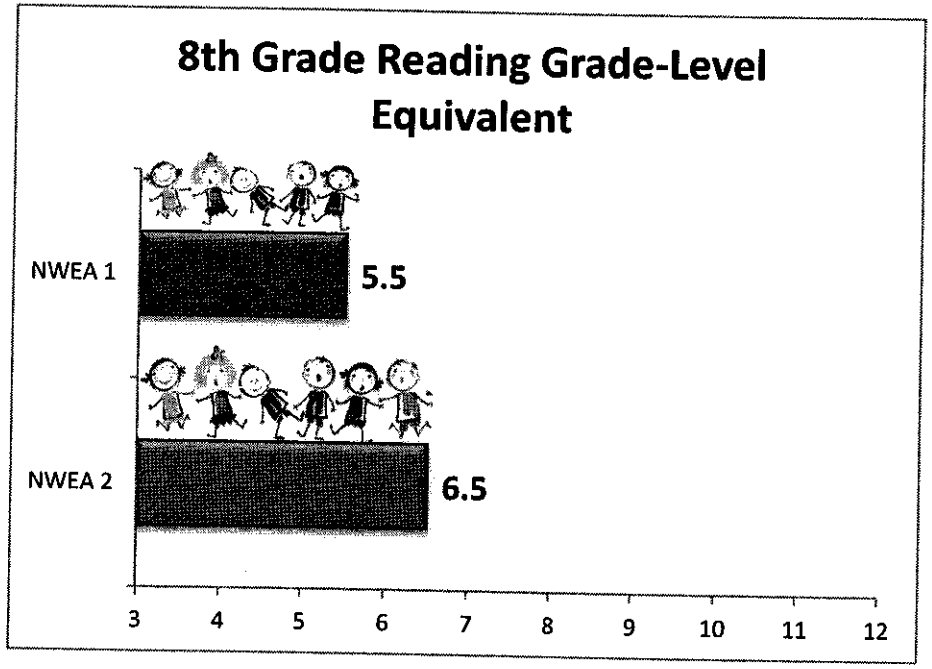
Graph 1
Overall RIT scale score went from 216.3 to 219.9.

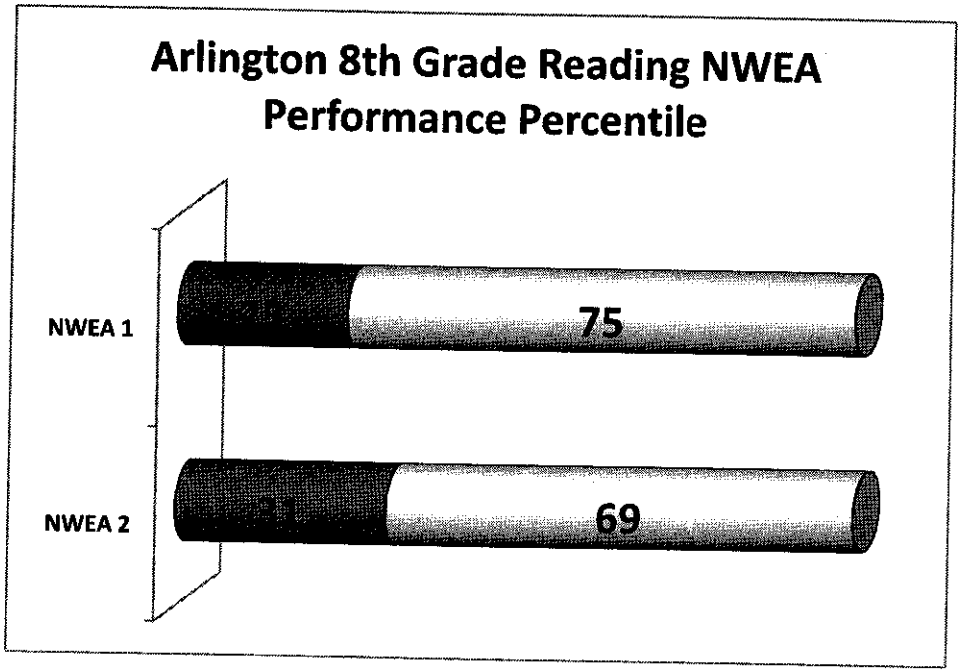
Graph 2
This moved 8th graders from an average 5th grade middle-of-the-year performance to what is average for a 6th grader.

Graph 3
In the beginning of the year, 8th graders were performing better than 20% of 8th graders nation-wide. By the end of the year, their percentile stayed the same, meaning they are still performing better than 20% of 8th graders nation-wide.

Growth Percentile (Not pictured, but in charts above)
12% - meaning they *grew* more than 12% of 8th graders country-wide.







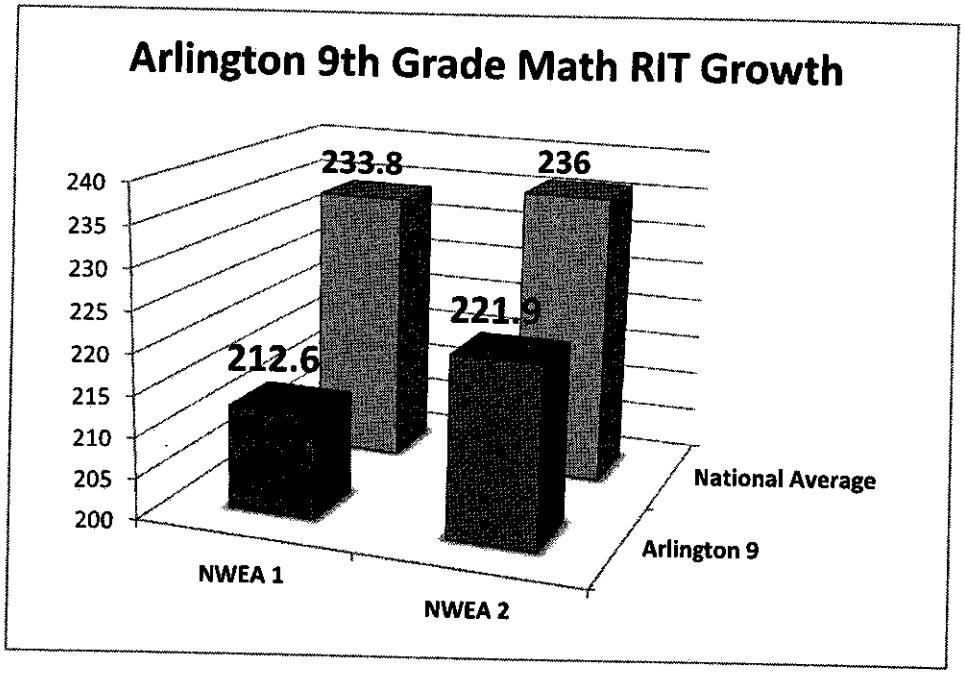
8th Grade Reading

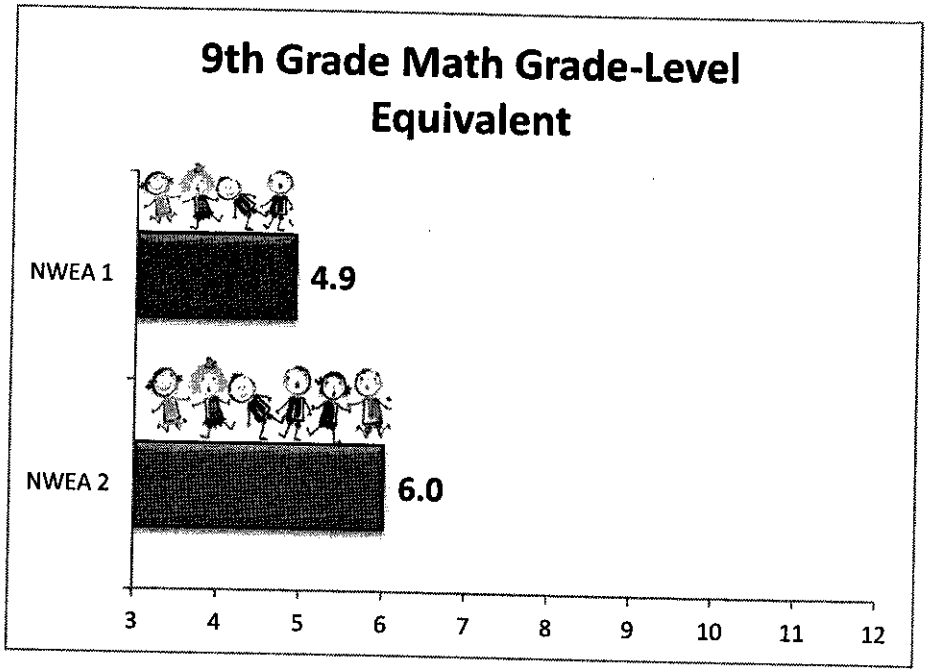
Graph 1
Overall RIT scale score went from 209.6 to 215.

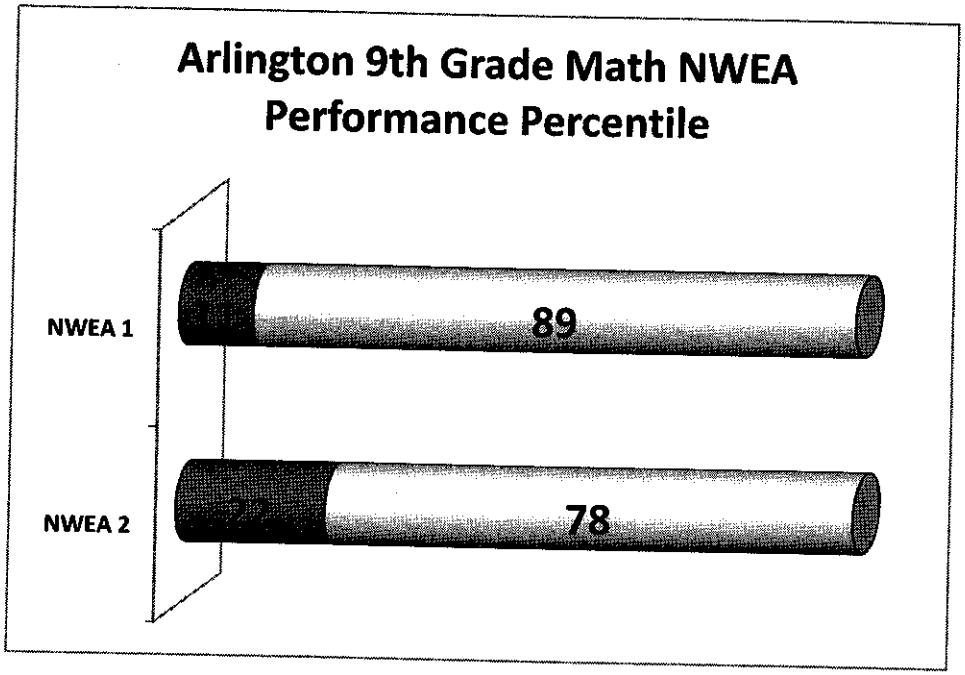
Graph 2
This moved 8th graders from an average 5th grade middle-of-the-year performance to what is average for a 6th grader in the middle of the year.

Graph 3
In the beginning of the year, 8th graders were performing better than 25% of 8th graders nation-wide. By the end of the year, their percentile increased by 6, meaning they are now performing better than 31% of 8th graders nation-wide.

Growth Percentile (Not pictured, but in charts above)
51% - meaning they *grew* more than 51% of 8th graders country-wide.







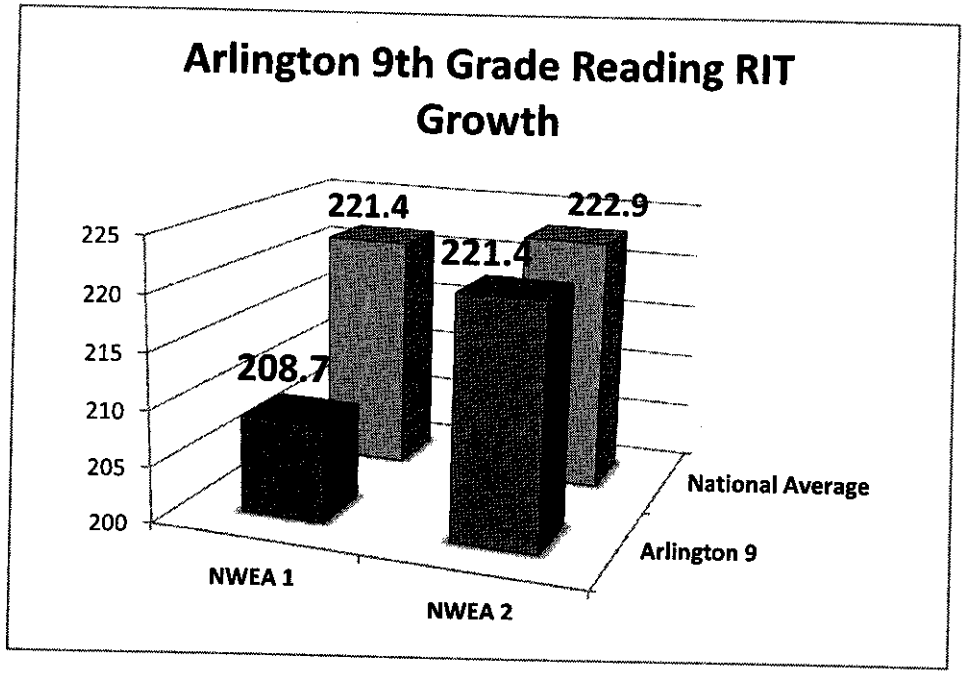
9th Grade Math

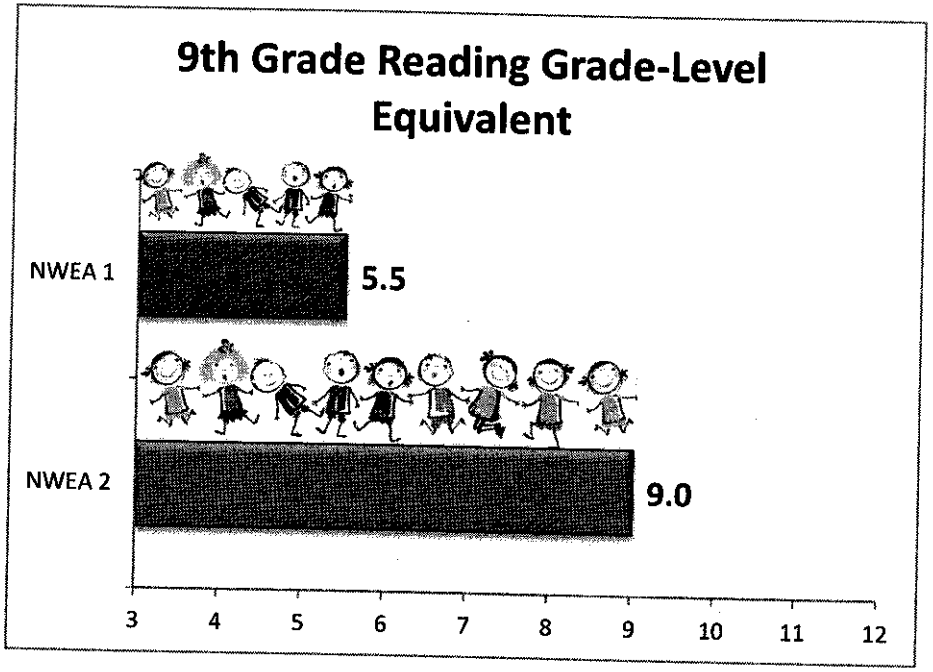
Graph 1
Overall RIT scale score went from 212.6 to 221.9.

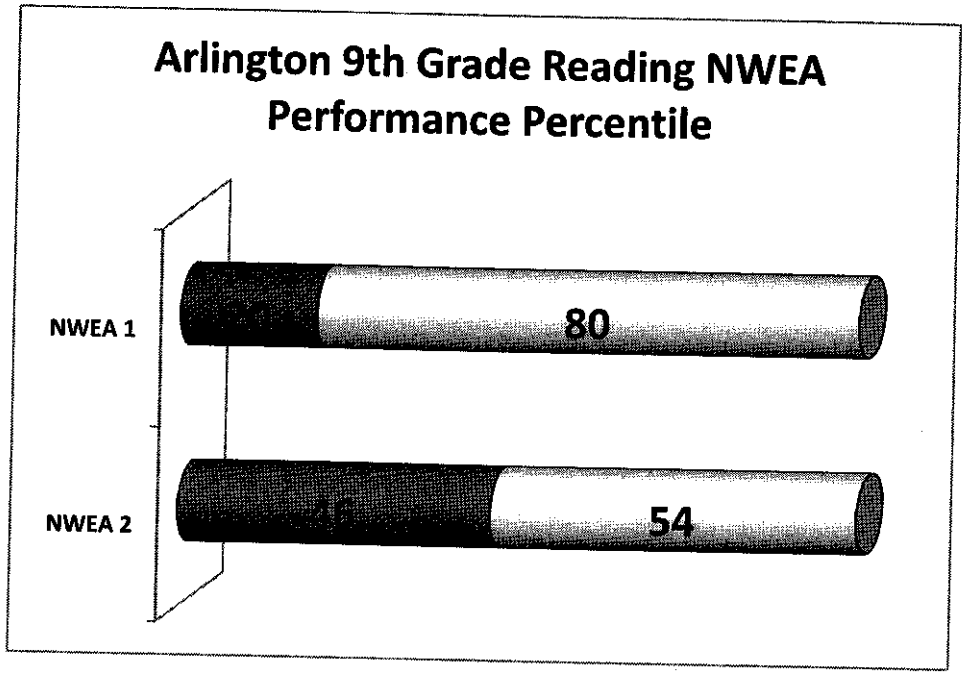
Graph 2
This moved 9th graders from an average 4th grade end-of-the-year performance to what is average for a 6th grader.

Graph 3
In the beginning of the year, 9th graders were performing better than 11% of 9th graders nation-wide. By the end of the year, their percentile increased by 11, meaning they are now performing better than 22% of 9th graders nation-wide.

Growth Percentile (Not pictured, but in charts above)
97% - meaning they *grew* more than 97% of 9th graders country-wide. Incredible!







9th Grade Reading

Graph 1
Overall RIT scale score went from 208.7 to 221.4.

Graph 2
This moved 9th graders from an average 5th grade middle-of-the-year performance to what is average for a 9th grader (almost caught up).

Graph 3
In the beginning of the year, 9th graders were performing better than 20% of 9th graders nation-wide. By the end of the year, their percentile increased by 26, meaning they are now performing better than 46% of 9th graders nation-wide.

Growth Percentile (Not pictured, but in charts above)
99% - meaning they *grew* more than 97% of 9th graders country-wide. Incredible!

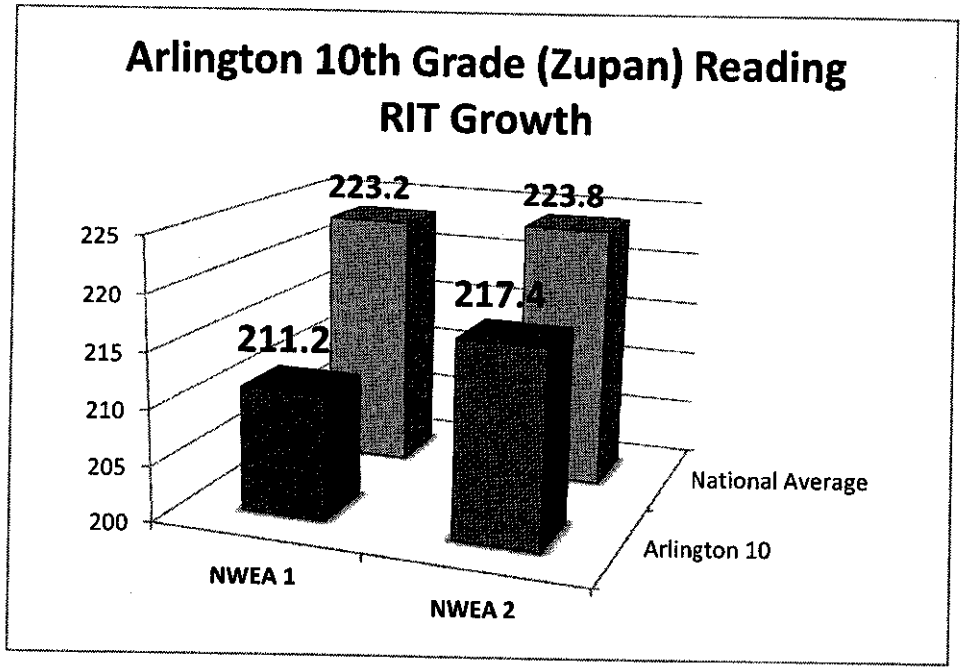
Arlington HS NWEA Post-Test Data Report

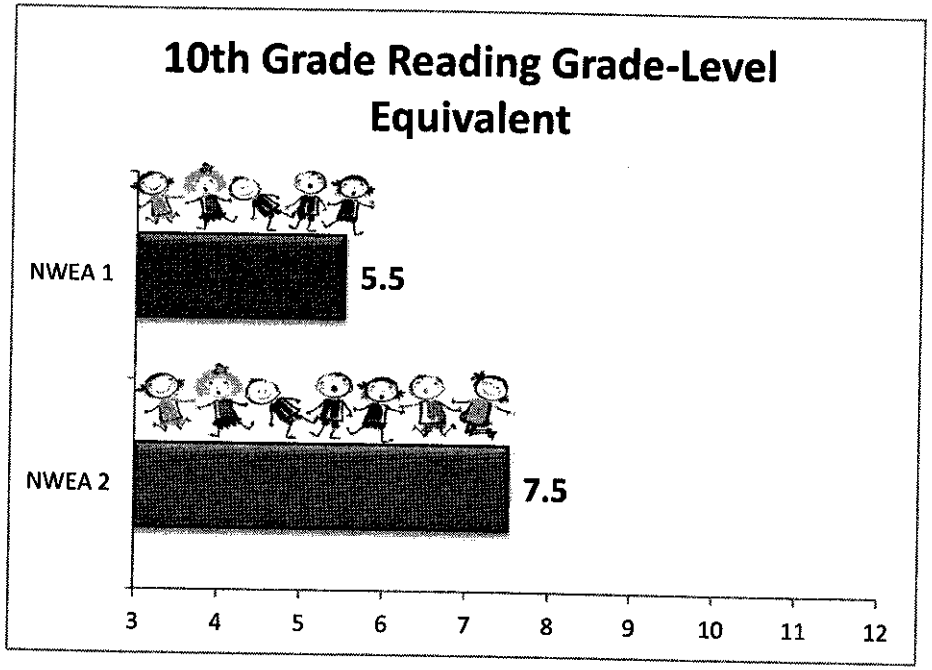
High School English

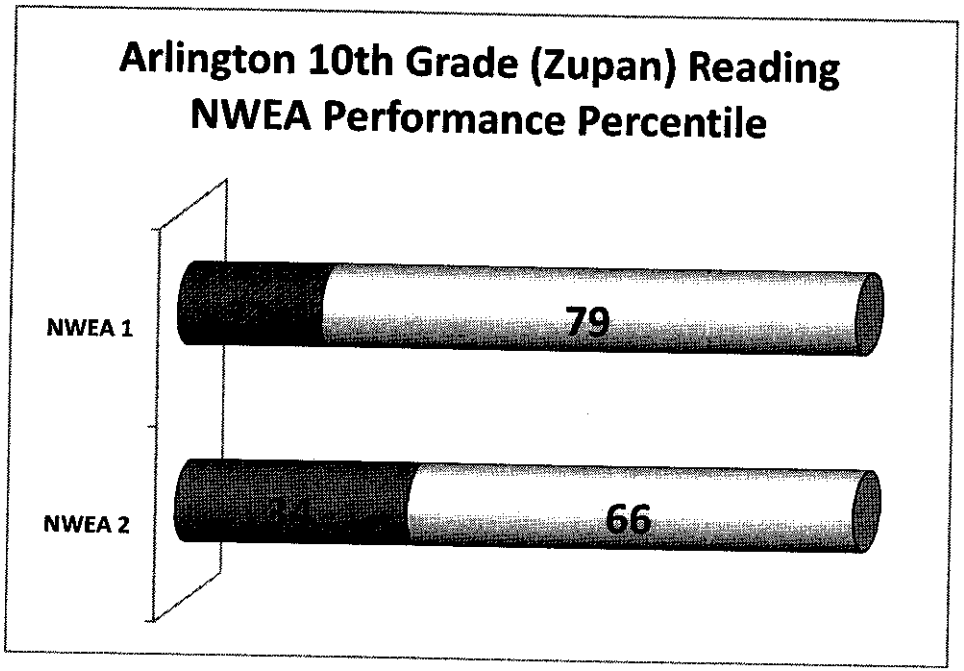
	Pre-Test Score	Pre-Test %ile	Pre-Test Grade Eq.	Post-Test Score	Post-Test %ile	Post-Test Grade Eq.	RIT Growth	Growth %ile
Zupan – English 10	211.2	21	5m	217.4	34	7m	6.2	74
Siddeeq – English 11	219.3	39	8b	219.1	38	8b	-0.2	12
Leard – English 12	225.9	55	12+	223.8	49	11e	-2.1	5

High School Math

	Pre-Test Score	Pre-Test %ile	Pre-Test Grade Eq.	Post-Test Score	Post-Test %ile	Post-Test Grade Eq.	RIT Growth	Growth %ile
Lee – Geometry	221.6	25	6b	227.7	32	7m	6.1	82
Lee – Alg. 2	216.6	15	5m	225.4	25	7b	8.8	97
Hill – Algebra	222.8	26	6m	221.9	22	6b	-0.9	1
Hill – Pre-Calc	237.4	52	11m	238.9	50	12+	1.5	23







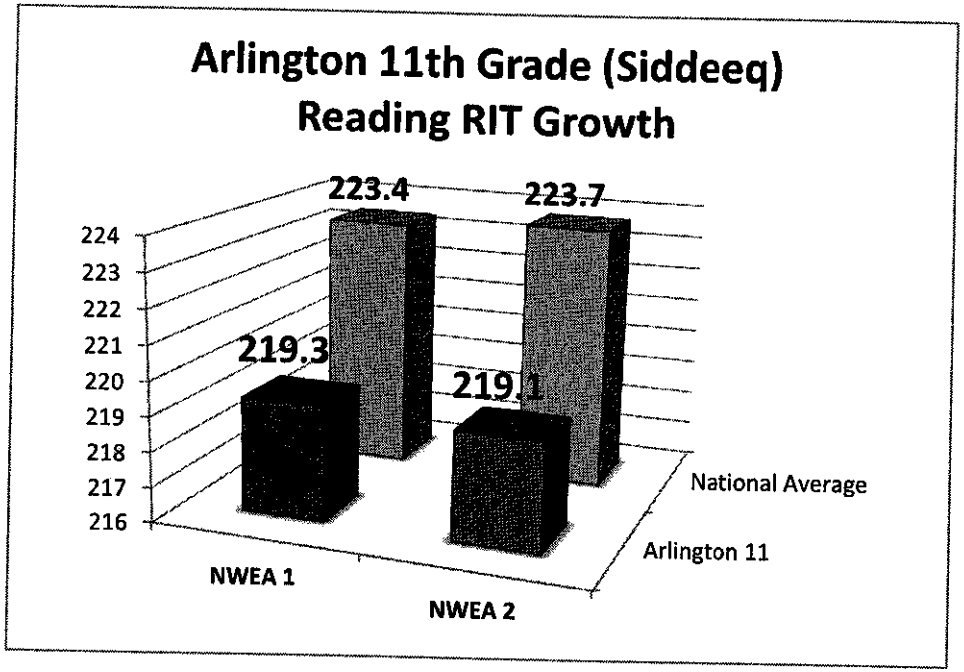
English 10 - Zupan

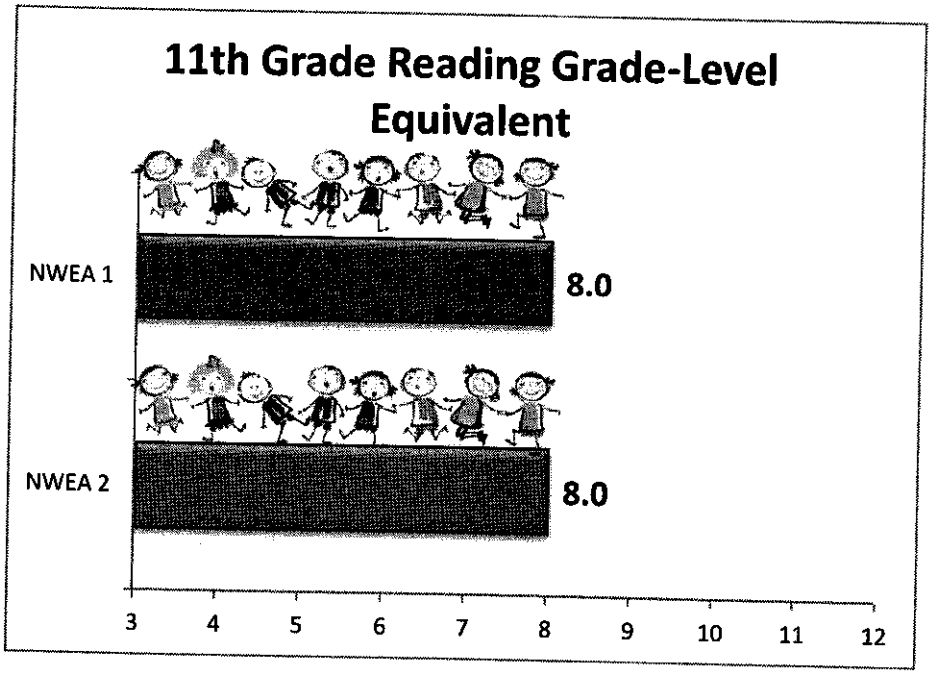
Graph 1
Overall RIT scale score went from 211.2 to 217.4.

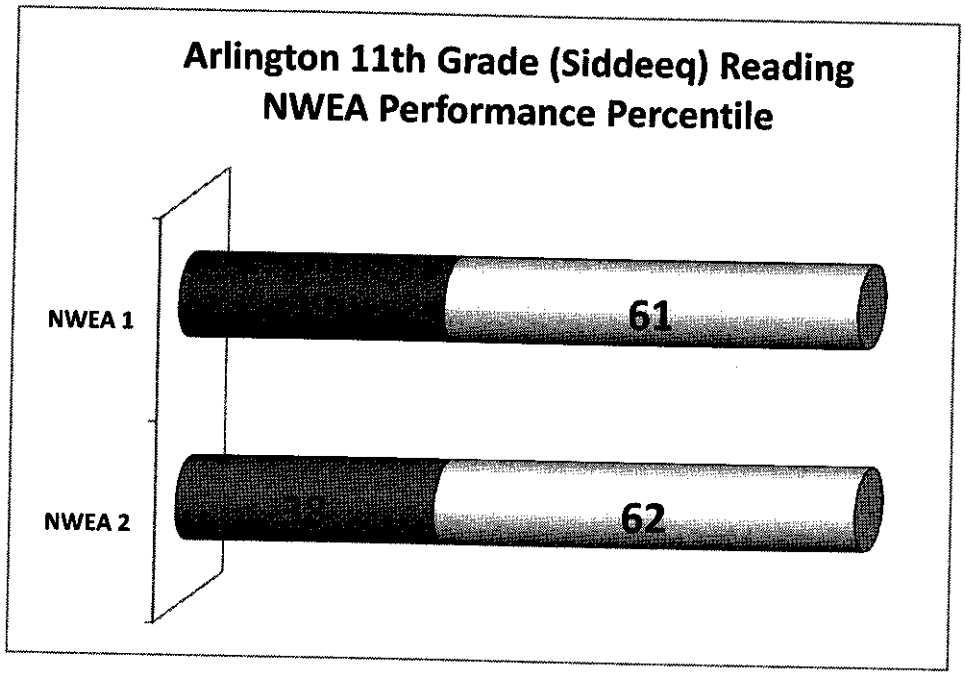
Graph 2
This moved her students from an average 5th grade middle-of-the-year performance to what is average for a 7th grader in the middle of the year.

Graph 3
In the beginning of the year, these students were performing better than 21% of 10th graders nation-wide (average). By the end of the year, their percentile increased by 13, meaning they are now performing better than 34% of 10th graders nation-wide.

Growth Percentile (Not pictured, but in charts above)
74% - meaning they *grew* more than 74% of 10th graders across the country.







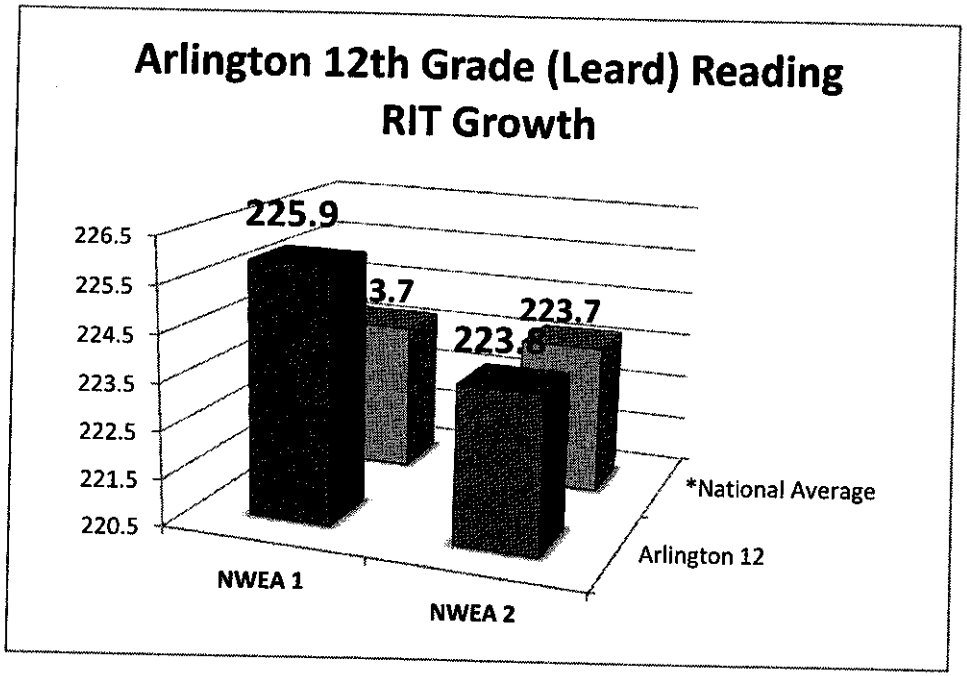
English 11 - Siddeeq

Graph 1
Overall RIT scale score dropped slightly from 219.3 to 219.1.

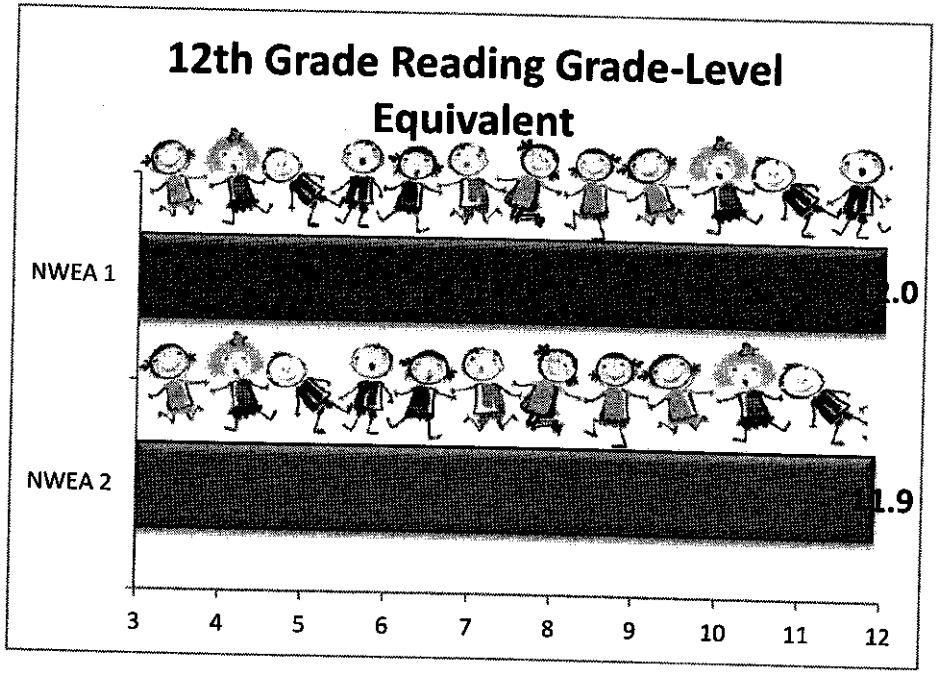
Graph 2
These students came in performing similar to an average 8th grader and left performing at a similar level.

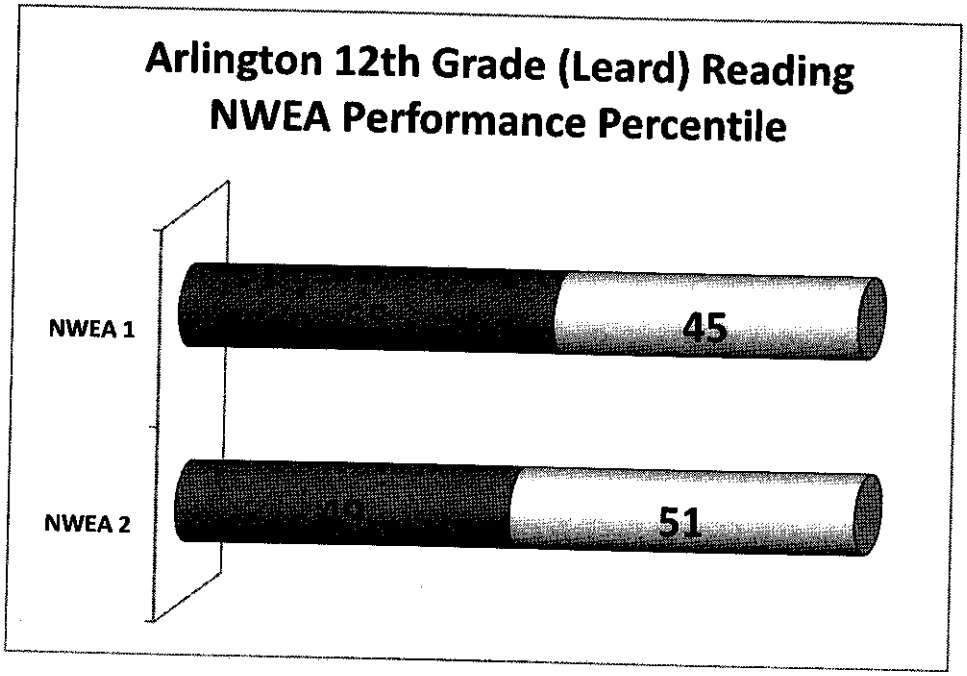
Graph 3
In the beginning of the year, these students were performing better than 39% of 11th graders nation-wide (average). By the end of the year, their percentile decreased by 1, meaning they are now performing better than 38% of 11th graders nation-wide.

Growth Percentile (Not pictured, but in charts above)
12% - meaning they *grew* more than 12% of 11th graders across the country. Since their score decreased, this means that 12% of students nation-wide dropped even more.



*National Average is based on 11th grade growth norms as none exist for the 12 grade.





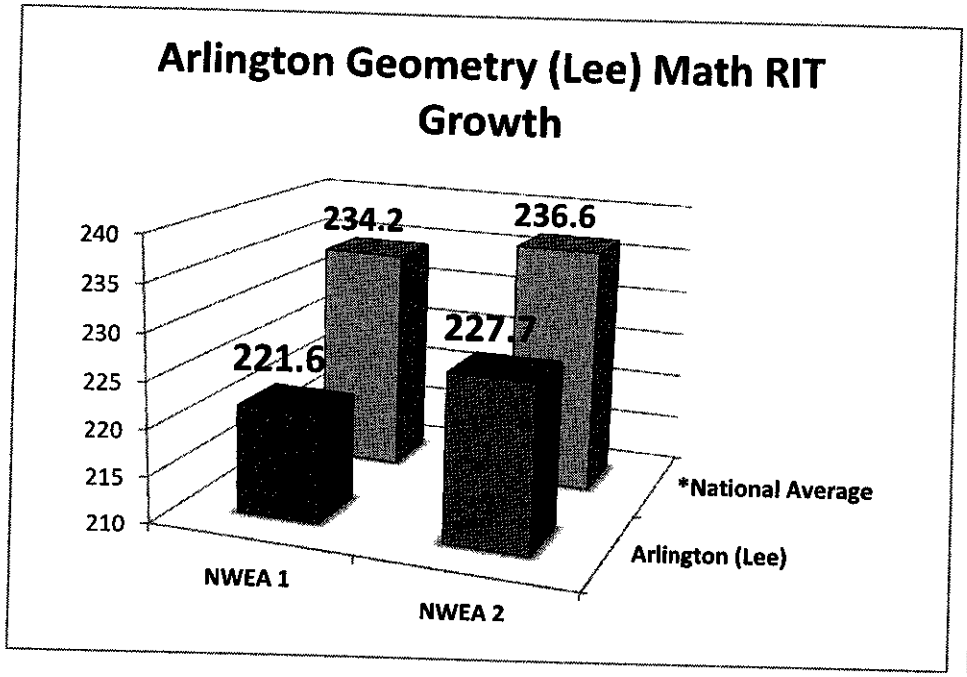
English 12 - Leard

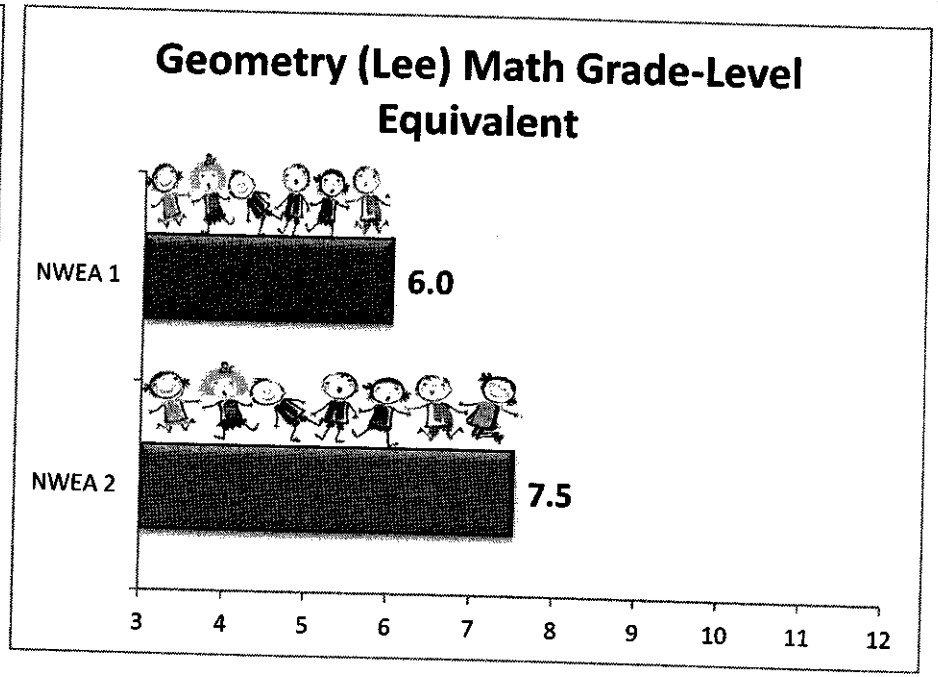
Graph 1
Overall RIT scale score dropped from 225.9 to 223.8.

Graph 2
These students came in above average for 12th grader nation-wide. However, they left performing at a level average for 11th grade students at the end of the year.

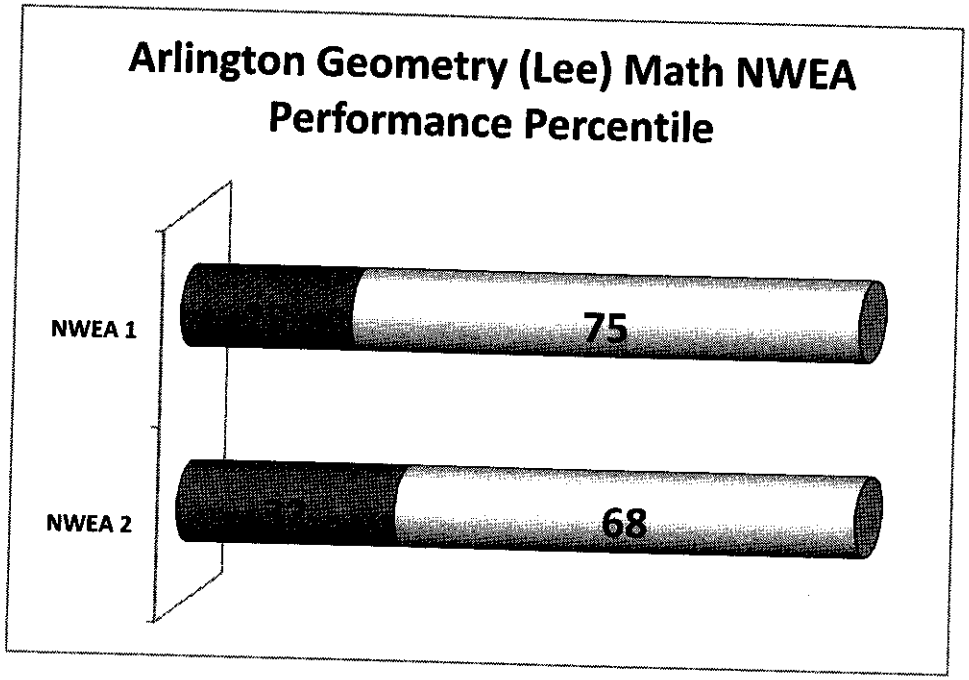
Graph 3
In the beginning of the year, these students were performing better than 55% of 12th graders nation-wide. By the end of the year, their percentile decreased by 6, meaning they are now performing better than 49% of 12th graders nation-wide.

Growth Percentile (Not pictured, but in charts above)
*5% - meaning they *grew* more than 5% of 12th graders across the country. Since their score decreased, this means that 5% of students nation-wide dropped even more.





*National average growth norms based on 10th grade



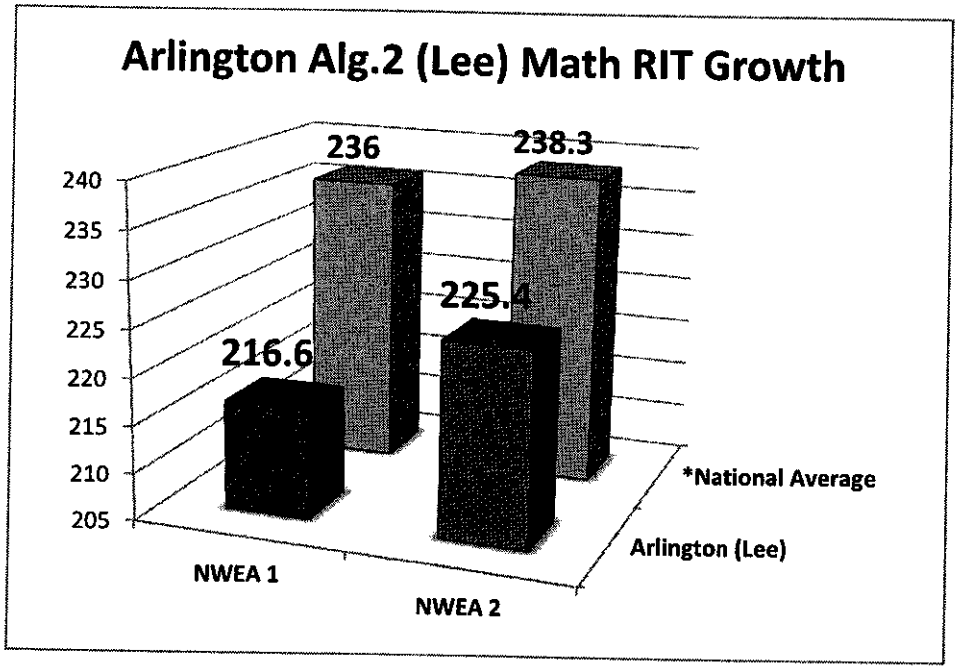
Geometry - Lee

Graph 1
Overall RIT scale score increased from 221.6 to 227.7.

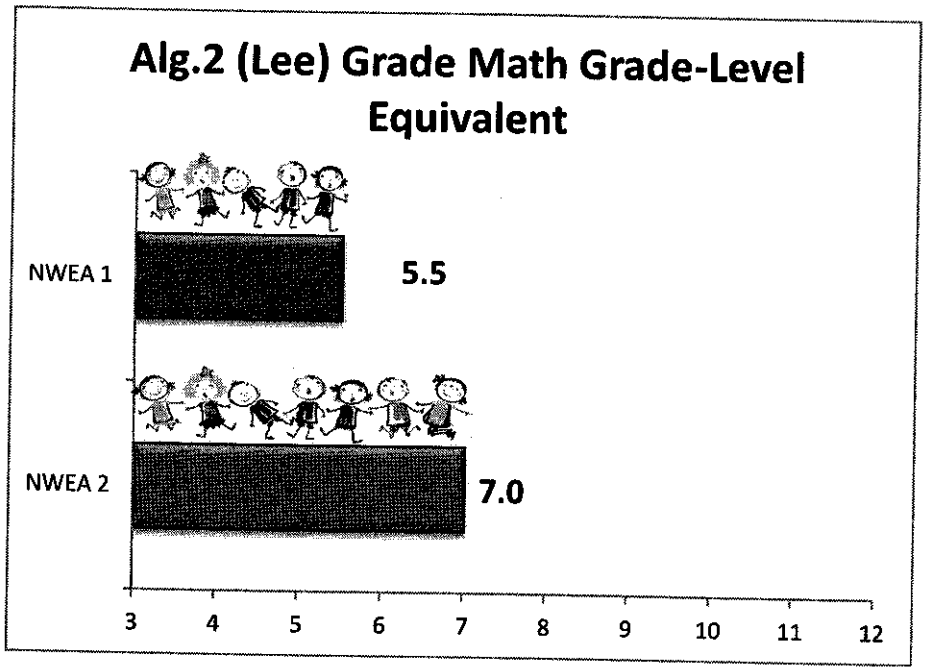
Graph 2
This moved her students from an average 6th grade performance to what is average for a 7th grader in the middle of the year.

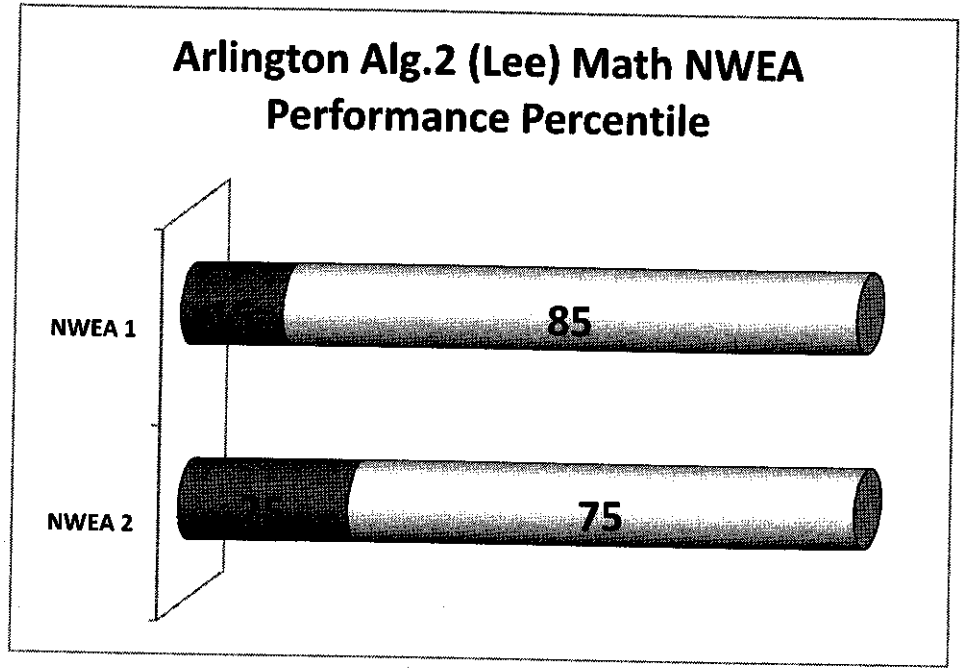
Graph 3
In the beginning of the year, these students were performing better than 25% of 10th graders nation-wide. By the end of the year, their percentile increased by 7, meaning they are now performing better than 32% of 10th graders nation-wide.

Growth Percentile (Not pictured, but in charts above)
82% - meaning they *grew* more than 82% of 10th graders across the country.



*National average growth norms based on 11th grade





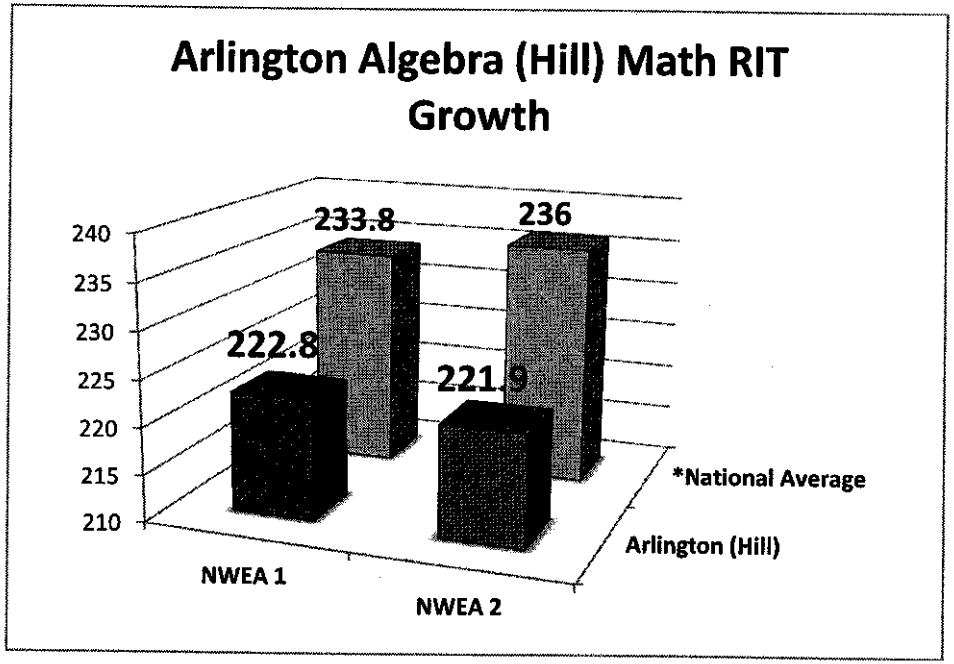
Algebra II - Lee

Graph 1
Overall RIT scale score increased from 216.6 to 225.4.

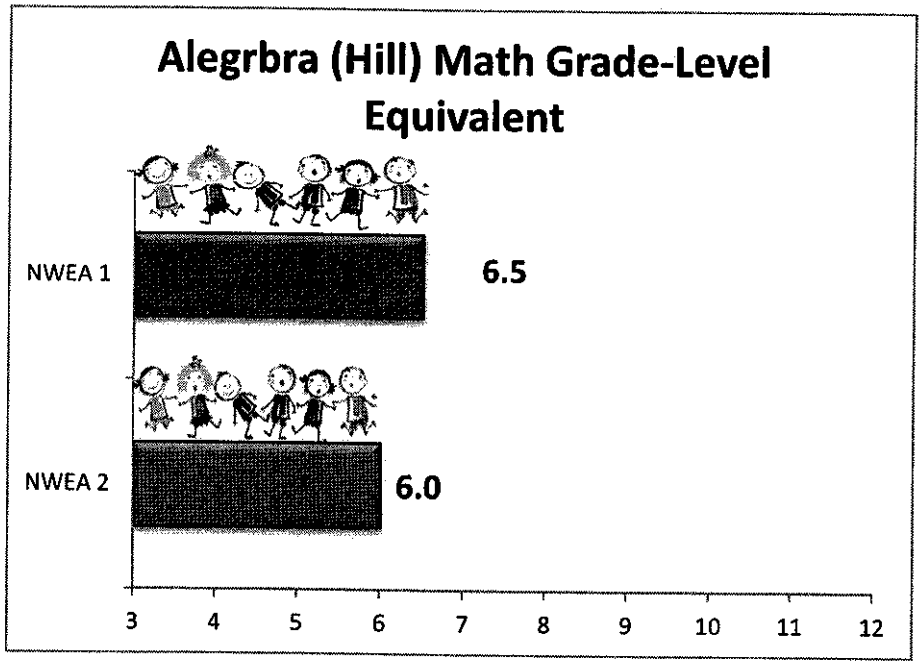
Graph 2
This moved her students from an average 5th grade middle-of-the-year performance to what is average for a 7th grader.

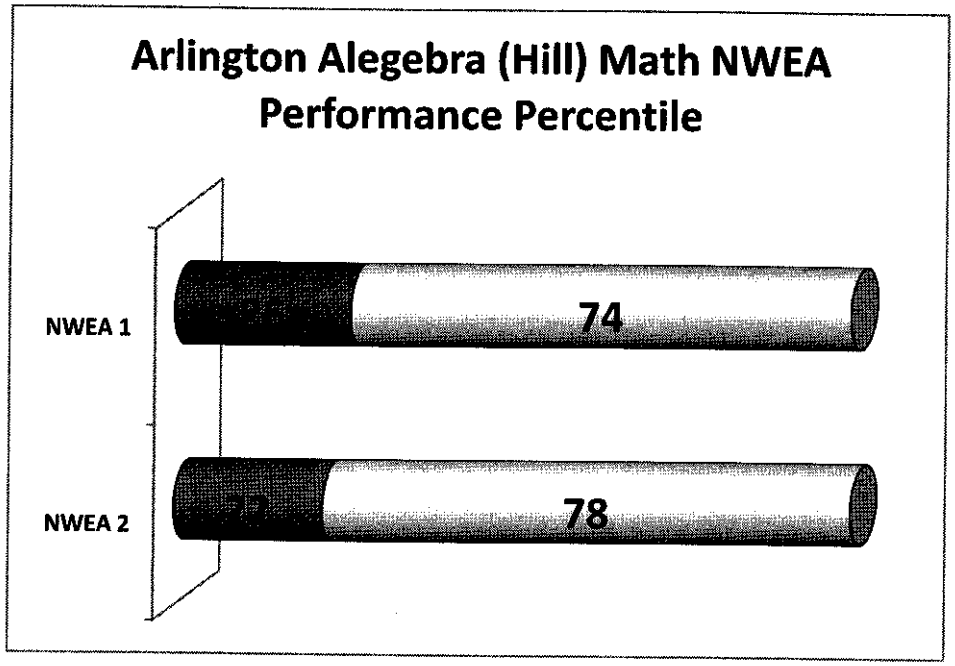
Graph 3
In the beginning of the year, these students were performing better than 15% of 11th graders nation-wide. By the end of the year, their percentile increased by 10, meaning they are now performing better than 25% of 11th graders nation-wide.

Growth Percentile (Not pictured, but in charts above)
97% - meaning they *grew* more than 97% of 11th graders across the country. WOW!



*National average growth norms based on 9th grade





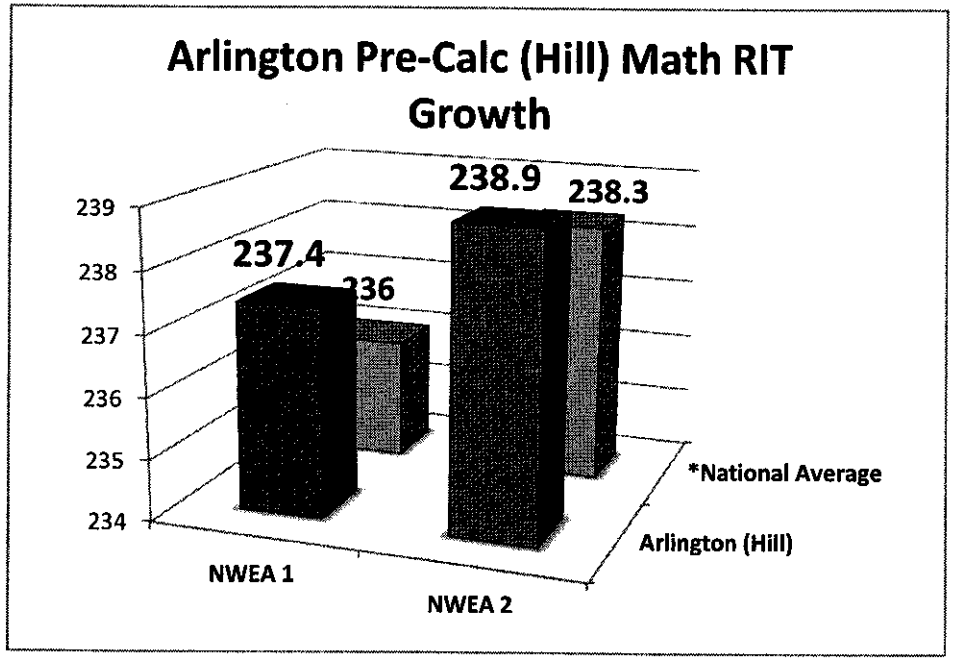
Algebra - Hill

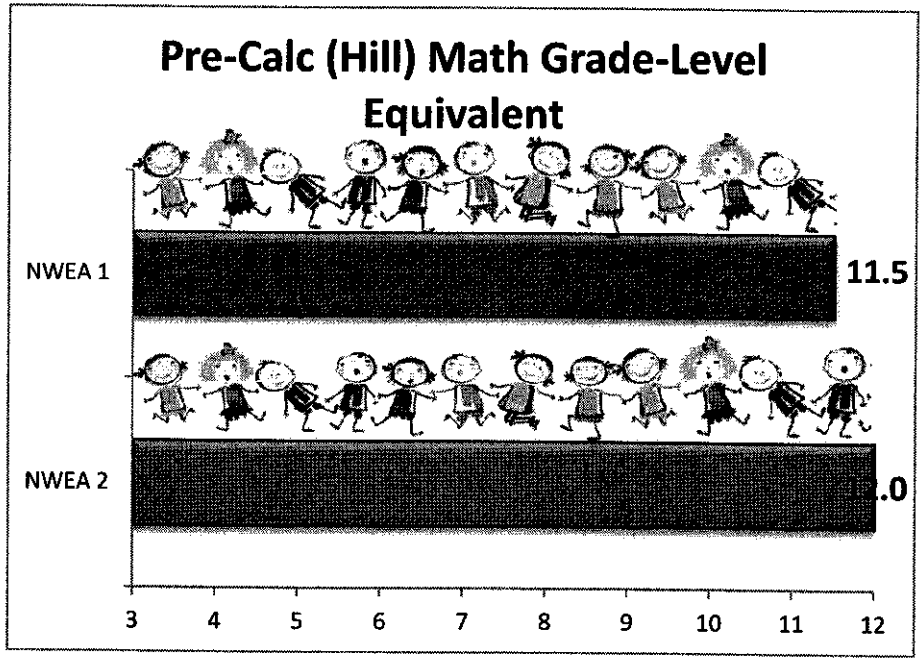
Graph 1
Overall RIT scale score dropped from 222.8 to 221.9.

Graph 2
These students came in performing average for a 6th grader in the middle of the year. However, they left performing at a level average for 6th grade students at the beginning of the year.

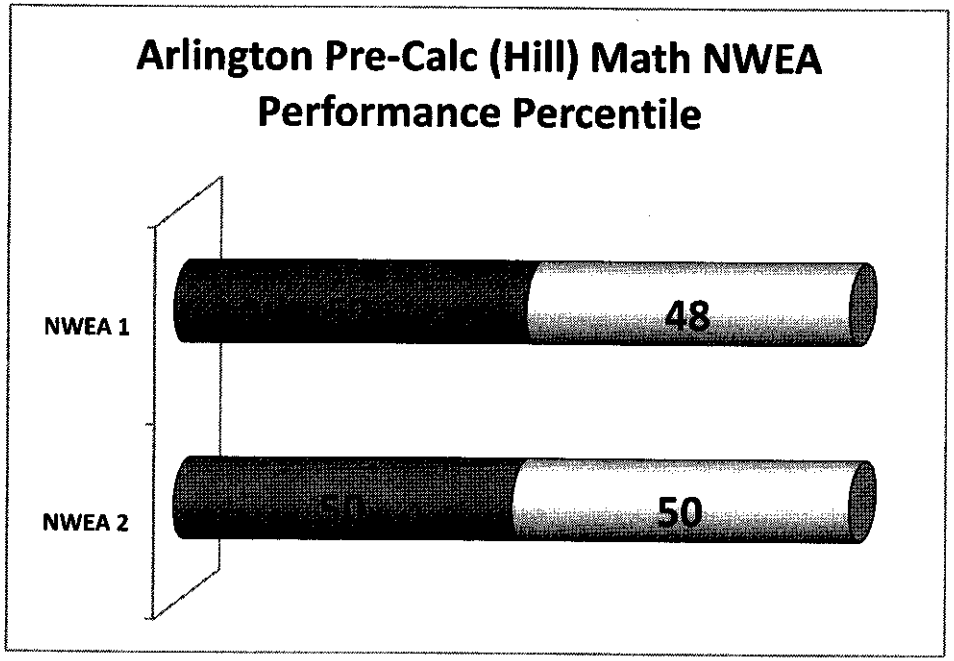
Graph 3
In the beginning of the year, these students were performing better than 26% of 9th graders nation-wide. By the end of the year, their percentile decreased by 4, meaning they are now performing better than only 22% of 12th graders nation-wide.

Growth Percentile (Not pictured, but in charts above)
1% - meaning they *grew* more than 1% of 9th graders across the country. Since their score decreased, this means that 1% of students nation-wide dropped even more.





*National average growth norms based on 11th grade



Pre-Calculus - Hill

Graph 1
Overall RIT scale score increased from 237.4 to 238.9

Graph 2
This moved her students from an average 11th grade middle-of-the-year performance to an average 12th grade performance level.

Graph 3
In the beginning of the year, these students were performing better than 52% of 11th graders nation-wide. By the end of the year, their percentile decreased by 2, meaning they are now performing better than only 50% of 11th graders nation-wide (average).

Growth Percentile (Not pictured, but in charts above)
23% - meaning they *grew* more than 23% of 11th graders across the country.

Voyager Implementation @ Arlington High School

Middle School

1. Scholars are pre-selected from Acuity and NWEA scores.
    a. Language!
        i. Lowest scoring students on Acuity and NWEA (50)
        ii. Parents are notified that scholars are selected based on scores and are required to attend the full school day (Monday-Wednesday) for targeted instruction. On Thursday, scholars will be assigned productivity rooms.
        iii. Initial Day: Scholars are administered placement test
        iv. Extended Day Scholars: Scholars will be placed in appropriate classroom for one hour of instruction
            1. Entry Point 3: Book C
            2. Entry Point 4: Book E
    b. V-Math
        i. Lowest scoring students on Acuity and NWEA (Probably the same as identified for Language!)
        ii. Parents are notified that scholars are selected based on scores and are required to attend the full school day (Monday-Wednesday) for targeted instruction. On Thursday, scholars will be assigned productivity rooms.
        iii. Initial Day: Scholars are administered placement test
        iv. Extended Day Scholars: Scholars will be placed in appropriate classroom for one hour of instruction
            1. Book H—Select objectives
            2. Book I—Select objectives
    c. Inside Algebra
        i. Lowest scoring 9th grade students on NWEA (20)
        ii. Parents are notified that scholars are selected based on scores and are required to attend the full school day (Monday-Wednesday) for targeted instruction. On Thursday, scholars will be assigned productivity rooms.
        iii. Initial Day: Scholars complete diagnostic
        iv. Extended Day Scholars: Scholars will complete concept development sessions and assigned differentiated tasks as directed by their placement
2. Teacher Responsibilities
    a. Teachers will attend overview meeting and complete online orientation.
    b. Teachers/administrators will select scholars and upload data to Voyager database.
    c. Teachers will conduct productivity sessions before or after the implementation of Voyager programs during Targeted Instruction.
    d. Data tracking reports will be submitted weekly to administrators from the Voyager software program.
    e. Attendance will be monitored daily via Google Docs.
    f. Teachers must reserve computers when necessary.

3. Sample Session

Monday-Wednesday

Time	Teacher	#1	#2	#3	#4	#5 (White)
2:35-3:25	Book	Language C	Language C	Language E	Language E	Inside Algebra
	Scholars Assigned	15	15	10	10	20
3:30-4:00	**Teacher**	**#6**	**#7**	**#8**	**#9**	**#5 (White)**
	Book	V-Math H	V-Math H	V-Math I	V-Math I	Productivity
	Scholars Assigned	15	15	10	10	N/A

4. Other thoughts
    a. Creating a school-year calendar for parents
        i. You may want to give scholars a few days (or one day) off between quarters of Voyager implementation. This will allow teachers to meet and discuss data.
        ii. Transportation? Will we have enough space on buses to meet skills acceleration and productivity needs?

<u>Human Capital Needs</u>

#1: Easter/SE

#2: Campbell/SE

#3: Scherer/SE

#4: Shannon/SE

#5: White/SE

#6: Kuehl/SE

#7: Miller/SE

#8: Rose/SE

#9: Lopez/SE

Arlington High School
Introduction to Voyager Programs
November 9, 2012

I. Overview of Voyager Programs
   a. Language! (A-F)
      i. A-C (Focus on English Learning)
      ii. D-F (Comprehensive Literacy Curriculum)
   b. V-Math (H-I)
   c. Inside Algebra
   d. TransMath

II. Obtaining Access
   a. Username: _____
   b. Password: _____
   c. Visit http://voyagerlearning.com
   d. Select V-Port at the top of the page to log-in. Did it work?
   e. Suggestion: Save the page as a favorite/bookmark

III. Orientation
   a. View online curricular materials before Wednesday, November 14th
   b. Lunch Preview: 10AM-1:30 PM (Wednesday, November 14th)

IV. Tentative Implementation
   a. Tentative Date: November 26, 2012
   b. Extended Day
      i. Scholars are pre-selected based on Acuity/NWEA scores
      ii. Scholars are placed based on Voyager diagnostic/placement test
      iii. 1 Hour Language!
      iv. 1 Hour Inside Algebra
      v. 3o mins V-Math

V. Questions: Ask your Voyager campus coordinators?
   a. Ms. Annette de la Llana
   b. Ms. Nakia Douglas
   c. Ms. Demetrice Smith
   d. Dr. Tyra Seldon

EdPower Excellence without Exception Mini-Observation Form

Date:_____ Time:_____ Subject:_____Objective:_____

Dear Patrick,

I was impressed to see the classroom culture in your room. It is very clear that you have set high expectations for behavior and achievement. My push is to work on positive framing regarding the subject material, to think of ways to engage any reluctant/disengaged scholar, and have checks for understanding throughout the review. I look forward to seeing your implementation of this feedback when I come back to visit again! Let's meet during your prep at _____ today to discuss.

+	?
• Safety/Procedures: Clear procedures for distributing papers, raising hands to speak, and beginning the completion of the assignment. • Objectives: Review quadratic formula and discriminants, then take practice quiz. • Teaching: Showed scholars 2 ways of solving 3x-y=6. As they prepare for the quiz, you give them other methods for solving the quadratics, finding roots, zeros, and solution: factoring, complete the square method, quadratic formula, and we can use graphing. You remind them of the chant for remembering the quadratic formula. • Engagement: Most scholars are engaged.	- You state: "We all know that graphing sucks." What are some ways that we can positively frame the material? - There are moments when the young man in the front row (left side when watching the screen) is off task. What steps will you take to engage him in the lesson? - Learning: checks for understanding – how can you ensure that scholars understand what you are reviewing on the board during the lesson?

Addendum II: EdPower Board Resumes'

RESUME OF JO ANNE RUTIGLIANO
9.20.05

Birthdate: 6.26.49
Undergraduate Degree: BS University of Evansville
Master's Degree: Butler University
Married July 10, 1971
Husband: Nick J. Rutigliano – owner of Tobias Insurance Group, Inc.
Two Children: Melissa Rutigliano Laborsky, MD
Mike Rutigliano – Mechanical Engineer for Hunt Construction

Work:

1973 – Fourth Grade Teacher at Spring Mill Elementary School – Indianapolis
1980 – Taught Pre School at Luke's Methodist Church
1983 – Substitute Teacher – Carmel Clay
1990 – Got Certified to Tutor Children with Learning Disabilities
1990 – Tutored Children with Disabilities
1997- 2005 – College Counselor at Carmel High School

Volunteer:

1978 – 1990 Junior League of Indianapolis
1978 – 1981 Junior Symphony Group
1978 – 1981 Christamore
2005 – Tindley Accelerated High School

WILLIAM T. (BILL) MEADOR
PARTNER
DELOITTE TAX, LLP
INDIANAPOLIS

Experience:

Bill has over 18 years experience as a Certified Public Accountant serving clients in the Indiana marketplace. Prior to becoming a CPA, Bill served 6 years in the Army as a Finance Officer. He has extensive experience serving individual expatriate and foreign national assignees on assignment in the United States and overseas. He has served numerous multinational companies and has assisted them in managing their international, federal, state and local tax liabilities. Currently he serves as Deloitte's lead client service partner on Indiana based companies such as Adesa, Inc. Duke Realty, Guidant Corporation, Remy International and Simon Property Group.

Professional and Community Activities:

Bill is a member of the American Institute of Certified Public Accountants, the Indiana CPA Society and the Lacy Leadership Alumni Association. He is a graduate of the Stanley K. Lacy Leadership Class XXII. He is a former member of the Indianapolis Downtown Lions Club International and a current member of the board of the Charles A. Tindley Charter School. He has served as the treasurer of his local homeowners association and has been active for many years coaching his 4 kids youth soccer, basketball and football leagues. He is a member of East 91st street Christian Church.

Education:

Ouachita Baptist University, B.A 1982
Boston University, M.S.B.A, 1986

James K. Baker

Graduated cum laude from DePauw University in 1953 with a Physics-Math major. Served in the U.S. Army's Scientific & Professional Personnel wing of the Chemical Corps for two years. Earned an MBA with distinction from Harvard University.

Arvin 1955 - 1998. Joined Arvin after completing military service. Was named a division General Manager in 1964, and Executive Vice President and Director in 1968. Elected President and CEO in 1981, and Chairman in 1986. Served as CEO during Arvin's greatest growth period, and developed its international expansion strategy. In June of 1993, Mr. Baker stepped down as CEO and served as Vice Chairman of the Arvin Board until April of 1998. At the time of his retirement Arvin was a $3+ billion company with 16,000 employees and factories in 22 countries supplying both original equipment and replacement parts for the automobile industry.

Space Industries International, Inc. In 1993 Space Industries International was founded with headquarters in Washington, D.C. Mr. Baker was its Founding Chairman and CEO. This company, now known as Veridian, specializes in aeronautic and aerospace engineering and testing, and security services with revenues of $700 million. Mr. Baker retired from the board in 2001.

Other Board Service. Cinergy Corp.(now Duke Energy), First Chicago NBD, Amcast Industrial Corp. (Dayton), PolyOne Corporation (Cleveland), Veridian (Washington), Tokheim Corp (Ft. Wayne), Norlin (NYC), Indiana Bell, Indiana National Bank.

Education. Mr. Baker served as Chairman of the Board of Trustees of DePauw University from 1992-95, and as Vice-Chairman of the New American Schools (a Washington-based not-for-profit engaged in K-12 reform) from 1991-2001, and member of the Advisory Board at the Kellogg School of Management (Northwestern University).

Civic Organizations. Former Chairman of the U.S. Chamber of Commerce, former Chairman of its International Policy Committee. Also Director of the United States Council for International Business, former Chairman of the Center for International Private Enterprise, Charter Member of Joint Center for Political and Economic Studies, former Director of the Institute for Global Ethics.

Foundations. Former Chairman of the Arvin Foundation, former Chairman of the Foundation for Independent Higher Education, Director of the Independent Colleges of Indiana Foundation, Founding Chairman of the Indiana University Center for Philanthropy, and founding Chairman of the Historic Columbus Development Foundation.

Author. *Leadership 101: 20 Solid Lessons in Leadership for the New Leader* was published in December 1995 by Guild Press. The book differentiates leadership from managing, and recites dozens of real-life examples of fine leadership.

Hobbies. Growing apples, carving ducks, fly fishing, restoring old buildings. And still works on behalf of public K-12 education.

Mr. Baker and his wife, Beverly, reside at 12044W SR 46, Columbus, Indiana 47201. They have two married children, and seven grandchildren.

DANIEL E. SELLERS

EDUCATION

Kelley School of Business, Indiana University, Indianapolis, IN
- Master of Business Administration, December 1999

Ohio Wesleyan University, Delaware, OH
- Bachelor of Arts in Accounting and Politics & Government, May 1992
- Student Body President/Student Trustee, a voting member of the University's Board of Trustees
- Vice-President/Treasurer, Phi Gamma Delta fraternity

EXPERIENCE

Health & Hospital Corporation of Marion County, Indianapolis, IN — November 2002 - Present
Chief Financial Officer and Treasurer

Guidant Corporation, Indianapolis, IN — June 2001 – November 2002
Senior Compensation Analyst, MBA
- Develop executive compensation plans for the top 70 executives. Evaluate possible changes to executive base, bonus and equity compensation to appropriately compensate performance and remain in compliance with new laws and SEC regulations.
- Implemented a worldwide Employee Stock Purchase Plan. Coordinated process with 4 continents and 2 vendors.
- Managed distribution of stock options to every employee in the corporation. Increased accuracy from 85% to 98% and reduced time to distribute option documents from 3 months to 1 month.

Bank One, Consumer Lending, Indianapolis, IN — December 1998 – June 2001
National Incentive Manager, VP
- Managed incentive programming and modeling for a 4,000 person - $150 million sales force incentive plan.
- Managed conversion to new compensation plans for the entire Bank One Mortgage sales force; provided relationship management for Sales, HR, Legal, Systems, Operations, and the Bank One Mortgage Executive Committee.
- Managed consultants and staff during a two-month system conversion, which redesigned the department's internal reporting and analysis software. Improved the standard conversion time by 50%.

Conseco, Indianapolis, IN — March 1998 – December 1998
Senior Financial Systems Analyst
- Administered a Hyperion Enterprise database for 13 wholly owned life insurance companies.
- Managed the transition to a new financial reporting tool, standardizing systems and eliminating duplicate work.
- Managed general ledger account translations when the company converted to the SAP accounting system.

Banc One Mortgage Corporation, Indianapolis, IN — March 1997 – March 1998
Senior Accounting Analyst
- Managed month-end close process for the Accounting and Finance Departments, continually improving accuracy and reducing closing time by more than 50%.

Staff Accountant — January 1995 – March 1997
- Led the general ledger group during a management vacancy and a departmental transition that included a major system conversion and 80% turnover.

Funding Research Analyst — February 1994 – December 1994

(B)

4626 Melbourne Road
Indianapolis, IN 46228

Phone 317-339-1605
Fax 317-577-3161
E-mail swmiller@mainscape.com

Scott W. Miller

Education

1986-1990 Cedarville University Cedarville, OH

Accounting Degree

- Student Body President, President of Pi Sigma Nu men's organization, Member of Men's Basketball Team

Professional experience

1999-2007 Mainscape Indianapolis, IN

President

- Overall leadership of the organization
- Orchestrated growth from $6 million in 1999 to $40 million in 2007
- Grew company from Indiana based in 1999 to 10 state organization in 2007
- Responsible for over 400 employees nationwide

2001-2006 Bethesda Christian Brownsburg, IN

Boys Basketball Coach

- Leadership of the Varsity Men's Basketball Program
- Record of 32-14 in 2 years of leading the program
- Finished 2005 and 2006 seasons ranked 13th in the AP polls
- Junior Varsity coach from 2001- 2004 with a record of 46-8 and an undefeated season in 2001-2002

Community activities

Board Member of the Greater Indianapolis Chamber of Commerce where I chair the Membership and Marketing Council and sit on the Executive Committee as the youngest Executive Committee member

Member of Young Presidents Organization Board of Directors

Board member of Charles A. Tindley Accelerated School

Coached at the Tindley School from Christmas 2006 until the end of the 2007 season in an effort to assist a start up program

40 under 40 Indianapolis Business Journal designee in 2006

Objective

My goal is to coach at a school that matches my passion for excellence and dedication to building the student – athlete through the game of basketball. I will look to provide experiences beyond the game of basketball to help these young men become not only good basketball players, but also great representatives of their school and of the communities in which they live.

Thomas J. Sponsel, CPA/ABV, CVA, CFF
Managing Partner, Director of Assurance & Consulting Services

Tom grew up in Indianapolis and has been practicing in public accounting for more than 36 years.

Tom serves as the Director of Assurance & Consulting Services for the firm. He has significant experience in serving not-for-profits and family-owned and closely held businesses, including providing advisory services on succession planning, organizational structure, strategic planning and consulting on various phases of entrepreneurial growth.

Tom earned a Bachelor of Science degree in accounting from Indiana University in 1976. He has earned the ABV designation establishing him as "Accredited in Business Valuation" and has also received the CVA "Certified Valuation Analyst" designation, demonstrating his expertise in business valuation and related matters.

Tom is committed to an active leadership role in both his profession and community. He has served on several not-for-profit boards of directors, including serving as president for several. Tom has served in a number of leadership positions for the Indiana CPA Society (INCPAS). He is a member of the American Institute of Certified Public Accountants (AICPA) and previously served as chairman of the AICPA Business Valuation National Conference.

Tom has been a past recipient of the INCPAS *President's Award* for his distinguished service to the society and also the recipient of the 2004 INCPAS *Outstanding CPA in Public Practice* award.

Tom is also very active in the community. He has served on the Board of Trustees for the Catholic Community Foundation, currently serves on its Planned Giving Council and serves on the Audit Committee of St. Vincent's Health, the Audit Committee of the Finance Committee of the Catholic Archdiocese of Indianapolis and was on the Leadership Cabinet for the 2011 United Way Campaign for Central Indiana. He also currently participates as a mentor to high school students through the local Common Goal program at Arsenal Tech High School.

BAKER & DANIELS

Professionals

John T. Neighbours | Partner

john.neighbours@bakerd.com

Professional Experience

John Neighbours represents employers throughout the country in all aspects of labor and employment law, including collective bargaining and administration of collective bargaining contracts, employment litigation, employment discrimination issues and day-to-day administration of employee relations. Additionally, he is nearly continuously involved in advising employers throughout the United States concerning maintaining union free work places, particularly as organized labor looks for new ways to reinvent itself in the 21st century.

Honors

- Charles L. Whistler Award (Mayor's Annual Community Service Award)
- American College of Labor & Employment Law Lawyers — Fellow
- *The Best Lawyers in America* — Labor & Employment Law
- *The International Who's Who of Business Lawyers* — Labor and Employment
- *Euromoney's Best Labor and Employment Lawyers in the World*
- *Chambers USA: A Guide to America's Leading Business Lawyers* — Labor & Employment
- *Indiana Super Lawyers* — Employment & Labor
- Sagamore of the Wabash (Presented by Governor Mitch Daniels)
- Park Tudor Distinguished Alumni Award

Board Memberships

- Greater Indianapolis Chamber of Commerce (Board Member, 1996-present; Executive Committee, 1997-present; Chair Elect, 2010)
- United Way of Central Indiana, 2001-present (Past Chair, 2006-07; Vice Chair, 2003-05)
- Indianapolis Zoological Society (Board Member, 1979-present; Chair, Board of Trustees, 1987-91, during which construction was finished and the new zoo opened)
- Christian Theological Seminary (Board Member, 2003-present)
- The Charles A. Tindley Accelerated Learning High School (Board and Chair, 2002-09)
- Central Indiana Transit Task Force (Co-chair, 2009-10)
- Super Bowl XLVI in Indianapolis (Co-chair, Legal Committee)
- Noble of Indiana (Board Member, 1997-2003; Co-chair, Capital Campaign, 2002)
- United Methodist Church, Southern Indiana Conference (Chancellor, 2003-present)
- Greater Indianapolis Progress Committee (Mayoral appointments by Mayor Stephen Goldsmith, 1994-2000, and Mayor William Hudnut,

Contact Information

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Indianapolis, Indiana 46204
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F 317.237.1000

E-mail
Download VCard

Practices

- Labor & Employment
  - Collective Bargaining
  - Employment Litigation
  - Federal Employment Regulations
  - Human Resource Advice and Training
  - Private Business Sectors
  - State Employment Regulations
  - Union Avoidance

Education

Indiana University School of Law - Indianapolis, J.D., 1974

DePauw University, B.A., 1971

Exeter University (England), Summer Legal Program through William and Mary College

Bar Admissions

Indiana, 1974

Court Admissions

U.S. District Court for the Northern District of Indiana

U.S. District Court for the Southern District of Indiana

U.S. Court of Appeals for the Third Circuit, 2001

U.S. Court of Appeals for the Sixth Circuit, 2001

U.S. Court of Appeals for the Seventh Circuit

U.S. Court of Appeals for the Eleventh Circuit, 2007

U.S. Supreme Court, 1989

Languages

English

1990-92)

- Indiana Sports Corporation (Vice President, 1980-2002)
- Pan American Games, Local Organizing Committee, 1987
- Indianapolis Symphony (Board Member, 1982-90; Vice President, 1984-85; Executive Committee Member, 1984-88)
- DePauw University Board of Visitors (Member, 1996-98; Chair, 1997)
- National Art Museum of Sport, 2000-04
- Marion County Commission on Youth (Board Member, 1993-99; President, 1993-97)
- Indianapolis Museum of Art (Trustee, 1986-94)
- Greater Indianapolis Crime Stoppers (Board Member, 1984-88; Secretary, 1984-86)
- Penrod Society (1976-present; President, 1981)
- Cathedral Arts (Board Member, 1977-84; Vice President, 1981-82; Executive Committee, 1980-83)
- International Violin Competition of Indianapolis (Executive Committee, 1982)
- Meridian Street Methodist Church (Board Member, 1979-81; Chair, Board of Trustees, 1988; Trustee, 1985-88)

Professional Associations

- American Bar Association (Council Member, Section on Labor and Employment Law, 2001-present; Chair, Developments Under the National Labor Relations Act Committee, 1997-2000; Editor, 4th Edition, 1997-2000, Assistant Editor, 1990-96, and Contributing Editor, 1985-89, "Developing Labor Law")
- United States Chamber of Commerce (Labor Relations Committee, Member)
- Cambridge Ventures LP (Board Member, 2000-present)
- United Methodist Church, Southern Indiana Conference (Chancellor)
- *Indiana Employment Law Letter* (Editor, M. Lee Smith, publisher, 1992-present)

Presentations

- Board of Advisors and faculty member and author of course materials, Indiana University/National Labor Relations Board Annual Labor-Management Seminar.
- Frequent speaker to various groups concerned with management labor relations and employment law, including American Bar Association Labor and Employment Law Section-sponsored programs, M. Lee Smith sponsored national seminars, Indiana State Chamber of Commerce, Indiana Manufacturers Association, Indiana Health Care Association, Indiana Construction Association, Indiana Petroleum Marketers and Convenience Store Association, Mechanical Contractors Association of Indiana, and numerous personnel associations.

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BAKER & DANIELS

Baker & Professionals

John T. Neighbours | Partner

john.neighbours@bakerd.com

Professional Experience

John Neighbours represents employers throughout the country in all aspects of labor and employment law, including collective bargaining and administration of collective bargaining contracts, employment litigation, employment discrimination issues and day-to-day administration of employee relations. Additionally, he is nearly continuously involved in advising employers throughout the United States concerning maintaining union free work places, particularly as organized labor looks for new ways to reinvent itself in the 21st century.

Honors

- Charles L. Whistler Award (Mayor's Annual Community Service Award)
- American College of Labor & Employment Law Lawyers — Fellow
- *The Best Lawyers in America* — Labor & Employment Law
- *The International Who's Who of Business Lawyers* — Labor and Employment
- *Euromoney's Best Labor and Employment Lawyers in the World*
- *Chambers USA: A Guide to America's Leading Business Lawyers* — Labor & Employment
- *Indiana Super Lawyers* — Employment & Labor
- Sagamore of the Wabash (Presented by Governor Mitch Daniels)
- Park Tudor Distinguished Alumni Award

Board Memberships

- Greater Indianapolis Chamber of Commerce (Board Member, 1996-present; Executive Committee, 1997-present; Chair Elect, 2010)
- United Way of Central Indiana, 2001-present (Past Chair, 2006-07; Vice Chair, 2003-05)
- Indianapolis Zoological Society (Board Member, 1979-present; Chair, Board of Trustees, 1987-91, during which construction was finished and the new zoo opened)
- Christian Theological Seminary (Board Member, 2003-present)
- The Charles A. Tindley Accelerated Learning High School (Board and Chair, 2002-09)
- Central Indiana Transit Task Force (Co-chair, 2009-10)
- Super Bowl XLVI in Indianapolis (Co-chair, Legal Committee)
- Noble of Indiana (Board Member, 1997-2003; Co-chair, Capital Campaign, 2002)
- United Methodist Church, Southern Indiana Conference (Chancellor, 2003-present)
- Greater Indianapolis Progress Committee (Mayoral appointments by Mayor Stephen Goldsmith, 1994-2000, and Mayor William Hudnut,

Contact Information

300 N. Meridian Street
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Indianapolis, Indiana 46204
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F 317.237.1000

E-mail
Download VCard

Practices

- Labor & Employment
  - Collective Bargaining
  - Employment Litigation
  - Federal Employment Regulations
  - Human Resource Advice and Training
  - Private Business Sectors
  - State Employment Regulations
  - Union Avoidance

Education

Indiana University School of Law - Indianapolis, J.D., 1974

DePauw University, B.A., 1971

Exeter University (England), Summer Legal Program through William and Mary College

Bar Admissions

Indiana, 1974

Court Admissions

U.S. District Court for the Northern District of Indiana

U.S. District Court for the Southern District of Indiana

U.S. Court of Appeals for the Third Circuit, 2001

U.S. Court of Appeals for the Sixth Circuit, 2001

U.S. Court of Appeals for the Seventh Circuit

U.S. Court of Appeals for the Eleventh Circuit, 2007

U.S. Supreme Court, 1989

Languages

English

1990-92)

- Indiana Sports Corporation (Vice President, 1980-2002)
- Pan American Games, Local Organizing Committee, 1987
- Indianapolis Symphony (Board Member, 1982-90; Vice President, 1984-85; Executive Committee Member, 1984-88)
- DePauw University Board of Visitors (Member, 1996-98; Chair, 1997)
- National Art Museum of Sport, 2000-04
- Marion County Commission on Youth (Board Member, 1993-99; President, 1993-97)
- Indianapolis Museum of Art (Trustee, 1986-94)
- Greater Indianapolis Crime Stoppers (Board Member, 1984-88; Secretary, 1984-86)
- Penrod Society (1976-present; President, 1981)
- Cathedral Arts (Board Member, 1977-84; Vice President, 1981-82; Executive Committee, 1980-83)
- International Violin Competition of Indianapolis (Executive Committee, 1982)
- Meridian Street Methodist Church (Board Member, 1979-81; Chair, Board of Trustees, 1988; Trustee, 1985-88)

Professional Associations

- American Bar Association (Council Member, Section on Labor and Employment Law, 2001-present; Chair, Developments Under the National Labor Relations Act Committee, 1997-2000; Editor, 4th Edition, 1997-2000, Assistant Editor, 1990-96, and Contributing Editor, 1985-89, "Developing Labor Law")
- United States Chamber of Commerce (Labor Relations Committee, Member)
- Cambridge Ventures LP (Board Member, 2000-present)
- United Methodist Church, Southern Indiana Conference (Chancellor)
- *Indiana Employment Law Letter* (Editor, M. Lee Smith, publisher, 1992-present)

Presentations

- Board of Advisors and faculty member and author of course materials, Indiana University/National Labor Relations Board Annual Labor-Management Seminar.
- Frequent speaker to various groups concerned with management labor relations and employment law, including American Bar Association Labor and Employment Law Section-sponsored programs, M. Lee Smith sponsored national seminars, Indiana State Chamber of Commerce, Indiana Manufacturers Association, Indiana Health Care Association, Indiana Construction Association, Indiana Petroleum Marketers and Convenience Store Association, Mechanical Contractors Association of Indiana, and numerous personnel associations.

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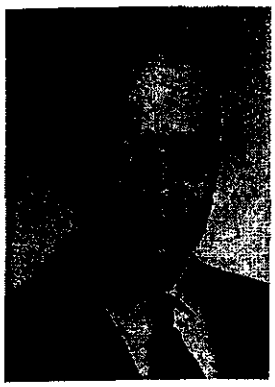
Zachary Scott is President of the Ohio Valley District for UPS, one of the world's largest publicly-traded logistics companies. The Ohio Valley District covers the states of Indiana, Kentucky, southern Illinois and southwest Ohio and includes more than 13,000 employees.

Originally from New York, New York, Zachary received a degree in Business Administration from Hampton University in Virginia. He began his UPS career in 1979 as a delivery driver in northern New Jersey.

Throughout his career, Zachary has held positions of increasing responsibility in package operations. In 2000, he was named Vice President of the Gulf South District in Louisiana and held the same position in Central Pennsylvania before being named President of the Ohio Valley District.

In addition to his corporate responsibilities, Zachary serves on the board of the United Way of Central Indiana, the Greater Indianapolis Chamber of Commerce, the Conexus Indiana Logistics Council, the Indiana University Public Policy Institute Board of Advisors and the Kentucky World Trade Center Executive Committee.

WELLPOINT



Randall J. Lewis

Senior Vice President, Internal Audit and Chief Compliance Officer

Randall J. Lewis is senior vice president, internal audit and chief compliance officer for WellPoint, Inc. Areas reporting to Mr. Lewis include Internal Audit and Ethics and Compliance. For matters relating to Audit, he is directly accountable to the Chairman of the Audit Committee of the Board of Directors. When Anthem, Inc. merged with WellPoint Health Networks Inc. in November 2004 and was subsequently renamed WellPoint, Inc., Mr. Lewis was serving as senior vice president, Internal Audit, Process Improvement, and Chief Compliance Officer, responsible for overseeing Internal Audit, Ethics and Compliance and Fraud Investigations while simultaneously exploring ways to improve Anthem's internal work processes and minimize the company's risk of exposure. Mr. Lewis joined Anthem in July 2003.

Before joining the company, he served six years at Wells Fargo and Co. as managing director of Corporate Development and as executive vice president and chief auditor. Prior to Wells Fargo, Mr. Lewis worked 12 years for GE in a variety of finance and operations roles primarily in the company's financial services subsidiary, GE Capital.

Mr. Lewis currently serves on the boards of directors of the Purdue Alumni Association, the Indiana Repertory Theatre, the Indianapolis Chamber of Commerce, the Indiana Black Expo, the Charles A. Tindley School, and the Legacy Fund (which is affiliated with the Central Indiana Community Foundation). He is also an audit committee member of the Blue Cross Blue Shield Association.

Mr. Lewis earned a bachelor of science degree in accounting and a master of business administration degree in finance from Purdue University. He is also a recipient of the certified public accountant certification, a graduate of General Electric's Financial Management Program, Northwestern University's Kellogg School of Management Executive Development Program and the Institute of Management Development's (IMD) Business Management course.

Mr. Lewis resides in Carmel, Indiana with his wife Helen and children, Kaila and Kyle.

Biography of Mark E. Bruin

Mark Bruin graduated from Indiana University in 1980 with a B.S. in Business Administration and in 1981 with a MBA in Finance. He started his career at Comerica Bank in Detroit as a Credit Analyst and later became an Assistant Vice President in U.S. Commercial Banking with an emphasis in lending to companies in the communications business. He then opened Comerica's office in Indianapolis in 1984 focusing on asset based financing.

In 1985, he joined Indiana National Bank (later to become NBD Bank and subsequently Bank One) as a senior lender in their Asset Based Lending Group. In 1989, he moved to a Middle Market Banking Department and in 1992 was appointed the Manager of a Middle Market Lending Division. He held that position until he left Bank One in June 2001 to become the Senior Vice President for Corporate Banking for The National Bank of Indianapolis. In that role, he has responsibility for commercial lending and cash management. He continues in that position today.

Outside of work, Mark is involved with his church, a community foundation and coaching his two sons in youth sports.

Regina Marsh

11147 Winterwood Drive Indianapolis, Indiana 46235
317-826-9443 home 317-414-9554 cellular
Exterix1@aol.com

Professional Goals

Program Development, Coordination, and Administration ... especially in a people-oriented organization with broad cooperative efforts through the use of sound planning, strong administration, team work and skills of persuasion to achieve goals.

Summary of qualifications:

- Proficiency in program development, client services, presentations, relationship management and group facilitation
- Adept in negotiations and collaborative ventures
- Experienced in organizational and community policy development
- Recognized advocate in areas of youth programs
- Skilled and established resource developer with extensive experience in special event planning, program development and event marketing
- Results oriented with proven ability to effectively target area of highest return
- Proven ability to work independently and with multidisciplinary team

Professional Experience

Forest Manor Multi-Service Center **May 1999 – Present**

Executive Director: Administer and supervise all operations of the Center and its components, in accordance with the goals and objectives of the Centers board of directors.

- Direct the hiring, supervision, development and evaluation of 20 plus staff
- Develop and administer Center's annual budget; prepare and direct the preparations of required financial reports
- Establish and maintain cooperative working relationships with neighborhood organizations, schools, and human service providers to ensure the delivery of quality services to clients. Created over 75 new collaborative partners
- Developed, fundraising and marketing strategies to increase brand exposure and awareness
- Promote Center's programs and activities through all media outlets
- Recruit community leaders and other professionals to serve on the Board of Directors.
- Assisted in development of short and long range plan and lead organization in implementation of plan
- Developed and secured funds though grant writing and fundraisers. Raised over $1 million in grants and contracts within 5 years
- Developed new financial plan that decreased $56,000 deficit while increasing income generating programs
- Expanded programs to include mental health, community corrections, HIV prevention, workforce development and Child Care voucher program
- Secured funds to provide the center with the latest in technology

- Negotiate all contract, grants and funds on behalf of the organization.
- Oversee maintenance and repair of all center property including building, grounds vehicles and equipment

Forest Manor Multi-Service Center **March 1998 – May 1999**
Healthy Start and Youth Program Coordinator

- Developed and implemented activities for pre-adolescents and their families
- Convened and facilitated support groups on sexuality, healthy relationships, conflict resolution, parenting classes and other support activities
- Monitored programs and compiled data for reports
- Developed an age appropriate educational and recreational curriculum and recruited participants
- Planned, coordinated speakers/instructors, special and seasonal events for the Center
- Administered spending and kept within budgetary guidelines
- Coordinated the development of outreach materials, marketing and public relations activities to publicize center's programs
- Collaborated with other neighborhood, community, and other youth serving agencies

Boys and Girls Club of Indianapolis **November 1997 – March 1998**
Volunteer Coordinator

- Directed volunteer program and implemented improvement to the recruitment of volunteers
- Published and disseminated volunteer newsletter
- Supported and coordinated requirements and expectations of existing grants
- Coordinated the submission of grants to new revenue sources
- Provided support for gender equity research efforts and training
- Assisted staff in infusing gender equity into clubs programs

Martin Luther King Multi-Serve Center **May 1993 – November 1997**
Youth Program Coordinator

- Supervised school aged child care and social development programs
- Counseled youth in life planning, crisis management, and educational goals will developing short and long term plans for youth
- Implemented social, cultural and recreational activities
- Planned and organized all aspect of youth programming
- Wrote grants and planned fundraising activities
- Collaborated with other neighborhood, community and youth organization

Fall Creek YMCA **January 1991 – May 1993**
Youth Academy Director

- Developed skill resource learning programs for youth at risk
- Expanded program to include cultural, recreational and spiritual components
- Planned and organized educational and recreational activities
- Developed program budget

Other Professional Experiences:

1990 – 1991 **Assistance Office Manager, Liberated Lady**
1988 – 1990 **Office Manager, Donnell's Sheet Mental**
1987 – 1988 **Supervisor, MDM Manufactures**
1985 – 1987 **Security Dispatcher, California Commerce Club**
1984 – 1985 **Intern, Department of Youth and Family Services**

Education

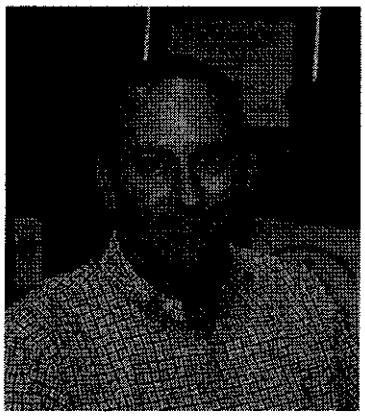
Bachelors Degree of Business Management - Indiana Wesleyan University

Community Affiliations

Coalition of Northeast Neighborhood
United Neighborhood Centers of America
Concern Clergy
Devington Minster's Alliance
38th Street Business League
100 Black Men of American/African American History Challenge

Board Affiliation

Veolia Water Indianapolis, Citizen Action Committee
National Association of Child Safety
Charles Tinsley Charter School
Child Health Network



DOUG BOWEN, PRESIDENT

BOWEN ENGINEERING CORPORATION

Mr. Bowen worked at Bowen Engineering for several years before moving to San Jose, California to work as a project engineer with Vitton Construction. He returned to Indiana and Bowen Engineering in 1998 and has been in an executive role since 2005. He holds a B.S. in Business Management from the Krannert School of Management, at Purdue University, and has also completed the Harvard Executive Leadership Program.
Mr. Bowen is active in the local chapter of the Young Presidents' Organization, a peer group across industries that promotes sharing information and education. His participation on the Bowen Engineering Board of Directors demonstrates the focus of the entire firm in ensuring that the Core Values of the founding generation are carried forward to the future.

Other Board Affiliations include:

- Big Brothers Big Sisters of Central Indiana
- MICCS (Metropolitan Indianapolis Coalition for Construction Safety)
- Charles A. Tindley Accelerated School

Alan M. Lindsey

2268 Seven Points Circle • Hermitage, Tennessee 37076

Executive Biography

Executive business partner and collaborator who, identifies and implements global IT strategies that align solutions, staffing, governance, and budgets with organizational goals.

Alan Lindsey is a well-established and recognized business technology leader known for creating the requisite strategic vision to achieve business goals. With a reputation for judicious use of resources and cost containment, Alan's work has been instrumental in providing the Bridgestone Americas Corporation with leading Internet and global enterprise resource planning capabilities critical to the success of company performance. As a leader, he excels in converting highly skilled, cross-functional IT departments into high performance teams.

During his 13-year tenure as a business technology manager, Alan has been the steward of multi-million dollar budgets and with each assignment, he has demonstrated his ability to enhance operations and influence business growth through achievements in financial management and productivity/efficiency improvements. In addition, he has effectively raised information technology's visibility within various organizations by bringing technology decisions to the forefront of crucial Executive Committee discussions.

In his current role as the Director of Business Technology for Firestone Diversified Products LLC., (a division of the Bridgestone Americas Corporation) he provides strategic direction, leadership, and oversight to an international team with teammates in Africa, Asia, Canada, Europe, North and South America. Maintaining a focus on strategic planning, he has also shepherded cost improvements and savings that brought a new perspective on management practices and capital spending. In less than 8 months, he created $10 million in savings by leading a massive IT re-structuring and centralization effort.

Alan holds a Bachelor of Science in Electronic Business from the University of Phoenix in Phoenix, Arizona, maintains active membership in the CIO Roundtable, and is a member of the Eastern Star Baptist Church, Indianapolis, Indiana.

Alan M. Lindsey

2268 Seven Points Circle • Hermitage, Tennessee 37076

Executive Biography

Executive business partner and collaborator who, identifies and implements global IT strategies that align solutions, staffing, governance, and budgets with organizational goals.

Alan Lindsey is a well-established and recognized business technology leader known for creating the requisite strategic vision to achieve business goals. With a reputation for judicious use of resources and cost containment, Alan's work has been instrumental in providing the Bridgestone Americas Corporation with leading Internet and global enterprise resource planning capabilities critical to the success of company performance. As a leader, he excels in converting highly skilled, cross-functional IT departments into high performance teams.

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Alan holds a Bachelor of Science in Electronic Business from the University of Phoenix in Phoenix, Arizona, maintains active membership in the CIO Roundtable, and is a member of the Eastern Star Baptist Church, Indianapolis, Indiana.

Resume

Name: Mr. Jan A. Guffin

Birthdate: 11 May 1938

Birthplace: Rush County, Indiana

Marital Status: Single

Race: Caucasian

Religion: Protestant (United Methodist)

Hobbies: Travel (United States, Canada, Japan, Taiwan, Hong Kong, Italy), Reading, Writing, Gardening, Film, Theatre, Music, Handcrafts

Educational Background:

B.S. Education, Indiana University, 1963
M.A.T., English, Indiana University, 1966
Ph.D., English Education, Duke University, 1975

Professional Background:

Teaching:

1994- Park Tudor School, Indianapolis, IN
1966-94 North Central High School, Indianapolis, IN
1998-2010 Spoleto Summer Study Abroad, Spoleto, Italy
1983-88 Guest Instructor, Butler University Continuing Education
1979 Pennsylvania State University Summer AP Teachers' Program
1975-77 Adjunct Faculty, Ball State University, Butler University
1966-75 Adjunct Faculty, Indiana University at Indianapolis
1964-65 Shortridge High School, Indianapolis, IN
1963-66 Ford Motor Company, Evening Division, Indianapolis, IN

Administration:

1994- Coordinator, Global Scholars Program
1994-2003 English Department Chair, Global Scholars Coordinator, Park Tudor School, Indianapolis, IN
1991-94 IB Network Schools Project Grant (Indiana Dept. of Educ.)
1990-1994 Coordinator of Curriculum, North Central High School, Indianapolis, IN
1985-94 Coordinator, International Baccalaureate Program, North Central High School, Indianapolis, IN
1978-90 English Department Chair, North Central High School, Indianapolis, IN
1973-74 Coordinator, Duke University Demonstration School

Professional Organization:

Indianapolis Affiliate of NCTE: presenter, program chair, president

Indiana Council of Teachers of English presenter, program chair, executive board member

National Council of Teachers of English: presenter, judge of writing programs, named one of 60 outstanding teachers from elementary, secondary, and college departments of English, 1987

Indiana Teachers of Writing: charter member, executive board, presenter, chair, publications committee, Assistant Editor, *The Journal of Teaching Writing*

Indiana Committee for the Humanities

Association for Supervision and Curriculum Development

Professional Appointments:

Board Member, Campus of Hope Committee (Earthquake Relief for Pakistan), 2008

NAIS Evaluation Team, Ashley Hall, Charleston, SC, 2008

Keynote Speaker, Park Tudor Commencement Exercises, 2008
Keynote Speaker, Park Tudor Commencement Exercises, 2004
Keynote Speaker, Park Tudor Commencement Exercises, 1997.

Arts, Indiana Advisory Council, 1993-94

The College Board (since 1969)

Reader in English, CEEB Advanced Placement Exams (12 years)
Member, Test Development Committee, AP English Exams
Chair, Test Development Committee, AP English
Member, English Advisory Committee
Chair, English Advisory Committee
Member, Academic Advisory Council
Consultant and Leader, AP Workshops for Teachers (US)
Consultant and Leader, Project Equality Workshops for Teachers
Writer, Educational Testing Service and the College Board
Seminar Leader, AP in Southeast Asia (Taipei, 1984)

The Clearing House, Consulting Editor, 1979-1993

Culver Military Academy, External Evaluator, Department of English

Summit Country Day School, ISACS Evaluator, 1997

Indiana Department of Education

Chair,Governor's Advisory Board, 1986
Governor's Scholars Academy, Governor Robert Orr 1986-89
Language Arts Advisory Committee, 1986-1990
Member, Indiana Curriculum Advisory Council, 1986-1990
Blue Ribbon Panel on Testing: Indiana Department of Education

ISTEP Advisory Comjmittee, 1989-1991

Indiana Humanities Council: Advisory Panel, Center for the Book Exhibit, 1993-94

International Baccalaureate External Examiner, 1993-1994

Metropolitan School District of Pike Township, Curriculum Consultant

Metropolitan School District of Wayne Township, English Consultant

National Publishers: Writer/Consultant, Houghton-Mifflin (1979-1980), Harcourt, Brace, Jovanovich (1985-86)

Awards:

Indiana University Outstanding Teacher Award, 1969-70
Phi Delta Kappa, 1974
Who's Who Among Students in American Colleges and Universities, '1974-
Phi Beta Kappa, Duke University Chapter, 1975
Hoosier Teacher Award, Indiana Council of Teachers of English, 1984
E.H. Kemper-McComb Award: Outstanding Contribution to Teaching of English, 1986
Aspen Instititue Invitational: Coalition of English Associations, 1987
Who's Who Among American Teachers, 1993-
Who's Who in the Midwest, 1993-
Distinguished Leadership Award, 1995, Park Tudor School
Directors' Award, Park Tudor School, 1998
Academic All-Star Faculty, 1997, -99, '03, '05, '07
Presidential Scholars Faculty, 2008

Publications:

"Broad Ripple Blues," The Phoenix, Park Tudor School, Spring 2010

"Poor Fluency: A Communications Impasse," Virginia English Bulletin, XXIII (Winter, 1973) 20-32.

"Revision Reconsidered," Journal of Educaion, 4 (Winter, 1973), 15-18.

"Improving Communication and Evaluation Through the Class Profile," Arizona English Bulletin, 15 (February, 1974), 142-45.

"Surviving the Issue: Reviving Thoreau," Ecolit, 2 (June, 1973), 20-22.

"The Importance of Trivia in Teaching Reading and Communication Skills," Illinois Schools Journal, (Winter, 1973), 25-30.

"Writing," in Creative Approaches to the Teaching of English: Secondary, R. Baird Shuman, ed., Itasca, IL: Peacock Publishers, 1974, 133-185.

"A Value-Centered Approach to Teaching Study Skills," North Caroline English Teacher XXXI, no. 2 (Winter, 1974), 14-18.

"Test Sample," American College Testing Program, 1974.

"Test Sample," American College Testing Program, 1975.

"Basics: A Clarification of terms,": Arizona English Bulletin, 19, no. 1 (October, 1975), 42-46.

"20/20," *The Phoenix*, Park Tudor School, 2000

"Winifred Ward: A Critical Biography," Children's Theatre Review, XXV< no. 2 (Summer, 1976), 4-10.

"Fluency," in Questions English Teachers Ask, R. Baird Shuman, ed., Rochelle Park, NJ., 1977.

"Winifred Ward," in In Celebration of Winifred Ward, Ruth Heinig, ed., Anchorage, KY: Children's Theatre Press, 1977.

"Irving McKee's ;A Hoosier Schoolboy'," in The Indiana Experience Teacher Guide, Bernarr Folta, ed., Bloomington, IN: Indiana University Press, 1977.

"Is There a Crisis in Writing Skills?" Keynote Address, Secondary Education Day, `Ball State University, 19 October 1977, published in Ball State University Lecture Series, 1977-78, Joseph Trimmer, ed.

"Claude Bower's 'High School Commencement, 1898'," in The Indiana Experience Teacher Guide, Bernarr Folta, ed., Bloomington, IN: Indiana University Press, 1978.

"Albert Beveridge's 'Abe Lincoln's Indiana Boyhood,'," in The Indiana Experience Teacher Guide, Bernarr Folta, ed., Blooomington, IN: Indiana University Press, 1978.

"Educational Drama and the Basics," in Educational Drama for Today's Schools," edited by R. Baird Shuman. Metuchen, NJ: The Scarecrow Press, 1978, pp. 115-133.

Beginning an Advanced Placement Course in Language-Composition, written by AP English Test Development Committee, NY: The College Board, 1979.

Advanced Placement Course Description: English, written by AP English Development Committee, Jan Guffin, Chairman: NY: The College Board, 1979.

"Teacher Training,": in Teaching and Administering in the Secondary Schools: Readings from the Clearing House, R. Baird Shuman, ed., Helfdreff Publications, 1980.

"Winifred Ward," in Notable American Women: The Modern Period, ed. by Barbara Sicherman and Carol Hurd Green. Cambridge: Belknap Press of Harvard University Press, 1980, pp. 717-18

"English for the Gifted and Talented," in Education in the 80's: English, ed., by R. Baird Shuman. Washington, DC: National Education Association, 1981, pp 141-48.

"Introduction," in Rich and Enriching: Tested Ideas for Teachers of Advanced Placement English, ed. by Mary Ann Weathers. Raleigh, NC: North Carolina Department of Public Instruction, 1982.

"English," in Academic Preparation for College, written by Academic Advisory Committee on English, Jan Guffin, Chairman. NY: The College Board, 1983.

Beginning an AP Course in Literature and Composition, Jan Guffin, Editorial Assistant. NY: The College Board, 1985.

Applying the Basic Competencies in English, written by Academic Advisory Committee in English, Jan Guffin, Chairman, 1983.

"Advanced Placement Literature and Composition," in Advanced Placement English. Gary Olson, ed., Champaign, IL: NCTE, 1987.

"Literature and Composition" in Beginning an AP Course in English, Finlay McQuade, ed. NY: The College Board, 1992.

"Pictures and an Exhibition: A Critical Analysis of Howard Nemerov's The Human Condition'<" in Literary Analyses by AP English Teachers: A Collection of 10 Essays. NY: The College Board, 1994.

"Remarks for the Park Tudor Graduating Class, 1997," in The Phoenix, Summer 1997, Park Tudor School, Indianapolis, IN.

Unpublished Manuscripts:

Dissertation: Winifred Ward: A Critical Biography, Duke University, 1973.

Tiffany S. Barnes

8351 Clayhurst Drive
Indianapolis, IN 46278
H: 317 328-8931
C: 317 652-2702
E: barnests@hotmail.com

Career Objective

To obtain a marketing position within an organization where I can utilize my past working experience and educational background to meet company and personal goals and objectives.

Experience

System Marketing Consultant, St.Vincent Health; Indianapolis, IN – 7/2008 to Present

Responsibilities:

* Coordinated marketing projects and tactical execution of marketing strategies and communication plans between organizational clients and other project stakeholders
* Analyze market research and competitor information, including review of strategic plan and environmental assessment.
*Oversee the progress of projects from conception to completion, coordinating the exchange of information and approvals from internal or external sources.
*Monitor actual versus budgeted costs to assure projects are within budgeted parameters.
*Participate in client planning as it relates to system goals.
*Co-developed and implemented communication plans with consideration to advertising, media relations, publications, electronic communications, and special events.
*Maintain relationships with other consultant areas (i.e. finance, planning, network development, etc.) to support marketing strategies for the organizational clients.
*Maintain relationships with outside vendors, including advertising agency, and internal departments, including creative services, for support and assistance as needed to complete projects.
*Handle multiple projects concurrently
*Ability to establish and maintain good rapport with management, physicians, team, and other associates within the eight ancillary service lines and two community benefit programs.

Assistant Manager, Talbots; Indianapolis, IN – 10/2006 to 7/2008

Responsibilities:

*Assumed responsibilities of store in absence of Store Manager
*Provided exceptional customer service
*Prepared visual presentation
*Developed and executed marketing strategies
*Created marketing materials for internal store events
*Communicated and coordinated business opportunities
*Motivated and trained staff to improve performance
*Achieved personal and store productivity goals

Marketing Director, Standard Life of Indiana; Indianapolis, IN – 9/2005 to 10/2006

Responsibilities:

*Outbound and Inbound calls from agent force
*Promoted existing and new products to agent sales force
*Built and established relationships with new and existing agents and marketing organizations
*Trained staff and agent force on new products

Marketing Coordinator, Standard Life of Indiana; Indianapolis, IN - 2/2003 to 9/2005

Responsibilities:

*Coordinated marketing events such as seminars, annual conferences, and web-based training
*Coordinated monthly incentive program – worked with outside vendors to select incentive gifts
*Website design and updates
*Created and prepared printed materials for annual conferences

Customer Service Representative, AdminaStar Federal; Indianapolis, IN – 3/2002 to 2/2003
Responsibilities:
*Received inbound calls from healthcare providers as well as Medicare beneficiaries
*Performed research on claims and adjusted claims
*Followed guidelines and procedures set for Medicare
*Received Star of Achievement for Outstanding Calls award

Client Services Team Manager, Indianapolis Life; Indianapolis, IN – 8/1998 to 3/2002
Responsibilities:
*Ensured production standards were me
*Ensured accurate completion of new business and existing business service requests
*Trained new and existing employees on policies and procedures
*Wrote performance reviews and evaluations
*Ensured processing standards and expectations were maintained and communicated

Senior Document Analyst (Team Leader), USA Group; Fishers, IN - 7/1994 to 8/1998
Responsibilities:
*Assisted with processing student loan applications
*Trained new employees
*Created training procedures and materials for new employees
*Updated policies and procedures for department
*Conducted overviews of department for Lending institutions
*Participated in Leadership Development Program
*Received Employee of the Month award
*Received Training Recognition award

Software Knowledge
Microsoft – Word, Excel, Outlook, PowerPoint, Publisher
Adobe
Windows XP Platforms

Education
Ball State University – Muncie, IN - 8/1990 to 5/1994
Bachelors of Science, Marketing

Activities/Memberships
OPTIONS Alumnae Committee - Women's Fund
Executive Board Member – Sigma Gamma Rho Sorority, Incorporated, Alumnae Chapter
SHSMD Member
American Marketing Association Member

tab 6

Pamela Kelley
Executive Director of Human Resources
Bridgestone/Firestone Diversified Products, LLC.
Carmel, IN
Bio

Pam has worked in the Human Resources arena for 20 years, and over 35 years for Bridgestone/Firestone. She has held numerous positions of increasing responsibility in human resources within the various Bridgestone Americas Holding organizations, primarily in the tire manufacturing and sales organization. As the current Executive Director of Human Resources for the Diversified Products LLC, she has the lead role for ensuring that Human Resources is a value added resource to both our businesses and the 4000 U.S. teammates we employ in our LLC. This current group manufactures rubber and metal roofing, wall panels, air springs for autos and trucks, produces polymers for the making of plastic products, fibers and textiles for both the textiles and tire industry. We also produce rubber in our Natural Rubber Plantation in Liberia, Africa. We are currently expanding our businesses from North and South American Operations to global initiatives.

In addition to her human resources generalist experience, Pam's background encompasses experience in the areas of distribution, customer service management and the steel industry.

She relocated in July of 2004 from the Corporate Headquarters of Bridgestone Americas Holding, Inc., in Nashville, Tennessee to her new position in Carmel, Indiana. In Tennessee she was actively involved in the Tennessee Breast Cancer Coalition education efforts as well as their largest single day fund raiser for any organization in the state of Tennessee. She was also a member of the Nashville area branch of the Bridgestone/Firestone Trust Fund where she participated in various volunteer and charitable events as a Company representative.

Pam has a B.A. in Applied Behavioral Science from Lewis University and an M.A. in Management and Organizational Behavior from Illinois Benedictine University. She is a member of the Society for Human Resource management.

Biography 9-25-2010

William C. Bonifield
1404 w 52nd street
Indianapolis, IN 46228
317-251-2167
317-443-3582 cell

Education:

BS Bradley University 1958

PhD University of Minnesota 1968

Employment:

Wabash College 1964-1981
Instructor - Professor, Chair Economics Department

Butler University 1981 - 1984
Dean College of Business Aministration

Lilly Endowment 1984 - 1994
Vice President - Education

DePauw University 1994 -1998
Director McDermond Center for Management & Entrepreneurship

Volunteer Activity:

Scholarship America Board of Trustees 1996 - 2005
Clerk of the Corporation, Chair of Advancement Committee 2003-2005

Indiana Dollars for Scholars Board of Directors 2002 - present
Chair 2002 - 2004

Executive Service Corps (ESC) Pro bono consultant to not for profit organizations 1998 - 2007
Strategic Planning, Board Development

AARP Tax Preperation for Senior Citizens 2004 - 2006

Highland Golf & Country Club Board of Directors 2004 - 2006

Addendum III: Resumes' of School Leadership and Teaching Staff

EdPower
Hiring and Selection Process

The Hiring and Selection Process is designed to identify the best candidate for the position. Applicants may either apply online at www.edpower.org or submit their resume directly to the Human Resources Department at recruitment@edpower.org. Resumes will be reviewed to determine if the candidate meets the minimum qualifications, including applicable licenses for the position.

The evaluation process includes the following:

- Phone interview (job description will be provided to applicant prior to interview)
- In-person panel interview
- A writing sample or model lesson (maybe required)
- Candidate Approval Form
- Contingent offer of employment (if successful in interview)
- Background Check (Conducted by outside company – applicant pays cost)
- Reference check of previous employment and two (2) professional references
- Drug Screen (Applicant pays cost)
- Notification of Start Date

EdPower
Hiring and Selection Process

Pre -Screening Questions

1. Tell me about yourself and your qualifications
2. What about this position is particularly attractive to you?
3. When did you first become interested in teaching?
4. How do you see yourself contributing to this position?
5. What is the most useful constructive feedback you have received and how have you applied it?
6. What do you know about EdPower?

Interviews should be structured and each candidate should be asked the same questions.
Follow up questions may be asked if the candidate's answer requires clarification.
Rating sheets will be provided to each panel member and a ranking system will be implemented.

1 Phone Interview

2 In-person panel interview

3 Writing Sample or Model Lesson

4 Candidate Approval Form

5 Contingent offer of employment

6 Background Check

7 Reference Check (previous job & personal)

8 Drug Screen

9 Notification of Start Date

NOTICE REGARDING BACKGROUND INVESTIGATION

A consumer report (background screening report) and/or an investigative consumer report which may include information concerning your character, employment history, general reputation, personal characteristics, police record, education, qualifications, motor vehicle record, mode of living, and/or credit and indebtedness (can be removed if never seeking credit reports) may be obtained in connection with your application for and/or continued employment with EdPower *including Charles A. Tindley Accelerated School, Tindley Preparatory School and Arlington High School.* **A consumer report and/or an investigative consumer report may be obtained at any time during the application process or during your employment with the** EdPower. You have the right, upon written request made within a reasonable time after receipt of this notice, to request disclosure of the nature and scope of any investigative consumer report. Please be advised that the nature and scope of the most common form of investigative consumer report obtained with regard to applicants for employment is an investigation into your education and/or employment history conducted by Safe Hiring Solutions LLC, P.O. Box 295, Danville, IN 46122 888-215-8296.

AUTHORIZATION

By signing below, I, _____, hereby voluntarily authorize EdPower to obtain either a consumer or an investigative consumer report about me from a consumer reporting agency and to consider this information when making decisions regarding my employment and/or continued employment at EdPower. I understand that I have rights under the Fair Credit Reporting Act, including rights discussed above. This report may be delivered in either written or electronic form.

_____
Print Name (last, first, middle)

_____
Social Security Number

_____
Date of Birth (MM/DD/YYYY)
(For ID Purposes Only)

_____
Drivers License Number

_____
Drivers License State

Any other names I have been known by:_____

Current Address:_____

Previous Addresses (Last 7 Years) _____

_____

_____
Signature

_____
Date

☐ Check for CA, MN or OK applicants only, if you would like to receive a copy of the consumer report if one is obtained.

EdPower

Excellence without Exception

CANDIDATE APPROVAL FORM

Name _____

Position Appied For _____

Location of Position _____

Years of Experience _____

Highest Level of Education _____

IN Teacher Certification ☐ Yes ☐ No

Interviewed by _____

Second Interview by _____

Requested Starting Salary _____

Budgeted Salary _____

Approved _____ ☐ Denied
Evan Hawkins, COO

Approved _____ ☐ Denied
Marcus C. Robinson, CEO

Additional Comments or Proposed Salary:

EdPower

Excellence without Exception

Limited Criminal History Consent

I authorize EdPower to obtain a limited criminal history report on my behalf and understand that if the Charles A. Tindley Accelerated School determines my criminal history is unsatisfactory, I will not be permitted to have direct contact, ongoing contact with the students at the Charles A. Tindley Accelerated School.

Signature: _____ Date: _____

Printed Name: _____

Maiden (or alternate name) _____

Social Security Number: _____ Date of Birth: _____

Race:

EdPower

Verification of Employment

Name of Applicant: _____

Position Desired: _____

Name of Previous Employer: _____

Phone Number: _____

Contact Person: _____

Dates of Employment:_____ Job Title: _____

How was the applicant's attendance record?

Excellent Good Fair Poor

How did the applicant perform in his/her specific job function?

Excellent Good Fair Poor

Is the applicant eligible for rehire? If not, please explain: _____

Yes No

Does the applicant have any disciplinary issues that we should be aware of?

Yes No

If so, please explain: _____

_____

Can you fax the applicant's last two performance appraisals?

Yes No

Additional Comments: _____

_____

Reference Checked Completed by:_____ Date: _____

At least three (3) references are required.

CALVIN THOMAS IV

12424 DUNEDIN LANE
PERSONAL CONTACT: (603) 996-1081
ST. LOUIS, MO 63146
CALVINTHOMAS4@GMAIL.COM

PROFESSIONAL WORK EXPERIENCE

BJC (BARNES-JEWISH CORPORATION) HEALTHCARE
BJC HealthCare is one of the largest nonprofit health care organizations in the United States, delivering services to residents primarily in the greater St. Louis, southern Illinois and mid-Missouri regions. With Net Revenue of $3.2 Billion, BJC serves urban, suburban and rural communities including 13 hospitals and multiple community health locations. Services include inpatient and outpatient care, primary care, community health and wellness, workplace health, home health, community mental health, rehabilitation, long-term care and hospice.

Assistant Administrator
Barnes-Jewish West County Hospital — **2011 – Present**, *St. Louis, MO*
Active member of an Administrative Staff at a 113-bed **Academic (Washington University School of Medicine)/Community** Hospital generating over $241 Million in Gross Revenue achieving a 16% EBIDA margin managing over 100 FTEs.

- Responsible for the daily operations of the following departments:

Radiation Oncology	**Hospitalists**
Laboratory	**Food & Nutrition Services**
3 Outpatient Lab Clinics	**Environmental Services**
Rehabilitation Services	**Pain Clinic**

- Led Radiation Oncology to 45% growth in volume against 2010 results and a 43% growth against the 2011 Budget
- Opened an Outpatient Lab Station with a multispecialty practice resulting in a 40% increase over 2011 budeget volumes (currently annualized at 250,000+ outpatient tests)
- Lead the BJWCH Growth Council which is responsible for the business development of all the hospital's clinical service lines (Radiology, Radiation Oncology, Surgery, GI, Rehabilitation Services, Lab, and Medical Admissions) resulting in an 8% Growth in Total Volume vs. 3.42% 2012 Budget target
- Lead Emergency Management committee and hospital emergency preparedness plans
- Co-Lead Supply Chain Initiatives for the hospital generating over $200K in savings
- Successfully completed a Joint Commission tri-annual survey and maintained accreditation
- Responsible for Community Benefit reporting and the Community Health Needs Assessment for the hospital

GRADY HEALTH SYSTEM
Grady Health System (GHS) has an operating budget of $614 Million with 4600 FTEs and encompasses a 953-bed Tertiary Full Service Acute Care Hospital with a Level 1 Trauma Center, 8 Neighborhood Health Centers, a 388-bed Long-Term Care Facility (Georgia's Largest), an Infectious Disease Center, over 15 Specialty Clinics, the world's 1st Comprehensive Sickle Cell Center, the 1st Cancer Center for Excellence in Georgia, Hughes Spalding Hospital (a Children's Healthcare of Atlanta affiliate) and is a teaching facility for Emory University School of Medicine and Morehouse School of Medicine.

Senior Vice President Of Operations
Grady Health System — **2009 – 2010**, *Atlanta, GA*
Active member of the Executive Team with a Budget of over $500 Million Gross Revenue (33% of the Health System Total) and $63 Million in Operating Expenses (10% of the Health System Total) managing over 850 FTEs.

- Successfully passed a full tri-annual Joint Commission Survey in July 2010 to receive Full Accreditation for 3 years
- Responsible for the daily operations of the following departments:

	Statistics		Statistics
Trauma	**2612 Traumas**	**Environmental Services**	**1.8 Million Sq. Ft.**
Emergency Department	**114,000 Visits**	**Food & Nutrition Services**	**150,000 Meals Served**
Perioperative Services	**9355 Cases**	**Central Sterile Processing Department**	**100,000 Items Processed**
Anesthesia	**418 Cases**	**Guest Services**	**134,000 1-Way Trips**

- *Quality*
  - Increased to 100% Certification of all CSPD technicians in 2010 compared to 20% of staff certified in 2008
  - Increased sterilization loads by 80% per shift with the implementation of "Block" production
  - Managed the total evaluation of EVS quality and value which resulted in the RFP solicitation of a new vendor and successfully presented to the Finance Committee and Board of Directors the proposal to upgrade the service

- *Service*
  - Implemented a Patient Navigator Program to re-direct non-emergent patients to primary care and specialty clinics to reduce ED overcrowding resulting in 31% of the eligible pool of patients being "navigated" to other care sites
  - Reduced "Left Without Being Seen" from 15% in January 2009 to 3% in June 2010 in the Emergency Dept.
  - Established "While You Were Out" tent cards that are placed in patient rooms to increase patient satisfaction
- *Financial*
  - Hired a new Central Sterile Process Department Manager in June 2010 which resulted in $34,000/month savings in outsourcing management fees
  - Increased the number items in the Charge Description Master which produced itemized bills that have resulted in full payment in outlier claims in the last 6 months
- *People*
  - Hired Trauma Service Managers to reduce Trauma patient LOS and establish Research, Community Outreach, Performance Improvement and Education programs for American College of Surgery (ACS) Level 1 designation
  - Established Trauma Program Director role to increase Trauma referrals and lead to ACS Level 1 designation
  - Hired a new Director in May 2010 and reduced Emergency Department RN Vacancy Rate to 10% without the use of Agency staff
- *Growth*
  - Hired an Orthopaedic Team Leader to manage the 10% Growth in Orthopaedic cases
  - Increased Block Utilization from 76% in 4th Qtr 2009 to over 85% in 2nd Qtr 2010

HOSPITAL CORPORATION AMERICA (HCA) INC.

HCA Inc. is a $27.5 Billion privately held for-profit company which owns and operates 167 Hospitals and 110 Surgery Centers that encompasses over 38,600 licensed beds. The hospitals are separated into 4 Hospital Operating Groups (International, Western, Central, & Eastern) that are divided into 16 Divisions/Markets in 20 states and London, England.

Chief Operating Officer

HCA – St. Lucie Medical Center **2006 – 2009**

Port St. Lucie, FL

Active member of the Senior Management Team at a 229 bed Full-Service **Community** Acute Care Facility with an Operating Budget of over $209 Million in Net Revenue ($173 Million in 2007) with a 23% EBDITA margin and managing over 220 FTEs

- Promoted from Associate Administrator to Chief Operating Officer within HCA
- Successful attainment of financial & productivity standards set by budget expectations (**132% achievement of EBDITA target in 2008; 109% achievement of EBDITA target in 2007;** under in Equivalent Employees per Occupied Bed goal)
- Responsible for $22 Million 30,000 sq. ft. construction project from concept to completion, which opened July 2009:
  - Ortho/Neuro floor w/ 35 Private Beds, 2 Orthopaedic ORs (3rd Operating Room shelled) & Utility upgrades
- Responsible for all non-physician contracts, the Hospitalist Program, & daily operations of the following departments:

Medical Imaging	**Rehabilitation Services**	**Cardiopulmonary**
Human Resources	**Information Technology & Systems**	**Marketing**
Pharmacy	**Environmental Services**	**Lab**
Biomedical Services	**Plant Operations & Security**	**Dietary**

- Negotiated and executed physician contracts for psychiatry & hospitalist services (6 Hospitalists – All Hospital Employed; 24/7 coverage; In 9 months, Census at 60 between inpatients & consults; 2 Psychiatrists – Stipend Only; 24/7 coverage)
- Renegotiated the outsourced Pharmacy Performance contract with the service provider for annualized savings of $670K
- Successfully recruited and hired a new Pharmacy Director & Clinical Manager within 6 months after 18 months of Interim coverage resulting in a $500K reduction in Contract Labor costs
- Managed successful funding, installation, and training of $743K 8-Channel upgrade to MRI in 2008 resulting in a 5% increase in outpatient procedures and a $1.4M 64–slice CT scanner resulting in the rollout of CTA procedures in 2006
- Facility achieved **Magnet** designation in 2009; 1 of only 7 in HCA Hospitals to do so
- Achieved significant improvement in all Employee Satisfaction categories within 1st year in the position (averaged 17% positive improvement)

Employee Survey Categories	COO – '07	COO – '06	Improvement	SLMC	HCA
Overall Satisfaction	96%	73%	**23%**	87%	87%
Leadership Effectiveness	79%	58%	**21%**	72%	70%
Staffing / Workload	81%	68%	**13%**	76%	78%
Voice / Communication	69%	53%	**16%**	63%	60%
Compensation Practices	77%	61%	**16%**	68%	68%
Culture / Recognition	84%	70%	**14%**	82%	81%
Overall Engagement	80%	64%	**16%**	75%	74%

Associate Administrator — **2003 – 2006**

HCA – Los Robles Hospital & Medical Center — *Thousand Oaks, CA*

Active member of the Senior Management Team at a 359 bed **Unionized Tertiary** Full-Service Acute Care Facility with an Operating Budget of over $215 million in Net Revenue (23% EBDITA margin) and three (3) campuses

- Managed multiple Outpatient Initiatives and 160 FTEs comprised of Clinical & Non-Clinical Departments
- Responsible for the daily operations at two of the three hospital campuses:

East Campus:	**Outpatient Nutrition Clinic**		**Westlake Campus:**	**Urgent Care Center**
	Senior Behavioral Health	**16 Beds**		**Outpatient Rehabilitation**
	Acute Rehabilitation Unit	**11 Beds**		**Business Office**
	Transitional Care Unit	**42 Beds**		**Information Systems**

- Developed initiatives to increase employee, patient, & physician satisfaction (e.g., Increased Gallup Overall Job Satisfaction – Very Satisfied & Satisfied – from 36% to 72% in Environmental Services Department)
- Led multiple disciplinary teams to improve hospital operations (e.g., Implemented new TeleTracking technology to reduce "ER Average Time of Admission to Arrival Time in Inpatient Bed" by four hours)
- Responsible for the design, training, and implementation of a $2.6M PACS rollout
- Led Operations Counsel to realize net revenue gains of $370,000 found in facility issued physician contracts

Administrative Resident – Pharmacy Strategy & Operations — **Summer Residency 2002**

Kaiser Permanente — *Los Angeles, CA*

- Partnered with the California Pharmacy Professional Affairs leader on outpatient strategies and operations to research system fixes for pharmacy dispensing error issues and respond to potential legal risks
- Recorded the formulary drug process from trial to approval status for Kaiser California

Administrative Resident – Hospital Policy & Program Development — **Summer Residency 2001**

Blue Cross Blue Shield of Michigan — *Detroit, MI*

- Conducted longitudinal claim study on treatment methods at the Chelsea Head-Pain Clinic
- Researched and evaluated modifications to Long Term Acute Care Provider Class policy

Administrative Resident – Community Outreach Manager — **Spring Residency 2001**

Veterans Administration Medical Center – Jefferson Barracks — *St. Louis, MO*

- Organized the placement and supervision of over 450 volunteers ranging from adolescents to seniors
- Coordinated special government programs and presentations for veterans

KEY AREAS OF KNOWLEDGE & SKILL

- Corporate Operations
- Technology Integration
- Capital Asset Management
- Unionized Workforces
- Strategic Planning
- Physician Relations
- Labor Management
- Leadership Development
- Budget Planning
- Ambulatory Services
- Team Building
- Disaster Preparedness
- Staffing & Recruitment
- Change Management
- Contract Negotiations

EDUCATION

Dartmouth College – Hanover, New Hampshire
Master of Science in Health Care Leadership
Institute For Health Policy & Clinical Practice
ADVISOR & MENTOR: PAUL BATALDEN, M.D.

Harris-Stowe State University – St. Louis, Missouri
Bachelor of Science in Health Care Management
Magna Cum Laude Honors
ADVISOR & MENTOR: FARAH ZAKERY, PH.D.

PUBLICATION

"Development of a clinical care screening tool to assess patient-defined, nonphysiological palliative care needs", Marie Bakitas, Stephen Hospkins, **Calvin Thomas IV**, Sandeep Varma, Gilbert J. Fanciullo. *Journal of Terminal Oncology*, Spring 2003; Volume 2, No. 2: page 75-85

MEMBERSHIPS & AFFILIATIONS

American College Of Healthcare Executives (ACHE)	*Member*	2000 – Present
National Association of Health Services Executives (NAHSE)	*Member*	2003 – Present
St. Lucie County Chamber of Commerce	*Board Member*	2006 – 2009
Habitat For Humanity (St. Lucie County, FL)	*Board Member*	2007 – 2009
Big Brothers, Big Sisters (St. Lucie County, FL)	*Affiliate*	2007 – 2009
NAHSE – Southern California Chapter	*President*	2005 – 2006
Health Care Executives of Southern California (HCE)	*Member*	2003 – 2006

*** References Available Upon Request ***

Katie Bonfiglio
1861 Indianola Avenue
Columbus, OH 43201
katiebonfiglio@gmail.com 419.708.0966

ective To teach in an elementary classroom in Indianapolis.

Education

2008-2012 **THE OHIO STATE UNIVERSITY** **COLUMBUS, OHIO**

B.S. in Human Development and Family Science: Early Childhood Development & Education Focus, *June 2012*
GPA: 3.95 (Minor in Psychology)
Awards: Provost Scholarship Recipient, *August 2008-2011*; Florence Levy Miller Memorial Scholarship Recipient, *April 2010*; University Honors Program
Activities: Kappa Alpha Theta Fraternity; Ohio State Pan-Hellenic Recruitment Guide; College Mentors for Kids

Experience

Summer 2012 **TEACH FOR AMERICA (TFA)** **PHOENIX, ARIZONA**

Teacher. Selected from of a projected pool of 47,000 applicants to join national teacher corps of outstanding college graduates who commit two years to teach in low-income public schools. Participate in intensive training program to develop the skills and knowledge needed to achieve significant gains in student achievement. Teach in a summer school program for students in Phoenix area public schools, under the supervision of a faculty of experienced teachers. Engage in a full schedule of professional development activities, including seminars, discussion groups, workshops, individual and group reflections, readings, and 'learning teams' specific to elementary licensure.

June 2011 to Present **THE OHIO DEPARTMENT OF PUBLIC SAFETY** **COLUMBUS, OHIO**

College Intern. Provide administrative support to six employees within the Human Resources department. Responsibilities include filing employee benefits, evaluations, and investigations paperwork, communicating with numerous applicants regarding current state job postings, and corresponding weekly with potential employees regarding mandatory drug testing requirements.

mmunity

0-2011 **COLLEGE MENTORS FOR KIDS** **COLUMBUS, OHIO**

Mentor. Mentored a third-grade student through weekly educational activities on The Ohio State University's campus as part of a continued effort to stress the importance of higher education and familiarize local elementary students with a college environment.

2009 **FIRST EDUCATION EXPERIENCE PROGRAM** **COLUMBUS, OHIO**

HDFS Student. Shadowed a teacher in a second grade classroom in a low-income community four afternoons per week; tutored twenty students in reading both one-on-one and in small groups; administered DIBELS to students once per week; co-led classroom learning activities; prepared classroom materials; graded student assignments; attended field trips and related school functions.

Leadership

2010-2012 **KAPPA ALPHA THETA FRATERNITY** **COLUMBUS, OHIO**

Vice President of Development. Collaborated with Risk Management team and two chapter advisors to ensure safety of 100+ members at five chapter social events per quarter; led 4-member Member Development Committee on a weekly basis to ensure fraternity standards were upheld by all members, implementing disciplinary measures when deemed necessary by chapter advisors; managed a quarterly budget of $1,000 allotted for planning and hosting strength-based activities to boost chapter morale; developed and applied an efficient points-based system to increase member accountability and chapter event attendance.

2010-2011 **OHIO STATE PAN-HELLENIC ASSOCIATION** **COLUMBUS, OHIO**

Pan-Hellenic Recruitment Guide. Represented the Ohio State Greek community by leading potential new sorority members through the recruitment process; completed a 3-credit hour Education Policy & Leadership course; performed weekly marketing for PHA; planned and led educational activities for engaging potential new sorority members; facilitated recruitment schedules, events, and selections throughout the Formal Recruitment process.

Dionne Leard
5319 Channing Rd
Indianapolis, IN 46226
(262) 455-1070
teacherdion@yahoo.com

EDUCATION

Lesley University, Cambridge, MA
Masters in Education — **2009**
Program of Study: Technology in Education

Cardinal Stritch University, Milwaukee, WI
Certificate — **2007**
Online Teaching Facilitator

University of Wisconsin - Parkside, Kenosha, WI
B.A. Honors in English — **2006**
Area of Concentration: Language Arts
Certification: 6-12 Language Arts Teaching Certification

Sam Sharpe Teachers' College, Montego Bay, Jamaica
Teaching Diploma in Home Economics — **1997-2000**
Concentration: Clothing and Fashion

Montego Bay Community College
Associates in Fashion Designing — **1989-1991**

Additional Certification
Indiana State Teaching License (5-12) — **2011-2016**

TEACHING EXPERIENCE

Gateway Technical College, Racine Campus, WI — **2010-Present**
Adjunct Instructor – Written Communication; Pre- Technical Writing; English Fundamentals; Pre-College Writing
Developed and implemented curriculum, lessons, and assessments. Conference with students face to face or via email, text or phone. Maintain personal, student and classroom records via WebAdvisor.

George Nelson Tremper High School, Kenosha, WI — **2010-Present**
Instructor – Survey of Literature and Composition (Reg. & Honors)
Instructor – American Literature and Composition
Instructor – World Literature and Composition
Developed and implemented lesson plans, collaborated on the development of curriculum and common assessments. Conference with students and/or parents via email. Teach cooperatively in Special Education and ELL inclusive classrooms. Work on District Committees.

Kenosha Unified School District, Kenosha, WI — **2001-2007**
Special Education Paraprofessional – Early Childhood – 12th Grade
Instruct and manage individual student or small groups of students 6th-8th grade, modify work for special needs students, maintain accurate daily records of student's progress as well as facilitate students learning in different academic areas.

Anchovy High School, Jamaica, West Indies — **2000 -2000**
Instructor – Physical Education - 7th – 10th Grade
Create and implement instructional plans for Physical Education classes, evaluate student's progress through written and non-written modes of testing, and accurately maintain daily records of students' work and progress.

Ankenata Fashions, Jamaica, West Indies
Supervisor, Fashion Designer **1991 - 1997**
Interact with diverse customers and workers; Provide customers with product information, cost and assistance with orders; Prepare orders for production; Supervise approximately 10 production workers; Organize the distribution of completed products; Collect and log payment for completed orders; Open and/ or close establishment; Solve order related problems and mediate work related dispute.

RELATED EXPERIENCE

University of Wisconsin-Parkside, Kenosha Wisconsin
Adjunct Instructor – Upward Bound Program **2010 - Present**
Prepare high school and college bound students planning on taking the ACT exams.

Kenosha Unified School District, Kenosha, WI
Homebound Tutor
Member of the 9th Grade Recovery Planning Team
Active member of the Districts Gifted and Talented Cadre

VOLUNTEER EXPERIENCES

- Volunteer tutor at the Shalom Center afternoon classroom
- Volunteer at the Interfaith Network Nightly Shelters (INNS) for the homeless
- Advisor to Tremper High School's International Club
- Advisor to Tremper High School's Ping Pong Club

MEMBERSHIPS

- Wisconsin Education Association
- Kenosha Education Association
- Sigma Tau Delta (English Honor Society)

Indianapolis
Teaching Fellows
TNTP

Chelsea E. Easter

1747 W Wallen Ave. • Chicago, IL 60626 • (937) 329-1485 • chelseaeaster@hotmail.com

Education

Marian University (Indianapolis, IN)
Master of Arts in Teaching (in progress) — May 2014 (anticipated)

Loyola University of Chicago
Masters of Arts in English Literature — August 2011

Adrian College
Bachelors of Arts in English Literature — May 2010

Relevant Experience

Indianapolis Teaching Fellows (Indianapolis, IN) — Begins June 2012

- Admitted to a highly-selective cohort of recent college graduates and career changers committed to raising student achievement in Indianapolis and Northwest Indiana
- Participating in an intensive summer Training Institute, including five weeks of field experience
- **Considered highly-qualified** by the State of Indiana to teach **English (6-12) and special education (K-12)** under a Transition to Teaching permit

Playworks Chicago (Chicago, IL)
Namaste Charter School — July 2011-Present

- Implement concepts of healthy play and healthy community through structured recess options at low-income elementary and middle schools
- Collaborate with teachers to identify student disciplinary issues and develop positive solutions
- Create and deliver a recreation curriculum that fosters teamwork, conflict resolution, self-esteem and leadership

Writing Center Tutor (Adrian, MI)
Adrian College — January 2008-May 2010

- Improved student writing ability by providing review and feedback on the writing process, research strategies, and grammar rules

Additional Experience

Multi-Cultural Mentor Program (Adrian, MI)
Adrian College — Sept 2008 - Sept 2010

- Mentored first-generation minority college students and provided academic, social and personal support as they navigated the college environment

Montgomery County Public Works/ Heights Fitness Club
Summer Camp Counselor — May 2007-August 2010

- Planned and facilitated weekly activities, projects and field trips for urban youth, ages 5-16
- Directed staff and trained counselors to safely and successfully implement recreational activities

Additional Skills

- Experienced basketball and soccer coach
- Presented at National Association of African American Studies Conference on the following topics
  - *The Plight of the African American Man: An Analysis of Invisible Man and Native Son*
  - *The Use of the "N" Word in American Literature*
  - *Race and the Revolutionaries: How Racial Identity has Determined the Legacy of Nat Turner and John Brown*

To schedule an interview, please contact the Fellow directly.
Interviews may also be arranged by contacting Courtney Stepp at cstepp@tntp.org
www.IndianapolisTeachingFellows.org

References

Chelsea Easter Teacher

Colleen Harvey
Supervisor-Playworks
510-290-5261
charvey@playworks.org

Richard Koch
Mentor and Supervisor: Adrian College Writing Center
734-474-4141
rkoch@adrian.edu

Idali Feliciano
Supervisor: Multi-Cultural Department
517-980-1880
ifeliciano@adrian.edu

Kathryn Hunger

Teach For America · South Louisiana

2071 Alschuler Dr.
Aurora, IL 60506

630-849-5362: Cell
kate.hunger@gmail.com

Education

9/2007-5/2011 **UNIVERSITY OF NOTRE DAME** — **NOTRE DAME, INDIANA**

Bachelor of Arts in Political Science, May 2011 (Minor in Anthropology)
GPA 3.825 (3.967 in Major), *Magna Cum Laude*
Awards: Deans List Fall 2007- Spring 2009, Spring 2010, Fall 2010, Pi Sigma Alpha Member 2010-2011
Activities: Farley Hall Council, College of Arts and Letters Honesty Committee, Humor Artists

UNIVERSITY COLLEGE OF DUBLIN — **DUBLIN, IRELAND**

Study Abroad Program Participant, Fall 2010
Awards: Mary Ann & Patrick Toole Scholarship

July 2011 - May 2012 **THE NEW TEACHER PROJECT** — **BATON ROUGE, LOUISIANA**

Enrolled in an alternative certification teaching program. Working towards a Level 1 Certification in Middle School ELA.
Passed: Praxis I, Praxis II: Elementary, Middle School ELA, Middle School Math, Middle School Content Knowledge

Experience

Summer 2011 - May 2012 **TEACH FOR AMERICA (TFA)** — **LOUISIANA AND MISSISSIPPI**

Corps member. Selected from over 35,000 applicants nationwide to join national teacher corps of recent college graduates who commit two years to teach in under-resourced public schools.
Middle School Reading and Math teacher. Taught eighth grade reading and seventh grade math at Livonia High School in Livonia, LA. Developed two curriculums geared towards high stakes testing. Taught two special education classes with no special education support. Students averaged a 75% mastery of reading concepts and 70% of math concepts.
Summer School Entering Third Grade teacher. Participate in intensive training program to develop the skills and knowledge needed to achieve significant gains in student achievement. Teach in a summer school program run by TFA for students in Mississippi public schools under the supervision of a faculty of experienced teachers

8/2010-5/2011 **UNIVERSITY OF NOTRE DAME** — **NOTRE DAME, INDIANA**

Resident Assistant. Responsible for 250 student residents. Counseled and monitored students. Planned, prepared and implemented programs for a section of thirty-one residents with care and discretion. Consistently enforced University policy in an educational manner. Utilized teamwork and collaboration, multi-tasking, time management, problem solving, and communication skills.

8/2006-8/2007, Summers 2008, 2009 and 2010 **OLD SECOND NATIONAL BANK** — **AURORA, ILLINOIS**

Teller. Worked in predominantly low-income communities at a mid-sized, local bank. Primarily responsible for customer service, sales, and money handling. Developed ability to work with a diverse team, problem solve under pressure, and individualize solutions while obeying strict federal and local standards.

8/2008-5/2009, Spring 2010 **STUDENT ACTIVITES OFFICE** — **NOTRE DAME, INDIANA**

Information Desk Worker. Marketed merchandise; greeted and directed visitors around campus.

8/2007-5/2008 **Event Assistant and Office Assistant.** Arranged and problem-solved campus events. Utilized resources to develop solutions for technical and logistical difficulties. Organized files and communicated with customers. Employed customer service, organizational, computer, and teamwork skills.

Community

Spring 2010 **FARLEY FIASCO FOR FIRST BOOK** — **NOTRE DAME, INDIANA**

Co-Chair. Led committee of five student government members to develop a new charity event open to the entire campus. Collaborated with KPMG, an international accounting firm, and the University to raise over $1400 for First Book from over 800 attendees. Responsible for balancing competing interests, managing communication, and developing publicity.

6/2006-6/2007 **SCHOOL DISTRICT 129** — **AURORA, ILLINOIS**

Student Representative. Presented and represented the student voice at District 129 school board meetings. For referendum campaign, gave speeches, created and implemented S.A.V.E., a student organization that worked in community outreach and student voter education. Instrumental in passing the first tax-rate increase referendum in eighteen years.

Personal

Performs improv and stand-up comedy. Avid knitter, reader, and baker. Also enjoys writing, playing tuba, and watching classic musical movies and college football.

Charonda Y Woods

2234 Valley Creek Way ▪ Indianapolis, IN 46229 ▪ (317) 956-6917 ▪
charondawoods@gmail.com

CERTIFIED SECONDARY SCHOOL TEACHER (5-12)

Apply energy to make mathematics connect to secondary students' daily lives using a variety of teaching techniques without the fear of stepping out of the traditional box.

- Hold Bachelor's Degree in Mathematics Education and Computer Endorsement certification
- Experience in various educational technology
- Dedicated to continuous growth as an educator is a mean to better serve and provide a quality education to the youth

Key Qualifications

Contributed as a member of Perry Meridian Middle School Wide Improvement Committee focusing on Behavior

Assisted mathematics department on the restructuring of math courses.

Served as a participant of the Perry Meridian Middle School ISTEP Literacy Committee.

Assisted with activities for Perry Meridian Girls' Talk Club and taught several modules.

Plan and instruct each mathematical subject area with an array of teaching aids, motivation, and differentiated strategies to engage students in active learning aligned with state and common core standards

Create a classroom environment that is conducive to learning and appropriate to the maturity level of students

Exhibit positive human relations skills with students, parents, and faculty

Model professionalism in appearance, actions, and attitude

Willingness to commit to professional growth activities

Experience

Professional Development in Education

Substitute Teacher, August 2012 to current
MSD Lawrence Township, Indianapolis, IN
Math Teacher, MSD Perry Township, August 2007 to August 2012
Perry Meridian Middle School, Indianapolis, IN
Math Teacher, Indianapolis Public Schools, October 2003 to May 2007
Emmerich Manual High School, Indianapolis, IN
Permanent Substitute Teacher, August 2003 to October 2003
Indianapolis Public Schools, Indianapolis, IN
Substitute Teacher, January 2003 to May 2003
MSD Lawrence Township, Indianapolis, IN
Student Teacher, October 2002 to December 2002
Warren Central High School, Indianapolis, IN
Student Teacher, August 2002 to October 2002
Lawrence High School, Indianapolis, IN

Education & Credentials

M.S. Education
Indiana Wesleyan University, Indianapolis, IN.

Bachelor of Science Mathematics Education
Indiana University, Bloomington, IN. 2002

Indianapolis Teaching Fellows
an initiative of Indianapolis Public Schools

Invest in our city's future. Teach.

www.indianapolisteachingfellows.org

LaToya Hill

11419 High Grass Dr. • Indianapolis, Indiana 46235 • (317) 246-0124 • latoyanhill@yahoo.com

Education

Marian University (Indianapolis, IN) 05/2012
Teaching, M.A. and an Initial Practitioner License

Tennessee State University (Nashville, TN) 08/2005
Computer Science, B.S.

Relevant Coursework: Algebra I, Pre Calc I & II, Linear Algebra, Discrete Math Structures, Cal & Analytical Geometry I, and Calculus II

Relevant Experience

Indianapolis Public Schools (Indianapolis, IN) 2010 – Present
Algebra I, Title I High School Math Teacher- Arlington Community High School

- 100% of Fall ECA re-takers showed growth in score
- 15% of Seniors re-taking GQE passed
- 59% of Seniors re-taking GQE increased score

Indianapolis Teaching Fellows Program (Indianapolis, IN) 2010 - Present

- Admitted to a highly selective cohort of recent college graduates and career changers committed to raising student achievement in Indianapolis' highest need schools
- Participated in six-week summer training institute, including a three week student teaching experience

Secondary Math Tutor (Indianapolis, IN) 2008- 2010

- Algebra tutor two nights a week for middle school and high school students
- Students grades improved by two letter grades

Indianapolis Public Schools (Indianapolis, IN) 2005-2008
Adult/Instructional Assistant- George Washington Community School

- Facilitate after school Math tutoring sessions
- Substitute teaching
- Assist Guidance and Special Ed Director with enrollment and college prep

Additional Experience

Ivy Tech Community College (Indianapolis, IN) 2007-2008
Academic Support Associate

- Assist students with questions and locating information on website.
- Report student concerns
- Oversee community campus operation
- Oversee teacher attendance

Volunteer Experience

Annual Way of Life College Tour (Indianapolis, IN) 2006-2008

- An inexpensive quality college tour for underserved students
- Coordinate activities, solicit sponsors and donations, oversee budget, organize committee, distribute tasks
- Facilitate monthly parent informational meetings

To schedule an interview, please contact the candidate directly.

References

1. Rev. Jerry Davis
   Way of Life AME Church
   317-331-5328
   wolpastor@gmail.com

2. Steve Douglass, VP
   Arlington Community High School
   317-213-5585
   douglasS@ips.k12.in.us

3. Viveca Carter, VP
   Arlington Community High School
   317-226-2345
   cartervl@ips.k12.in.us

4. Edna Harsley
   Professional Mentor
   Indianapolis Public Schools
   317-679-5825

5. Cindy Farren
   Marian University Supervisor
   317-507-6476
   cfarren@marian.edu

PAUL CHIN

(917) 710-5733 • pchin81@gmail.com
North Star Academy – Clinton Hill Campus – Uncommon Schools, Inc.
600 Clinton Ave Newark, NJ 07108

EDUCATION

Princeton University *Princeton, NJ*
Bachelor of Arts in Sociology, June 2006

California State University at Dominguez Hills *Carson, CA*
Teacher Credentialing Program, July 2007

Stuyvesant High School *New York, NY*

EXPERIENCE

North Star Academy (Summer 2008 – present) *Newark, NJ*
6th Grade Math Teacher and Team Leader—

- Organized weekly grade-level meetings and led 6th grade field trip to Frost Valley, NY
- Participated in workshops and conducted video analysis with top math teachers from Uncommon Schools to help create Math Taxonomy of Best Practices
- Led past three cohorts of students to proficiency levels of 89%, 91%, and 91% proficient or advanced on the 6th Grade Mathematics NJASK (2009, 2010, and 2011)

Aspire Public Schools (Summer 2006 – Summer 2008) *Huntington Park, CA*
5th/7th Grade Math and Science Educator—

- Developed math and science curriculum for 5th and 7th grade as part of the founding staff at a brand-new charter middle school
- Collaboratively analyzed student data in a cycle of inquiry format on a regular basis in order to improve student achievement and teacher effectiveness
- 80% of 2007-2008 cohort of students improved by 1 or more proficiency levels on the 2008 7th Grade Mathematics CST, with only 2% decreasing (1 out of 56 students)

Teach for America (Summer 2006 – Summer 2008) *Los Angeles, CA*
2006 Corps Member—

- Participated in monthly professional learning communities to collaboratively plan lessons, analyze student data, develop assessments, and share resources
- Collaborated with Program Directors Liz Dwyer and Dani Duran towards student achievement and improved teacher effectiveness
- Successfully completed rigorous five-week summer training institute at Grape Street Elementary School organized by Teach for America staff and other experienced professionals

LEADERSHIP SKILLS

North Star Academy

- 6th Grade Team Leader from 2010-2011 school year to present
- Head Coach of Boys Basketball Team from 2009-2010 school year to present

Aspire Public Schools

- Co-founded and led the Boys and Girls Basketball Team and Journalism Club at CCPA

Princeton University

- *The Daily Princetonian* Senior Photo Editor: head of sports photogtaphy department, supervised a staff of over 40 photographers
- Intramural Activities Chair: coordinated sports activities for members (approx. 100) of Charter Club and served as its representative at campus-wide meetings

Paul Chin
Teach for America Corp Member – Los Angeles '06
Teach for America – Indianapolis Principal Fellowship
November 6, 2011

Personal Statement:
What are your most important leadership experiences and how do you believe the Columbia Summer Principals Academy can further your leadership skills? (500 words)

Over the past six years, I have taught in inner city charter schools located in South Central Los Angeles and Newark, NJ. I have also coached boys and girls basketball teams at my schools and for the past two years, I have served as the Team Leader for the sixth grade at North Star Academy – Clinton Hill Campus. All of these experiences have transformed me into a stronger, more confident leader.

Teaching is a constant lesson in leadership. The best teachers do not limit their lessons to academic skills and content; they discuss core values, habits of success, and what it means to be a leader. I always remind my students of their purpose: to go to college. College is their gateway to success, their means to whatever end they choose. Like many charter schools, North Star (my current school) and Aspire Public Schools (my old school) both name their classrooms after the alma mater of their teachers. For all six years of my career, my classroom has been "Princeton" and to make my students feel more like real Princeton students, I have always trained them to write and sign the actual Princeton Honor Code on all tests and quizzes that they take. When I do the math, it amazes me to think that I have taught over 400 students over the past six years and reached even more through my role as a coach. It is an honor and responsibility that I have always taken to heart and one that regardless of what I do in life, it will have forever changed me.

Most importantly, I have seen firsthand how having high expectations for your students and being steadfast and consistent in your resolve can yield incredible results. In neighborhoods where students typically score 30% proficient or advanced, I have led my past three cohorts at North Star to proficiencies of 89%, 91%, and 91% respectively. My most recent cohort, 2010-11, inspires me the most—they arrived at only 76% proficiency from 5th grade and were constantly thought of as uneducable by some members of my team. Many of the students were being mismanaged by other teachers and it was only in my classroom that they truly shined. Through my constant belief in their abilities and much pushing and prodding, they blew everyone way with their performance on that exam. Conversely, in literacy they only scored 56% proficient or advanced. Unfortunately, my colleagues in the literacy department did not share the same belief and resolve that I had and it showed on that exam and beyond.

Despite all of my experience as a teacher and more recently as a team leader, I believe that Columbia could help me hone my skills as an administrator and teach me more about how to manage adults as opposed to kids. My grade level meetings are typically strong but I would like to

learn more about how to lead teachers effectively. It is my hope that Columbia can help me achieve that.

Essay:
Why do you want to serve as a fellow in the Indianapolis Principal Fellowship and what impact do you seek to have as a principal in Indianapolis? (500 words)

School leadership has always been a personal goal of mine, ever since I became enamored with teaching as TFA corps member in 2006. I want to establish a school that combines the best of all of the different systems and practices that I have seen and experienced in my six years as an educator in two of the top charter school organizations in the country. Aspire Public Schools is known throughout California as being one of the top charter school organizations in the state; I helped them found their first middle school in Huntington Park—Centennial College Preparatory Academy (CCPA). North Star is widely recognized as one of the top charter school organizations in the world; we frequently receive visitors from not only all over the United States but also from Australia and the United Kingdom. It is also part of the Uncommon Schools, Inc. network, which has established itself as the gold standard in our nation. I would like to bring the vision that I have developed from my years of service in these two organizations to the students and teachers of Indianapolis. I have seen what it takes to produce high results with students of high needs and how to build a school culture that is centered on discipline and academics. I also know the caliber of person that is required to become an outstanding teacher—it is a profession that only a select few can truly become proficient at. Over the years, it has become quite clear to me what makes some teachers great and what prevents others from ever becoming so.

I see this fellowship as a tremendous opportunity to not only establish my school and evaluate my personal vision, but also to further my education through all that this fellowship has to offer. The idea of being able to serve as an assistant principal for one year sounds like an excellent way to learn how to be an effective administrator without having to deal with all of the rigors and challenges of being the full principal immediately in your first year. On top of that, Columbia Teachers College is one of the more respected graduate schools for education in the world and the Summer Principals Academy is highly appealing to a candidate like me. I am not interested in becoming a full-time student. I am far too invested in having a direct impact on students of high-need to be interested in something of that nature; it would seem too much like a step backward, as opposed to what this fellowship offers—a rapid and gigantic step forward.

In terms of impact, I would want my service as a principal in Indianapolis to be nothing less than extraordinary. I want to build a school that others would seek to replicate. I want to hire, train, and develop a staff of teachers that any principal, parent, and student would be proud to have. I want to change history in Indianapolis; nothing less will do.

Marlon R. Llewellyn

10739 Chenille Court • Indianapolis, Indiana • 46235 • (317) 445-8795 • marlonllewellyn@gmail.com

Highly skilled and student focused leader with a relentless desire and drive to impact urban students. Team player with a proven track record in fostering community and parent support, increasing student achievement, implementing a culture of discipline, standards for excellence, and trust.

LICENSE/CERTIFICATION

Indiana Building Level Administrator's License, Pending July 2012

EDUCATION

MARIAN UNIVERSITY, Indianapolis, IN
Academy for Teaching and Learning Leadership, Enrolled, GPA 4.0

INDIANA WESLEYAN UNIVERSITY, Marion, IN, GPA 3.5
Master of Business Administration, 2008

BALL STATE UNIVERSITY, Muncie, IN
B.S. Degree in Journalism/Advertising, 2000
Ball State University Football MAC Champion "96, 4 Year Letter winner

RINKER CENTER FOR INTERNATIONAL PROGRAM, London, England
London Center, 2000

LEADERSHIP EXPERIENCE

Fountain Square Academy *Charter School*
ASSISTANT PRINCIPAL *Grade 6-12* **August 2011-July 2012**

- Responsible for the safety, conduct, culture, climate and general welfare of students.
- Establish and reinforce consistent, targeted discipline goals for student population.
- Responsible for supervising daily middle school and high school after school enrichment/tutoring program.
- Assists the Principal in curriculum, program development, and evaluation.
- Built relationships with individuals and businesses in the community in order to acquire monetary donations to fund and support the school, set up student internships, create employment, and foster positive support.
- Robotics Lead Mentor/Head Coach, FSA ROBO Dog, FRC 4234, TOP 25 ranking in two separate regional's
- Worked collaboratively with Special Education and supplemental student support staff to address unique student academic and behavioral supports.
- Coordinated home visits and random attendance checks.
- Tracked and monitored discipline data to allow for consistent support of students with behavioral needs.

Summer Advantage USA, *Indianapolis Public School #42*
PROGRAM MANAGER *Grades K-8* **Summer 2011**

- Managed around 50 teaching and non-teaching staff as well as students from Kindergarten to 8th grade.
- Completed formal and informal evaluations throughout the summer to ensure high performance and accountability at all grade levels.
- Implemented pre- and post tests, all quizzes and support data collection for a 100% response rate
- Produced reports for regional director, parents, teachers, and Headquarters
- Using my dynamic professional experience, helped management have profitable budgeting without losing a safe and healthy school culture.
- Achieved a successful lead position through my logical and critical thinking, ability to solve the problem quickly and efficiently, excellent communication skills and management ability.

Julian D. Coleman Alternative Education Center *Indianapolis Public Schools #509*
BEHAVIOR SPECIALIST/DEAN *Grades 7-12* **2008-2011**

- Responsible for student discipline which included leading conferences with parents, students, team members, and district members.
- Reduced student discipline rate by 80% by implementing a student discipline program.

- Provided leadership, through the managing of the school's disciplinary referral process and School Safety Plan.
- Responsible for tracking student attendance and ensure students are present and in the best academic position.
- Ensured compliance with Alternative Option Placement procedures, suspension and expulsion policies.

Forest Manor Middle School *Indianapolis Public Schools*
ISS FACILITATOR *Grades 6-8*
2006-2008

- Encouraged, elicited, and maintained the kind of student behavior that facilitated both teaching and learning within the school.
- Worked with students, teachers, and parents to reduce the number of suspensions, expulsions, and exclusions of students.
- Implemented and upheld a positive behavioral culture within the school.
- Responsible for student discipline which included leading conferences with parents, students, team members, and district members.

Campbell's Soup Company, *Camden, NJ -Home office Indianapolis, IN*
BUSINESS MANAGER
2003-2005

- Represented company at headquarter accounts in order to achieved volume, promotion, and distribution goals.
- Achieved a 100% rating while achieving company's and key customers' objectives
- Cultivated relationships with key customer base in territory by identifying problems, uncovering new customer needs, and developing win-win solutions.
- 3-time winner of Campbell's You Make a Difference for my commitment to making sure all aspects of the business plan are met and

Infinity Middle School, *Associated Marine Institute/Chicago Public Schools*
LEAD TEACHER *Grades 6-8*
2001- 2003

- Responsible for supervising 5 teachers and helping to exceed quality standards by the implementation of Project Based Learning and Understanding by Design curriculum.
- Facilitate professional development activities and monitor professional development plans.
- Work with teachers to align curriculum to standards and to create and implement building benchmarks.
- Served on and facilitated School Improvement Plan and the State plan documentation and reporting.

CONTINUING PROFESSIONAL EDUCATION: Seminars/Workshops

Indiana Black Expo, Tech Center 'FIRST Robotics", July 2012
Pearson's Indiana Common Core Reading and Writing Symposium, July 2012
Indiana Literacy Liaisons, Read On Indiana!, July 2012
CORE Know It, Support It, Monitor It! Effective Reading Leadership, June 2012
Core Knowledge Foundation 2011 National Conference Orlando, FL November 2011
Differentiated Instruction Workshop, Indianapolis, IN 2011
Summer Advantage USA Summer Institute, 2011
Advance Learning Systems (ALS+) Training, Indianapolis, IN 2010
Character Education Josphenson Center, Indianapolis, IN July 2009, Certified Instructor
Indianapolis Public School "Alternative Education Programs" Professional Development Summer 2008 – Summer 2010
9 Strategies to Prevent Middle and High School Dropout, Indianapolis, IN April 2009

50,000 4:45 A.M Skill Set Called

Quincy L. Wallace

* Grew up in area

10357 W. Dunham Ct. 46229 – Indianapolis, IN. 46217 – (317)362-7595 - quincy.wallace@imagineschools.com

EDUCATION

Bachelor of Science in Physical Education, Health Ed. Minor
Indiana State University, Terre Haute, IN (2000-2005)
Master in Administration, Urban Principal Program
Indiana University Purdue University Indianapolis (May 2012)

* April 18th
* July 1, 2012
* May
* Loyal
* Forgive
Self-Management

SUMMARY OF QUALIFICATIONS

- Morally and spiritually obligated to enhance the surrounding community
- Established a positive rapport amongst colleagues and all other building staff
- High expectations for all stakeholders involved with student achievement
- Innovative thinker that solves issues in a timely manner
- Democratic approach to leadership that promotes shared decision making
- Strong organizational and communication skills, flexible, mission driven, and fully committed to the effort required to be an effective school leader
- Experienced in public speaking, facilitating meetings, data analysis, and structured planning to meet goals
- Visionary leader that is detailed and task oriented
- Knowledgeable about effective teaching practices and positive classroom environment
- Effective at developing partnerships with community organizations in the local area

PROFESSIONAL EXPERIENCE

Imagine Indiana Life Sciences Academy East, Indianapolis, IN. **August 2010 – present**

Dean of Students (Spring 2011 – current)

- Establish disciplinary policies and positive behavior support systems that meet the needs of each individual student
- Enforce and encourage behavioral expectations in a timely manner by communicating with students and parents/guardians when behavioral expectations have not been met
- Facilitate behavior plan meetings with teaching staff and parents/guardians that motivates the student to meet detailed behavioral goals
- Lead and apply the RTI Model for Behavior to the school context

Transportation Coordinator (Fall 2010 – current)

- Lead meetings with bus drivers and monitors to discuss issues that needed to be addressed
- Create and communicate behavioral expectations for students to understand and practice
- Provide timely enforcement to students who behave inappropriately on the bus
- Accommodate parents/guardians with various transportation needs
- Communicate via radio with bus drivers while they are transporting students to and from school
- Decreased a significant amount of parent/guardian complaints with the school transportation system

Athletic Director (Fall 2010 – Spring 2011)

- Attend conference meetings that involve my assistance in planning competition schedules and by laws
- Re-established a partnership with Mt. Carmel Church that yielded a hosting site for basketball competitions
- Interview and hire qualified coaches who are knowledgeable and possess the time commitment to coach effectively
- Plan award ceremonies for student-athletes who completed their participation in good academic standing

Physical Education Teacher (Fall 2010)

- Formed unit plans and created assessments for evidence of improvement and overall learning
- Instructed seven classes daily ranging from grades kindergarten through seventh grade
- Implemented a "Wellness Challenge" program for students that focused on healthy dieting and exercise
- Developed a partnership with the "Baseball Little League Regional Headquarters" that yielded field access for P.E. classes

Decatur Central High School, Indianapolis, IN. **August 2009 – May 2010**

Physical Education Teacher

- Prepared unit plans and created assessments to provide evidence of improvement and overall learning
- Taught six classes daily ranging from grades ninth through twelfth grade
- Participated in professional growth meeting on a weekly basis

Head Coach Girl's Track & Field

- Interviewed and hired a coaching staff that was knowledgeable and committed to the athletic program
- Organized practice schedules and progressive training plan that led to performance gains
- Stimulated revenue through fund raising and business donations
- Facilitated productive meetings with parents/guardians, coaching staff, and student-athletes

Decatur Intermediate Learning Center, Indianapolis, IN. **August 2005 – May 2009**

Physical Education Teacher

- Designed unit plans and created assessments to provide evidence of improvement and overall learning
- Taught six classes daily ranging from grades fourth through fifth grade
- Planned "Field Day" events annually that required structure, creativity, and effective communication with staff and parents/guardians
- Spearheaded a fundraiser known as "Hoops for Heart" that raised funds for the American Heart Association
- Assisted in administrative duties by addressing disciplinary referrals and filling in as the principal

Central Indiana Educational Service Center, Indianapolis, IN. **August 2005 - present**

Driving Instructor, CIESC

- Teach lessons from the selected curriculum and BMV handbook in a classroom environment
- Create driving schedules that are compatible for the students and parents/guardians
- Prepare a variety of driving routes and lesson plans to better equip student drivers with safe driving skills
- Establish a strong line of communication with parents/guardians through personal greetings, email, comment forms, and telephone calls
- Conduct a final assessment to advance student drivers to qualify for a probationary operator's license

ACCOMPLISHMENTS

- Former walk-on athlete that earned a full athletic football scholarship
- Verizon Scholar-Athlete Honor achieved by graduating with a 3.3 GPA
- Dean's List Achievement at Indiana State University and Indiana University Purdue University Indianapolis
- Raised over $2,000 annually for the American Heart Association (2005 – 2009)
- Coached state qualifiers in Girl's Track and Field as a Head Coach
- 1st Place "Wellness Challenge" school recipient (November 2010)
- Significantly decreased the amount of ODR by 40% in the Fall of 2011

Jessica Joalynn Johnson

1001 N. Tillotson Ave. Apt. 3 * Muncie, IN. 47304 * (765) 212-9052 * jjjohnson5@bsu.edu

May 1, 2012

Dear Sir or Madam,

It is with great enthusiasm that I submit my resume in consideration for a position as a Guidance Counselor with your school system. Last year, I completed my Masters of Arts in Counseling and obtained my Indiana School Counseling License (K-12). I believe that my compassion and dedication to improving the life and educational experiences of students, combined with my abilities would make me a good addition to your staff.

One way that I am an effective counselor is by being open and honest with my students, and challenging them to always do their best, and to strive for excellence. I believe that hard work pays off, and try to help my students understand this as well. I research and implement programs and initiatives that will prove effective for students, while catering to their specific needs. I also believe in collaboration within a school to create a positive and supportive school climate. My overall goal is to create a counseling center that is utilized by students to achieve excellence in academic, career, and personal/social development, which are consistent with the standards of the American School Counseling Association.

I have enclosed a copy of my resume, which highlights my education, school counseling experiences, and prior work experiences. I have worked with students ranging from Kindergarten to high school, and worked with youth in various settings including school and a residential treatment facility. I had the opportunity last summer to travel abroad to St. Lucia, in the Caribbean, and work with students in secondary school. This experience furthered my understanding of multiculturalism and the need to know each student has individual needs. I believe that my variety of experiences has helped me to grow as both a person and a professional.

I would enjoy the opportunity to meet with you personally to discuss how my diverse group of skills and experiences will enable me to make a valuable contribution to your staff and school. Please feel free to also contact my references and myself if you have any questions. Thank you so much for your time and consideration.

Sincerely,

Jessica J. Johnson

Jessica Joalynn Johnson

1001 N. Tillotson Ave. Apt. 3
Muncie, IN 47304
(765) 212-9052
jjjohnson5@bsu.edu

Objective

To obtain a job as a guidance counselor

Education

Ball State University
Muncie, IN 47306
Degree earned: Master of Arts
Graduation Date: May 2011
Major: Counseling Psychology, School Track
G.P.A. on a 4.0 scale: 3.85 overall
School Counseling, PreK-12th grade license obtained May 2011

Ball State University
Muncie, IN 47306
Degree earned: Bachelor of Science
Major: Psychology
Graduation date: May 2007
G.P.A on a 4.0 scale: 3.0 overall
-Dean's List Fall 2005, Spring 2007

Muncie Southside High School
Muncie, IN 47302
Degree Earned: Academic Honors Diploma

School Counseling Experience

Burris Laboratory School- *Muncie, IN,* Internship, August 2010-May 2011

- Meet regularly with students for individual counseling
- Work with students that have an IEP
- Maintain communication with other staff and parents
- Run group counseling
- Conduct psycho-educational presentations
- Additional school counseling duties to students in grades Kindergarten through 12th grade

George Charles and Marigot Secondary School- *St. Lucia,* Advanced Practicum, May 2010

- Worked with secondary students in group settings
- Conducted individual counseling
- Taught conflict resolution skills
- Implemented a dating violence awareness program called Choose Respect

Longfellow Elementary School- *Muncie, IN* Practicum and Pre-Practicum, August 2009- May 2010

- Met with students for individual counseling
- Conducted classroom guidance presentations

Work Experience

Behavioral Clinician, June 2008-July 2009
Meridian Services (Family Centered Services) Muncie, IN

- Worked with families involved with Child Protective Services towards reunification
- Taught parenting classes and worked on fine tuning parenting skills in the home
- Behavior modification with parents and children
- Supervised visitations
- Court reports and documentation of all progress made or lack of progress made
- Treatment team planning with other service providers

Direct Care Staff, January 2007- June 2008
Youth Opportunity Center, Treatment for Adolescents in Secure Care Unit (TASC), Muncie, IN

- Worked directly with troubled youth in a residential setting
- Worked with counselors to create and implement treatment plans for the residents
- Taught effective coping skills
- Provided supervision for the residents
- Role model/mentored
- Taught efficient social/life skills
- Reported progress made through written and oral reporting

Other Experience and Qualifications

- Implemented the GLSEN No Name Calling Week initiative at Burris Laboratory School. This program looks to raise awareness of bullying in school and start a dialogue among everyone in the school community about the topic.
- Implemented Stress Less Week at Burris Laboratory School. This week focused on helping both students and faculty to identify ways to alleviate stress in everyday life, as well as ways to cope with stress in a healthy way.
- I was involved with Choose Respect through Ball State University. Choose Respect is a program for middle school age children focusing of forming healthy relationships and preventing dating violence.
- I am Red Cross Certified in Psychological First Aid
- I was selected by my department as student representative to meet with both the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and National Council for Accreditation of Teacher Education (NCATE)

References

Julie Maugherman
Guidance Counselor, Director of Guidance, Burris Laboratory School
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(765) 285-2341
jmaugher@bsu.edu

Ms. Lisa Berry
Assistant Principal, Burris Laboratory School
2201 W. University Ave.
Muncie, IN 47306
(765) 285-1131
lmberry@bsu.edu

Dr. Charlene Alexander
Associate Professor, Director of the School Counseling Program, Ball State University
2000 W. University Ave.
Muncie, IN 47306
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Ashley Flannery
Guidance Counselor, High Abilities Coordinator, Burris Laboratory School
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(765) 285-2341
aeflannery@bsu.edu

Eric Kuehl

1110 Grove St, 6E
Downers Grove, IL 60515
eric.kuehl@gmail.com 630.440.2492

Objective To teach in a middle school math classroom in Indianapolis

Education

2005-2009 **MOODY BIBLE INSTITUTE** **CHICAGO, IL**
Theology, Magna Cum Laude, May 2009
GPA: 3.8
Awards: Deans List seven of eight semesters
Activities: Assisted Professor by developing original material and teaching it to one of his classes in 2008; Ultimate Frisbee Club founder and captain; Chicago Cru student leader

Experience

Summer 2011 **TEACH FOR AMERICA (TFA)** **PHOENIX, ARIZONA**
Teacher. Selected from of a projected pool of 47,000 applicants to join national teacher corps of outstanding college graduates and professionals who commit two years to teach in low-income public schools. Participate in intensive training program to develop the skills and knowledge needed to achieve significant gains in student achievement. Teach in a summer school program for students in Phoenix area public schools, under the supervision of a faculty of experienced teachers. Engage in a full schedule of professional development activities, including seminars, discussion groups, workshops, individual and group reflections, readings, and 'learning teams' specific to teaching license area.

2009-Present **CAMPUS LIFE** **DOWNERS GROVE, IL**
Director. Create and coordinate weekly & monthly programs for over 100 high-school students based on research surrounding the interests & needs of current teenagers. Increased weekly attendance of students by 50% over first year. Lead a team of 25 adults who provide a safe place for teenagers to discuss relevant issues in small groups with a goal of creating opportunities for holistic growth. Added ten adult leaders to the team within the last two years. Coordinate a wide range of fund-raising events to meet Campus Life's annual budget of $150k, which include upwards to 1,000 people. Launched a second program for junior high students through community development, partnering with the local middle school and training a new junior high program director. Cultivate relationships and partnerships with local business owners, school administrators, teachers, parents, and pastors to support Campus Life programs and ensure growth.

2007-2009 **MOODY BIBLE INSTITUTE** **CHICAGO, IL**
Residential Assistant. Mediated as a peer counselor contributing to the emotional and educational development of students in the dorms. Organized the arrival and departure of students each school year. Led a team of six college students that met weekly to plan floor events, develop leadership, and look after the other students' well-being. Invested in four students on my floor who became Residential Assistants the following year.

Community

2009-Present **SCHOOL DISTRICT 99** **DOWNERS GROVE, IL**
Snowball Adult Leader. Led groups of about eight high-school students in small group discussions on school-sponsored retreats, with the goal of developing student leaders and empowering youth to lead drug-free and responsible lives.

2009-2011 **DGN BOYS CROSS-COUNTRY** **DOWNERS GROVE, IL**
Volunteer Coach. Helped organize and lead a team of 75 high-school boys that competed in over a dozen meets. Oversaw a group of twenty runners during practices. Team placed 18th at the State Finals in 2010.

5-2006 **CIRCLE ROCK PREPATORY SCHOOL** **CHICAGO, IL**
Tutor. Assisted 4th grade class of twenty at-risk students with their homework through an after-school program

Personal Avid Runner (Chicago marathon twice); Enjoy studying philosophy & political discourse.

Donavan S. White

6617 Eagles Perch Drive, Indianapolis, IN 46214
(317) 985-9969
dswhite12@wabash.edu

Algebra 3
Math

PROFILE

An ambitious, extremely self-motivated student athlete who possesses a robust work ethic, superlative organizational and time management skills. Enjoys working with others in a leadership or follower role. Looking for opportunities to teach.

EDUCATION

B.A. Political Science GPA: 3.61/4.00
Minors: Economics and History May 2012
Wabash College, Crawfordsville, IN
Dean's List: Five consecutive semesters starting Spring 2009-2011

EXPERIENCE

Teacher, Teach For America (TFA), Indianapolis, Indiana Spring 2012

- Selected from a projected pool of 47,000 applicants to join national corps of teachers who commit two years to teach in low-income public schools.
- Participate in intensive training program to develop the skills and knowledge needed to achieve significant gains in student achievement.
- Teach in a summer school program for students in Indianapolis public schools, under the supervision of a faculty of experienced teachers.
- Engage in a full schedule of professional development, including: seminars, workshops, individual and group reflections, readings, and 'learning teams' specific to teaching license area.

Leader, Wabash Peer Mentoring Program Fall 2011- Spring 2012

- Coordinated monthly group meetings of 25 to 30 people.
- Advised and aided four freshmen in class scheduling, course work, and campus resources
- Planned off-campus activities for mentors and mentees

Counselor

Brahm's Running Camp, Santa Clause, Indiana Summers 2009-2011

- Led runs consisting of 10+ high school runners and was responsible for overall safety of each camper
- Team leader for camp games and team building activities; taught cooperation and the value of team success
- Maintained a strict schedule for a group of 8 campers and demonstrated effective time management skills

Instructor

The Way Out, Indianapolis, Indiana Seasonal 2004-Present

- Earned black belt in Isshinryu Karate at age 13
- Teach a wide range of classes from beginners to advance students on a seasonal basis to groups of 15 students

PROFESSIONAL DEVELOPMENT

Athletics:

Captain, Wabash Cross Country

- **Academic All-American**, selected as a junior, met criteria of being an All-Region runner and having a minimum of a 3.33 GPA
- **All-Region Runner**, top 35 finishers of the regional race consisting of 36 teams from Indiana, Michigan, and Ohio.
- **Two-Time All-Conference Runner**, finished in the top 15 at the NCAC conference race
- **Most Dedicated Runner Recipient**, 2009 & 2010& 2011, "Birk Badge of Honor", voted by team members as the most dedicated to the team and program

Captain, Wabash Track and Field

- **3-All-Conference**, Indoor Track 2010 & 2012, Outdoor Track 2012 relay team finished in the top three of the NCAC distant medley relay, individually placed in the top three of the Mile and 1500 meter races
- **NCAC Distance Runner of the Week**, acknowledgement by ten conference coaches given out weekly for an outstanding performance during competition

Involvement:

Scholarship Chair, Beta Theta Pi Fraternity,

- Developed and drafted chapter's proposal for the Men of Principle scholarship
- Managed and strategically coordinated study tables placing individuals in teams of five where they will be effective
- Track and maintained records of 70 members' academic progress and ensuring that they are working towards graduation
- Provide information on academic services and serve as a resource for academic information

MICHELLE M. LEE

(973) 998-1718 | mmlee@andrew.cmu.edu

Current Address: 1077 Morewood Avenue · Pittsburgh, PA 15213
Permanent Address: 369 Walnut Street · Livingston, NJ 07039

OBJECTIVE Math: To teach in a secondary math classroom in Indianapolis, Indiana

EDUCATION

Carnegie Mellon University, Tepper School of Business — Pittsburgh, PA
Bachelor of Science in Business Administration — Aug 08 - May 12
Concentration in Marketing, Minor in Psychology
GPA: 3.81 / 4.0, Dean's List: Spring 2009 through Fall 2011

Math
Algebra 1 +

EXPERIENCE

Corp Member, Teach for America — Indianapolis, IN, April 12 - Present
- Selected from projected pool of 47,000 applicants to join national corps of teachers who commit two years to teach in low-income public schools
- Participate in intensive training program to develop skills and knowledge needed to achieve significant gains in student achievement
- Teach in summer school program under supervision of experienced teachers
- Engage in full schedule of profession development including seminars, workshops, individual/group reflections, readings, 'learning teams' specific to license area

Marketing Intern, Montefiore Medical Center — Bronx, NY, June 11 - Aug 11
- Conceptualized and executed first marketing dashboard still currently in use for several high profile departments to showcase campaign accountability
- Budgeted $1 million for media buys, trade shows, and journal placements for 2012
- Guided marketing materials such as pamphlets, invitations, medical journal stories from planning phase to final product
- Helped coordinate creative and logistic planning of transplant cover story photoshoot for trade journal

Chapter President of Gamma Theta Chapter, Kappa Alpha Theta — Pittsburgh, PA, Dec 10 - Jan 12
- Managed risk for over 90 members in all chapter programming such as meetings and socials as well as community activities such as philanthropic events
- Motivated members to aim for excellence in scholarship with study sessions and mentor program and awarded highest Greek chapter GPA with 3.55
- Improved chapter image with public relations focus that included pairing with various organizations for service events and requiring attendance at presentations

Vice President of Programming, Carnegie Mellon Business Association — Pittsburgh, PA, Apr 10 - May 12
- Supervised 16 project leaders in implementation of 4 annual events
- Served as Tepper Ball Co-Chair to coordinate social event with limited budget for 150 undergraduate students and held sold out event
- Elected as Freshman Etiquette Dinner Chair and improved class attendance from 90% previous year to 97%
- Chaired Business Fashion Show to educate proper dress for various business occasions and increased attendance from previous year by over 10%

Social Psychology Teaching Assistant, Carnegie Mellon Psychology Department — Pittsburgh, PA, Jan 10 - May 12
- Authored homework to test student's understanding of subject matter
- Assessed comprehension by grading homework, tests, and papers
- Assisted struggling students by holding 2+ office hours per week for one-on-one interactions to foster comprehension
- Organized test review materials and session to facilitate studying aids

COMMUNITY

Site Leader, 1000plus — Pittsburgh, PA, Jan 12 - Mar 12
- Coordinated service event with director of local women's rehabilitation center to entertain children living on site
- Guided volunteers to have meaningful experience by debriefing after event
- Completed filling all 15 spots for event and had 86% retention rate

Co-Chair, Halloween on the Quad — Pittsburgh, PA, Aug 11 - Oct 11
- Organized safe trick-or-treating for 100+ lower-income neighborhoods kids
- Corresponded with Greek organizations to approve house activities for children and purchase supplies

PERSONAL

Board Member, Academic Review Board and University Disciplinary Council — Aug 11 - May 12
Public Relations Chair, Rho Lambda Honor Society — Apr 11 - May 12

Donavan S. White

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- Provide information on academic services and serve as a resource for academic information

Brett S. Gayer

127 San Juan Road
Carpentersville, IL 60110
tuner440@yahoo.com
224-535-1706

Objective	**My objective is to be your choice for Reading Specialist.**
Administrative Experience	**I am currently principal of a 5th through 8th grade building at Cambridge Lakes Charter School in Pingree Grove, IL near Chicago, IL. This is my second year here as principal. (More information is available.)**
	▪ **Dongola Unit School District #66 Dongola, IL 2006-2010** ▪ Superintendent ▪ handled all school discipline and restored order to the school – full time job! ▪ organized professional development plan for improving math scores ▪ in charge of building committee ▪ wrote school improvement plan ▪ completed all required state reports ▪ received $85,000 SIP grant – 1 of 23 schools in IL – competitive- ▪ $123,369 homeless student grant –competitive-
	▪ **Montmorency C.C.S.D. #145 Rock Falls, IL 2003-2006** ▪ Superintendent and Principal ▪ successfully negotiated two contracts with the teacher's association. ▪ several major and minor building construction projects – 10 year health- life safety report. ▪ negotiated several intergovernmental agreements between our district and the township or other districts. ▪ compiled a district safety plan and developed a safety program and updated risk management plan. ▪ helped redesign the schedule to better accommodate the band program and create a study hall for all grades. ▪ began the process of updating technology, installing voicemail to the existing phone system and replacing old computers in classrooms and labs. ▪ purchased 2 laptops, an ELMO, & two multi-media projectors for use in the district. ▪ updated the school improvement plan using teachers as stakeholders. ▪ purchased and spearheaded library automation system (Follett).

- purchased and implemented new SDS student management and payroll software to replace a failing STI system.
- balanced a deficit budget – RIF, Tort Fund, Working Cash Bonds.
- completed the process for a health/life safety deep well drilling project to provide a better water supply for the district as well as several HLS emergency amendments.
- received IL Clean Energy grant for $9,000.00 to replace lighting in classrooms.
- completed asbestos tile removal, and renovation of restrooms in north wing.
- worked closely with the special education cooperative to design wrap-around plans for special needs students to help them succeed in our district.

- **Effingham Junior High School** **Effingham, IL** **2001-2003**
- Junior High School Principal
- helped re-design the 6th grade program to promote smoother transition to jr. high.
- redesigned the student and teacher handbooks and created a substitute handbook.
- spearheaded the changing of the master schedule to allow for more instructional time.
- designed a new teacher mentoring program and improved it during my second year at EJHS.
- designed a substitute teacher orientation program.
- connected the school improvement plan to internal review for the school improvement cycle.
- implemented a special education inclusion program.
- improved the educational environment with an automatic screen in the auditorium
- a T.V. replacement program (replaced old Channel 1 T.V.'s), and increased the number of computer workstations in each classroom.
- evaluated personnel and made recommendations for hiring and dismissal of staff.
- finished my Specialist's Degree studies (Oct. 2002)

- **Martinsville Jr./Sr. High School** **Martinsville, IL** **2000-2001**
- Jr./Sr. High School Principal/Athletic Director
- prepared the school improvement plan.
- redesigned the student handbook.
- handled student discipline problems and parent concerns.
- was custodian of records and transcripts.

- directed standardized testing programs.
- was **Athletic Director** and scheduled athletic contests and officials for all school sports.
- evaluated personnel and made recommendations for hiring and dismissal of staff.
- improved upon general administrative practices and began my Specialist's Degree studies at Eastern Illinois University in Charleston.

Teaching Experience

Sullivan High School **Sullivan, IL** **1994–2000**

- Teaching Freshman English/Tech Coordinator/Girl's Basketball
- prepared students to meet/exceed IL standards in reading and writing.
- had nearly 100 student poetry pieces published per year.
- used the latest technology such as Internet, computers, and other media.
- was involved in the Service Learning program for two years.
- taught several Community Education courses on Internet and Computers.

Carterville High School **Carterville, IL** **1992-1994**

Rochester Jr. High School **Rochester, IL** **1990-1992**

Roma Jr. High School **Roma, TX** **1989-1990**

Educational Preparation

- **Northern Illinois University** **DeKalb, IL** **2003-2006**
- Completed seat work toward my doctorate in ed. Admin.
- **University of Illinois** **Urbana-Champaign, IL** **2003-2003**
- I completed a semester toward my doctorate in educational administration.
- **Eastern Illinois University** **Charleston, IL** **2000-2002**
- Completed a Specialist's Degree with Superintendent's Endorsement.
- **Eastern Illinois University** **Charleston, IL** **1998-2000**
- Completed a Masters of Science in Ed. Admin.
- **Southern Illinois University** **Carbondale, IL** **1992-1994**
- Finished 32 Master's hours in Higher Ed. and Com. Col. Teaching.
- **Southern Illinois University** **Carbondale, IL** **1984-1987**
- Completed Bachelor of Science, Lang. Arts and minor in vocal music in 1987.

Certifications

IL	**Language Arts Teaching.....Type 09.....1987**
IL	**General Administrative.....Type 75.....2000**
IL	**Superintendent's Endorsement.....Type 75.....2002**

Hobbies /Interests	**I sing and play guitar and enjoy performing musical acts for local events and my students. For the past two years I have built and finished several electric guitars and basses. I am skilled in HTML code writing and have designed several web pages for the Internet. I enjoy public speaking and presenting in front of large groups. I also enjoy the outdoors and like to hunt and fish when I get the opportunity.**
Administrative /Committee Activities	Serve on the Bi-County Special Ed. Board of Directors 2003-Present Implemented proper records destruction process 2005 Prepared district calendar 2004 Updated All Employee Job Descriptions 2004 Created Uniform List of Custodial Duties 2004 Prepared the district budget 2003-Present Prepared the district tax levy 2003-Present Prepared and amended district grants 2003-Present Prepared board meeting agendas 2003-Present Updated district policy manual 2003 School Improvement Plan 2000-Present Internal Review Plan 2000-Present Positive Behavior Interventions and Supports – PBIS 2000-2001 P.R.I.D.E. Committee – Character Education 2000-2001 Textbook Adoption Committees 2001-Present New Teacher Orientation 2001-Present Monthly Curriculum Committee Meetings 2001-Present Redesign of the Master Schedule 2001-2002 Crisis Team 2001-Present Student Handbook Committee 2000-Present Faculty Social Committee 2002 Faculty T-Shirt Committee 2002 Summer School Matrix Committee 2001-Present Technology Committee 2000-Present Desk and Chair Replacement Committee 2001-Present Personnel Search Team (Hiring) 2000-Present Teacher and Support Staff Evaluation 2000-Present Release of Non-Tenured Staff 2000-Present Illinois Task Force on ISAT 2001 Regional Task Force on Teacher Induction 2001 New Leader's Assistance Service 2002 Substitute Teacher Orientation Program 2002 Initiated Bus Driver Training on Student Discipline 2002 Regional Networking of School Resource Officers 2002 Competitive Grant Writing 1995-Present 6-12 Standardization of Permanent Record Storage 2002
Honors /Awards	• Special Special Educator Award, Eastern Illinois Area of Special Education. 1999 • Awarded several thousand dollars over the years for various competitive grants including Service Learning, Goals 2000, Safe to Learn, Urban Education, School Improvement, Homeless 1994-Present

	Students, and Illinois Clean Energy Foundation. • Awarded a merit scholarship from EIU faculty for being one of the most promising students in the Educational Administration program.	2001-2002
	References	

Pingree Grove, IL	**Dr. Kathi Poole**	**630-461-8099**	**Head of School**	**Cambridge Lakes Charter School**
Pingree Grove, IL	**Dr. Ed. Poole**	**630-461-8099**	**Teaching and Learning**	**Cambridge Lakes Charter S.**
Murphysboro, IL	**C.W. "Chuck" Hamilton**	**618-684-2109**	**Tri-County Sp. Ed. Dir.**	**Jackson, Perry & Union Co.**
Sterling, IL	**Mr. Drew Hoffman**	**815-622-0858**	**Bi-Co Spec. Ed. Dir.**	**Whiteside/Carroll**
Goreville, IL	**Dr. Steve Webb**	**618-995-9831**	**Superintendent**	**Goreville CUSD #1**
Chatham, IL	**Dr. Richard Voltz**	**217-483-2416**	**Superintendent (retired)**	**Chatham UD #5**

Patricia A. Zupan

1063 Pomander Place ● Indianapolis, IN 46208 ● c. 317-345-7681 ● p.zupan2@gmail.com

Seeking English/Language Arts Teaching Position in grades 6-12

I am a hard-working, self-motivated and enthusiastic individual who is seeking to secure a full-time teaching position with a school district that is innovative and supports student and teacher success. I am committed to providing a meaningful and challenging education for all students through enriched and culturally relevant lessons.

Experience in:

Student-Centered Learning
Differentiated Instruction
Formative and Summative Assessment
Multicultural Awareness
Project Based Learning
Integrated Units

Co-chair

Education

Uncovering Writing Prompt
-Sammy

Indiana University - Indianapolis, School of Education

- Bachelor of Science in Education – Expected Date of May 2012
- School of Education Dean's List – Spring/Fall 2011; Fall 2010
- IUPUI Top 100 Nominee 2012

Arsenal Technical High School – June 1999

- Academic Honors Diploma

Student Teaching/Internships

Warren Central High School, March 2012 - present, 11th grade ELA, Advanced Composition

- *Student Teacher*-assumed management of all classroom duties including: direct instruction; student assessment; staff meetings. Collaborate with cooperating teacher to develop curriculum and lesson plans; basic administrative duties

Southport Middle School, January 2012 - March 2012, 7th grade ELA

- *Student Teacher*-assumed responsibility of all classroom duties including: direct instruction; student assessment; parent communication; professional development meetings. Collaborate with cooperating teacher to design interactive and engaging lessons; basic administrative duties such as recording attendance and classroom blog

Lawrence Central High School, October 2011 - November 2011, 10th grade Core ELA, 9 Honors-*Intern*

Shortridge Middle School, February 2011 – April 2011, 7th grade ELA-*Intern*

George Washington Community High School, September 2010 – December 2010, 10th & 12th grade ELA-*Intern*

Professional Experience

Coldwater Creek, November 2005 - January 2010

- *Visual Lead*-responsible for the planning and execution of floor changes and window displays; managerial duties such as opening and closing the store, managing a staff of up to five people, analysis of daily business; employee training; communicating with district manager and visual manager; customer service; assist with the opening of new stores

The Picture People, October 2004 - November 2005

- *Senior Assistant Manager*-responsible for opening and closing the store; staff management; employee training; customer service; communicating with store manager and district manager

Wet Seal, October 2003 - November 2005

- *Co-Manager*-responsible for opening and closing the store; staff management; scheduling; analysis of daily and weekly business; customer service; employee training

Cory D. Graham

6735 Glenn Meade Dr.
Indianapolis, IN. 46241
(317) 657-4094

OBJECTIVE

To coordinate and administer proactive solutions for scholars by becoming the Dean of Students, ultimately allowing me to gain additional experience and further develop a foundation of knowledge in education.

EDUCATION

Bachelor of Science in Elementary and Special Education, December 2009
Indiana State University, Terre Haute, IN; Indiana University-Bloomington (6 Graduate hours)
Master of Science in Education Leadership, December 2012
University of Indianapolis, Indianapolis, IN.
Cumulative G.P.A : 4.0

EMPLOYMENT SKILLS

- Expert in modeling the way while encouraging and motivating scholars and staff to evolve.
- Ability to develop and maintain a school discipline plan for multiple scholars and individualized behavior plans.
- Capability to ensure a safe and orderly environment conducive for learning.
- Experienced in directing, coordinating, and counseling plans for educational support.
- Aptitude to make independent judgments while maintaining professionalism.
- Capacity to actively participate in professional development while serving as a resource to staff.

WORK EXPERIENCE

Homebound Teacher October 2010-Present
Warren Township, Indianapolis, IN.

- Foster the holistic approach developing positive relationships with family while nurturing relationship with student while maintaining professionalism.
- Ensure IEP goals (academic, behavior, social, and emotional) are being met by student(s).
- Successfully transition student(s) back to home school after completion of goals during Homebound Instruction.

Intensive Mental Health Teacher March 2010- Present
Warren Township, Indianapolis, IN.

- Create and develop a curriculum and behavior management system for a new program.
- Ensure proper modifications and accommodations designated for Individualized Educational Plans were implemented for each student grades 9-12.
- Consistently maintain good instruction while all mandated rules and regulations were being followed.

Applied Behavior Analysis Therapist June-August 2010
Meaningful Day Services, Brownsburg, IN.

- Work 1:1 with an Autism Student on appropriate social skills in the learning environment and in the community

- Assist with academics and physically train at the local YMCA
- Model socially accepted behavior while having meaningful days.

Student Teacher October-December 2009
St. Theresa, Kenya, East Africa
- Assist Swahili speaking students with English while overseeing classroom management.
- Co-teach core subjects with a Kenyan host teacher.
- Adapt and modify lessons for American subjects for Kenyan students.

Student Teacher September-October 2009
Broad Ripple High School, Indianapolis, IN.
- Developed and taught lessons for various subjects modified for multiple learners.
- Implemented an effective reinforcement system for proper mannerisms and behavior.
- Displayed proper classroom and behavior management with effective instruction.

Student Teacher August-September 2009
Brandes Elementary IPS #65
- Enhanced student's content knowledge through various teaching strategies.
- Developed creative lessons for direct instruction, guided practice and mastery learning.
- Assessed students' knowledge of content according Indiana Academic Standards.

Mentor July 2009
Student African American Brotherhood (S.A.A.B.)
- Advised incoming African American male freshman about college life
- Instilled the importance of education and the value of knowledge.
- Monitored the evolution of incoming freshman while living on campus.

Life Skills Advocate May- July 2009
Upward Bound- Indiana State University
- Monitored adolescents five days a week while living on college campus.
- Mentored to college bound students.
- Chaperone educational field trips.

Mentor August 2008- May 2009
Academic Opportunity Program- Indiana State University
- Assisted incoming college freshmen with the transition from high school to college.
- Ensured student's assignments are thorough and complete punctually.
- Developed a big brother relationship with over 20+ college freshmen.

Substitute Teacher May- June 2008
Vigo County School Corporation-Terre Haute, IN
- Implemented teacher's lesson plans.
- Managed classroom behavior and functioning.
- Assisted with student's comprehension of core content.

Megan E. Harrell
5722 Castle Hill Drive Apartment 626 Indianapolis, Indiana 46250
E-mail address: meganblaising@yahoo.com
Cell phone: (317) 408-0046

Objective

My goal is to make a significant contribution to our education system. I want to aid in the process of enriching and enhancing Indianapolis communities through educational means. Our education system has been experiencing a rapid decline for many years. This is occurring for myriad reasons. I am dedicated to ensuring teacher effectiveness and accountability. It is time to restore our schools, and I am ready to assist in any capacity needed. I have a thorough understanding of research and data analysis. I am organized and can handle large volumes of work. I have also acquired case-management, leadership/managing, and crisis intervention experience.

Education

DePaul University, Chicago, IL — June 2004 - September 2005

IU School of Social Work, Indianapolis, IN — January 2006 - May 2011
Major: Social Work
Minor: Psychology

Skills/Competencies

Effective Oral and Written Communication
Creative Problem Solver and Independent Thinker
Solid Critical Thinking and Analytical Skills
Organized and Efficient
Capable of Meeting Tight Deadlines
Intermediate Knowledge of Spanish
Microsoft Office Suite and People Soft

Honors/Awards

William M. Plater Civic Engagement Medallion Award

Fourteen Indiana University-Purdue University Indianapolis students were selected for this award. These students have demonstrated exemplary commitment to their communities, exhibited personal and academic growth, high levels of integrity and significant community impact as a result of their dedication to avid civic engagement.

Work History

Governor Daniels' Office

- Staff Assistant (September 2005- January 2011)
    - Assisted with internal office projects
        - INshape Indiana
        - Award distribution
    - Managed constituent services
        - Spoke with constituents to determine best course of action for their concern
    - Managed the front desk
        - Answered phones
        - Greeted guests
        - Logged and distributed mail
    - Assisted with media projects
        - Filed articles in archives
        - Transcribed the Governor's speeches and interviews
    - Worked in scheduling
        - Responsible for declining invitations
        - Logged all invitations
    - Worked in policy and legislation
        - Logged pieces of legislation into archives

Practicum History

Indianapolis Metropolitan High School (junior field placement)

- Intern for Redirection Center (January 2010-June 2010)
    - Crisis Intervention
        - Primarily assisted students experiencing behavioral challenges on school grounds.
        - Conflict Resolution
        - Behavioral modification
    - Participated in care plan meetings
    - Worked with families
        - Mediated family meetings
    - Co-direct a support group for junior girls
        - This group focused on building and maintaining healthy relationships

Transitional Assistance Services (senior field placement)

- Intern for TAS (August 2010-December 2010)
    - Provided home-based case management services
        - Provided counseling to clients experiencing substance abuse/dependency issues
        - Assisted clients in the naturalization process

Volunteer Experience

Christamore House

- Co-director of Teen Opportunity Program 2006-2007
    - Assisted by designing of programs and events that would enrich our youth and families lives
    - Helped to organize college visits/tours

Oaks Academy

- Tutor 2002-2004
- Teacher Assistant to after-school Spanish program 2003-2004
- Administrative Assistant 2002-2003
- Mentor 2000-present

Dayspring Center

- Child care 2006-2008
- Kitchen assistance 2007-2008
- Donations 2007-2008

IMPD Homicide Unit

- Ride-along with Detectives 2009- 2010

Peace in the Streets

- Events Coordinator 2008-2009
    - Responsible for coordinating awareness events and forming alliances with community leaders.

Campaign Experiences:

- Governor Mitch Daniels
- City County Councilman at Large Aaron Williams

References

Cheri Daniels: First Lady of the State of Indiana

Phone: 317-931-3076

Email: jaud@gov.in.gov

Marcus Robinson: Chancellor and CEO of the Charles A. Tindley Accelerated School

Phone: 317-557-8677

Email: robinson@tindleyschool.org

Andrew Hart: Principal of the Oaks Academy

Phone: 317-931-3043

Email: ahart@theoaksacademy.org

Hank Johnson: Student Specialist at the Indianapolis Metropolitan High School

Phone: 317-414-7336

Email: hank.johnson@indianapolismet.org

Viveca Carter
7223 Ponderosa Pines Place Indianapolis, IN 46239
317-902-3968 (C) or 317-862-8186 (H)
vzcarter@sbcglobal.net

Objective

Seeking a secondary school administrative position in a culturally diverse and academically challenging setting

Education

Auburn University Auburn, Alabama	BS in Secondary Education (Language Arts) 1983 Delta Sigma Theta Sorority (chapter vice president)
Purdue University Calumet Hammond, Indiana	MS in Secondary Education (Curriculum & Instruction) 1996, NWI Writing Project; NEH Institute (Ethnic Women Writers)
Indiana State University Terre Haute, Indiana	Secondary Principal's License (Ed. Leadership & Admin.) 2002, Phi Delta Kappa; now pursuing EDS in Curriculum & Instruction

Experience

Indianapolis Public Schools 120 East Walnut St. Indianapolis, Indiana 46204	*Arlington Community High School* July, 2011 – Present *Emma Donnan Middle School* July, 2008 – June, 2011 *John Marshall Middle School* July, 2007 – July, 2008 Director of Curriculum & Instruction, Principal (AYP 2010), and Assistant Principal
Portage Township Schools 6240 U.S. Highway 6 Portage, Indiana 46368	*Portage High School, West* July, 2003 – June, 2007 Assistant Principal, Freshman Academy, SIP, At Risk, Professional Development, Freshman Orientation
Merrillville Community School Corporation 6701 Delaware St. Merrillville, Indiana 46410	*Merrillville High School* Aug., 1995 – June, 2003 Administrative substitute, SIP Co-chair, English Dept. Chair, NWI Writing Project, Freshman Academy, Language Arts 6 - 12
Gary Community School Corporation 620 East 10th Place Gary, Indiana 46402	*William A. Wirt High School* Sept., 1989 – June, 1995 School Ambassador, National Endowment for the Humanities Fellow, Gary Teachers Union Trustee, Language Arts 9 – 12
River Forrest Community School Corporation 3334 Michigan St. Hobart, Indiana 46342	*Substitute Teacher* Sept., 1988 – June, 1989 Kindergarten - 12
Auburn City Schools P.O. Box 2208 Auburn, Alabama 36849	*Auburn Junior High School* Sept., 1983 – June, 1988 Accreditation Team, Alpha Delta Kappa, Samford University Beeson Fellow, State Teacher Internship Task Force, Language Arts 7 – 8

Professional Development

8-Step Process, Baldrige Criteria for Performance Excellence, Diversity, Gap Analysis, ETS SAT Scorer, Advanced Ed. Peer Review Team/Chairperson, Mentor Training, Grant Writing, Walk-Throughs, IASP, Educational Services Institute for Entrepreneurial Principals, Title IX & CPS Compliance, 6+1 Writing Traits, Culturally Responsive Instruction, Textbook Adoption, Writing Rubrics, FEMA Safety Training, Title I.

References

References available upon request.

Viveca Carter
7223 Ponderosa Pines Place Indianapolis, IN 46239
317-902-3968 (C) or 317-862-8186 (H)
vzcarter@sbcglobal.net

ASST Principal

References

Mrs. Leslie Ballard, Director
AdvancEd Indiana
Indiana State University College of Education University Hall Room 211A
Indiana State University
Terre Haute, Indiana 47809
1-800-468-7405

Dr. Mark Sperling, Assistant Superintendent
Merrillville Community School Corporation
6701 Delaware Street
Merrillville, Indiana 46410
219-650-5300

Mr. Jeffrey C. White (former principal of Central High School, East Chicago)
4350 North Illinois St.
Indianapolis, IN 46208
317-681-4199

Mrs. DeAngela Boyan, Health Services Administrator (sister)
Westville Correctional Facility
5501 South 1100 West
Westville, IN 46391
219-785-2511, Ext. 4831

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Staff Onboarding
2012

Agenda

- Introduction/Background
- Break
- EdPower's Ethos: Mission, Vision, and Continuum of Performance
  - We Serve, We Believe, We Do
- It Hurts: The Sacrifice of the Work
- Working on a Team & Insular Cultures
- Closing

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Introduction

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EdPower's Ethos: Mission, Vision, and Continuum of Performance

Mission

- ***Mission:***
- The Tindley Charter School Network, in cooperation with parents and the broader community, will empower its students – regardless of past academic performance – to become successful scholars who graduate with the capacity for selective college opportunities.
- This network will significantly impact dual achievement gaps; the well documented gap between minority and/or low income students and other ethnic groups and students from higher socio-economic backgrounds, as well as the growing gap between boys' and girls' achievement, with males lagging behind their female counterparts.
- Through an accelerated and gender specific K -10 program, combined with early college for grades 11 and 12, the Tindley network will serve primarily minority and high needs students.

Values

- The following values are central to the mission of the Tindley school and its administration. These are commonly known as the ***LEADER Values***:

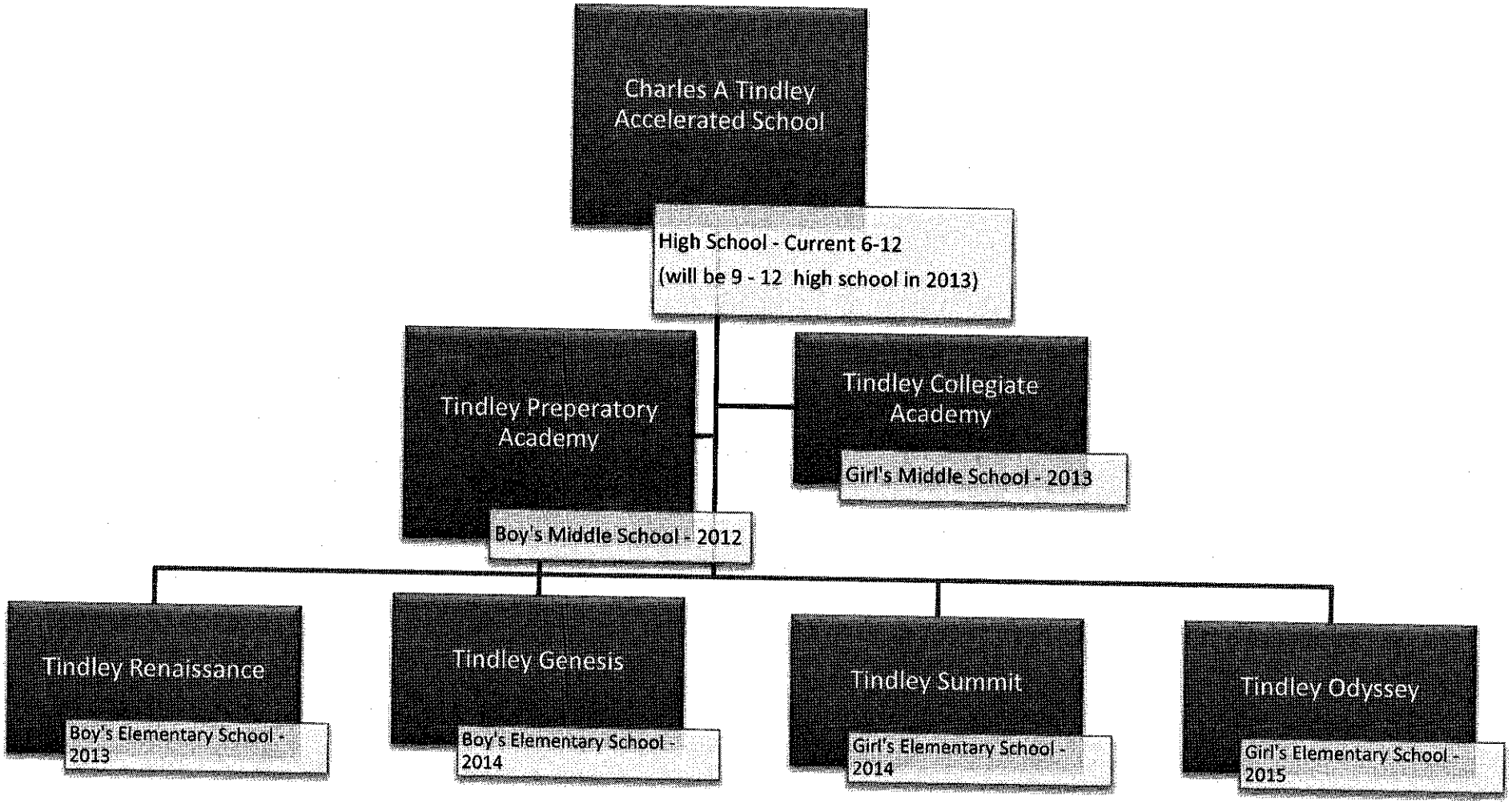
- **L – Leadership –** Students, staff and stakeholders are constantly encouraged and empowered to demonstrate leadership.
- **E – Excellence - "Excellence without Exception"** is the motto of the Tindley Charter Network. All personnel and all students should undertake to accomplish tasks to the very best of their ability. High expectations for excellence are maintained throughout school processes and programming: curriculum, culture, behavior, performance.
- **A – Attitude** – a "can do" attitude and willingness to work with others is central to both excellence and leadership. At the heart of most difficult tasks, is the willingness to act and the belief that what is undertaken can be accomplished. "Can't never did anything, Can did it all."
- **D – Diligence** – Students, staff and stakeholders **must** understand that persistence is key. A constant and earnest effort to accomplish all that is undertaken will undergird our success.
- **E – Effort –** Effort is the bare bones of excellence; it is the (often hard) work that is necessary to accomplish something and most certainly helps students build character and strength of will.
- **R – Responsibility –** ***Or*** "response ability" is a mainstay of maturing through scholarship. This is not only important for students, it is important for everyone.

Vision

- By 2021, the Tindley Charter School Network (TCSN) will serve over 4,000 students in the Indianapolis area providing a vertical articulation of accelerated schools that will culminate in college entry. The current Tindley school is situated in a low-income area of Indianapolis and enrolls 99% African American students and 64% of students receive free or reduced lunch. In Phase I, the new middle and elementary schools will be located near the Charles A. Tindley Accelerated School as a convenience to our families, and in response to community need.
- By 2016 (Phase II), the network will be ready to serve a similar population on the near Northwest side of Indianapolis. All schools will be within Center Township, the district of Indianapolis Public Schools (IPS). It is anticipated that this network expansion. which will serve a full 10% of the IPS population, and it is hoped that this expansion, will significantly push the educational reform agenda in the city of Indianapolis.

Vision

- The leadership at EdPower, the non-profit organization that holds the charter for the Charles A. Tindley Accelerated School, is seeking to establish a well-articulated system of elementary, middle and high schools, in order to advance the capacity of children who routinely fall into the "achievement gap." This Tindley Charter School Network (TCSN) will replicate and extend the initiatives of the current Charles A. Tindley Accelerated School and will culminate in six elementary, four middle and two high schools.
- The first school, to open in 2012, is the Tindley Preparatory School for boys. This school will extend the current gender-differentiated middle school by pulling the boys out of the flagship Tindley school, in order to form a neighboring, all-boys' campus. During that first year, the middle school girls will remain in their current location within the high school.
- In 2013, the charter network will open an all-girl middle school and an elementary school for boys. The girl's elementary will open in 2014, along with another boy's elementary, providing feeder schools for both the girls and boys middle schools and into the high school. By 2017, the feeder system will be complete for Phase I, Region 1 – the near Northeast.
- Between 2018 – 2021, the network will add two additional elementary schools, an additional middle school and high school on the near west side of Indianapolis.


Charles A Tindley Accelerated School
High School - Current 6-12
(will be 9 - 12 high school in 2013)
Tindley Preperatory Academy
Boy's Middle School - 2012
Tindley Collegiate Academy
Girl's Middle School - 2013
Tindley Renaissance
Boy's Elementary School - 2013
Tindley Genesis
Boy's Elementary School - 2014
Tindley Summit
Girl's Elementary School - 2014
Tindley Odyssey
Girl's Elementary School - 2015

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We Serve

We Serve

- Scholars
- Parents
- Community
- City
- State
- Nation
- World

We Serve

- Census data from 2005 shows that over 65,000 people reside in this Northeast-side community and approximately 80% of those citizens live within the low – moderate income range.
- The Meadows area is within the IPS school district, which has a graduation rate that hovers around 50% (a percentage that is not disaggregated for gender or race).
- The 2010 Census reveals that between 60 and 65 percent of children living in this area (within the two contiguous zip codes) reside in single parent homes. Lack of resources, physical, emotional, educational, have all been connected to poor student achievement. This lack of resources, in one form or another, is commonplace within the community we serve and has serious implications with regard to a child's ability to participate in or excel at the kinds of activities that build academic capacity.
- The Tindley schools will continue to mitigate this lack of resources by offering students support and "other mothering" in order to build resiliency and scholarship.

We Believe

- There are program elements considered essential to the unique educational experience offered by the Tindley flagship school. Therefore, these elements will be central to the program of each new school.

- ***1. Single Gender Education:*** Single gender schools for grade K -5 and single gender instruction in grades 6 -10 .
- ***2. Early College High School:*** Early college programming for all students in grades 11 and 12.
- ***3. Culture of High Expectations for Students:*** High academic expectations for all students in line with the accelerated school model – no tracking.
- ***4. Student Support:*** In order to meet the demands of an accelerated curriculum, students must be provided with additional supports for learning, which will include double-doses of English/Language Arts and Mathematics, additional tutoring on school days and Saturday (as needed), Title I to provide additional support for struggling students. The Academic Dean assists individual students with issues impeding success.

We Believe

- ***5. Teacher Training and Professional Development:*** Centralized three week summer teacher institute for training and building level weekly sessions guided by student needs with coaching and supervision from senior level management.
- ***6. Ordered Curriculum Cycles:*** A systemic process for curriculum improvement/advancement through school committees who meet with curriculum specialists to discuss and develop curriculum elements to be piloted and/or implemented within the schools.
- ***7. Curriculum Development Process:*** Curriculum writing/development and accountability that includes; backward design unit plans around a specific scope and sequence, learning ladders and an ongoing cycle of improving the work through meetings and discussion at the network and school levels.

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We Believe

We Believe

- ***8. Culture of High Expectations for Staff***
- **Engaging instruction** – processes and procedures – which include whole-brain teaching and the Taxonomy of Effective Teaching Strategies (Uncommon Schools Network).
- **Assessment, accountability and value-added student growth -** Regular formative/interim assessments that are analyzed to impact instruction (developed by Director of Assessment).
- **Consistency -**Exacting culture – the expectation of ongoing and unrelenting consistency with well articulated code of conduct, uniforms, student induction/training.
- **Small class sizes –** no more than twenty-two students in a classroom.
- **Rites of passage and rituals –** CPR, Graduation Ceremonies, Capstone Projects, etc.

We Believe

9. Essential Program Elements at the Network/Leadership Level

- ***Leadership Accountability:*** Will include regular principal meetings and reports to the Chancellor, with informal coaching and assistance from other central office personnel on an as-needed basis.
- ***Data Mining for Multi-level Analysis and Accountability:*** Ongoing student classroom and school data evaluation tied to school interventions and principal evaluations. The network will have access to data at all levels, individual students, classrooms, grade-levels and whole schools.

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We Do

We Do

- Tindley Charter Schools will be driven by five key operating principles. These elements will be at the heart of decision making and growth, both at the school level and among the network management team.

- **Mission Driven:** Mission focused approach to all decisions and problem-solving. The overarching mission of all students being prepared to enter and matriculate from selective colleges has defined the purpose and planning of the Tindley school and will define the decisions of the network schools, as well/ Articulating the scope and sequence of the curriculum and academic preparation down from the mandatory college courses, defines the curriculum, skills and understandings that are necessary for success.
- **Accountability:** "Do not expect what you do not inspect." This is an often heard phrase within the Tindley organization. Accountability is key to managing expectations, planning action, and understanding challenges. Within the Tindley network, there are high levels of accountability for all individuals, from students to network directors.
- **High Expectations:** "Excellence without Exception" is the motto for all schools and the central office of the Tindley Charter School Network (TCSN). This is what we strive for and while perfection is never truly possible, the pursuit of perfection will ensure that we never accept less than what we are capable of (or what students are capable of). We know that for ourselves, our staff and our students, 100% is the goal.

We Do

- **Human Capital Development:** Professional development and continued growth are crucial to the organic nature of our endeavor. We must be what students need us to be; therefore, we must consistently work to understand those needs and how we can help them to become successful. Within the Tindley network, teachers will continue the three weeks of summer training that is currently required and one afternoon a week, will be devoted to professional development. Teacher leaders will continue to be encouraged and trained through a site-based pipeline of professional coaching and empowerment.
- **Innovation:** Distributive creativity and innovation are necessary for the life of the organization. On-site and within the larger network, there will be opportunities for teachers and school leaders to share ideas, effective practices and pilot projects for school improvement.

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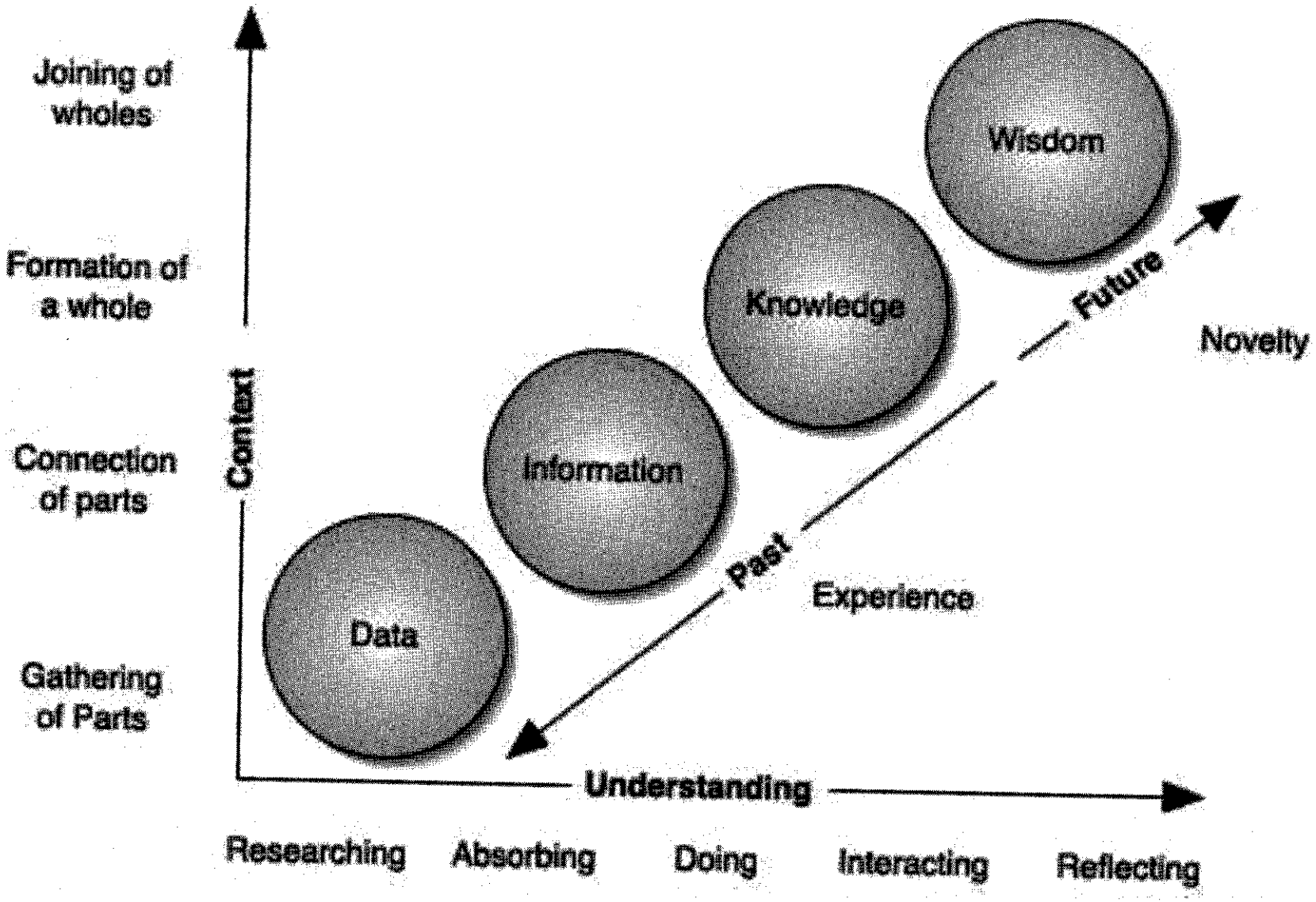
EdPower's Ethos: Mission, Vision, and Continuum of Performance

Alignment

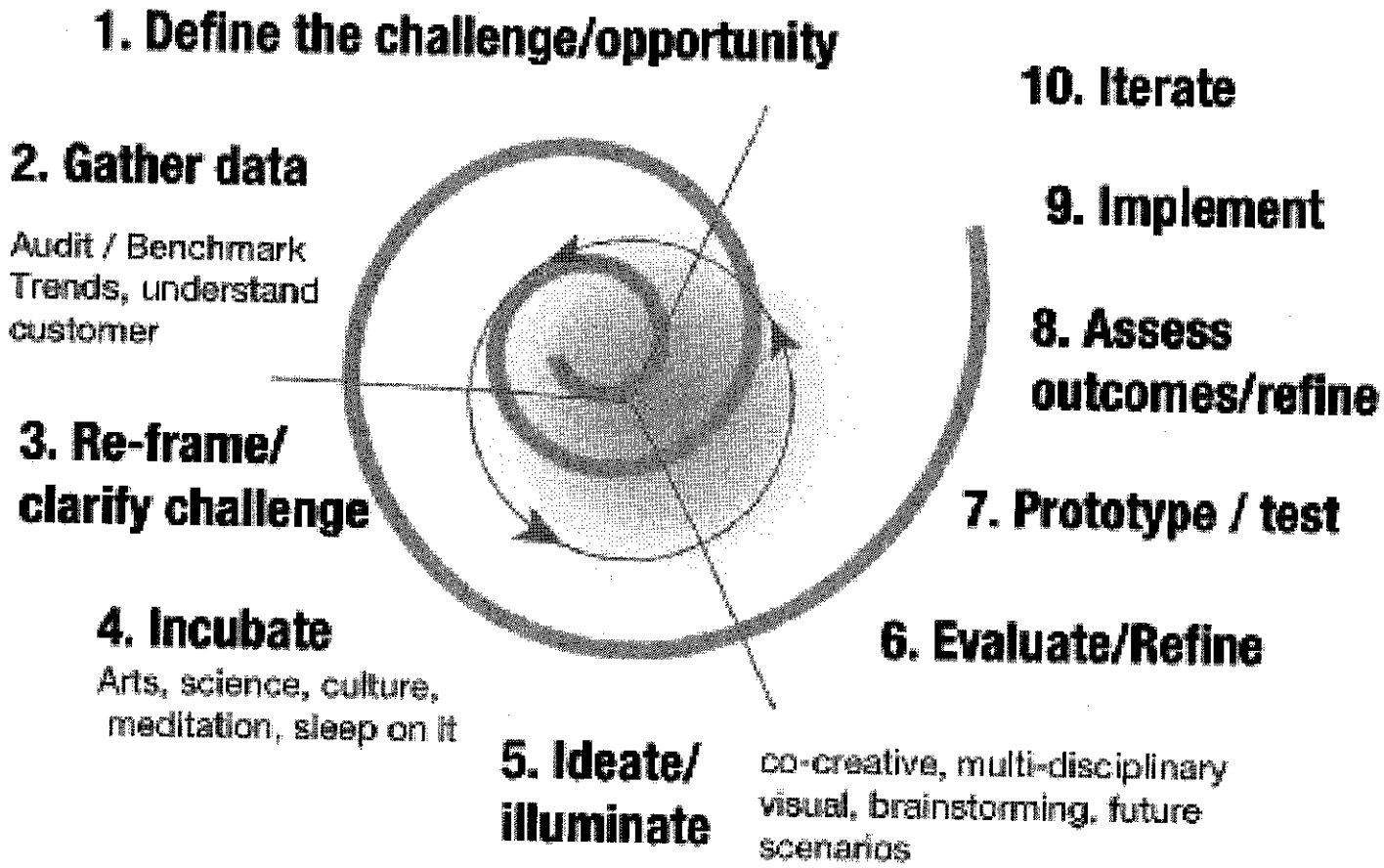
- How can we ensure who We Serve, what We Believe, and what We Do continuously align?
- Understanding + Thinking = Performance Alignment

Continuum of Understanding



Continuum of Thinking

Design-Thinking for Innovation



Clip:http://www.youtube.com/watch?v=uilcaXYnluU&playnext=1&list=PLAD1F87125529A918&feature=results_main

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It Hurts: The Sacrifice of the Work

Performance Alignment

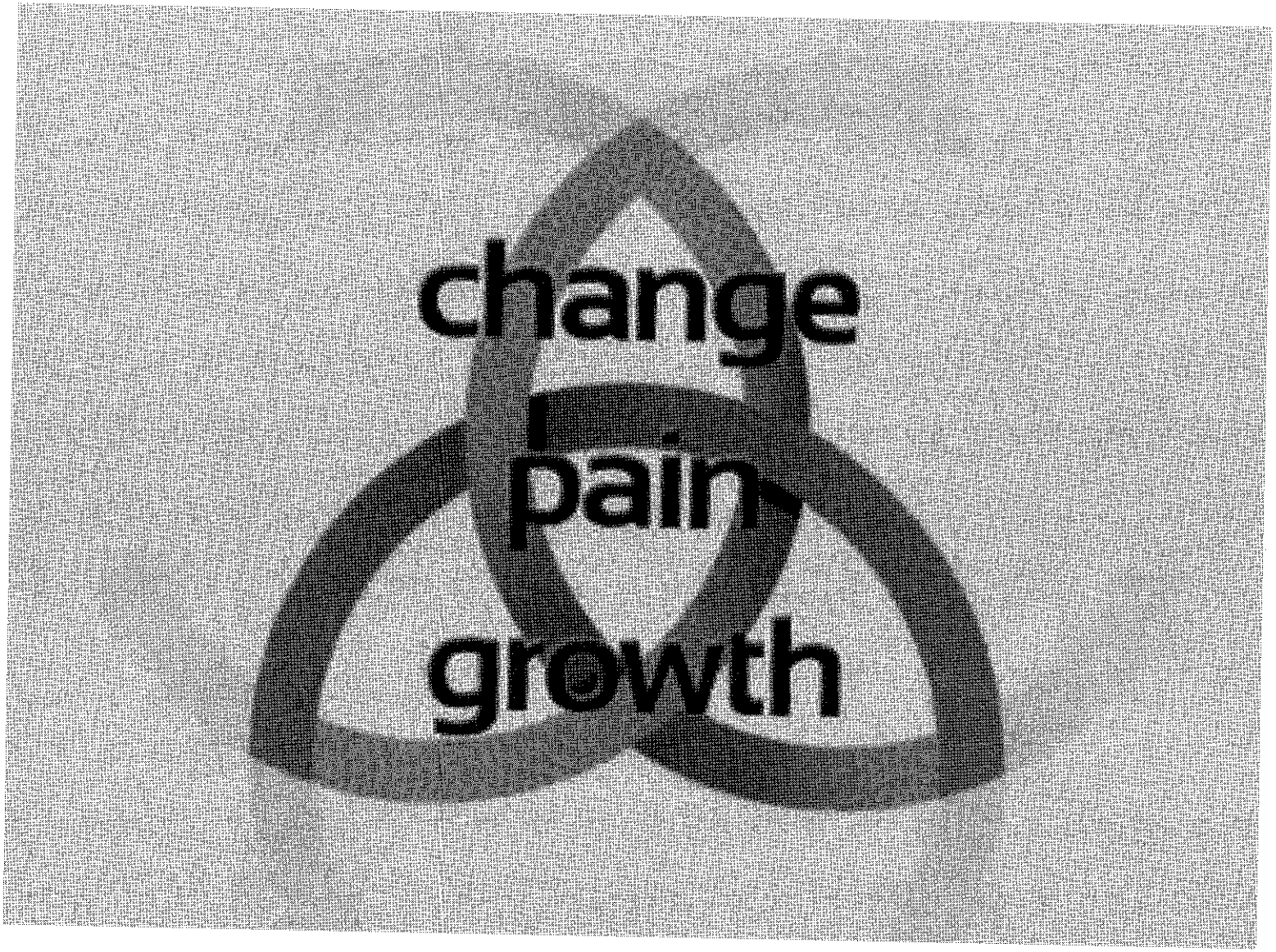
- Understanding + Thinking = Performance Alignment
- Assumptions of Understanding
  - Personal Alignment
  - Professional Alignment
  - Assume the Best
  - Data/Research Anchored

Clip: http://www.youtube.com/watch?v=KuNQgln6TL0&feature=related

Performance Alignment

- Understanding + Thinking = Performance Alignment
- Assumptions of Thinking
  - Collaborative
  - High Tolerance for Ambiguity
  - Solution Centered
  - Hunger to Learn/Open to New

Clip: http://www.youtube.com/watch?v=VrSUe_m19FY&feature=em-share_video_user


change
pain
growth

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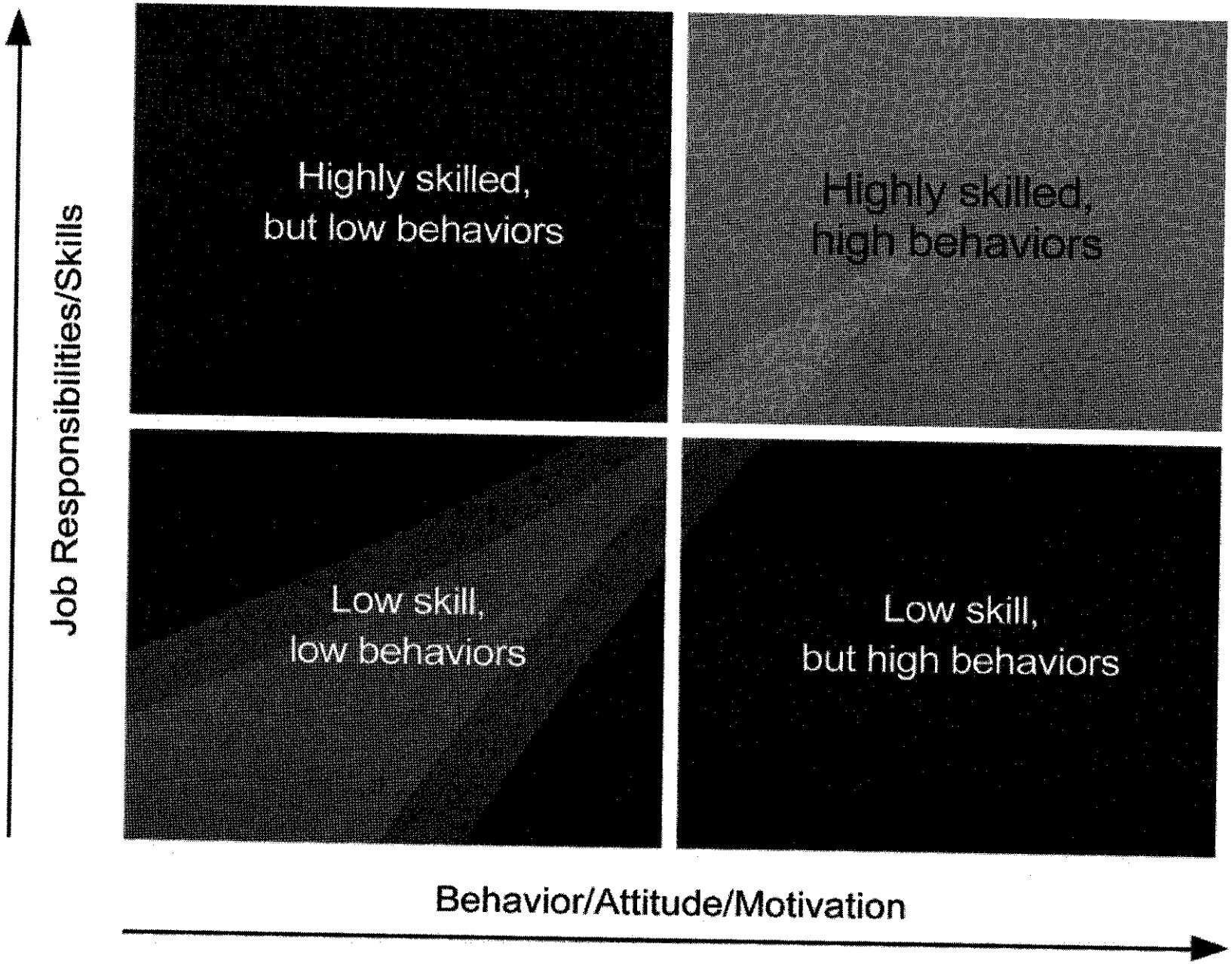
Working on a Team & Insular Cultures

Performance Continuum



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Closing

Closing

- Tindley is one of 1,700 Accelerated Schools in the nation, but one of only a few Accelerated High Schools (6-12) and the only Accelerated High School in the state of Indiana. Chartered by the Mayor of Indianapolis in 2002 and opened in 2004.
- Tindley student performance has been impressive in just seven short years. Tindley middle school outperforms all middle schools in the Indianapolis Public School (IPS) system, including magnet schools, which have a selective enrollment process.
- In 2011, Tindley 7th and 8th grade students outperformed students in the surrounding district on the English and math high-stakes assessments by 30% – 40%. All Tindley students take Algebra in 8th grade and in 2010, 95% of those students passed the state-mandated end-of-course assessment.
- One hundred percent of the students in each of Tindley's graduating classes have had at least one acceptance to a selected college or university and over 85% of these students are still currently pursuing their bachelor's degree.

Closing

- The Tindley School has earned many awards and been honored for excellence in the past seven years:
- The National EPIC Award from the United States Department of Education—one of seven charter middle schools to receive this honor.
- The Indiana Department of Education honored Charles A. Tindley Accelerated School for exhibiting exceptional performance as a Distinguished Title I School in the category of closing the achievement gap between students in poverty and their wealthier peers.
- The Indiana State Board of Education honored Tindley as a model site for Early College programs in the State of Indiana.
- The Indiana Department of Education presented Charles A. Tindley with Four Star School status which placed Tindley in the top 25% of public schools in the State of Indiana.
- Tindley has been awarded The National Blue Ribbon Award, presented to schools that are either high performing or have improved student achievement to high levels, especially among disadvantaged students.

Xerox D95 Copier-Printer
Banner Sheet stephens

Date & Time : 06/14/2013 2:14 PM

User Name :

stephens

Job Name : All Staf PD_May 2013.pdf

Start Page

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Agenda

- **7:30am – 8:00am**
- Staff Appreciation Breakfast
- **8:15am – 8:45am**
- Welcome/Chat with the Chancellor
- **8:45am – 9:30am**
- Staff Updates, Staff Analytics, COS Strategic Plan Input
- **9:30am – 9:50am**
- Special Announcement
- Closing
- **10:00am – End of Day**
- School-Specific Agenda

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Welcome/Chat with the Chancellor

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Staff Updates, Staff Analytics, COS Strategic Plan Input

Staff Updates

- New Staff Welcome

Staff Survey Analytics

- *First, Break All the Rules: What the World's Greatest Managers Do Differently*
- Gallup Organization
- 1,000,000,000 employees → 80,000 managers

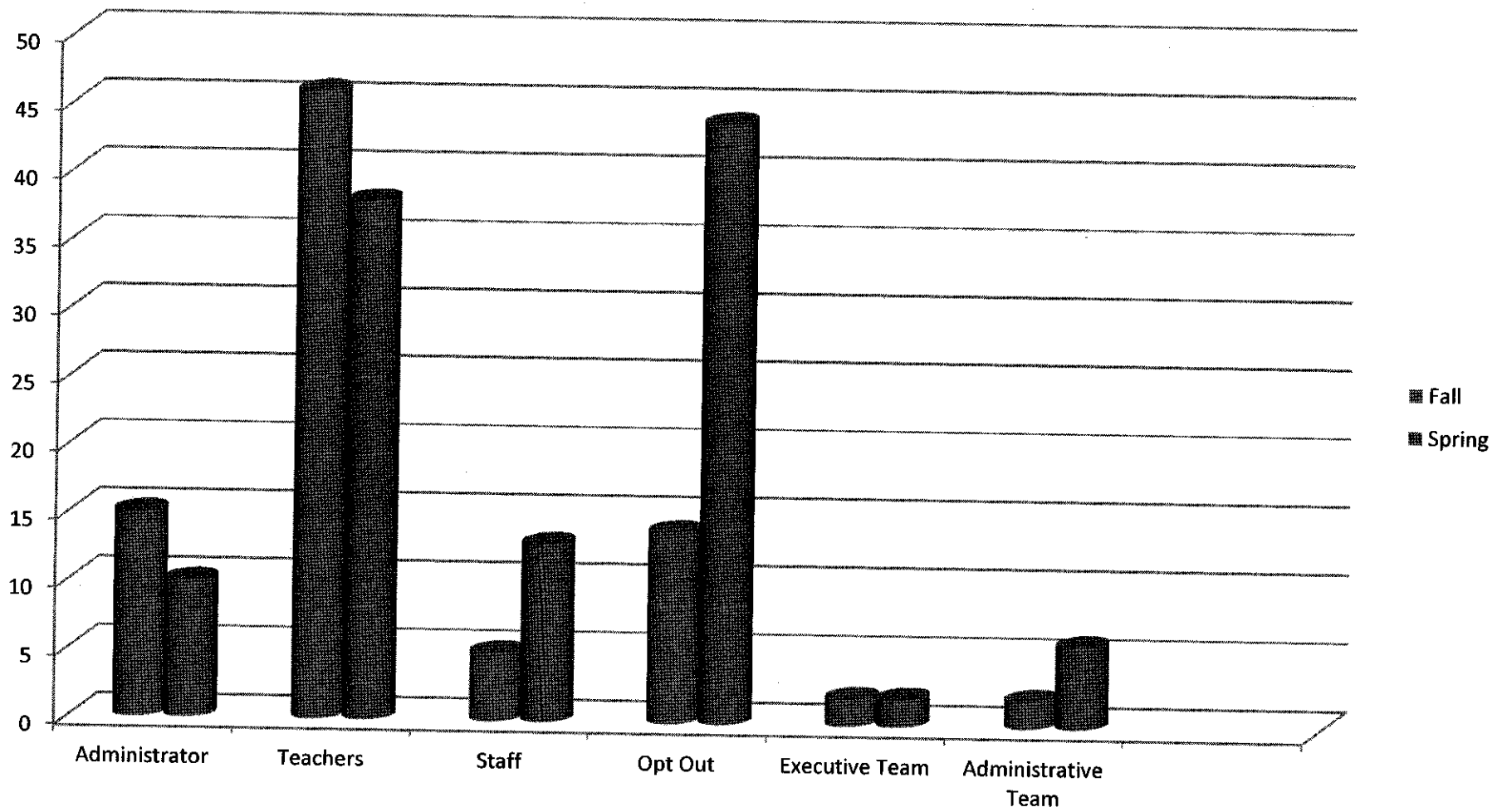
Talented employees need great managers.

Talented scholars need great teachers.

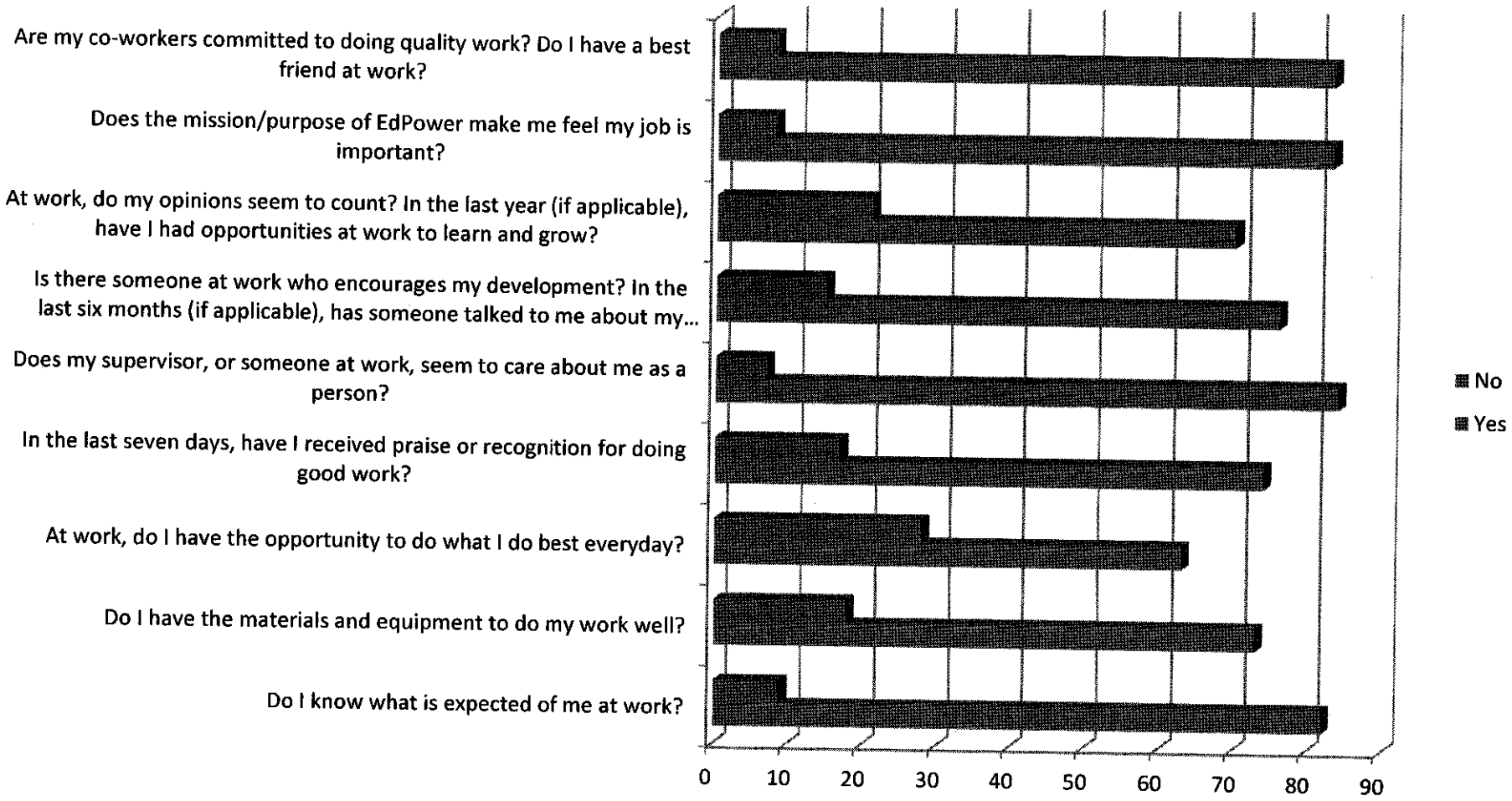
Staff Survey Analytics

- Survey Administered: October/April
- Entrance Interviews: 20
- Response Rate: 63.5%
  - Fall: 59%
  - Spring: 68%
- Total Staff: 167
  - EdPower Network : 21
  - Charles A. Tindley Accelerated School: 43
  - Tindley Preparatory Academy: 23
  - Arlington High School: 80

Staff Survey Analytics

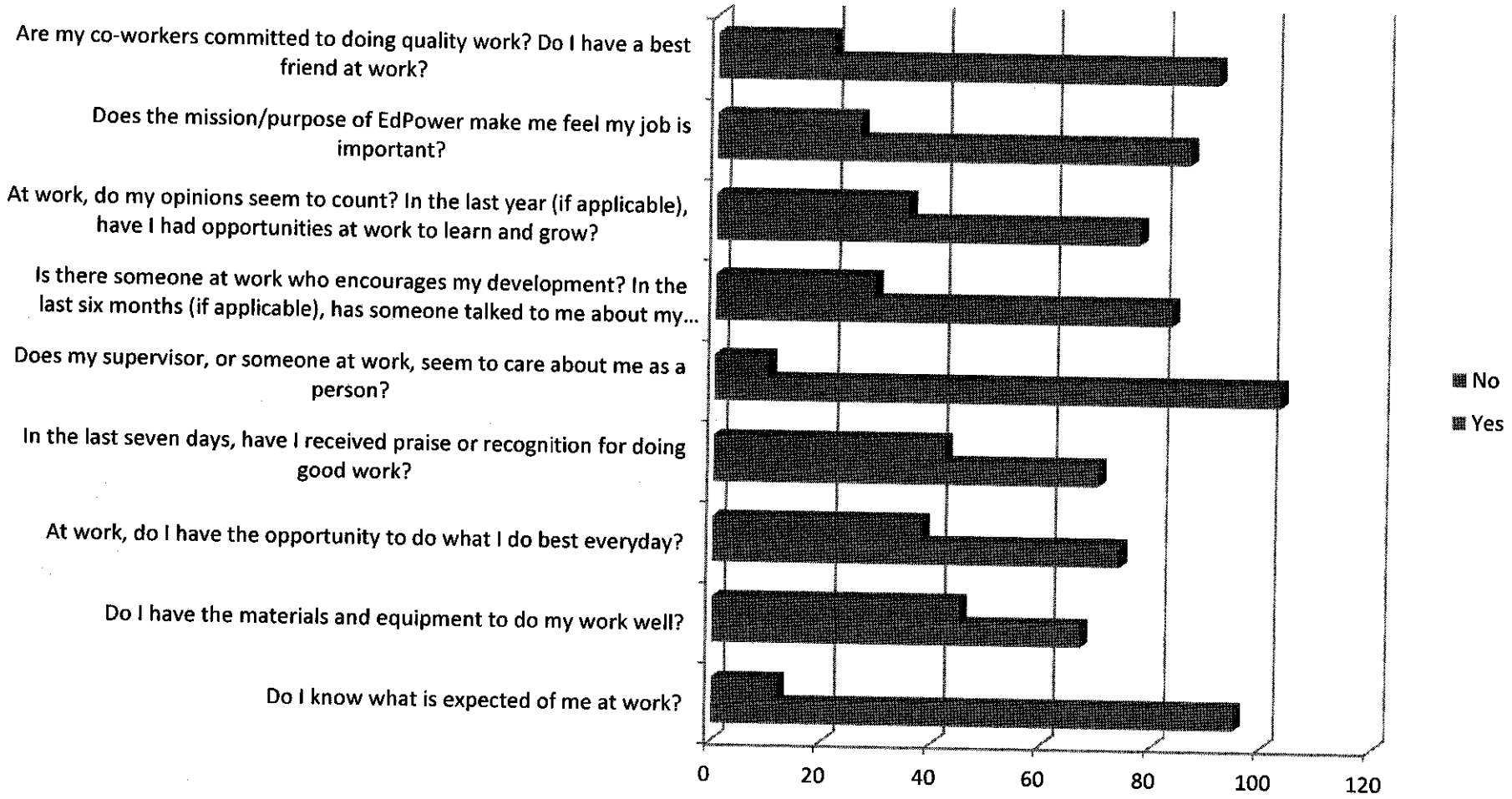


Staff Survey Analytics



Fall 2012 – 84/143 On Staff/59% Response Rate

Staff Survey Analytics



Spring 2013 – 113/167 On Staff/68% Response Rate

Chief of Staff Priority Areas

- **Scaling, Quality, & Mission Alignment**
  - Staff Analytics
  - Corporate Data Dives
- **Internal Accountability & Organization**
  - Network, Building Procedure Development
- **Leadership Oversight & Support**
  - Network Executive, Administrative Team Oversight
  - School Leader Oversight
- **Research & Development**
  - Fortifying systems, supports
  - External relations

Chief of Staff Strategic Plan Input

- **Feedback Groups**
  - Breakout in groups 1-9
  - 20 minutes
  - Record names of group members
  - Generate input for COS anchored in staff survey data
  - List ideas/suggestions on one page per group
  - Return to mini-auditorium, provide paper to COS

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Special Announcement/Closing

Addendum IV: SOP Amendment Process

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EdPower Network SOP Amendment Process

This Standard Operating Procedure (SOP) provides a detailed description of procedures for amendment review followed by the EdPower executive and administrative teams.

EdPower SOP Procedure
Before making *any changes* to a protocol or deliverable item in the manual, the Primary Investigator[i] (PI) or staff member must submit an Amendment Request Form (MS Word) and associated attachment(s) via email to the Director of Accountability (DOA) for review. Instructions for submission are included below.

- The amendment submitted to the DOA will be vetted by the Chief of Staff (COS) before being presented to the full EdPower Executive Leadership Team[ii].
- On a case-by-case basis the Executive Leadership team will determine if the proposed change will be approved or denied.
- If denied, the DOA will respond back to the PI via e-mail with reasons within a one (1) week period of the initial review.
- If approved, the DOA will respond back to the PI, update the network on the change, and properly file a signed/initialed version of the update on the EdPower drive.

Executive Level of Review

- The Director of Accountability (DOA) submits the proposal to the Chief of Staff (COS) to vet.
- The COS submits the proposed amendment to the Executive Leadership Team for denial or approval. The network will have 3-5 business days to review the proposed change. The DOA communicates the outcome of the amendment to the PI within 24 hours.
- The DOA updates the amendment to the EdPower SOP manual within a 24 hour period from communication if approved and properly file a signed/initialed version of the update on the EdPower drive
- The DOA communicates to the network.

[i] Primary Investigators (PI) include the executive and administrative teams within EdPower. A teacher or other staff members must bring concerns to the building leaders or network staff to influence network change as they are not PI's.

[ii] EdPower Executive Leadership Team includes the Chancellor & Chief Executive Officer, Chief Academic Officer, Chief Operating Officer, Chief Development Officer, and Chief of Staff.

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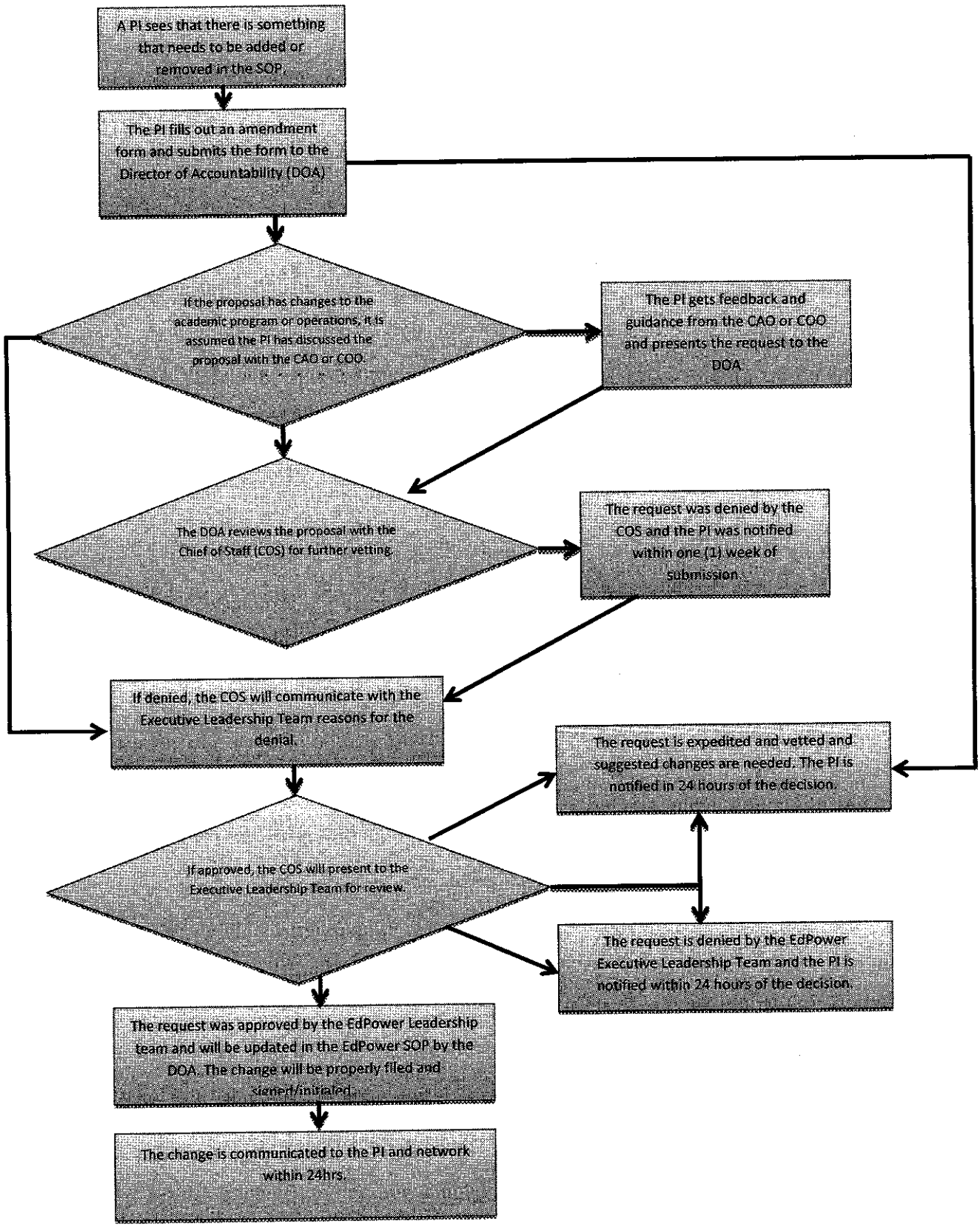
EdPower SOP Amendment Process Flowchart



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Standard Operating Amendment Request Form

Name of Primary Investigator: _____

Title/Role in EdPower: _____

Date of Submission: _____

Section Number/Area of Amendment: _____

Rationale for Amendment:

_____

_____

_____

Specific wording or amendment language to be added or deleted:

_____

_____

_____

Attached Visual Aid or Graphic Organizer with details to facilitate or operate new processes and procedure:

_____

_____

Date of Acceptance or Denial for Principal Review: _____

Reasons for Denial:

_____

_____

_____

_____

_____

Date of Executive Leadership Team Approval or Denial: _____

Reasons for Denial:

_____

_____

_____

_____

_____

Principal Announcement Date for New SOP amendment: _____

Date uploaded into "M" drive: _____

Addendum V: Teacher and Leader Evaluation Process

TEACHER DEVELOPMENT TRACKER--INDIVIDUAL TEACHER PAGE

TEACHER NAME: Patrick Jones

	[illegible]	[illegible]
Individual	**Individual goal (management, taxonomy, differentiation)** differentiation in lesson planning and activities	pacing, balance of power in relationships
DDI	**DDI goal (IA's, state or national)** at least 85% mastery in order of	get scholars to understand why quadratic has 2 roots
School-wide	**School wide PD initiative (HS - Lesson Formats, Taxonomy)** increasing rigor in all activities	incorporating writing in math

O=observation; P= Planning mtg or lesson plan review; IA=interim asssement analysis meeting; L=Leadership mtg

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
3/19/2012	O	UCSD	incorporating writing in math		use of 100% and Cold Call
3/26/2012	O	UCSD	balance of power in relationships with scholars	scholars explain their answers in constructed resonse	effort put into relationship building
3/28/2012	O	UCSD	Pacing: reviewing and teaching new material within class period	teacher set clear expectations, students facilitating discussion	level of detail in regards to planning
4/16/2012	O	UCSD	positive framing, engaging disengaged scholar, CFU	got through quiz and modeling, sufficient time for You Do	classroom culture is strong

TEACHER DEVELOPMENT TRACKER--INDIVIDUAL TEACHER PAGE

TEACHER NAME: Patrick Jones

Individual	**Individual goal (management, taxonomy, differentiation)** differentiation in lesson planning and activities	pacing, balance of power in relationships
DDI	**DDI goal (IA's, state or national)** at least 85% mastery in order of	get scholars to understand why quadratic has 2 roots
School-wide	**School wide PD initiative (HS - Lesson Formats, Taxonomy)** increasing rigor in all activities	incorporating writing in math

O=observation; P= Planning mtg or lesson plan review; IA=interim asssement analysis meeting; L=Leadership mtg

Total Obs 4

TEACHER OBSERVATION/ EVALUATION PROCESS

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Teacher Institute

July 2012

Objectives

Teachers will be able to:

1. Identify the various types of formal and informal observations.
2. Identify the various types of feedback associated with observations.
3. Analyze observation feedback based on SOTEL.
4. Review the 2012-2013 Teacher Evaluation Rubric

Agenda

- Do Now
- Purpose for Observing Teaching and Providing Feedback
- Types of Observations and Feedback
- Key Take Aways
- Exploring the 2012-2013 Teacher Evaluation Rubric

Do Now

Think about the most valuable feedback you have ever received from a peer and/or supervisor.

- What impact did it make on your work? Why?
- Share with a partner.
- Whole group share

Why are observations and feedback important?

Cognitive psychologists studied expertise across a variety of sectors--from silver-smithing to law, surgery to architecture. One trait differentiated experts from the rest:

The experts were more likely to be self-critically focused on improving their skills.

- *Bereiter, Carl, and Scardamalia, Marlene. Surpassing Ourselves: An Inquiry into the Nature and Implications of Expertise.*
  New York: Open Court Publishing Co., 1992.

Purpose of Analyzing Teaching and Providing Feedback

- Analyzing teaching allows the observer to identify areas of strength and growth.
- Teacher → Student Feedback = Instructional Leader → Teacher Feedback
- DANGER: taking critical feedback personally

Types of Observations

- Learning walks
- Mini-Observations
- Extended Observations
- Full period observation

Learning Walks

- Quick "tour" of building
- Occur occasionally
- Culture audit/safety

Learning walks are for general, school-wide feedback on culture and safety. If necessary, feedback is shared at a staff meeting.

Mini-Observations

- 5 minutes
- Every teacher receives one per week
- Non-evaluative

Feedback

- Same day, face-to-face
  - Gives an opportunity to develop a partnership between teachers and instructional leaders
  - Creates a conversation around the observation – allowing for immediate questions and clarifications
  - Avoids miscommunication common in notes and emails from a lack of expression and tone

SOTEL: A Framework for Communication

Briefly at your tables, discuss what you think the following terms entail when it comes to classroom instruction:

- **Safety**
- **Objectives**
- **Teaching**
- **Engagement**
- **Learning**

SOTEL: A Framework for Communication

- **Safety**: The class is running smoothly and students can focus on learning.
  - *Key Question*: Can these kids focus on learning?
- **Objectives**: Are the lesson objectives clear?
  - *Key Question*: Where is this lesson heading?
- **Teaching**: The learning experiences are being skillful orchestrated.
  - *Key Question*: Is the learning being skillfully orchestrated?
- **Engagement**: The students are paying attention and are involved in the lesson.
  - *Key Question*: Who is doing the work here?
- **Learning**: What is being taught is being learned.
  - *Key Question*: Are all the kids getting it? How do you

Extended Observations

- 15-20 minutes
- Designed to get a bigger picture of instructional practices; to offer additional support
- Non-evaluative (initially)

These observations will be followed up with more formal feedback and a meeting to discuss it in person.

Example: Ms. Norwood

After having an in-person debrief with Ms. Norwood about her high school history class, she shared that she was concerned her students were listening and following along, but weren't actually *learning* the material. She asked for an extended observation to see what more she could do.

Feedback Form and Meeting

- Review the feedback form. What do you notice about it?
  - How is this form helpful for teachers? For administrators?

- Now watch a role play of an instructional leader meeting with Ms. Norwood to review the observation and feedback form.
  - Was the meeting successful?
  - Why or why not?

Your turn ☺

HS Algebra with Kevin

- Part 1: http://youtu.be/xJF2tE7MU2g
- Part 2: http://youtu.be/wAw970eaK0I

At your table, discuss:
What did you put in the “+” column? The “?” column?

Full Period Observation

- 55 minutes
- Every teacher receives twice per year (or as needed)
- Evaluative

- During full-period observations, the instructional leader will focus on all aspects included on the teacher evaluation rubric in regards to instruction and delivery. These are mandatory, formal observations that will be completed twice per year.
- Feedback takes the form of the evaluation rubric, which is reviewed and signed by the teacher during evaluation meetings (also held twice per year).

Key Take Aways

- Observations
- SOTEL
- Feedback

In sum…

- As educators, we need to continuously improve our effectiveness in order to better serve our students.
- Observations and feedback are ways to support teacher growth and development, and most importantly – student learning.
- It takes two to tango. Maximum results can only be obtained when each part is doing their job: instructional leaders will be held accountable for observing and giving feedback. Teachers will be held responsible for implementing suggestions for improvement.

2012-2013 Teacher Evaluation Rubric

6 Domains:

- Planning and Preparation for Learning
- Classroom Management
- Effective Instruction
- Family and Community Outreach
- Professional Responsibilities
- Teacher Leadership

Rating Scale for each element in the domains:

4 – Highly Effective
3 – Effective
2 – Improvement Necessary
1 – Does Not Meet Standards

Professional Growth Plan (PGP)

B. Classroom Management

Focus Area	Indicators	4	3	2	1	NA
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.					
	Regularly uses Taxonomy and Whole Brain Teaching techniques.					
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.					
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.					
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.					
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.					
f. Responsibility	Successfully develops students' self-discipline, self-efficacy, and sense of responsibility.					
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.					
h. Efficiency	Uses coherence, lesson momentum, and smooth transitions to get the most out of every minute.					
i. Prevention	Is alert, poised, dynamic, and self-assured and prevents or quickly controls virtually all discipline problems.					
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.					

Teacher comments on areas of exceptional performance and areas of growth:

EdPower
Professional Growth Plan
Teachers
2012-2013

EdPower
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School Leader	Teacher
School	Grade and/or Subject
Date	Date

Teacher Name

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Purpose

In order to achieve our ambitious goals, EdPower is committed to investing in our most important resource – our talented people. Professional Growth Plans are one step in providing consistent, aligned, on-going feedback and training throughout the network.

Directions for Teachers

- ✓ Click on the header at the top of this page and change "Teacher Name" to your name.
- ✓ For your self-appraisal, please rate your performance this school year. Include your rating and comments in the WHITE sections. Mark each rating with a capital letter "X". Thoughtfully reflecting on your performance and completing this document will take approximately 2 hours.
- ✓ When completed, email your PGP to your school leader at the date specified in the timeline. Your school leader will add his/her appraisal directly underneath yours, in the YELLOW sections, thus creating a written dialogue.
- ✓ For each indicator, select and mark the rating that most accurately describes your performance during the school year. You may select 1, 2, 3, or 4 only. You may not assign a fraction (e.g. 3.2, 1.5 etc.) for the specific performance factors.
- ✓ Cite specific evidence to support your rating. Whenever possible, tie the evidence to student achievement data. Please note that you do not need to include examples or comments for each rating. Comments are required at the end of each section and should focus on (1) areas of greatest strength and growth and (2) for "foundational areas" if you are a new teacher.
- ✓ Do not complete the "Performance Summary and Goal Setting" section on the last page. Your school leader will complete the summary and then discuss it with you during the PGP feedback conversation. The summary can be edited based on that discussion. You and your school leader will work together to complete the goal setting section during your meeting. It will be helpful to start thinking about your goals before the meeting.
- ✓ The PGP feedback conversation is an opportunity to discuss both your own self-ratings and your school leader's ratings of your performance. It is an opportunity to identify strengths, to identify areas for improvement, and to set goals for your learning and development.
- ✓ After the PGP feedback conversation and any revisions to the PGP, school leaders will email electronic versions of the completed PGP to: stephens@tindleyschool.org, copying you on the email message.

Ratings

4 – Highly Effective: Teacher consistently exceeds expectations and is an exemplar for this standard.

3 - Effective: Teacher consistently meets expectations and is solid for this standard.

2 – Improvement Necessary: Teacher meets this standard some or most of the time but is not yet consistently solid.

1 - Does not meet standards: Teacher consistently does not meet expectations for this standard. This is an area for teacher growth; the teacher should work with supervisors and/or colleagues to improve in this area.

N/A – Not applicable: Teacher is not responsible for meeting this standard or it is his/her first year of teaching at EdPower and does not yet have end-of-year student achievement data. If N/A, leave the rating blank and N/A in the comment section.

Teacher Name

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A. Planning and Preparation for Learning

Focus Area	Indicators	4	3	2	1	NA
a. Knowledge	Is the expert in the subject area and has a cutting edge grasp of child development and how students learn.					
b. Standards	Has a well-honed plan for the year that is tightly aligned with state standards and assessments.					
c. Units	Plans most units backwards with well-thought-out big ideas, essential questions, knowledge, and skill goals.					
d. Assessment	Uses assessment data to formulate goals, unit plans, and lesson plans and incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.					
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.					
f. Lessons	Identifies lesson objectives that are aligned to state standards and plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction.					
	Designs formative assessments (within the lesson) that measure progress towards mastery and inform instruction.					
	Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments directly to inform instruction.					
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.					
h. Materials	Designs lessons involving an appropriate mix of high quality, multicultural learning materials.					
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.					
j. Environment	Skillfully uses room arrangement, materials, and displays to maximize student learning of all material.					

Teacher Name

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A. Planning and Preparation for Learning

Teacher comments on areas of exceptional performance and areas of growth:

School leader comments:

Teacher Name

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B. Classroom Management

Focus Area	Indicators	4	3	2	1	NA
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.					
	Regularly uses Taxonomy and Whole Brain Teaching techniques.					
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.					
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.					
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.					
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.					
f. Responsibility	Successfully develops students' self-discipline, self-efficacy, and sense of responsibility.					
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.					
h. Efficiency	Uses coherence, lesson momentum, and smooth transitions to get the most out of every minute.					
i. Prevention	Is alert, poised, dynamic, and self-assured and prevents or quickly controls virtually all discipline problems.					
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.					

Teacher comments on areas of exceptional performance and areas of growth:

School leader comments:

Teacher Name

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C. Effective Instruction

Focus Area	Indicators	4	3	2	1	NA
a. Student Mastery	Objective is written and explained to students so that they can explain what they are learning and why it is important (without repeating the stated objective).					
	Effectively engages prior knowledge of students in connecting to the lesson. Students demonstrates through work or comments that they understand the connection to previous work.					
b. Content Knowledge	Fully explains concepts in as direct and efficient manner as possible, while still achieving student understanding.					
	Effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest.					
	Explanations of key points or main ideas spark student excitement and interest in the content.					
	Students participate in each other's learning of content through collaboration during the lesson.					
	Students ask higher-order questions that make connections independently, demonstrating that they understand the content at a higher level.					
c. Engagement	¾ or more of students are actively engaged in content at all times and not off-task.					
	Provides ways to engage with content that significantly promotes student mastery of the objective.					
	Provides differentiated ways of engaging with content specific to individual student needs.					
	The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do.					
	ELL and IEP students have the appropriate accommodations to be engaged in content.					
	Students work hard and are deeply active rather than passive/receptive.					
	Effectively integrates technology as a tool to engage students in academic content.					

Teacher Name

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d. Checks for Understanding	Uses a variety of methods to check for understanding at almost all key moments and successfully captures an accurate "pulse" of the class's understanding.					
	Uses wait time effectively and doesn't allow students to "opt-out."					
	Systematically assesses every student's mastery of the objective at the end of each lesson through formal or informal assessments.					
	Checks for understanding at higher levels by asking pertinent, scaffolded questions that push thinking; accepting only high quality student responses (right is right).					
	Uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking.					
e. Modification of Instruction	Anticipates student misunderstandings and preemptively addresses them. Responds to misunderstandings without taking away from the flow of the lesson or losing engagement.					
f. Rigor	Lesson is accessible and challenging to all students.					
	Frequently uses effective questioning to develop higher-level understanding; students are able to answer with meaningful responses and are able to pose higher-level questions to the teacher and to each other.					
	Lessons push almost all students forward due to differentiation of instruction; teacher shows patience and helps students to work hard toward mastering the objective and to persist when faced with difficult tasks.					
	Displays recent exemplary student work; insists and motivates students to do it again if not great.					
	Encourages students' interest in learning by providing additional opportunities to apply and build skills beyond expected lesson elements.					

Teacher Name

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g. Instructional Time	Routines, transitions, and procedures are well-executed. students know what they are supposed to be doing and when without prompting.					
	Students are always engaged in meaningful work while waiting for the teacher (e.g. during attendance).					
	Students share responsibility for operations and routines and work well together to accomplish these tasks.					
	Lesson components are paced appropriately so as best to lead students towards mastery of objective.					
	All students are on-task and follow directions without much prompting. Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson.					
h. Classroom Culture	Students are given opportunities to collaborate and support each other in the learning process.					
	Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.					
	Promotes character in the classroom to an extent that students reinforce positive character and behavior and discourage negative behavior amongst themselves.					
	Has a good rapport with students, and shows genuine interest in their thoughts and opinions.					
i. High Expectations	Students participate in forming academic goals for themselves and analyzing their progress.					
	Students demonstrate high academic expectations for themselves as evidenced by their effort and quality of work.					
	Student comments and actions demonstrate that they are excited about their work and understand why it's important.					
	Establishes a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly).					
	Celebrates and praises academic work; displays high quality work of all students in the classroom.					

Teacher Name

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C. Effective Instruction

Teacher comments on areas of exceptional performance and areas of growth:

School leader comments:

Teacher Name

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D. Family and Community Outreach

Focus Area	Indicators	4	3	2	1	NA
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.					
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.					
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.					
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.					
e. Involvement	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.					
f. Homework	Assigns highly engaging homework, gets close to 100% return, and provides rich feedback.					
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.					
h. Reporting	Uses conferences, report cards, and informal talks to give parents detailed and helpful feedback on student progress.					
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.					
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community.					

Teacher comments on areas of exceptional performance and areas of growth:

School leader comments:

Teacher Name

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E. Professional Responsibilities

Focus Area	Indicators	4	3	2	1	NA
a. Attendance	Has perfect or near-perfect attendance (98 – 100%)					
b. Language	In professional contexts, speaks and writes correctly and eloquently.					
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.					
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.					
e. Judgment	Is invariably ethical, honest, and above-board; uses impeccable judgment, and respects confidentiality.					
f. Above-and-Beyond	Is an important member of teacher teams and committees and frequently volunteers for after-school activities.					
g. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.					
h. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.					
i. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best; promptly implements ideas into the classroom.					

Teacher comments on areas of exceptional performance and areas of growth:

School leader comments:

Teacher Name

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F. Teacher Leadership

Focus Area	Indicators	4	3	2	1	NA
a. Contribution to School Culture	Contributes ideas and expertise to further the schools' mission and initiatives.					
	Seeks out leadership roles within the school.					
	Goes above and beyond what's necessary to dedicate time for students and peers outside of class.					
b. Collaboration	Frequently seeks out opportunities to collaborate with and learn from others.					
	Asks for assistance when needed and offers assistance to peers in difficult situations.					
	Takes on leadership roles within collaborative groups such as Professional Learning Communities.					
c. Professional Skills and Knowledge	Actively pursues opportunities to improve knowledge and practice (through educational organizations, scholarly journals, articles, books, and blogs, conferences, etc.)					
	Seeks out ways to implement new practices into instruction and welcomes constructive feedback to improve practices.					
	Seeks out opportunities to lead professional development to share newly learned knowledge and practices with others.					
d. Advocate for Student Success	Displays a commitment to the education of all students in the school and advocates for their individual needs.					
	Makes changes and takes risks to ensure student success despite obstacles.					
e. Family Engagement	Engages in all forms of parent outreach initiated by the school.					
	Strives to form relationships in which parents are given ample opportunity to participate in student learning.					
	Is available to address concerns in a timely and positive manner, even outside of required outreach events.					

Teacher comments on areas of exceptional performance and areas of growth:

School leader comments:

Teacher Name

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Performance Summary and Goal Setting 2012-2013

Key Strengths	Next Steps to build this strength and to leverage this strength for the school

Key Areas for Improvement	What is the specific GOAL you hope to reach in this area of growth?	How will you MEASURE your progress and growth in this area?	WHEN will we assess progress toward your goal?	What SUPPORT do you need in order to reach your goal?

EdPower Teacher Evaluation Rubrics

This rubric is based on the work of Kim Marshall and the Indiana's RISE teacher evaluation rubrics.

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance:

A. Planning and Preparation for Learning
B. Classroom Management
C. Effective Instruction
D. Family and Community Outreach
E. Professional Responsibilities
F. Teacher Leadership

The rubrics use a four-level rating scale with the following labels: 4 – Highly Effective
3 – Effective
2 – Improvement Necessary
1 – Does Not Meet Standards

2. The rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, principals need to have been in classrooms frequently throughout the year; it is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2-3 week followed by face-to-face conversations are the best way for principals to have an accurate sense of teachers' performance, give ongoing praise and suggestions, and listen to push-back. For a detailed account of the development of these rubrics – and the rationale for not including student results – see Kim's recent book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2009).

3. The *Effective* level describes solid, expected professional performance; teachers should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level. *Improvement Necessary* indicates that performance has real deficiencies; it is not a "gentleman's C" and nobody should be content to remain at this level. Performance at the *Does Not Meet Standards* level is clearly unacceptable and needs to be improved immediately.

4. When scoring, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the teacher's performance, and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall score for that domain at the bottom of the page (averaging the scores on the page) and make brief comments in the space provided. When all six pages have been scored, record the ratings on the summary sheet (page 8).

5. Evaluation conferences are greatly enhanced if the principal and teacher fill out the rubrics in advance, then meet and compare scores one page at a time. The principal has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate score for each criterion. Principals should go into the evaluation process with some humility since they can't possibly know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective who has been in their classroom numerous times.

6. Some principals sugar-coat criticism and give inflated scores so as not to hurt feelings. This does not help teachers improve. The kindest thing a principal can do for an underperforming teacher is give candid, evidence-based feedback, listen to the teacher's concerns, and provide robust follow-up support.

A. Planning and Preparation for Learning

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a well-honed plan for the year that is tightly aligned with state standards and assessments.	Plans the year so students will meet state standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans most units backwards, with well-thought-out big ideas, essential questions, knowledge, and skill goals.	Plans some units backwards with big ideas, essential questions, knowledge, and skill goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an *ad hoc* basis with little or no consideration for long-range curriculum goals.
d. Assessments	***At Level 4, a teacher fulfills the criteria for Level 3 and additionally:*** Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.	**Teacher uses prior assessment data to formulate:** Achievement goals, unit plans, AND lesson plans.	**Teacher uses prior assessment data to formulate:** Achievement goals, unit plans, OR lesson plans, but not all of the above.	Teacher rarely or never uses prior assessment data when planning.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	***At Level 4, a teacher fulfills the criteria for Level 3 and additionally:*** Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction. Incorporates a variety of informal assessments/ checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction.	Based on unit plan, teacher plans daily lessons by: Identifying lesson objectives that are aligned to state content standards. Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives. Designing formative assessments that measure progress towards mastery and inform instruction.	Based on unit plan, teacher plans daily lessons by: Identifying lesson objectives that are aligned to state content standards. Matching instructional strategies and activities/ assignments to the lesson objectives. **Teacher may *not:*** Design assignments that are meaningful or relevant. Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage students in active learning.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.

h. Materials	Designs lessons involving an appropriate mix of high quality, multicultural learning materials.	Designs lessons that use an effective, multicultural mix of materials.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Skillfully uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating: ____ Comments:

B. Classroom Management

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations. Regularly uses Taxonomy and Whole Brain Teaching techniques.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with *ad hoc* rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Successfully develops students' self-discipline, self- efficacy, and sense of responsibility.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline "moves" and constantly struggles to get students' attention.
h. Efficiency	Uses coherence, lesson momentum, and smooth transitions to get the most out of every minute.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and prevents or quickly controls virtually all discipline problems.	Is a confident, dynamic "presence" and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives away "goodies" (e.g., free time) without using it as a lever to improve behavior.

Overall rating: ____ Comments:

C. Effective Instruction

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Student Mastery	***For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*** Students can explain what they are learning and why it is important, beyond repeating the stated objective. Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection.	Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson. Objective is written in a student-friendly manner and/or explained to students in easy-to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning. Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students. Lesson is well-organized to move students towards mastery of the objective.	Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable. Objective is stated, but not in a student-friendly manner that leads to understanding. Teacher attempts explanation of importance of objective, but students fail to understand. Lesson generally does not build on prior knowledge of students or students fail to make this connection. Organization of the lesson may not always be connected to mastery of the objective.	Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. There may be no effort to connect objective to prior knowledge of students. Lesson is disorganized and does not lead to mastery of objective.
b. Content Knowledge	***For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*** Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding. Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content. Students participate in each others' learning of content through collaboration during the lesson. Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.	Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized. Teacher restates and rephrases instruction in multiple ways to increase understanding. Teacher emphasizes key points or main ideas in content. Teacher uses developmentally appropriate language and explanations. Teacher implements relevant instructional strategies learned via professional development.	Teacher delivers content that is factually correct. Content occasionally lacks clarity and is not as well organized as it could be. Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding. Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways. Explanations sometimes lack developmentally appropriate language. Teacher does not always implement new and improved instructional strategies learned via professional development.	Teacher may deliver content that is factually incorrect. Explanations may be unclear or incoherent and fail to build student understanding of key concepts. Teacher continues with planned instruction, even when it is obvious that students are not understanding content. Teacher does not emphasize main ideas, and students are often confused about content. Teacher fails to use developmentally appropriate language. Teacher does not implement new and improved instructional strategies learned via professional development.

c. Engagement	***For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*** Teacher provides ways to engage with content that significantly promotes student mastery of the objective. Teacher provides differentiated ways of engaging with content specific to individual student needs. The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do. Teacher effectively integrates technology as a tool to engage students in academic content.	3/4 or more of students are actively engaged in content at all times and not off-task. Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective. Ways of engaging with content reflect different learning modalities or intelligences. Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged. ELL and IEP students have the appropriate accommodations to be engaged in content. Students work hard and are deeply active rather than passive/receptive.	Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content. Teacher may miss opportunities to provide ways of differentiating content for student engagement. Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective. ELL and IEP students are sometimes given appropriate accommodations to be engaged in content. Students may appear to actively listen, but when it comes time for participation are disinterested in engaging.	Fewer than 1/2 of students are engaged in content and many are off-task. Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content. Teacher does not differentiate instruction to target different learning modalities. Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students. ELL and IEP students are not provided with the necessary accommodations to engage in content. Students do not actively listen and are overtly disinterested in engaging.
d. Checks for Understanding	***For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*** Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof). Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking.	Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward). Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding. Teacher uses wait time effectively both after posing a question and before helping students think through a response. Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students. Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments.	Teacher sometimes checks for understanding of content, but misses several key moments. Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding. Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content. Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students. Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.	Teacher rarely or never checks for understanding of content, or misses nearly all key moments. Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding. Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students. Teacher rarely or never assesses for mastery at the end of the lesson.

e. Modification of Instruction	***For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*** Teacher anticipates student misunderstandings and preemptively addresses them. Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.	Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students. Teacher responds to misunderstandings with effective scaffolding techniques. Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful.	Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students. Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective. Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.	Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students. Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques. Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding.
f. Rigor	***For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*** Lesson is accessible and challenging to all students. Students are able to answer higher-level questions with meaningful responses. Students pose higher-level questions to the teacher and to each other. Teacher displays recent exemplary student work; Insists and motivates students to do it again if not great. Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments).	Lesson is accessible and challenging to almost all students. Teacher frequently develops higher-level understanding through effective questioning. Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding. Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning. Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks.	Lesson is not always accessible or challenging for students. Some questions used may not be effective in developing higher-level understanding (too complex or confusing). Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding. While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate. Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying.	Lesson is not aligned with developmental level of students (may be too challenging or too easy). Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. Teacher gives up on students easily and does not encourage them to persist through difficult tasks.

g. Instructional Time	***For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*** Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher. Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance). Students share responsibility for operations and routines and work well together to accomplish these tasks. All students are on-task and follow instructions of teacher without much prompting. Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson.	Students arrive on-time and are aware of the consequences of arriving late (unexcused). Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher. Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance). Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective. Almost all students are on-task and follow instructions of teacher without much prompting. Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	Some students consistently arrive late (unexcused) for class without consequences. Class may consistently start a few minutes late. Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed. There is more than a brief period of time when students are left without meaningful work to keep them engaged. Teacher may delegate lesson time inappropriately between parts of the lesson. Significant prompting from the teacher is necessary for students to follow instructions and remain on-task. Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	Students may frequently arrive late (unexcused) for class without consequences. Teacher may frequently start class late. There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times. There are significant periods of time in which students are not engaged in meaningful work. Teacher wastes significant time between parts of the lesson due to classroom management. Even with significant prompting, students frequently do not follow directions and are off-task. Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.
h. Classroom Culture	***For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*** Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance. Students reinforce positive character and behavior and discourage negative behavior amongst themselves.	Students are respectful of their teacher and peers. Students are given opportunities to collaborate and support each other in the learning process. Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior. Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions.	Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms. Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together. Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both. Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others.	Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior. Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention. Teacher rarely or never praises positive behavior. Teacher rarely or never addresses negative behavior.

i. High Expectations	***For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*** Students participate in forming academic goals for themselves and analyzing their progress. Students demonstrate high academic expectations for themselves. Student comments and actions demonstrate that they are excited about their work and understand why it is important.	Teacher sets high expectations for students of all levels. Students are invested in their work and value academic success as evidenced by their effort and quality of their work. The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly). Teacher celebrates and praises academic work. High quality work of all students is displayed in the classroom.	Teacher may set high expectations for some, but not others. Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging. Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily). Teacher may praise the academic work of some, but not others. High quality work of a few, but not all students, may be displayed in the classroom.	Teacher rarely or never sets high expectations for students. Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments. Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers. Teacher rarely or never praises academic work or good behavior. High quality work is rarely or never displayed in the classroom.

Overall rating: ____ Comments:

D. Family and Community Outreach

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes unintentionally responds in an insensitive manner.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear, succinct expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and provides rich feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and gives off an unwelcoming vibe.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses conferences, report cards and informal talks to gives parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating: ____ Comments:

E. Professional Responsibilities

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality.	Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
f. Above-and-beyond	Is an important member of teacher teams and committees and frequently volunteers for after-school activities.	Shares responsibility for grade-level and school-wide activities and takes part in after-school activities.	When asked, will serve on a committee and attend an after-school activity.	Declines invitations to serve on committees and attend after-school activities.
g. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
h. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
i. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating: ____ Comments:

F. Teacher Leadership

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Contribution to School Culture	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** Seeks out leadership roles. Goes above and beyond in dedicating time for students and peers outside of class.	Contributes ideas and expertise to further the schools' mission and initiatives. Dedicates time efficiently, when needed, to helping students and peers outside of class.	Contributes occasional ideas and expertise to further the school's mission and initiatives. **Teacher may *not*:** - Frequently dedicate time to help students and peers efficiently outside of class.	Rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
b. Collaboration	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** Goes above and beyond in seeking out opportunities to collaborate. Coaches peers through difficult situations. Takes on leadership roles within collaborative groups such as Professional Learning Communities.	Seeks out and participate in regular opportunities to work with and learn from others. Asks for assistance, when needed, and provides assistance to others in need.	Participates in occasional opportunities to work with and learn from others. Asks for assistance when needed. **Teacher may *not:*** - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others.	Rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
c. Professional Skills and Knowledge	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** Regularly shares newly learned knowledge and practices with others. Seeks out opportunities to lead professional development sessions.	Actively pursues opportunities to improve knowledge and practice. Seeks out ways to implement new practices into instruction, where applicable. Welcomes constructive feedback to improve practices	Attends all mandatory professional development opportunities. **Teacher may *not:*** - Actively pursue optional professional development opportunities, seek out ways to implement new practices into instruction, or accept constructive feedback well.	Rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning.
d. Advocate for Student Success	***At Level 4, a teacher fulfills the criteria for Level 3 and additionally:*** Displays commitment to the education of all the students in the school. Makes changes and takes risks to ensure student success.	Displays commitment to the education of all his/her students. Attempts to remedy obstacles around student achievement. Advocates for students' individualized needs.	Displays commitment to the education of all his/her students. **Teacher may *not:*** - Advocate for students' needs	Rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.

e. Family Engagement	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** Strives to form relationships in which parents are given ample opportunity to participate in student learning. Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.	Proactively reaches out to parents in a variety of ways to engage them in student learning. Responds promptly to contact from parents. Engages in all forms of parent outreach required by the school.	Responds to contact from parents. Engages in all forms of parent outreach required by the school. **Teacher may *not:* -** Proactively reach out to parents to engage them in student learning.	Rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Overall rating: ____ Comments:

Evaluation Summary Page

Teacher's name: _____ School year: _____

School: _____ Subject area: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:			
A. Planning and Preparation for Learning:			
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
B. Classroom Management:			
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
C. Effective Instruction:			
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
D. Family and Community Outreach:			
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
E. Professional Responsibilities:			
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
F. Teacher Leadership:			
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
OVERALL RATING:			
Highly Effective	**Effective**	**Improvement Necessary**	**Does Not Meet Standards**

OVERALL COMMENTS BY PRINCIPAL:

OVERALL COMMENTS BY TEACHER:

Principal's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Spreadsheet of Rubric Scores of a 12-Member Staff for PD Purposes

	A. Planning & Preparation	B. Classroom Management	C. Delivery of Instruction	D. Assessment, Monitoring, Follow-Up	E. Parent and Community Outreach	F. Professional Responsibilities	
Cynthia							16
Henry							19
Belinda				2			17
Marcia							24
Charles				2			18
Raymond							17
Sandy				2			17
Mark							24
Placida				2			17
Anne							16
Richard	2		2		2		11
Totals	34	36	34	23	34	35	

Sources

A Framework for Leading Learning (unknown source)

Alexandria Public Schools (Virginia) performance evaluation rubrics (2003)

Aspire Charter Schools, California teacher evaluation rubrics (2003) Boston

Public Schools Performance Evaluation Instrument (1997)

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"Indicators of Teaching for Understanding" by Jay McTighe and Eliot Seif (unpublished paper, 2005)

Linking Teacher Evaluation and Student Learning by Pamela Tucker and James Stronge (ASCD, 2005)

North Star Academy Charter School of Newark: Teaching Standards (2004-05)

Roxbury Preparatory Charter School, Boston: Criteria for Outstanding Teaching (2004-05) *The Skillful Teacher* by Jon Saphier and Robert Gower (Research for Better Teaching, 1997)

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Pete Turnamian, Mark Jacobson, Andy Platt, and Jon Saphier provided valuable suggestions on the development of these rubrics. Committees of principals, teachers, and central office personnel from the Hamilton County schools in Tennessee did a thorough critique of the rubrics in 2010 and suggested a number of important improvements.

EdPower Leadership Evaluation Rubric

*This rubric is based on the work of Kim Marshall and the Indiana's RISE leadership rubrics.

The rubrics use a four-level rating scale with the following designations:

4 – Highly Effective
3 – Effective
2 – Improvement Necessary
1 – Does Not Meet Standards

This rubrics has been developed to give principals a guide for the performance of their job responsibilities. It will provide the basis for mid-year and end-of-the-year assessments of the leadership team and where they stand in all performance areas (with detailed guidance for improvement). The evaluation process is not based on a solitary school visit, but on a culmination of many school visits, feedback and follow-up conversations.

The *Effective* level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Improvement Necessary* indicates that performance has real deficiencies and must improve and performance at the *Does Not Meet Standards* level is clearly unacceptable and may lead to dismissal.

Standards are highlighted in colors as they pertain to the Principal and/or other members of the school leadership team as follows:

- Principal - Yellow
- Entire Leadership Team: Principal, Assistant Principal, Dean – Green
- Assistant Principal – Blue
- Assistant Principal and Principal - Orange
- Dean – [redacted]
- Dean and Principal - Purple

A. Leadership Actions

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
Initiative Persistence	Exceeding typical expectations to accomplish ambitious goals.	Consistently achieving expected goals.	Achieving most, but not all expected goals.	Rarely achieving expected goals.
Gap	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
Strategy	Collaboratively crafts a lean, comprehensive, results- oriented strategic plan with annual goals and fosters a sense of urgency and responsibility among stakeholders.	Gets input and writes a comprehensive, measurable strategic plan for the current year and builds stakeholder support for achieving goals.	Writes a cumbersome, non- accountable strategic plan and presents annual plan to stakeholders.	Recycles the previous year's cumbersome, non-accountable strategic plan and gets signatures.
Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels and whenever possible, messaging key concepts in real time.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others and messages key concepts; such as schools goals, needs, plans, success and failures.	Has a limited communication repertoire and some key stakeholders are not aware of school goals and messaging most key concepts.	Is not an effective communicator, and others are often left guessing about policies and direction and rarely, if ever messages key concepts.
Outreach	Frequently solicits and uses feedback from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback.

Overall rating:____

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
Organization	Has a foolproof system for capturing key information, remembering, prioritizing, and following up on actionable items.	Writes down important information for actionable items. Remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
Expectations	The majority of staff understands and acts on expectations for management procedures and discipline.	The majority of staff knows what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
Meetings	Successfully gets all key teams meeting regularly and reports out on action items and deliverables.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
Efficiency	Deals quickly and decisively with the highest-priority e- mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
Culture of Urgency	Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement.	Aligning the efforts of students, parents, teachers and other stakeholders to a shared understanding of academic and behavioral expectations and leading a relentless pursuit of these expectations.	Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations and leading the pursuit of those expectations.	Failing to align efforts of students and teachers to a shared understanding of academic and behavioral expectations and failure to identify those.
Professionalism	Articulates appropriate behavior to all stakeholders and creates systems and/or incentives to motivate students and colleagues to display professional, ethical and respectful behaviors at all times. (and level 3)	Modeling professional, ethical and respectful behavior at all times and expecting students and colleagues to display professional, ethical and respectful behavior at all times.	Failing to consistently model professional, ethical and respectful behavior and occasionally holding students and colleagues to professional, ethical and respectful behaviors.	Failing to consistently model professional, ethical and respectful behavior and occasionally modeling behaviors counter to professional expectations. Rarely holding students and colleagues accountable to professional expectations.

COMMENTS:

Overall rating:____

B. Teacher Effectiveness

	4 **Highly Effective**	3 **Effective**	2 **Improvement** Necessary	1 **Does Not Meet** Standards
Expectations	Gets all teachers to use clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.	Tells teachers exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
Baselines	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
Targets	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
Interims	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests.
Analysis	Ensures that teachers follow assessment analysis with effective reteaching, tutoring, and other interventions.	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.
Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

Overall rating:____

	4 **Highly Effective**	3 **Effective**	2 **Improvement** Necessary	1 **Does Not Meet** Standards
Meetings	In all-staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
Development	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
Units	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
Evaluation	Visits 4-5 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Visits 2-3 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
Criticism	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
Housecleaning	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

Comments:

Overall rating:____

C. Discipline and Family Involvement

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
Expectations	Gets staff buy-in for clear, school-wide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes school-wide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
[redacted]				
Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
[redacted]				
Openness	Makes families feel welcome and respected, responds to concerns, and works to increase family involvement.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
Conferences	Orchestrates productive parent/teacher report card conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
Communication	Sends home a weekly school newsletter and provides feedback to teachers on their parent communication.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.

Comments:

Overall rating:____

D. Management and External Relations

	4 **Highly Effective**	3 **Effective**	2 **Improvement** Necessary	1 **Does Not Meet** Standards
Procedures	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
Custodians	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
Compliance	Fulfills compliance and reporting responsibilities to the district.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.	Frequently misses reporting deadlines and other external requirements.
Relationships	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.

Comments:

Overall rating:____

Evaluation Summary Page

School Leader: _____ School year: _____

School: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Leadership Actions:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Teacher Effectiveness:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Discipline and Family Involvement:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Management and External Relations:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY ADMINISTRATOR:

Evaluator's Signature: _____ Date: _____

School Leader's Signature: _____ Date: _____

(The school leader's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

EdPower School Culture Assessment | 2012-13

Date	**7/10/2012**
School	
Observer	

Criteria	Evident	Comments
No trash on floor	☐	
Students in correct uniforms (dress code)	☐	
Students raising hands to speak	☐	
BBC	☐	
Bookshelves and work areas neat	☐	
Aisles clear of obstructions	☐	
Box free/Organized	☐	
Required postings posted	☐	
Door windows not covered	☐	
Student agendas present	☐	
Adults in dress code	☐	
Void of gum chewing	☐	
Void of electronics	☐	
Standard English spoken	☐	
Negative behaviors addressed	☐	
Distracting/disrespectful students addressed	☐	
Teachers in hallways during passing periods	☐	
No students with heads on desk or lounging	☐	
Recent student work posted/achievements posted	☐	

Arlington High Curriculum Audit

Course	Teacher	Standards	Essential Questions	Key Skills	Key Knowledge	Assessments (Formative & Summative)	Lesson Plans (1.5 Weeks Ahead)	Reflection	Aligned w/S&S	Total Points	Last Updated
	Points Possible	2	2	2	2	2	2	2	2	26	
Algebra I	Hill	2	1	1	1	2	2	2	2	13	5.15
Algebra I	White	2	1	2	2	2	2	2	2	11	5.15
Algebra II	Lee	2	1	2	2	2	2	2	2	15	5.15
Biology	Jones/Rodriguez	2	2	2	1	2	2	2	2	11	5.13
Chemistry	Jones	2	2	2	2	2	2	2	2	6	5.14
Geometry	Lee	2	2	2	2	2	2	2	2	14	
ICP	Fleming, Rodriguez	2	2	2	1	2	2	2	2	15	
Math Lab 7	Woods	2	1	2	0	2	2	0	2	7	5.15
Math Lab 8	Rose	2	1	2	2	1	2	2	2	12	5.14
Math 7	Kuehl	2	2	2	2	1	1	2	2	12	
Math 8	Lopez	2	2	2	2	2	2	2	2	14	
Physics	Fleming	2	2	2	2	2	2	2	2	14	
Pre-Calculus	Hill	2	2	2	2	2	2	2	2	14	
Science 7	Clancy	2	1	2	2	2	2	2	2	15	
Science 8	Sub	2	2	2	2	2	2	2	2	16	
Science & Math Average:										12.07	

Key

0= Missing

1=Incomplete

2=Complete

EdPower School:	Arlington	
Audit Date:	Feb. 2013	
Time In:		
Time Out:		
# of Classrooms Visited:	12	

Criteria	**Total**	**Percentage %**
The instruction/lesson has:		
Feasible and measureable objectives:	9	75.00%
Critical vocabulary:	9	75.00%
Built on prior knowledge:	12	100.00%
Rigorous content:	8	66.67%
**Differentiation (BONUS)*	2	[illegible]
The learning experiences include:		
Effective checks for understanding:	9	75.00%
Low Cognitive Demand Activities (Comprehension/Recall):	7	58.33%
High Cognitive Demand Activities (Application/Evaluative):	8	66.67%
**Activities that are not effective:*	0	0.00%
The classroom includes:		
Complete BBC:	10	83.33%
Exemplary work:	6	[illegible]
Posted behavior expectations:	11	[illegible]
Number of students engaged (5 minute intervals):		
First interval		
All	5	[illegible]
Most	3	25.00%
Half	4	33.33%
Few	0	[illegible]
None	0	[illegible]
Second interval		
All	7	[illegible]
Most	2	16.67%
Half	3	25.00%
Few	0	[illegible]
None	0	[illegible]
Third interval		
All	5	[illegible]
Most	5	[illegible]
Half	1	8.33%
Few	1	8.33%
None	0	[illegible]
Classroom Management		
100%	7	58.33%
Warm/Strict	10	83.33%
No Opt Out	8	66.67%
With-it-ness: Proximity, circulation, awareness	12	[illegible]
Effective pacing	10	83.33%
Evidence of Whole Brain Teaching	2	[illegible]

Categories	
Instruction	[illegible]
Learning	70.83%
Physical Classroom Environment	75.00%
100% Engagement	[illegible]
Classroom Management	68.06%
Total Average	**68.06%**
Average with BONUS	*69.72%*

Arlington High Curriculum Audit

Course	Teacher	Standards	Essential Questions	Key Skills	Key Knowledge	Assessments (Formative & Summative)	Lesson Plans (1.5 Weeks Ahead)	Reflection	Aligned w/S&S	Total Points	Last Updated
	Points Possible	2	2	2	2	2	2	2	2	16	
ELA 7	Campbell	2	2	1	1	2	2	2	2	14	14-May
RL 7	Easter	2	2	2	2	2	1	2	2	15	14-May
ELA 8	Shannon	2	2	2	2	1	2	2	2	15	9-May
RL 8	Scherer	2	2	2	2	2	2	2	2	16	13-May
Expository Writing	Hunger	2	2	2	1	2	2	2	2	15	15-May
ELA 9	Bonfiglio	2	2	2	2	2	2	2	2	16	14-May
ELA 10	Zupan	2	2	2	2	2	2	2	2	16	14-May
ELA 11	Siddeeq	2	2	2	1	2	2	2	2	15	14-May
ELA 12	Leard	2	2	2	2	2	2	2	2	16	12-May
Debate	Collaboration						2	2		4	15-Apr
Etymology	Leard	2	2	2	2	1	2	2	2	15	6-May
Social Studies 7	Carr	2	1	1	1	2	1	2	1	12	13-May
Social Studies 8	Ridgeway	2	2	2	2	1	2	1	2	14	11-May
US History	Collaboration	2	2	2	2	2	2	2	2	16	14-May
Govt/Econ	Austin Popham	2	2	2	2	2	2	2	2	16	14-May
CPIE	Goings	2	2	2	2	2	2	2	2	16	14-May
World History	Brown	2	2	2	2	1	2	2	2	15	14-May
ELA & SS Average										15.93	

Addendum VI: Arlington School Leader Report

Arlington High School

Monthly School Leader Report
April 30th, 2013

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Monthly School Demographics

	Number of ELL Students	Number of Students with IEP/504	# Inclusion	# Self-Contained	# Homebound	Total Number of Students Enrolled	Average Daily Attendance	# Alternative Program
6th								
7th	0	37	21	8	8	92	85%	1
8th	1	29	23	3	3	97	88%	3
9th	2	20	6	8	6	77	89%	1
10th	0	18	11	2	5	63	82%	2
11th	0	13	9	2	2	56	80%	3
12th	1	8	7	1	0	20	96%	1
Total	**4**	**125**	**77**	**24**	**24**	**405**	**87%**	**11**

- The ELS numbers are now up to date
- We have 38 scholars on probation with courts
- In the month of May, we have declining enrollment with an emphasis on Culture being the top reason decreased numbers

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Enrollments & Withdrawals

Enrollments	Withdrawals
7th – 0	7th – 3
8th – 0	8th – 7
9th – 0	9th – 5
10th – 1	10th – 4
11th – 0	11th – 3
12th – 0	12th – 1
Total – 1	Total – 23

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Year to Date School Demographics

	Number of ELL Students	Number of Students with IEP/504	# Inclusion	# Self-Contained	# Homebound	Total Number of Students Enrolled	Average Daily Attendance	# Alternative Program
July								
August								
September								
October								
November	2	118						
December	7	122			14	524		10
January	7	106	21	30	14	522	77%	12
February	7	135	22	29	12	482	75%	11
March	7	135	22	29	12	447	75%	11
April	7	138	90	27	18	429	80%	11
May	4	129	77	24	24	405	87%	11
June								
Total								

- We've seen a decline in enrollment due to our culture on discipline, scholars are moving to different schools and some withdrew given their pending expulsions hearings
- Homebound has increased due to serious infractions being committed by Exceptional Learners

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Leadership Academy

Leadership Academy (Arlington)

Grade Level	# Students	% Attendance	# of Suspension Days	# Expulsions	Reason for Expulsion	Students Drop Out of Program	Reasons for Dropping Out
7th	1	100%	0	0		0	NA
8th	2	84.00%	1	0		0	NA
9th	1	68%	6	0		0	NA
10th	4	56.00%	2	0		0	NA
11th	2	95.00%	1	0		0	NA
12th	1	80.00%	0	0		0	NA
Total	11	74.00%	10	0		0	NA

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Leadership Academy

No.	NAME	CURRENT STATUS	IEP	GRADE	ATTENDANCE RATING LOGISTICS							Services Receiving	Academic Profile				Academic Review
					ATTENDANCE %	PRESENT	ABSENT	SUSPENDED	TOTAL	Attendance Review	Behavior Review		Class 1	Class 2	Class 3	Class 4	
		Currently enrolled full time	NO	8	89.47%	17	2	0	19	Solid Attendance for the month	Scholar has had not disciplinary incidents this month	Andre does not receive services at this time.	Algebra 1 - 95% B approximately 10% of class complete	English 9A - 95% - A approximately 5% of class complete	Physical Science 1A - 100% A - approximately 5% completed	US History 1A - Not started	Andre is working hard trying to finish the semester with one or two credits for next year
		Currently enrolled full time	YES	11	#DIV/0!	5	0	0	0	Allen was sent home by Mr. Thomas for the remainder of the semester per an incident	Scholar had been behaving well	Allen recieves serves from outside social worker Gallahue	American Government 80% - B approximately 5% of class modules completed	American Literature 1A -77.5% - C Approximately 6% of class modules ocmpleted	Biology 1A - 87% - B FINAL GRADE COURSE COMPLETE	Geometry 1A 81% - B FINAL GRADE COURSE COMPLETE	Allen left at the end of the semester before finishing his final two courses
		Currently Enrolled Full time	NO	9	68.42%	13	0	6	19	Timothy missed a number of school days because of suspension	Timothy's behavior was very volative almost resulting in a number of physical altercations.	Timothy recieves services from the exceptional learner department	Algebra 1A 70% C Approximately 5% of course modules completed.	English 9A - NOT Started	Physical Science 1A - Not Started	American History 1A - 55% F Approximately 1% of course modules completed	Timothy continues to do little to know work in class after repeated warnings, promtings, and attempts to assist
		Currently Enrolled Full time	NO	8	78.95%	15	3	1	19	Wilbur continues to miss about a day a week	Wilbur had solid behavior but ended the month wit a situation where he was defiant to a teacher.	Wilbur is not recieving any services at this time	Algebra 1A 83% B Approximately 60% of the course modules completed	American History 1A 76% C Approximately 5% of course modules completed	English 9A 79% C Approximately 20% of course modules completed	Physical Science 1A 74% C Approximately 20% of course modules completed	Wilbur is working hard and shows good potential to finish courses by the end of the school year.

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Leadership Academy

No.	CURRENT STATUS	IEP	GRADE	ATTENDANCE RATING LOGISTICS							Services Receiving	Academic Profile				Academic Review
				ATTENDANCE %	PRESENT	ABSENT	SUSPENDED	TOTAL	Attendance Review	Behavior Review		Class 1	Class 2	Class 3	Class 4	
[redacted]	Currently Enrolled Full Time	NO	10	94.74%	18	0	1	19	Michael had strong attendance	Michael's poor behavior and choices have resulted in him getting suspended pending an expulsion hearing for a physical altercation	Michael is not receiving any services at this time	Algebra 1B 62% F Approximately 10% of the course modules completed	American History 1B 88% B Approximately 15% of the course modules completed.	English 10B 86% B Approximately 5% of course modules completed	Physics 1B 27% F Approximately 5% of the course modules completed	Michael is not being very productive in class and is making very little progress since the last montly report.
[redacted]	Currently Enrolled Full Time	NO	10	94.74%	18	0	1	19	Devonte had strong attendance	Devonte stole 2 laptops and was arrested and will be evaluated by the ELT for further action	Devonte is receiving services from the Exceptional Learner Team	Algebra 2B 20% F Approximately 5% of Course modules completed	American History 1B 86% B Approximately 1% of modules completed	American Literature 1B NOT STARTED		Devonte accomplished very little this month.
[redacted]	Currently Enrolled Full Time	NO	7	100.00%	19	0	0	19	Brianna had perfect attendance	Brianna behaved well	Brianna is receiving social services	Algebra 1A 86% B Approximately 70% of the course modules are completed	English 9A 94% A Approximately 10% of the course modules are completed	Physical Science 1A 76% C Approximately 10% of course modules completed	American History 1A NOT STARTED	Brianna is making good progress and should finish the semester with at least one credit.
[redacted]	Currently Enrolled Full Time	NO	12	80.00%	12	3	0	15	China Smith (GRADUATED-Final GRADES HERE) - ENG 12B 84% B; ECON 78% C; DIGITAL DESIGN 89% B							

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Leadership Academy

No.	NAME	CURRENT STATUS	IEP	GRADE	ATTENDANCE RATING LOGISTICS							Services Receiving	Academic Profile				Academic Review
					ATTENDANCE %	PRESENT	ABSENT	SUSPENDED	TOTAL	Attendance Review	Behavior Review		Class 1	Class 2	Class 3	Class 4	
[redacted]		Currently Enrolled Full time	NO	10	21.05%	4	15	0	19	Darrus just joined the program and was assigned two classes English 10A and Algebra 1A. He has not been here much at all and has done very little work to report at this time.							
[redacted]		Currently Enrolled Full time	YES	10	63.16%	12	6	1	19	Tyshawn is just entering the program and is working on an English 10, Algebra, and US History. He is on track to complete all of these courses. He behaves well in class and is doing well up to this point. He had an incident on last week in one of his classes but that has been resolved and I look for him to finish the semester strong.							
[redacted]		Currently Enrolled Full time	YES	10	47.37%	9	10	0	19	Shannlahi is new to the program and has spent more time absent than present. When she is here she does very little work and usually complains of not feeling well. I continue to encourage her and look for ways to best support her.							

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Community Engagement

May 2013 Programming

Programming: 75 Arlington High School's 7th grade scholars attended an all-day field trip on May 15th, 2013 to the Defending WNBA National Champions "Choices for Champions" educational program at Bankers Life Fieldhouse. The purpose of the field trip is to bring awareness around "Blocking out Bullying" and the importance of eating healthy. Scholars were introduced to some of Indiana's Finest Role Models with the Indiana Fever and be afforded the opportunity to view the first home game of the Indiana Fever for the 2013 season. Lunch was provided for all scholars at the event.

Programming: 76 eighth grade scholars attended an all-day field trip on May 17th, 2013 to the Indiana Historical Society. The purpose of the field trip is for students to take part different exhibits that highlight different periods in American history. They were also provided lunch

Our scholars visited the following selections:

1. You Are There 1939: Healing Bodies, Changing Minds
2. Destination Indiana
3. You Are There 1955: Ending Polio
4. Fortune History Lab
5. You Are There 1913: A City Under Water
6. Civil War Exhibit
7. Investigation stations

Programming: 46 members of the freshman class traveled to Bloomington, Indiana for a field trip to Indiana University. They arrived on campus and attended an information session where scholars were informed about college acceptance criteria and the various majors that are offered by Indiana University. The presenter emphasized three specific areas that the admission's staff pay close attention to:

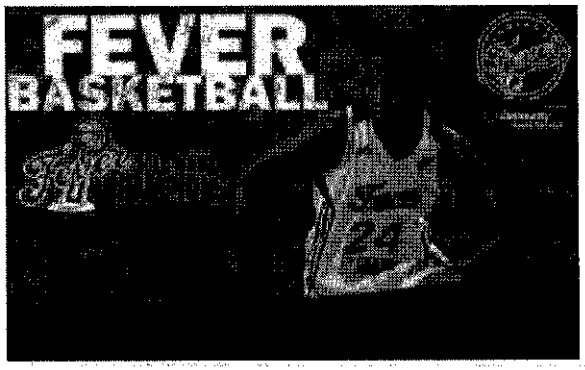
1. Upward Trends of GPA growth (Emphasis on Junior year)
2. Writing Skills (Personal Essay)
3. Respectable ACT/SAT scores (Above Average)

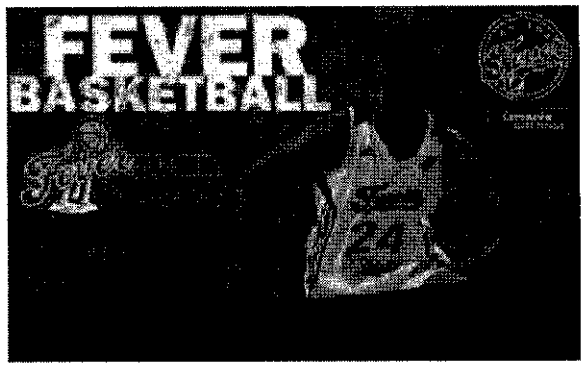
Our scholars experienced a campus tour which provided them exposure to the layout and rich history of the university. We concluded our field trip by enjoying lunch in the Indiana Memorial Union cafeteria. Immediately following lunch, they returned back to Arlington in the mini-auditorium to reflect upon the experience.

INDIANA FEVER :
"CHOICES FOR CHAMPIONS" EDUCATION PROGRAM : 7th Grade Scholars

Bankers Life Field House

May 15, 2013





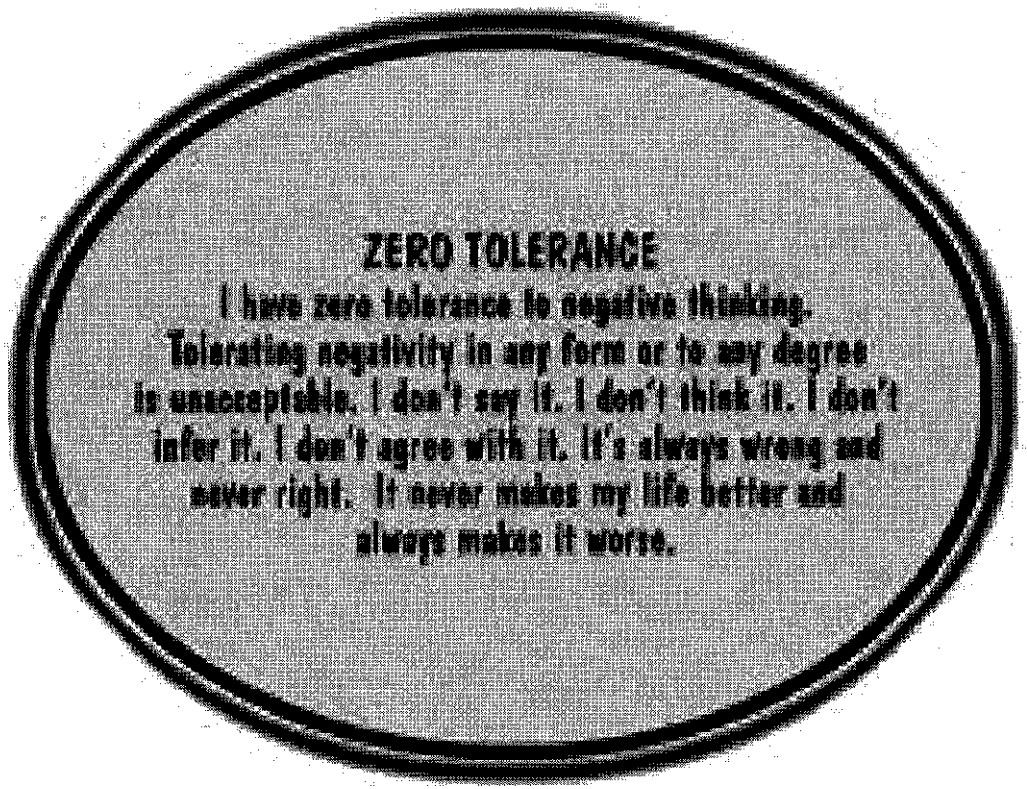
Purpose of Field Trip

- To have fun out in the community…
- Give you opportunity to learn outside of the classroom…
- To enjoy interactive games, festivities, and fun…
- To watch the Defending National Champions "ball out" at Home vs. San Antonio "Scrubs"

You are an Ambassador of AHS Scholar and Family Handbook Expectations

- You are a representation of a True K.N.I.G.H.T at all times…
- You are a scholar headed towards a four year University, all mannerisms and behaviors must reflect this…
- You have an opportunity to demonstrate your Growth and Development as a scholar in the community…
- When we meet expectations, we will have more Community Based Instructions/Field Trips…

Stop, think, then act!



MEET AND GREET INDIANA'S FINEST ROLE MODELS!

- **Schedule of Events:**
- **9:00 a.m. Doors Open**
- **9:45 a.m. Choices for Champions Educational Program:**
- *Interactive presentation including skits, Spoken Word and more presented by Reach For Youth, Inc. (www.reachforyouth.org)*
- *"Block Out Bullying in our Community and in our Schools" – Marion Co. Deputy Prosecutor Ryan Mears*
- *"Champion Choices in your Health and Education" - 2012 WNBA FINALS MVP, 3-time Olympic Gold Medalist and Fever Forward Tamika Catchings*
- *Fun Activities: Freddy Fever, Fitness Challenge and t-shirt tosses*

- **11:00 a.m. Lunch Break and Concourse Activities– *Early Bird Special: Receive a Food Voucher good for a Free Hot Dog, Chips, and small Pepsi product (while supplies last). Fun activities on the Main Concourse such as face painting, balloon artists, prize wheel and more!***

Lunch/Concessions

- **<u>11:00 a.m.</u> Lunch Break and Concourse Activities–**
  - *a Hot Dog, Chips, and small Pepsi product*
  - *Fun activities on the Main Concourse such as face painting, balloon artists, prize wheel and more!*
  - *Time to use the restroom and get additional snacks from Concessions if you bring money.*
  - *Must stay in pairs with Cohort and Adult Chaperone.*

Defending Champs: Indiana Fever

- **<u>12pm:</u>** Indiana Fever Game Tip-Off vs San Antonio
- Get to see Indiana's Professional Basketball team play (Defending National Champions)
- **Excellent Seats in the Lower Level**
  - **All Gold Shirts will sit together**

It's So Hard to Say Good Bye…

- 1:45 p.m. Begin Loading the Buses to head back to campus for dismissal @ 2:30p.m.
- Come back to campus, enter through Door 1.
  - If we arrive back to campus before early dismissal all will go into Mini-Auditorium and dismiss from there, early release first then extended day scholars.
- Extended Day is still live, scholars are expected to attend if your name is on the list…

Recap/Review

- Always together in pairs(With your buddy)- Ask permission of Chaperone/Teacher to move without the group.
- First Period Teacher is your Chaperone ALL DAY
- Always an Ambassador of Arlington High School!
- Have Fun and Learn as much as possible!
- STOP, THINK, and ACT!

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Arlington High School

May 29, 2013

INDIANA UNIVERSITY

What is the purpose?

1) Exposure
2) Plan for your future
3) A Day Away

FIELD TRIP EXPECTATIONS

- Dress code compliance
- No cell phones
- Stay with your cohort
- Maintain inside voices on the bus
- Be attentive and ask questions
  - Circle around the campus tour guide
  - Keep up with the campus tour guide
- Walk to the right
- Avoid being loud and obnoxious
- Be cordial
- Be mature
  - ~~Horseplay~~
  - ~~Roasting~~
  - ~~Profanity~~

Field Trip Itinerary

7:30 – 7:45 a.m.	Assemble in Mini-Auditorium at AHS
7:45 – 8:00 a.m.	Board the buses and depart to Indiana University
9:15 – 9:30 a.m.	Arrive at IU Indiana Memorial Union
9:30 – 10:15 a.m.	Information Session at Georgian Room in IMU
10:15 – 11:15 a.m.	Campus Tour
11:30 – 12:00 p.m.	Lunch (Pizza) – provided for scholars
12:00 – 12:15 p.m.	Board the buses and depart to AHS
1:30 – 1:45 p.m.	Arrive to AHS
1:45 – 2:30 p.m.	Assemble in Mini-Auditorium at AHS

COHORT & CHEPERONE

- BROWN – Ms. Bonfiglio
- CORNELL – Dr. Brown
- MOOREHOUSE – Mr. Johnson
- SMITH – Mr. Rodriguez
- WELLESLEY – Mr. White

- FLOATER – Ms. Hunger and Mr. Wallace

Spring Sports Report

Girls Varsity Tennis - Coach Jeremie Benjamin

Players:

Cherrelle Pruitt – varsity letter winner
Tiffany Harvey – varsity letter winner
Grace Taylor - varsity letter winner, scholar-athlete award winner
Cynthia Lewis – varsity letter winner
Daija Rupert – varsity letter winner

Middle School Girls Volleyball - Coach Erika Watson

Players:

Alec Fitts – scholar-athlete award winner
Desiree Flemming – scholar-athlete award winner
Monterrey Cobb – scholar-athlete award winner
Kennedy Mercer – scholar-athlete award winner
Capri Jackson – scholar-athlete award winner
Ashlee Davis
Yoselin Aguilar – scholar-athlete award winner
Shakera King – scholar-athlete award winner
TEAM RECORD : 7 - 4

Spring Sports Report

Girls Varsity Track – Coach Finda Fallah

Players:

Briella Tomlinson – varsity letter winner, scholar-athlete award winner
RahShanda Talbert – varsity letter winner, scholar-athlete award winner

Boys Varsity Track – Coach Kwasi Clark

Players:

Tyshaun Finney – varsity letter winner, scholar-athlete award winner
Ra'Shawn Jones – varsity letter winner, scholar-athlete award winner
Bryce Nickens – varsity letter winner, scholar-athlete award winner
Za'Sean Davis – varsity letter winner
Christian Smith – varsity letter winner, scholar-athlete award winner
Lucas Fitts – varsity letter winner
Jeffrey Everett – varsity letter winner, scholar-athlete award winner
Devin Ealy – varsity letter winner
Quintin Puckett – varsity letter winner, scholar-athlete award winner

Highlight of season – winning 3 team meet at Shortridge (team consists of 5 freshmen of its 9 varsity members)

Spring Sports Report

1) Track coaching staff, particularly Kwasi Clark, did an excellent job of taking weekly academic reports provided by AD and communicating those grades with athlete and parent to ensure that all involved are aware of where they currently are academically and where they need to be to remain eligible for participation.

2) Boys Track team had a TEAM GPA of 3.28 (9 scholar-athletes), Girls Track 3.45 (2 scholars), Girls Tennis 3.03 (5 scholars), MS Volleyball 3.52 (8 scholars)

Primary Business Address
4825 N. Arlington Ave.
Indianapolis, IN. 46226

School Phone: 317-822-7960
Coach Clark: 901-214-5407
E-mail: kclark@edpower.org

ARLINGTON TRACK
MAY 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Girl/Boys @ Terre Haute S L2pm S9pm	2	3	4
5	6 Girls Only!!@ Ar.Tech HS L3pm S7:45	7	8 BoysOnly !@ Ar.Tech HS L3pm S7:45	9	10	11
12	13	**Sectionals** 14 **Girls** Only!! Time &Place T.B.A.	15	**Sectionals** 16 **Boys** Only!! Time &Place T.B.A.	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

B.O.Y.S
Better Organized Youth Society

Program Buiders

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Middle School Extended Day

Extended day will be based on Acuity. The bottom ***50*** will be retained for extended day at Arlington High School. Those scholars who are failing ***Math/Eng***. must be retained as well.

*Note: 8th Graders will have the previous year's ISTEP taken into consideration.

Determination

- If it is determined that a scholar must be retained for extended day the following must be done by the ***teacher***:
- Letter must be sent home to determine eligibility
- Teachers are to place a telephone call home Monday evenings for every scholar that fails to return a signed progress report in addition to making guardian contact weekly for all failing scholars on their roster.
- Progress reports are put in as homework grades.

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Middle School Extended Day

Attendance

Extended Day scholars are reminded by core teachers of their current grades every week via Progress Report distribution. Progress reports are to be taken home, signed by an adult guardian and returned to core teachers at the beginning of every class on Monday. Teachers retain signed reports in student work folders for conferencing talking points.

Attendance *roster is monitored by Administrative Office Manager daily and reported to the Campus Administrator.* Poor attendance will receive the consequence determined by the MS Dean

Upon arrive to Extended Day, respective teachers should record attendance on *the AHS Extended Day Attendance Roster accessed via* **docs.google.com, User: edpowerindy@gmail.com Password: edpower7**

Teachers must us Google docs to take extended day attendance. Attendance must be taken every day at the beginning of extended day class. You will mark your attendance on the appropriate day next to the scholars name by marking a ***P.*** If you are the first extended day period teacher you will mark the attendance with a ***"P/,*** thus the second teacher will do the same so that the scholars attendance, if present, should look like ***P/P***, or absent ***A/A*** etc. This should look the same for middle school and high school attendance

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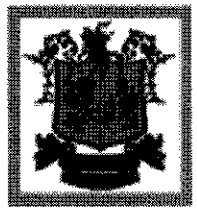

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AHS 7-9th Extended Day Attendance

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7th grade Easter Level C B310

	A	B	C	D	E	F	G
1	7th grade Easter Level C B310	Monday	Tuesday	Wednesday	Thursday		
2		OSS	oss	oss	oss		
3		w/drawn	w/d	w/d	w/d		
4		A*/A*	A/A	A/A	a/a		
5		p/P	P/P	/P	P/P		
6		p/P	P/P	/P	a/a		
7		W/drawn	w/d	w/d	w/d		
8		A*/A*	a*/A*	/P	P/P		
9		p/P	P/P	/P	P/P		
10		OSS	EA/EA	/P	A/a		
11		p/P	P/P	/P	P/P		
12		p/P	P/P	/P	P/P		
13		p/P	P/P	/P	P/P		
14		p/P	P/P	/P	P/P		
15		p/P	P/P	/P	P/P		
16		A*/A*	Tuesday/P	/P	A/A		
17		8	8	0	8		
18	8th grade --Williams Level C B316						
19		A/A	A				
20		A/A	P/P				
21		P/P	A				
22		A/A	A				
23		P/P	A				
24		P/P	P/P				
25		A*	A				
26		A*	A				
27		A/A	A				
28		5	2	0	0		
29	Level C						
30		P/P	P/P				
31							

2-4-13 2-11-13 2-18-13 2-25-13 3-4-13 3-11-13 3-18-13 4-1-13 4-8-13 4-15-13 4-22

Notice "P" for Present and "A" for absent etc.

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MS Extended Day Attendance 5/6 & 5/13

Grade Level Raw Count	Monday	Tuesday	Wednesday	Thursday
7th Grade	22	22	21	9
8th Grade	23	22	20	19
9th Grade	18	16	18	18
Grade Level Percentages				
7th Grade	62.86%	62.86%	60.00%	25.71%
8th Grade	65.71%	62.86%	57.14%	54.29%
9th Grade	51.43%	45.71%	51.43%	51.43%

Grade Level Raw Count	Monday	Tuesday	Wednesday	Thursday
7th Grade	9	17	19	13
8th Grade	9	11	12	13
9th Grade	N/A	N/A	N/A	N/A
Grade Level Percentages	Monday	Tuesday	Wednesday	Thursday
7th Grade	69.23%	70.83%	90.48%	81.25%
8th Grade	25.71%	31.43%	34.29%	37.14%
9th Grade	N/A	N/A	N/A	N/A

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Middle School
Pre- & Post Data 5/6

STANDARD	STUDENTS	PRE-QUIZ	POST QUIZ	GROWTH	RETEACHING ACTIVITIES
7.4.1 Revising and Editing					istep practice
7.4.1 Revising and Editing					taxonomy
7.4.1 Revising and Editing					small group
7.4.1 Revising and Editing		0.33	0.83	0.5	video/ppt
7.4.1 Revising and Editing		0.67	0.83	0.16	
7.4.1 Revising and Editing					
7.4.1 Revising and Editing					
7.4.1 Revising and Editing		0.25	0.67	0.42	
7.4.1 Revising and Editing					
7.4.1 Revising and Editing		0.41		N/A	
7.4.1 Revising and Editing		0.5		N/A	
7.4.1 Revising and Editing					
7.4.1 Revising and Editing		0.16	0.83	0.67	
7.4.1 Revising and Editing					
7.4.1 Revising and Editing					
7.4.1 Revising and Editing		0.41		N/A	
7.4.1 Revising and Editing		0.25		N/A	
7.4.1 Revising and Editing		0.16		N/A	
7.4.1 Revising and Editing		0.5	1	0.5	
7.4.1 Revising and Editing					
7.4.1 Revising and Editing					
7.4.1 Revising and Editing		0.33		N/A	
7.4.1 Revising and Editing					
7.4.1 Revising and Editing		0.25		N/A	
7.4.1 Revising and Editing		0.5		N/A	
7.4.1 Revising and Editing		0.33		N/A	
	AVERAGE			45.00%	

STANDARD	STUDENTS	PRE-QUIZ	POST QUIZ	GROWTH	RETEACHING ACTIVITIES
MA.8.3.8 2000 Demonstrate an understanding of the relationships among tables, equations, verbal expressions, and graphs of linear functions.					Do Nows: Graph Points
Graphing Equations					Speed Sheet: Multiplication
		0	50	50	I Do/We Do/Independent Practice:
		0	0	0	Work through Acuity Questions Packet
		0	50	50	Checks For Understanding:
		0	50	50	Cold – Call
					Class Polling
					Teacher walk around during independent Practice
					White Boards
					Pre/Post Tests
		0	50	50	
		0	50	50	
		0	0	0	
		0	50	50	
		0	50	50	
		0	50	50	
		0	50	50	
	AVERAGE			41	

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Middle School
Pre- & Post Data 5/13

STANDARD	STUDENTS	PRE-QUIZ	POST QUIZ	GROWTH	RETEACHING ACTIVITIES
7.6.1 Properly place modifiers		0.42	0.56	0.14	Istep practice
7.6.1 Properly place modifiers		0.6	0	-0.6	taxonomy
7.6.1 Properly place modifiers		0.58	0.6	0.02	small group
7.6.1 Properly place modifiers		0.64	0.52	-0.12	video/ppt
7.6.1 Properly place modifiers		0.4	0.14	-0.26	
7.6.1 Properly place modifiers		0.38	0.08	-0.3	
7.6.1 Properly place modifiers		0.72	0.74	0.02	
7.6.1 Properly place modifiers		0.22	0.08	-0.14	
7.6.1 Properly place modifiers		0.3	0.12	-0.18	
7.6.1 Properly place modifiers		0	0.12	0.12	
7.6.1 Properly place modifiers		0.56	0.12	-0.44	
	AVERAGE			-15.82%	
Poetry and Rhyme Scheme		0.6	0.87	0.27	
Poetry and Rhyme Scheme		0.6	0.93	0.33	
Poetry and Rhyme Scheme		0.43	0.87	0.44	
Poetry and Rhyme Scheme		0.67	0.7	3%	
Poetry and Rhyme Scheme		0.1	0.77	0.67	
Poetry and Rhyme Scheme		0.96	1	0.04	
Poetry and Rhyme Scheme		0.96	1	0.04	
Poetry and Rhyme Scheme		0.6	0.77	0.17	
Poetry and Rhyme Scheme		0.67	0.87	0.2	
	AVERAGE			24%	

STANDARD	STUDENTS	PRE-QUIZ	POST QUIZ	GROWTH	RETEACHING ACTIVITIES
7.3.7; 7.3.8; 7.3.9		33	70	37	Do Nows: Simple Graph points
Graphing, Slope, Linear vs. Nonlinear functions		40	46.7	6.7	Speed Sheet: Multiplication
					I Do/We Do/Independent Practice:
		57	50	-7	Work through various notes, exit tickets, etc
					Checks For Understanding:
					Cold – Call
					Class Polling
		73	83.3	10.3	Teacher walk around during Independent Practice
					White Boards
					Post Test
		50	96.7	46.7	
		33.3	33.3	0	
		0	77.7	77.7	
		70	83.3	13.3	
		53	50	-3	
		46.7	46.7	0	
		50	50	0	
	AVERAGE			16.5	

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Middle School
Pre- & Post Data 5/20

STANDARD	STUDENTS	PRE-QUIZ	POST QUIZ	GROWTH	RETEACHING ACTIVITIES
7.3.7; 7.3.8; 7.3.9		33	70	37	Do Nows: Simple Graph points
Graphing, Slope, Linear vs. Nonlinear functions		40	46.7	6.7	Speed Sheet: Multiplication
					I Do/We Do/Independent Practice:
		57	50	-7	Work through various notes, exit tickets, etc
					Checks For Understanding:
					Cold – Call
					Class Polling
		73	83.3	10.3	Teacher walk around during Independent Practice
					White Boards
					Post Test
		50	96.7	46.7	
		33.3	33.3	0	
		0	77.7	77.7	
		70	83.3	13.3	
		53	50	-3	
		46.7	46.7	0	
		50	50	0	
	AVERAGE			16.5	

STANDARD		PRE-QUIZ	POST QUIZ	GROWTH	RETEACHING ACTIVITIES
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		59%	62%	0.03	Istep practice
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		60%	31%	-0.29	taxonomy
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		61%	64%	0.03	small group
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		50%	52%	0.02	video/ppt
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		31%	29%	-0.02	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		48%	50%	0.02	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		46%	48%	0.02	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		56%	58%	2%	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		60%	63%	0.03	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		62%	37%	-0.25	
	AVERAGE			-4%	

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Middle School
Pre- & Post Data 5/27

STANDARD	STUDENTS	PRE-QUIZ	POST QUIZ	GROWTH	RETEACHING ACTIVITIES
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		63%	63%	0	Istep practice
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		64%	64%	0	taxonomy
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		66%	66%	0	small group
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		62%	62%	0	video/ppt
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		55%	55%	0	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		50%	50%	0	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		51%	51%	0	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		43%	43%	0	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		52%	52%	0	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		68%	73%	5%	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		0.58	0.58	0	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		53	53	0	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		39	39	0	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		54	54	0	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		52	52	0	
7.6.1 Sentence Structure, 7.6.2 Grammar, 7.6.4 Parts of Speech		67	67	0	
	AVERAGE			0.31%	

STANDARD	STUDENTS	PRE-QUIZ	POST QUIZ	GROWTH	RETEACHING ACTIVITIES
Multiple Standards		66	68	2	Do Nows: Simple One-Step Conversions
					Speed Sheet: Multiplication
		56	72	16	I Do/We Do/Independent Practice:
		70	73	3	
					Checks For Understanding:
		79	80	1	Cold – Call
					Class Polling
					Teacher walk around during Independent Practice
		76	78	2	
		76	79	3	Pre/Post Tests
		63	69	6	
		53	56	3	
		74	75	1	
		67	71	4	
		65	67	2	
		48	52	4	
		78	81	3	
		77	79	2	
	AVERAGE			3.71	

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High School Extended Day

Early Release list is posted by the DOI every Friday by 3:00 along with an Early Release announcement being made at 3:50 every Friday via PA system.

Extended Day scholars are reminded by core teachers of their current grades every week via Progress Report distribution. Progress reports are to be taken home, signed by an adult guardian and returned to core teachers at the beginning of every class on Monday. Teachers retain signed reports in student work folders for conferencing talking points.

Teachers are to place a telephone call home Monday evenings for every scholar that fails to return a signed progress report in addition to making guardian contact weekly for all failing scholars on their roster.

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MS Extended Day Attendance 5/20 & 5/27

Grade Level Raw Count	Monday	Tuesday	Wednesday	Thursday
7th Grade	5	17	18	14
8th Grade	11	11	13	13
9th Grade	3	0	5	2
Grade Level Percentages	Monday	Tuesday	Wednesday	Thursday
7th Grade	38.46%	70.83%	85.71%	87.50%
8th Grade	31.43%	31.43%	37.14%	37.14%
9th Grade	8.82%	0.00%	14.71%	5.88%

Grade Level Raw Count	Monday	Tuesday	Wednesday	Thursday
7th Grade	N/A	19	12	14
8th Grade	N/A	13	16	17
9th Grade	N/A	0	1	4
Grade Level Percentages	Monday	Tuesday	Wednesday	Thursday
7th Grade	N/A	79.17%	57.14%	87.50%
8th Grade	N/A	37.14%	45.71%	48.57%
9th Grade	N/A	0.00%	2.94%	11.76%

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High School Extended Day

DOI should use ***most recent*** Acuity class group data, real-time grades on Power School *in core content areas (79% or lower) printing Failing Scholar Report from Power School*, and ECA Student Status Report *printed from Learning Connection* www.learningconnection.edu (English & Math) **to create a data driven student roster via Google Docs**.

Teachers must us Google docs to take extended day attendance. Attendance must be taken every day at the beginning of extended day class. You will mark your attendance on the appropriate day next to the scholars name by marking a ***P.*** If you are the first extended day period teacher you will mark the attendance with a ***"P/,*** thus the second teacher will do the same so that the scholars attendance, if present, should look like ***P/P***, or absent ***A/A*** etc. This should look the same for middle school and high school attendance.

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High School Extended Day

Math, English, **Science,** Spanish, Social Studies***, and two elective*** teachers facilitate *dual sessions (4:00-5:00 scholars/teachers transition for second window of instruction from 5:00-6:00). One set of teachers* instruct *assigned scholars* **on Monday & Tuesday. The other set of teachers instruct assigned scholars on Wednesday & Thursdays.**

An announcement is made of *Early Release* scholar names over the intercom at 3:50 to ***ensure teachers detain Extended Day Scholars*** in their ***7th hour class until buses dismiss the Early Release scholars. Once buses have departed, Extended Day scholars quickly transition to respective classrooms while teachers and administrators threshold.***

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High School Extended Day

Upon arrive to Extended Day, respective teachers should record attendance on ***the AHS Extended Day Attendance Roster accessed via docs.google.com, User: edpowerindy@gmail.com Password: edpower7***

Attendance *roster is monitored by Administrative Office Manager daily and reported to the Campus Administrator.* Poor attendance will receive the consequence determined by the HS Dean.

First hour 4:00-5:00, ELA and Math teachers should model effective test taking/reading comprehension & writing strategies, using the ***Arlington High School Language Arts Lab Workbook materials, Acuity Test Bank, Core 40 Curriculum located on the P-drive, Voyager Math Curriculum or other standard based materials.*** Additional resources are on line and DOI is available to coach teachers on Extended Day data-driven intervention planning. *All resources used should be aligned with Acuity/ECA standards.*

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High School Extended Day

GRADE LEVEL	GRADE LEVEL ENROLLMENT	GRADE LEVEL RAW COUNT	GRADE LEVEL PERCENTAGES
10th Grade	63	34	94%
11th Grade	56	34	61%
12th Grade	20	7	35%

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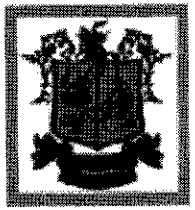
High School Extended Day ELA Pre- & Post Data



Scholar Names	Vocab. pre-scores (21)	Vocab. post scores	Growth Indicators G=growth M=decrease N/G=no growth	Organizational Features. Pre-scores (11)	Organizational Features Post Scores	Growth Indicators
ECA Eng. Lab-						G=growth M=decrease N/G=no growth
	9	7	M	6	7	G
	8	7	M	Absent		
	6	7	G	7	8	G
	11	15	G	7	8	G
Scholar Names						
ECA Eng. Lab-						
	9	Absent		Absent		
	N/A	13		6	6	N/G
	13	13	N/G	7	8	G
	15	14	M	7	10	G
	6	12	G	Absent	9	
		Absent				Zupan grades
	5	4	M	6	9	G
	9	14	G	7	Absent	
	Suspended	Suspended		OSS	7	
	9	10	G	Absent	8	
Scholar Names						
ECA Eng. Lab-session 6						
	6	10	G	6	6	N/G
	9	11	G	Absent	7	
	10	14	G	Absent	8	
	8	11	G	6	9	G
	8	9	G	7	5	M

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High School Extended Day ELA Pre- & Post Data

Scholar Names	Scholar Names	Scholar Names	Scholar Names
Section 1-Eng. 10			G=growth M=decrease N/G=no growth
	75	30	M
	65	50	M
	65	30	M
	45	15	M
	60	65	G
	40	-	N/G
	70	40	M
	60	40	M
	55	20	M
	60	50	M
	50	-	N/G

Scholar Names	Pre Test Scores	Post Test Scores	Growth Indicators
Section 6-Eng. 10			G=growth M=decrease N/G=no growth
	-	30	N/G
	-	75	N/G
	75	70	M
	75	-	N/G
	40	60	G
	60	65	G
	55	35	M
	55	40	M
	40	0	M
	40	40	N/G

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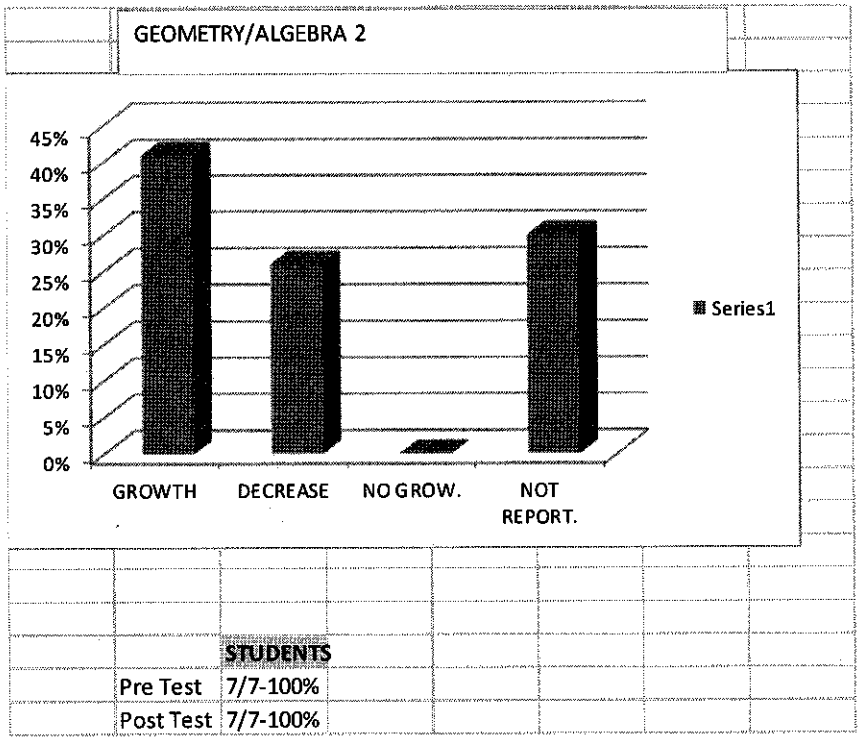
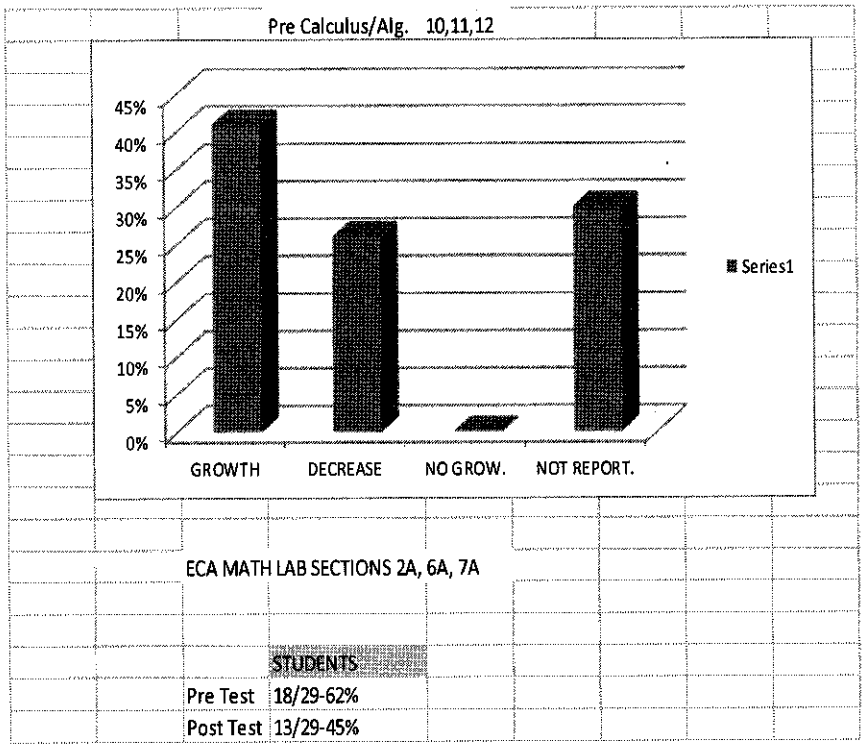
High School Extended Day Math Pre- & Post Data



	STUDENTS
Pre Test	7/7-100%
Post Test	7/7-100%



	STUDENTS
Pre Test	18/29-62%
Post Test	13/29-45%

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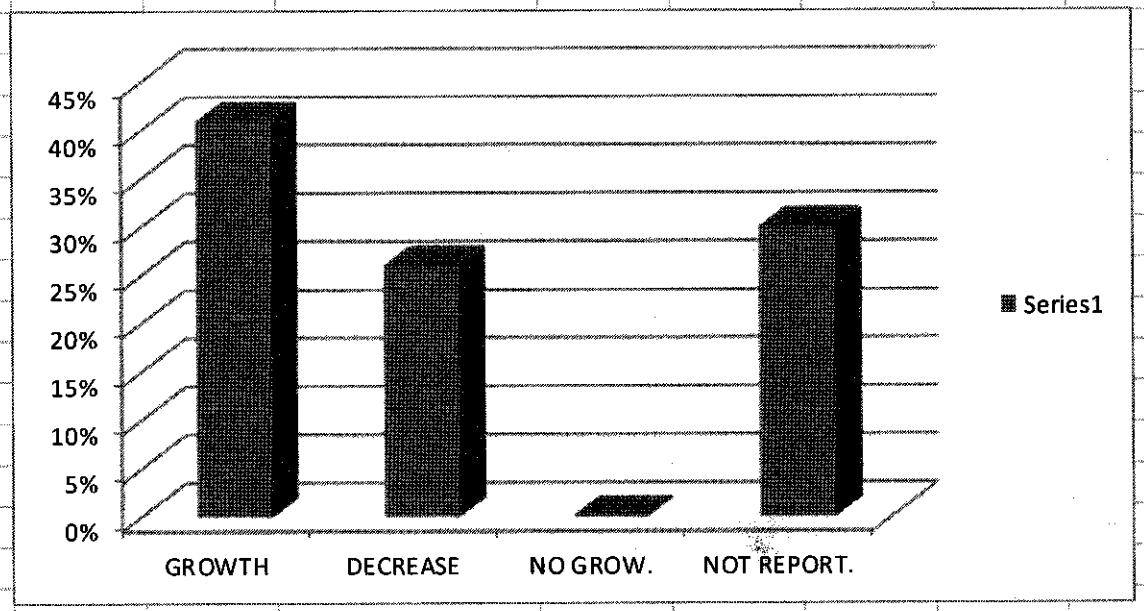
High School Extended Day Math Pre- & Post Data

Pre Calculus/Alg. 10,11,12



ECA MATH LAB SECTIONS 2A, 6A,7A

Pre Test	20/27-74%
Post Test	20/27-74%

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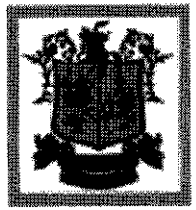

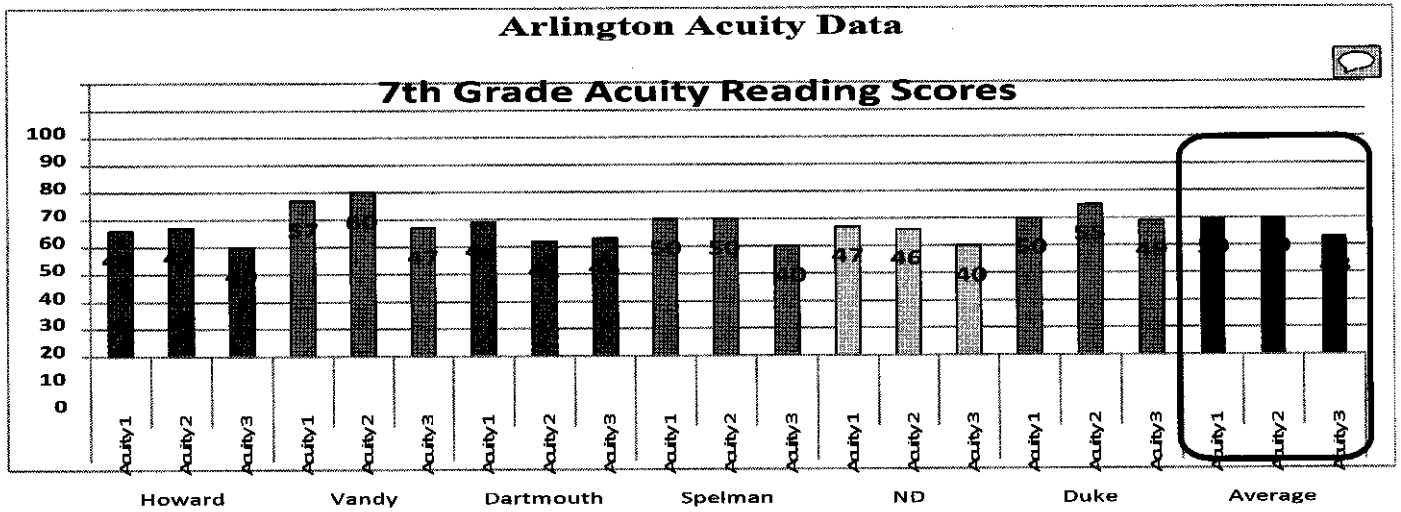

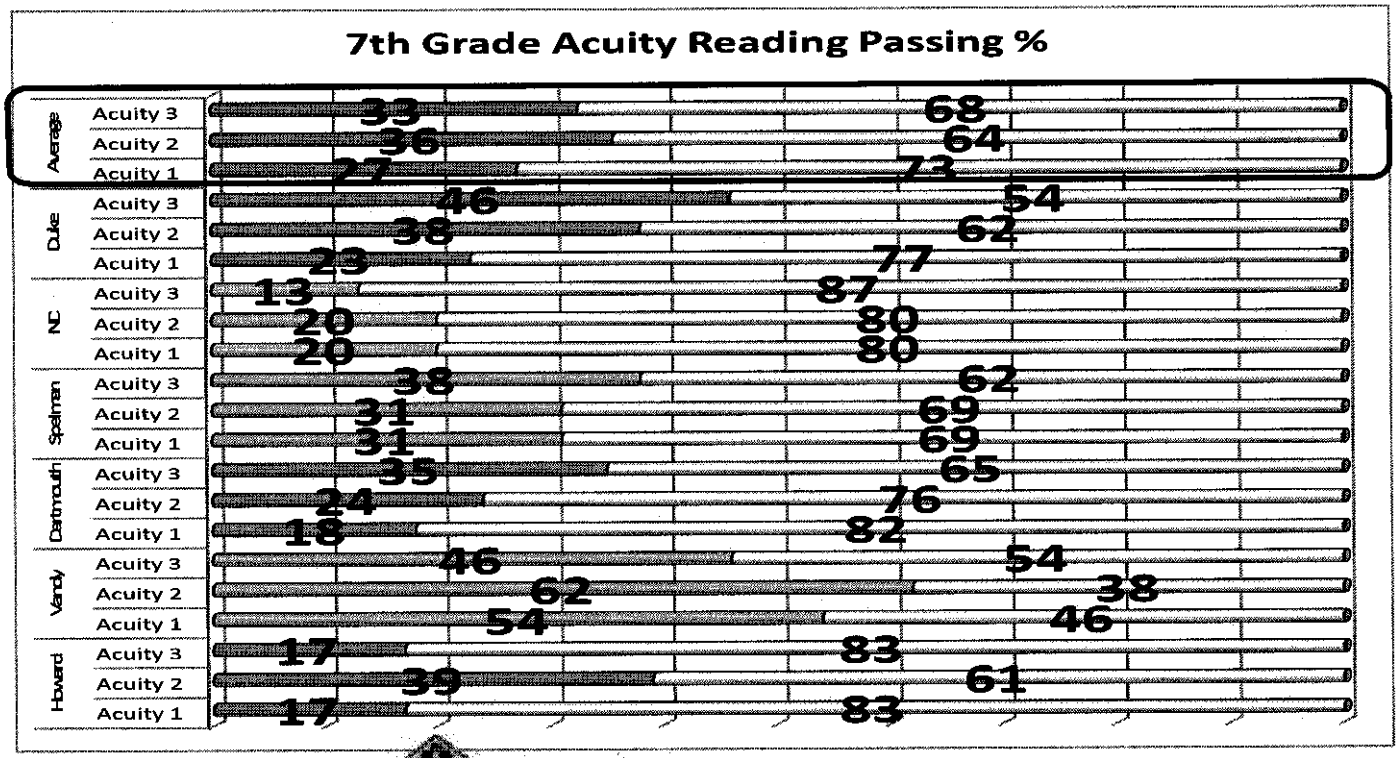

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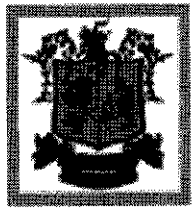

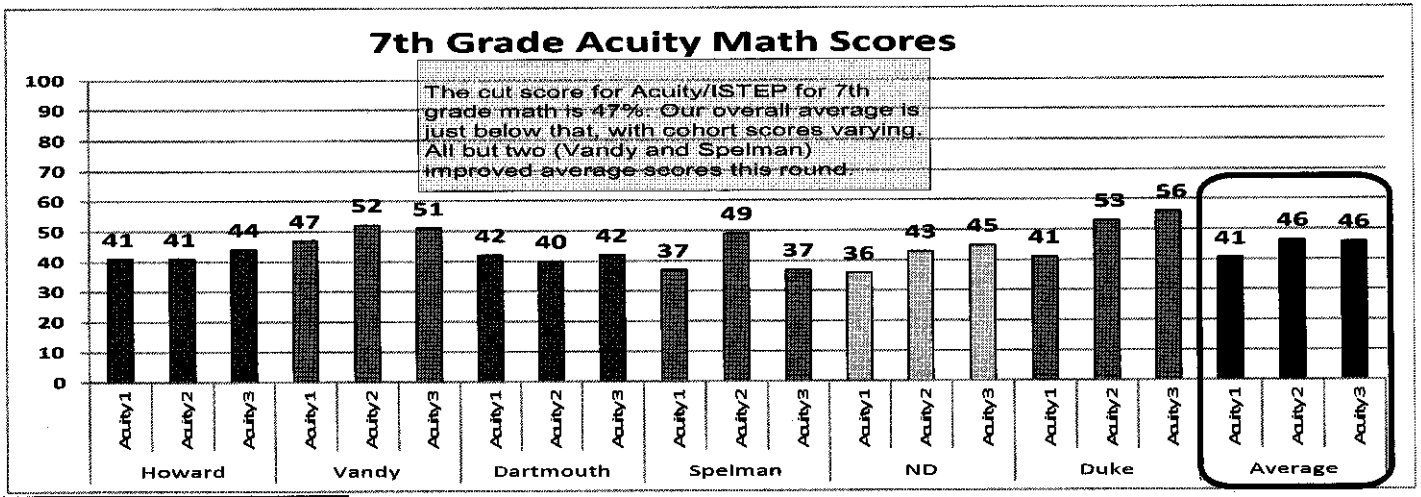

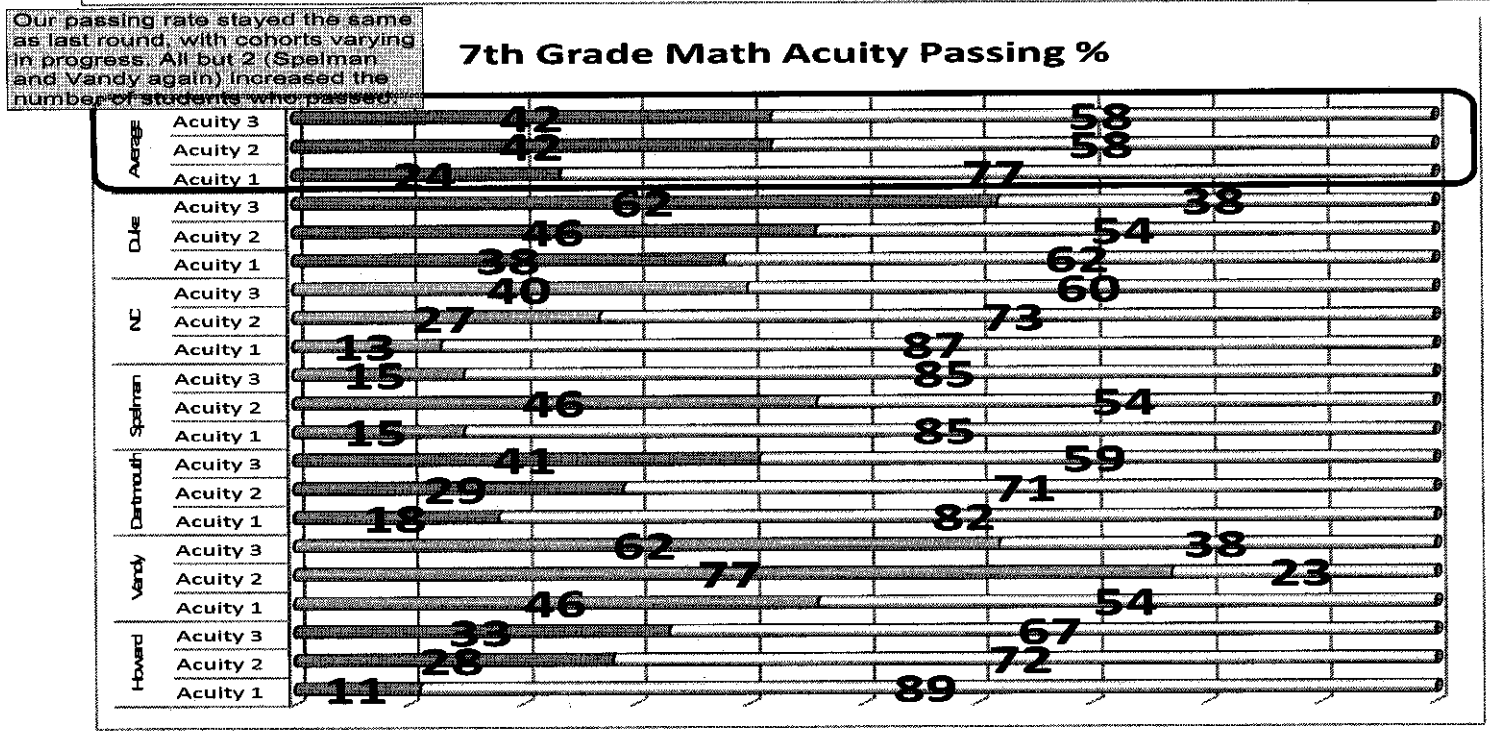

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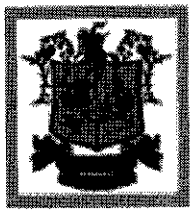
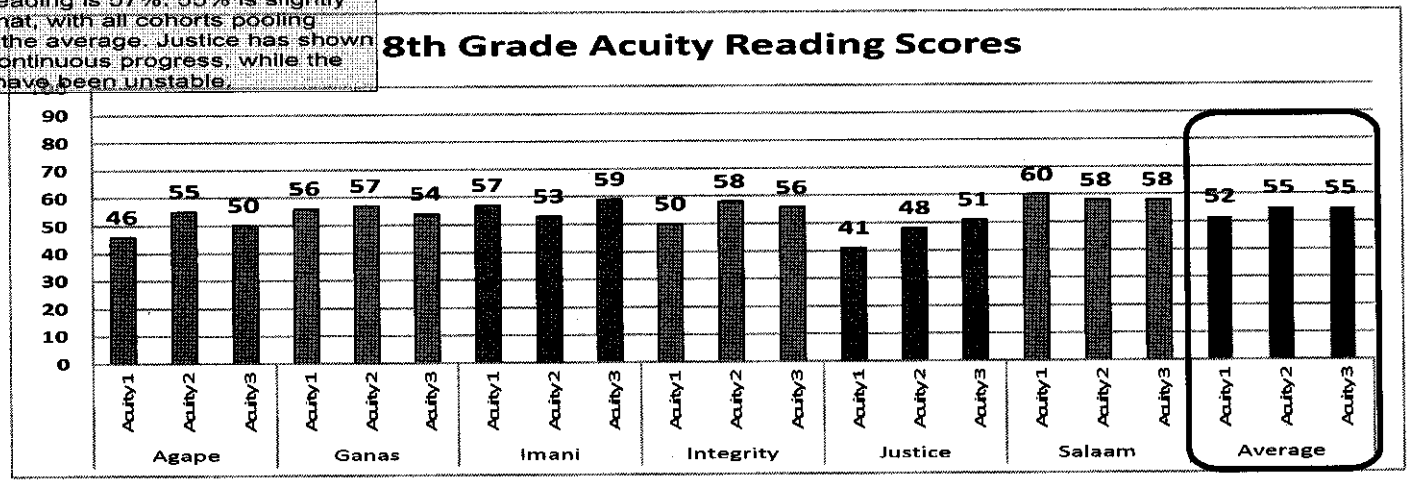
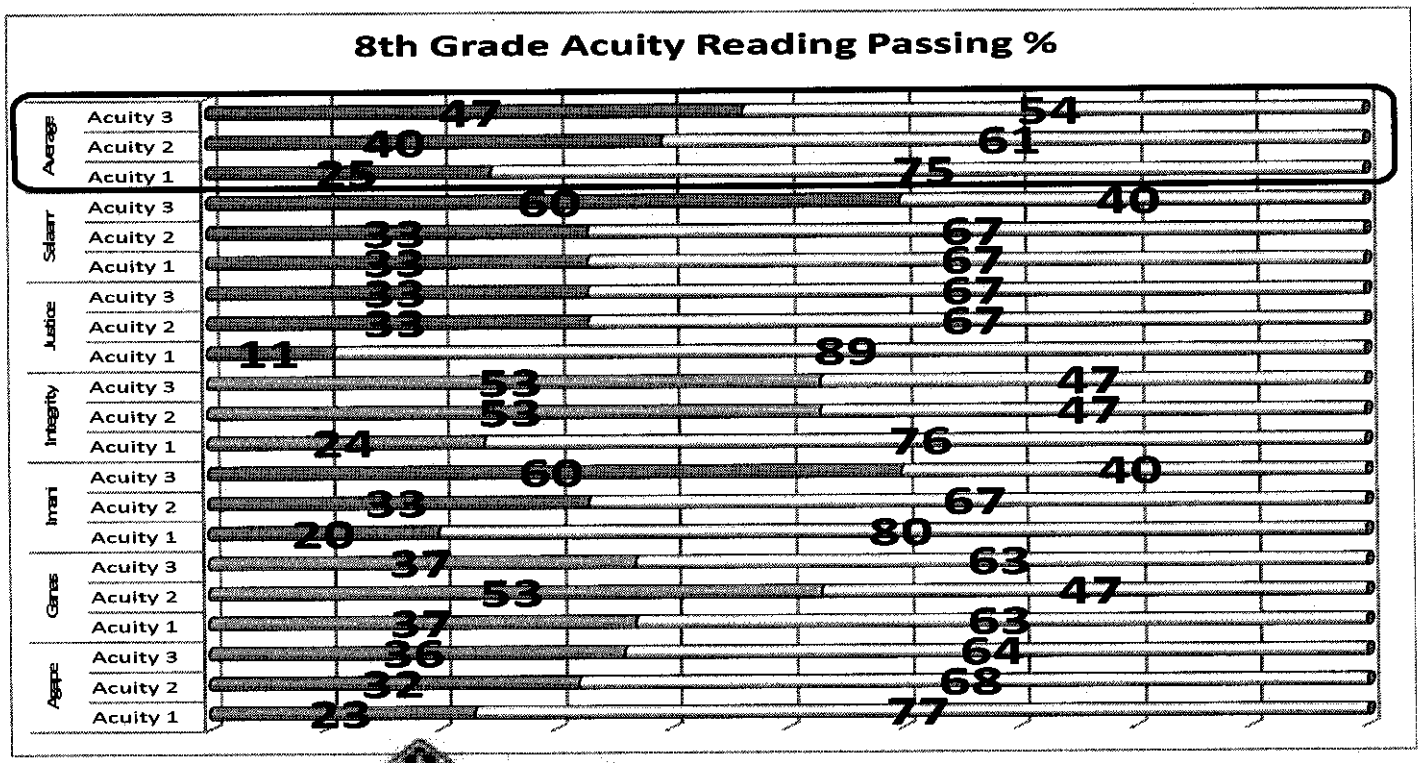
The cut score for Acuity/ISTEP for 8th grade reading is 57%. 55% is slightly below that, with all cohorts pooling around the average. Justice has shown some continuous progress, while the others have been unstable.







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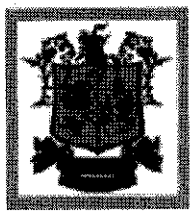

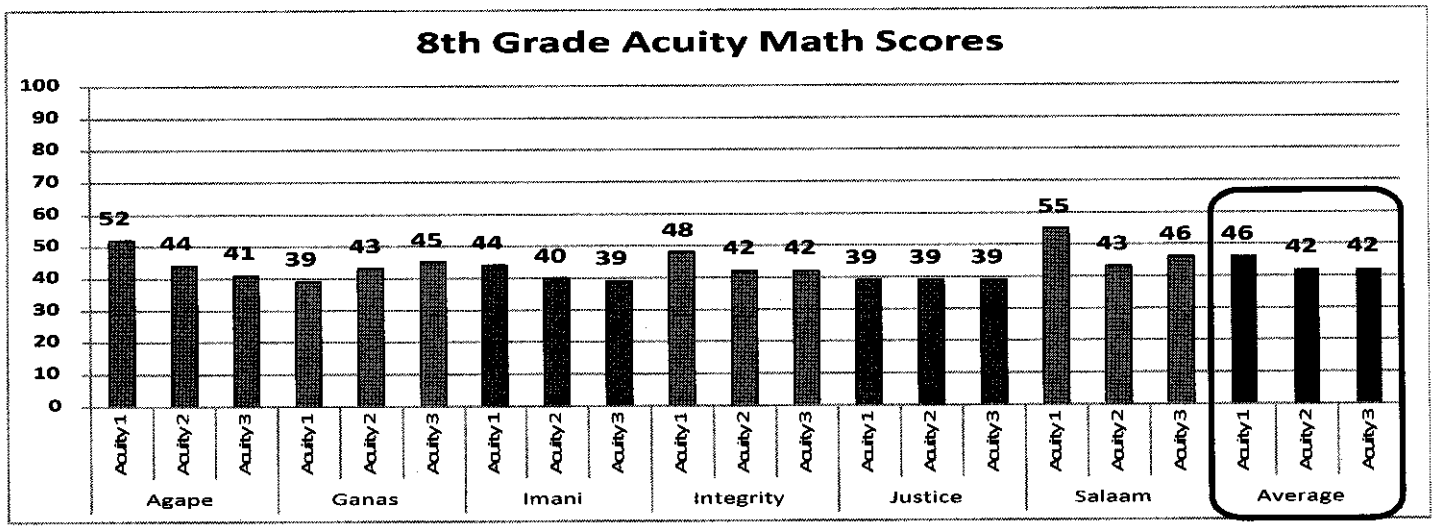

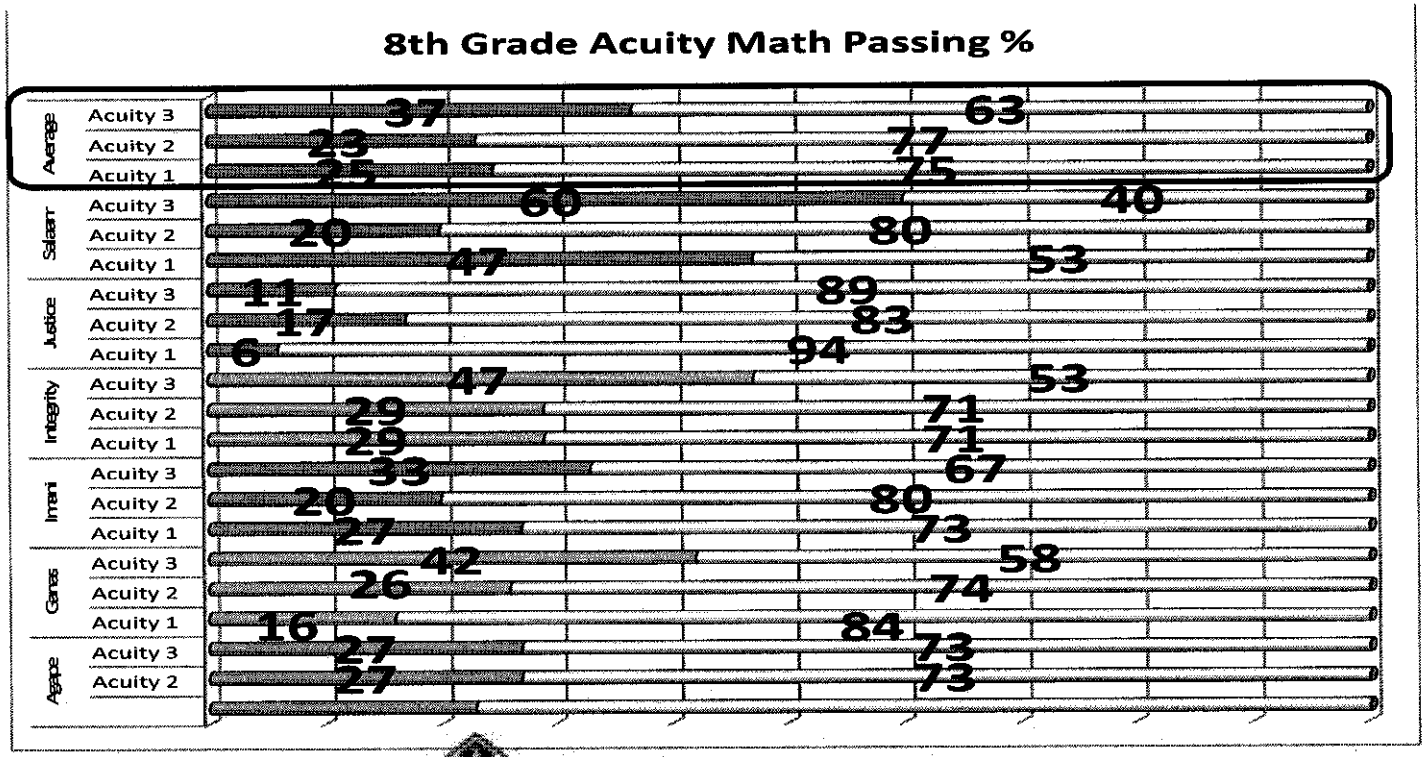

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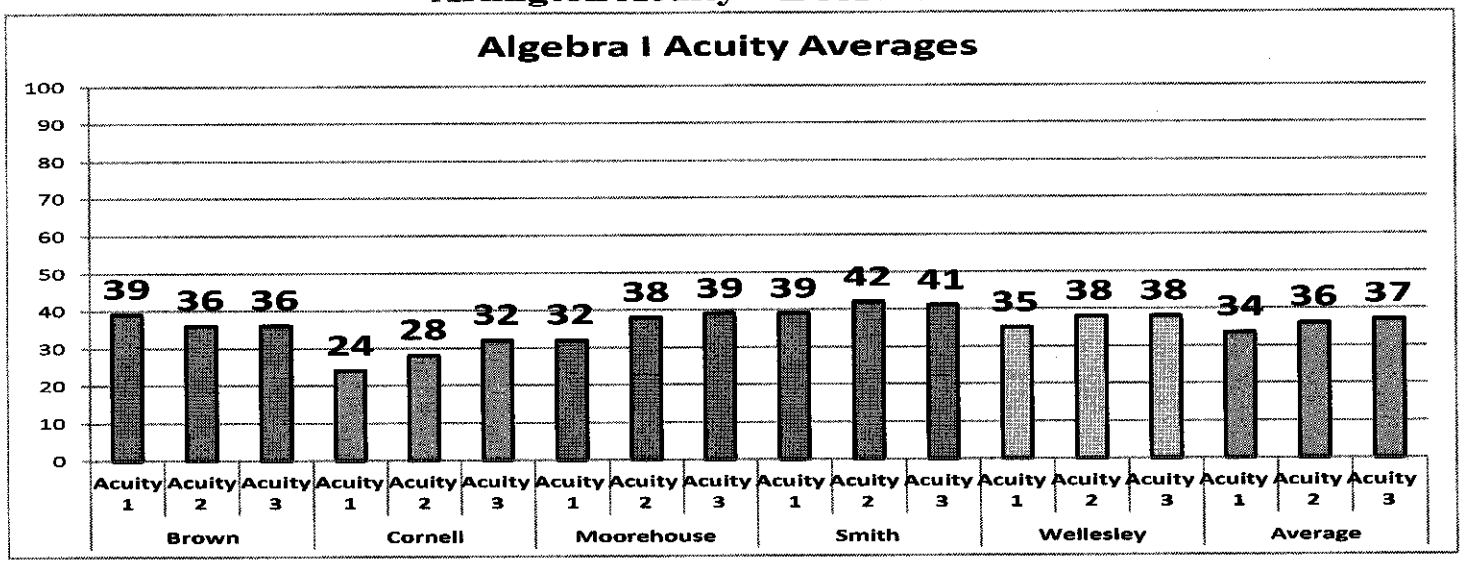
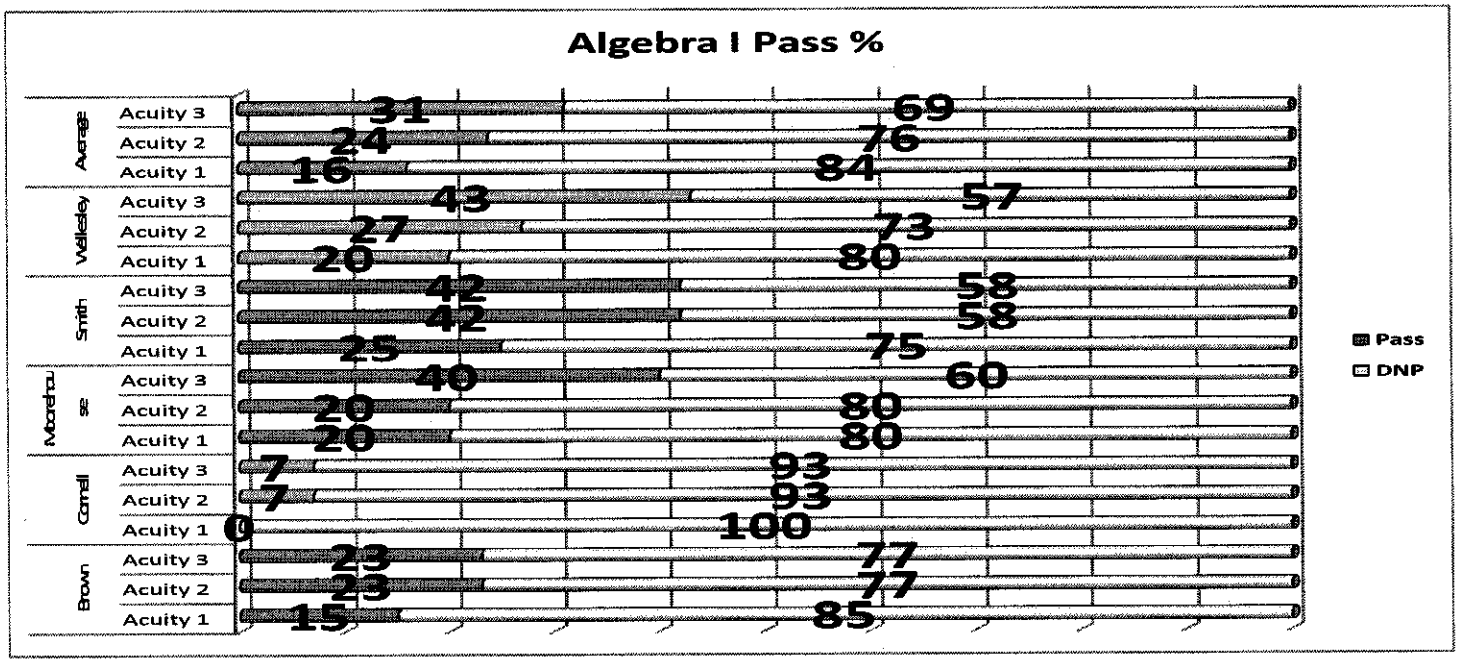
Arlington Acuity – ECA Results





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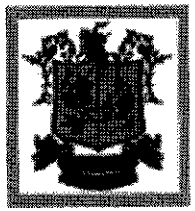

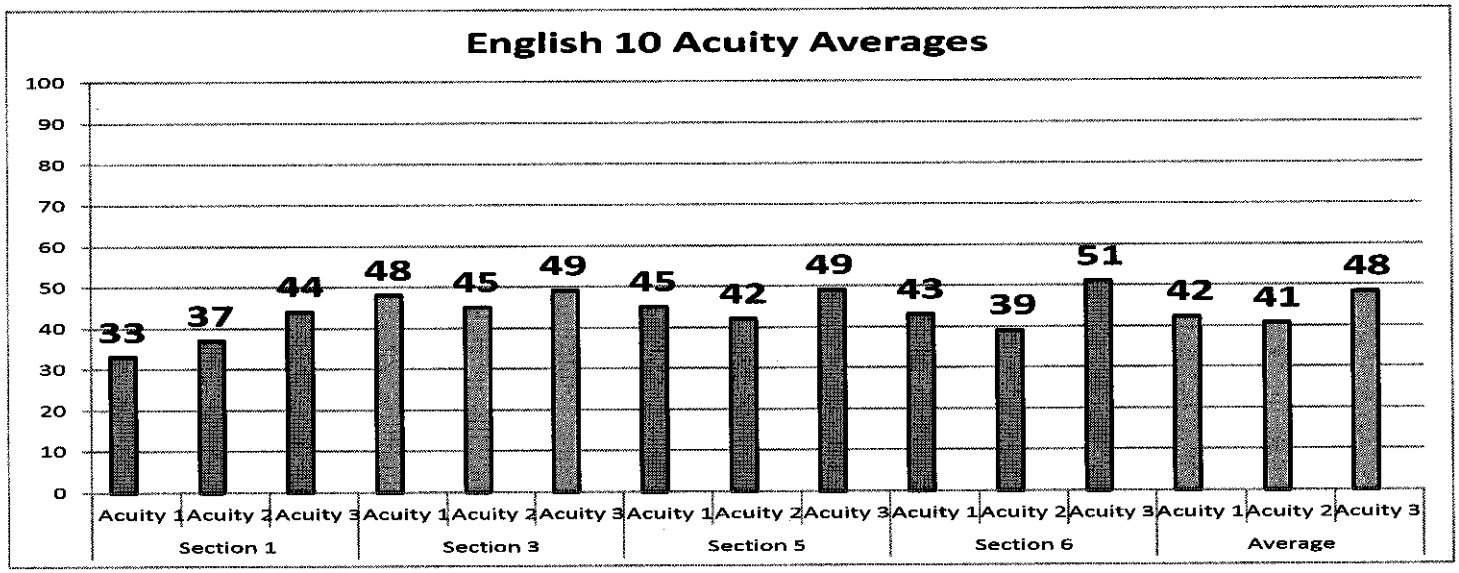

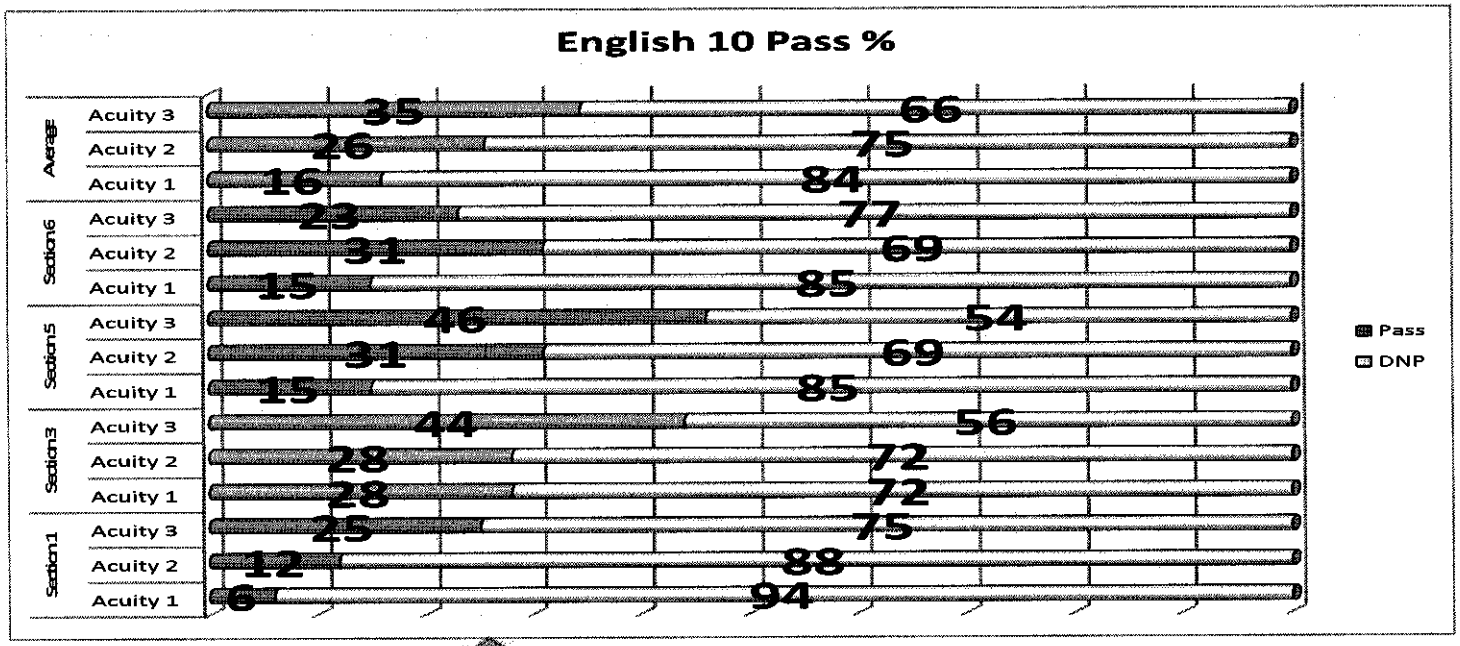

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Algebra I

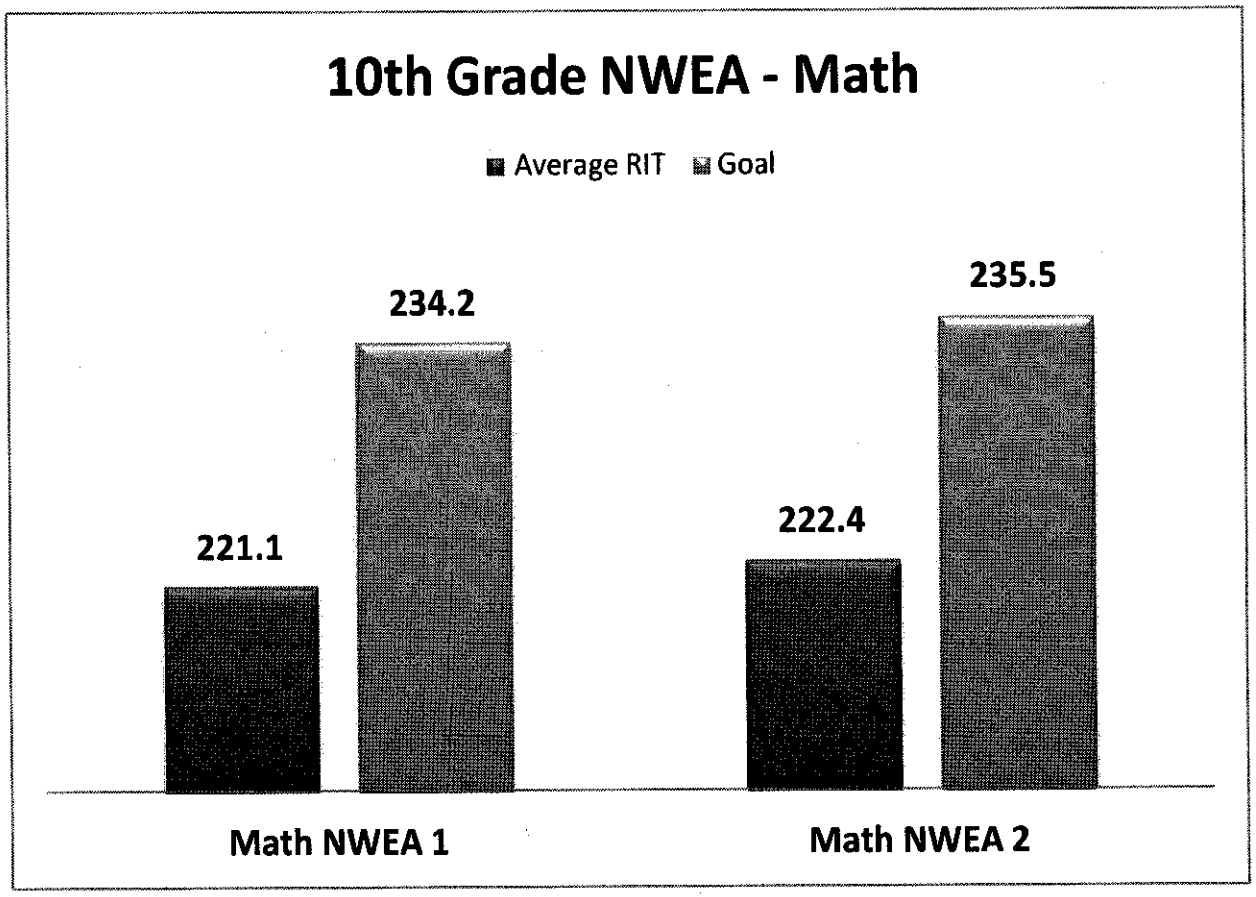
- Overall average score increased from a 34 (beginning of year) to a 37. This shows that our scholars are only mastering around a third of the Algebra content at this time.

- Passing percentage increased from a 16 (beginning of year) to a 31. This shows that currently, a third of our scholars are predicted to pass the ECA. While this is much lower than we'd like to see, it is almost twice as high as Arlington's pass rates were in 2010-2011. This is a huge improvement and if we can continue to push students each day, should hopefully continue to increase.

English 10

- Overall average score increased from a 42 (beginning of year) to a 48, with all cohorts showing growth and close to a 50% score. Great improvements.

- Passing percentage increased from a 16 (beginning of year) to a 35. This is also a great increase. Arlington had a passing percentage of 32.5% in 2010-2011, so we are only slightly ahead of that.



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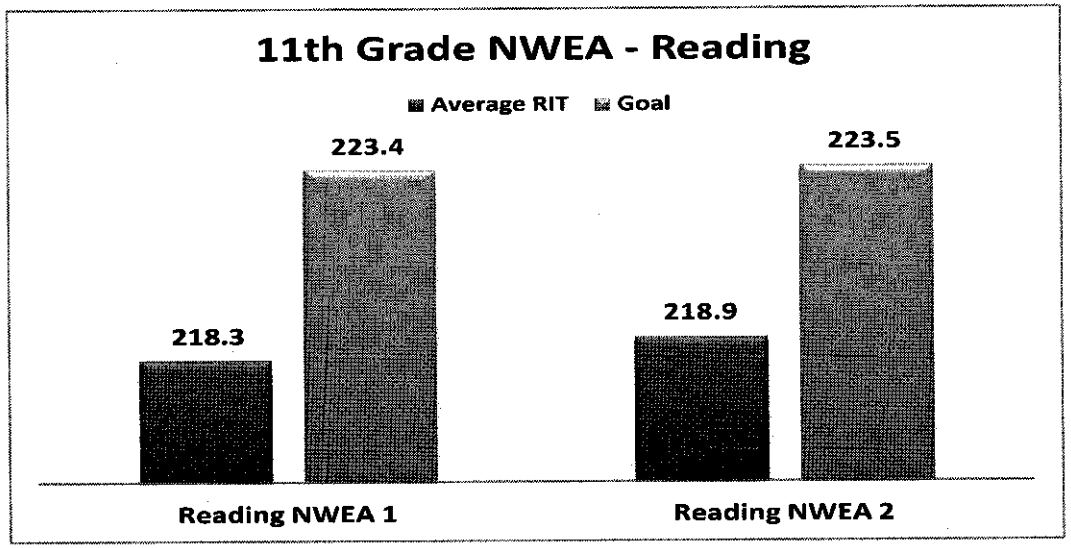

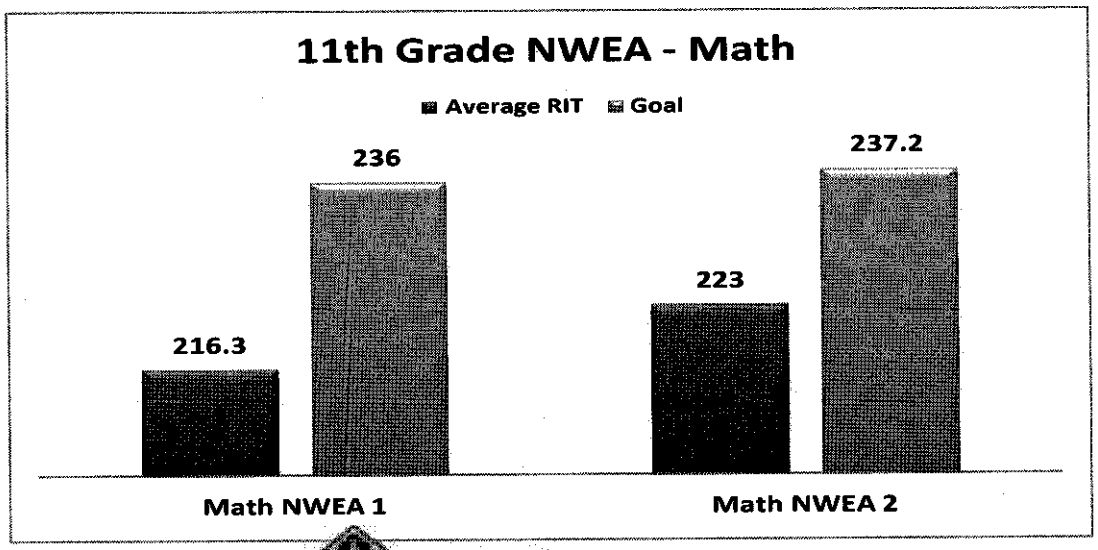

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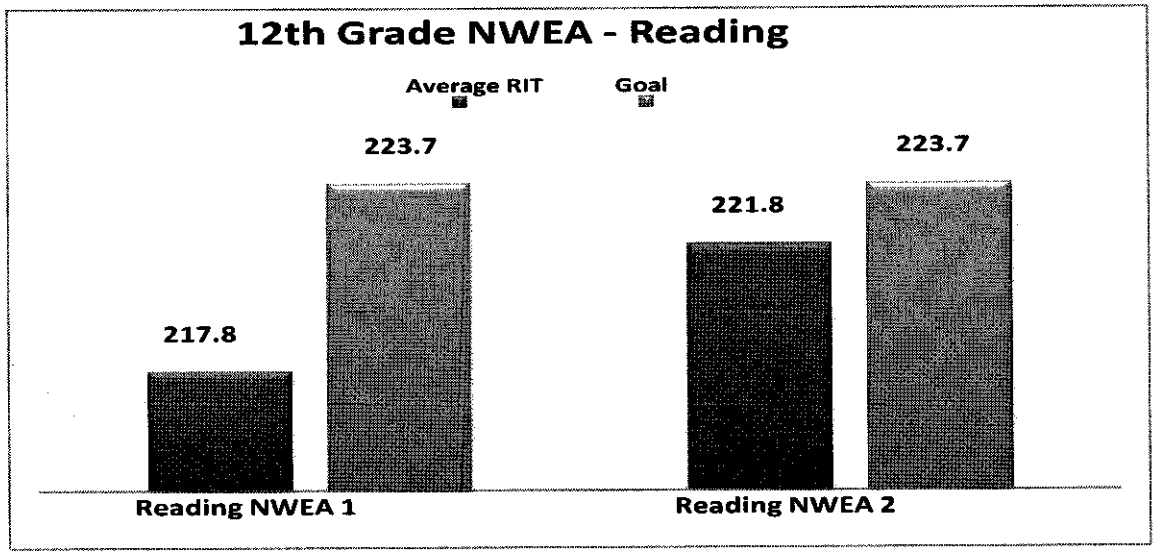

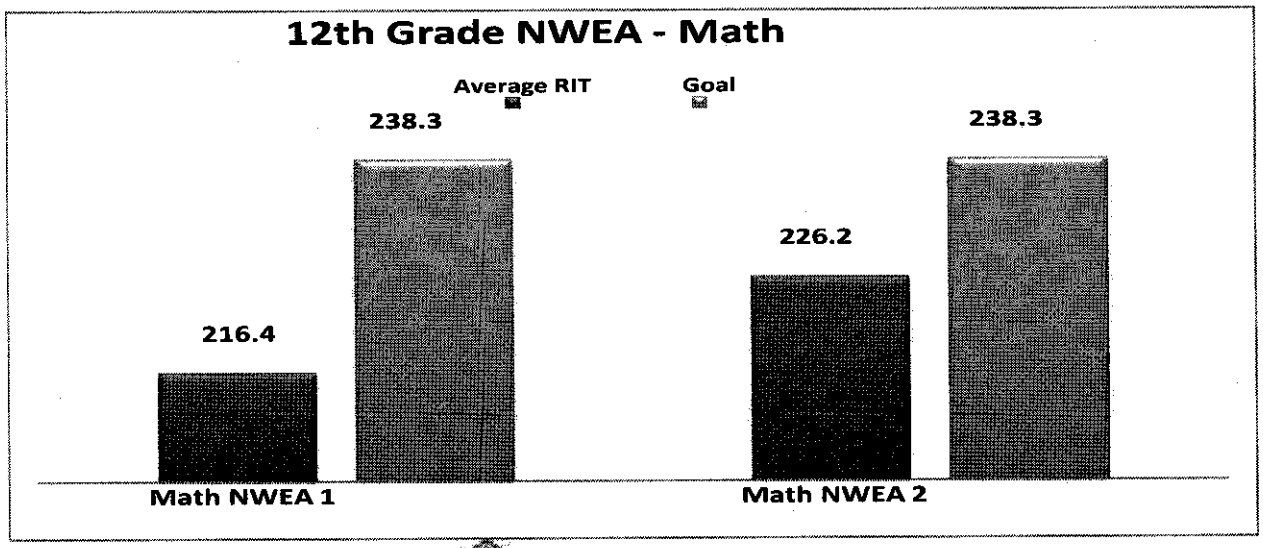

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Atlas Audits

Content Area	Average Score: November	Average Score: December	Average Score: January	Average Score: February	Average Score: March	Average Score: April	Average Score: May	2012 - 2013 Average
ELA/SS	11.17	12.22	12.88	12.06	13.18	12.06	13.94	**12.70**
Science	5.5	11.14	12.97	10.00	12.07	11.08	12.07	**10.56**
Math	5.5	11.14	12.97	10.00	12.07	11.08	12.07	**10.56**
Specials	3.73	7.96	9.91	10.14	9.86	11.95	13.18	**9.56**

- We celebrate perfect scores in Math & Science from: Michelle Lee (Geometry), Loren Lopez (Math 8), and Wesley Fleming (Physics)
- We had 6 perfect scores and 6 scores of 15 in ELS/SS.
- We again, saw improvement in Specials – best performance all year! Natalie Witherspoon had a perfect score in Spanish I – Grade 8

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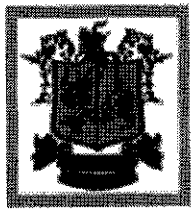

Suspensions

	Suspensions	Expulsions	Withdrawals	% Attendance
6th				
7th	98	2	4	85%
8th	77	6	3	88%
9th	32	0	1	89%
10th	30	7	0	82%
11th	12	1	1	80%
12th	3	3	0	96%
Total	**252**	**19**	**9**	**87%**

	Suspensions	Expulsions	Withdrawal	%Attendance
July				
August				
September				
October				
November				
December	71	8		
January	162	10	32	77%
February	328	3	25	75%
March	234	11	16	76%
April	252	19	9	80%
May	252	8	23	87%
June				
Total	**1299**	**59**	**105**	

- We continue hammer culture throughout the building
- We saw a spike in suspensions on either Wednesday or the 3rd of day of instruction (almost 3Xs the number on Monday*)

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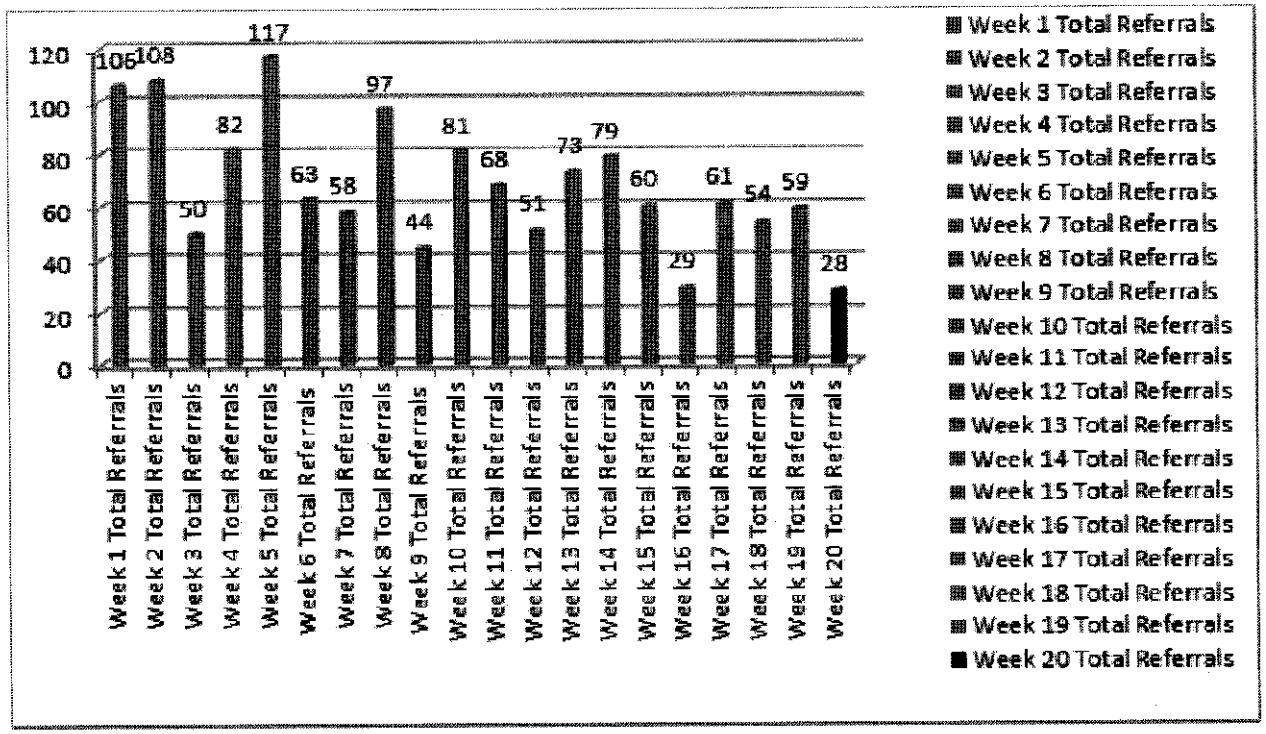
7th – 9th Grade Suspensions



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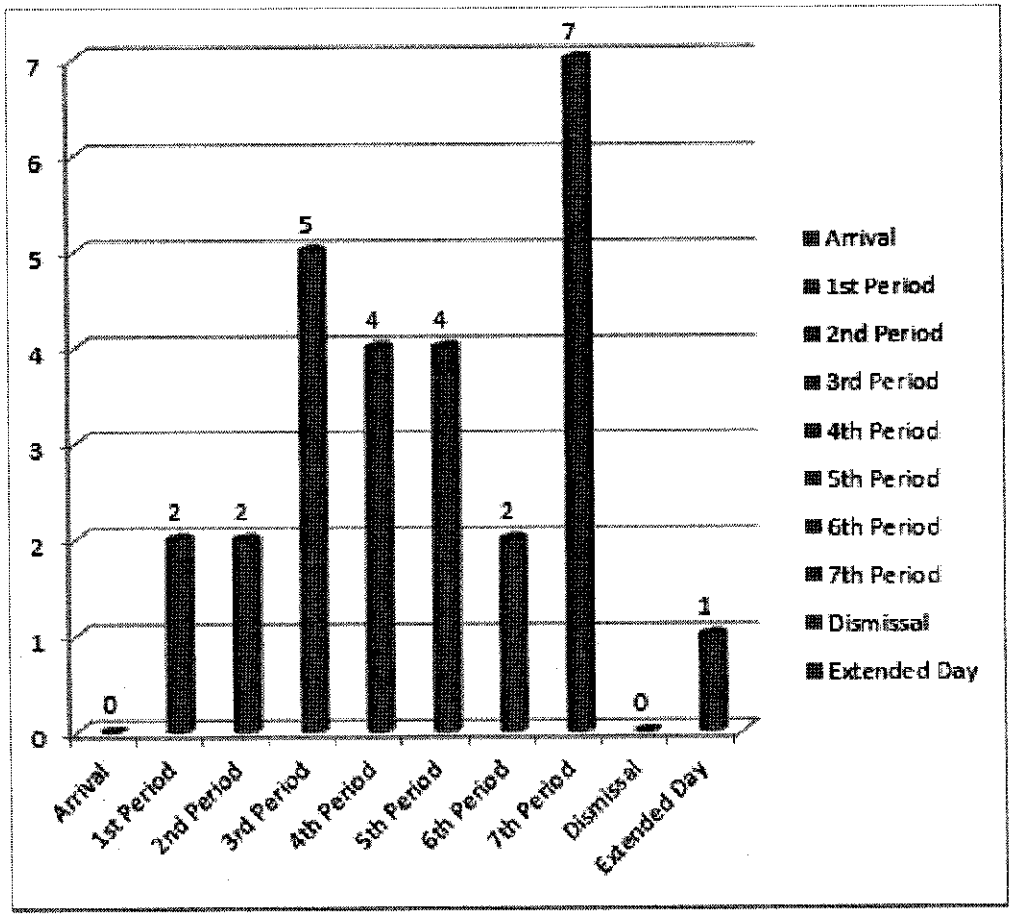
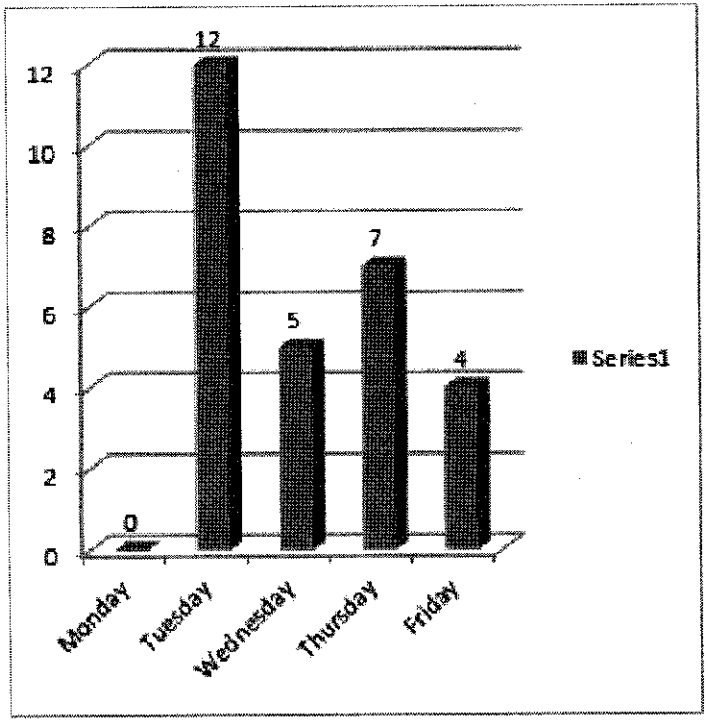
7th – 9th Grade Suspensions





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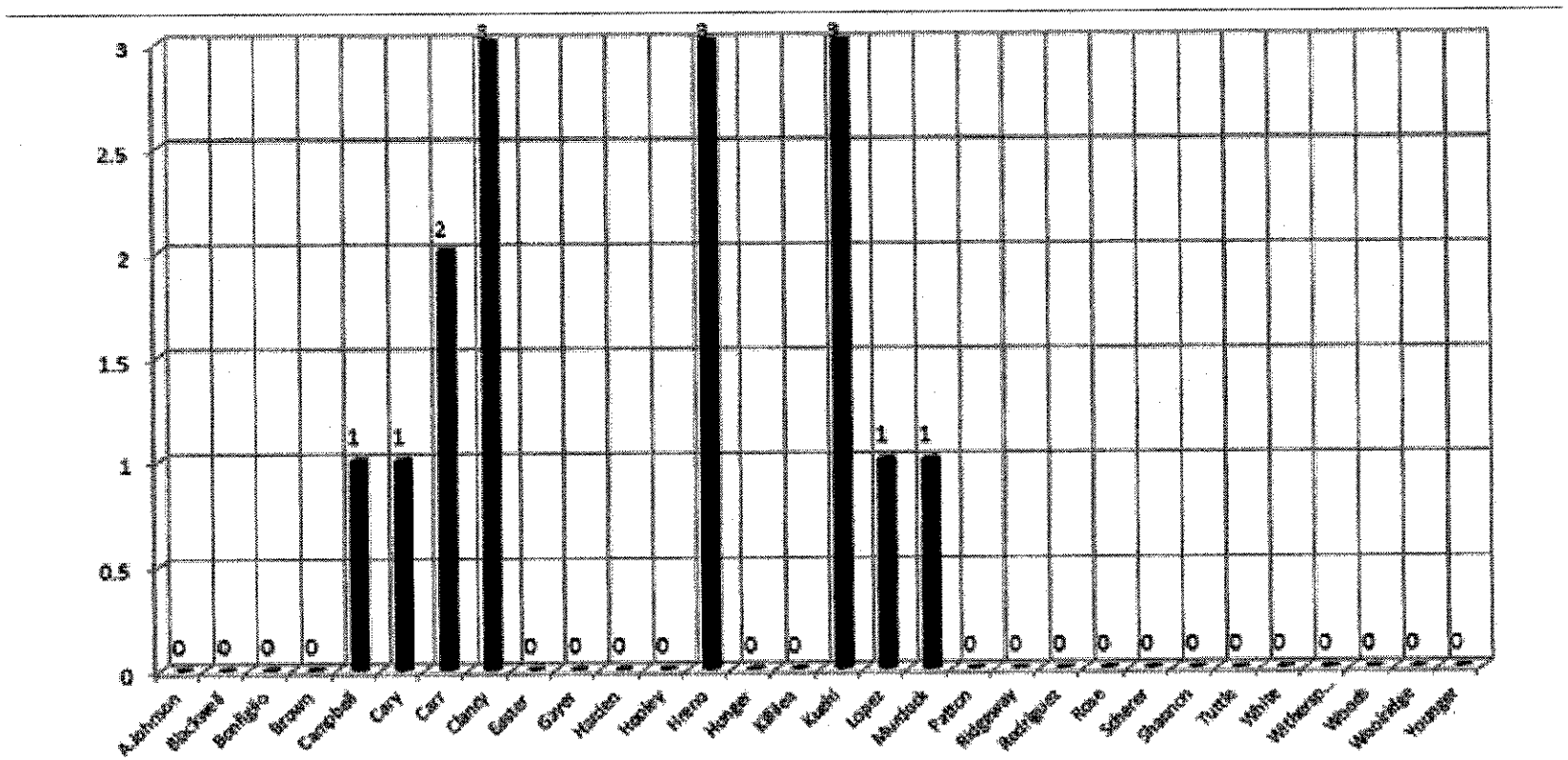
7th – 9th Grade Suspensions



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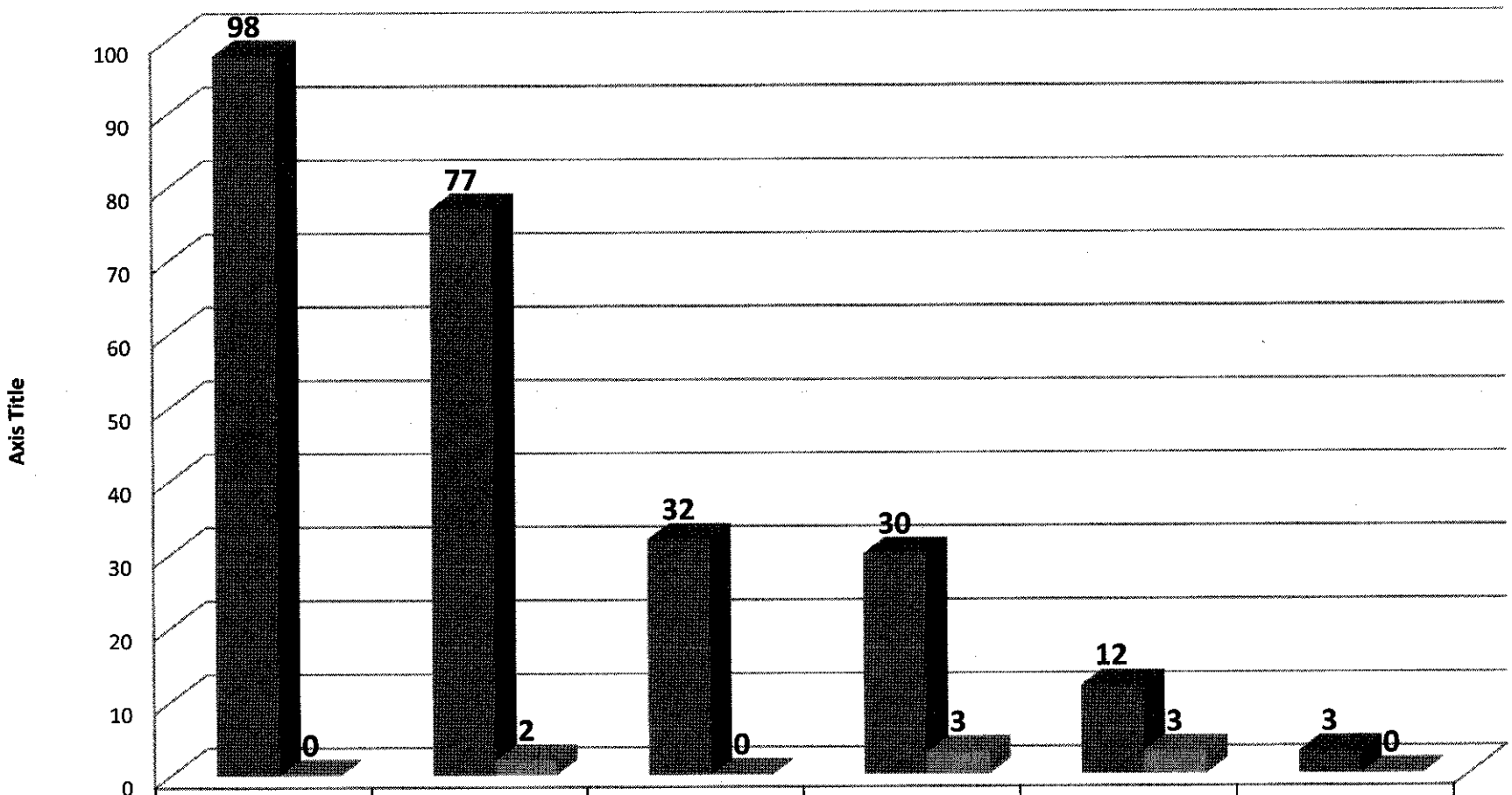
May 2013 Discipline Report
7th- 12th



	7	8	9	10	11	12
Suspension	98	77	32	30	12	3
Expulsion	0	2	0	3	3	0

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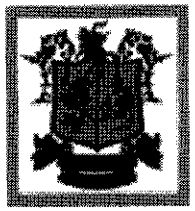
Monthly Personnel



	Faculty/Staff Attendance Rate	Faculty/Staff Tardy Rate	Number of staff resigned	Number of staff terminated
6th				
7th				
8th				
9th				1
10th				
11th				
12th				1
Total	*	10%		1

	Faculty/Staff Attendance Rate	Faculty/Staff Tardy Rate	Number of staff resigned	Number of staff terminated
July				
August				
September				
October				
November				
December			2	1
January	*	10%	1	2
February			1	1
March			0	0
April	* Don't know how to calculate	5%	0	1
May			1	2
June				
Total				5

- We need to hire a Special Education teacher
- We had 80 shifts that were called into Kelly Educational Staffing of which they filled 78 for the month of May
- We are looking for an 8th Grade Science teacher
- Still searching for a Guidance Counselor

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Administrative Oversight

AP Name	# of Teachers Supervised	# of PGP Meetings Held	# of Mini-Observations	# of Extended Observations	# Observations w. Looping Evident	Extended Day Performance Tracking	Instructional Audit Score
Chin	20	0	299	New Form*	40	11 teachers	
Carter	17	0	309	New Form*	34	10 teachers	
Laura	17*		181				

	# of Mini-Observations	# of Extended Observations	# Observations w. Looping Evident	Instructional Audit Score
August				
September				
October				
November				
December	229			43.21%
January	272	35	78	43.21%
February	210	17	111	10.73%
March	396	New Form	77	
April	830		148	
May	789		74	
June				

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Monthly SOP Amendments

SOP Section	Amendment Posed	Approved at Building Level	Approved at Network Level	Rationale	Observations of Change
I. Introduction					
I. Governing Board of Directors					
I. School Calendar/Class Schedule					
I. School Employees					
I. Marketing/Recruitment					
I. Registrar					
I. Student Policies, Suspensions, Expulsions	X				
I. Health Services, Screenings, Immunizations					
I. Counseling/Social Work Plan					
I. Annual Reporting to the IDOE					
I. Exceptional Learner Plan					
I. Financial Plan					
I. Curriculum Plan/Extracurricular Activities					
I. Transportation Plan					
I. Safety & Emergency Preparedness Plan					
I. Operations 1. Athletics 2. Attendance/Front Office 3. Business Office 4. Furniture, Technology, Keys 5. Substitute Procedure					
Other	Extended Day		X		
Attachments	Teacher Manual		X		
Total Amendments					

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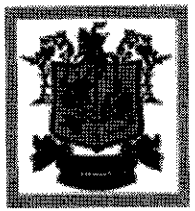
SIG Turnaround Principles



	Turnaround Principle #1: Provide strong leadership.	Turnaround Principle #2: Ensure that teachers are effective and able to improve instruction.	Turnaround Principle #3: Redesign the school day, week, or year.	Turnaround Principle #4: Strengthen the school's instructional program based on student needs.	Turnaround Principle #5: Use data to inform instruction and for continuous improvement.	Turnaround Principle #6: Establish a school environment to improve school safety and discipline.	Turnaround Principle Targeted #7: Provide ongoing mechanisms for family and community engagement.
July							
August							
September							
October							
November							
December							
January							
February							
March							
April							
May	We have instituted mandatory weekly Administrative staff meetings as well as provide teachers with direct feedback regarding lesson plans	An Atlas review audit is done by the Network monthly and scored; ineffective teachers are placed on a PIP after trending is determined	A full Professional Development day was in put in placed on May 10th . Teachers received coaching on Verbal Alignment and Verbal De-escalation techniques	Our 3 round of Acuity scores will be used to prepare scholars for the second round of ISTEP testing. We will use our NWEA data to target our 10th – 12th grade scholars success in English & Math	We used data to target scholars who were failing from productivity to reduce the number of F's in the building	We have instituted a Transition tracker for Grades 7 – 9. We are having more Parent Conferences on the "fallout" of social media combative conversation that happens over the weekend prior to entering school on Monday	In May, we sent scholars to an Indiana Fever game to address bullying and eating healthy. We sent 8th grade scholars to the Indiana Historical Society and 9th grade scholars to IU Bloomington.
June							

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Challenges

- Suspension increases the 3rd full day of instruction from regular faculty
- Communicating with our parents and alumni more; we need a strong PTA leader to partner with
- Lack of a High School Guidance Counselor, HS Special Education Teacher
- Still have ongoing enrollment
- Teacher classroom size is below ideal (20)
- Mental Health impacts on classroom culture

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Action Steps

- Guidance Counselor offer will be made by June 12th
- Ask our Learning Well Clinic partners to educate the staff on mental health
- Interview Special Education teacher by June 12th

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Questions?

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Addendum VII: Preliminary Plan for Sustainability

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Preliminary Plan for Sustainability for SIG1003g 2013-14 through 2015-16

EdPower is committed to sustaining the reforms after the funding period ends. By utilizing lead teachers who have received extensive professional development during year one and year two, we will create and maintain a School Improvement Team and a Positive Behavior Intervention Support Team after the funding period ends. These teams will be comprised of stakeholders including building leaders, teacher leaders as well as the social worker. The overall objective for the School Improvement Team would be to ensure the implementation of interventions, classroom curriculum, and school-wide activities. Procedures and processes will be developed, analyzed, and modified when necessary. Teachers and building leaders will receive intense Positive Behavior Intervention Support professional development in order to help strengthen the culture in the school and the classroom. The initial annual cost for the implementation of PBIS is $9,800; however, the cost for year 3 has been reduced to $4,600. We plan to use Title I funds in order to sustain PBIS beyond the funding period. In addition, building leaders will recognize the exemplary efforts of trained staff members and appoint them as teacher leaders in charge of maintaining PBIS in the building.

EdPower currently has a professional development calendar in place, which includes a mandatory three-week Teacher Institute for teachers and a mandatory two-week Leadership Institute for building and network leaders during the summer months. The EdPower curriculum team has established a process for administrators to provide lesson plan and observation feedback to teachers. This will continue with the support of the EdPower curriculum team beyond the funding period. Leaders are then expected to complete a monthly leadership report and present their observations to executive leadership. By conducting monthly instructional and curriculum audits, building leaders will be able to effectively identify areas of concern. If a specific area needs to be addressed, leaders may request professional development for their staff by completing a PD request and submitting it to the curriculum team. Each Friday, during the school year, there are 2 hours embedded in the school day to provide professional development for teachers and staff. The professional development calendar will be sustained after the funding period as a regular function of the school. With extensive training and support (curriculum team and instructional coaches) during the initial years, school leaders will build the capacity to analyze student and teacher performance effectively and efficiently.

There is a severe need for curricular changes in order to meet our 2015-2016 goal of 100% graduation rate at Arlington. Title I funds will be used to continue to support the ECA prep class and the credit recovery process after the funding period. Also, these funds will be used to refurbish and/or replace any of the supplies needed to continue the implementation of the Voyager series, which will be utilized by all teachers during the extended day. The start-up fees for Voyager will be $100,800 and the fees for the credit recovery program are $75,000. The year 2 and 3 costs are lower for both Voyager and the credit recovery program at $83,000 and $56,000 respectively, yet EdPower is committed to utilizing these resources to aid in the academic achievement of our students. The extended day program targets students who are grade levels behind in reading and math as well as students who are not performing in the classroom at a satisfactory level. In order to sustain this initiative, the school improvement team, the curriculum team, and building leaders will continue to monitor and evaluate classes during extended day. Each successive year, intervention licenses will decrease, thereby reducing the cost to implement the Voyager software intervention. Our goal is that as the years progress, there should actually be fewer students targeted for this program due to poor reading and math skills. Title I funds will also be utilized to provide attendance and performance incentives for students and teachers.

Even though a social worker is currently employed at Arlington, the grant allows us to also employ a Community-School Coordinator. Throughout the grant, the social worker and the Community-School Coordinator will work together to coordinate services beyond the school walls to students and families facing external conditions that may be contributing to poor student behavior within the classroom. With the conclusion of the grant, the school social worker will be able coordinate these services without the aid of the coordinator employed by the grant. In addition, our current and future partnerships with Americorps volunteers and United Way will continue to sustain our relationship within the community. In order to maintain the technology provided to teachers and students, our information technology department will maintain and provide routine maintenance during the grant period and beyond.

Addendum VIII: Professional Development Planning and Examples

Arlington High School – PD Implementation by EdPower Curriculum Team

Date	Professional Development	School	Materials/Practice Provided
7/23/12	EdPower Philosophy, Mission, Culture, and Expectations	All	N/A
7/23/12	Preventing Sexual Harassment training	All	Notes
7/24/12	Taxonomy: Strong Voice, 100%	All	Notes
7/25/12	Understanding by Design (UbD)	All	Overview of UbD and the Design Template
7/25/12	Taxonomy: No Opt Out, Right is Right	All	Notes
7/26/12	Whole Brain Teaching	All	Notes
7/27/12	SOTEL: Framework for observations	All	Notes
7/27/12	Teacher Professional Growth Plan	All	Notes
7/30/12	Lesson Plans/Learning Ladders	All	Framework for quality I Do, We Do, You Do, exemplar plan
7/30/12	Using Formative Tests and Data	All	Notes
7/31/12	Atlas curriculum mapping training	All	Notes
8/1/12	PowerSchool training	All	Notes
8/2/12	Extended Day	All	Notes
8/24/12	Taxonomy: Warm Strict and the Least Invasive Form of Intervention	Arlington High School	Tiers 1, 2, and 3 of interventions
9/7/12	RTI	Arlington High School	Introduction to RTI referral process and levels of support
9/11/12	Checks for Understanding	Arlington High School	Checks for Understanding Techniques
9/17/12	Extended Day	Arlington High School	Facilitated planning logistics and identifying resources
9/18/12	Refining Lesson Planning and Delivery	Tindley Accelerated	Exemplar Humanities and Math Learning ladders with mark ups and explanations

10/5/12	UbD Revisited: Designing and Aligning Performance-Based Assessments	All	Creating performance-based tasks using GRASPS criteria
10/5/12	Data Analysis with Acuity/NWEA	All	Discovery Walk-Through of Reporting Features

Date	October	November	December
PGP Key Levers	new to position; next submission include tracker system and PIPs as indicated	Create and model systems at granular level	
Tracker Submitted (last Fri. of month)	No		No
Observation Frequency (average/teacher)			None
Key Levers Identified			No
DDI Goals			No
Appropriate Feedback			
Looping			None
Monthly Report Submitted (last Fri)	N/A	Yes	No
PD Log - with well aligned PD	N/A	No	schedule repeated verbatim every month
Instructional Audit	N/A	N/A	
Instructional Audit w/Bonus	N/A	N/A	
Curriculum Audit--ELA & SS (16)	N/A	17	4
Curriculum Audit--Sci & Math (16)	N/A	5	22
Curriculum Audit--Specials (16)	N/A	77	96
Building Audit		78.70%	85.90%
Other Notes? (Trends, PD, etc.)		Report must be more extensive and data driven for next month	No report as of 1/7/13
		Meet Dec. 5th	Meet Jan. 9th

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Teacher Summer Institute Training

(Unless otherwise noted, all sessions are located at Charles A. Tindley Accelerated School)

EdPower Teachers and Staff

Date/Times	Subject Matter	Presenter	Location
Monday, July 23, 2012			
7:45 to 8:15	Meet and Greet		MPR (cafeteria)
8:15 to 8:30	Welcome and EdPower Introductions	Dr. Dina Stephens	MPR
8:30 to 9:00	Education Reform	Jim Larson, Indiana DOE	MPR
9:00 to 11:00	**Principals, APs, Deans and Guidance Counselors:** Preventing Sexual Harassment – Managers		Room 705
	Tindley, Tindley Prep and Arlington Teachers: Introductions and Ice Breakers	Curriculum Team	MPR
	History of Tindley and EdPower	Ms. Siri Loescher	
	Video Presentation	Dr. Dina Stephens	
11:00 to 12:00	Lunch on your own		
12:00 to 1:00	EdPower Philosophy Mission, Culture and Expectations	Dr. Dina Stephens	MPR
1:00 to 3:00	**Principals, APs, Deans and Guidance Counselors:** Drug Free Workplace – Managers		Room 705
1:00 to 4:00	**Tindley, Tindley Prep and Arlington Teachers:** Uncommon Schools Taxonomy	Mr. Dan Taylor Mr. Todd Hawks Mrs. Jessica Tonade Ms. Sharifa Blackwell Ms. Siri Loescher	MPR
4:00 to 5:00	HR Onboarding	Ms. Claudine Sutton	MPR

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Date/Times	Subject Matter	Presenter	Location
Tuesday, July 24, 2012			
8:00 to 9:00	Enrollment Benefits	Ms. Claudine Sutton	MPR
9:00 to 10:00	Preventing Sexual Harassment (teachers)	Tobias Representatives	MPR
10:00 to 11:00	Drug Free Workplace (teachers)	Tobias Representatives	MPR
11:00 to 12:00	Lunch on your own		
12:00 to 2:00	Emergency Preparedness	Evan Hawkins	MPR
2:00 to 4:00	**Arlington High School Teachers Only**:		
	Gang Awareness	Evan Hawkins	MPR
	Tindley Teachers Only: Classroom Policies and Procedures, Release Times, Co-curricular, Activities, Safety, Lunchroom and Hallway Protocol and Handbooks, Computer Access, Keys, ID cards	Mrs. LaTonya Turner	PTC
	Tindley Prep Teachers Only: Classroom Policies and Procedures, Release Times, Co-curricular, Activities, Safety, Lunchroom and Hallway Protocol and Handbooks, Computer Access, Keys, ID cards	Mr. Patrick Jones	Room 302
4:00	Debriefing		MPR
Wednesday, July 25, 2012			
8:00 to 9:15	Understanding by Design (UbD)	Dr. Dina Stephens	MPR
9:15 to 12:00	UbD in Practice		
	Tindley and Tindley Prep Teachers	Mr. Phillip Albonetti Mr. Patrick Jones Dr. Dina Stephens	Room 802
	Arlington High School Teachers	Mrs. Jackie Gantzer Ms. Demetrice Smith Dr. Tyra Seldon	MPR
12:00 to 1:00	Lunch on your own		
1:00 to 4:00	Uncommon Schools Taxonomy	Dr. Dina Stephens Mr. Dan Taylor Mrs. Crystal Westerhaus-Whorton Mr. Phillip Albonetti Ms. Beth Tobin	MPR
4:00	Debriefing		MPR
	UbD Extra Help	Curriculum Team	MPR

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Date/Times	Subject Matter	Presenter	Location
Thursday, July 26, 2012			
8:00 to 12:00	Whole Brain Learning and Teaching		
	New Teachers:	Mrs. Jessica Tonade	MPR
	Returning Teachers:	Mr. Dan Taylor	Room 200
12:00 to 1:00	Lunch on Your Own		
1:00 to 2:00	Messaging the Mission to Parents and Establishing School Culture		
	Tindley Teachers:	Mrs. LaTonya Turner	Room 705
	Tindley Prep Teachers:	Mr. Patrick Jones	Room 302
	Arlington Teachers:	Mr. Jimmy Meadows	MPR
2:00 to 4:00	Classroom Technology Training:		
	Arlington Teachers	Mr. Adam Buck/Port to Port	MPR
	Tindley Teachers	Mr. Cody Stipes	Room 200
	Tindley Prep Teachers	Promethean Rep	Room 302
4:00	Debriefing		MPR
Friday, July 27, 2012			
8:00 to 12:00	Teacher Observation/Evaluation Process	Curriculum Team	MPR
12:00 to 1:00	Lunch on Your Own		
1:00 to 4:00	Meet with your school leaders:		
	Tindley Teachers:	Mrs. LaTonya Turner	Room 705
	Tindley Prep Teachers:	Mr. Patrick Jones	Room 702
	Arlington Teachers:	Mr. Jimmy Meadows	MPR
4:00	Debriefing		MPR

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Date/Times	Subject Matter	Presenter	Location
Monday, July 30, 2012			
8:00 to 12:00	Lesson Plans/Learning Ladder Sessions:		
	Tindley Teachers	Mrs. Jackie Gantzer	Room 705
	Tindley Prep teachers	Mr. Phillip Albonetti	Room 702
	Arlington teachers	Dr. Tyra Seldon Ms. Demetrice Smith	MPR
12:00 to 1:00	Lunch on your own		
1:00 to 4:00	**Arlington ELA & Math Teachers Only:** Using Formative Tests and Data	Ms. Demetrice Smith Dr. Tyra Seldon	Room 301
	Tindley and Tindley Prep Math and ELA Teachers: Using Formative Tests and Data	Mrs. Jackie Gantzer	Room 302
	All Specials and Electives Teachers: Strategies for Excellence	Mr. Todd Hawks	Room 802
	All Other Teachers: Curriculum planning time		**Workstations:** SS 304 Science 400
4:00	Debriefing		MPR

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Date/Times	Subject Matter	Presenter	Location
Tuesday, July 31, 2012			
8:00 to 12:00	**Arlington 7th and 8th grade teachers** Power School Training	PS Representative	Room 500
	Arlington 9th and 10th grade teachers Power School Training	PS Representative	Room 200
	Tindley Prep Teachers Atlas Curriculum Mapping	Atlas Atlas Core Team	Room 302
	All Other Teachers: Curriculum planning time		**Workstations:** ELA/SS 304 Math/Science 400 Electives/Lang 301 6th grade 303
12:00 to 1:00	Lunch on Your Own		
1:00 to 5:00	**Tindely Prep 6th and 7th grade Teachers** Power School Training	PS Representative	Room 500
	Arlington 11th and 12th grade teachers Power School Training	PS Representative	Room 200
	Tindley Teachers Atlas Curriculum Mapping	Atlas Atlas Core Team	Room 302
	All Other Teachers: Curriculum planning time		**Workstations:** ELA/SS 304 Math/Science 400 Electives/Lang 301 6th grade 303

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Date/Times	Subject Matter	Presenter	Location
Wednesday, August 1, 2012			
8:00 to 12:00	**Tindley 6th-7th grade Teachers** Power School Training	PS Representative	Room 500
	Tindley 8th-9th grade Teachers Power School Training	PS Representative	Room 200
	Arlington 7th-9th Teachers Atlas Curriculum Mapping	Atlas Atlas Core Team	Room 302
	All Other Teachers: Curriculum planning time		**Workstations:** ELA/SS 304 Math/Science 400 Electives/Lang 301 6th grade 303
12:00 to 1:00	Lunch on Your Own		
1:00 to 5:00	**Tindley 10th-EC Teachers** Power School Training	PS Representative	Room 500
	Tindley Prep 8th grade teachers Power School Training	PS Representative	Room 200
	Arlington 10th-12th Teachers Atlas Curriculum Mapping	Atlas Atlas Core Team	Room 302
	All Other Teachers: Curriculum planning time		**Workstations:** ELA/SS 304 Math/Science 400 Electives/Lang 301 6th grade 303
Thursday, August 2, 2012			
8:00 to 8:30	Video and Q &A	Dr. Dina Stephens	MPR
8:30 to 11: 30	7th Period/Extended Day Strategies & Structures	Mr. Cody Stipes Mrs. Patrice Laura Mrs. Jackie Gantzer	MPR
11:30 to 12:30	Lunch on Your Own		
12:30 to 4:00	RTI/Title I Exceptional Learners/SPED Skills Acceleration	Ms. Nakia Douglas Mrs. Brooke Beavers	MPR
4:00	Debriefing		MPR

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Date/Times	Subject Matter	Presenter	Location
Friday, August 3, 2012			
8:00 to 12:00	Culturally Relevant Pedagogy	Mr. Marcus Robinson Dr. Rosiline Floyd	MPR
12:00 to 1:00	Lunch on Your Own		
1:00 to 4:00	**Tindley and Tindley Prep ELA Teachers:** Writing and Toulmin	Mr. Phillip Albonetti Mrs. Jackie Gantzer	Room 301
	Arlington ELA Teachers: Writing for Success	Dr. Tyra Seldon	Room 200
	All Other Teachers: Whole Brain Learning	Mr. Dan Taylor Mrs. Chrystal Westerhaus-Whorton Mr. Patrick Jones Mrs. Jessica Tonade	MPR
4:30	EdPower Dinner and Social		
Monday, August 6, 2012			
8:00 to 11:00	Acuity and NWEA Testing	Mrs. Jackie Gantzer	MPR
11:00 to 12:00	Lunch on Your Own		
12:00 to 5:00	**Report to your school for the afternoon session and for your schedule for the rest of the week.**		

Ensuring Learning through Unit and Lesson Planning

"If you don't know exactly where you are headed, then any road will get you there."

Design, v., -- To have purposes and intentions; to plan and execute...

-Oxford English Dictionary

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Three Stages of UbD (Backward Design)

--Grant Wiggins and Jay McTighe

- **Stage 1: Identify the Desired Results**
- **Stage 2: Determine Acceptable Evidence**
- **Stage 3: Plan Learning Experiences and Instruction**

Stage 1- Identify Desired Results

- Consists of four components
  - Content Standards
  - Understandings
  - Essential Questions
  - Knowledge and Skills

- Key: Focus on Big Ideas!

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Established Goals (1 or 2 standards)

- Formal, long-term goals, such as state content standards, district program goals, departmental objectives, and exit-level outcomes.
  - **Example**: 2D—Students analyze cultural interactions among diverse groups (consider multiple perspectives). –National Standards for US History, p. 108

Big Ideas

"Let the main ideas which are introduced into a child's education be few and important, and let them be thrown into every combination possible."

-Whitehead, 1929

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So what do we mean by "Big Idea"?

- Provides a 'lens for prioritizing'
- Serves as an organizer for facts, skills and actions focusing on big ideas, helps students see purpose and relevance of pieces
- Supports Transference (application or making meaning)... creates coherence
- Requires Uncovering - its meaning is abstract, so it must be discovered, constructed or inferred by learners

Understandings: The Big Ideas

- To determine the Big Ideas for your unit or course, ask yourself…
  - Why? So what?
  - How is _____ applied in the world beyond the classroom?
  - What couldn't we do if we didn't understand _____?
  - Avoid truisms, facts, definitions!

  - **<u>Example</u>:** Students will understand that the settlement of the West threatened the lifestyle and culture of Native American tribes living on the plains.

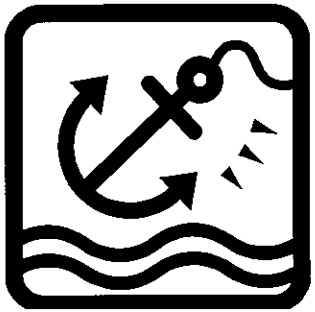
*We teach so that others may **understand**.*

A few of our challenges to teaching for understanding are:

- Finding time to 'teach all standards' and still maintain rigor (teaching for understanding - not just 'to cover')
- Making lessons meaningful
- Engaging students in the learning process

Essential Questions

What questions anchor the study of these ideas?



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Essential Questions (1 to 3)

- Are arguable and important to argue about.
- Recur--and *should* recur--in professional work, adult life, as well as in the classroom inquiry.
- Raise more questions-provoking and sustaining engaged inquiry.
- Can provide purpose for learning.
  - **Example**: How did the reallocation of land after the Civil War impact the political arena?
  - **Example:** How do authors' use figurative language to create lasting impressions?

Qualities of Essential Questions

- Have no simple 'right answer; they are meant to be argued and discussed (discovered, uncovered)
- Designed to provoke and sustain inquiry
- Often address the foundational or historical issues of a subject
- Lead to more questions
- Naturally come back again when learning
- Encourage ongoing re-thinking of big ideas, assumptions, prior learning (transference...)
- Could be overarching or topical

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"Understanding is the ability to transfer learning to new, different and unique experiences."

-Grant Wiggins

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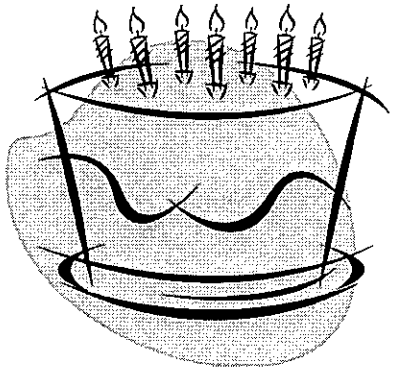
Knowledge and Skill

- Students will know ...
  - **Example**: Key factual information about Native American tribes living on the plains and their interactions with the settlers.

- Students will be able to (measurable)...
  - **Example**: Express their findings orally and in writing.

Desired Outcomes…

- Determine the learning goal (standards)
- Clarify specifically what the student will know, understand, and be able to do (skills and understandings).



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Assessment Evidence

- **Stage 1: Identify the Desired Results**

Stage 2: Determine Acceptable Evidence

- What evidence could be used to document and validate the learning that has been achieved?
- Evidence is gathered throughout the learning time and includes formative, as well as summative assessments.

- **Stage 3: Plan learning experiences and instruction**

Assessments are not just to provide a grade, but to provide crucial information to the teacher and the student.

Purpose of Assessment

- Determine if the learner 'got it'-- Gather evidence which demonstrates learning outcomes were achieved
- Help teachers determine extent of student understanding
- Guide next steps of instructions
- Provide appropriate scaffolding/differentiated instruction for students throughout the learning experience
- Provide feedback to stakeholders (students/parents)

Types of Evidence

Continuum of Assessments

Informal Checks for Understanding	Observations and Dialogues	Tests and Quizzes	Academic Prompts	Performance Tasks

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Formative Assessments

- *An assessment is formative to the extent that information from the assessment is used, during the instructional segment in which the assessment occurred, to adjust instruction with the intent of better meeting the needs of the students assessed.*

by W. James Popham, September 15, 2006

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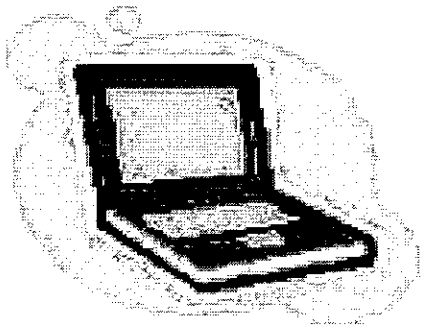
Summative Assessments

- Summative assessments are cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met.
- Summative assessments are not like formative assessments, which are designed to provide the immediate, explicit feedback useful for helping teacher and student during the learning process.

Questions

How we ask a question + Level of question asked = amount of mental energy exerted.



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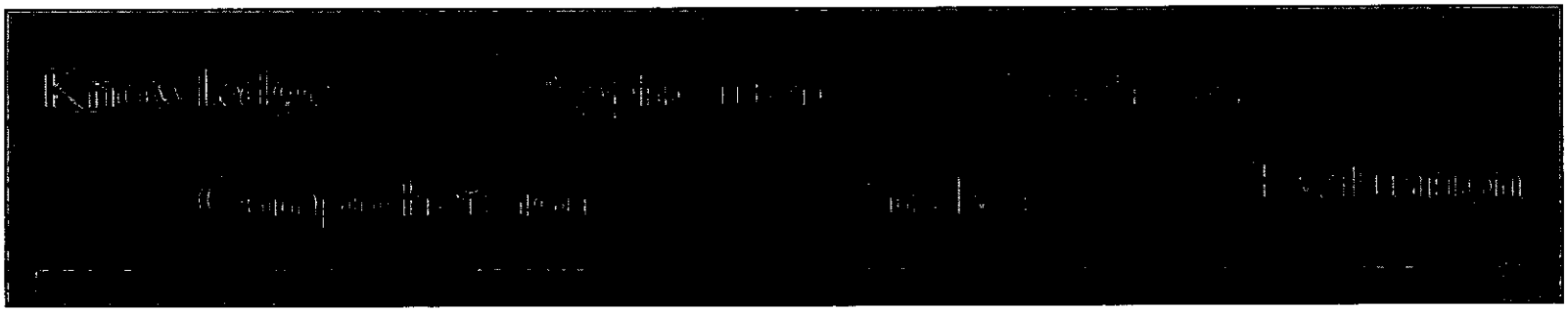
Higher Order Thinking

- involves the transformation of information and ideas
- students combine facts and ideas
- students solve problems, gain understanding, and discover new meaning
- WE MUST HELP OUR STUDENTS BECOME PRODUCERS OF KNOWLEDGE!

Bloom's Taxonomy



Emerging	Developing	Proficient	Advanced
Heard of it	Know it	Can apply it	Can teach it

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Research Says...

- Students are primarily engaged in routine lower-order thinking for a good share of a lesson.

More Rigorous Question Types

- Analysis
- Synthesis
- Evaluation

Activity

- Create your own question (s) for the Frederick Douglass excerpt.

Reflection

- What was challenging about the process?
- What are your key take aways from creating your own assessment?
- What implication does this have for instruction?

Designing the Lessons

- Stage 1: Identify the Desired Results
- Stage 2: Determine Acceptable Evidence

Stage 3: Plan learning experiences and instruction

- What specific content and skills must be taught to achieve desired results?
- What is the best way to 'teach' the content and skills?
- What resources will we need?
- How much time might be required for learning?

Final Thought….

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction."

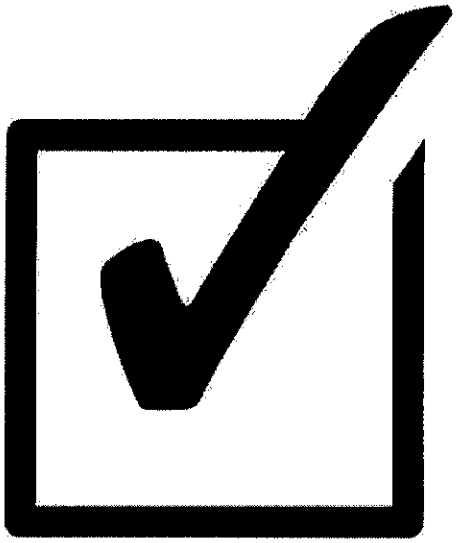
-Stephen R. Covey, *The 7 Habits of Highly Effective People*

UbD Planning Template

Title:		**Subject/Course:**
Topic:	**Grade:**	**Designer(s):**

Stage 1- Desired Results	
Established Goals:	
Understandings:	Essential Questions:
Students will know…	Students will be able to …
Stage 2- Assessment Evidence	
Performance Tasks:	Other Evidence:
Stage 3- Learning Plan	

CHECKING FOR UNDERSTANDING



Why do it?

One of the most important pieces of information that teachers can ever obtain is whether or not their students understand what is being taught. Seeking the answer to this question should be at the forefront of every class period.

If a teacher identifies the *moment* in class where understanding falls apart for a student or group of students and then immediately responds by either altering instruction or re-teaching skills, then the need for major intervention can be minimized.

Avoid:

- **Asking, "O.K.?" and assuming silence = understanding. Example, "We're moving on to the next chapter, O.K.?" Students will rarely speak up and say, "No, it's not okay!"**
- **Asking ineffective questions. Example, "You don't have any questions, do you?" or "Now, does anyone have any questions?" Ineffective questions allow students to fool the teacher because students can always pretend they know the answer.**
- **Waiting until a summative assessment to figure out a student has not mastered a skill.**

Checking For Understanding
Strategy: Response Cards

- Teacher poses question or problem after teaching a skill/concept.
- Students write answer/response on an index card, small whiteboard or using SMART technology. OR – teacher can create laminated cards in three different color and students hold up the color that reflects their understanding (Green – I got it! Yellow – I'm struggling with it. Red – I'm totally lost!)
- Teacher immediately gains feedback regarding student understanding
- Teacher then pulls small group for immediate re-teach while students who have mastered concept engage in individual work OR immediately presents concept in a different way and re-checks for understanding
- Always ask: How will I respond when students still don't learn?

Checking for Understanding
Strategy: Ticket Out (or In) the Door

- Teacher poses a question for students based on the concepts that have been taught or will be taught, depending on the purpose. Teacher can also ask students to create a simile on their ticket out the door: _____ is like_____because_____.
- Students write the answer on small slips of paper and turn in as they leave the room (or, conversely, they can write and turn in at the beginning of the class)
- Teacher reads through tickets to gauge student mastery/understanding
- Teacher then pulls small group for immediate re-teach while students who have mastered concept engage in individual work OR immediately presents concept in a different way and re-checks for understanding
- Always ask: How will I respond when students still don't learn?

Checking For Understanding
Strategy: Correct a Misconception

- After teaching a strategy or concept, teacher deliberately asks or poses a statement that is incorrect. Example - In math, the teacher could post a problem that is solved incorrectly and ask students to analyze it.
- The teacher then asks individual students/ pairs of students to figure out if the statement or problem is correct & explain why it is incorrect. Teacher tells students that everyone should be prepared to share out.
- Teacher circulates around the room, listening and watching, stepping in to correct misconceptions & making mental notes of struggling students
- Teacher ask groups to share their process for figuring out the misconception or teacher can share general comments about what was heard.
- Teacher can pull small groups or re-design instruction immediately
- Always ask: How will I respond when students still don't learn?

Checking for Understanding
Strategy: Turn and Talk

- After presenting a concept/skill, students turn and talk for three minutes with a partner. Teacher can pose a question, ask students to summarize, ask students to ask their partner a question, etc.
- Talk is accountable – meaning that students have been taught how to engage in conversation through norms and practice; they have been given dialogue stems to use with their partner, such as:
  1. Can you describe what you mean?
  2. I don't agree because...
  3. Can you give me an example...
- As students engage in talk, teacher circulates & listens for ideas to highlight & also for struggling students
- Teacher then pulls small group for immediate re-teach while students who have mastered concept engage in individual work OR immediately presents concept in a different way and re-checks for understanding
- Always ask: How will I respond when students still don't learn?

Checking For Understanding
Strategy: Hand Signals

- Teacher teaches students that holding up one finger means "Agree" and two fingers means "Disagree" OR a thumbs down means "Disagree" and a peace sign means "Agree"
- After reading or instruction, teacher poses a comprehension or inferencing/hypothesis question/statement such as, "Lincoln created a national banking system with the National Banking Act in 1863, resulting in a standardized currency, correct?" OR "If you mix food coloring with room temperature buttermilk the color will explode across the surface, right?"
- Teacher then responds to results byingpulls small group for immediate re-teach while students who have mastered concept engage in individual work OR immediately presents concept in a different way and re-checks for understanding.
- Always ask: How will I respond when students still don't learn?

Checking For Understanding
Strategy: Golden Line

- Before reading any piece of text, teacher sets a purpose by asking students to find a "golden line" – a sentence or two that is meaningful to them.
- Students read and highlight (or record or using a sticky note to mark) their golden line.
- After reading, students pair up and read their golden line to a partner & explain why they chose it.
- Teacher monitors by walking around, listening to student responses and noting if many students chose the same or similar lines.
- Teacher also notes if students chose significant or meaningful lines and the explanation of the process they used to choose the line.
- Teacher receives an insight to student understanding of the reading or concept
- Teacher then pulls small group for immediate re-teach while students who have mastered concept engage in individual work OR immediately presents concept in a different way and re-checks for understanding
- Always ask: How will I respond when students still don't learn?

Checking for Understanding
Strategy: 3 to 1

- After teaching a concept stop and ask students to write down the three most important words from the lesson.
- They then turn and talk to a partner and with a partner narrow the words down to 1 key word
- The teacher rotates and listens to conversations
- The groups now share out their word and explains why it is the most important
- Teacher then pulls small group for immediate re-teach while students who have mastered concept engage in individual work OR immediately presents concept in a different way and re-checks for understanding
- Always ask: How will I respond when students still don't learn?

Checking For Understanding
Strategy: Think and Ink

- Pose a question, scenario, problem, what if statement... to the class
- Ask the class to write about this in their journal/interactive notebooks
- Circulate around the class to read what is being written- mark student journals when they have answered in a way that demonstrates understanding
- Have students with marks share and allow others to add to their journaling

Checking for Understanding
Strategy: Example/Non-Example

- Given a concept, students sort or write various examples/non-examples
- Given examples/non-examples, students determine concept

Checking for Understanding
Strategy: Silent Discussion

- Pose a question, scenario, what if statement to the class
- Have students pass notes at their table discussing the question
- Circulate around the room reading some of the notes to assess understanding
- Randomly select students to share what their group discussed

Checking for Understanding
Strategy: Whiteboards

- Pose a question or problem to the class
- Have students reply on whiteboards
- Have students hold up whiteboards to check for understanding

If you don't have a class set of whiteboards, cardstock in a sheet protector works the same way

Checking For Understanding
Strategy: Picture It!

- Create an illustration of a word, concept, or as a summary of a piece of text
- Add a caption to the illustration

Checking for Understanding
Strategy: Traffic Light Cups

- Students place color cups on their desk to signal level of need
- Use also during group work to signal the teacher when help or feedback is needed.
  -Green cup-group/student is proceeding and no assistance is needed
  -Yellow cup-students are continuing to work, but need teacher assistance
- Teacher is constantly moving around the room monitoring groups and providing assistance, when needed

Checking for Understanding
Strategy: Human Scatterplots

- Teacher creates a grid in the classroom as shown above
- Students respond to a question by moving to a position on the "floor graph" that corresponds to their choice and how confident they are in their choice
- Teacher and students have a "snapshot" of the class' understanding and confidence level
- Modification: Create the same grid on paper, have students initial "hot dots" and place on the paper

Checking for Understanding
Strategy: 4 Corners

- Label the 4 corners of the classroom with the letters A, B, C, or D (or 4 words or concepts)
- Pose a question to the class and have students move to their answer choice
- Have students discuss why they chose the answer and their solution process; as students listen to their peers reasoning they may choose to move to a different corner
- Circulate around the 4 corners listening and clarifying misconceptions until all students come to a consensus

Checking for Understanding
Strategy: 3-2-1

- Students respond in writing to 3 reflective prompts
- Teacher uses information to assess how well the learning goals were achieved and what topics may need a re-teach or small group instruction
- Prompts should be changed periodically
- Sample:
  -Three key ideas I remember
  -Two things I am struggling with
  -One thing that will help me tomorrow

Using Formative Assessments and Data

Jackie Gantzer
Director of Assessments

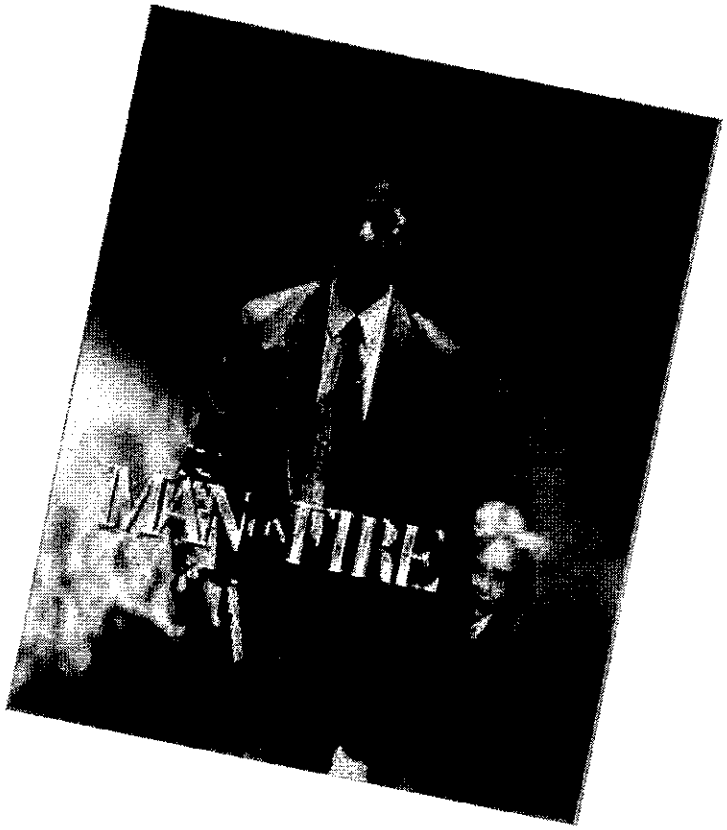
EdPower

Objectives

- Explain the importance of using data in the classroom.
- Identify the different types of common assessments used at Tindley and why/how they are used.
- Understand and apply the process of data-analysis used with common assessments.

Why is using data important?

How is it helpful?



0Case Study: Man on Fire

0<u>Scene 1</u>

0<u>Scene 2</u>

- What were the key moments in Creasy's attempt to help the girl (Pita)?
- What made Creasy's analysis effective?

Scenes 1 and 2

- Scene 1
  - Closely observes her swimming; assessing what she did well and what she needed help with
  - Uses positive framing and honest praise to build trust with her
    - "You're a strong swimmer."
- Scene 2
  - Involves her in the analysis process
    - "You're the fastest one in the water; you're the slowest one off the blocks. What do you think that means?"
  - Continues to use positive framing and honest praise (with a little bit of humor) to build trust

0 <u>Scene 3</u>

- What is Creasy's plan?

- What details make this plan effective?

Scene 3

- Imitates authentic scenario
  - has her practicing on the blocks vs. watching video or talking about it
- Repeats correct practice; stops incorrect practice
- Measures progress
  - timer

- Uses motivational phrases
  - "You are a prisoner; the sound sets you free."
- Involves her in the analysis
  - "What did you do?" "I flinched"
- Involves outside influencers and supporters
  - staff
- Encourages a growth mindset as opposed to a set mindset
  - "There is no tough, there's trained and there's untrained."

0 Scene 4

- Was the end result successful? How do we know?
- Did we need to watch this clip to determine success?

Reflection Question (Discuss for 4 minutes):

What was the most critical part of Creasy's plan? Why was it so important to Pita's success?

- **We cannot effectively and efficiently lead our students to success without knowing their strengths and weaknesses.**

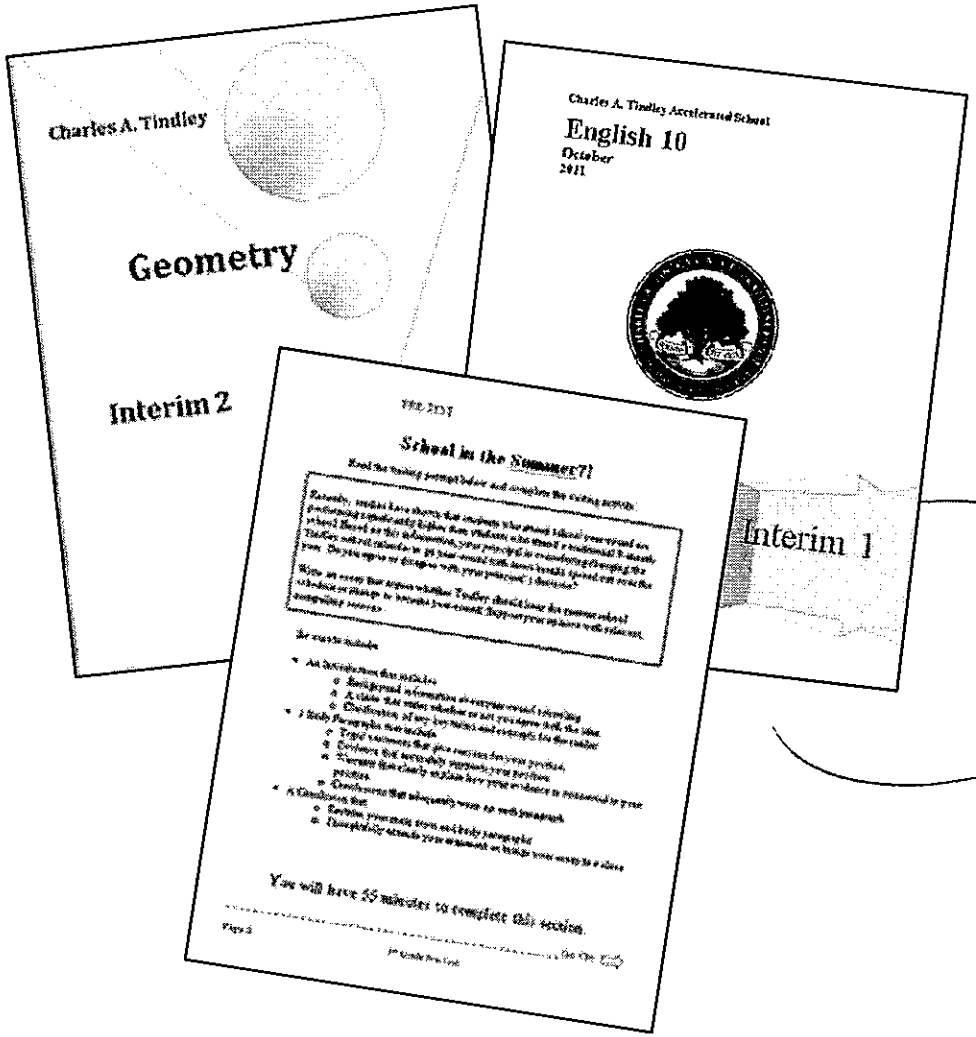
- **Excellent teachers use this information to plan strategic, measureable practice.**

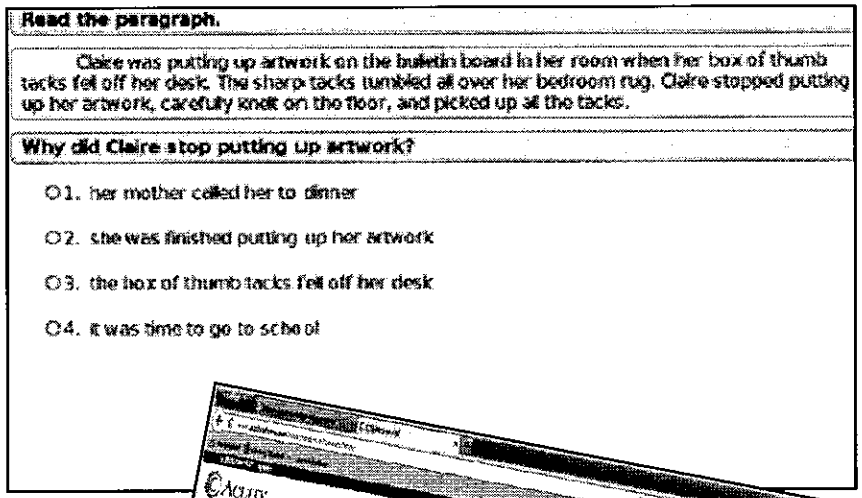
- **Investing students in their own success is important to keep them persevering.**

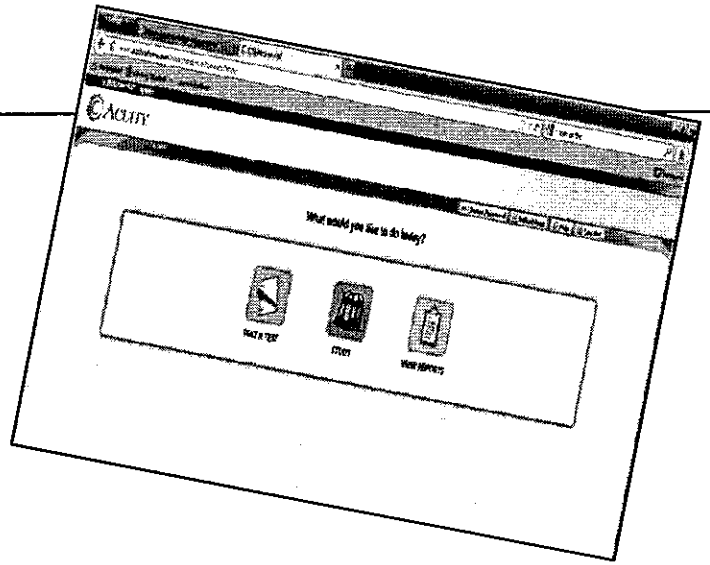
Key Takeaways

Pre- and Post-Tests and Interims

NWEA and ACUITY







Common Assessments Used at Tindley Schools

Pre- and Post-Tests and Interims

Tested Subjects: Math, Reading, and Writing

Purposes: To assess mastery over curriculum objectives
To inform teachers what and who needs to be re-taught

Content	Question Types	Allotted Time	Expected/ Pass Scores	Graded
Math	MC (30-50) CR (2-6)	Unlimited (90min.)	30-50% (Pre) 70% (Interims)	20pts. (except Pre)
Reading (F/NF/W/L)	MC (45-60) CR (4-6)	Unlimited (90-120min.)	30-50% (Pre) 70% (Interims)	20pts. (except Pre)
Writing	5-paragraph essay	55 minutes	30-50 (Pre) 80-90 (Post)	20pts. (except Pre)

Pre-Test: September

Interim 1: October | Interim 2: December | Interim 3: March

Post-Test: May

NWEA: Math and Reading

Overview: Computer-based, adaptive assessment that gives a nationally-normed achievement level and skills-based analysis.

Purposes: To identify Title I services
To determine nationally-normed growth over the course of a year

Content	Question Types	Allotted Time	Expected/ Pass Scores	Graded
Math	MC	Unlimited (Class Pd.)	Varies by grade level	No
Reading	MC	Unlimited (Class Pd.)	Varies by grade level	No

Pre-Test: August

Formative: January

Post-Test: May

ACUITY: Math and Reading

Overview: Computer-based, ISTEP-aligned assessment that predicts how students will perform on ISTEP. Rigor increases as the year progresses.

Purposes: To identify Title I services
To predict performance on ISTEP
To guide and support instructional practices

Content	Question Types	Allotted Time	Expected/ Pass Scores	Graded
Math	MC	Unlimited (Class Pd.)	65-70%	No
Reading	MC	Unlimited (Class Pd.)	65-70%	No

Diagnostic: August

Predictive 1: September

Predictive 2: November

Predictive 3: February

Assessment Schedule

2012-2013 Tindley Assessment Schedule

August 2012

20	6th Grade Writing Pre-Test
	6th Grade Reading Acuity Diagnostic (lab)
21	6th Grade Math Acuity Diagnostic (lab)
22	6th Grade Reading NWEA Pre-Test (lab)
	7th Grade Writing Pre-Test
23	6th Grade Math NWEA Pre-Test (lab)
	7th Grade Reading Acuity Diagnostic (carts)
	8th Grade Writing Pre-Test
27	7th Grade Math Acuity Diagnostic (lab)
	8th Grade Reading Acuity Diagnostic (carts)
28	7th Grade Reading NWEA Pre-Test (lab)
	8th Grade Math Acuity Diagnostic (carts)
29	7th Grade Math NWEA Pre-Test (lab)
	8th Grade Reading NWEA Pre-Test (carts)
30	8th Grade Math NWEA Pre-Test (lab)
	9th – 10th Grade Writing Pre-Test

September 2012

5	6th – 10th Grade Reading Pre-Test
6	6th – 10th Grade Math Pre-Test
11	9th Grade NWEA Reading Pre-Test
12	9th Grade NWEA Math Pre-Test
13	10th Grade NWEA Reading Pre-Test
14	10th Grade NWEA Math Pre-Test
26/27	6th Grade ACUITY – Reading/Math (lab)
	7th Grade ACUITY – Reading/Math (carts)

October 2012

1/2	8th Grade ACUITY – Reading/Math (lab)
16	6th – 10th Grade Writing Interim 1 (in class)
17	6th – 10th Grade Reading Interim 1
18	6th – 10th Grade Math Interim 1

November 2012

26/27	6th Grade ACUITY – Reading/Math (lab)
	7th Grade ACUITY – Reading/Math (carts)
28/29	8th Grade ACUITY – Reading/Math (lab)

December 2012

11	6th – 10th Grade Writing Interim 2 (in class)
12	6th – 10th Grade Reading Interim 2
13	6th – 10th Grade Math Interim 2

January 2013

9/10	6th Grade NWEA – Reading/Math (lab)
	7th Grade NWEA – Reading/Math (carts)
14/15	8th Grade NWEA – Reading/Math (lab)
16	9th Grade NWEA Reading
17	9th Grade NWEA Math
22	10th Grade NWEA Reading
23	10th Grade NWEA Math

February 2013

11/12	6th Grade ACUITY – Reading/Math (lab)
	7th Grade ACUITY – Reading/Math (cart)
13/14	8th Grade ACUITY – Reading/Math (lab)

March 2013

5	6th – 8th Grade ISTEP
6	6th – 8th Grade ISTEP
7	6th – 8th Grade ISTEP
12	6th – 10th Grade Writing Interim 3 (in class)
13	6th – 10th Grade Reading 3
14	6th – 10th Grade Math Interim 3

April 2013

30	6th – 8th Grade ISTEP

May 2013

1	6th – 8th Grade ISTEP
7	6th – 8th Grade ISTEP
13	9th Grade NWEA Reading Post-Test
14	8th Algebra ECA
	9th Grade NWEA Math Post-Test
15	10th Grade NWEA Reading Post-Test
16	10th Grade NWEA Math Post-Test
17	8th Grade Thesis Defense (Part 1)
21	6th Grade NWEA – Math/Reading
22	7th Grade NWEA – Math/Reading
23	8th Grade NWEA – Math/Reading
21-23	Biology and English 10 ECA
24	8th Grade Thesis Defense (Part 2)
28	6th – 10th Grade Writing Post-Test (in class)
29	6th – 10th Grade Reading Post-Test
30	6th – 8th Grade Math Post-Test

Mark dates that your scholars will be assessed. Plan around these dates.

Note that on Interim days, there will be adjusted schedules.

Make sure students are aware of the schedule and no test catches them by surprise.

Be prepared for August and May. They're test-heavy, but incredibly important for driving instruction and measuring progress.

As things go, there will be changes. You should have the most up-to-date schedule at all times.

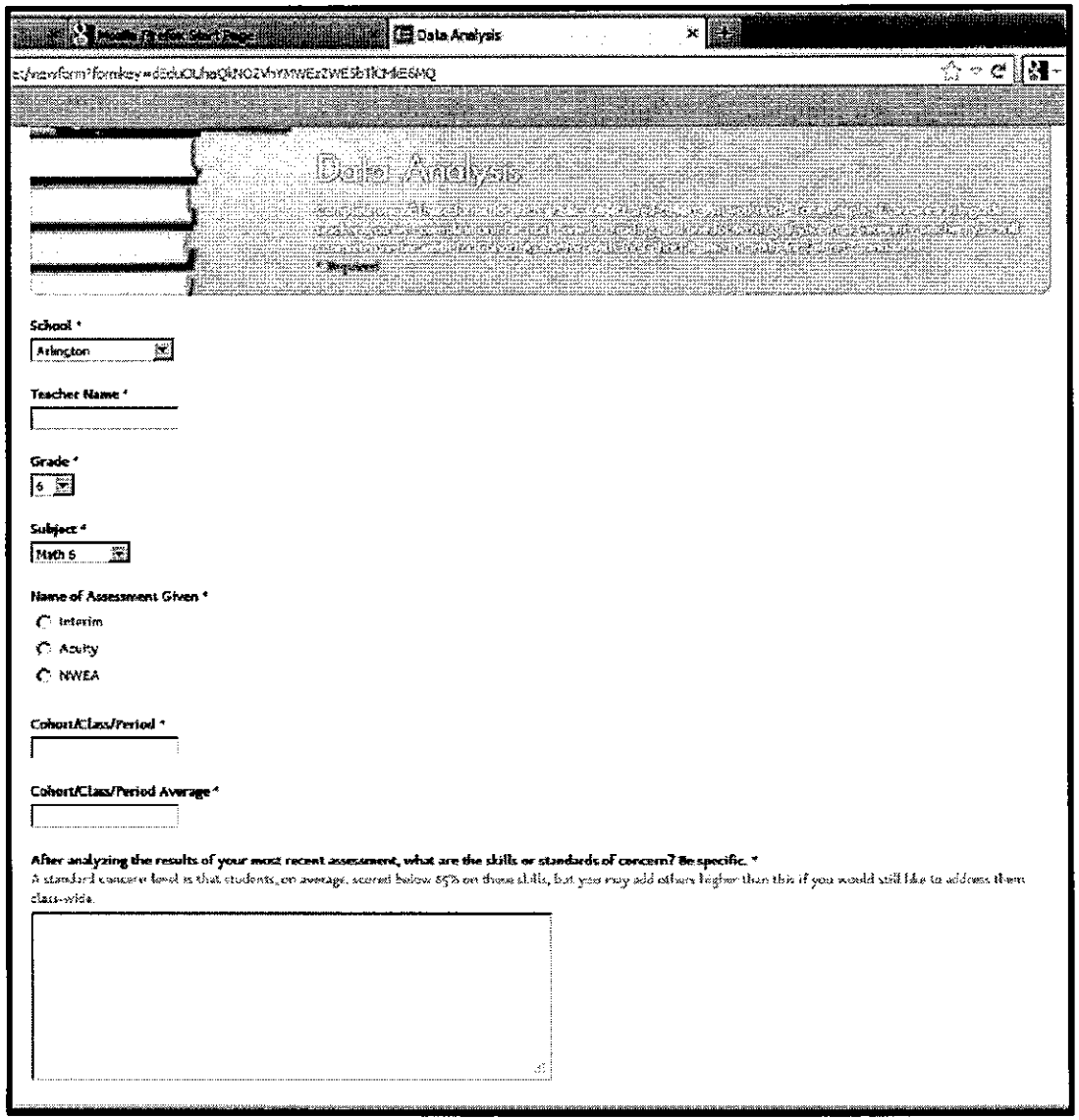
"Test scores often become both a thermometer and barometer, reading the current temperature and **PREDICTING** future rain. But tests don't have that power; they are like Scrooge's Ghost of Things to Come. The future of what any of us will be able to know or do is not in our past test results, but those things lie in the teaching and learning **OPPORTUNITIES** that will become available to us."

-Tim Shanahan

"If these shadows remain unchanged..."

We've taken the test; now what?

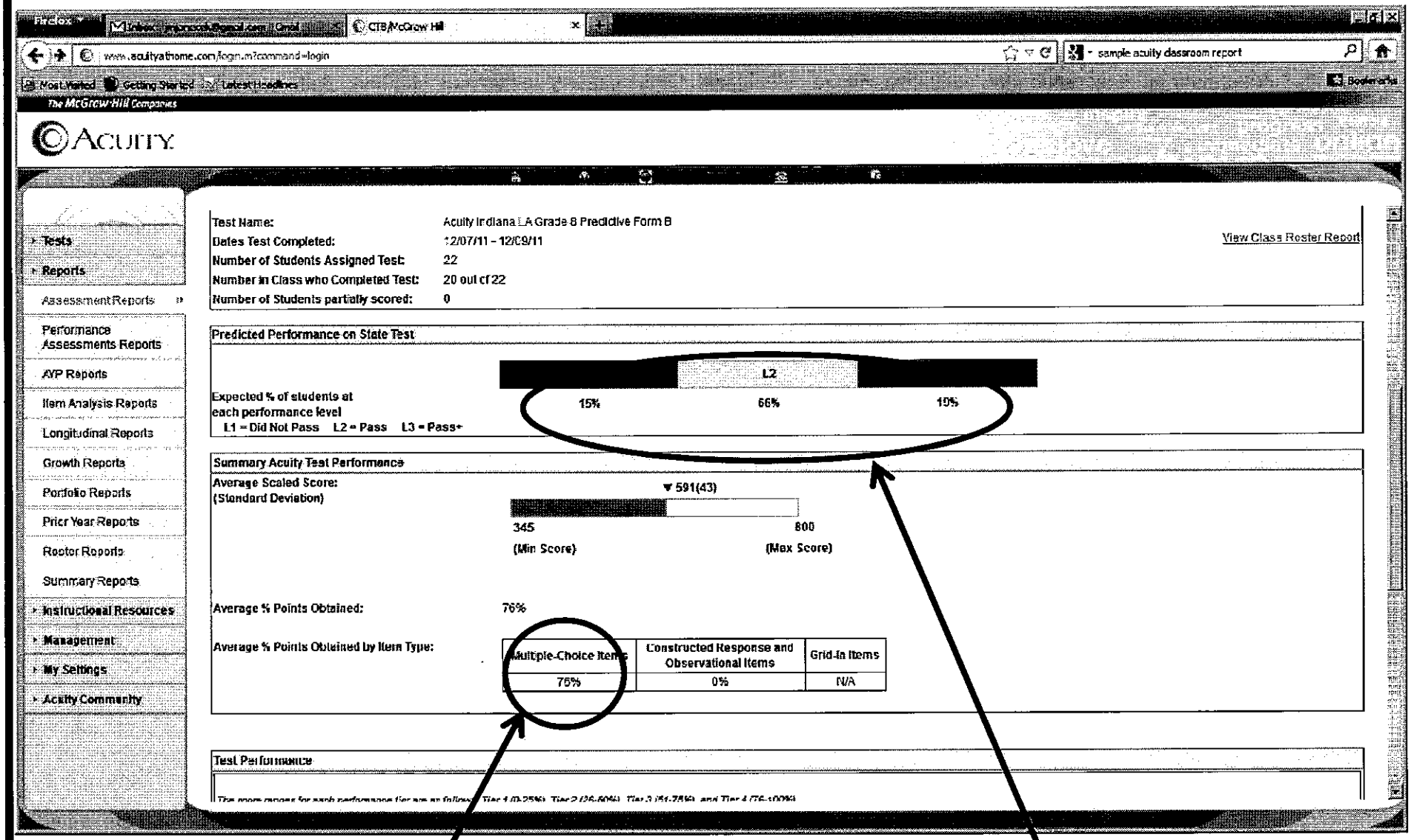
Just like Creasy, we need to identify where the deficiency is.



Once you have the assessment results back, you will have 1 week to turn in a **<u>Data Analysis Reflection Form</u>**

Step 1: Identify skills for whole-class remediation.

Acuity Reporting Example



Overall, students had an average of 76%.

I see 15% of students were in the "fail" range, 66% are in the "pass range" and 19% are in the "pass+ range"

Test Performance

The score ranges for each performance tier are as follows: Tier 1 (0-25%), Tier 2 (26-50%), Tier 3 (51-75%), and Tier 4 (76-100%).

Grade
Domain
Cluster

% of students who scored in each Performance Tier (based on % Points Obtained)

	(0-25) Tier 1	(26-50) Tier 2	(51-75) Tier 3	(76-100) Tier 4	Average % Points Obtained	Assign Instruction
Assessment Totals:	0%				75%	
Grade 7	5%	5%	60%	30%	74%	
L Language	25%	0%	0%	75%	75%	
Knowledge of Language	25%	0%	0%	75%	75%	Assign
R Reading	0%	5%	65%	30%	74%	
RL Literature	0%	5%	65%	30%	74%	Assign
W Writing	25%	0%	0%	75%	75%	
Text Types and Purposes	25%	0%	0%	75%	75%	Assign
Grade 8	0%	10%	50%	40%	71%	
L Language	0%	25%	35%	40%	72%	
Conventions of Standard English	30%	0%	0%	70%	70%	Assign
Vocabulary Acquisition and Use	5%	45%	0%	50%	73%	Assign
R Reading	0%	25%	30%	45%	69%	
RI Informational Text	0%	10%	30%	60%	73%	Assign
RL Literature	50%	0%	0%	50%	[illegible]	Assign
W Writing	0%	20%	10%	70%	74%	
Production and Distribution of Writing	10%	60%	0%	30%	60%	Assign
Text Types and Purposes	0%	10%	30%	60%	[illegible]	Assign
	0%	0%			86%	

Note: Items are included on this assessment in similar proportion to the state test blueprint at the strand level. Content may vary from the state test at levels finer than the strand (e.g., grade level expectation). Inferences from test results should be limited to the strand, and not lower levels. Also, the reported results for strands measured with fewer items are less reliable than for strands measured with more items. Thus, when small numbers of items are used to measure a strand, other measures (e.g., observations, homework, etc.) should be used to confirm the results reported here.

After the average, the next thing you need to identify are specific objectives/ skills that students did poorly on. I can see here that they did 65% or better on all but 2 areas: "Reading Literature" and "Production and Distribution of Writing."

RL Literature

Test Name: Acuity Indiana LA Grade 8 Predictive Form B

Assign Instruction

Dates Test Completed: 12/07/11 - 12/09/11

Item Number	Skill	Points Possible	Average Points Obtained	Number of Students that Omitted Item
23	Analyze an interaction between two people or characters and how that interaction affects a plot element - 64435	1	0.5	0
	Totals:	1	0.5	0

** - represents Constructed Response or Observational Items*

Reading Literature now becomes: "Analyze an interaction between two people or characters and how that interaction affects plot"

Production and Distribution of Writing

Test Name: Acuity Indiana LA Grade 8 Predictive Form B

Assign Instruction

Dates Test Completed: 12/07/11 - 12/09/11

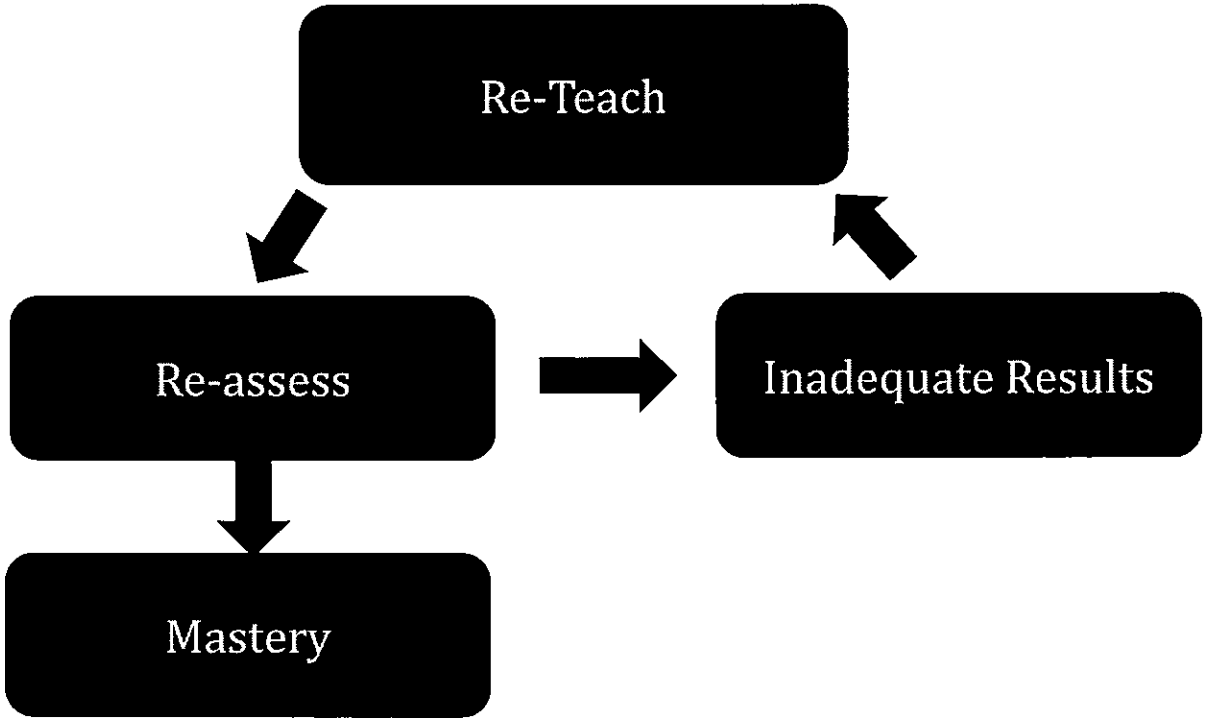
Item Number	Skill	Points Possible	Average Points Obtained	Number of Students that Omitted Item
26	Revise writing–to correct grammar - 27189	1	0.7	0
27	Use clear, concise sentences in composing text - 9842	1	0.5	0
	Totals:	2	1.2	0

** - represents Constructed Response or Observational Items*

Production and Distribution of Writing now becomes: "Revise writing to correct grammar" and "Use clear, concise sentences in composing a text"

Examples of whole-class remediation ideas (non-exhaustive)

- Full lesson of re-teaching skill
- "Do Now" reviews for a week
- Spiral skill into upcoming units



Step 2: Identify individual students for remediation.

NWEA Reporting Example

Teacher Report - Mathematics Fall 2003

School: Nixon Elementary (NWEA Sample District)
Class: 55 Bondy 6thGrade 6
Teacher: Bondy, Bondy

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Goal Performance: Num Sense	Comput	Algeb Func	Geom	Meas	Data Analysis / Stat / Probity	Prob Solv
12341145	Kirsten, J. E.	6	S/G	Aug 22	200	2.9	197-203	15	11-20	LO	LO	LO	AV	AV	LO	LO
12340465	Tierra, S. Y.	6	S/G	Aug 22	201	3.0	198-20[illegible]	17	[illegible]-22	LO	LO	LO	AV	LO	AV	LO
12340617	Robert, P. K.	6	S/G	Aug 22	202	2.9	199-205	19	1[illegible]-24	LO	LO	LO	LO	LO	AV	LO
12340448	Elesvan, J. E.	6	S/G	Aug 22	202	3.0	199-205	19	14-24	LO	LO	LO	AV	LO	LO	LO
12341189	Brandon, J. N.	6	S/G	Aug 22	204	3.0	201-207	22	17-28	LO	AV	LO	AV	LO	LO	LO
12340630	Andy, W. Y.	6	S/G	Aug 22	205	3.0	202-208	24	19-31	LO	AV	AV	HI	LO	LO	LO
12340549	Jacque, L. N.	6	S/G	Aug 22	208	3.0	205-211	[illegible]	24-38	HI	LO	LO	LO	LO	LO	AV
12340627	Alexandra, K. L.	5	S/G	Aug 26	210	2.9	207-213	[illegible]	44-63	AV	AV	HI	AV	LO	AV	AV
12340599	Christofer, C. E.	6	S/G	Aug 22	210	3.0	207-213	35	28-43	LO	HI	LO	AV	AV	LO	AV
12341174	Jessica, J. N.	6	S/G	Aug 22	210	2.9	207-213	35	28-43	LO	LO	LO	AV	AV	LO	LO
12340605	LaDonna, G. E.	6	S/G	Aug 22	211	3.1	208-214	38	31-44	AV	LO	LO	HI	AV	AV	AV
12340511	Michael, T. R.	6	S/G	Aug 22	211	3.0	208-214	38	31-44	HI	LO	LO	AV	HI	LO	LO
12340504	Michael, Y. A.	6	S/G	Aug 22	211	2.9	208-214	38	31-43	LO	AV	LO	AV	LO	HI	LO
12340482	Grace, J. T.	6	S/G	Aug 22	214	2.9	211-217	46	38-54	HI	AV	AV	LO	LO	AV	AV
12340447	Jazmin, N. S.	6	S/G	Aug 22	215	3.0	212-218	49	40-57	LO	HI	HI	AV	LO	LO	AV
12340508	Jackquelyn, D. A.	6	S/G	Aug 22	216	2.9	213-219	51	43-60	HI	AV	HI	HI	LO	AV	AV
12340636	Christina, L. A.	6	S/G	Aug 22	216	3.0	213-219	51	43-60	HI	LO	AV	AV	AV	HI	AV
12340421	Nathan, T. I.	6	S/G	Aug 22	216	3.0	213-219	51	43-60	AV	LO	HI	AV	AV	HI	AV
12340530	Aaron, J. A.	6	S/G	Aug 22	216	2.9	213-219	51	43-60	AV	HI	AV	LO	LO	AV	HI
12341114	Ryan, C. Y.	6	S/G	Aug 22	216	3.0	213-219	51	43-60	HI	LO	LO	AV	AV	HI	LO
12340437	Nasser, J. N.	6	S/G	Aug 22	217	3.3	214-220	54	46-62	HI	AV	AV	HI	LO	LO	AV
12340408	Sara, B. Y.	6	S/G	Aug 22	218	3.0	215-221	57	49-65	HI	AV	HI	AV	LO	AV	AV
12340509	Cierra, J. N.	6	S/G	Aug 22	218	3.0	215-221	57	49-65	HI	AV	HI	LO	LO	AV	HI
12340981	Keitha, L. N.	6	S/G	Aug 22	219	2.9	216-222	60	51-68	HI	AV	AV	LO	AV	HI	HI
12340383	Megan, N. L.	6	S/G	Aug 22	220	3.0	217-223	62	54-70	HI	HI	HI	LO	LO	AV	HI
12340434	Gary, P. K.	6	S/G	Aug 22	220	3.1	217-223	62	54-70	HI	AV	AV	HI	AV	AV	AV
12340603	Jonathan, K. N.	6	S/G	Aug 22	221	3.0	218-224	[illegible]	57-7[illegible]	AV	HI	HI	HI	AV	LO	HI
12340640	Tristan, C. A.	6	S/G	Aug 22	224	3.0	221-227	73	65-79	HI	AV	HI	HI	HI	AV	AV
12340438	Austin, V. E.	6	S/G	Aug 22	224	3.2	221-227	73	65-79	AV	AV	AV	HI	HI	HI	AV
12340558	Rachel, D. N.	6	S/G	Aug 22	225	2.9	222-228	75	68-81	HI	HI	HI	HI	AV	HI	HI
12340470	Robert, G. Y.	6	S/G	Aug 22	227	2.9	224-230	79	73-85	HI	AV	HI	LO	AV	HI	HI
12340505	Jon, S. L.	6	S/G	Aug 22	228	3.3	225-231	81	75-86	HI	HI	HI	HI	HI	HI	HI
12340473	Jordan, N. R.	6	S/G	Aug 22	229	2.9	226-232	83	77-88	HI	AV	HI	HI	AV	HI	HI
12340476	Megan, M. E.	6	S/G	Aug 22	229	3.0	226-232	83	77-88	HI	HI	HI	HI	LO	HI	HI
12340506	Alejandra, R. T.	6	S/G	Aug 22	232	3.0	229-235	88	83-91	HI	HI	HI	HI	HI	HI	HI
12340393	Stacia, J. E.	6	S/G	Aug 22	233	3.0	230-236	89	85-92	HI	HI	HI	HI	HI	HI	HI

Continued on next page . . .

HI-percentile > 66 AV-percentile between 66 and 34 LO-percentile < 34
Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing

Examples of individual student remediation ideas (non-exhaustive)

- Title I elective assignment
- Extended day targeted instruction
- Extra practice (Acuity labs, HW, projects, etc.)
- Saturday/Sunday targeted instruction
- Daily check-ins with guardian
- Co-teaching
- Strategic grouping during in-class instruction
- Targeted Checks For Understanding during I do, We do, You do
- Behavior chart/contract (if behavior is a key lever for the student)
- Implementation of goals/incentives
- Peer tutor/mentor (from class or upper grades)
- Change of seat location

Data Analysis
Analysis

1. Look at the sample teacher Data Analysis forms.

2. In groups of 3-4, analyze the form, explaining what the teachers did correctly, or well, and what the teachers should do to improve the form.

NWEA Mid-Year Results

Grade 8 Mathematics

Teacher Report - Mathematics Fall 2008

School: Mt. Bachelor Middle School (NWEA Sample District 2)
Class: TF070094 Barofsky Spanish 3(AB)
Teacher: Barofsky, Brandee E.
Test: Math Survey w/ Goals 6+ CO V2

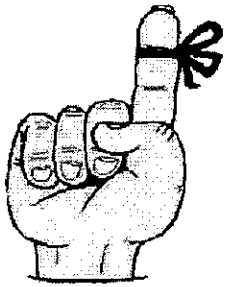
Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Goal Performance: Number Sense	Algebraic Methods	Data Analysis & Probability	Geometric Concepts	Measurement	Computation
F08000017	Wampler, Isac C.	8	S/G	Oct 30	181	3.3	178-184	1	1-1	169-186	170-187	161-179	181-197	168-184	187-203
SF07002129	Raverty, Ndubuisi I.	8	S/G	Sep 18	196	3.8	192-200	3	2-5	177-199	185-204	161-185	182-200	196-215	206-224
SF07002115	Levanowitz, Nevada A.	8	S/G	Sep 9	200	3.1	197-203	5	3-7	185-202	200-215	195-210	201-217	190-206	181-199
SF07002313	Esgro, Stefane E.	8	S/G	Sep 12	213	3.0	210-216	17	14-21	193-211	210-224	209-223	208-223	213-228	197-214
SF07001568	Priola, Jacqueline E.	8	S/G	Sep 3	222	3.0	219-225	32	26-38	231-253	211-226	216-231	215-230	206-223	207-221
SF07002375	Rodriguez, Nicaury R.	8	S/G	Sep 3	224	3.1	221-227	36	30-43	221-236	194-215	224-239	230-247	209-226	213-229
SF07002380	Rottiers, Christine E.	8	S/G	Sep 5	225	3.0	222-228	38	32-45	219-235	225-243	211-226	219-233	219-234	208-224
SF07001677	Ramirez-Tabares, Mazhid	8	S/G	Sep 2	229	3.0	226-232	47	40-54	232-249	223-238	222-237	220-233	206-222	224-240
SF07002113	Lamprey, Holden N.	8	S/G	Sep 3	233	2.9	230-236	57	50-64	226-240	228-242	229-243	232-247	228-243	204-225
SF07002165	Niehaus, Jazellyn N.	8	S/G	Sep 2	233	2.9	230-236	57	52-64	215-232	219-234	236-252	228-243	227-242	229-244
SW08002487	Furcal, Mary R.	8	S/G	Sep 12	235	2.9	232-238	62	54-68	214-231	235-252	232-248	233-248	234-248	216-232
SF07001603	Chalk, Dewayne E.	8	S/G	Sep 3	237	3.0	234-240	66	59-73	221-236	233-248	235-250	229-244	235-250	227-242
SF07002238	Hankla, Malaena A.	8	S/G	Sep 2	239	3.0	236-242	71	64-77	225-241	232-247	232-246	227-242	237-251	235-249
SF07002052	Aldaco Ramirez, Kiet T.	8	S/G	Sep 12	240	2.9	237-243	73	66-79	232-246	232-247	231-245	230-244	235-250	237-252
SF07002137	Berg-Maas, Andreas S.	8	S/G	Sep 3	244	3.1	241-247	81	75-86	212-234	242-257	245-260	252-269	227-244	227-244
SF07002186	Doiron, Sola A.	8	S/G	Sep 2	245	3.0	242-248	83	77-87	240-255	234-249	247-264	233-247	227-243	244-261
SF07002241	Gunderson, Soundley R.	8	S/G	Sep 2	246	2.9	243-249	84	79-89	216-238	231-247	247-264	234-249	250-266	242-256
SF07002393	Southern, Dillon N.	8	S/G	Sep 2	246	2.9	243-249	84	79-89	240-255	234-249	241-255	238-251	250-267	228-245
SF07002112	Jutting, Davin N.	8	S/G	Sep 2	246	3.0	243-249	84	79-89	233-248	238-252	244-260	239-254	230-245	248-265
SF07002231	Jobbins, Daleigha A.	8	S/G	Sep 2	250	3.0	247-253	90	86-93	241-256	243-258	243-257	248-263	240-253	244-258
F08000283	Redhead, Deontae E.	8	SUR	Sep 18	213	4.7	208-218	17	11-25						

Totals For: Math Survey w/ Goals 6+ CO V2

Students:	21							
Mean RIT:	228.4	**Mean:**	225.8	228.8	230.9	231.5	229.2	228.2
Std Dev:	18.7	**Std Dev:**	20.3	19.5	24.6	18.8	20.4	19.1
Median RIT:	233	**Median:**	228	237	238	237	235	233

Target Skill RIT Score: 227

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP for Primary Grades test segment.



Creasy's Example:

- **We cannot effectively and efficiently lead our students to success without knowing their strengths and weaknesses.**

- **Excellent teachers use this information to plan strategic, measureable practice.**

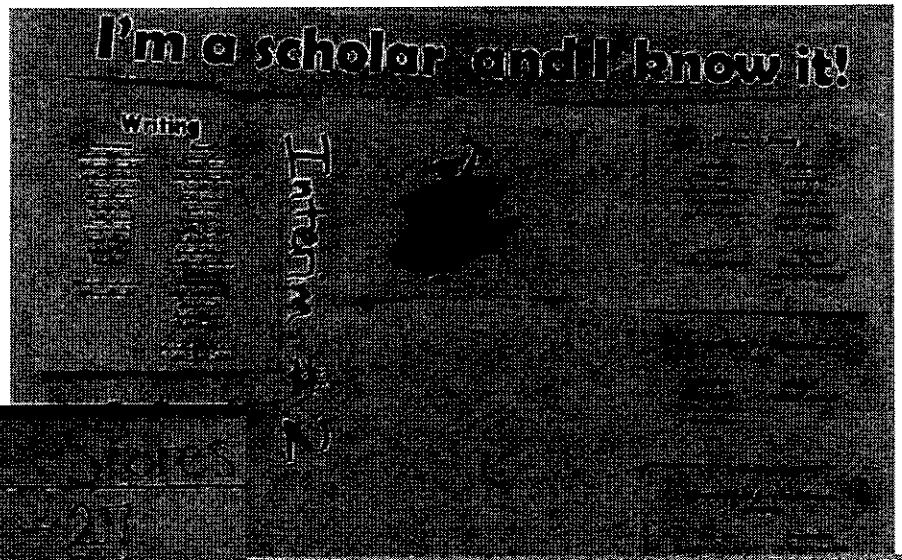
- **Investing students in their own success is important to keep them persevering.**

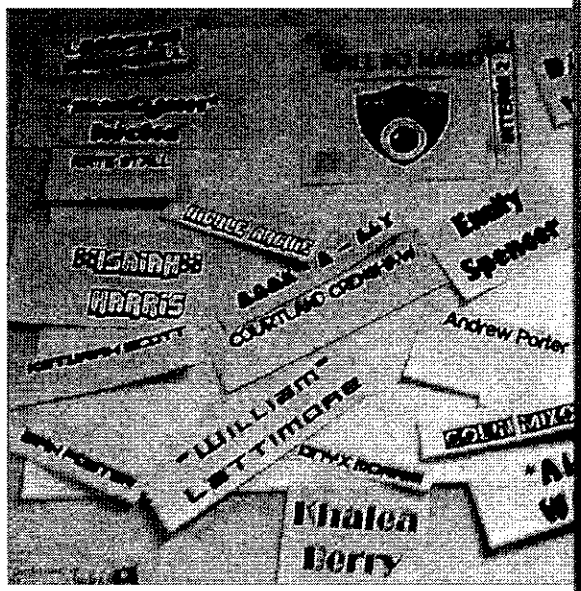
Key Takeaways

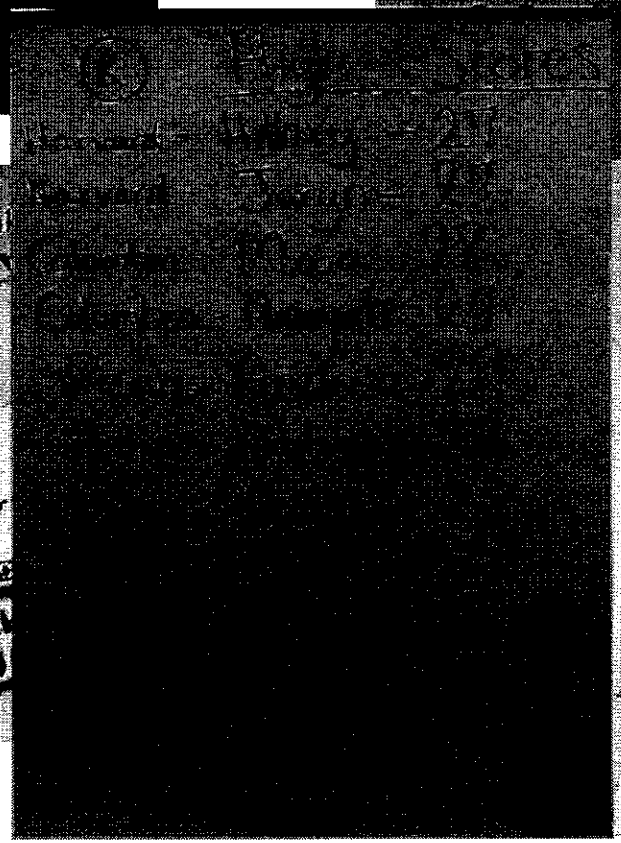
Assessment Investment

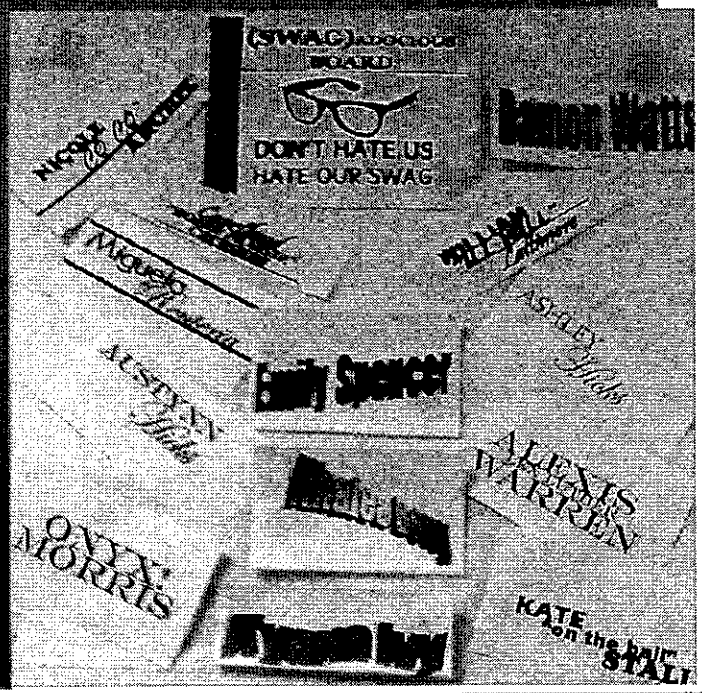
1. Talk it Out
2. Show YOUR Investment
3. Reveal the Results
4. Reflect/Goal-Set

Examples of investment from 2012





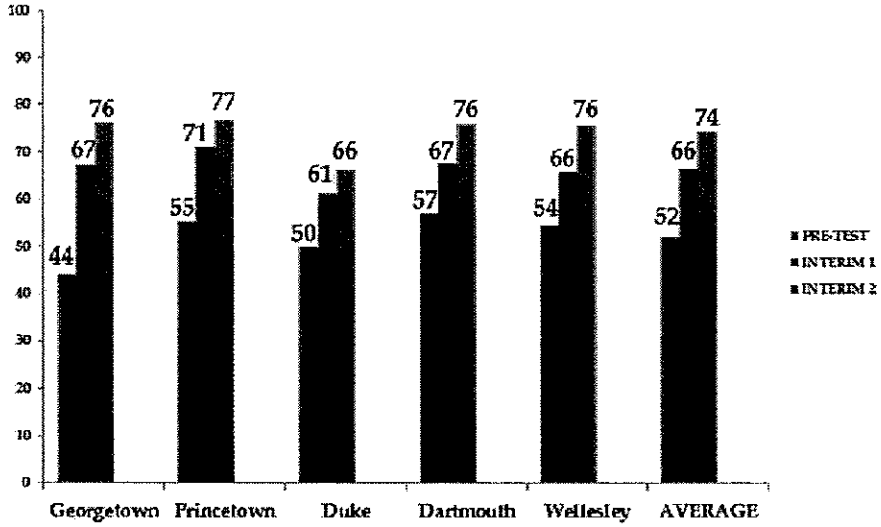




Upcoming Tests

- ACUITY (Grades 6-8)
  - February 8th – February 16th
- SRI (Grades 6-8)
  - February 21st – February 23rd
- ISTEP (Grades 6-8)
  - March 6th – March 8th
- Interim 3 (Grades 6-10)
  - March 14th – March 15th

6th Grade Humanities Interims



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Job Name : Microsoft Word - 2013-2014 Network Assessment Windows

Start Page

EdPower
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2013-2014 Network Assessment Windows

2013

Assessment	School(s)	Grade(s)	Window
Acuity Reading and Math Diagnostic	All Network Schools	6 - 8	8/15/13 – 8/30/13
Fountas & Pinnell Reading Pre-Test **Singapore Math Pre-Test**	Tindley Renaissance	K - 2	8/15/13 – 8/30/13
NWEA Reading and Math Pre-Test	All Network Schools	All Grades	8/15/13 – 9/30/13
Tindley Writing Pre-Test	Tindley Schools	6 - 10	9/2/13 – 9/20/13
Acuity Predictive A ELA/Math	All Network Schools	3 - 8	9/23/13 – 10/4/13
ECAs (Fall)	Tindley Accelerated and Arlington	ECA Re-Takes	10/21/13 – 11/15/13
Tindley Interim 1 for Writing, Reading, and Math	Tindley Schools	6 - 10	10/22/13 – 11/8/13
Acuity Predictive A Algebra I/English 10	All Network Schools	Algebra I English 10	11/4/13 – 11/18/13
Acuity Predictive B ELA/Math	All Network Schools	3 - 8	11/25/13 – 12/10/13
Tindley Interim 2 for Writing, Reading, and Math	Tindley Schools	6 - 10	12/3/13 – 12/20/13
Acuity Predictive B Science	Tindley Schools	6	12/4/13 – 12/17/13
Acuity Predictive B Social Studies	All Network Schools	7	12/4/13 – 12/17/13
Fountas & Pinnell Reading Formative **Singapore Math Formative** OR **NWEA Formative**	Tindley Renaissance	K - 2	12/9/13 – 12/20/13
ECAs (Early Winter 1)	Tindley Accelerated and Arlington	ECA Re-Takes	12/9/13 – 12/20/13

2014

Assessment	School(s)	Grade(s)	Window
ECAs (Early Winter 2)	Tindley Accelerated and Arlington	ECA Re-Takes	1/6/14 – 1/17/14
NWEA Reading and Math Formative Test	Arlington	7 - 12	1/6/14 – 1/24/14
LAS Links	All Network Schools	Any Applicable	1/22/14 – 2/28/14
Acuity Predictive B Algebra I/English 10	All Network Schools	Algebra I English 10	1/27/14 – 2/7/14
Acuity Predictive C Science	Tindley Schools	6	2/3/14 – 2/19/14
Acuity Predictive C Social Studies	All Network Schools	7	2/3/14 – 2/19/14
Acuity Predictive C ELA/Math	All Network Schools	3 - 8	2/6/14 – 2/21/14
ECAs (Late Winter)	Tindley Accelerated and Arlington	ECA Re-Takes	2/10/14 – 3/7/14
ISTEP+ Applied Skills	All Network Schools	3 - 8	3/3/14 – 3/12/14
Tindley Interim 3 for Writing, Reading, and Math	Tindley Schools	6 - 10	3/11/14 – 3/21/14
Singapore Math Formative	Tindley Renaissance	K - 2	5/19/14 – 6/6/14
IREAD K-3	Tindley Renaissance	K - 3	3/17/14 – 3/19/14
Acuity Predictive C Algebra I/English 10	All Network Schools	Algebra I English 10	3/24/14 – 4/11/14
ISTEP+ MC Online IMAST	All Network Schools	3 - 8	4/28/14 – 5/9/14
ECA (Spring)	All Network Schools	Algebra I, Biology, and English 10	4/21/14 – 6/4/14
NWEA Reading and Math Post-Test	All Network Schools	All Grades	4/21/14 – 5/30/14
Tindley Writing Post-Test	Tindley Schools	6 - 10	5/19/14 – 6/6/14
Fountas & Pinnell Reading Post-Test **Singapore Math Post-Test**	Tindley Renaissance	K - 2	5/19/14 – 6/6/14