

ALL SCHOOLS:



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Ideas for School Improvement Sought

Do you have ideas for improvements at your child's school? Your opinions are wanted!

The EVSC has an opportunity to apply for new School Improvement Grants through the United States Department of Education for Caza Elementary School, Lincoln School, and Washington Middle School. These are potential five-year grants that would provide funding in addition to what the school normally receives in order to dramatically impact student achievement.

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

Please share your ideas regarding the school your child attends—such as recommendations for programming, curriculum, and/or learning opportunities you would like to see in place for your student. Call Stephanie Adams at (812) 435-0945 or email your ideas or suggestions to stephanie.adams@evsc.k12.in.us.

Feedback must be submitted by Thursday, June 25, 2015.

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EVSC Employee Website



EVSC (Evansville Vanderburgh School Corporation)

June 15 at 10:15am · Edited · *

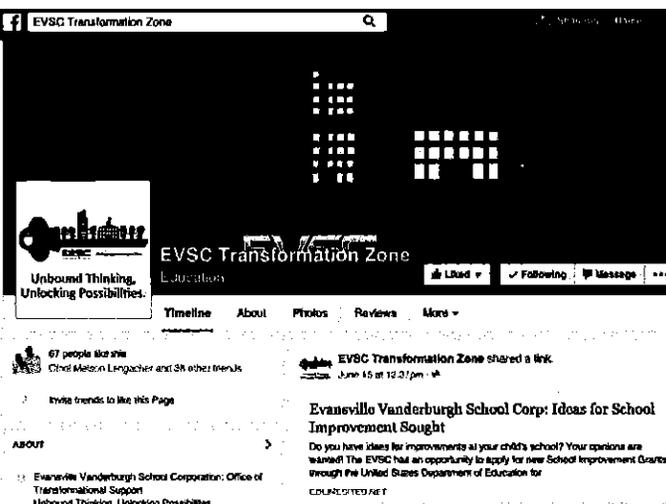
Do you have an idea about something you would like to see happen at your child's school? We want to work in partnership with parents and community members as we apply for a federal grant to help provide more resources for Caza, Lincoln, and Washington Schools. To read more about how you can share your ideas go to: http://www.edlinesites.net/.../News/Ideas_for_School_improvem...

Evansville Vanderburgh School Corp: Ideas for School Improvement Sought

Do you have ideas for improvements at your child's school? Your opinions are wanted! The EVSC has an opportunity to apply for new School Improvement Grants through the United States Department of Education for

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EVSC Transformation Zone

67 people like this
Chris Mason, Longacher and 58 other friends

EVSC Transformation Zone shared a link.
June 15 at 12:07pm · *h

Evansville Vanderburgh School Corp: Ideas for School Improvement Sought

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Shannon Strieter @ShannonStrieter · 20m

Have an idea that could help Lincoln, Caze, Washington increase student achievement? We want to know what you think!
goo.gl/FPHeaB

Transformation Zone retweeted



Shannon Strieter @ShannonStrieter · 22m

Have an idea that could help Lincoln, Caze, Washington increase student achievement? We want to know what you think!
goo.gl/FPHeaB

Justin Cohen retweeted



Shannon Strieter @ShannonStrieter · 23m

Have an idea that could help Lincoln, Caze, Washington increase student achievement? We want to know what you think!
goo.gl/FPHeaB

Message Center > Results

https://connect.blackboardconnect.com/DeliveryResults/DeliverySummary/16771175

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Title	1003g Grant Application
Message Type	Outreach
Site	EVANSVILLE VANDERBURGH SCHOOL CORPORATION
Scheduled By	Marsha Jackson
Send Time	15 June 2015 5:30PM (CT)
Voice Completed	15 June 2015 8:01PM (CT) (First attempt completed at 15 June 2015 5:38PM (CT))
Email Completed	15 June 2015 5:31PM (CT)
Selected Contacts	1,112 Successfully reached 1,017 (91%)
Languages	English*

DEVICE DELIVERIES

85% (744)

874

[View each attempt](#)

99% (689)

694

[View Detailed Results](#)



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Caze Cougars are life-long learners, responsible citizens and problem solvers.

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- [Cafeteria](#)

- [Technology](#)

News

Ideas for School Improvement Sought
 Do you have ideas for improvements at your child's school? Your opinions are wanted! The EVSC has an opportunity to apply for new School... (cont'd)

Calendar

- 06/22/16 Mon **School Board Meeting Starts at 6:30pm**
- 07/29/16 Wed - **Open Enrollment**

Caze Elementary School
 School · Public School

436 people like this
 Emily Smith McCormick and 11 other friends

467 people have been here
 Jessica Altman and 6 other friends

Invite friends to like this Page

4.7 of 5 stars · 52 reviews
 Jessica Altman reviewed this

ABOUT

Caze Elementary School is a K-5 school on the southeast side of Evansville, Indiana. We have wonderful teachers, students, and families. Our students...

<http://www.evscschools.com/caze>

PHOTOS

Caze Elementary School via EVSC (Evansville Vanderburgh School Corporation)
 2 hrs · 🌐

Do you have Ideas for Improvement at Caze School? EVSC is looking for community input on ways to help Caze students. You can call Stephanie Adams at 812.435.0949 or email your Ideas or suggestions to stephanie.adams@evsc.k12.in.us. You can also post Ideas right here on Facebook!

Evansville Vanderburgh School Corp: Ideas for School Improvement Sought

Do you have Ideas for Improvements at your child's school? Your opinions are wanted! The EVSC has an opportunity to apply for new School Improvement Grants through the United States Department of Education for

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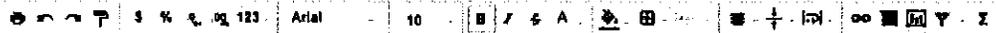
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3 people like this.

Write a comment...

2015 SIG Family & Community Input

File Edit View Insert Format Data Tools Add-ons Help Last edit was 1 hour ago



A	B	C	D	E	F	G	H
School	First Name	Last Name	Phone Number	Email	Family or Community Member	If family, student name	Suggestions
Washington	Deb	LaMar	812-473-5120	ddlamar@ebglobal.net	Mom (also former PTSA president, reflection coordinator)	Benjamin LaMar is current student - has had 3 children @ Washington	I would like to see a more arts at Washington, theater class- have kids put on a plays, art class where they work with different types of mediums paint, Oil, clay, drawing class, hands on classes. Bring back home eco, where kids do more not just listen, but actually making something, metal shop, wood working, sewing, cooking. Kids need to know how to do these things. They enrich the children's lives. They allow for a release for kids who are artistic. Help them to be a whole child, teach to the whole child not just the academics. A computer class where they build a robot.
Washington	Rechele	Curry-Carson	812-303-1895 or call 812-457-3602		Mom	Dau to Bossa, Son to Wash	Would like to see a program/day care for young mothers/pregnant teens at Washington to help decrease the number of pregnancies. The program would involve more mentors, sex education and encouragement to continue their education instead of dropping out. The mother is currently in the process of opening a business to help teen moms in Evansville and is very willing to help in any way with getting a program like this started at Washington. Daughter is previous student of Washington and has expressed concern to her mother about how many girls are pregnant or have babies before leaving middle school.
Washington	Jeff	Collier	812-305-5609	jcollier@wowway.com			Wants to set up meeting to discuss ideas/suggestions - forwarded email on to TZ team
Lincoln	Stacy	Johnson-Ponde	812-424-6739	stacy40@aol.com	Grandparent	grandson @ Lincoln	My grandson is a 5th grade student at Lincoln School. Spanish is not offered at the school at this time. There should be more money given to the schools to improve their arts and science department. Teachers are having to purchase most if not all of their art supplies. More money should be given to after school programs. I would be willing to sit on a focus committee if you need a grand parent as a representative.
Washington	Christine	Stalb		christinestalb@aol.com	Mom		As a parent of a Washington Middle School (WMS) student, I would like to see funding made available to continue the wonderful after school programs that were implemented by Michele Branson. There was a huge variety of choices made available to the students. My daughter participated in the Art Club and enjoyed it. Mrs. Branson was able to get these programs up and running from a grant she received. Additional funding would ensure that these programs can continue to benefit the students at WMS. I second thing I would like to see made possible at WMS is to have our library resources expanded. With a little over 400 students there just isn't enough books to allow each student to check out two books every week. There is also the challenge of having a variety of books to meet the different reading levels at our school. Additional books added to our library would not only benefit students now but also students well into the future.

Position Title: Coordinator of Family and Community Engagement
Department: Teaching, Learning, and Student Support
Reports To: Associate Superintendent, Center for School, Community, and Family Partnerships

SUMMARY:

Reporting to the Associate Superintendent, Center for School, Community, and Family Partnerships, the Coordinator of Family and Community Engagement will be tasked with developing the strategic plans around the family & community engagement and developing capacity of the school corporation's Transformation Zone principals and other school-based staff (e.g. Family and Community Outreach Coordinators) in these functional areas.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Coordinate with various departments within the Center for School, Community, and Family Partnerships to ensure that Transformation Zone schools are prioritized and receive the services and supports that they need to succeed;
- Provide subject matter expertise in the areas of school family and community engagement;
- Develop and implement a robust performance monitoring system, including data collection tools and processes through which data will be analyzed and disseminated, to measure the effectiveness of family & community engagement strategies and the success of communication;
- Develop a Zone PAC; facilitate regular PAC meetings;
- Develop and implement a robust community engagement strategy;
- Meaningfully engage community members in the school transformation process; support school leaders as they execute school-level community engagement strategies (incl. facilitation and translation services);
- Build a coalition of teachers, students, community and family members to advocate for the Zone;
- Cultivate community support for the district's reform strategy within the broader community and amongst local political and business leaders;
- Supporting, developing, and reviewing school improvement plans;
- Identify successful and promising practices within the school corporation and outside of the school corporation in order to support schools in the replication of these model;
- Provide as needed technical assistance, professional development, and leadership development support;
- Develop materials to codify and communicate the district's strategy and framework for school improvement related to family & community engagement.

SUPERVISORY RESPONSIBILITIES:

Directly supervise all assigned staff.

Position Title: Director of School Support
Department: Teaching, Learning, and Student Support
Reports To: Deputy Superintendent of Teaching and Learning

SUMMARY:

Reporting to the Deputy Superintendent of Teaching and Learning, each Director of School Support (DSS) is responsible for ensuring that school leaders and schools assigned set specific, ambitious student achievement targets, build school-level capacity to drive school improvement, and coordinate central office supports to ensure that each school receives necessary resources and services. The DSS is responsible for managing knowledge laterally across the organization and providing real-time feedback and collaboration to the Office of Teaching and Learning. Each DSS will eventually oversee a School Support Team that may represent various functional areas within EVSC central office such as district operations, academic coaching, data, communications, and family engagement.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

School management

- Manages annual performance review process for school leaders, ensuring that they are meeting or exceeding goals and providing documentation and evidence of progress.
- Supports principals in establishing specific, targeted student performance goals.
- Supports principals in creating plans to achieve student performance goals, in areas such as curriculum and assessment, climate and culture, teaching and learning, and professional development.
- Supports principals in creating a culture of high expectations and systems for operational excellence in each school.
- Supports principals in establishing clear roles and responsibilities on core leadership teams, ensuring their time is prioritized on the most high-leverage activities for school improvement
- Conducts regular formal and informal classroom walk-throughs aligned to strategic and student achievement goals.
- Attends school-based meetings and events to foster a culture of engagement, understand the school community, and help schools progress toward their goals.
- Provides feedback to principals about leadership practices, such as management of instructional staff, use of data, and establishment of school culture.
- Helps principals remain focused on student outcomes and teacher quality while balancing intense operational demands.
- Assists principals in identifying and responding to emerging issues.
- Identifies and rewards strong performance and creates professional growth opportunities for principals.
- Documents progress against goals, flagging and elevating issues as appropriate, to ensure that schools perform at a high level and meet the needs of district students.
- Presents progress reports on assigned schools to the Deputy Superintendent of Teaching and Learning and the Superintendent.

Support the EVSC Organizational Development

- Works closely with the Deputy Superintendent of Teaching and Learning and the Office of

Academics to drive the mission, vision, and a set of measurable objectives for assigned schools.

- Collaborates as a good steward with other leaders and staff within central office to support larger corporation initiatives such as talent management, professional development, alignment of resources, and effectiveness of business processes.
- Responsible for the coordination, refinement, and implementation of major initiatives in areas such as special education, enrollment, and teacher evaluation.
- Identifies opportunities to adjust the central office's approach or focus to improve student outcomes.
- Maintains collaborative and open communication between the central office and principals, driving alignment with the strategic vision of the corporation, a shared understanding of school-level challenges, and the identification of opportunities for improved student achievement
- Participates and informs the strategic alignment of resources for the cluster assigned within the parameters of the entire school corporation

Team management

- Trains and manages their School Support Team to continuously, formatively assess for current reality of school- and cluster-wide barriers and prioritize root findings in order to strategically differentiate timely, needs-driven support for schools
- Holds the School Support Team accountable for meeting its objectives and targeted customer satisfaction levels for all offices within central office
- Manages the performance of each member of the school support team with appropriate input from other staff and leaders within EVSC Central Office
- Ensures that the School Support Team is in compliance with federal statutes and regulations, state laws, district policies and procedures, and relevant contractual obligations
- Ensures the collaboration and good stewardship of the CST with central office functional areas at all times
- Strategically initiates cross-cluster collaboration to foster horizontal problem-solving, learning, and support
- Models asking questions that drive intentional reflection, planning, and implementation of strategies across all levels of the organization

SUPERVISORY RESPONSIBILITIES:

Directly supervise all assigned staff.

Position Title: Director of Teacher Effectiveness (52 weeks)
Department: Office of Academic Affairs
Reports To: Director of Educator Effectiveness

SUMMARY: Provide district and building level support to ensure teacher quality and improve instruction including appropriate professional development. Provide opportunities to strengthen administrator-teacher interactions in a positive and constructive process. Monitor and calibrate observation ratings to ensure reliability of evaluation.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties as assigned*

Responsibilities include:

- Develop and present professional development that supports teacher quality including effective instructional strategies and feedback practices
- Examine and analyze district, school, and/or teacher quality data to ensure comprehensive professional development based on district needs
- Support administration and building leaders in calibrating and implementing observation and coaching feedback strategies that increase teacher expertise
- Support identification of effective teachers and staff, provide feedback and support to improve instruction
- Support district process and policy associated with teacher recruitment, improvement, and retention
- Encourage professional growth and leadership

SUPERVISORY RESPONSIBILITIES:

None

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must possess the knowledge, skill, and/or ability requirements stated below: Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.*

EDUCATION AND/ EXPERIENCE:

Master's Degree

Experience in designing and presenting Professional Development, Teacher Evaluation

CERTIFICATES, LICENSES, REGISTRATIONS:

Administrative license

LANGUAGE SKILLS:

Reading: Ability to read and comprehend instructions, correspondence, and memos.

Ability to read and interpret documents such as administration and procedure manuals. Ability to read, analyze and interpret professional journals, state reports, student performance data, and legal documents.

Writing: Ability to write simple correspondence. Ability to collect data, synthesize information, and write grant applications. Ability to create presentations in a variety of formats or styles. Ability to use all word processing and data analysis tools including Word, Excel, PowerPoint, and other

applications as needed.

Presentation: Ability to speak effectively with other employees and students. Ability to present information in one-on-one and small group situations to other employees and students. Ability to speak and present effectively before administration and staff. Ability to effectively present information and respond to questions from groups of administrators, school staff, and parents. Ability to respond to common inquiries or complaints from parents, administrators, school staff, and students.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to interpret bar graphs. Ability to calculate figures and amounts such as proportions, percentages, and test scores. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to apply concepts of basic algebra and geometry. Ability to work with mathematical concepts such as probability and statistical inference.

REASONING ABILITY:

Ability to apply simple understanding to carry out detailed but basic written and/or oral instructions. Ability to deal with problems involving a variety of concrete variables in standardized situations. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret a variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES:

Ability to apply knowledge of current research and theory. Ability to plan and implement effective school improvement and classroom improvement strategies based on the needs and abilities of student populations. Ability to establish and maintain effective working relationships with students, peers, parents and community. Ability to convey information and communicate clearly and concisely in both oral and written formats. Ability to perform duties with awareness of EVSC requirements, Board of School Trustees policies, and state and federal laws.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit and talk and hear. The employee is also required to stand and walk. Specific vision abilities required by this job include far and close vision, depth perception, and the ability to adjust focus and distinguish colors. The employee must provide vehicle and frequently drive. Frequent writing and typing are required. Some bending and twisting at the neck and trunk is required. The job could involve carrying, pushing, lifting, or pulling materials of up to 50-75 pounds.

WORK ENVIRONMENT: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is occasionally quiet to moderate. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety, well-being of students. Meeting deadlines with severe time constraints is frequently required. Extended work hours are required. The employee interacts with other staff and occasionally must meet multiple demands from several people.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Section 1. Compensation Model

Teacher Compensation Model

In accordance with Indiana statute, the EVSC point based compensation model compensates teachers based on successes determined by a set of performance standards.

The amount of performance pay earned by a teacher will be determined by the following formula:

1. The total amount for performance pay negotiated between the ETA and EVSC.
2. The negotiated amount will be divided by all points earned by all eligible teachers during a school year which will establish a per point dollar value.
3. The sum total of points earned by a teacher will be multiplied by the per point dollar value to establish the teacher's performance pay for the ensuing year.

The negotiated amount for the 2014-2015 school year is \$1,900,000.00. (The negotiated amount is inclusive of any fixed charges associated with teacher salaries for the district such as FICA, Medicare, Teacher Retirement Fund, VEBA, 401a, 403b).

The Teacher compensation model will award performance pay with teachers earning points as follows:

1. Evaluation Rating – Five (5) points.
 - Teachers evaluated as highly effective and effective will receive five (5) points.
2. Academic Need – Two (2) points (*Academic needs are defined as Priority Status Schools*)
 - A Priority Status School is defined as a school that has been designated by IDOE as a Priority School for four (4) consecutive years or more and/or a school that has a free and reduced lunch percentage of 80% or more. The Academy of Innovative Studies First Avenue is included as a Priority Status School. Free and reduced lunch percentage will be determined by the average of the prior year monthly totals September - May.
 - The Priority Status points will be paid out as a stipend in years one and two. Upon completion of the third consecutive year in the same Priority Status School, the sum total of stipend earned each of the three years will be applied to the base salary. For every three years in succession in the same Priority Status School this same procedure will be followed until the current maximum salary is reached.
 - If a teacher voluntarily moves from a Priority Status School to another Priority Status School the teacher will restart at year one and forfeit previous year(s) credit.

- If a teacher is involuntarily transferred from a Priority Status School to another Priority Status School the three year succession process will continue uninterrupted.
- If a teacher voluntarily moves or is involuntarily transferred from a Priority Status School to a non-Priority Status School the three year succession process terminates.

3. Professional Development – One (1) point.

A total minimum requirement to earn the professional development point is eighteen hours (18) defined in **Appendix?**

The teacher has the sole responsibility for providing evidence of professional development to the evaluating administrator. All professional development that is to be considered for the professional development point must be completed by May 1st during the school year in which said teacher is being evaluated. After this date, any applicable professional development will be applied to the next school year in which said teacher will be evaluated. All professional development must be uploaded to the EVSC evaluation tool for review and approval by the evaluator.

In years in which the maximum salary is increased, all teachers currently at the maximum salary and finish the year with a rating of **highly effective** or **effective** will be eligible to earn performance points until the teacher reaches the newly established maximum salary. (See Appendix A, Level 17 for the current maximum salary) If a teacher retires during a school year in which the maximum salary is increased the teacher will be paid according to the following formula on the final out.

The negotiated dollar amount for the year in question will be divided by the maximum possible points available for all performance pay eligible employees to establish a dollar value per point. This dollar amount will then be multiplied by a factor of 1.2 to create the per point value. This per point amount will be multiplied by the points earned by the retiree to establish the performance pay for the year in which the teacher retires.

During a school year, a teacher must be in a paid status for a minimum of 120 days and have a completed evaluation to be eligible for performance pay.

Teachers receiving a rating of improvement necessary or ineffective will not receive a raise or increment. A teacher that receives a rating of improvement necessary or ineffective has the option to file a request to review this rating with the superintendent not later than 5 school days after receiving such notice. The teacher is entitled to a private conference with the superintendent or the superintendent's designee.

Compensation for those who start a master or doctorate program before July 1, 2011, and

complete the course work before Sept. 2, 2014, will be placed on the salary schedule established for the 2014-2015 contract commensurate with attainment of the degree earned. Teachers that currently receive compensation for additional degrees will continue to receive the additional compensation until such time the individual retires or leaves the corporation.

The Superintendent or designee shall determine placement of newly employed teachers on the placement schedule Appendix "A" after review of education, experience, and previous salary. The superintendent or his designee shall have the authority to recommend employment of a teacher at an increased rate based upon the needs of the school district and the availability of qualified teachers for the position. If during the hiring process it becomes apparent that the monetary value of the best candidate is such that a higher initial salary warrants more than a five level advancement, the placement will be discussed with ETA.



Position Description

Position Title: Director of School Transformation
Department: Office of Transformational Support
Reports To: Superintendent

OVERVIEW:

The Evansville Vanderburgh School Corporation (EVSC) is committed to its vision and mission to become the highest performing urban district in the country. In 2009, EVSC and the Evansville Teachers Association embarked on an ambitious partnership to drive student achievement in three chronically low-performing schools. The Equity School Project has shown remarkable results since its inception, catalyzing gains across the three schools in math, reading, and English/Language Arts. Working collaboratively within this existing framework, EVSC intends to design and implement a "Transformation Zone" (TZ) for the lowest-achieving schools in EVSC and a strategy to build upon the Equity framework and accelerate student achievement gains across the school corporation.

Under the direction of the Director of School Transformation, this project will create the conditions to expand the principles of the Equity School Framework in a sustainable and scalable fashion, promoting system-wide improvement while providing targeted support for the lowest-achieving schools in the Transformation Zone (TZ).

SUMMARY:

The Director of School Transformation will oversee the district's Office of Transformational Support (OTS). As a newly created division of EVSC central office, the OTS will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. Reporting directly to the Superintendent, the Director of School Transformation will be tasked with building the OTS as well as developing its overall strategic direction and organizational culture. Furthermore, the Director of School Transformation will be responsible for leading and increasing the capacity of the school corporation's Transformation Zone schools, resulting in a rapid increase in student achievement, a positive climate for student success, effective engagement of parents and community, and the development of a high performing faculty and leadership team.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The specific responsibilities of the Director of School Transformation include, but are not limited to the following:

- Create a mission, vision, and set of measurable objectives for the OTS;
- Build and manage a team of professionals, creating a culture of excellence and commitment to EVSC and OTS's mission;
- Manage large transformation efforts within the OTS;
- Build system-wide capacity to support dramatic transformation efforts, particularly in targeted Transformation Zone schools;
- Provide subject matter expertise in the areas of school and district-wide curriculum development, professional development, assessment tools, and teaching and learning;
- Develop and implement a robust performance monitoring system, including data collection tools and processes through which data will be analyzed and disseminated;
- Monitor school progress (incl. fidelity in implementation, results, and project budgets) to promote heightened accountability for transformation schools; determining implementation milestones and academic benchmarks; creating clear performance indicators for external partners;
- Recruit and vet potential supporting partners which includes managing the request for proposal (RFP) process for external partners and developing memoranda of understanding (MOU) between

- the school corporation and partners as needed;
- Secure necessary staffing and operational flexibility needed for the implementation of the Equity Framework in all Transformation Zone schools;
- Supporting, developing, and reviewing school improvement plans;
- Coordinate with the Office of Academic Affairs to manage the district's School Improvement Grant application process and subsequent progress reports for all Transformation Zone schools;
- Identify funding opportunities for the district's turnaround initiatives including developing and writing grant applications
- Identify successful and promising practices within the school corporation and outside of the school corporation in order to support schools in the replication of these model;
- Organize collaborative networks and cultivate a community of practice for turnaround work;
- Provide as needed technical assistance, professional development, and leadership development support;
- Prepare written reports, policy documents, and educational tools and resources;
- Develop materials to codify and communicate the district's strategy and framework for school turnaround;
- Cultivate and manage relationships with local education leaders, state officials, political leaders, community stakeholders, and external partners;
- Coordinate with various departments (e.g., Human Resources, Finance, Family and Community Engagement) to ensure that Transformation Zone schools are prioritized and receive the services and supports that they need to succeed;
- Act as a public champion for the school corporation's Transformation Zone efforts.

SUPERVISORY RESPONSIBILITIES:

Supervises three Transformational Strategists.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Bachelor's degree, advanced degree preferred;
- At least 5 years of relevant work experience;
- Strong writing, communication, and presentation skills, with an ability to motivate and inspire a diverse set of stakeholders toward a common goal;
- Exceptional time management and project management skills, including the ability to develop, manage, and modify complex work plans;
- Strong interpersonal skills with demonstrated success navigating complex environments while building and maintaining relationships;
- Experience with vendor management and/or working with several external partners;
- Experience with grant writing and grant management;
- Strong critical thinking skills, including the ability to select, develop, and/or implement useful resources to drive improved educational outcomes;
- Understanding of local and federal policies pertaining to turnaround and the ability to ramp up on new material extremely quickly;
- Professional maturity with the ability to manage multiple and competing priorities, while consistently demonstrating sound judgment and disciplined thinking;
- Ability to balance and deliver on both strategic and tactical work; and
- Sense of humor, positive attitude, and willingness to work in a collaborative environment.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to

enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee will occasionally sit and walk and sometimes stand. Specific vision abilities required by this job include close vision such as typed material. Hearing abilities, (corrected or uncorrected), used while performing this job or hearing conversation in a quiet or noisy environment. The employee will frequently interact with the public and other staff and may work extended hours.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The employee may be exposed to CRT's.

The noise level in the work environment is usually quiet. Work is performed indoors. The employee is directly responsible for the safety, well-being and work output of students. The employee will be expected to travel between schools on a daily basis.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.



Bringing Learning to Life

Position Description

Position Title: Transformation Strategist—Data and Systems Specialist

Department: Office of Transformational Support

Reports To: Director of School Transformation

OVERVIEW:

Great things are happening throughout The Evansville Vanderburgh School Corporation (EVSC), but even as we recognize and celebrate the progress we've made, we refuse to accept the status quo. EVSC is committed to its vision and mission to become the highest performing urban district in the country. In 2009, the Equity School Project began as EVSC and the Evansville Teachers Association embarked on an ambitious partnership to drive student achievement in three chronically low-performing schools. As Equity Schools, these schools received greater autonomy over their schools to raise student achievement. While the Equity Model led to significant changes in practice at the school level and generated significant improvement in student outcomes, the EVSC central office recognized that it needed to change how central office supports schools as well.

Beginning in Spring 2013, EVSC's Executive Leadership Team took on the task of reviewing the state of the district, identifying priorities, and developing the strategies and metrics that would move the corporation to its purposeful process of analysis, reflection and discussion. We identified three priorities to guide the work of our district going forward:

- » Student Learning
- » Effective Teachers and Leaders
- » Developing Infrastructure

We firmly believe that through a commitment to these three priorities and the supporting strategies designed to address them, we will accelerate learning for all students.

EVSC Continuous Improvement Plan Priority 3: Developing Infrastructure, Strategy 3: Execute the Transformation Zone aligned to national best practices and standards.

We are not content to deliver one-size-fits-all services to our schools. Every school in EVSC is unique, and just as we expect our teachers to differentiate their instruction for each student, the central office must provide differentiated supports that meet the needs of each school. We know that some of our schools need more intensive support from the central office, particularly schools that serve large numbers of students living in poverty. Therefore, in 2013, we introduced a Transformation Zone, led by the Office of Transformational Support, to implement strategies designed to advance student achievement at Caze Elementary, Evans School, Glenwood Leadership Academy, Lincoln School, and McGary Middle School.

In these five schools we are providing innovative, research-based systems and structures for differentiated and intensified support.

SUMMARY:

As a division of EVSC central office, the OTS will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic transformational improvement in student achievement. Reporting directly to the Director of School Transformation, the Transformation Strategist—Data and Systems Specialist will be tasked with development, support, and implementation of data and systems to drive decision-making, progress monitoring, and efficiency to improve student achievement.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The specific responsibilities of the Transformation Strategist—Data and Systems Specialist include, but are not limited to the following:

- Utilize district data warehouse and monitor school progress (incl. implementation and results) to promote heightened accountability in the Zone;
- Build school-level capacity to use data to drive decision-making and differentiate instructional strategies (e.g., PD, data protocol, data walls, Rtl);
- Support School Leadership Teams (SLTs) as they meet regularly to discuss school data; prepare materials for quarterly OTS monitoring meetings;
- Support the SIG process, SBOE and IDOE compliance (e.g., needs assessments, intervention reports);
- Work with mentor teachers and data coaches around the use of data in classrooms and within schools;
- Coordinate with various district departments to ensure that TZ Schools are prioritized/receive necessary, timely supports
- Provide subject matter expertise in the areas of school and district-wide performance and assessment;
- Develop and implement a robust performance monitoring strategy, including data collection tools and processes through which data will be analyzed and disseminated to schools;
- Work with school staff to establish action plans with performance goals and benchmarks;
- Develop materials and toolkits to support school transformation efforts;
- Manage performance contracts with supporting partners related to performance management;
- Identify successful and promising practices within the Zone and outside of the district; support schools in the replication of these practices;
- Provide as needed technical assistance, professional development, and leadership development support;
- Act as a public champion for the school corporation's Transformation Zone efforts;
- Complete administrative duties as assigned by the Director of School Transformation.

SUPERVISORY RESPONSIBILITIES:

None.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Bachelor's degree, advanced degree or school administration licensure preferred;
- At least 3 years of relevant work experience in teaching and using data to drive instruction in a learning-centered environment and/or educational administration
- Strong statistical analysis skills
- Strong writing, communication, and presentation skills, with an ability to motivate and inspire a diverse set of stakeholders toward a common goal;
- Experience with technology; (Excel and Google applications required)
- Exceptional time management and project management skills, including the ability to develop, manage, and modify complex work plans;
- Strong interpersonal skills with demonstrated success navigating complex environments while building and maintaining relationships;
- Understanding of local and federal policies pertaining to turnaround and the ability to ramp up on new material extremely quickly;
- Professional maturity with the ability to manage multiple and competing priorities, while consistently demonstrating sound judgment and disciplined thinking;
- Ability to balance and deliver on both strategic and tactical work; and
- Sense of humor, positive attitude, and willingness to work in a collaborative environment.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee will occasionally sit and walk and sometimes stand. Specific vision abilities required by this job include close vision such as typed material. Hearing abilities, (corrected or uncorrected), used while performing this job or hearing conversation in a quiet or noisy environment. The employee will frequently interact with the public and other staff and may work extended hours.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The employee may be exposed to CRT's.

The noise level in the work environment is usually quiet. Work is performed indoors. The employee is directly responsible for the safety, well-being and work output of students. The employee will be expected to travel between schools on a daily basis.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.



Bringing Learning to Life

Position Description

Position Title: Transformation Strategist—Leadership Development

Department: Office of Transformational Support

Reports To: Director of School Transformation

OVERVIEW:

Great things are happening throughout The Evansville Vanderburgh School Corporation (EVSC), but even as we recognize and celebrate the progress we've made, we refuse to accept the status quo. EVSC is committed to its vision and mission to become the highest performing urban district in the country. In 2009, the Equity School Project began as EVSC and the Evansville Teachers Association embarked on an ambitious partnership to drive student achievement in three chronically low-performing schools. As Equity Schools, these schools received greater autonomy over their schools to raise student achievement. While the Equity Model led to significant changes in practice at the school level and generated significant improvement in student outcomes, the EVSC central office recognized that it needed to change how central office supports schools as well.

Beginning in Spring 2013, EVSC's Executive Leadership Team took on the task of reviewing the state of the district, identifying priorities, and developing the strategies and metrics that would move the corporation to its purposeful process of analysis, reflection and discussion. We identified three priorities to guide the work of our district going forward:

- » Student Learning
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We firmly believe that through a commitment to these three priorities and the supporting strategies designed to address them, we will accelerate learning for all students.

EVSC Continuous Improvement Plan Priority 3: Developing Infrastructure, Strategy 3: Execute the Transformation Zone aligned to national best practices and standards.

We are not content to deliver one-size-fits-all services to our schools. Every school in EVSC is unique, and just as we expect our teachers to differentiate their instruction for each student, the central office must provide differentiated supports that meet the needs of each school. We know that some of our schools need more intensive support from the central office, particularly schools that serve large numbers of students living in poverty. Therefore, in 2013, we introduced a Transformation Zone, led by the Office of Transformational Support, to implement strategies designed to advance student achievement at Caze Elementary, Evans School, Glenwood Leadership Academy, Lincoln School, and McGary Middle School.

In these five schools we are providing innovative, research-based systems and structures for differentiated and intensified support.

SUMMARY:

As a division of EVSC central office, the OTS will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic transformational improvement in student achievement. Reporting directly to the Director of School Transformation, the Transformation Strategist—Leadership Development will be tasked with developing current school leadership capacity and strengthening leadership opportunities in the Transformation Zone to best impact student achievement.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The specific responsibilities of the Transformation Strategist—Leadership Development include, but are not limited to the following:

- Organize collaborative networks and cultivate a community of practice for Zone work;
- Provide professional development and leadership development support;
- Develop and execute, in conjunction with district departments, a comprehensive academic and culture/climate strategy for TZ schools;
- Develop materials to codify and communicate the district's strategy and framework for school turnaround related to academic affairs and school culture;
- Act as a public champion for the school corporation's Transformation Zone efforts;
- Provide subject matter expertise in the areas of school and district-wide academic affairs and school culture;
- Develop professional development modules to support teacher and leadership development;
- Identify successful and promising practices within the school corporation and outside of the school corporation in order to support schools in the replication of these models;
- Promote collaboration and manage biweekly cross-functional meetings;
- Complete administrative duties as assigned by the Director of School Transformation;
- Support development of professional development strategy for teachers and other school-based staff;
- Develop materials and toolkits to support school transformation efforts;
- Support, develop, and review school improvement plans;
- Provide evaluation support to school leadership as needed;
- Coordinate with various district departments to ensure that TZ Schools are prioritized/receive necessary, timely supports.

SUPERVISORY RESPONSIBILITIES:

None.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Bachelor's degree, advanced degree or school administration licensure preferred;
- At least 3 years of relevant work experience in teaching and using data to drive instruction in a learning-centered environment and/or educational administration;
- Strong statistical analysis skills;
- Strong writing, communication, and presentation skills, with an ability to motivate and inspire a diverse set of stakeholders toward a common goal;
- Experience with technology (Excel and Google applications required);
- Exceptional time management and project management skills, including the ability to develop, manage, and modify complex work plans;
- Strong interpersonal skills with demonstrated success navigating complex environments while building and maintaining relationships;
- Understanding of local and federal policies pertaining to turnaround and the ability to ramp up on new material extremely quickly;
- Professional maturity with the ability to manage multiple and competing priorities, while consistently demonstrating sound judgment and disciplined thinking;
- Ability to balance and deliver on both strategic and tactical work; and
- Sense of humor, positive attitude, and willingness to work in a collaborative environment.

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The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Position Title: Family and Community Outreach Coordinator (FCOC)

Department: School-Based

Reports To: Principal

SUMMARY:

Reporting to the Principal, a Family and Community Outreach Coordinator is responsible for ensuring the maximum of engagement of community and family members and increasing/maximizing the impact of the home-school connection. The FCOC will work closely with the principal and the Coordinator of Family and Community Engagement within EVSC's Center for School, Family, and Community Partnerships to ensure that engagement of families and communities strengthen the academic vision of the school and support the academic and social-emotional needs of every child.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

Family Engagement:

- Actively engage parents and family members in their children's education and the school's success
- Partner with parents to build an authentic and inclusive school community that empowers parents and families as partners in student development
- Cultivate resources and tools for parents, including by offering training sessions, written materials, and/or connections to community-based organizations offering health and social services
- Minimize potential barriers to parent involvement (e.g., childcare, transportation, anxiety in the school setting)
- Encourage parent participation through the school's Parent Teacher Organization (PTO)
- Provide parents with tools and strategies to reinforce school practices at home (e.g., homework help, positive behavior management)
- Create opportunities for genuine and meaningful involvement, including through volunteer opportunities and venues to influence school-based decision-making

Community-Building Events:

- Lead and/or support community-building events at the school positioning the school as a central destination for educational enrichment and community advancement
- Design and lead the execution of meaningful family engagement opportunities at the school, particularly around students' academic growth
- Maintain documentation around family engagement and school-based events (e.g., parent surveys, attendance at events)
- Work closely with other organizations supporting families

Home-School Communication:

- Communicate with parents around pressing issues, such as attendance and behavioral concerns
- Conduct home visits, as necessary
- Foster frequent and ongoing communication between the school, parents, and surrounding community
- Develop and/or refine the school's parent handbook and/or parent compact

- Encourage and maintain frequent two-way communication between school staff and families (e.g., social media, school website, flyers, phone calls)
- Maintain an active presence in the school community
- Equip parents with tools and strategies to engage in conversations regarding students' academic progress (e.g., how to engage in effective parent-teacher conferences)
- Work with teachers and staff around how best to communicate and collaborate with parents
- Serve as a liaison between parents, teachers, and school administrators

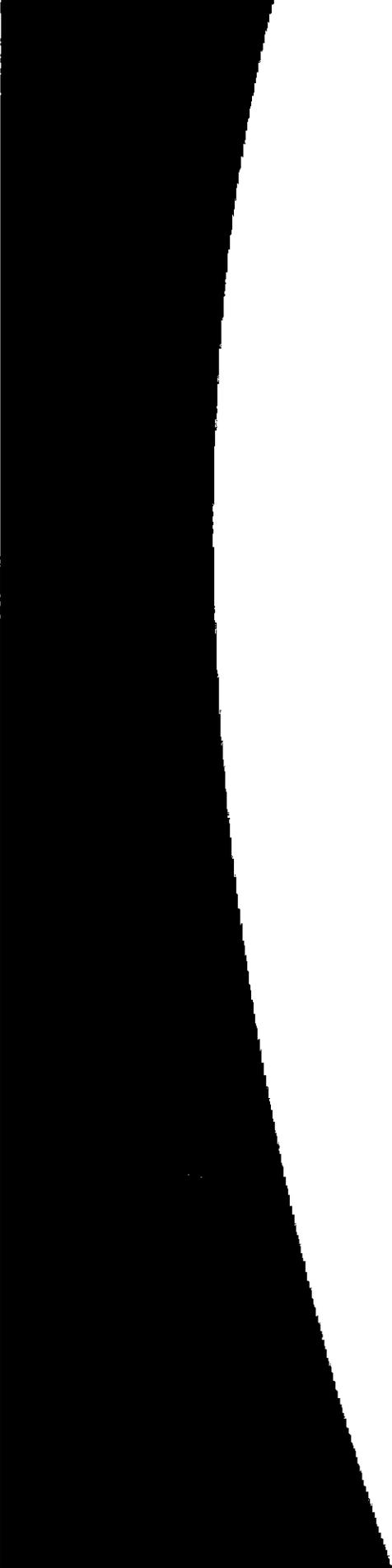
School Climate:

- Create a welcoming environment for parents and members of the surrounding community
- Cultivate a strong sense of community among students, families, teachers, and staff
- Develop a professional rapport with teachers, staff, students, and families

SUPERVISORY RESPONSIBILITIES:

Directly supervise all assigned staff.

DRAFT

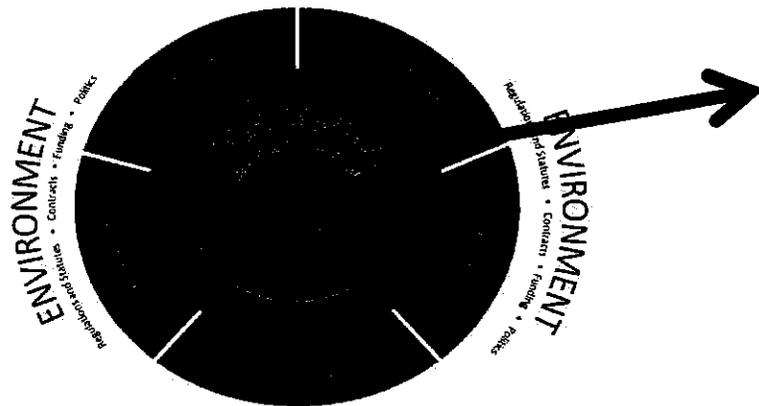


Aligning Our Infrastructure for Student Success

May 4, 2015

Our Continuous Improvement Plan

The focus upon the PELP framework through our CIP work ensures that we keep teacher – student – content as our core guiding principle.



Our third CIP priority tackles developing the needed infrastructure to support student success.

Learning About the Current State

Mass Insight
EDUCATION

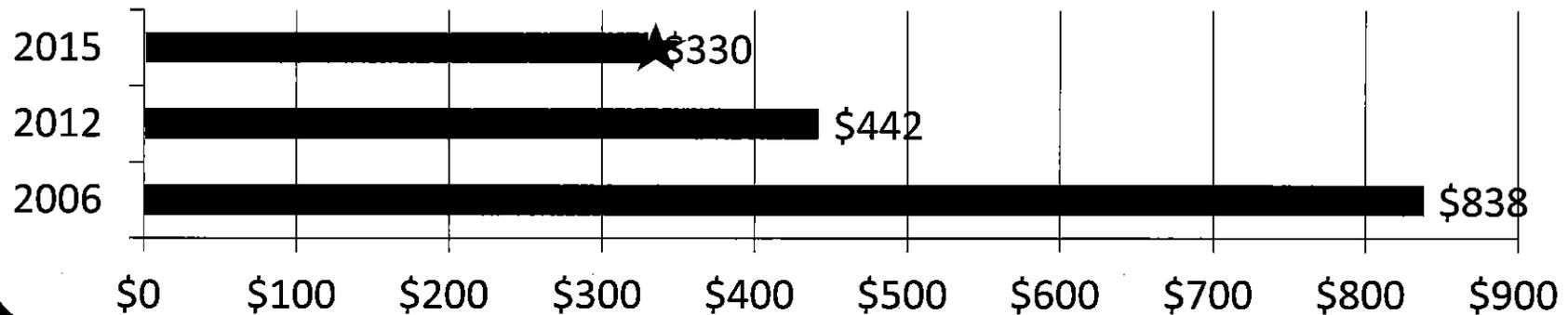
During the fall and winter of 2013-2014, **MIE conducted over 180 personal interviews.** Their major objective was to **learn about how we operated and served schools.**

Our fiscal landscape (shaped largely in part by local, state, and federal factors) impacted our ability to staff strategically. This lack of intentional and strategic staffing after a period of significant position reductions resulted in consequences in how we operate:

- ✓ **Internal confusion around roles and responsibilities, which creates internal tension, duplication of efforts, and confusion at the school level**
- ✓ **Unclear functional delineation by department**

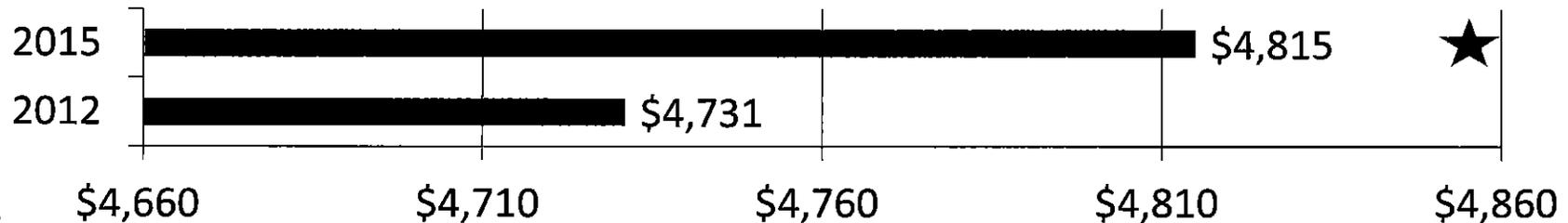
School-Based Spending Focus

Central Office Costs Per Student



*Calculated using similar parameters used in 2006 MGT study of EVSC

School-Based Costs Per Student



Status Quo to Transformation

We can do better. We must pursue an infrastructure, rooted in emerging research, that achieves our desired state.

Desired State

Meet the individual needs of all schools

Provide stronger, coordinated and relevant supports to schools

Current State

- Interviews revealed that there is a desire for coordinated efforts, but the grouping and/or linking of schools and central office remains inadequate to do effectively
- Multiple departments are providing professional development for school staff, but efforts are fragmented

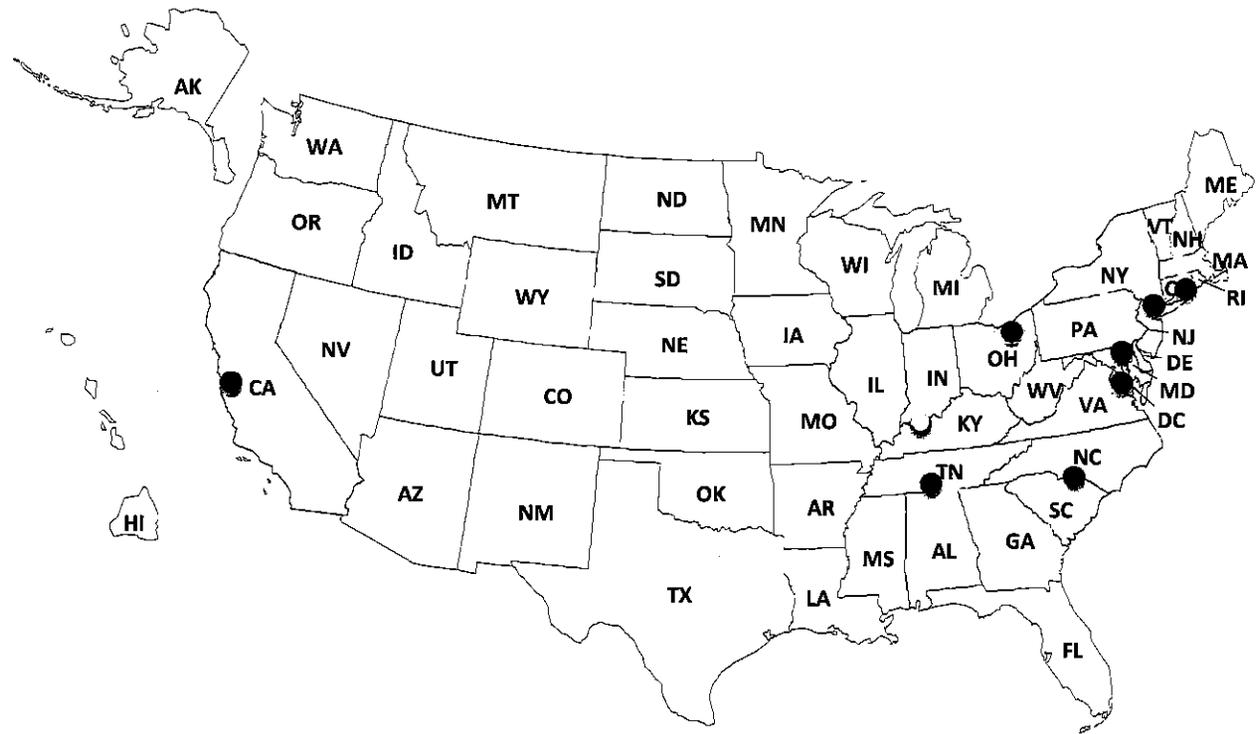
MIE Benchmarking and Research Efforts

Objectives:

- To identify key lessons from other districts that are improving student performance
- To use these findings to inform EVSC' strategic development based on the findings from the district diagnostic

Methodology:

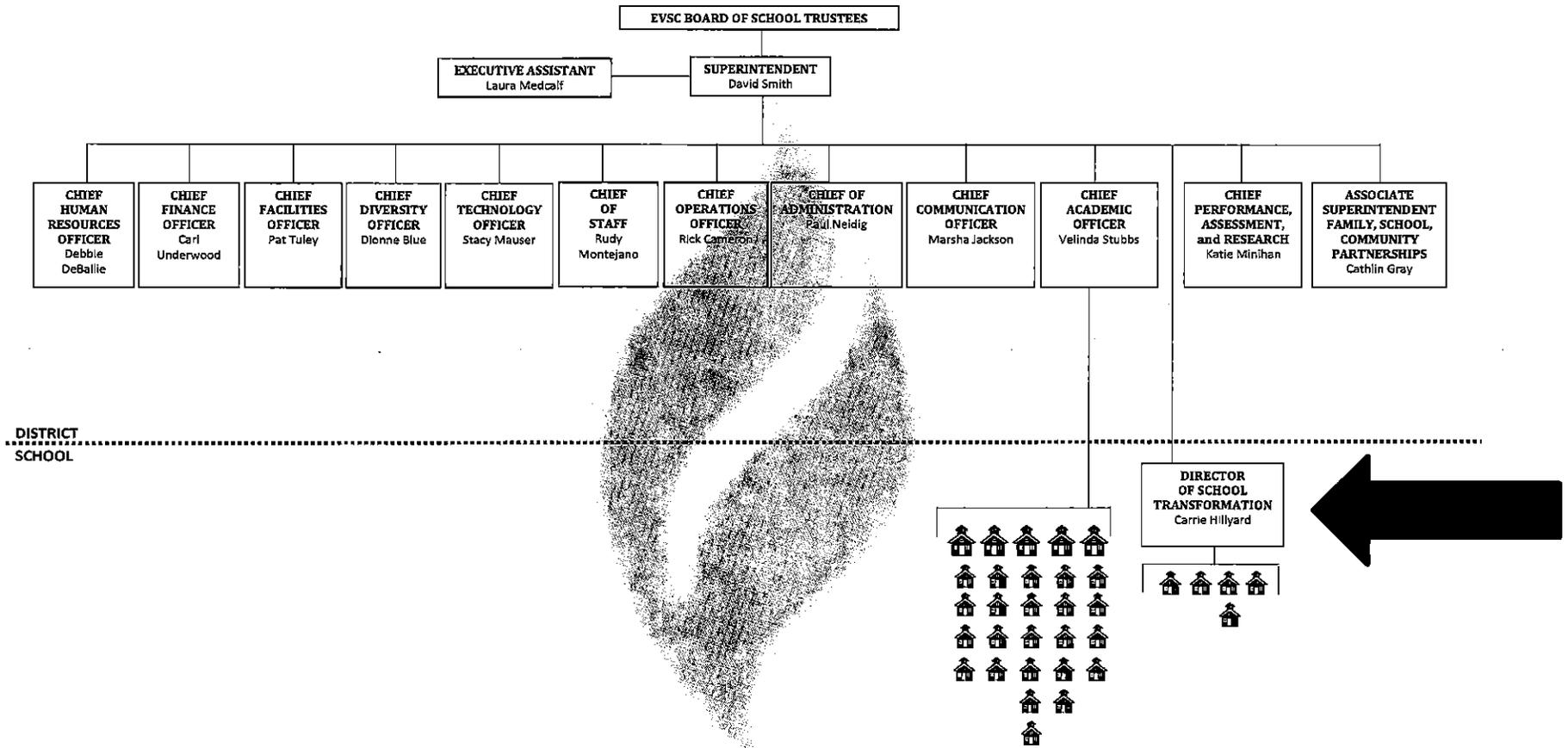
- Identify districts across the country utilizing a network/portfolio model with success: Baltimore, Charlotte, Cleveland, Hartford, Nashville, New York, Oakland, Washington, DC.
- Collect relevant tools and artifacts these and other districts undergoing bold, district-wide reforms
- Access additional academic research on network/clusters for lessons that can be applied in a EVSC context



Areas for analysis:

- **Capacity:** a) differentiated system of support for schools, b) organizational/departmental structures, c) field-based staff
- **Conditions:** a) local policy conditions, b) incentives, c) sanctions
- **Clustering:** a) school clustering strategy
- **Evaluation and improvement:** a) monitoring tools and systems
- **Communication:** a) internal/cross-agency, b) schools, c) parents/ community/ businesses

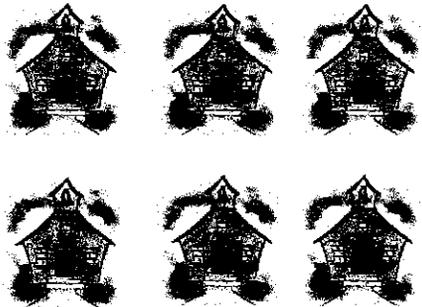
Where We Are Now



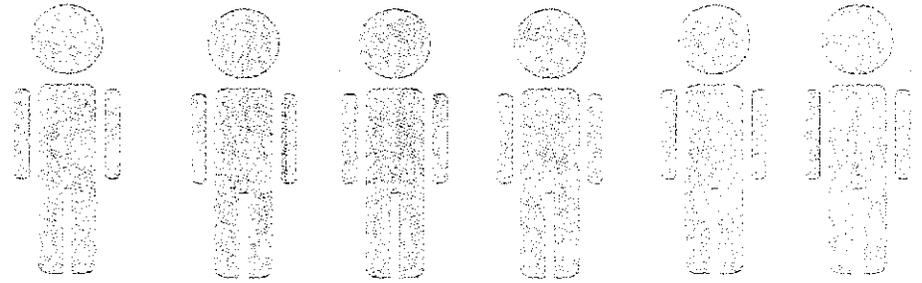
School Clusters: the Cornerstone of Our Organization

District
School

**HIGH SCHOOL
ATTENDANCE
DISTRICT**

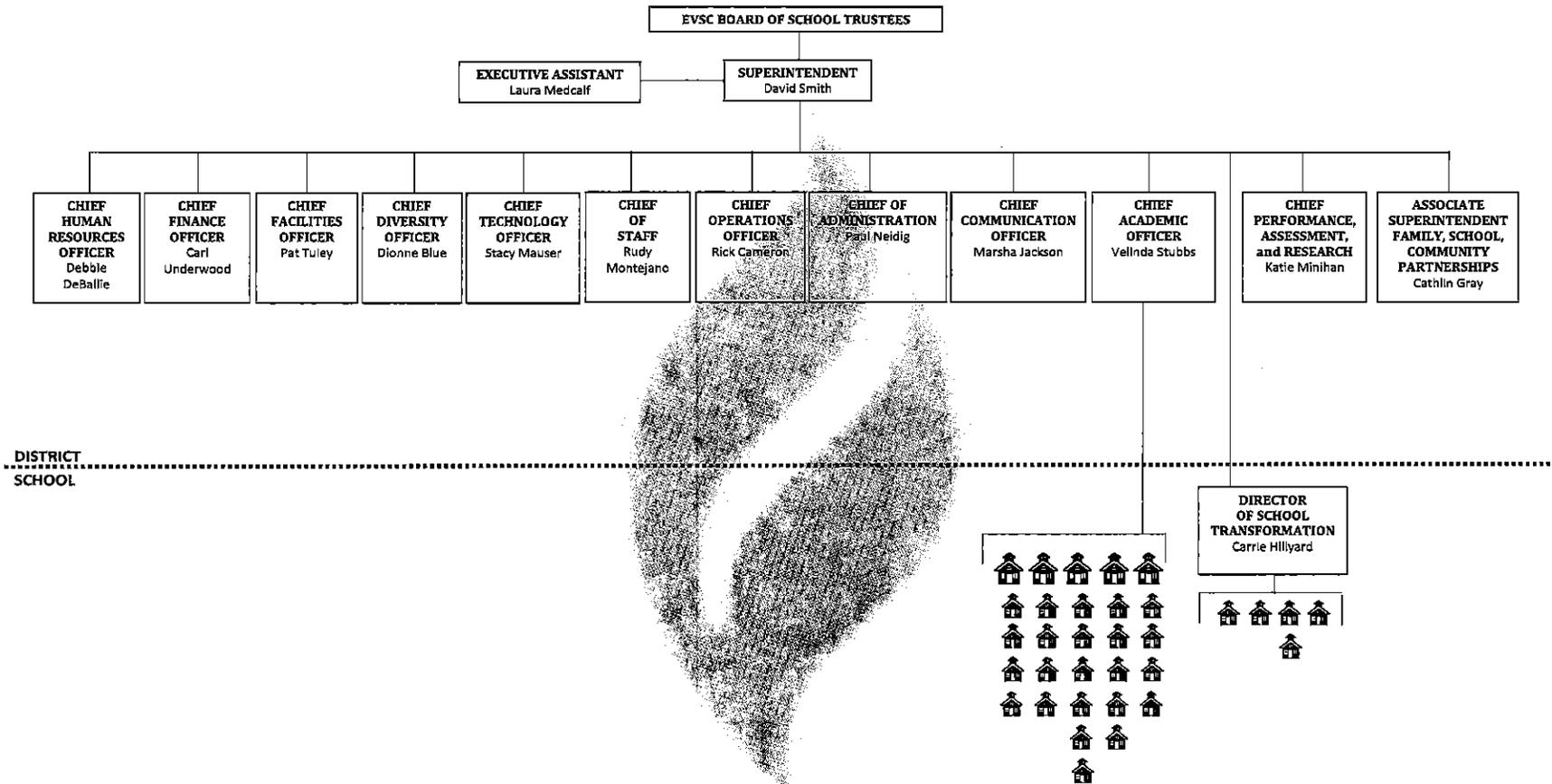


**Director of
School
Support**

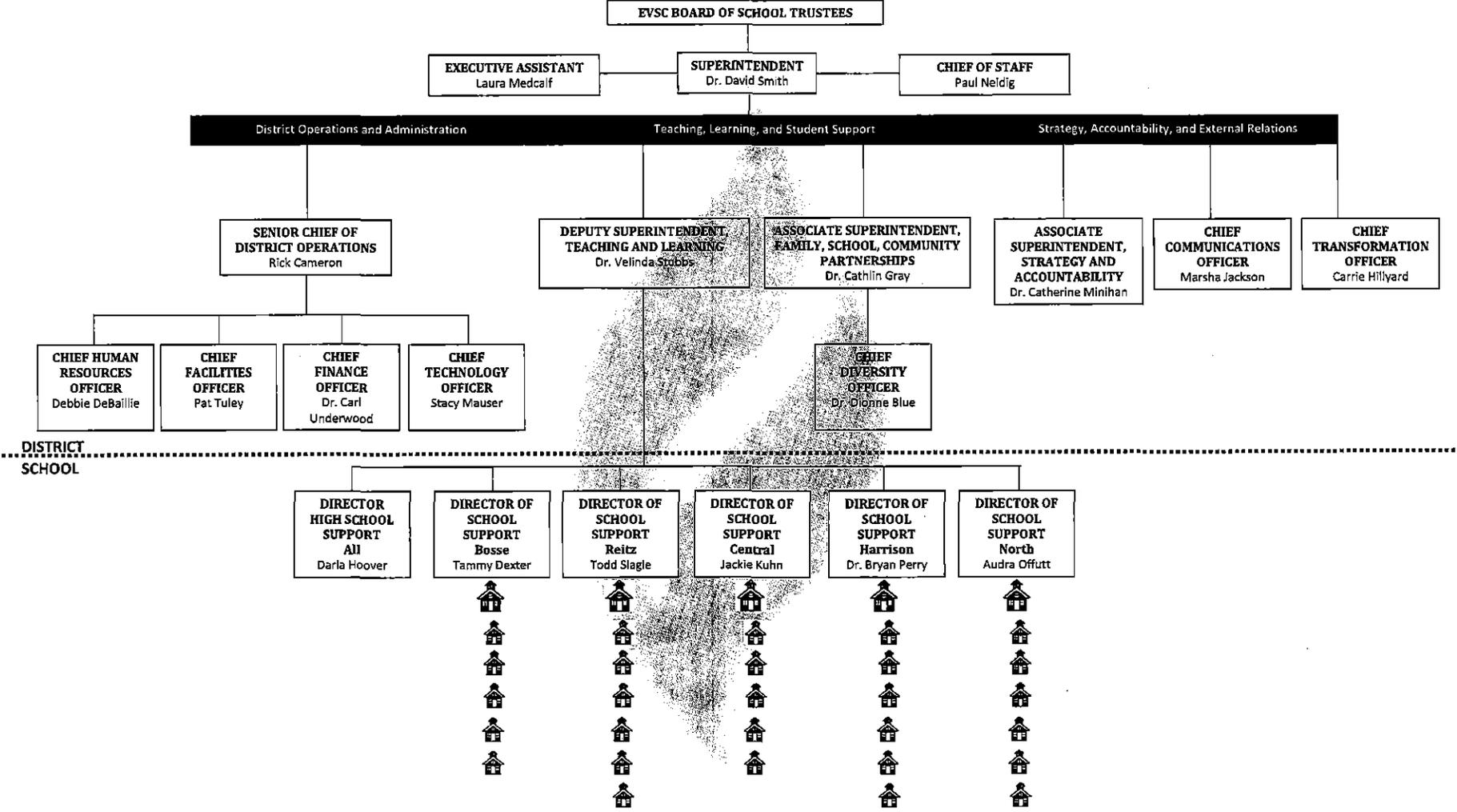


A team dedicated to the schools of a high school attendance district that provides academic coaching, data support, technology services, operations advisement, and oversight.

Where We Are Now



The First Phase Of Implementation



Bringing Learning to Life

Reallocation of Human Capital 2015-16

Director of School Support

Bosse Attendance District	Tammy Dexter
Central Attendance District	Jackie Kuhn
Harrison Attendance District	Dr. Bryan Perry
North Attendance District	Audra Offutt
Reitz Attendance District	Todd Slagle
High Schools	Darla Hoover

Reallocation of Human Capital 2015-16

Elementary School

Caze Elementary School	Jared Turney	Principal
Cynthia Heights Elementary School	Chastity Nisbeth	Principal
Vogel Elementary School	Travis Howard	Principal
Scott Elementary School	Kimber Scarlett	Principal
Scott Elementary School	Kim Fillingham	School Administrative Manager

Reallocation of Human Capital 2015-16

Middle & K8 Schools

Cedar Hall Community School	Joe Schlosser	Principal
Cedar Hall Community School	Josh Allen	Assistant Principal
Thompkins Middle School	Nicole Alcorn	Principal
Thompkins Middle School	Kara Hartz	Assistant Principal
AIS – Diamond Middle School	Darrin Carnahan	Principal
Perry Heights Middle School	Jeanette Lindauer	Assistant Principal

Reallocation of Human Capital 2015-16

High Schools

Bosse High School	Kristie Burroughs	Assistant Principal
Central High School	Andrea Campbell	Principal
Central High School	Regina St. Clair	Assistant Principal

Reallocation of Human Capital 2015-16

Assistant Director of Student Support Services	Cyndie Carneal
Coordinator of Family and Community Engagement	Carrie Terry
Director of Curriculum and RTI	Emily Smith McCormick
Director of Educator Effectiveness	Dr. Jane Bartley
Director of School Transformation	Kelsey Wright
Director of Teacher Effectiveness	Shannon Strieter
Student Data Analyst	Debra Harrington
Chief of Staff	Paul Neidig
Senior Chief of District Operations	Rick Cameron
Chief Transformation Officer	Carrie Hillyard

School Readiness Assessment

Caze Elementary School
Evansville, Indiana

Mass Insight Education | SY 14-15



Site Visit Dates: September 15, 2014 – September 17, 2014

Principal: Cyndie Carneal

Assistant Administrators: Jared Turney

SRA Team Lead: Ami Magunla

SRA Team: Sara R. Shaw, Leah Goldman, Emily Pallin

SRA Report Preparer: Sara R. Shaw

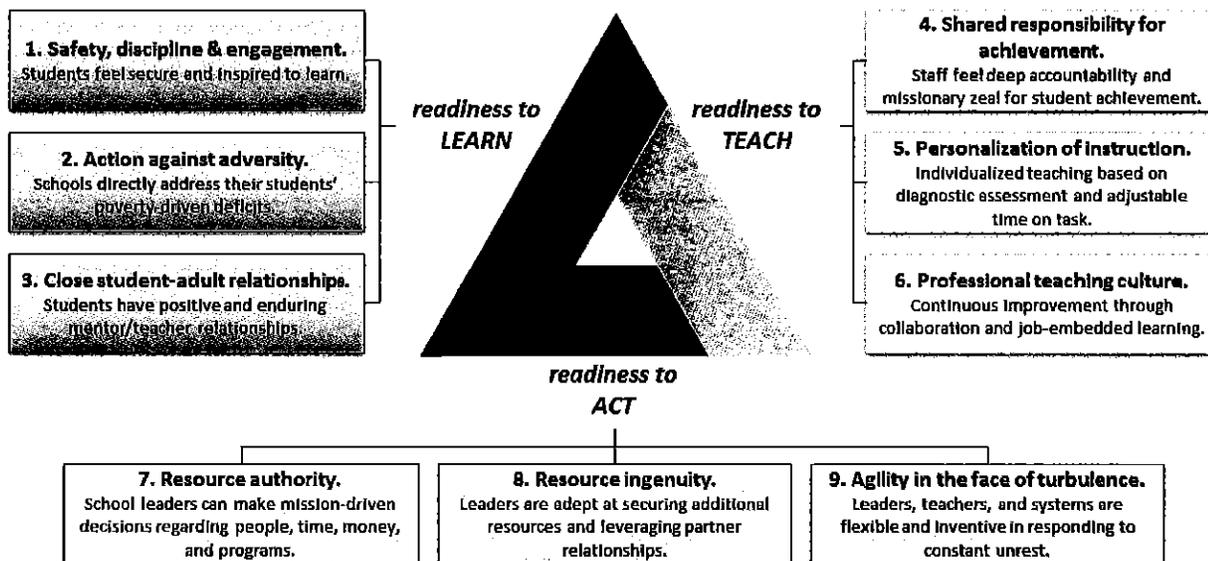
The findings contained in this report are based on the commentary shared by staff in focus groups and interviews, PLC audits, and classroom walkthroughs. As a result, while the information in this report accurately reflects staff perceptions shared with the SRA team, it is possible that some findings do not align with current school practice.

About the SY 2014-2015 SRA Process

The mission of Mass Insight Education (MIE) is to dramatically improve, at scale, student achievement in our country's schools by fundamentally transforming state and local education systems, structures, and policies. The School Readiness Assessment (SRA) process executed this year during the second implementation year of the Transformation Zone is designed to give the school and OTS leadership a snapshot of Caze Elementary in relation to prior year's and implementation of this year's major levers of change (as captured in the school's strategic school improvement plan). The SRA process provides an assessment of the school's readiness to ensure the success of every student according to the research-based criteria outlined in Mass Insight's High-Poverty, High Performing (HHP) School Readiness framework. The purpose of the SRA process is to:

- Analyze key background and demographic school data;
- Summary of key findings aligned to the OTS's root cause analysis tool for strategic school improvement planning
- Detailed report of findings from focus groups and interviews with an analysis of any disconnect between information reported by staff with school, PLC and classroom observations
- Assist the school in the prioritization of specific growth areas; and
- Provide high-yield central office recommendations designed to promote organizational excellence and high levels of student achievement.

The SRA is a multi-step process including data and document review and site visits. First, the SRA team gathers and reviews school-specific documents containing information on current programs, plans, and processes. The SRA team uses this information to prepare for a site visit, including drafting a visit schedule and generating questions for follow-up. During the site visit, the SRA team facilitates staff focus groups, conducts one-on-one interviews with select staff members, and visits classrooms to observe instructional practices.



Student Demographics

In SY 2013-2014, 473 students were enrolled at Caze Elementary. Student enrollment has remained relatively steady in the past 5 years, although there was a high of 508 students in SY 2012-2013. Student demographics have also remained comparable to previous years regarding the number of students eligible for free or reduced price lunches, enrolled in special education and identified as English Language Learners.

During the 2013-2014 school year, based on information reported last year, the school consisted of the following demographics:

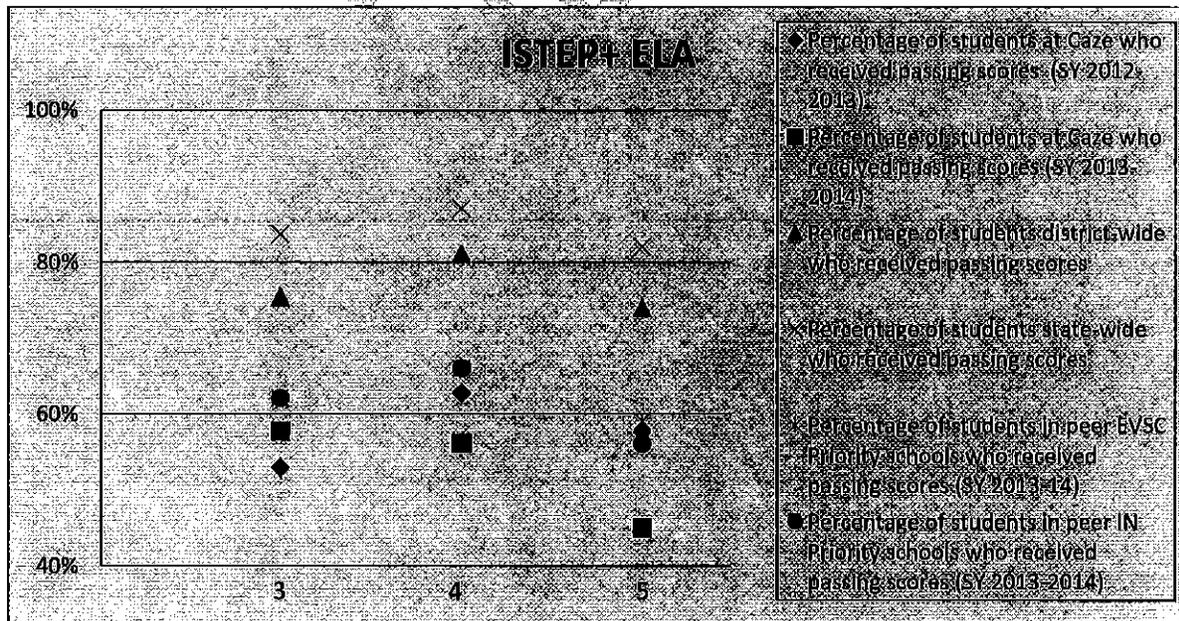
- 89.2% of students were eligible to receive free or reduced price lunches
- 20.7% of students receive special education services
- 5.3% of students are identified as English Language Learners

The ethnic breakdown of the school was as follows:

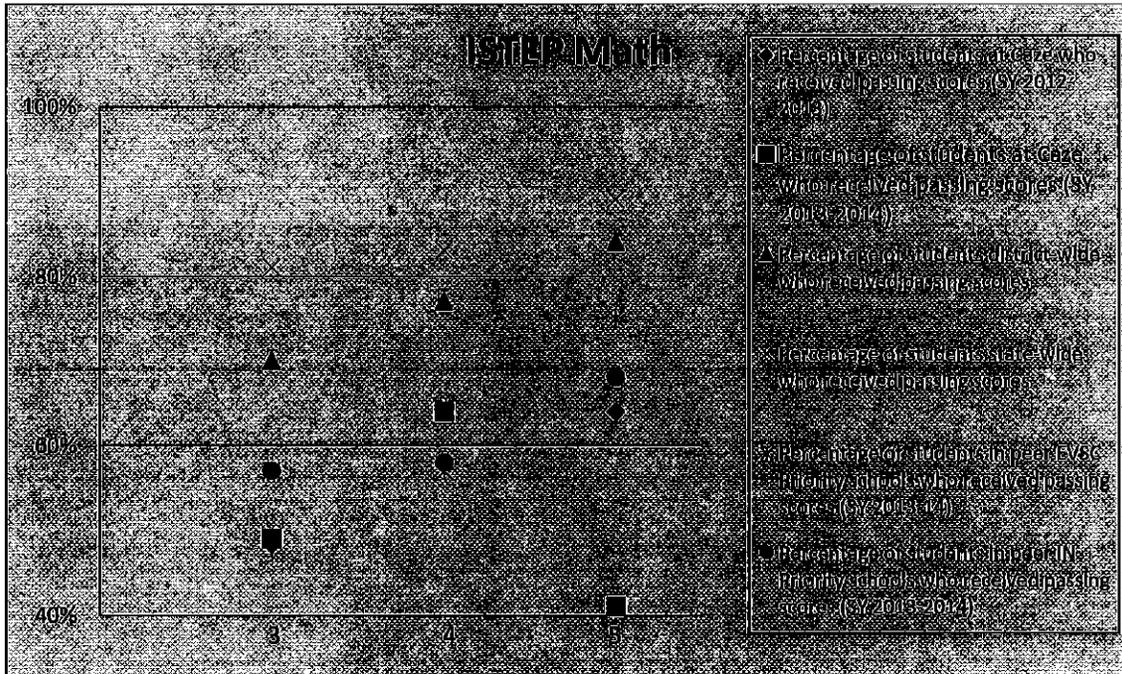
- 34.7 % Black/African American
- 9.9% Hispanic
- 17.8 % Multiracial
- 36.6 % White/Caucasian

Student Performance

Based on 2013-2014 preliminary ISTEP+ data, Caze students are performing well below state and district averages. The percentages of students who are meeting state standards for proficiency are listed below.



In ELA, students in grades 4 and 5 did not perform as well as students the previous year. However, scores in grade 3 rose by 5%. Students in all grades are performing significantly lower than students state –and district-wide. Students at Caze perform on average 25% or more below district and state students. Caze 5th grade performance is 38% lower than the state student performance and 29% lower than the district. Caze students in all grades also performed significantly below their peers in EVSC and Indiana Priority schools, averaging at least 5-10% lower.



In math, 5th grade students performed significantly lower this school year than the previous year, decreasing by 23%. However, students in grades 3 and 4 improved this year, increasing their scores by 1% and 6% respectively. 4th grade students are now performing better than their peers in EVSC and state Priority schools by 7-8%. However, students in all grades are still performing well below students district- and state-wide. 5th grade student performance should be closely monitored with only 41% of students passing, which is 48% lower than the state and 43% lower than the district.

Academic Indicators

ISTEP+ ELA by grade

Grade	Percentage of students at Caze who received passing scores (SY 2012-2013)	Percentage of students at Caze who received passing scores (SY 2013-2014)	Percentage of students district-wide who received passing scores	Percentage of students state-wide who received passing scores	Percentage of students in peer EVSC Priority schools who received passing scores (SY 2013-14)	Percentage of students in peer IN Priority schools who received passing scores (SY 2013-2014)
3	53%	58%	75%	84%	62%	62%
4	63%	56%	81%	87%	66%	68%
5	58%	45%	74%	82%	59%	56%

ISTEP Math, by Grade

Grade	Percentage of students at Caze who received passing scores (SY 2012-2013)	Percentage of students at Caze who received passing scores (SY 2013-2014)	Percentage of students district-wide who received passing scores	Percentage of students state-wide who received passing scores	Percentage of students in peer EVSC Priority schools who received passing scores (SY 2013-14)	Percentage of students in peer IN Priority schools who received passing scores (SY 2013-2014)
3	48%	49%	70%	86%	57%	57%
4	58%	64%	77%	89%	57%	58%
5	64%	41%	80%	85%	72%	68%

The SRA team seeks to present a summative perspective of the current snapshot of Caze Elementary School as it relates to four major domains (developed in partnership with Office of Transformational Support): highly effective systems and execution, quality instructional environment, conditions for excellence, and strategic resource allocation. These domains derive from the root cause analysis process at the heart of the OTS S-SIP and may in some instances prove more reader-friendly than the MRHP framework. They are intended to provide another perspective for leaders seeking to understand their buildings. Each domain is further explained in the corresponding sections.



HIGHLY EFFECTIVE SYSTEMS AND EXECUTION

How does the school develop and organize staff and systems in order to diagnose, analyze, and serve school goals?

This section reflects the portion of the S-SIP root cause analysis process that challenges school leaders to think about what lies at the heart of the school's challenge: on the one hand, whether it is school environment, teacher quality and effectiveness, or content/curriculum or, on the other hand, whether it is the lack of or ineffective use of a system or structure behind one of those components.



QUALITY INSTRUCTIONAL ENVIRONMENT

How does the school facilitate a collaborative professional teaching culture focused on providing rigorous instruction, improving teacher practice, and adapting to student needs?

This section corresponds to two buckets of self-assessment within the S-SIP root analysis tool: teacher quality and effectiveness and content/curriculum.



CONDITIONS FOR EXCELLENCE

How does the school create the positive school conditions and mindsets necessary for students to achieve success?

This section corresponds to the school environment bucket of the S-SIP self-assessment tool and also measures how successfully the school integrates its stakeholders into the process of school improvement.



STRATEGIC RESOURCE ALLOCATION

How does the school strategically target resources toward the school's priorities and goals?

This section reflects a common thread throughout the self-assessment tool related to how a school's leadership aligns all of its resources around its vision for school improvement.

Highly Effective Systems and Execution **Area of Growth**

How does the school develop and organize staff and systems in order to diagnose, analyze, and serve school goals?

HPHP schools create systems of skilled professionals, processes, and technology that are organized and ready to analyze, diagnose, and serve the goal of learning. Last year, the TZ staff spent a large chunk of time helping Caze and other TZ schools develop the most effective systems. This section aims to look at the quality of those systems in place.

Performance Monitoring and Communication Systems

School improvement plan guides all school actions and is based on data. School communication systems are designed to clearly convey school vision, priorities, and individual roles and responsibilities.

Talent Management and Development Systems

Professional development, support systems, and evaluation systems identify and differentiate support for staff performance needs. Systems allow leadership to hire, dismiss, and support according to rigorous measures.

Academic Systems

School uses systems and programs to effectively identify and differentiate support for student academic needs. Feedback and review systems drive not only instructional planning but also shared ownership of student academic success.

School Environment Systems

School systems hold students to high behavioral expectations while also facilitating close student-adult relationships and addressing external factors that affect learning.

Systems in operation within Caze range from effective to nascent to nonexistent and encompass performance monitoring, communication, talent management and development, academics, and school environment. Each section below strives to describe the systems found and their relative effectiveness.

Performance Monitoring: Interviews revealed that, in conjunction with their OTS point of contact, the principal and Professional Development Specialist (PDS) have attempted to thoughtfully develop a S-SIP, place great value on the school goals, and attempt to use the action planner to hold themselves accountable to tasks. These three individuals meet on a weekly basis for a S-SIP and school needs checkpoint although those started shortly before the start of the SRA visit. They are looking forward to when team PLCs can use their own planners to tie all of their work to the schoolwide S-SIP. At September faculty meetings, they presented school-wide goals and a vision for how the S-SIP, PLCs, teacher evaluation, PBIS, RtI, Data Wise, and performance management all work together to address school progress. Focus groups responses indicated staff members have not yet internalized school goals or developed ownership over the school improvement process.

In reviewing the quality of the S-SIP developed, the outcomes metrics do not necessarily correspond to the overall priority, strategy, or action step. For example, the activities listed under high expectations include action steps associated with the implementation of the PBIS system which is referred to in the academic planner as the driver for the culture of learning. Furthermore, the actions denoted outside of those targeted for academics do not fully address the issues identified as the root causes of climate and culture. Finally, within the climate and culture planner, there is an instance where the team has noted that it does not intend to monitor that particular strategies outcome. The poor quality of the S-SIP did not leave the SRA team confident in the team's ability to improve the school nor connect team level planners to the S-SIP.

Communication Systems: Communication systems at Caze do not yet emphasize school vision, top priorities, measurements of success, or individual responsibilities and roles. Administration largely depends upon informal check-ins. School leadership team meetings are sometimes replaced by task emails, which allows a beleaguered staff to recoup some time but also likely contributes to staff's sense of instability. Some focus groups articulated a clear understanding of roles, but these articulations were not always in sync with each other. For example, the division of labor between

members of administration was blurred at the beginning of the year with the temporary loss of the behavior interventionist, and, at the time of the SRA, has not yet been fully clarified for either administration or for teachers. One interviewee stated that teachers do not always know whom to contact, although other focus groups stated that they feel confident in receiving support from whomever they reach out to. It is not clear whether the current approach to communication is reliable or coherent enough to fully promote the school's stability, focus on school improvement, or opportunities for collaboration.

The implementation of the current forms of communication systems (which as mentioned above are differing in their quality) is resulting in a school environment where staff members are in control of messaging rather than school administration. The principal mentioned how well she related to the staff and how she was proud of being a "teachers' principal." In many instances, such as the implementation of teacher professional development and the use of Teach Like A Champion, were attributed to compliance with other agencies such as OTS and central office. This "us versus them" mentality is a growing sentiment by the teaching staff within Caze, and although it was declining last year, it has resurrected again this school year.

Talent Management and Development Systems: Talent management and development systems are in their infancy at Caze. The largest staffing change this year was the incorporation of a professional development specialist; overall, the principal has chosen to largely retain her staff. Together, the principal and PDS are developing a system for providing support to young or struggling teachers. The administration has developed a schedule for iObservation walkthroughs and executed some informal walkthroughs, but a system for supporting teachers between walkthroughs is not yet defined. Teacher support is currently delivered primarily by the PDS on a case-by-case basis. The principal reported that teachers have been open to feedback and have begun reaching out to the PDS as their new professional resource. Despite this positive trend and the initial steps of targeted walkthroughs, there is currently a lack of evidence of the systemic, differentiated professional development that will support Caze's S-SIP strategies and goals for instruction. There are also not currently systems in place to identify and promote the retention of top performers. The incoming teacher evaluation system has acted as an additional stressor for staff rather than as a force for driving high expectations for teachers.

Academic Systems: Some academic systems appear to be in the initial stages of development and are not yet promoting shared ownership of academic achievement amongst students, parents, and teachers. Cycles of administrative review and feedback for classrooms and PLCs are just beginning, compromised by the busy schedule of the PDS. The PDS is responsible for guiding the school's PLCs, the development of which constitutes one of the major school S-SIP strategies for instruction. PLCs are currently generally on topic regarding DuFour's questions and have the potential for driving the development, evaluation, and revision of curricula, student assessments, and instructional plans. They will require further structure and knowledge development to fulfill that potential. The RTI team has developed an effective system for tracking student data in order to facilitate prevention, early detection, and tiered intervention. Focus groups affirmed the effectiveness of the RTI team system. There are not, however, correspondingly robust systems or programs available to promote the development of a rigorous, college-going culture among all students.

It is unclear whether the PDS is working towards the development of systems that can track the effectiveness of actions executed as part of the S-SIP for the development of rigorous assessments, lesson plans, and PLCs. While action steps were noted within the S-SIP and noted as completed, it is unclear how the PDS is tracking the effectiveness of these steps. The SRA was left unclear whether such systems (for example – the system to submit, grade, and give feedback for PLC artifacts) are a priority for implementation.

School Environment Systems: School and classroom management systems are inconsistently defined and applied. Certain expectations are well defined; for example, all students know what "hallway procedures" refers to, and the majority of students conform to hallway expectations with minimal redirection. The PBIS system of Cougar Paws should reinforce school-wide expectations, but students understand their in-class management systems more clearly and are

more invested in them. Teachers reported some conflict between their in-class systems and the school-wide Cougar Paws. The majority of—but not all—classrooms use Class Dojo as the in-class management system. More than PBIS, what unifies school and classroom management is the use of a Google Doc that tracks low-level behaviors (LLBs). Many appreciated the step toward consistency and transparency. There are still gaps in communication, however, such as records of administrative action, assurance that four LLBs has resulted in an office referral, tracking of an intervention's effectiveness, and visibility of other teachers' LLB records. The principal reported that a new iteration of the Google Doc, which will address some of these issues, is ready to be rolled out.

Focus groups and faculty interactions revealed differing accounts of who could be involved in the check-in/check-out procedure. The check-in/check-out procedure is an upper tier intervention that holds students accountable and may support long-term growth of students. Focus groups did not indicate that other programs or intervention strategies exist to address root causes of student misbehavior and track growth.

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Area of Focus

Quality Instructional Environment

How does the school facilitate a collaborative professional teaching culture focused on providing rigorous instruction, improving teacher practice, and adapting to student needs?

Schools operationalize the HPHP Readiness to Teach by creating highly collaborative professional teaching cultures focused on improving student instruction, diagnosing student learning challenges, and helping staff improve their practice.

Teaching and Learning

School operates with a clear instructional vision that is aligned to the school improvement plan, drives professional development, and is evident in all classrooms.

Curriculum and Standards

Standards, curriculum, and instructional plans are aligned such that all students have access to rigorous standards-based instruction.

Data-Driven Instruction

Teachers frequently administer and analyze results of rigorous and aligned interim student assessments in order to adjust instruction.

Teaching and Learning: Caze's S-SIP includes instructional goals of developing highly effective PLCs, providing targeted PD, and implementing rigorous and aligned common formative assessments. Administrative actions do not conclusively prove that these goals currently drive school improvement efforts. They have not yet been rolled out explicitly to teachers, although focus groups did indicate that PLCs were a new priority of the school. The PDS had hoped to leverage these PLCs by engaging them deeply in assessment development, but perceived teacher resistance led him to shift focus onto team data analysis and unit planning. This focus was partially evident in PLC observations, which revealed teachers focusing on RtI student identification and the locally developed assessments (LDAs) required for the new teacher evaluation system.

Beyond PLCs, the PDS job description and S-SIP strategies would also require the PDS to frequently be in classrooms, which has not yet consistently been the case. While Caze administration has invested significant effort in norming expectations for classroom walkthroughs and using informal observations as a means of identifying teachers in need of support, these walkthroughs have been less focused on seeing PLC work regarding assessment, data analysis, or best practices implemented. The principal reported that identified struggling teachers will be working with the PDS in targeted areas. She has been encouraged by staff willingness to work with and approach him. Focus groups supported this positive perception of the PDS's energy and abilities. Both administrators described positive aspects of Caze classrooms, including perceived strengths in teacher content knowledge and classroom practices. Listed areas of improvement were conditions for group work, student engagement, rigor, and differentiation. There is not yet a plan in place for addressing these areas or for isolating which classroom levers will make the largest difference for student achievement. Administrative perception of the current state of Caze's classrooms should be compared against the *Instructional Walkthrough Brief* found at the end of this section as there are significant areas of misalignment.

Curriculum and Standards: PLC observations showed Caze teachers engaging frequently with standards and the EVSC curriculum maps. Teachers are familiar with standards but have not yet fully unwrapped them to ensure that assessments and instruction are aligned and of appropriate rigor. Opportunities to meet both within and across grade levels should allow teams the opportunity to ensure all students access to a rigorous and coherent curriculum. PLC observations and classroom observations indicated that teams are starting to take advantage of the opportunity, but continued and consistent administrative observations would be necessary to push this vision into reality. Many teachers are committed to the Readers' Workshop model, which provides an opportunity for consistency across classrooms and grade levels.

The PDS has recently invested in training teachers on power standards and formative, common assessments in an effort to drive the rigor in classrooms. However, those activities have been completed, and it's unclear what the next steps from those trainings are, what will happen next, or how teacher growth in these areas will be monitored.

Data-Driven Instruction: PLC observations and focus groups also shed light on Caze teachers' use of data to discuss student needs and mastery, which is currently at various levels of proficiency. For example, the RtI team commands a deep knowledge of students, both in terms of their data and as individuals. At the same time, however, focus groups did not reveal significant discussion of how data-driven instruction was incorporated within class periods outside of the school-wide daily intervention period. Classroom observations frequently uncovered that students were not grouped, were not given different work dependent upon ability and skill, and early finishers who most likely warranted enrichment activities were instead told to independently read. Caze teachers have easy access to AIMSweb and Acuity data, depending on grade level, but do not appear to have a formal structure available to facilitate the sharing of best practices from high-achieving teachers. In the absence of a fully internalized data-driven culture, teacher focus groups were not able to articulate their instructional strengths or weaknesses, nor could they link school improvement goals to their own instructional improvement.

When thinking about the culture of data-driven instruction within the building, Caze remains stagnant from years' prior. Almost all of the staff recognize the power that data holds and its importance, but few understand how to actually use it to drive decisions (from school-level decisions for school improvement planning to differentiation for student groups in the classroom).

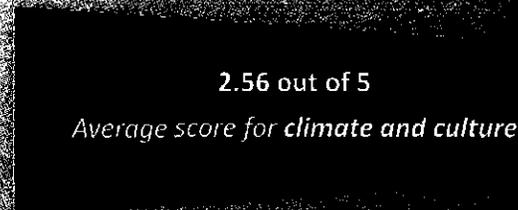
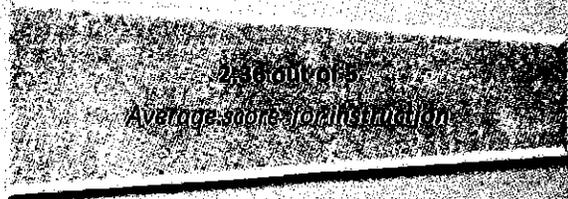
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Instructional Walkthrough Brief

As part of the SRA process in 2014, Mass Insight Education conducted instructional walkthroughs of classrooms at Caze. During this process, each teacher's classroom was observed unannounced for approximately 10-20 minutes. The MIE team collected observational notes and scored each teacher using the OTS walkthrough tool, which is built on a five-point scale against the following strands of the teacher evaluation rubric:

Instruction	
2.1	Resources, Activities, and Materials
2.2	Presenting Instructional Content
2.3	Lesson Pacing and Structure
2.4	Questioning Strategies
2.5	Thinking and Problem Solving
2.6	Academic Feedback
2.7	Knowledge of Students
2.8	Teacher Knowledge of Content
Climate and Culture	
3.1	Expectations
3.2	Managing Student Behavior
3.3	Environment
3.4	Respectful Culture

Averaging out the scores for each classroom yielded the following picture of Caze classrooms:



Trends across classrooms included:

- Frequent loss of instructional time due to lack of routines or lack of planning
- Few opportunities for enrichment or extension
- Minimal differentiation
- Unclear key points
- Low rigor instruction
- Teacher-driven instruction
- Developing use of academic vocabulary
- Developing use of formative assessments
- Focus on reading, which ranged in proportion
- Affirmation of diverse student answers
- Inconsistent accountability for student behavior
- Little use of PAWS within the classroom
- Frequent use of questioning strategies, which ranged in quality
- Few checks for understanding in the upper grades
- Engagement of multiple intelligences in the lower grades

Conditions for Excellence

How does the school create the positive school conditions and mindsets necessary for students to achieve success?

Area of Concern

HPHP schools recognize that whatever stands in the way of learning is fair game to be addressed. Schools unapologetically strive to create the positive student conditions necessary to achieve breakthrough success. Schools are marked by the innate responsibility they feel to address the challenges their students face as they walk through the schoolhouse door.

Climate and Culture

Strong leadership communication, regular staff and student celebrations, low incident rates, and collective ownership of school rules all contribute to a positive school climate and culture.

Shared Responsibility

Staff members are committed to their work as professionals in pursuit of school goals. They hold both their fellow professionals and students to high expectations.

Stakeholder Support

Staff, families, and community members unite to support student success and school goals through clear communication and active involvement.

Climate and Culture: Leadership at Caze employs a number of communication methods to address school operations and staff concerns, including through daily “News and Notes” emails from the principal, weekly student support team meetings, semi-regular school leadership team meetings, bimonthly faculty meetings, postings on Teacher Portal and the Caze website, and frequent informal conversations. The principal could articulate a plan for relaying both urgent and non-urgent communications to staff. According to focus groups and observations, her communications are generally positive and empathetic to staff concerns. Given focus group reaction to external bodies and initiatives, however, internal school communications have not done an adequate job of dispelling staff anxiety regarding EVSC and TZ work.

Student celebrations, improved behaviors, and an increase in collective ownership of school rules should be contributing to a positive climate and culture. Morning announcements include shout-outs and a recitation of the Cougar Creed. The school also celebrates students through Cougar Paw incentives, class incentives, and monthly assemblies. Students generally reported feeling safe and supported. Common area matrices displayed collective expectations, and school environment observations showed staff members referring to these expectations. Despite these positive indicators, however, staff members unilaterally raised concerns about high incidences of discipline issues and indicated belief that behavior constituted the root cause of Caze’s lack of improvement. MIE classroom observations, similar to IDOE observations from last year, did not support these perceptions and beliefs. This misalignment in staff belief regarding student behavior is damaging. Furthermore, positive narration within classrooms is minimal – classroom observations often revealed teachers who attempted to use positive narration but to mixed levels of success – indicating either poor staff relationships with students or a lack of respect between teachers and students.

Shared Responsibility: Lacking from focus groups’ concerns about behavior was awareness that high academic expectations could have a positive impact on behavior. Few focus groups spoke to their role in school improvement. Staff focus groups uniformly praised the team culture of the school but tended to frame it as a team suffering together rather than as a team striving together. Focus group language raised questions about staff mindsets regarding all children’s ability to learn and their own responsibility to promote learning. Some focus groups expressed concern that staff members were not always on the same page. Hallway expectations are clearly set and largely upheld, but classroom expectations—behavioral and instructional—vary. Impromptu, informal meetings allow for real-time strategy adjustments but do not facilitate proactive planning and increase

the probability that concerns will remain unnoticed or unaddressed. The administrative mindset of being “the teachers’ principal” has meant that teachers feel empowered and supported, but it has also detracted from the school’s capacity to be united in the service of student achievement.

While the implementation of grade level goals holds promise, if teachers do not build a practice of reflecting upon their own practice rather than the circumstances of specific children in data chats, goals alone will not drive the behaviors that the Caze administrative team seeks.

Stakeholder support: There are multiple examples of staff members going above and beyond traditional job responsibilities, as demonstrated by high staff involvement at family and community events, the proactivity of the support staff, and the initiative that staff members have taken to draw in new resources from the community and business sectors. The school regularly and effectively invites family and community participation. Current methods of outreach to parents from the school and/or from classroom teachers include grade-level nights, Facebook, automated calls home, school marquee, PTA bulletin board, flyers, report cards, and agenda books. Interviews indicated that Caze is poised to strategically align that participation so as to promote school performance goals and build a culture of high expectations for students within the school and beyond. What may be more important is whether the entirety of the staff recognizes what an asset such family and community involvement constitutes. With some notable exceptions, current staff perceptions of students’ families are instead largely deficit-based. In some cases, the way in which families and students were referred to by all different levels of the staff left the SRA team feeling as though the building lacked a “No Excuses” culture.

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Strategic Allocation of Resources

How does the school create the positive school conditions and mindsets necessary for students to achieve success?

School strategically targets resources (e.g., funding, materials, time, and staff) toward the school's priorities and goals; treats resources flexibly; and avoids diffuse, scattered allocation of resources for improvement.

Use of Staff

Leadership strategically places staff members based on their performance in order to address school improvement plan priorities. Roles and responsibilities for each staff position are clearly defined.

Use of Funds

Leadership continually aligns the use of available funds to school improvement plan priorities.

Use of Time

School schedule focuses on core subjects with opportunities for student interventions and enrichment and for teacher collaborative planning and professional development.

Equipment and Technology

School supplies, equipment, and technology directly support school performance goals, including through personalization of instruction.

Caze has made significant attempts to allocate its resources strategically. These resources include personnel, funds, time, and equipment and technology.

Use of Staff: In a major strategic decision, the principal last year reviewed school needs and chose to bring in a professional development specialist (PDS). His specific roles and responsibilities are currently clearer on paper than in practice. In exchange for a PDS, the school lost two instructional assistants and a coach. The PDS role accounts for many of the coach's responsibilities. To fill the gap left by the lost instructional assistants, meanwhile, the principal assigned all staff members to intervention groups, a change which has caused minimal agitation thanks to the school's team atmosphere and the support and training available for interventionists.

Similar resource ingenuity has not been applied to the assignments of classroom teachers. Teachers are generally assigned to grade levels and content areas according to their preference rather than according to calculations of maximum impact upon students. Teacher focus groups reported that they have been granted substantial authority by the principal over decisions such as departmentalization and adoption of Readers' and Writers' Workshop. There is no evidence that these decisions are driven by data or intentionally aligned to school goals.

Use of Funds: The new EVSC compensation system means that teachers will receive differentiated pay based on performance. There are not additional school funds attached to attracting or retaining high-performing staff. The school celebrates the efforts of the PTA and individual teachers to acquire grants and use money thoughtfully. There is no evidence that data is used to specifically evaluate the impact of fund allocations upon progress made toward school priorities.

Use of Time: The schedule was revised substantially in preparation for the 2014-15 school year at Caze, with the result that it now includes daily PLC meetings, daily intervention time, and an overall extended day for students. Staff focus groups did not indicate appreciation of the extended day, instead perceiving it as an added challenge

for students. Intervention time, on the other hand, was valued and seemed to be successfully integrated within all classrooms. PLC time is designed to accommodate both vertical and horizontal work between and within grade levels. PLCs are focused on topics related to DuFour's defining questions of a professional learning community and were observed developing LDAs for the teacher evaluation system and identifying watch lists of RTI students. Expectations for vertical PLC meetings are less clear than for horizontal meetings and neither is

yet honed in on improving teacher practice. In acknowledgement of the school's departmentalization, there is also a regular staff meeting set aside for all content-area teachers.

Equipment and Technology: Technology is widely used in classrooms and teachers generally reported having enough supplies, materials, and equipment. There is some evidence that teachers are strategically using these resources to personalize learning and drive student achievement, but also observational evidence that some technology practices are stagnant. One focus group spoke about using technology to give students more exposure and practice opportunities and also as a way to provide instant feedback. Focus groups did not refer to the materials or innovations available to them for enrichment.

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Readiness to Learn

Caze Elementary has implemented some changes in the 2014-15 school year with effects on safety, discipline and engagement. For example, the school's work in setting expectations at the beginning of the year has yielded safer and calmer hallways than last year, and there is a common understanding evident amongst both students and staff as to what comprises "hallways procedures." Students stated that overall they feel safe in the school. Similar to last year, however, a large number of staff focus groups cited behavior as a primary concern and asserted that it compromises teachers' ability to teach on-task students. Some teachers acknowledged that it is a small group of "high flyer" students who require the most attention. Students interviewed also noted that some students bullied, talked out, and/or fought. Some students linked misbehavior to workload: students acted out more when teachers assigned too much work or work that was too boring. Overall, students gave mixed reviews on the rigor and engagement of their classwork. A slim majority of those interviewed asserted that their work was easy and fun.

Multiple focus groups highlighted a new Google document for low-level behavior (LLB) records as a key school discipline strategy. Teachers may add LLBs in real time, while the behavior interventionist is charged with monitoring the Google Doc and intervening before students reach the four-LLB threshold that will result in an office referral. Focus groups reported mixed opinions of the Google Doc's perceived effectiveness. Administrators appreciated the early identification and proactive intervention that the form facilitated. Multiple teacher focus groups, however, expressed concern that they could only enter data via a form and could not see what other teachers had written for a particular student on a given day. Moreover, multiple teachers voiced frustration that it was unclear what administrative actions occurred as a result of their Google Doc input, including what, if any, consequences students received for frequent or severe behavior infractions.

"Hallway procedures" are magic words at Caze. School environment observations revealed several instances in which staff members could simply say, "Hallway procedures" to a class or individuals and see an immediate effect. Even more noteworthy was the high percentage of students who maintained hallway expectations while walking through common spaces on their own.

Although virtually all focus groups cited behavior as an area of great concern for Caze, hallway and classroom observations failed to find much evidence for this claim. Instead, classroom observations showed teachers holding students to varying levels of academic rigidity. Some minor behavior likely creates additional work for the interventionist, while many students are able to maintain

Administrative interviews revealed conflicting accounts of which staff members held responsibility for addressing behavior infractions across various tiers of students. Some of this confusion arose from the medical leave of the behavior interventionist at the beginning of the year, during which time the PDS took on some discipline responsibilities. With the exception of a check-in/check-out procedure, focus groups did not indicate that there are programs or intervention strategies in place for addressing root causes of student misbehavior and tracking growth. Several teachers echoed concerns of whether interventions are meaningful, reporting that students return to class after time in the office with little evidence that their behavior had improved. Some teachers felt that

sending students to the office is helpful for removing students from the classroom and providing a space to cool down, but that it is largely unsuccessful in long-term behavior growth.

Caze has a variety of PBIS programs, which are implemented inconsistently across grade levels and classrooms. Some teachers reported regularly using Cougar Paws to reward positive actions, while others did not. Students can receive Cougar Paws for demonstrating positive behavior either in the classroom or in common areas. Some teachers enthusiastically carried Cougar Paws with them at all times, reporting that the visible Paws motivated students to exhibit positive behavior. Most grades use Class Dojo to record and reward student behavior within the classroom, although the fourth grade uses behavior binders. Students reported being motivated by Dojo and could precisely articulate the positive or negative consequences related to points earned or lost.

Caze has an especially transient student population, with a reported one third of students turning over every year. Nevertheless, as a school, Caze demonstrates a strong commitment to parents and community, as evidenced by the active PTA, a school social worker who spends an estimated 60% of her time on family engagement, and multiple partnerships to provide wraparound services to students. An estimated 75-90% of staff attends PTA events, the majority of which are free and advertised via Facebook, automated calls home, school marquee, PTA bulletin board, and flyers.

PTA-sponsored grade-level nights connect parents to their children's teachers and are well attended. One interviewee hypothesized that families feel responsible to attend, or perhaps are pushed to do so by their children. Teacher focus groups at large did not mention the grade-level nights as a significant lever, but did report that they reach out to parents about academic assignments and behavior via agenda books, phone calls, and conferences. Students reported that their parents know about both positive and negative school happenings via report cards, agenda books, visits to the school, and student accounts.

In the 2013-14 school year, the PTA and Family Engagement team held 19 events, attracting over 3,000 people total.

Focus groups identified a number of student needs. One interviewee stated that the greatest student needs in the school were connected to uniforms and food. This year's back-to-school bash provided school supplies for every student in attendance. Caze benefits from the support of 12 community partners, ranging from the AARP Experience Corps to the YMCA. Some of these partners provide individual in-class tutoring for students, while others provide community-partner events, like the YMCA health initiative night. Last year Caze began operating the Cougar's Closet to provide uniform and emergency clothing assistance for students. The Cougar's Closet was accessed over 700 times by students and families, and 50 teachers, families, and community partners helped to set up, organize, and maintain the program. The school social worker is the main point person for the Cougar's Closet. She spends an estimated 40% of her time working with students and families, providing supports and connecting them with community resources. One interviewee stated that the social worker, the behavior interventionist, and the counselor are the three primary contacts for students with socio-emotional needs. Other focus groups disagreed on who was responsible for student supports like the check-in/check-out intervention procedure. Some stated that students could choose their point person for check-in/check-out, while others stated that the behavior interventionist was the default point person with a few exceptions. Focus groups also disagreed on how many students total currently participate in check-in/check-out.

Teachers highlighted that students need mentors and more relationships with adults at school. Many staff members described tension between the school and students' home lives. Some used negative language to describe families, including references to students as "drug babies" and parents as "thugs." Multiple teachers expressed disappointment that they could not spend more time building relationships with students due to being distracted by behavior management. Most students reported that they felt they had an adult at school that cared about them but not one at home. Teachers are in the beginning stages of building student ownership of learning; they referred to student data conferences, while several students could identify their reading level and academic goals. All students interviewed could identify personal goals.

Readiness to Teach

Staff morale at Caze is mixed overall, with teachers feeling a combination of support and fatigue in their work. Multiple focus groups described Caze's staff as collaborative and "like a family," while at the same time admitting feeling overwhelmed with all of the ongoing changes and inconsistent communication. Teachers reported that staff work together during planning periods and PLCs and that the building has a "team culture." The principal expressed empathy with staff struggles and staff focus groups appreciated her support. Most teachers did not readily volunteer the school's vision during interviews, indicating that, although the school has a vision, it has not been fully internalized by all staff members. The school also recites the Caze Creed every day in morning announcements. Student success is celebrated through shout-outs in these morning announcements, as well as at monthly student celebration assemblies.

One staff member reported that designated PLC time was a major success in the past year. Multiple focus groups cited PLCs as an accomplishment and potential tool to drive student achievement. The new schedule allows for both horizontal and vertical planning in most grade levels. Teacher opinion of PLCs' effectiveness was mixed and some were unsure of how to use the time most effectively. Several teachers reported that vertical team meetings felt unhelpful and that they would have preferred to use the work time differently.

Some teachers also reported that the extended day schedule and new PLC design is overwhelming them with responsibilities and work. Several teachers also described that their overall workload is higher this year, especially compared to their peers in schools with lower levels of poverty. Teachers expressed feeling exhausted by all of their competing responsibilities. One interviewee stated that this year was "straining on everyone." Teachers voiced further concern over uncertainties with the new teacher evaluation system, adding that anything affecting their salary is both a professional and personal apprehension. The locally developed assessments (LDAs), which will form a basis for their evaluations, were perceived as a priority, both in PLC observations and in teacher focus group interviews. There was an emphasis placed on ensuring that assessments were standards-based, but many teachers expressed frustration in aligning the EVSC curriculum map to the requirements of the LDA. There is a lack of clarity regarding how LDAs affect special education students and the evaluations of special educators, with little reported communication from the district or state around this.

Teachers have a significant amount of time to plan and work with colleagues to share best practices for student achievement. However, classroom observations did not indicate that this time is yet being used for greatest impact upon student learning. PLCs have been used in assessment, but teachers did not always respect the integrity of

Focus groups and interviews yielded generally positive feedback for the PDS, referring both to his energy and his content knowledge.

Leadership interviews, however, yielded some concerns about where the architect is looking and how to best support the teacher. The PDS has also completed walkthroughs with the principal, serves as a liaison between teachers and OTS, attends Rtl meetings, supports the afternoon distribution of medicine in the nurse's

PLCs, professional development, and academic support for teachers fall under the purview of the newly created PDS position. The PDS has also completed walkthroughs with the principal, serves as a liaison between teachers and OTS, attends Rtl meetings, supports the afternoon distribution of medicine in the nurse's

absence, and other tasks. Various focus groups and interviews described the PDS as a “go-getter” who takes on additional responsibilities wherever he perceives a need. The PDS reported not visiting PLCs or spending as much time in classrooms as he wanted, given his busy schedule and the shifting needs of the school. Although administrators noted concerns about how the Caze staff would react to a PDS, teacher focus groups overall referred to his presence positively, citing his role as one of academic and data support.

While few staff members at any level raised concerns about the quality of instruction, classroom observations revealed substantial room for improvement, including an alignment of key points, pacing, amount of differentiation, and rigor of instruction. Staff members expressed concern and interest in the building.

Caze provides several opportunities for personalized instruction. Teachers are conversant with the principles of data-driven instruction and mentioned using a variety of strategies in the classroom to personalize instruction, including small groups, centers, and differentiated questioning. They reported administering pre- and post-tests using Acuity. There is a daily school-wide 40-minute intervention block to target students’ needs in small groups. Teachers have access to a variety of computer programs, both for testing students’ levels and for implementing RtI interventions. Instructionalists leading intervention groups demonstrated deep familiarity with the various intervention programs approved by EVSC and could speak fluently about which program addressed which needs

most fully. Intervention groups run on 9-day cycles and began within the first two weeks of the school year. In recent years, Caze has departmentalized in grades 2-5; multiple teachers reported that this change allowed them to specialize in their subjects and better understand students’ specific strengths and areas of growth. However, little was observed or reported about attempts to enrich lessons and provide additional opportunities for gifted students. Students reported frequent use of technology in the classroom. Some students could articulate specifically what purpose the technology served. They also reported frequently being divided into small groups. The school has one ESL teacher who splits her time equally between ESL supports and non-ESL-specific reading intervention.

A Response to Intervention (RtI) team meets weekly to track student progress in interventions and ensure that student needs are met, saving their results in a shared Google Doc. One interviewee reported that teachers individually develop watch lists of students based on benchmark scores and progress monitoring. If they do not observe appropriate growth for a student, they recommend the student to the RtI team via their RtI grade-level representative. The team subsequently examines data on a weekly basis to determine if students should receive Tier II intervention or continued Tier I differentiation. Students who have already undergone two unsuccessful interventions are recommended for Tier III. All intervention groups and relevant student data are recorded in a shared Google Doc. Groups may change at any point during the year.

Focus groups, PLC audits, and RtI team observations all indicated that the school’s RtI system takes advantage of the staff’s deep knowledge of Caze students and similarly strong knowledge of possible interventions.

Multiple focus groups expressed concern about subsets of students and teachers within the building. Interviewees reported that conflicts in scheduling have required special educators to pull out students instead of pushing into general education classrooms, which has caused anxiety. Staffing was also reported as a concern for special education, with several staff members expressing that there were not enough teachers to teach the increasing number of special education students effectively. Meanwhile, some focus groups reported that music, PE, and art teachers face additional strains on their workload and may appear isolated from the rest of the school community. There is no opportunity for related arts teachers to have PLCs at Caze and, although they received direction to form PLCs with other district special teachers, there does not seem to have been explicit communication about where, when, or how to do this.

Professional development (PD) is mixed at Caze. Administrators reported that they identified teachers for targeted support based on informal observations and an analysis of “will vs. skill,” such that identified teachers were the first to receive informal walkthroughs and suggestions for improvement. Some teacher focus groups reported that they had experienced informal walkthroughs from administrators. Other teachers stated that they had not received feedback or observations from the administration in the first six weeks of school. One subset of teachers reported that school leadership walkthroughs and evaluations were less helpful than specific feedback from EVSC departments. Given the recent change to departmentalization, some teachers felt that they only needed to receive PD in their content area. Focus groups also reported wanting PD offerings to involve more of a dialogue. Some teachers did not like current approaches to providing PD, including online sessions and “train the trainer” sessions. They expressed a desire for meaningful, in-person PD. Overall, some teachers expressed concern that professional development (PD) was not meeting their needs, but other teachers reported appreciating the plentiful PD opportunities. Staff members had difficulty identifying their instructional strengths, instead listing strengths in addressing students’ socio-emotional needs.

Although teachers have the opportunity to serve in multiple leadership roles within the building, including on teams for school leadership, RtI, family engagement, and PBIS, focus groups did not reveal evidence of a common vision or unity toward goals for school improvement. Staff members did not mention the school’s mission or vision. Most Caze staff members were unable to articulate the school’s instructional vision and goals. One focus group identified differentiation as a school focus. The administration, however, has professed a clear direction for Caze’s improvement, as laid out in its S-SIP, and mentioned referring to the S-SIP regularly as an anchor. This vision is in the process of being rolled out to staff, including through faculty meetings and eventually in PLC PD. Currently, few teachers described the school’s challenges as their responsibility. Overall, staff was reluctant to assume personal ownership for student achievement, blaming tension with families and students’ home lives.

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Readiness to Act

The principal at Caze exercises considerable resource authority over staffing, funding, scheduling, and programming. Focus groups reflected this authority and also revealed some administrative attempts at resource ingenuity, with inconsistent results. One major innovation this year was the addition of a PDS in exchange for two instructional assistants and a coach. To fill the roles of the instructional assistants, the principal pulled staff members across the school to run intervention groups during the daily block, including non-content teachers and support staff. The PDS job description, meanwhile, incorporates many of the previous coach's responsibilities. Teachers reported that the PDS has been a great support and already begun making an impact within the school this year. However, it is uncertain if his role is clearly defined and strategically aligned, and focus groups reported differing opinions over his responsibilities. One focus group mentioned that the PDS was the academics point of contact, that the Behavior Interventionist was responsible for LLBs, and that the principal was in charge of the school overall and large behavior concerns. However, another group reported that the PDS was responsible for programmatic issues and the principal for administrative. Still, another interviewee described that the behavior interventionist was responsible for Tier II and Tier III interventions while the PDS handled Tier I students. The PDS reported that some teachers were still unclear about when to refer to him and when to consult the principal, mentioning that the two forwarded questions between themselves. Additionally, some focus groups and interviewees expressed a desire to add more staff, claiming that there was still not enough coverage in key areas like special education and socio-emotional support for students.

Regarding teachers, the principal has the authority to assign personnel and programs. Both the principal and staff focus groups celebrated how much she listens to teacher input and how strong teacher leadership is within the building, with teachers serving on the school leadership team, RTI team, family and community engagement team, PBIS team, and PTA. Between these teams and the various administrators, authority is not always clearly housed. Focus groups and interviews indicated that the principal has largely allowed teachers to remain in the grade levels and content areas in which they feel most comfortable. Teachers have also driven significant programmatic decisions, including the departmentalization of grades 2-5 and the incorporation of Readers' and Writers' Workshop. It was not evident what quantitative data supported these choices.

While celebrating their voice in school affairs, many staff focus groups also expressed fatigue at the long list of responsibilities they feel they have assumed, begging for more time to plan their lessons and focus on their classrooms. The principal has attempted to alleviate staff workload by holding leadership meetings less frequently and replacing them with task emails. Other internal communication methods include daily "News and Notes" emails from the principal, weekly student support team meetings, bimonthly faculty meetings, postings on Teacher Portal and the Caze website, and frequent informal conversations. Most focus groups were satisfied with the effectiveness of the communication systems, although one focus group reported that not all systems were being used well. There was more consternation about the clarity of communication between the school and the district than the internal communication within the school.

Staff focus groups celebrated their ability to influence programmatic decisions at Caze without supplying quantitative evidence to support the decisions made. Interviews generally revealed evidence of teachers exercising influence in their own classrooms, but not on a school-wide level. While some staff members reported that they had influence on school-wide decisions, they were not able to provide specific examples of how they had influenced these decisions.

In the past year, the principal changed the daily schedule in response to perceived need. After a district-wide initiative extended the school day by 34 minutes, Caze carved out a daily 40-minute intervention block. During this time, all

teachers and most staff members lead small groups of students in targeted intervention programs. Some teachers reported enjoying how all interventions now occur at the same time, as compared to previous years, and most focus groups described this intervention block positively. The day was also extended for teachers to provide time for PLCs. However, even with this additional intentional time, focus groups reported inconsistency in professional practices across the staff. One staff member described feeling like few people were on the same page, even within teams, especially regarding planning and proficiency practices. Teacher focus groups confirmed differences across grade levels, including in areas of behavior management and curriculum choice.

Caze has access to technology, although focus groups expressed that it could be better used. Some teachers requested additional technology resources, while others asked for better training in how to incorporate it meaningfully. Subsets of teachers reported lacking adequate general resources and requesting additional books, seats, computers, or paper allocations. Several teachers acknowledged that the school had run out of copy paper in September and it was not certain when supplies would be restored. However, other teachers acknowledged that, although they could always use more, they did feel as if they had enough resources, both from the school and from connections at EVSC.

The PTA and family engagement committee provide a strong example of communication, collaboration, and resource ingenuity for the rest of Caze. Focus groups reported that the two groups work together tightly to examine data and make strategic decisions on events and outreach. For example, the PTA noticed that family members were more likely to attend on-site events than off-campus ones, so they now hold more events at the school. The PTA also seeks to diversify times for events, expanding beyond the evening time slot, in an effort to attract families and caregivers with different work schedules. In support of their commitment to reaching as many families as possible, any notification is sent out via at least two different methods and often more. Knowing that they will receive more support with a positive image, the groups proactively creates press for the school to send a message of being a community-focused school. Finally, as stewards of their mission to provide for the school and students, interviewees recounted careful calculations of how much to charge for events and how they have secured funding and organizational support. One interviewee identified strategic community partner alignment with the needs of the school as an area for improvement.

Recommendations highlight Caze’s dominant areas of growth – Quality Instructional Environment and Conditions for Excellence. Although the ideas generated below are a starting point, MIE welcomes the opportunity to further brainstorm with school leadership and the OTS to make adjustments to the school’s S-SIP to strengthen focus on this area.

- 1 Develop instructional focus to unite staff around specific academic goals and strategies.** An instructional focus, as defined by the National Center on Time and Learning, serves multiple purposes: it unites faculty members around “a clear goal in one area, learning to work together to strengthen instruction and improve student achievement in a very targeted way.”¹ Caze has already done much of the pre-work for an instructional focus through its SIP, but teachers have not yet internalized their role in strengthening instruction such that students achieve. Engaging in productive school-wide data analysis to identify student gaps and adjust instruction accordingly in strategic and lasting ways would shift both staff mindsets and student outcomes. The data-driven instructional culture (DDI Culture) must start with goals but must translate to how those goals change teacher practice and not student action. Furthermore, it is a practice that must start at the leadership levels first (with a clear focus on outcomes related to action steps noted in the S-SIP) instead of a focus on implementation metrics. For Caze to break away from its culture of compliance and checks, it will require an intent focus on outcomes (both short and long-term) to drive the process instead of the reverse.
- 2 Focus PDS time and energy on academic goals and strategies.** To ensure implementation of S-SIP strategies and instructional focus, non-academic distractions to the PDS should be removed and his time and energy focused strategically on what will drive change in classrooms. Current roles and responsibilities are fluid to allow for flexibility, which speaks well to the commitment of the administration, but it has come at the cost of un-sustained attention to classroom walkthroughs and PLC observations – the very levers identified in the S-SIP as instrumental to school improvement. Furthermore, this additional time will provide the opportunity for the PDS to develop a truly long-term plan for academic intervention at Caze that outlines what, when, why, and to what end will happen. This academic vision for the school must be developed in its continuum similar to the long-term plan for any classroom as it will allow the PDS and principal to connect larger questions of intentionality to the bigger plan instead of just assuming teachers will realize how the parts create the whole.
- 3 Encourage data-driven instructional practices to improve teacher reflection and student outcomes.** Using classroom observation debriefs, PLCs, and other faculty interactions to dig into standards and data analysis will foster a shared responsibility for achievement amongst staff members as they confront why students are or are not learning. As teacher practice develops, not only should academic achievement rise, but one would also project be an improvement in student behavior: students who are engaged in rigorous and well-planned lessons are less likely to require disciplinary action. Data-driven instructional practices can be communicated through PLC expectations, modeling, post-observation conversations, and more. It is also important that the leadership adopt this process by identifying how they will hold the leadership team accountable by monitoring some

¹ Kaplan, C. & Chan, R. Time well spent: eight powerful practices of successful, expanded-time schools. *National Center on Time and Learning*, 26. <http://www.timeandlearning.org/?q=implementing-school-wide-instructional-focus>

school-wide metrics. It starts by first implementing the process at the top which is currently absent from Caze's operations.

Other recommendations to consider for action:

- Revisit all communication systems and agree to key messages prior to the sharing of new information with staff to ensure that communication and facts are not given the opportunity to be miscommunicated or varying perceptions to ensue
- Improve consistency, transparency, and effectiveness of school discipline systems. This could be accomplished by transitioning all classroom management systems to Class Dojo; by creating a matrix of positive and negative consequences to define what behaviors merit what consequences; by clarifying by example the relationship between the school PBIS system and a classroom PBIS system; by developing a system for communicating to parents, teachers, and any other relevant staff when and what consequences have been assigned to students; with reference to the consequence matrix; and by analyzing the current approach to long-term behavior intervention based on real-time data and best practices.
- Strategically align family and community engagement efforts to school performance goals. Consider analyzing planned PTA events to determine what percentage of events will focus on building community vs. on academics. Adjust plans as necessary to ensure at least half of all events or programs are academically driven. For even tighter alignment, create a matrix comparing school needs (as determined in relation to the S-SIP) and current community partnerships. In cases where needs are not being met, analyze which current or potential partnerships could address those needs. In cases where current partners are not directly addressing school goals or needs, consider re-aligning or withdrawing from partnership.
- Revise schedule to more intentionally and effectively address staff and student needs, including reconfiguring the special education schedule to facilitate more push-in opportunities and reconfiguring the related arts schedule to avoid placing multiple homerooms into a single related arts class. Ideally, such an effort would not affect horizontal and vertical teaming opportunities.