



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant
2015-2016 School Year
Grant Application

LEAs must submit an application for EACH school applying for 1003(g)

Part I: Grantee Information

Applicant Information

School Corporation/Eligible Entity	Evansville Vanderburgh School Corporation	Corp #	7995
School	Caze Elementary School	School #	8261
Superintendent Name	Dr. David B. Smith, EdD	Email	David.Smith@evsc.k12.in.us
Title I Administrator Name	Velinda Stubbs / Carrie Hillyard		Velinda.Stubbs@evsc.k12.in.us Carrie.Hillyard@evsc.k12.in.us
Principal	Jared Turney	Email	Jared.Turney@evsc.k12.in.us
Mailing Address	951 Walnut Street	City	Evansville
		Zip Code	47708
Telephone	(812) 435-8453	Fax	(812) 435-8894
Total Funding Request	\$2,081,038.30		

Application Type

Transformation
 Turnaround
 Early Learning
 Whole School Reform
 Restart
 Closure

Important Dates

Application Release	Release application and guidance to LEAs	May 1, 2015
Technical Assistance Training	Offer technical assistance training to eligible schools	May 13, 2015 AND May 27, 2015
Application Due	LEA application must be submitted to IDOE	June 30, 2015
Application Review	Applications reviewed by IDOE; Interviews conducted with chosen LEAs	Month of July 2015
Notification	SEA awards will be published and LEAs notified of Awards	July 31, 2015
Funds Available	Funds will be available to grantees	August 12, 2015
Required PD	Required PD for awardees	August 12, 2015

Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application.

The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.

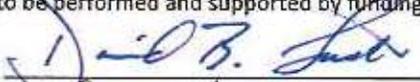
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

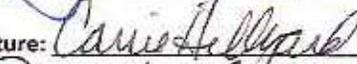
The LEA must check each waiver that the LEA will implement

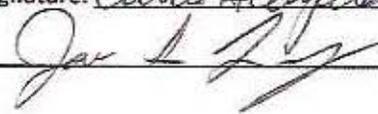
- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model. (only need to check if school is choosing RESTART model)
- Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:  Date: 6/25/15

Title I Administrator Signature:  Date: 6/25/15

Principal Signature:  Date: 6/25/15

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
Jared Turney	Principal
Tasha Jourdan	Professional Development Specialist – Climate and Culture
Shannon Strieter	Director of Teacher Effectiveness
Carrie Hillyard	Chief of Transformation
Kelsey Wright	Director of School Transformation
Tammy Dexter	Director of School Support – Bosse Attendance District
Bryan Perry	Director of School Support – Harrison Attendance District
Julie Lauer	Teacher
Jennifer Rupprecht	Teacher
Becky DeBaillie	Teacher
Ryan Purkey	Teacher
Joey Haug	Teacher
Eric Carson	Teacher
Chelsea Brown	Teacher
Joanie Hollis-Smith	Teacher

Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

Meeting Topic	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
Family and Community Partner meeting	9/9/14							General discussion forum of upcoming Caze events, needs of our school/families, ways to improve attendance, as well as how to effectively incorporate educational components to our grade-level and whole school events.
	10/6/14	9	8	1	0	0	0	
	11/3/14	4	10	1	0	0	0	
	12/1/15	0	1	0	0	0	0	
	1/5/15	4	6	1	0	0	0	
	2/2/15	7	5	1	0	0	0	
	3/2/15	6	8	1	0	0	0	
Family and Community Partner Meeting	5/4/15	6	7	1	0	0	0	Principal discussed elements of SIG and Turnaround Model with group - Family and Community Partner Survey passed out (data discussed at next meeting)
Staff Meeting	5/13/15	0	40	2	0	0	0	Presented information on the grant process to the staff. Gathered staff input on grant funded needs for Caze.
Family and Community Partner Meeting	5/20/15	9	10	1	0	0	0	Recognition Ceremony, reception, and data presentation. Family and Community members not in attendance at previous meeting given a chance to complete survey.
Student Survey	6/19/15	0	5	1	0	0	45	Students who attended Caze summer school were given the opportunity to provide input for Caze. Students were asked to provide any suggestions they had to improve Caze for the future as well as their current level of happiness with Caze instruction.
ConnectEd phone blast to families	6/16/15	431	0	0	0	0	0	Invitation and information to share additional input.

ConnectEd email blast families	6/16/15	637	0	0	0	0	0	0	Invitation and information to share additional input.
News Media	6/16/15	Not available	OTS staff completed an interview with EyeWitness News (Local ABC affiliate) to alert the public to this application process. Individuals were encouraged to reach out to Marsha Jackson (EVSC Chief Communications Officer) with suggestions.						
Facebook Post	6/16/15	126	0	0	0	0	0	0	Invitation and information to share additional input.
Updated school sign to provide suggestions	5/4/15 – 5/15/15	Not available	Invitation and information to share additional input.						
Post on Twitter	6/16/15	Not available	Invitation and information to share additional input.						

Describe process and comments from Family and Community Input:

- How and when was information shared?
- What were the pieces of key input used from Family and Community?
- How was input incorporated into your grant?
- How was your grant changed as a result of input?

Family and Community Input

Family	<p>Caze families were provided information and opportunities for input in the following ways: Newsletters (monthly), the school Facebook page, the school website, connect-ed messages, flyers sent home, the school sign on Green River Road, emails, monthly PTA/Site Council meetings, class dojo and their child's agenda book.</p> <p>Families indicated that they would like to see more classroom resources for their children such as educational programs and/or games, as well as more technology such as iPads, iPods, promethean clickers. Field trips (core experiences) were mentioned frequently as well as more individualized and/or small group help for students who are struggling.</p> <p>Parent input aligned with data needs and is incorporated into the grant through the addition of an interventionist, additional technology for classroom use, and access to a Coordinator of Family and Community Engagement.</p>
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Community	<p>The Caze community was provided information in much the same way as families including: Family and Community Partner meetings (monthly), newsletters (monthly), school Facebook page, school website, Connect-ed, flyers, school sign on Green River Road, email, monthly Community Partner meetings, as well as the EVSC Facebook page and Twitter.</p> <p>Community input reflected the need for increased technology in the building and a focus on struggling students. Community partners discussed the need for increased family engagement as well as intentional focus on culture and climate. Again, this aligned with data needs and is reflected in the grant with the interventionist, Coordinator of Family and Community Engagement, PBIS Coach and increased technology.</p>
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Part 3: Schools to be Served by LEA

Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
Academy for Innovative Studies	K-12	P		Until completed district realignment, the LEA does not have the capacity to support with fidelity more than 3 schools.
Caze Elementary School	K-5	P	Transformation	
Cedar Hall Community School	PreK-8	P		Until completed district realignment, the LEA does not have the capacity to support with fidelity more than 3 schools.
Dexter Elementary School	K-5	P		Until completed district realignment, the LEA does not have the capacity to support with fidelity more than 3 schools.
Glenwood Leadership Academy	K-8	P		Glenwood Leadership Academy was in a previous 1003g cohort
Lincoln Community School	K-8	P	Transformation	
Lodge Community School	K-8	P		Until completed district realignment, the LEA does not have the capacity to support with fidelity more than 3 schools.
North Jr. High	7-8	F		Until completed district realignment, the LEA does not have the capacity to support with fidelity more than 3 schools.
Stringtown Elementary School	K-5	P		Until completed district realignment, the LEA does not have the capacity to support with fidelity more than 3 schools.
Washington Middle School	6-8	P	Transformation	

Complete the table below for each available subgroup that did **not** pass in English/language Arts and/or mathematics.

This section identifies the school's needs assessment and goals – there is not a "required" number of subgroups which should be designated as "High, Med, Low" Risk.

Part 4: Needs Assessment and Goals

Subgroup Achievement Indicators

Review Subgroup Data via the NCLB drop-down under the Accountability tab: <http://compass.doe.in.gov/dashboard/overview.aspx>

Student Groups - ELA	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
Example: LEP	35%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	53.3%	104	HIGH (compared to the district) – limited access to early childhood education; high transiency/mobility; unique social-emotional needs represented in FRL population. Need higher levels of instructional rigor and differentiation in Tier I instruction	55%	60%	65%	70%	75%
African American	41.7%	30	HIGH – limited access to early childhood education; high transiency/mobility; unique social-emotional needs. Need higher levels of instructional rigor and differentiation in Tier I instruction.	42%	45%	50%	60%	75%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	50.0%	7	LOW – limited access to early childhood education; high transiency/mobility; unique social-emotional needs. Need higher levels of instructional rigor and differentiation in Tier I instruction. Need higher levels of instructional rigor and differentiation in Tier I instruction.	50%	55%	60%	65%	75%
White	57.3%	43	LOW – highest performing sub-group of students; need higher levels of instructional rigor and differentiation in Tier I instruction.	58%	60%	65%	70%	75%
Students with Disabilities	11.0%	25	HIGH – Need for individualized instruction. Lack suitable interventions and differentiation in Tier I instruction.	15%	20%	25%	35%	50%
LEP	44.4%	4	MID – Need higher levels of instructional rigor and differentiation in Tier I instruction.	45%	50%	55%	60%	65%

			From a non-Western culture.					
Free/Reduced Lunch	51.7%	93	MID – Need higher levels of instructional rigor and differentiation in Tier I instruction.	55%	60%	65%	70%	75%
HS required - % of non-passers of ECA who pass by 12 th grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Student Groups - Math	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	<i>40% passing</i>	<i>45% passing</i>	<i>50% passing</i>	<i>55% passing</i>	<i>60% passing</i>
All Students	51.8%	101	HIGH (compared to the district) – limited access to early childhood education; high transiency/mobility; unique social-emotional needs represented in FRL population. Need higher levels of instructional rigor and differentiation in Tier I instruction.	55%	60%	65%	70%	75%
African American	34.2%	25	HIGH – limited access to early childhood education; high transiency/mobility; unique social-emotional needs. Need higher levels of instructional rigor and differentiation in Tier I instruction.	35%	40%	45%	50%	55%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	71.4%	10	LOW – limited access to early childhood education; high transiency/mobility; unique social-emotional needs. Need higher levels of instructional rigor and differentiation in Tier I instruction. Need higher levels of instructional rigor and differentiation in Tier I instruction.	75%	80%	85%	90%	95%
White	54.7%	41	LOW – highest performing sub-group of students; need higher levels of instructional rigor and differentiation in Tier I instruction.	55%	60%	65%	70%	75%
Students with Disabilities	27.3%	12	HIGH – Need for individualized instruction. Lack suitable interventions and differentiation in Tier I instruction.	30%	35%	40%	45%	50%
LEP	66.7%	6	MID – Need higher levels of instructional rigor and differentiation in Tier I instruction. From a non-Western culture.	70%	75%	80%	85%	90%
Free/Reduced Lunch	50.6%	91	MID – Need higher levels of instructional	55%	60%	65%	70%	75%

			rigor and differentiation in Tier I instruction.					
HS required - % of non-passers of ECA who pass by 12 th grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Complete the table below for your overall student population.

Overall Achievement	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	53.7%	58.7%	64.0%	69.0%	75%	80%
Percent of students proficient on ISTEP (ELA) (3-8)	53.4%	58.4%	64.0%	69.0%	75%	80%
Percent of students proficient on ISTEP (Math) (3-8)	51.8%	56.8%	61.0%	66.0%	75%	80%
Percent of students proficient on IREAD (Spring Test Only) (3)	57%	63%	70%	78%	85%	90%
10 th grade ECA pass rate (English 10)	N/A	N/A	N/A	N/A	N/A	N/A
10 th grade ECA pass rate (Algebra I)	N/A	N/A	N/A	N/A	N/A	N/A
Non-Waiver Graduation Rate – HS only	N/A	N/A	N/A	N/A	N/A	N/A
College enrollment rates – HS only	N/A	N/A	N/A	N/A	N/A	N/A

Complete the table below regarding key areas of student learning indicators. Include your 2014-2015 data as baseline data, as well as upcoming goals.

Leading Indicators	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
1. Number of minutes within the school year that students are required to attend school	425 minutes/day x 180 = 76,500/annual	76,500	76,500	76,500	76,500	76,500
2. Number of daily minutes of math instruction	80	80	60	60	60	60
3. Number of daily minutes of EL/A instruction	90	90	120	120	120	120
4. Dropout rate – HS only	N/A	N/A	N/A	N/A	N/A	N/A
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.46%	97.1%	97.6%	98%	98%	98%
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only	N/A	N/A	N/A	N/A	N/A	N/A
7. Number of students completing dual enrollment classes – HS only	N/A	N/A	N/A	N/A	N/A	N/A
8. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.) – HS only	N/A	N/A	N/A	N/A	N/A	N/A
9. Types of increased learning time offered <ul style="list-style-type: none"> • LSY- Longer School Year • LSD- Longer School Day • BAS-Before/After School • SS- Summer School • WES-Weekend School • OTH-Other 	SS BAS LSD – implemented in SY 2014, will continue for all years of the grant period	SS BAS	SS BAS	SS BAS	SS BAS	SS BAS
10. Discipline incidents – number of suspensions and/or expulsions	109	100	90	81	72	65
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	401	390	380	370	360	350
12. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HE].)	HE 1 EF 29 IMP 0 IN 0	HE 3 EF 25 IMP 2 IN 0	HE 4 EF 25 IMP 1 IN 0	HE 5 EF 24 IMP 1 IN 0	HE 6 EF 24 IMP 0 IN 0	HE 7 EF 23 IMP 0 IN 0
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	93.5%	94.0%	94.5%	95.0%	95.5%	96.0%

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. Each area should be tied back to data above and address the subgroup needs identified.

Instructional Programs

LEA analysis

A recent analysis of student performance indicators, IDOE feedback, Mass Insight Education School Readiness Audit and instructional walkthrough data indicates an urgent need for improvement in instruction at Caze Elementary School, especially for subgroups identified as high need in the above tables.

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.

Caze School Data Profile						
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%	66%
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%	81%	57%	57%
4	58%	64%	77%	83%	57%	58%
5	64%	41%	84%	89%	75%	68%

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.

Instruction is lacking the rigor and engagement that is needed to prepare all students for mastery (regardless of sub-group). The low-level of rigor and engagement in Tier I instruction impacts students across all grade levels and is a root cause for 46.7% of students in 3rd-5th grades not passing ELA and 48.2% not passing math on the 2013-2014 ISTEP+.

Justification for Selected Interventions (include alignment to model chosen)

With all data, feedback, and teacher effectiveness indicating a high need for instructional support at Caze Elementary School, there is a primary need for a strong instructional leader to assist in the implementation of efforts. EVSC replaced the principal leading the school during the 2014-2015 school year as it is evident that the school must move past the stabilization of climate and culture and engage in developing the instructional leadership of all teachers within the school. To that end, the Professional Development Specialist (who was hired last year to coach teachers and improve instructional rigor and engagement at the school) has been promoted to the position of Principal at Caze Elementary. The newly appointed principal has spent the last year building relationships and developing the school's instructional vision and comes with a track record of proven results in both coaching teachers and improving student academic

performance. In fact, he was a part of the leadership team at Evans School (serving as a Master Teacher) which saw its IN School Accountability grade jump from an F to an A in 2014. His appointment ensures that Caze will continue to build its instructional vision to ensure that engage and rigor are constantly a focus in the upcoming school year. However, in order for him to focus on instruction, the school will need to ensure that climate and culture continue to be a focus; therefore, a Professional Development Specialist will be hired (through Title funds) to focus on building the school climate and culture to ensure adequate family, staff, and student engagement. The hiring of this person ensures that the newly appointed principal will be able to focus upon instruction as intended by the EVSC and OTS.

The newly appointed principal will be able to access additional expertise in instructional programs through the mentoring by the Director of Leadership Development.

School Leadership

LEA analysis

In an independent audit completed by Mass Insight Education at the beginning of SY 2014-2015, interviews revealed that, in conjunction with their OTS point of contact, the principal had attempted to thoughtfully develop an S-SIP, place great value on the school goals, and attempt to use the action planner to hold herself and the PDS accountable to tasks. These three individuals met on a weekly basis for an S-SIP and school needs checkpoint, which started shortly before the start of the SRA visit. 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 worked together to address school progress. Focus groups responses indicated staff members had not yet internalized school goals or developed ownership over the school improvement process (a trend that was documented later in the year by the OTS staff).

The principal (that is being replaced for SY 2015-2016, which is noted in the section – Instructional Programs) conducted formal evaluations of all teaching staff. In 2014-2015, 29 teachers were rated effective and only 1 teacher was rated highly effective.

The hiring of the Professional Development Specialist for SY 2014-2015 was to supplement the limited instructional expertise of the SY 2014-2015 principal. The PDS focused upon bringing more data-driven instructional practices to Caze Elementary through the guiding of Professional Learning Communities. Given the challenges with engagement and instructional rigor discussed above, the efforts of the PDS were targeted in two areas: (1) Developing teacher-led professional learning communities, and (2) providing competency-based professional development to teachers based upon iObservation walkthroughs and observations. The focus within the PLC was primarily based upon backwards design and the first DuFour question – “What will we expect our students to learn/understand?”

PLC observations by both the MIE and OTS team 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 in SY 2014-2015 (led by the PDS) commands a deep knowledge of students, both in terms of their data and as individuals. At the same time, however, classroom observations frequently uncovered that students were not grouped, they 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.

<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>With all data, feedback, and teacher effectiveness indicating a high need for instructional support at Caze Elementary School, there is a primary need for a strong instructional leader to assist in the implementation of efforts. EVSC replaced the principal leading the school during the 2014-2015 school year as it is evident that the school must move past the stabilization of climate and culture and engage in developing the instructional leadership of all teachers within the school. To that end, the Professional Development Specialist (who was hired last year to coach teacher and improve instructional rigor and engagement at the school) has been promoted to the position of Principal at Caze Elementary. The newly appointed principal has spent the last year building relationships and developing the school's instructional vision and comes with a track record of proven results in both coaching teachers and improving student academic performance. In fact, he was a part of the leadership team at Evans School (serving as a Master Teacher) which saw its IN School Accountability grade jump from an F to an A in 2014. His appointment ensures that Caze will continue to build its instructional vision to ensure that engage and rigor are constantly a focus in the upcoming school year. However, in order for him to focus on instruction, the school will need to ensure that climate and culture continue to be a focus; therefore, a Professional Development Specialist will be hired (through Title funds) to focus on building the school climate and culture to ensure adequate family, staff, and student engagement. This work will be supported by the AD of Student Support as well as the Coordinator of Family and Community Engagement. The hiring of this person ensures that the newly appointed principal will be able to focus upon instruction as intended by the EVSC and OTS in order to collaboratively develop grade-level improvement plans that incorporate strategies and goals that directly align to the school's improvement plan and school-wide SMART goals.</p> <p>In order to ensure that the newly appointment principal is given adequate support, the Director of Leadership Development will be utilized by the OTS Director of School Transformation. This person will provide mentoring (as the candidate will need to demonstrate 5+ years of school turnaround experience to be hired) and support to the school in alignment with the support being provided by the Director of School Transformation and the OTS's Strategists for Leadership Development and Data/Systems. The support of the OTS team will be directly based upon the established SIP/SAP to provide both support and accountability to the school through the internal lead partner model developed in partnership with Mass Insight Education. Finally, the school will also have significant access to the Director of Teacher Effectiveness to ensure that walkthroughs and observations completed with the EVSC Teacher Evaluation System are normed and effectively capture the true level of instruction occurring within the classes at Caze Elementary.</p>
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School Infrastructure	
<p>LEA analysis</p>	<p>As evidenced with Section 4 (Needs Assessment and Goals), the low percentage of students passing in both ELA and Math is high for all sub-groups and requires a different approach. All sub-groups are underperforming compared to district averages. Furthermore, data provided by Mass Insight Education (MIE) reveals that students in grades 3-5 at Caze Elementary performed below peer EVSC priority schools (as defined by grade configuration and focus/priority status), state averages, and even peer state priority schools. (A longer analysis was done as part of Needs Assessment and Goals – Instructional Programs.) To date the following approaches have been taken:</p> <ul style="list-style-type: none"> • Strengthening of core Tier I instruction based upon the alignment of lesson plans to a common curriculum aligned to the 2014 Indiana CCRS and developed by master teachers within the EVSC

- Universal screeners to examine student skill needs in the areas of literacy and math
- Rapid response to student data to determine interventions needed (through the monitoring of Rtl committees)
- Frequent progress monitoring of targeted skills

On the climate and culture side this year, the attendance rate for Caze Elementary maintained at 96% while suspensions went from 250 suspensions/expulsions to 109 suspensions/expulsions (2.63 ODRs to 2.00 ODRs). During SY 2014-2015, a behavior interventionist was hired to improve student behavior within the school with limited success. However, as a district, the EVSC, and the internal lead partner, OTS attempted to supplement the support of this individual with the following approaches:

- Providing research-based curriculum to all building focusing on Tier I or primary prevention of social emotional and behavioral difficulties, Tier II interventions and Tier III interventions
- Supporting schools in the implementation of Tier I strategies in both school-wide and classroom settings
- Monitoring discipline reports to review the efficacy of primary prevention strategies in their building
- Monitoring quarterly disproportionality reports to ensure students of all ethnic groups are responding to PBIS
- Having schools with Tier I in place with fidelity using a universal screener to identify at-risk internalizing and externalizing students
- Identified at-risk students are placed into research-based intervention groups that meet the function of their behaviors
- Students in interventions are progress monitored to assess their response to the intervention to ensure that all intervention modifications are data driven

However, given the plateau of instructional and climate/culture data, it is no surprise that most grade levels continue to see a decline in test scores. This means that a different instructional vision for ELA and math is needed and professional development must be provided to teachers in order to adjust instruction accordingly.

<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Interventionist will be hired and materials will be purchased to provide strategic ELA and math interventions at all grade levels. Technology will also be utilized to support the interventions and provide increased engagement for students. Thorough research will be conducted on the effectiveness of materials before being purchased. Any interventionist hired will possess the skillset necessary to positively impact student performance within an intervention setting.</p> <p>Furthermore, in order to impact climate/culture indicators, the school will have a PBIS Coach that will support the efforts and direction set by the Professional Development Specialist hired by the school for SY 2015-2016 and whose focus will be climate/culture. This person and the PDS will be supported by the Transformation Strategist – Leadership Development who will access the support of Mass Insight Education as needed to develop resources and materials needed by the PDS and PBIS Coach as well as by the AD for Student Support and the Coordinator for Family and Community Engagement.</p> <p>The principal will also revisit the school schedule to ensure that the time allotted for reading, writing, and mathematics fits national best practices for literacy and mathematics. This may mean revisiting the school schedule to allot for more time or selecting different interventions for Tier II and Tier III interventions as needed for sub-groups.</p>
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Part 5: Selection of Improvement Model

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

Transformation Turnaround Early Learning Whole School Reform Restart Closure

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

Describe how the model corresponds to the data, findings, analysis and self-assessment.

Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators
<p>The Transformation model was selected for Caze Elementary for the following reasons:</p> <p>In SY 2013-2014, all staff that remained at Caze Elementary recommitted to the school through a recommitment process because of the EVSC's decision to include the school in the Transformation Zone (further explained below – creating student, teacher, and leader change). Since SY 2013-2014, all staff that has been hired at Caze Elementary has been interviewed using a competency-based selection process and has to pass TZ Team Training. The selection process and the team training focus upon ensuring that staff understand and have the capacity to complete their job duties, job assignments, and understand</p>	<p>Since its inclusion in the Transformation Zone, we have seen some encouraging leading indicators from Caze Elementary. Suspensions went down from 250 to 109 (a 56.4% decrease). ODRs went down from 2.60 to 2.0 this year as well. Academically, ELA Acuity C scores for Caze showed encouraging results as they are the 4th highest performing school in the district with an 85% or more free and reduced lunch population (2nd among the TZ schools). Math Acuity C scores for Caze also showed encouraging results as they were the 3rd highest performing school in the district with similar student population demographics.</p> <p>Now that the climate and culture has been stabilized (although significant progress still needs to be made) - meaning the behaviors that are observed at Caze Elementary are</p>	<p>It is important that the work that has been completed in the last two years is not lost as the school has made progress in each of the specific areas:</p> <ul style="list-style-type: none"> • Highly effective systems and execution • Quality instructional environment • Conditions for excellence • Strategic allocation of resources <p>For example, despite adding structured time for collaboration, teachers still need additional professional development to now understand how that team should be maximized and their attention should be paid using the elements of backwards design (leading to instructional rigor in planning and delivery). Additional details are contained in the Appendix: 2014-</p>	<p>As part of the Transformation Model, Caze Elementary seeks to analyze its use of time related to literacy, mathematics, and increased intervention time. This will require modifications to the school schedule. However, if completed well, the teachers will experience increased collaboration time, students will experience increased time for literacy and mathematics, students will experience increased time after school, and leadership will be able to provide more direction for instructional vision through additional time to provide professional development targeted towards instruction and building climate/culture in the classroom.</p>

<p>Caze's definition of school hours.</p> <p>The school has been working to align people, time, money, and programs since its inclusion in the Transformation Zone. However, additional monies are needed to further develop and increase teacher and school leader effectiveness, implement further instructional reform programs, increase learning time, further expand the community-oriented school approach, and ensure the sustainment of its current operational flexibility and support through the OTS.</p>	<p>repetitive low-level behaviors from students – it is time to shift the focus to instructional rigor. For this reason, it was necessary to replace the principal for SY 2015-2016 with one who has significant instructional leadership ability. The OTS, exercising its operational flexibility over people, was able to replace the principal for the upcoming SY. The replacement of the principal with an instructional leader ensures that the school will now be positioned to increase rigor and engagement of students through targeted teacher professional development, development and execution of a instructional reform strategy inclusive of corrective instruction and specific intervention, a stronger instructional delivery of content within Tier I instruction (reaching all students in all sub-groups, and ensuring the execution of intervention programs aligned to ELA and math needs by grade level.</p>	<p>2015 Mass Insight Education SRA report.</p> <p>The work completed must be further built upon and requires additional funding to translate some of the leading indicators Caze is experiencing into sustainable change for the school community and permanent reversal of its current student achievement trends.</p> <p>The Transformation Model affords Caze Elementary the opportunity to continue to work in conjunction with the OTS in order to provide increased learning time, increase the capacity of teacher and leader effectiveness, reform its instructional strategies and programs, ensure operational flexibility over people, time, money, and dollars, and expand the community-oriented school approach. This additional infusion of support will give the final push towards school transformation for Caze Elementary: once that transformation is reached, there is no doubt that, similar to the transformation that occurred at Delaware Elementary in 2011, the EVSC will be able to sustain this change.</p>	
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Describe how the model will create teacher, principal, and student change.

JUMPSTARTING CAZE'S TRANSFORMATION

Adequate infrastructure is needed to ensure that reform efforts that take place at Caze Elementary are sustained and provide operational flexibility to the school. However, it is also important that Caze Elementary's transformation is jumpstarted in order for student achievement to dramatically improve at the school. To that end, the school has identified several smart goals:

- 58% of students in grades 3-8 will pass the ELA section of ISTEP+ 2016. By the end of the grant period, 80% of students in grades 3-8 will pass the ELA section of the ISTEP+ 2020.
- 56% of students in grades 3-8 will pass the Math section of ISTEP+ 2016. By the end of the grant period, 80% of students in grades 3-8 will pass the MATH section of the ISTEP+ 2020.
- Student out of school suspensions will be reduced to fewer than 100 by the end of 2015-16 and fewer than 65 by the end of the grant period in 2020. In 2016, Caze will reduce its ODR (Office Daily Referrals) to be < or = to 2.0.

Developing and increasing teacher and school leader effectiveness

Along with the required options for the transformation model (that are further explained and incorporated into both pre-implementation and implementation plans for Caze in Section 5), Caze seeks to utilize the following options to develop its teachers and build the capacity of its new leadership team and their respective effectiveness.

- Redesign the current leadership structure to create a building-wide team to focus on developing teacher leadership (and opportunities for teacher leadership), assist in school improvement planning, clearly define roles and responsibilities, and build leadership capacity within Caze Elementary
- Provide the principal with a mentor from a high-performing school
- Identify and reward teachers based upon student growth and teacher effectiveness
- Provide additional collaboration time for staff
- Offset the climate and culture responsibilities of the principal by the hiring of a Professional Development Specialist (Climate/Culture) along with a PBIS Coach
- Strengthen the PLC structure through targeted professional development on backwards design

Comprehensive Instructional Reform Strategies

The work conducted last year at Caze Elementary strengthened the data-driven instructional culture within the school, but much additional work needs to be completed. It started with the appointment of an instructional leader for Caze Elementary beginning in SY 2015-2016, Jared Turney. He has identified several instructional reform strategies that he will aggressively pursue to improve the academic program at Caze and ensure the academic needs of individual students are met in addition to the required conditions needed for the transformation model (that are further explained and incorporated into both pre-implementation and implementation plans for Caze in Section 5).

- Hire and implement a coaching model using a combination of master and mentor teachers
- Hire additional building level interventionist focused on grades 1-5
- Ensure fidelity to the newly developed EVSC curriculum maps aligned to the IAS and monitored through careful review of PLC work products (such as proficiency plans) and adoption of targeted digital resources
- Incorporation of readers, writers, and math workshop model through adequate and effective professional development for teachers
- Strengthen the school's climate and culture through the hiring of a Professional Development Specialist (Climate/Culture) and a PBIS Coach
- Develop comprehensive school scorecard with an external evaluation service

Increasing Learning Time and Creating Community-Oriented Schools

For SY 2013-2014, the EVSC lengthened the school day for all students in the EVSC. This ensured that every school in the district could have adequate time for teachers to participate in PLCs and most schools could provide specific intervention time for all students.

- Redesign the Caze master schedule to support increased learning time for students in the core academic area of reading/language arts, provide adequate time for differentiated instructional support (through the use of Success Periods), and continue to provide teachers adequate collaboration time in PLCs and possibly vertical teams
- Redefine or alternate the existing afterschool program to provide more support in core academic subjects (ELA, math)
- Strengthen community partnerships through access to a Coordinator of Family and Community Engagement to align not only afterschool programming options to academic needs of the school but also alignment of community partner support to school needs and SMART goals

Operational Flexibility and Sustained Support

The sustainment of support and the operational flexibility for Caze Elementary will primarily addressed through the continued participation of the school within the Transformation Zone and supported by the Office of Transformational Support. (This infrastructure is explained in detail in the pages below – Supporting the internal lead partner model and the importance of clustering). These infrastructural pieces ensure the following for Caze:

- Control over people, time, program, and dollars
- External audit of school performance by Mass Insight Education aligned to the identified needs of the school
- Establishment of performance contracts between the Chief Transformation Officer, Superintendent, and the Director of School Transformation
- Contracting of turnaround and transformational support and technical assistance through Mass Insight Education

SUSTAINABLE INFRASTRUCTURE TO SUPPORT CAZE ELEMENTARY

Supporting the Infrastructure of the Internal Lead Partner Model – the Office of Transformational Support

In September 2012, the Evansville Vanderburgh School Corporation (EVSC) embarked on a partnership with Mass Insight Education (MIE) to create an internal partner to manage a portfolio of the district's most poorly performing schools. The partnership has led to the creation of an internal office responsible for the oversight and management of the Transformation Zone– the Office of Transformational Support (OTS). The office currently oversees, directs and manages five schools in EVSC: Glenwood Leadership Academy, Lincoln Community School, McGary Middle School, Caze Elementary and Evans Elementary. Collectively

known as the Transformation Zone, these schools have represented EVSC's chronically lowest performing schools in the first year of implementation. The Principals at each of these schools report directly to the Director of School Transformation, who in turn has reported directly to the Superintendent of the Corporation. The OTS is currently staffed by two (2) Transformation Strategists, each focused upon the improvement of processes and structures for the schools they lead in the areas of instruction, data, family/community engagement, communication, human resources, finance, and operations.

The internal lead partner strategy and organizational structure is very important for several key reasons:

- Provides core academic support and tailored operational support to TZ schools
- Establishes a structure that makes it easier for the EVSC central office to provide more focused attention and streamlined, customized, and responsive services to each school
- Provides tailored cross-functional support through teams that are directly accountable for the performance of TZ schools through a performance contract
- Brings decision-making closer to the schools (support principals on setting student achievement goals, school planning and building school leadership capacity)
- Creates the structures and processes for the TZ Principals to exert discretion over key elements: people, time, money, and programming
- Aligns funding and resources to school-wide priorities and goals

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

Implementation Milestone	Description
Systems Development	<p>The OTS is instrumental in the design of highly effective systems and ensuring their execution. The OTS seeks to develop and organize, in partnership with the principal, the school's staff and systems in order to diagnose, analyze, and serve school goals. At all of the TZ schools, OTS staff spent time developing each of the following systems:</p> <ul style="list-style-type: none"> ▪ Performance monitoring systems – guide all school actions and are based upon data. ▪ Talent management and development systems – professional development, support systems, and evaluations systems work together to identify and differentiate support for staff performance needs. ▪ Academic systems – uses systems and programs to effectively identify and differentiate support for student academic needs. ▪ School environment systems – hold students to high behavioral expectations. <p>The graphics below depicts one part of the system of Caze Elementary that looks at walkthrough data. This system is built on the Google platform for shared access by everyone and was developed by the OTS team in collaboration with Caze Elementary leadership to target and monitor specific indicators related to instruction and culture/climate on school walkthroughs.</p>

formative performance monitoring all TZ schools are conducting.

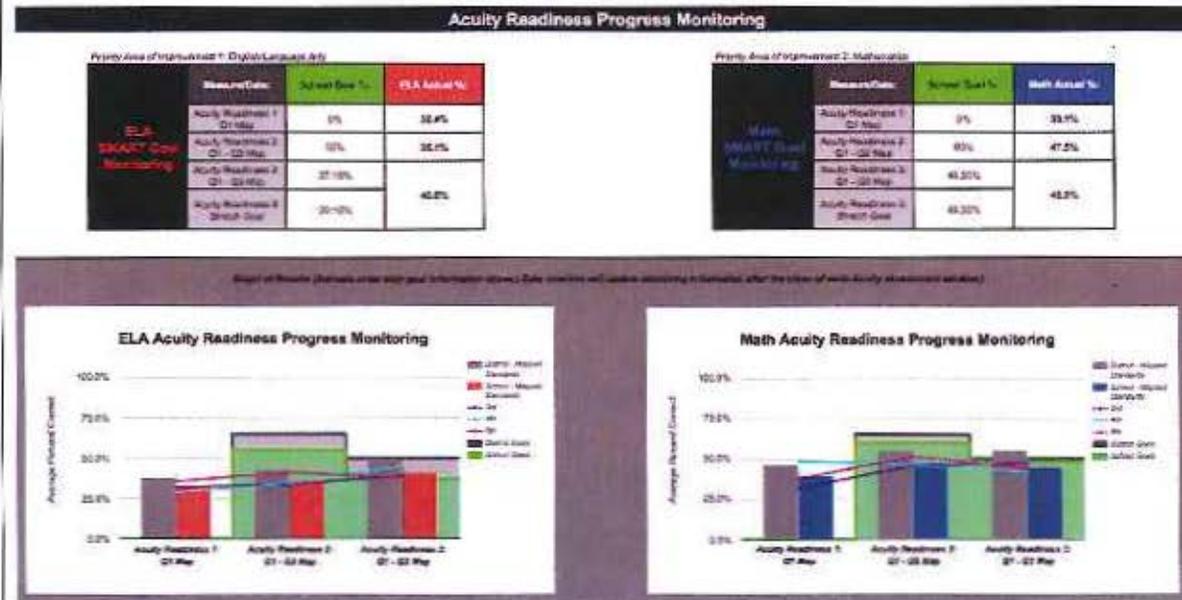
School Improvement Planning

OTS created tools and resources to strengthen the school planning process. These continuous improvement planning documents clearly lay out the foundational elements for each TZ school in order to propel student achievement. These tools and processes are aligned to IDOE's Student Achievement Planning process, but are intensified in expectation, frequency, internal accountability, and support. They have allowed the school team to remain focused and accountable on the strategies identified based upon needs.

Quarterly Performance Monitoring

Frequent checkpoint tools have been created in order to monitor each school's performance towards outlined goals and objectives (data and implementation milestones). Checkpoint sessions were designed in order to collectively hold TZ school leadership team along with a member of the OTS team accountable for performance throughout the year.

Systems built at the school level (shown in graphics above) are then summarized in portals that OTS staff access to hold individual TZ schools accountable towards results. A portion of the OTS portal that monitors one school's progress towards this is depicted below:



**Leadership Development
(School Principals and
Assistant Principals)**

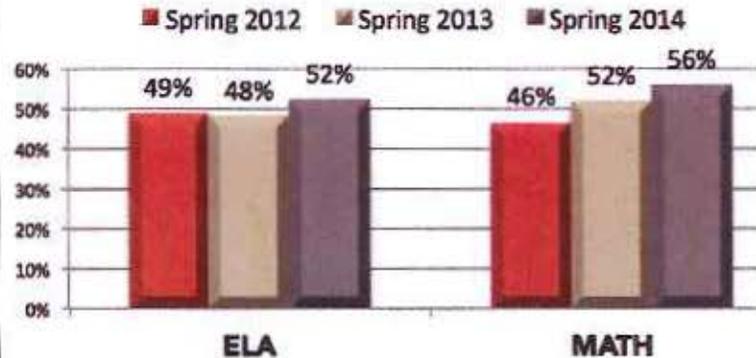
An OTS staff member sits as part of each TZ school's leadership team. This allows the OTS staff member to build an embedded presence in the school and gain valuable insight. Along with serving as a leadership team member, a member of the OTS team shadows each TZ principal, and a check-in occurs every week between the principal and an OTS staff member to check in on school improvement planning, identify obstacles that could be addressed at central office, and/or provide leadership coaching as needed for either the principal or assistant principals.

Academic Support –
Maximizing the PLC
collaborative structure

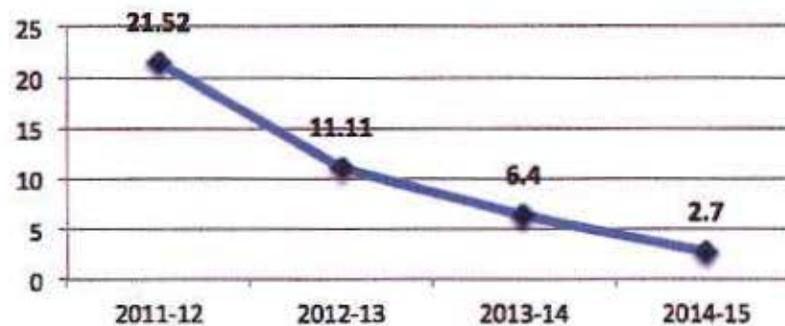
This year, all schools in the EVSC have had to implement the PLC structure. All TZ schools have both PLC time and collaborative/personal planning time every day. Since the PLC structure and time has existed in the TZ schools, this year, the OTS spent significant time in TZ schools addressing what teachers should be using that time for by using the backwards design framework to addressing each of DuFour’s questions. The support provided to each school (and in fact, even different grade level teams and content areas) centered on something different or a combination of the following elements: unpacking standards, creating formative and summative assessments, designing lessons, delivering instruction, reflecting and refining instruction through data analysis.

The implementation of the pieces of work outlined below created principal (building capacity and effectiveness), teacher (building capacity and effectiveness) and student change (changing climate and culture indicators) in the past two years within the Zone. This can be seen by the encouraging indicators of success shown by the Transformation Zone.

TZ Historical ISTEP Data



Annual TZ Average Daily Referral Rate



This model and the implementation plans contained in the next several pages outline what how the support provided by the OTS will be expanded and/or modified to fit the needs of teachers, leaders, and students at Caze Elementary school moving forward in order to create teacher, leader, and student change. Highlights include:

- Continue to provide operational flexibility to school leaders in order to align people, time, money, and dollars towards identified school needs despite district landscape and environment
- Coach and mentor new principal and PDS towards results by the Director of Leadership Development
- Holding principal and PDS accountable for results quarterly through the performance monitoring process by the Director of School Transformation
- Provide leadership development support for principal, master teacher, mentor teachers, and PBIS coach by the Director of School Transformation and the Transformation Strategists in the OTS
- Refine and/or customize systems of support for the school to ensure adequate and effective performance monitoring at the school level for major

initiatives chosen to transform Caze, including but not limited to:

- Creating systems to monitor PLC products and collecting products in order to hold teachers accountable for results and improvement while also identifying pockets where additional support for teachers will be necessary
- Refining existing behavior management systems to track more closely low-level behaviors and provide targeted PD to teachers to support their development of classroom management strategies
- Update the existing coaching system to ensure that instructional support provided to teachers is effective, streamlined, and immediately impacting results in the classroom
- Create additional collaboration time for teacher leaders within each TZ school by creating a network managed by the OTS
- Create a network portal for all teachers within the TZ by the OTS in order to share resources, materials, and strategies
- Target academic support on backwards design by Mass Insight Education and members of the OTS staff
- Provide human capital assistance in the identification of top talent for positions vacated throughout the year, new positions created based upon grant funding acquired, and/or positions changed or modified through the refinement of competency-based selection tools and transactional support of HR business practices

The Importance of Clustering in the EVSC

The EVSC has been organized by geographic feeder patterns for decades. For that reason, EVSC has been organized into thoughtful attendance districts that follow geographic boundaries, allowing parents to invest in a neighborhood of schools from grades PreK-12. In fact, it is not uncommon in Evansville for parents and families to buy homes in the area that feeds into the high school that they want their children to attend. This further supports the crucial need for the improvement of all schools within an attendance district. Caze Elementary is part of the Harrison Attendance District (and since 2012, the Transformation Zone). For the past 3 years, the OTS staff has worked with members of the Offices of Academic Affairs (OAA) and Performance, Assessment, and Research (PAR) to ensure the alignment of district support for data coaches and instructional coaches with their own staff support for schools (to minimize overlap, streamline and customize district initiatives, and flex operational flexibility as needed).

For the past three years, EVSC has partnered with Mass Insight Education to launch the district's Transformation Zone. Since the onset of the partnership, EVSC has prioritized two things with the external partner – sustainability and scalability. The Superintendent believe strongly that best practices piloted in some schools that work well should be replicated and scaled as quickly as possible by LEA staff. This means that the partnership with MIE has focused on two things: (1) Building capacity internally within EVSC; and (2) Intentionally creating practices that can be scaled (i.e., building school improvement planning materials instead of contracting with external partners to lead the efforts).

To that end, while simultaneously supporting the development of the internal lead partner model, Mass Insight Education has been working with the EVSC Superintendent and his Executive Leadership Team to find the most effective way to scale the most promising practices and develop an infrastructure that supports schools in the differentiated manner in which the OTS has accomplished. After an in-depth analysis of the current organizational infrastructure and the culmination of research, the MIE team proposed a new organizational structure for the EVSC. This new model of support is built from the same framework as the internal lead partner model currently in implementation (and yielding success as seen in the section above) and the Center for Reinventing Public Education's (CRPE) portfolio model approach. The district will now have a dedicated School Support Team for each Attendance District including a Director of School Support (DSS) that will oversee and be held accountable for the results and performance of that Attendance District.

The new model of school support through the School Support Team was approved by the EVSC Board of School Trustees on May 5, 2015, as was the hiring of five Directors of School Support – one for each Attendance District. [See Appendix: Board Presentation for EVSC District Infrastructure – Section 5, Reallocation of Resources] At this time, the district has chosen to only hire for the Directors, aiming to hire the remaining positions for the School Support Teams to include specific positions for coaching, data/systems, operations, and human resource support.

The Superintendent and Chief of Transformation decided that it was best to continue to isolate EVSC's persistently lowest performing schools in the Transformation Zone and ensure they are served by the OTS. This ensures that accountability for the lowest performing schools and the gains made in recent years do not decline while the district transitions into this new model. The district also believes that its lowest performing schools need to more intentionally align all supports and resources (people, time, program, and dollars). However, it will be necessary for the OTS to work in collaboration with the DSS for Harrison Attendance District to make sure any resources and/or practices are shared and to facilitate a seamless eventual transition of Caze back to its "natural" attendance district and the support provided within it. Furthermore, this model will provide the OTS with access to even more district resources for its TZ schools. For example, the DSS – Harrison District, Dr. Bryan Perry, is a 26-year veteran of the EVSC and led Thompkins Middle School for six years prior to being appointed DSS. During his tenure at Thompkins, Dr. Perry led the school from an F status to an A for the 2013-14 school year. He was awarded IASSP Principal of the Year for District 11 in 2012 and the University of Evansville/Courier and Press Middle School Principal of the Year in 2015. Dr. Perry has experience as a High School programmer and Social Studies teacher. He also serves as an Indiana Principal Leadership Institute Mentor principal and is an Adjunct Professor at the University of Southern Indiana. The Director of School Transformation will be able to draw upon his expertise to provide targeted coaching support as needed for Caze's new principal and PDS.

Furthermore, since the Transformation Zone is in its third year of implementation, it is best practice to begin thinking about how building more capacity within that team will strengthen the pool of available candidates that the district will eventually need to build for each Attendance District Support Team. To that end, the OTS seeks to add one more Transformation Strategist to its team with the specific lens that this person will transition to an Attendance District Support Team. It is the OTS's hope that this will further allow for a smoother and eventual transition of Caze Elementary back to its "natural" attendance district with a staff member that will be very knowledgeable about the specific needs of Caze and its students, families, and staff.

Part 5a: Selection of Improvement Model – SMART GOALS

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Grant Goals

*CLOSURE schools do not need to complete SMART goals

Complete one overall SMART goal for culture and two to three overall SMART goals for academics (for ELA and math at minimum).

SMART Culture Goal

Student out of school suspensions will be reduced to fewer than 100 by the end of 2015-16 and fewer than 65 by the end of the grant period in 2020. In 2016, Caze will reduce its ODR (Office Daily Referrals) to be < or = to 2.0.

SMART Academic Goal

ELA Academic Goal	Math Academic Goal	Other Academic Goal (optional)
58% of students in grades 3-8 will pass the ELA section of ISTEP+ 2016. By the end of the grant period, 80% of students in grades 3-8 will pass the ELA section of the ISTEP+ 2020.	56% of students in grades 3-8 will pass the Math section of ISTEP+ 2016. By the end of the grant period, 80% of students in grades 3-8 will pass the MATH section of the ISTEP+ 2020.	

Part 5b: Selection of Improvement Model – Planning Year – 2015-2016

IN CONDITION: ALL models MUST complete a planning year for SY 2015 and 2016. RESTART and CLOSURE have separate planning year information. Please be sure you complete the APPROPRIATE model Planning Year.

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

Focus Areas	Action Steps and Person(s) Responsible		Timeline	Description and Details	Budgeted Items
Leadership and operational flexibility	Replace SY 2014-2015 principal with new principal for SY 2015-2016 through the promotion of the current Caze Professional Development Specialist.	Superintendent, Chief Transformation Officer, Director of School Transformation	Spring 2015	<p>In order to position Caze to increase the instructional rigor and student engagement, the right instructional leader must be placed in the school, given adequate authority, provided support and mentoring, and held accountable for results and the facilitation of a strong school improvement plan towards the improvement of instructional rigor and engagement at Caze Elementary.</p> <p>In order for the school to maintain the successes it has seen in climate and culture (decrease of suspensions and ODR referrals), a new PDS will be sought and hired that will focus primarily on climate and culture.</p> <p>The leadership team at Caze will be further supported by the district-endorsed Office of Transformational Support, whose operational flexibility will allow it to nimbly sustain efforts at Caze and increase Caze's own operational flexibility.</p>	<p>% salary of Director of Leadership Development</p> <p>% salary of Director of School Transformation</p>
	Acclimate newly promoted principal with existing school systems and a deep dive of existing school data.	Director of School Transformation	Spring 2015/Summer 2015		
	Lead leadership team through deep dive of existing school data and revision of existing school systems as determined necessary to meet school needs.	Director of School Transformation	Spring 2015/Summer 2015		
	Write and sign Director of School Transformation performance contract outlining granted operational flexibility in accordance with increased accountability.	Superintendent, Chief Transformation Officer, Director of School Transformation	Summer 2015		
	Replace PDS promoted with another PDS candidate. This candidate must be strong in climate and culture in order for the principal to focus on the instructional leadership.	Principal (new) Director of School Transformation	Summer 2015		

	Provide onboarding support to the principal for the newly hired PDS focused on climate and culture.	Principal Director of School Transformation	Summer 2015		
	Leverage internal lead partner operational flexibility to streamline district requirements and initiatives to increase school autonomy.	Director of School Transformation	Summer 2015/Fall 2015		
	Leverage internal lead partner operational flexibility to streamline district requirements and initiatives to increase school autonomy.	Director of School Transformation	Summer 2015/Fall 2015		
	Acclimate newly promoted principal with accountability and evaluation system to ensure principal effectiveness is reviewed prior to full implementation in year 2 and every year of the SIG grant.	Director of School Transformation	Fall 2015		
	Develop leadership structure that values teacher leadership and distribution with clear roles and responsibilities for all members	Principal Teachers OTS Staff	Winter 2015		
Effectiveness of staff and recruitment/retention of staff	Develop leadership structure that values teacher leadership and distribution with clear roles and responsibilities for all members	Principal Teachers OTS Staff	Winter 2015	Caze will revisit its existing leadership structure to promote more teacher leadership within the building. Not only will this create career pathways for teachers to remain at Caze Elementary, it will also seek to distribute the improvement of academic achievement throughout each grade level team. This also allows the newly formed leadership team at Caze to revisit how existing staff can contribute to the execution of the comprehensive instructional reform strategies in subsequent years of the SIG grant.	% salary of Director of School Transformation
	Match newly defined school-based leadership opportunities with incentives.	Principal OTS Staff	Winter 2015		% salary of Transformation Strategists
	Develop a retention strategy to keep the most highly effective staff at Caze Elementary.	Principal Teachers OTS Staff	Winter 2015		PD materials and resources
				Although listed in the professional	

				development section of this planning year table, Caze leadership knows that it will want to establish master and mentor teachers in the school. These positions will need to be defined as part of the leadership structure during this stage as the team is crafting clear roles and responsibilities for all members.	
Building culture	Create the job description for PBIS coach.	PDS Principal	Winter 2015	Additional capacity will be added during the planning year to ensure teachers can be provided adequate support in dealing with low-level behaviors in the classroom by a PBIS coach (who will be managed by the PDS and work with the AD of Student Support and Coordinator of Family/Community Engagement). Further professional development will be provided to teachers by the PBIS coach once hired and a plan is created to support them. The PBIS coach will refine the existing Caze behavior management system to track low-level behaviors along with Tier II and III interventions for student behavior. AD of Student Support will work collaboratively with the PBIS coach to develop implementation and professional development plan for PBIS work, including monitoring check-ins and feedback for both coach and teachers.	% salary of Transformation Strategists
	Hire the PBIS Coach.	PDS Principal	Spring 2016		% salary of AD Student Support
	Onboard the PBIS Coach.	PDS OTS Staff	Spring/Summer 2016		% of PBIS Coach salary
	Design a strategy to support the implementation and fidelity of PBIS at the classroom level.	PBIS Coach PDS	Summer 2016		% of Coordinator of Family/Community Engagement salary
Professional Development	Develop a coaching strategy that includes the use of one master teacher and two mentor teachers.	Principal Director of School Transformation Transformation Strategist	Winter 2015	A coaching strategy is necessary in order to provide targeted professional development support both in classrooms and within PLC for teachers grades K-2 and grades 3-5. Within the classrooms, teachers will be provided professional development on instructional delivery (a key component of how instructional rigor will be developed at	% Transformation Strategists salary
	Create a job description for the master and mentor teachers.	Transformation Strategist Principal	Spring 2016		% salary of Director of Transformation PD resources and materials

	Post and hire for 1 master teacher position and 2 mentor teacher positions.	Transformation Strategist Principal	Spring 2016	Caze – see Appendix: Continuum for the development of instructional rigor). The other way Caze will be developing and impacting instructional rigor is through the development of each of its PLC teams. In the planning year, the principal will be pushing in to support PLCs as he has done in SY 2014-2015 and continuing to build a data-driven culture at Caze by pushing the teachers to continuously use the time to reflect and refine both daily lesson plans and long-term proficiency plans. Once the master and mentor teachers are in place, further work can be done and supported by Mass Insight Education around the entire backwards design process to ensure that while teachers are individually building their skills for developing strong lessons, they simultaneously are developing their content knowledge of the application of the entire backwards design process to proficiency plans. This work is necessary part of increasing instructional rigor. This directly connects to the need to increase rigor for all sub-groups of students at Caze.	Supplies
Comprehensive Instructional Reform Strategies	Conduct a needs analysis for an approach to strengthen the literacy block including but not limited to the consideration of a writer's workshop. This will require looking at the master schedule for Caze and making adjustments once determined.	Principal MIE Transformation Strategist CAO	Winter 2015 Spring 2016	In SY 2014-2015, the former PDS (now the principal) invested much time and energy into starting to build a data-driven culture at Caze elementary. This work will continue into the planning year of the SIG grant through his push-in support of PLCs during grade level planning times. Next year, during the planning year, the principal plans to push-in support specifically around the development of proficiency plans (long-term plans) whereby he will be able to monitor the use of the instructional and curricular resources that EV&C staff has.	% salary for Transformation strategists PD resources and materials iPAD carts
	Post, recruit, and hire for additional building level instructional/interventionist based upon needs identified during the planning year of SIG grant.	Principal Transformation Strategist	Spring 2016		Supplies

	Monitor the fidelity of the use of EVSC curriculum maps (which were developed in alignment to IAS) through PLC observation and review of PLC work products.	Transformation Strategist MIE Principal	Fall 2015 Winter 2015 Spring 2016	Furthermore, he plans to push his teachers towards incorporating more technology into the classrooms by securing more digital resources and planning for them in their daily lessons. The fidelity of the use of both the curriculum maps and the incorporation of digital resources will first be monitored through the review of proficiency plans created by PLCs and individual lesson plan submissions. Later, PLC observations will be conducted, with the final stage being classroom observations.	
	Supplement EVSC curriculum materials with digital resources.	Transformation Strategist Principal Teachers	Spring 2016		
	Strengthen the daily lesson planning skills of teachers by working on building the knowledge of teachers on the backwards design process (specifically the "reflect and refine" portion in order to build a data-driven instructional culture).	Principal Transformation Strategist	Fall 2015 Winter 2015 Spring 2016	Given the needs unpacked as part of this SIG grant, it is obvious that there are many students that need additional instructional support at Caze (specifically, FRL students, African American students, LEP learners, and Hispanic sub-groups). If one looks at grade-level data, one will see that there is specific need for interventions in grades 3-5. To that end, Caze will seek to hire an additional instructional/interventionist in SY 2015-16 to prepare them to target support to students within identified sub-groups quickly.	
Increasing learning time and creating community-oriented schools	Audit the use of instructional time at Caze Elementary including the length of time for transitions, lunch, and bathroom breaks.	MIE Transformation Strategist	Winter 2015	As Caze takes a closer look at increasing its for core academic subjects (ELA and math specifically), it will need to redesign its master schedule. Additionally, it has been noted in observations and walkthrough data to date that transitions and routines school-wide could be strengthened at Caze. Therefore, it will be necessary to revisit the master schedule for Caze to ensure it adds time for core academic subjects, includes time for differentiated support (such as a Success period), and incorporates any specifics related to instructional programs that the school may want to use such as	% of Coordinator of Family and Community Engagement salary
	Design a new master schedule for implementation in SY 2016-2017 that includes additional student learning time in alignment to the needed instructional reform strategies for Caze developed in SY 2015-2016.	Director of Leadership Development Director of School Transformation Principal PDS	Spring 2016		PD materials % MIE contract Supplies
	Reach out to Coordinator of Family and Community Engagement as part of comprehensive Family and community engagement strategy	Principal Transformation Strategist Social Worker	Spring 2016		% of Director of Leadership Development salary

				<p>writers workshop.</p> <p>The current social worker does an excellent job of building the home-school connection, but there is not a comprehensive and school goals-aligned strategy for family and community engagement at Caze. Accessing the district Coordinator of Family and Community Engagement will ensure that Caze can further align its existing partnerships to identified school needs.</p>	<p>% of salary for Transformation Strategists</p>
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Part 5c: Selection of Improvement Model – Implementation Years – SY 2016-2017, SY 2017-2018, and SY 2018-2019

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM

Complete the table below detailing the 3-year implementation plan. EACH principle in the “guidance document” MUST have action steps, person(s) responsible, implementation pieces for each year, and budgeted items – all REQUIRED FEDERAL PIECES and IN CONDITIONS must be included in this section. RURAL schools (as defined under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program) may elect to modify ONE principle for Turnaround or Transformation.

Please see the “guidance document” for required federal pieces, IN conditions, samples, details, and more information.

Implementation Principles	Action Steps and Person(s) Responsible	SY 2016-2017	SY 2017-2018	SY 2018-2019	Budgeted Items
Developing and increasing teacher and school leader effectiveness: replace principal with one who have track record of success and the ability to lead transformation effort	Required and IN Conditions	Required and IN Conditions	Required and IN Conditions	Required and IN Conditions	% salary of Director of School Transformation
	Replace current principal with one that is strong in instructional leadership using EVSC’s competency based principal selection process (designed in partnership with Mass Insight Education and based upon Public Impact’s turnaround leader competencies) – <i>Director of School Transformation, Chief Transformation Officer</i>	Shadow new principal once per week to monitor activities and assess performance during major school-based activities (leadership team, teacher observation/debrief, etc.)	Shadow new principal once per week to monitor activities and assess performance during major school-based activities (leadership team, teacher observation/debrief, etc.)	Shadow new principal once per week to monitor activities and assess performance during major school-based activities as needed and determined (leadership team, teacher observation/debrief, etc.)	% salary of Transformation Strategists
	Pair new principal with mentor – <i>Director of Leadership Development, Director of School Support</i>	Check in with principal on a weekly basis to understand key priorities and current challenges. Brainstorm with principal for solutions.	Check in with principal on a weekly basis to understand key priorities and current challenges. Brainstorm with principal for solutions.	Check in with principal on a weekly basis to understand key priorities and current challenges. Brainstorm with principal for solutions.	% salary of Director of Leadership Development
	Support new leadership in the creation and execution of a school improvement plan. – <i>Director of School Transformation</i>	Develop management tools and systems to monitor key issues and challenges and track support, coaching, and evaluation observations for both principal and Director of School Transformation in collaboration with Mass Insight Education.	Implement and refine any management tools and systems created in order to align support, coaching, and evaluation into one place.	Implement and refine any management tools and systems created in order to align support, coaching, and evaluation into one place.	% salary of Director of School Support
Evaluate principal based upon	Provide consistent mentoring	Provide consistent mentoring support – once per week – based upon need identified by supervisor or self-reflection.	Provide consistent mentoring support – once per week – based upon need identified by		

	<p>IN's ESEA flexibility waiver requirements and EVSC administrator evaluation tool <i>–Director of School Transformation</i></p>	<p>support – once per week – based upon need identified by supervisor or self-reflection.</p> <p>Support school leadership in prioritization, goal identification, and selecting short-term metrics aligned to S-SIP/SAP Planning and Monitoring. In the first year, similar to planning year, OTS will lead the principal through the school improvement planning process.</p> <p>Redesign the current leadership structure to include a Professional Development Specialist (an EVSC administrative position) and a distributed leadership model that incorporates opportunities for teacher leadership, school improvement planning, and clear roles and responsibilities. A clear process for nomination or identification for the team is created and communicated to staff.</p> <p>Principal is evaluated based upon IDOE's School Leadership Effectiveness rubric and the EVSC administrator evaluation tool (twice yearly). Results are communicated to IDOE as needed.</p>	<p>New leadership structure is in place. Communication plan is enacted at the beginning of the year to notify staff of the roles and responsibilities of each position on the leadership team. New teachers and staff are made aware of the leadership structure. Feedback is solicited from staff about structure and relevant feedback (as determined by the principal) is used to make adjustments to the leadership structure.</p> <p>Support school leadership in prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP/SAP Planning and Monitoring. Initial school improvement plan will be created independently by the principal and his designated team first and then reviewed by OTS. Feedback will be incorporated by the team as needed.</p> <p>Principal is evaluated based upon IDOE's School Leadership Effectiveness rubric and the EVSC administrator evaluation tool (twice yearly). Results are communicated to IDOE as</p>	<p>supervisor or self-reflection.</p> <p>New leadership structure is in place. Communication plan is enacted at the beginning of the year to notify staff of the roles and responsibilities of each position on the leadership team. New teachers and staff are made aware of the leadership structure.</p> <p>Support school leadership in prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP/SAP Planning and Monitoring.</p> <p>Principal is evaluated based upon IDOE's School Leadership Effectiveness rubric and the EVSC administrator evaluation tool (twice yearly). Results are communicated to IDOE as needed.</p>	
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Developing and increasing teacher and school leader effectiveness: rigorous evaluation and support system; reward leadership, teachers, and staff; strategies for incentives	<p>Required and IN Conditions</p> <p>Evaluate 100% of teachers utilizing EVSC teacher evaluation system (approved by IDOE) through iObservation system. (See appendix for complete EVSC teacher evaluation system components and process guide.) <i>Principal, Professional Development Specialist, Director of School Support</i></p> <p>Provide additional resources in classroom via mini classroom grants initiative. <i>Principal, Professional Development Specialist</i></p> <p>Utilize the EVSC compensation model that rewards teachers based upon student growth outcomes and effectiveness profile. (See appendix for EVSC teacher compensation model. It includes incentives for growth and effectiveness.) <i>Principal, Chief Financial Officer</i></p> <p>Options</p> <p>Provide PLC and collaborative planning time for all teachers every week. <i>Principal, Professional Development</i></p>	<p>Required and IN Conditions</p> <p>Create a schedule for formal and informal observations in accordance to EVSC guidelines (approved by IDOE). Execute formal and informal observations of all teachers. Solicit additional evaluation capacity from the Director of School Support as needed. Provide meaningful feedback to all teachers following formal and informal observations in accordance to EVSC guidelines. Explain to teachers every year the career paths that exist within the school (opportunities on leadership team, PLC teams, mentor, and master teacher positions) and district opportunities as well (leadership cadre with IU), making the explicit connection to effectiveness in the classroom and career growth.</p> <p>Establish a process to provide classroom mini-grants to teachers that should include the identification of items that a mini-grant can purchase aligned to instructional needs of the classroom. Communicate the process to</p>	<p>Required and IN Conditions</p> <p>Create a schedule for formal and informal observations in accordance to EVSC guidelines (approved by IDOE). Execute formal and informal observations of all teachers. Solicit additional evaluation capacity from the Director of School Support as needed. Provide meaningful feedback to all teachers following formal and informal observations in accordance to EVSC guidelines. Explain to teachers every year the career paths that exist within the school (opportunities on leadership team, PLC teams, mentor, and master teacher positions) and district opportunities as well (leadership cadre with IU), making the explicit connection to effectiveness in the classroom and career growth.</p> <p>Refine the process to provide classroom mini-grants to teachers that should include the identification of items that a mini-grant can purchase aligned to instructional needs of the</p>	<p>Required and IN Conditions</p> <p>Create a schedule for formal and informal observations in accordance to EVSC guidelines (approved by IDOE). Execute formal and informal observations of all teachers. Solicit additional evaluation capacity from the Director of School Support as needed. Provide meaningful feedback to all teachers following formal and informal observations in accordance to EVSC guidelines. Remind teachers every year the career paths that exist within the school (opportunities on leadership team, PLC teams, mentor, and master teacher positions) and district opportunities as well (leadership cadre with IU), making the explicit connection to effectiveness in the classroom and career growth.</p> <p>Further refine the process to provide classroom mini-grants to teachers that should include the</p>	<p>% salary of Director of School Transformation</p> <p>% salary of Transformation Strategists</p> <p>% salary of Director of School Support</p> <p>PD materials and supplies</p> <p>Teacher/classroom mini-grants</p>

<p><i>Specialist, Transformation Strategists</i></p> <p>Ensure that 100% of staff participates in TZ Team Training (a training and selection process that ensures that teachers selected have the appropriate mindset and necessary skills for transformation/turnaround work). <i>Transformation Strategist, Principal</i></p>	<p>provide mini-grants to teachers. Collect feedback from teachers on the process in order to refine for the following year.</p> <p>Utilize the EVSC compensation model that rewards teachers based upon student growth outcomes and effectiveness profile. Provide feedback to EVSC Business Affairs office on the implementation of the model and its components collected from teachers</p> <p>Options</p> <p>Provide PLC time and collaborative planning time for all teachers every week. Determine learning objectives for each grade level team. Design a PLC work product schedule based upon those learning objectives. Create a support of the principal and other coaching staff (mentor and master teachers). Create a schedule for the review of PLC work products. Publish PLC work products. Publish PLC work products schedule in order to clearly communicate with teachers what kind of work the group will be tackling and explain rationale. Ensure that 100% of new staff</p>	<p>classroom. Communicate the process to provide mini-grants to teachers. Collect feedback from teachers on the process in order to refine for the following year.</p> <p>Consider soliciting input from all teachers about differentiated the amount of the mini-grant based upon other criteria such as teacher effectiveness, need, etc.</p> <p>Utilize the EVSC compensation model that rewards teachers based upon student growth outcomes and effectiveness profile. Provide feedback to EVSC Business Affairs office on the implementation of the model and its components collected from teachers.</p> <p>Options</p> <p>Provide PLC time and collaborative planning time for all teachers every week by grade level and vertical teams. Determine learning objectives for each grade level team. Design a PLC work product schedule based upon those learning objectives. Create a schedule for the push-in support of the principal and other coaching staff (mentor</p>	<p>identification of items that a mini-grant can purchase aligned to instructional needs of the classroom. Communicate the process to provide mini-grants to teachers. Collect feedback from teachers on the process in order to refine if relevant for the following year. Consider soliciting input from all teachers about differentiating the amount of the mini-grant based upon other criteria such as teacher effectiveness, need, etc.</p> <p>Utilize the EVSC compensation model that rewards teachers based upon student growth outcomes and effectiveness profile. Provide feedback to EVSC Business Affairs office on the implementation of the model and its components collected from teachers.</p> <p>Options</p> <p>Provide PLC time and collaborative planning time for all teachers every week by grade level and vertical teams. Determine learning objectives for each grade level team. Design a PLC work product schedule</p>	
<p>Develop a plan to ensure adequate support and development following a walkthrough or formal observation (within the EVSC teacher evaluation system) is in place for those teachers identified as needs improvement or ineffective. <i>Principal, Professional Development Specialist, Director of School Transformation, Transformation Strategists</i></p> <p>Implement a competency based hiring process built using national best practices in partnership with Mass Insight Education. <i>Principal, Director of School Transformation, Transformation Strategist</i></p>	<p>Ensure that 100% of staff participates in TZ Team Training (a training and selection process that ensures that teachers selected have the appropriate mindset and necessary skills for transformation/turnaround work). <i>Transformation Strategist, Principal</i></p>	<p>Provide PLC time and collaborative planning time for all teachers every week by grade level and vertical teams. Determine learning objectives for each grade level team. Design a PLC work product schedule based upon those learning objectives. Create a schedule for the push-in support of the principal and other coaching staff (mentor and master teachers). Create a schedule for the review of PLC work products. Publish PLC work products. Publish PLC work products schedule in order to clearly communicate with teachers what kind of work the group will be tackling and explain rationale. Ensure that 100% of new staff</p>	<p>Provide PLC time and collaborative planning time for all teachers every week by grade level and vertical teams. Determine learning objectives for each grade level team. Design a PLC work product schedule</p>	

	<p>participates in TZ Team training provided by the OTS (a training and selection process that ensures that teachers selected have the appropriate mindset and necessary skills for transformation/turnaround work). Provide feedback on the topics tackled during the training. Plan for site-based onboarding of all new staff members. Pair new staff members with a returning Caze staff member.</p>	<p>and master teachers). Create a schedule for the review of PLC work products. Publish PLC work products schedule in order to clearly communicate with teachers what kind of work the group will be tackling and explain rationale.</p>	<p>based upon those learning objectives. Create a schedule for the push-in support of the principal and other coaching staff (mentor and master teachers). Create a schedule for the review of PLC work products. Publish PLC work products schedule in order to clearly communicate with teachers what kind of work the group will be tackling and explain rationale.</p>	
	<p>Identify struggling teachers through the results of the first round of formal observations based on EVSC teacher evaluation system. Develop a plan of support with the struggling teacher. Execute the plan. Schedule check-ins with struggling teacher on the plan's execution. Provide a list and check-in with OTS about all struggling teachers placed on a Plan of Improvement. OTS provides support as needed in this area.</p>	<p>Ensure that 100% of new staff participates in TZ Team Training provided by the OTS (a training and selection process that ensures that teachers selected have the appropriate mindset and necessary skills for transformation/turnaround work). Provide feedback on the topics tackled during the training. Plan for site-based onboarding of all new staff members. Pair new staff members with a returning Caze staff member.</p>	<p>Ensure that 100% of new staff participates in TZ Team Training provided by the OTS (a training and selection process that ensures that teachers selected have the appropriate mindset and necessary skills for transformation/turnaround work). Provide feedback on the topics tackled during the training. Plan for site-based onboarding of all new staff members. Pair new staff members with a returning Caze staff member.</p>	
	<p>Determine the components that teacher hiring team would like to use as part of the Caze teacher selection process (personal interview, writing prompt, demonstration lesson).</p>	<p>Identify struggling teachers through the results of the first round of formal observations based on EVSC teacher evaluation system. Develop a plan of support with the struggling teacher. Execute the plan. Schedule check-ins with struggling teacher on the plan's execution. Provide a list and check-in with OTS about all struggling teachers placed on</p>	<p>Identify struggling teachers through the results of the first round of formal observations based on EVSC teacher evaluation system.</p>	

		Provide training to all hiring team members on the competency based model for teacher selection. Execute the selected components for teacher selection. (Goal – no more than 3-4 teachers; based upon leading indicator data to retain excellent staff.)	a Plan of Improvement. OTS provides support as needed in this area. Determine the components that teacher hiring team would like to use as part of the Caze teacher selection process (personal interview, writing prompt, demonstration lesson). Provide training to all hiring team members on the competency based model for teacher selection. Execute the selected components for teacher selection. (Goal – no more than 2 teachers; based upon goal established from leading indicators.)	Develop a plan of support with the struggling teacher. Execute the plan. Schedule check-ins with struggling teacher on the plan's execution. Provide a list and check-in with OTS about all struggling teachers placed on a Plan of Improvement. OTS provides support as needed in this area. (goal – 0 teachers; based upon goal established from leading indicator) Determine the components that teacher hiring team would like to use as part of the Caze teacher selection process (personal interview, writing prompt, demonstration lesson). Provide training to all hiring team members on the competency based model for teacher selection. Execute the selected components for teacher selection.	
Comprehensive instructional reform strategies: use data to identify and implement an instructional program	Required and IN Conditions N/A Options Conduct on-going, differentiated formative assessment development and training for Caze instructional	Required and IN Conditions N/A Options Conduct a needs analysis of each grade level. Consider where the need stems for additional training (unpacking	Required and IN Conditions N/A Options Conduct a needs analysis of each grade level. Consider where the need stems for additional training	Required and IN Conditions N/A Options Conduct a needs analysis of each grade level. Consider where the need stems for additional training	% of salary for Director of School Support Professional development and travel PD sub Salary for interventionist

<p>Leadership, Director of School Support, Transformation Strategist, Principal, Master teacher, mentor teachers</p>	<p>standards or formative assessments). Develop a plan for training and development of each grade level team according to need in collaboration with EVSC and OTS. Communicate the plan with each grade level team. Revisit the needs of each grade level at the end of the year in order to plan for the subsequent year.</p>	<p>(unpacking standards or formative assessments). Develop a plan for training and development of each grade level team according to need in collaboration with EVSC and OTS. Communicate the plan with each grade level team. Revisit the needs of each grade level at the end of the year in order to plan for the subsequent year. If turnover remains low and capacity/understanding of formative assessment grows, consider how specific grade levels could provide peer assistance and support to other grade levels.</p>	<p>(unpacking standards or formative assessments). Develop a plan for training and development of each grade level team according to need in collaboration with EVSC and OTS. Communicate the plan with each grade level team. Revisit the needs of each grade level at the end of the year in order to plan for the subsequent year. (Goal would be that teachers have mastered both unpacking standards and assessments and are ready to tackle further steps in the backwards design process: reflect and refine, instructional design and delivery)</p>	<p>Salary for master teacher Salary for mentor teachers</p>
<p>Hire building level interventionist to further expand differentiated support for all students. Principal, Transformation Strategist, RtI committee</p>	<p>Assess the needs for differentiated support for Tier II and III. Monitor needs of students reflected in Tier I. Develop an intervention schedule for Tier II and III supports. Develop an intervention strategy for the push-in support for Tier I instruction for all students by interventionist. Develop a</p>	<p>Create shared expectations for the use of curricular resources provided by the district as they align to IAS for teaching staff. Communicate shared expectations with staff. Devise a strategy for the periodic review of instructional plans that will include an expectation of long-term proficiency plans. Collect feedback based upon the periodic review in order to tailor push-in support of PLCs as needed and required.</p>	<p>Create shared expectations for the use of curricular resources provided by the district as they align to IAS for teaching staff. Communicate shared expectations with staff. Devise a strategy for the periodic review of instructional plans that will include an expectation of long-term proficiency plans. Collect feedback based upon the periodic review in order to tailor push-in support of PLCs as needed and required.</p>	
	<p>Assess the needs for differentiated support for Tier II and III. Monitor needs of students reflected in Tier I. Develop an intervention schedule for Tier II and III supports. Develop an intervention strategy for the push-in support for Tier I instruction for all students by interventionist. Develop a</p>	<p>Assess the needs for</p>	<p>Assess the needs for</p>	

		<p>system to track the success of intervention support for all students that is accessible by all staff. Review the success of intervention period and interventions by grade level and content area for all grade levels (specifically K-2 and 3-5). Adjust and make any refinements to the intervention strategy as needed.</p>	<p>differentiated support for Tier II and III. Monitor needs of students reflected in Tier I. Develop an intervention schedule for Tier II and III supports. Develop an intervention strategy for the push-in support for Tier I instruction for all students by interventionist. Develop a system to track the success of intervention support for all students that is accessible by all staff. Review the success of intervention period and interventions by grade level and content area for all grade levels (specifically K-2 and 3-5). Adjust and make any refinements to the intervention strategy as needed.</p>	<p>Assess the needs for differentiated support for Tier II and III. Monitor needs of students reflected in Tier I. Develop an intervention schedule for Tier II and III supports. Develop an intervention strategy for the push-in support for Tier I instruction for all students by interventionist. Develop a system to track the success of intervention support for all students that is accessible by all staff. Review the success of intervention period and interventions by grade level and content area for all grade levels (specifically K-2 and 3-5). Adjust and make any refinements to the intervention strategy as needed.</p>	
<p>Comprehensive instructional reform strategies: promote the continuous use of student data</p>	<p>Required and IN conditions Access and provide accountability data disaggregated by need for performance monitoring purposes for all relevant stakeholders (including IDOE monitoring purposes). Refine school improvement plan (SIP/SAP) based off of performance monitoring indicators. <i>Director of Performance Management,</i></p>	<p>Required and IN conditions Develop a data dashboard for the specific use of each stakeholder (principal, Director of School Transformation, IDOE) that includes relevant leading indicators for that stakeholder that align to the impact that stakeholder group has on the school's data set. Train stakeholders in how to access that data. Provide</p>	<p>Required and IN conditions Adjust the data dashboard for each identified stakeholder from previous year. Train or re-train new stakeholders on how to access data. Provide opportunities for the sharing of specific data and reflections to relevant stakeholder group (provide all relevant data to IDOE prior to first monitoring visit</p>	<p>Required and IN conditions Adjust the data dashboard for each identified stakeholder from previous year. Train or re-train new stakeholders on how to access data. Provide opportunities for the sharing of specific data and reflections to relevant stakeholder group (provide all relevant data to IDOE prior to first monitoring visit</p>	<p>% of salary for Director of School Transformation % of salary for Transformation Strategist % of salary for Director of School Support % of PBIS coach salary % of AD Student Support</p>

<p><i>Director of School Transformation, Director of School Support, Transformation Strategist, Principal</i></p> <p>Develop, refine, and utilize systems to track the following components: school improvement plan and its execution, talent management, academic data, behavior data, and family/community engagement and impact in order to monitor individual students and sub-group performance <i>Transformation Strategist, Principal, Professional Development Specialist</i></p> <p>Options</p> <p>Develop a school-wide approach to monitoring student data that includes goal-setting and monitoring progress towards that goal <i>Principal, Professional Development Specialist, Teachers</i></p> <p>Develop a strategy to strengthen classroom use of the PBIS framework <i>Professional development Specialist, PBIS Coach, AD Student Support</i></p>	<p>opportunities for the sharing of specific data and reflections to relevant stakeholder group (provide all relevant data to IDOE prior to first monitoring visit and subsequent ones as well).</p> <p>Develop a process for quarterly monitoring of school improvement plan, leading indicators, and other relevant school data (both academic and behavioral). Schedule four performance checkpoints with OTS staff to monitor progress on school improvement plan, academic data available, and behavior data available. Data will be available by sub-groups and discussion will be led by OTS staff. Participate in twice yearly performance management sessions for all schools within the Attendance District. Refine school improvement plan based upon feedback and dialogue during monitoring sessions noted above.</p> <p>Refine available systems in collaboration with OTS. Use available systems to inform and drive data-driven analysis mentioned in the performance monitoring checkpoints above and EVSC performance management</p>	<p>and subsequent ones as well).</p> <p>Develop a process for quarterly monitoring of school improvement plan, leading indicators, and other relevant school data (both academic and behavioral). Schedule four performance checkpoints with OTS staff to monitor progress on school improvement plan, academic data available, and behavior data available. Data will be available by sub-groups and discussion will be led by OTS staff. Participate in twice yearly performance management sessions for all schools within the Attendance District. Refine school improvement plan based upon feedback and dialogue during monitoring sessions noted above.</p> <p>Refine available systems in collaboration with OTS. Use available systems to inform and drive data-driven analysis mentioned in the performance monitoring checkpoints above and EVSC performance management systems. Ensure that all school committees (leadership, RtI, PBIS, etc.) include, as part of their agenda, a regular time to</p>	<p>and subsequent ones as well).</p> <p>Develop a process for quarterly monitoring of school improvement plan, leading indicators, and other relevant school data (both academic and behavioral). Schedule four performance checkpoints with OTS staff to monitor progress on school improvement plan, academic data available, and behavior data available. Data will be available by sub-groups and discussion will be led by OTS staff. Participate in twice yearly performance management sessions for all schools within the Attendance District. Refine school improvement plan based upon feedback and dialogue during monitoring sessions noted above.</p> <p>Refine available systems in collaboration with OTS. Use available systems to inform and drive data-driven analysis mentioned in the performance monitoring checkpoints above and EVSC performance management systems. Ensure that all school committees (leadership, RtI,</p>	<p>% External evaluation service contract</p> <p>Master teacher salary</p> <p>Mentor teachers salaries</p> <p>Supplies (ID cards for students for behavior tracking)</p> <p>Materials</p>
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Provide PLC and collaborative planning time for all teachers (every week, Principal, Professional Development Specialist, Transformation Strategists)

systems. Ensure that all school committees include, as part of their agenda, a regular time to review relevant data available in order to inform decision making. Monitor the use of data against the decisions made by committee and/or leadership team member.

Options

Develop a set of goals for each grade level, content area, and classroom. Set

Develop a set of goals for each grade level, content area, and classroom. Set goals for individual students for reading and math in the area, and classroom. Develop a process to set individual student goals for reading and math. Develop a system to illustrate an individual student's progress towards his or her goals. Develop a system to track the progress of classrooms against established goals. Celebrate goals exceeded or on-track regularly. Devise methods to address off-track progress for individual students and/or classrooms. Revisit the goal setting and progressing processes at the end of the year. Refine the approach for next year.

Conduct thorough classroom walkthroughs to ascertain gaps in PBIS implementation in the classroom. Develop

Conduct thorough classroom walkthroughs to ascertain gaps in PBIS implementation in the classroom. Provide PD on shared expectations for behavior incentives and consequences. Revisit

review relevant data available in order to inform decision making. Monitor the use of data against the decisions made by committee and/or leadership team member.

Options

Develop a set of goals for each grade level, content area, and classroom. Set goals for individual students for reading and math in the area, and classroom. Set

Develop a set of goals for each grade level, content area, and classroom. Set goals for individual students for reading and math in the area, and classroom. Set goals for individual students for reading and math in the area, and classroom. Set

Conduct thorough classroom walkthroughs to ascertain gaps in PBIS implementation in the classroom. Provide PD on shared expectations for behavior incentives and consequences. Revisit

PBIS, etc.) include, as part of their agenda, a regular time to review relevant data available in order to inform decision making. Monitor the use of data against the decisions made by committee and/or leadership team member.

Options

Develop a set of goals for each grade level, content area, and classroom. Set goals for individual students for reading and math in the area, and classroom. Set

Develop a set of goals for each grade level, content area, and classroom. Set goals for individual students for reading and math in the area, and classroom. Set

Conduct thorough classroom walkthroughs to ascertain gaps in PBIS implementation in the classroom. Provide PD on shared expectations for behavior incentives and consequences. Revisit

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Conduct thorough classroom walkthroughs to ascertain gaps in PBIS implementation in the classroom. Provide PD on shared expectations for behavior incentives and consequences. Revisit

Comprehensive instructional	Required and IN Conditions	<p>shared consequences for the classrooms. Develop shared behavioral expectations. Develop school-wide incentives for positive behavior. Establish expectations for positive behavior systems for the classroom. Support teachers in the development of individual classroom positive behavioral incentives and systems. Monitor the fidelity in which teachers utilize his or her developed systems. Provide ongoing feedback and coaching to teachers on Tier II and III students.</p> <p>Provide PLC time and collaborative planning time for all teachers every week. Determine learning objectives for each grade level team. Design a PLC work product schedule based upon those learning objectives. Create a schedule for the push-in support of the principal and other coaching staff (mentor and master teachers). Create a schedule for the review of PLC work products. Publish PLC work products schedule in order to clearly communicate with teachers what kind of work the group will be tackling and explain rationale.</p>	<p>behavioral expectations for staff and students. Support teachers in the development of individual classroom positive behavioral incentives and systems. Monitor the fidelity in which teachers utilize his or her developed systems. Provide ongoing feedback and coaching to teachers on Tier II and III students.</p> <p>Provide PLC time and collaborative planning time for all teachers every week. Determine learning objectives for each grade level team. Design a PLC work product schedule based upon those learning objectives. Create a schedule for the push-in support of the principal and other coaching staff (mentor and master teachers). Create a schedule for the review of PLC work products. Publish PLC work products schedule in order to clearly communicate with teachers what kind of work the group will be tackling and explain rationale.</p>	<p>behavior incentives and consequences. Revisit behavioral expectations for staff and students. Support teachers in the development of individual classroom positive behavioral incentives and systems. Monitor the fidelity in which teachers utilize his or her developed systems. Provide ongoing feedback and coaching to teachers on Tier II and III students.</p> <p>Provide PLC time and collaborative planning time for all teachers every week. Determine learning objectives for each grade level team. Design a PLC work product schedule based upon those learning objectives. Create a schedule for the push-in support of the principal and other coaching staff (mentor and master teachers). Create a schedule for the review of PLC work products. Publish PLC work products schedule in order to clearly communicate with teachers what kind of work the group will be tackling and explain rationale.</p>	% salary of PBS coach
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reform strategies: provide staff on- going, high-quality job embedded PD	<p>N/A</p> <p>Options</p> <p>Restructure school leadership team to dramatically increase time available for instructional leadership. <i>Principal, Professional Development Specialist, PBIS Coach</i></p> <p>On-going professional development targeting best practices determined by classroom walkthroughs, iObservations, and student achievement data during collaborative planning times (and/or PLC push-in by support team). <i>Principal, Transformation Strategists, PBIS Coach, Professional Development Specialist, AD Student Support</i></p> <p>Provide job-embedded PD through the master and mentor teaching model. <i>Master teacher, mentor teachers, principal.</i></p>	<p>N/A</p> <p>Options</p> <p>Clarify the roles and responsibilities of principal versus professional development specialist. (The addition of the PDS through Title I funds allows for instructional leadership to be the primary focus of the principal). Clarify the roles and responsibilities of the PBIS Coach. Share the roles and responsibilities of principal, PDS, and PBIS coach with all staff. Re-calibrate every two-three weeks on the types of issues being handled by each person (principal, PDS, PBIS coach). Audit calendar every week with Director of Transformation to ensure principal is spending most of the time on instructional leadership tasks.</p> <p>Conduct a needs analysis based upon first few weeks of data from classroom walkthroughs. Conduct a survey of teachers to gauge interest in classroom behavior management assistance. Monitor behavior data (where are infractions occurring, any frequent flyers, what is/is not working with Tier II and III students, recurring referrals</p>	<p>N/A</p> <p>Options</p> <p>Adjust the roles and responsibilities of principal, PDS, and PBIS Coach as needed from last year's execution. Share the modified roles and responsibilities of principal, PDS, and PBIS coach with all staff. Re-calibrate every two-three weeks on the types of issues being handled by each person (principal, PDS, PBIS coach). Audit calendar every week with Director of Transformation to ensure principal is spending most of the time on instructional leadership tasks.</p> <p>Conduct a needs analysis based upon first few weeks of data from classroom walkthroughs. Conduct a survey of teachers to gauge interest in classroom behavior management assistance. Monitor behavior data (where are infractions occurring, any frequent flyers, what is/is not working with Tier II and III students, recurring referrals from the same teachers, etc) to engage with specific staff and/or</p>	<p>N/A</p> <p>Options</p> <p>Adjust the roles and responsibilities of principal, PDS, and PBIS Coach as needed from last year's execution. Share the modified roles and responsibilities of principal and PDS with all staff (PBIS will no longer be needed because all classroom expectations and positive support systems will be calibrated). Re-calibrate every two-three weeks on the types of issues being handled by each person (principal, PDS). Audit calendar every week with Director of Transformation to ensure principal is spending most of the time on instructional leadership tasks.</p> <p>Conduct a needs analysis based upon first few weeks of data from classroom walkthroughs. Conduct a survey of teachers to gauge interest in classroom behavior management assistance. Monitor behavior data (where are infractions occurring, any frequent flyers, what is/is not working with Tier II and</p>	<p>Salaries of mentor teachers</p> <p>Salary of master teacher</p> <p>% salary of Transformation Strategists</p> <p>% salary of AD Student Support</p> <p>% of salary for Director of School Transformation</p> <p>PD materials and resources</p> <p>Supplies – ID cards, supplies for classroom positive behavior systems</p>
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	<p>from the same teachers, etc) to engage with specific staff and/or students. Design and update (as needed) a PD schedule to provide on-going PD in targeted areas (and aligned to the needs identified as part of instruction). Provide teacher professional development on readers' workshop to all teachers. Conduct walkthroughs to monitor the fidelity of the readers' and math workshop models. Provide targeted PD to teachers during PLC or other collaborative time towards readers' workshop.</p> <p>Onboard master and mentor teachers to their respective positions.</p> <p>Design a coaching strategy based upon the availability of master and mentor teachers. Match grade level teachers with the appropriate master or mentor teachers based upon area of expertise. Provide support to teachers in the classroom (as requested by the teacher and/or an administrator) as needed. Model lessons for teachers. Provide push-in support to PLCs as requested.</p>	<p>students. Design and update (as needed) a PD schedule to provide on-going PD in targeted areas (and aligned to the needs identified as part of instruction). Refresh teachers on the readers' and math workshop models. Provide teacher professional development on writers' workshop to all teachers. Conduct walkthroughs to monitor the fidelity of the readers', math, and writer's workshop model. Provide targeted PD to teachers during PLC or other collaborative time towards each of the workshop models.</p> <p>Design a coaching strategy based upon the availability of master and mentor teachers. Match grade level teachers with the appropriate master or mentor teachers based upon area of expertise. Provide support to teachers in the classroom (as requested by the teacher and/or an administrator) as needed. Model lessons for teachers. Provide push-in support to PLCs as requested.</p>	<p>all students, recurring referrals from the same teachers, etc) to engage with specific staff and/or students. Design and update (as needed) a PD schedule to provide on-going PD in targeted areas (and aligned to the needs identified as part of instruction). Refresh teachers on the readers' and math workshop models. Provide teacher professional development on writers' workshop to all teachers. Conduct walkthroughs to monitor the fidelity of the readers', math, and writer's workshop model. Provide targeted PD to teachers during PLC or other collaborative time towards each of the workshop models.</p> <p>Match grade level teachers with the appropriate mentor teachers (no longer need for Master teacher). Provide support to teachers in the classroom (as requested by the teacher and/or an administrator) as needed. Model lessons for teachers. Provide push-in support to PLCs as requested.</p>	
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<p>Increasing learning time and creating community oriented schools: Establish schedules and strategies that provide increased learning time</p>	<p>Required and IN Conditions</p> <p>Continue to practice the extended day model implemented by the EVSC which increased the school day by 34 minutes every day, <i>Superintendent, Principal</i></p>	<p>Required and IN Conditions</p> <p>Continue to practice the extended day model implemented by the EVSC which increased the school day by 34 minutes every day. Solicit input from staff about make-up days to ensure alignment to academic needs. Solicit input from staff about how to approach future changes to the school day or year for district consideration.</p>	<p>Required and IN Conditions</p> <p>Continue to practice the extended day model implemented by the EVSC which increased the school day by 34 minutes every day. Solicit input from staff about make-up days to ensure alignment to academic needs. Solicit input from staff about how to approach future changes to the school day or year for district consideration.</p>	<p>Required and IN Conditions</p> <p>Continue to practice the extended day model implemented by the EVSC which increased the school day by 34 minutes every day. Solicit input from staff about make-up days to ensure alignment to academic needs. Solicit input from staff about how to approach future changes to the school day or year for district consideration.</p>	<p>Extended learning time</p> <p>Transportation related to extended learning time</p> <p>% of salary for Coordinator of Family and Community Engagement</p> <p>% of salary for Transformation Strategists</p>
<p>Provide additional time to literacy (120-150 minutes) by incorporating readers', math, writers' workshop models, and time for intervention or targeted differentiation. <i>Principal, Professional Development Specialist, Transformation Strategist</i></p>	<p>Options</p> <p>Provide afterschool enrichment and intervention program accessible to all students. <i>Principal, Social Worker, Coordinator of Family and Community Engagement</i></p>	<p>Implement the new master schedule that increases time for literacy for readers' workshop (SY 2016-2017), math workshop, provide time for intervention support for all tiers of RtI, and keep the existing time for both PLC and collaborative planning time for teachers. Make adjustments to the schedule based upon feedback from interventionist, teachers, and other staff. Update master schedule to reflect approved changes from staff and the inclusion of a writers' workshop model in the subsequent year.</p> <p>Options</p> <p>Implement the revamped afterschool program available</p>	<p>Implement the new master schedule that increases time for literacy for readers' workshop (added SY 2016-2017), math workshop, writers' workshop (added SY 2017-2018) provide time for intervention support for all tiers of RtI, and keep the existing time for both PLC and collaborative planning time for teachers. Make adjustments to the schedule based upon feedback from interventionist, teachers, and other staff. Update master schedule to reflect approved changes from staff.</p> <p>Options</p> <p>Implement the revamped</p>	<p>Implement the new master schedule that increases time for literacy for readers' workshop (added SY 2016-2017), math workshop, writers' workshop (added SY 2017-2018) provide time for intervention support for all tiers of RtI, and keep the existing time for both PLC and collaborative planning time for teachers. Make adjustments to the schedule based upon feedback from interventionist, teachers, and other staff. Update master schedule to reflect approved changes from staff. Incorporate vertical planning time for teachers into twice monthly staff</p>	
<p>Increase student learning time through adequate and effective coaching support to decrease time spent off-tasks or redirecting student behavior. <i>Professional Development Specialist, PBIS</i></p>	<p>Options</p> <p>Implement the revamped afterschool program available</p>	<p>Implement the revamped afterschool program available</p>	<p>Implement the revamped</p>	<p>Implement the revamped</p>	

Increasing	Required and IN Conditions	% of salary for			
<p>Coch, Mentor teachers</p> <p>to all students. Create communication channels for after school staff to communicate with teaching staff and vice versa. Audit the success of the afterschool program by creating goals for those involved. Adjust the program based upon student, family, and teacher feedback for the following year.</p> <p>Increase student learning time by utilizing PBIS strategies to keep students in the classrooms and engaged in learning. Connect feedback to teachers to instructional time loss or gained. Provide job-embedded coaching to teachers on proximity, de-escalation, and building positive student relationships.</p> <p>afterschool program available to all students. Create communication channels for after school staff to communicate with teaching staff and vice versa. Audit the success of the afterschool program by creating goals for those involved. Adjust the program based upon student, family, and teacher feedback for the following year.</p> <p>Increase student learning time by utilizing PBIS strategies to keep students in the classrooms and engaged in learning. Connect feedback to teachers to instructional time loss or gained. Provide job-embedded coaching to teachers on proximity, de-escalation, and building positive student relationships.</p> <p>Options Implement the revamped afterschool program available to all students. Create communication channels for after school staff to communicate with teaching staff and vice versa. Audit the success of the afterschool program by creating goals for those involved. Adjust the program based upon student, family, and teacher feedback for the following year. Consider the elements from this year that will not be needed for subsequent year.</p> <p>Increase student learning time by utilizing PBIS strategies to keep students in the classrooms and engaged in learning. Connect feedback to teachers to instructional time loss or gained. Provide job-embedded coaching to teachers on proximity, de-escalation, and building positive student relationships. Codify best practices related to building great adult-student relationships.</p>					

<p>learning time and creating community oriented schools: family and community engagement</p>	<p>N/A</p> <p>Options</p> <p>Create and implement a culturally competent and effective family and community engagement strategy/program focused on instruction, academic performance, and execution of necessary wrap-around services for students and families</p>	<p>N/A</p> <p>Options</p> <p>Conduct a community partnerships alignment assessment to determine what each community partner can contribute towards the school improvement planning goals of Caze. Explore opportunities to expand partnerships that may fill gaps that other partners do not fill or expand an existing program to serve a direct school need. Reassess the value of each community partner at the end of the year. Provide regular communications to partners about school needs, major milestones, accomplishments, and other topics of interest for community partners.</p>	<p>N/A</p> <p>Options</p> <p>Conduct a community partnerships alignment assessment to determine what each community partner can contribute towards the school improvement planning goals of Caze. Explore opportunities to expand partnerships that may fill gaps that other partners do not fill or expand an existing program to serve a direct school need. Reassess the value of each community partner at the end of the year. Provide regular communications to partners about school needs, major milestones, accomplishments, and other topics of interest for community partners.</p>	<p>Coordinator of Family and Community Engagement</p> <p>% of salary for Transformation Strategists</p> <p>% of external evaluation service contract</p>

		for home visits or parent-teacher conferences. Adjust strategies outlined here as needs arise or as teachers or families identify additional needs. Audit the quality of the home-school connection every year through surveys.	inform school services, events, and community events. Provide opportunities for home visits or parent-teacher conferences. Adjust strategies outlined here as needs arise or as teachers or families identify additional needs. Audit the quality of the home-school connection every year through surveys and adjust accordingly.	outlets to inform school services, events, and community events. Provide opportunities for home visits or parent-teacher conferences. Adjust strategies outlined here as needs arise or as teachers or families identify additional needs. Audit the quality of the home-school connection every year through surveys and adjust accordingly.	
Providing operational flexibility and sustained support	<p>Required and IN Conditions</p> <p>Sustain the internal lead partner model, and its performance contract in order to keep the operational flexibility needed for Caze (people, time, program, and dollars). Support the expansion and scale of this model to the entire Harrison Attendance District.</p> <p>Options</p> <p>Conduct a yearly audit of school readiness.</p>	<p>Required and IN Conditions</p> <p>Sustain the internal lead partner model, and its performance contract in order to keep the operational flexibility needed for Caze (people, time, program, and dollars). Support the expansion and scale of this model to the entire Harrison Attendance District to ensure that as achievement gains are made at Caze, staff in the Attendance District is familiar with the school, its staff, and its process for school transformation.</p> <p>Principal will make evidence-supported requests and lift and barriers to OTS Director of School Transformation for support. Chief of Transformation will support realignment of systems and</p>	<p>Required and IN Conditions</p> <p>Sustain the internal lead partner model, and its performance contract in order to keep the operational flexibility needed for Caze (people, time, program, and dollars). Support the expansion and scale of this model to the entire Harrison Attendance District to ensure that as achievement gains are made at Caze, staff in the Attendance District is familiar with the school, its staff, and its process for school transformation.</p> <p>Principal will make evidence-supported requests and lift and barriers to OTS Director of School Transformation for support. Chief of Transformation will support</p>	<p>Required and IN Conditions</p> <p>Sustain the internal lead partner model, and its performance contract in order to keep the operational flexibility needed for Caze (people, time, program, and dollars). Support the expansion and scale of this model to the entire Harrison Attendance District to ensure that as achievement gains are made at Caze, staff in the Attendance District is familiar with the school, its staff, and its process for school transformation. Create a transition plan to move Caze from Transformation Zone to Harrison Attendance District (which will be utilizing the internal lead partner model as well).</p>	<p>% of salary for Transformation Strategists</p> <p>% of Director of School Transformation</p> <p>% of Director of School Support</p>

	<p>structures at district levels to eliminate systemic barriers experienced at the school levels.</p> <p>Options</p> <p>Schedule a yearly audit of Caze Elementary based upon Mass Insight Education's HPHP Framework. Conduct the yearly audit. Provide feedback on audit to school leadership, OTS, and other stakeholders. Codify school audit materials for use by district staff in subsequent years.</p>	<p>realignment of systems and structures at district levels to eliminate systemic barriers experienced at the school levels.</p> <p>Options</p> <p>Schedule a yearly audit of Caze Elementary based upon Mass Insight Education's HPHP Framework. Conduct the yearly audit. Provide feedback on audit to school leadership, OTS, and other stakeholders. Adjust audit materials as necessary.</p>	<p>Principal will make evidence-supported requests and lift and barriers to OTS Director of School Transformation for support. Chief of Transformation will support realignment of systems and structures at district levels to eliminate systemic barriers experienced at the school levels.</p> <p>Options</p> <p>Schedule a yearly audit of Caze Elementary based upon Mass Insight Education's HPHP Framework. Conduct the yearly audit. Provide feedback on audit to school leadership, OTS, and other stakeholders. Adjust audit materials as necessary.</p>	
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Part 5d: Selection of Improvement Model – Sustainability Year - SY 2019-2020

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM

Complete the table below detailing the last year of SIG funding – the Sustainability Year.

Focus Areas	Action Steps and Person(s) Responsible		Timeline	Description and Details	Budgeted Items
Principal changes and flexibility	Sustain the internal lead partner model (OTS) to ensure operational flexibility over people, time, program, and dollars).	Superintendent, Chief Transformation Officer, Director of School Transformation	SY 2019-2020 (Throughout)	The internal lead partner model needs to be sustained for the Transformation Zone. If Caze Elementary has improved its school accountability grade by SY 2019-2020, it will move into the Harrison Attendance District support structure (which is another internal lead partner unit created in SY 2015-2016). If not, Caze will stay a part of the Transformation Zone until it has improved beyond focus/priority status. All developed systems will remain in place along with the evaluation and accountability piece for both the OTS and the principal. MIE will no longer be a necessary technical support.	% salary for Director of School Transformation
	Evaluate and provide job-embedded professional development through the OTS.	Director of School Transformation	SY 2019-2010 (Throughout)		% salary for Director of School Support
	Sustain the systems of accountability and support built through the grant process (quarterly performance checkpoints) and performance management.	Chief Transformation Officer, Director of School Transformation, Transformation Strategists	SY 2019-2020 (Throughout)		
Effectiveness of staff and recruitment/retention of staff	Continue to provide staffing capacity to TZ schools as needed related to recruitment, selection, and evaluation.	Director of School Transformation, Transformation Strategists, Director of Teacher Effectiveness	SY 2019-2020 (Winter, Spring)	OTS will continue to support principals in their pursuit of the most highly effective and effective staff members. In addition to teacher leadership opportunities that will be created and monitored at the school level (to ensure that there are career pathways in all of the TZ schools for strong teachers), OTS will actively thought-partner with principals to ensure that relevant and effective strategies such as mentor teaching positions are	% salary for Director of School Transformation
	Principal will continue to build teacher leadership opportunities within the school, sustaining mentor teaching positions as needed (and if proven successful) through other funding ingenuity.	Principal, Director of School Transformation	SY 2019-2020 (Fall)		% of salary for Director of Teacher Effectiveness Mentor teacher salary

	Principal will have explicit conversations with highly effective and effective staff members to ensure their retention.	Principal	SY 2019-2020 (Winter, Spring)	maintained at the school level through the use of resource ingenuity. Finally, as Caze is targeted to be a community oriented school, effort will be made to have community partners create strong adult-to-adult relationships in the building to ensure that they too are invested in motivating the most talented staff to stay (regardless of financial incentive).	
	Community partners will begin thinking about how they can contribute to staff motivation and retention.	Coordinator of Family and Community Engagement, Principal	SY 2019-2020 (Fall, Winter)		
Building culture	Codify all behavior management professional development and systems developed by PBIS Coach. Sustain systems to monitor behavior both in and outside of the classroom. Sustain PBIS system (school-wide and classroom based). Consider exchanging PDS position for other instructional coaching positions within the building.	Professional Development Specialist	Fall 2019	In the two years leading up to this grant application, Caze has worked hard on improving its culture and climate. However, significant work still needed to be done at the classroom level as instructional rigor and engagement were not being achieved because of the high volume of low-level behaviors exhibited by students in classrooms. The team predicts that with the infusion of additional support in the implementation years by the PBIS coach and PDS, classroom practice will change and students' learning time will be increased because of the effective redirection of student behaviors. To that end, it will be necessary in SY 2019-2020 that explicit plans are made to identify those culture and climate things that must remain to keep staff and students motivated and invested in the school's success while also re-allocating monies spent on staffing for culture and climate to other endeavors that align to school needs that are present by SY 2019-2020.	% of salary for Director of School Transformation
		Professional Development Specialist	SY 2019-2020 (Throughout)		
		Professional Development Specialist	SY 2019-2020 (Throughout)		
		School Transformation	Winter 2019, Spring 2020		
Professional Development	Mentor teacher will continue codifying all professional development delivered to	Principal Mentor teachers	Fall 2019	Mentor teachers will have been one of the major levers available to the principal to provide targeted PD and	Mentor teacher salary

	<p>teachers.</p> <p>Mentor teacher will build a stronger peer-to-peer observation culture amongst the teachers.</p> <p>Mentor teacher will provide job-embedded PD through in-classroom coaching support directly aligned to the EVSC evaluation tool.</p> <p>Mentor teacher will identify other teachers who may succeed him/her in the position for continued teacher leadership opportunities at Caze.</p>	<p>Mentor teachers</p> <p>Mentor teachers</p>	<p>Fall 2019, Winter 2019</p> <p>SY 2019-2020 (Throughout)</p>	<p>Job-embedded PD for teachers. As the grant enters sustainability stage, Caze will identify methods to continue their major support in pushing into PLCs as needs arise across grade levels and vertically across content areas. This ensures that any new staff coming into the building will have dedicated, veteran staff who have proven results as mentors.</p>	
<p>Comprehensive instructional reform strategies</p>	<p>The schedule will be re-assessed on a yearly basis (as noted in the implementation plans above).</p> <p>Teachers will be provided guidance on differentiated instruction by the continuous feedback process of PLCs.</p>	<p>Principal Director of School Transformation</p> <p>Principal Mentor teachers</p>	<p>Spring 2020</p> <p>SY 2019-2020 (Throughout)</p>	<p>The systems and practices that are built that feed the continuous improvement culture will continue at Caze into the sustainability year. This ensures that Caze continues to serve all of its students according to their needs. With more students achieving (as projected in the goals outlined in section 4), teachers can take more responsibility for interventions still needed, reducing the need for a separate interventionist. Furthermore, as teachers will have received targeted PD and worked as a PLC for several years, they will be more adequately and effectively prepared to take on the varying achievement levels of their respective classes.</p>	<p>Mentor teacher salary</p>
<p>Increasing learning time and implementing community-oriented schools</p>	<p>Redesign school schedule to ensure adequate time for the following things: at least 120 minutes of literacy, remediation time, collaborative planning time, and PLC time are accounted for.</p>	<p>Principal Director of School Transformation</p>	<p>Spring 2020</p>	<p>Learning time was increased through the redesign of the school schedule. Given that some of that redesign was based on available staff, as the grant moves into sustainability, it will be important that the school leadership</p>	<p>% of salary for Director of School Support</p> <p>% of salary for Director of School Transformation</p>

<p>Re-assess staffing needs based upon schedule designed and to maintain most impactful interventions (such as mentor teachers).</p>	<p>Principal Director of School Transformation</p>	<p>Winter 2019, Spring 2020</p>	<p>raise flags early to the OTS internal lead partner to troubleshoot and secure additional funding and staffing as needed for impactful interventions to continue. With little knowledge about the specific impact different levers will have, it is difficult to lay out specifics about what the school will seek to ensure through its operational flexibility. However, the action steps outline the sustainability steps the school will take to ensure that this is thoughtfully executed and planned well in advance of the complete absence of additional funding.</p>
<p>Engage with the OTS to ensure adequate staffing needs are met according to operational flexibility guidelines/requirements.</p>	<p>Director of School Transformation Chief HR Officer Chief Academic Officer</p>	<p>Spring 2020</p>	
<p>Redesign afterschool program in alignment to needs of the school. Engage with OTS to fund afterschool extended learning time with other district dollars.</p>	<p>Principal</p>	<p>Winter 2019, Spring 2020</p>	
<p>Transition school-based family and community engagement support to School Support Teams under the direction of the Director of School Support.</p>	<p>Director of School Support Transformation Strategist</p>	<p>Spring 2020</p>	

Part 5e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2020-2021

Complete the table below detailing the sustainability plan for AFTER SIG funding – indicate what areas and interventions the district plans to sustain **AFTER** grant funding, and with what funds the district plans to sustain said interventions.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	OTHER FUNDS and Budgeted Items	
Leadership	Continue to provide monitoring and technical assistance through the School Support Model (based off the best practices from the Transformation Zone).	Director of School Support Director of Leadership Development	SY 2020-2021	Principal accountability and support will fully transition to the Director of School Support (under the School Support Model currently starting implementation by the EVSC in 2016 – derived from the internal lead partner framework and built in collaboration with Mass Insight Education to ensure that best practices from the Zone are scaled and sustained throughout the district). Coaching and mentoring support will transition to the Director of School Support. One of the current Transformation Strategist that was working as part of the OTS lead partner may transition to the Harrison Attendance District (or one of the other Attendance Districts in which there are TZ Schools – Central, Bosse). This ensures that the intensive support that was once provided by the TZ will be fully transitioned to the School Support Teams that will eventually be created and managed by the five Directors of School Support (one over each of the Attendance Districts).	EVSC General funds Title I funds
	Provide accountability and on-going coaching support to school leadership through School Support Model for Harrison Attendance District.	Director of School Support Director of Leadership Development	SY 2020-2021		
	Transition intensive TZ support from Director of School Transformation to Director of School Support.	Director of School Transformation, Director of School Support	Summer 2020, Fall 2020		

Effectiveness of staff (recruitment/retention of staff)	Codified competency based selection tools are shared with Director of School Support.	Director of School Support Chief HR Officer Director of Teacher Effectiveness	Spring 2021 Summer 2021	As the EVSC ushers in its new compensation system, focus and priority schools are a key discussion item for EVSC's leadership team. Outside of creating leadership opportunities for teacher and district leadership internally (such as the partnership with IU and EVSC for a leadership cadre started in the Spring of 2015), EVSC is committed to growing and retaining talent within the corporation. To that end, the leadership team and Chief Financial Officer will be closely looking at the compensation model to ensure adequate and effective financial incentives are built in and changed based upon the results of practices executed by Caze during the grant period (e.g. if classroom mini grants are found to be one of the primary reasons for teachers to want to teach at Caze, EVSC will consider how it can deploy this strategy district wide). Furthermore, since the School Support Teams will be complete by this time, activities previously supported by the OTS will shift to the School Support Team under the direction of the Director of School Support. This means that practices and capacity formerly conducted by the OTS will transition to this team. If Caze has demonstrated the advancement of its achievement indicators as warranted by the IN growth model and accountability metrics.	EVSC general funds Title I funds
	Best practices related to retention derived from previous years of SIG implementation are codified for use in subsequent years. OTS engages with Directors of School Support in order to inform sustained change to teacher retention strategies learned from the duration of the grant period.	Director of School Support Director of School Transformation Director of Teacher Effectiveness	Fall 2020		
Professional development	Recruitment practices are transitioned from OTS team to School Support Team and the Director of Teacher Effectiveness.	Director of School Transformation Director of School Support Director of Teacher Effectiveness	Winter 2020 Spring 2021	As the EVSC ushers in its new compensation system, focus and priority schools are a key discussion item for EVSC's leadership team. Outside of creating leadership opportunities for teacher and district leadership internally (such as the partnership with IU and EVSC for a leadership cadre started in the Spring of 2015), EVSC is committed to growing and retaining talent within the corporation. To that end, the leadership team and Chief Financial Officer will be closely looking at the compensation model to ensure adequate and effective financial incentives are built in and changed based upon the results of practices executed by Caze during the grant period (e.g. if classroom mini grants are found to be one of the primary reasons for teachers to want to teach at Caze, EVSC will consider how it can deploy this strategy district wide). Furthermore, since the School Support Teams will be complete by this time, activities previously supported by the OTS will shift to the School Support Team under the direction of the Director of School Support. This means that practices and capacity formerly conducted by the OTS will transition to this team. If Caze has demonstrated the advancement of its achievement indicators as warranted by the IN growth model and accountability metrics.	EVSC general funds Title I funds
	EVSC compensation model is revisited every year to make changes as needed to consider how to compensate the most effective teachers such that they stay at focus and priority schools.	Chief Financial Officer Director of School Support Director of Teacher Effectiveness	SY 2020-2021 (Throughout)		
	A needs analysis will be conducted at the conclusion of the SY 2019-2020 to understand what the	Chief Academic Officer Principals	Spring 2021	It is important that networks are created as it relates to schools within the EVSC, especially focus and priority	EVSC general funds Title I funds

	upcoming teacher needs are related to professional development.			schools such as Caze Elementary. To that end, PD practices and modules will be codified and housed in a shared space accessible by all district academic team members along with the academic personnel on each School Support Team managed by the Director of School Support. The online warehouse will be supplemented in the last two sustainability years with a network of professionals across the district to make sure teachers of similar backgrounds and content knowledge can come together to share practices, resources, and ideas. This idea will be executed in a pilot phase in the Zone (under the direction of the OTS) but will be scaled by the sustainability year of this grant if proven to be valuable in its pilot stages.	
	Mentor teachers and other academic personnel on the School Support teams will be surveyed to understand what expertise they have.	Chief Academic Officer	Spring 2021		
	Teacher needs will be crosswalked with mentor and academic team expertise in order to identify gaps that might need to be filled by other PD opportunities or vendors.	Chief Academic Officer	Spring 2021		
	All professional development materials created as related to PLCs and coaching models will be shared with School Support teams in order to ensure a smooth transition.	Director of School Support	SY 2020-2021 (Throughout)		
	Embedded staff support will be strategically aligned in integrating technology for mastery of rigorous instructional practices, as well as to hone in on highly effective collaboration and professional development of staff with a focus on self-sustaining systems and practices.	eLearning Coach	SY 2020-2021 (Throughout)		
Comprehensive instructional reform strategies	Principal will re-evaluate the staffing needs of the building against the learning needs of individual students.	Principal	Spring 2021	The instructional reform strategies that have proven to be valuable will be maintained within reason. As most interventions are occurring as a result of staffing related to mentor teachers, master teacher, and interventionist, alternate funding sources will be sought in order to maintain impactful interventions that must be sustained at the school level. If instructional rigor and student engagement has been completely altered (positively),	EVSC general funds Title I funds
	Principal will recommend a staffing structure that allows for adequate and effective remediation and differentiation for student sub-groups.	Principal	Spring 2021		
	Curriculum audits will be consistently conducted by the Office of Academic Affairs to	Chief Academic Officer Director of School Support	SY 2020-2021 (Throughout)		

	ensure alignment to IAS and relevance to EVSC student sub-groups.	Core Content Coaches		additional staff may not be necessary in order to maintain the chosen instructional reform strategies needed for Caze (instructional coaching through master and mentor teachers, readers' workshop, writers' workshop, math workshop, targeted PD for effective PLCs, feedback on observations and formal evaluations). Furthermore, as the district constantly seeks to modify and update its curricular resources, an audit process will continue through the School Support Teams under the management of the Director of School Support.	21 st century grant
Increasing learning time and creating community-oriented schools	EVSC will consider alternate and creative ways to provide professional development to teachers (i.e. by awarding PD credits for completed workshops, extending the school year globally, providing more online tutorials, etc.) and increase collaboration across the district. An online portal will be established (and maintained if proven effective) by staff in order to serve as a resource and create a collaborative workspace for teachers to access at any time.	Chief Academic Officer	SY 2020-2021 (Throughout)	Ensuring that teachers have a portal to collaborate at all times ensures that they will have the ability to collaborate on their own terms regardless of what occurred with the school schedule. Furthermore, EVSC will explore alternate ways to provide professional development to teachers and reward teachers for this effort. Finally, any community and family engagement efforts that have been sustained through the grant period and proven successful may be maintained by the School Support teams under the management of the Director of School Support.	Title I and/or Title II EVSC general funds
	School and district will seek alternate funding sources for the maintenance of school-based initiatives such as PBIS incentives and other pieces through the support of its family and community partners. Best practices will be codified by the School Support Team and will be further supplemented by this	Chief Financial Officer Associate Superintendent of Family, Community and Student Partnerships Director of School Support	SY 2020-2021 (Throughout)		

	<p>team as needs arise for Caze.</p> <p>EVSC will provide individualized support that will equip the school and its staff to monitor their effectiveness as a "partnership school" and ensure family and community engagement is not only authentic, but is a vital part of the school's culture and continued/sustained improvement.</p>	<p>Director of School Support Coordinator of Family and Community Engagement</p>	<p>SY 2020-2021 (Throughout)</p>		
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Part 6: Outcome Artifact

Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. “Outcome Artifacts” will be due summer of each year. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. “Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. **schools may have the opportunity to change the outcome artifact after work with grant begins. IDOE will work with grantees to determine best artifact after work begins. Examples of promising practices: <http://www.doe.in.gov/titlei/promising-practices-title-i-schools>*

Briefly describe what the school will plan to submit as an “Outcome Artifact” at the end of SY 2015-16 and how this will be aligned to your grant and the key area.

Common Formative Assessment Cycle

Caze will submit a graphic describing their Common Formative Assessment cycle. This will include, but is not limited to:

- Determining Power Standards
- Unpacking Standards
- Creating Common Formative Assessments
- Analyzing Student Work
- Analyzing Data
- Using Data to Determine Instruction, including grouping in Reader’s Workshop and Math Workshop
- Re-teaching

This outcome will directly impact both SIG goals to increase Math and ELA performance school-wide. It also impacts the key areas of Effective Instruction and Interventions/Data.

Part 7: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Provide district evidence for each capacity task below. Unless otherwise stated as required, evidence pieces listed below are recommended.

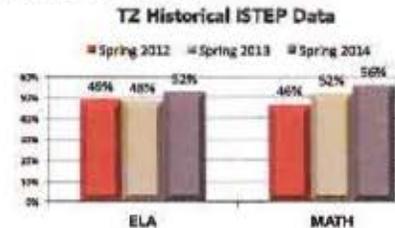
LEA Capacity Task	District Evidence
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding ends.</p>	<ul style="list-style-type: none"> • Each school's administrative team undertook an extensive school improvement planning process (aligned to each school's Comprehensive Needs Assessment (CAN)) that, in addition to the District's continuous Improvement Plan. Became the driving force for budgetary decisions and alignment. Teams were supported by representatives of both the Office of Transformational Support (OTS) and Office of Academic Affairs (OAA). • OTS/OAA staff works closely with EVSC's Federal Bookkeeper and Business Affairs to follow EDGAR policies, as well as adhere to IDOE Title I Guidance to ensure all requests for funding were reasonable, allocable, and necessary to achieving school turnaround. • Ongoing Technical Assistance provided by the Indiana Department of Education, was attended by LEA staff, including SIG-specific Technical assistance. • The final budget will be reviewed by EVSC and IDOE fiscal officers. It is aligned to each element of the Transformation Model, and all requests are reasonable, allocable, and necessary.
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made at least five-year commitment to the implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i> • <i>Statewide and national postings for administrative openings</i> • <i>External networking</i> • <i>Resumes provided</i> 	<ul style="list-style-type: none"> • In September 2012, the Evansville Vanderburgh School Corporation (EVSC) began its work with Mass Insight Education's "The School Turnaround Group" in order to create an Internal Lead Partner to manage a cluster of the district's chronically underperforming schools. This cluster is now known as the District's "Transformation Zone (TZ)", which is directly managed by EVSC's Internal Lead Partner, the Office of Transformational Support (OTS). The OTS office currently oversees, directs, and manages five currently five schools in EVSC: Glenwood Leadership Academy, Lincoln Community School, McGary Middle School, Caze Elementary and Evans Elementary. Two of the TZ schools are currently under state intervention with OTS identified as the approved intervention in supporting the

- *Data examined to demonstrate track record*
- *Principal hiring process*
- *Principal transfer procedures/policies*

Transformation Zone schools. The OTS is staffed by a Director of Transformational Support and two Transformation Strategists -- with the addition of a third Transformation Strategist in the 15-16 school year. Each team member is focused upon specific facets of school improvement – deeply embedding supports in the schools served – while working very collaboratively as a team unit. This carve-out model draws heavily upon the successes of similar initiatives in Chicago, Philadelphia, Charlotte-Mecklenburg, Baltimore, Los Angeles, Washington D.C., and New York City, and is informed by the research presented in Mass Insight Education’s 2007 report *The Turnaround Challenge*.

- The current Internal Lead Partner (ILP) model has allowed EVSC to narrow its focus to re-align its resources and tier its supports to the schools that need it the most. This reinforces the District’s overarching mission to ensure every child is on track at each stage of his or her EVSC career to graduate college and/or career ready.
- The EVSC Internal Lead Partner (OTS) serves within the same constructs and parameters as all external lead partners as defined by the Indiana Department of Education (IDOE). That definition remarks that a lead partner must provide the following things:
 - *Implement instructional, programmatic, and/or structure supports that result in improved student performance*
 - *Meet agreed upon performance criteria and acceptance of the consequences for failing to do so*
 - *Provide ongoing performance data, including both leading and lagging indicators of success and failure*
 - *Establish a contract with the LEA – the specific autonomies provided to the lead partner must be agreed upon by the LEA and described in the contract developed by the LEA and lead partner*
 - *Focus on one or more agreed upon target areas*
 - *Provide consistent and intense on-site support*
 - *Ensuring the support provided is strategically aligned with school-wide initiatives and designed for long-term viability and sustainability*
 - *Participating in data collection, evaluation, and reporting activities as specified by the SBOE and IDOE. Accountability indicators may include data such as number of discipline incidents or teacher attendance rates*

- OTS is directly supported by Chief Transformation Officer, Carrie Hillyard, who is part of EVSC's Office of Superintendent. Carrie's collaboration with OTS is critical to sustain as her leadership of the ILP for the past two years has led to a 3% gain in ELA, a 10% gain in math and more than a 75% decrease in referrals across the Transformation Zone.



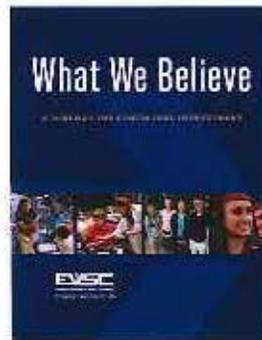
- Furthermore the Zone has been supported by two staff persons, Kelsey Wright and Shannon Strieter, who have provided unique skill sets related to (1) data management, (2) project management, (3) school improvement, (4) professional development, (5) teacher leadership, and (6) instructional leadership. Similar criteria and credentials are being applied for the current OTS hiring process. Kelsey Wright will serve as the new Director of School Transformation and directly manage the OTS team.
- The LEA has a long track record of engaging throughout the state and region in work around school improvement. Extensive collaboration with IDOE, attendance at conferences on best practices (PLC, etc.), and networking/best practice visits to high-performing, high-poverty schools (sponsored visits to Chicago & Boston) show a strong LEA commitment to external networking.
- The LEA and school staff have a demonstrated track record of achieving meaningful school turnaround, and credentials to implement the Transformation Model. It is also in process of scaling out the clustering model district-wide to ensure all schools have the additional supports that have effectively been provided by EVSC's ILP, which will also include:
 - *Creating the conditions, capacity, and clustering necessary to systemically turnaround underperforming schools.*
 - *Embedding support fully and strategically in the TZ schools to work closely with*

	<p><i>all LEA functional areas; focusing on creating sustainable and systemic reform</i></p> <ul style="list-style-type: none"> ▪ <i>Assuming authority/monitoring over all external providers within the cluster of schools</i> ▪ <i>Serving in administrative function; Evaluating and provides continuous feedback, development, and support to school leaders</i> <ul style="list-style-type: none"> • Individual resumes of LEA staff listed below can be found in the Appendix. <ul style="list-style-type: none"> • Susan Phelps- EVSC Coordinator of Behavior Support • Catherine Minihan- EVSC Chief Accountability Officer • Victor Chamness-EVSC Director of Science, PE, Health • Christopher Maher- President of Mass Insight Education • Emily Smith-McCormick- Director of Professional Development • Carrie Hillyard- Chief Transformation Officer • Jared Turney – Principal of Caze Elementary School • Kelsey Wright- Director of School Transformation • Ami Magunia- Mass Insight Education Engagement Director • Dr. Susan McDowell-Riley- Director of Talent Development • Mary Schweizer- Director of Exceptional Learners • Dr. Bryan Perry – Director of School Support (Harrison District) • Shannon Strieter- Director of Teacher Effectiveness • Dr. Velinda Stubbs- Deputy Superintendent of Teaching and Learning • Dr. Jane Bartley- Director of Educator Effectiveness • Tammy Dexter – Director of School Support (Bosse Attendance District)
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Supports the creation of a new turnaround office (or</i> 	<ul style="list-style-type: none"> • Through the creation and strong support of the Office of Transformational Support, EVSC and its Board of School Trustees have shown a strong commitment to eliminating barriers in the pursuit of school improvement. Transformation Zone schools have the curricular, staffing, and operational flexibilities to do what's best for their students, with the full support and guidance of the LEA. Going forward, this support will provide conditions for a full implementation of the selected model. • EVSC's Board of School Trustees has strongly supported the implementation of three

reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools

SIG Transformational Models in the past. The most recent SIG Applications were approved by the school board on March 17, 2014, with documentation of the minutes available online through boarddocs.com. The newest applications will be submitted through to the board for approval on July 16, 2015 with documentation available through boarddocs.com.

- The Evansville Vanderburgh School Corporation Board of School Trustees on Sept. 23, 2013, approved the vision for the future of the school district and a plan of continuous improvement, based on months of development by Superintendent David Smith and the leadership team. The Strategic Plan/Continuous Improvement Process is centered on three main priority areas of focus:



- Student Learning,
 - Effective Teachers and Leaders, and
 - Infrastructure to Support Student Success, which includes the creation of an Internal Lead Partner to support a cluster of schools making up EVSC's Transformation Zone. (EVSC's Internal Lead Partner is the Office of Transformational Support and includes a performance contract in exchange for increased autonomy for Transformation Zone schools.)
- Priority 3: Infrastructure includes a focus on scaling and sustaining systems of support for drastic school improvement efforts, including:
 - Strategy 2: Redesign and strategically staff the central office, with a driving focus on dramatically improving instruction and learning in schools, and
 - Strategy 3: Execute the Transformation Zone aligned to national best practices and standards.
- EVSC's Continuous Improvement Plan, "What We Believe," is available at: <http://www.evscschools.com/sites/default/files/content/uploads/what-we-believe-cip1.pdf>

4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.

- EVSC's Superintendent Dr. David Smith has fully supported the implementation of Transformational Models and systemic transformational efforts in the EVSC, including the development of EVSC's Transformation Zone.

- *Superintendent Assurance*
- *School Board Meeting Minutes from proposal and or discussion*
- *Superintendent SIG Presentation*
- *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*

- The Evansville Vanderburgh School Corporation Board of School Trustees on Sept. 23, 2013, approved the vision for the future of the school district and a plan of continuous improvement, based on months of development by Superintendent David Smith and the leadership team. The Strategic Plan/Continuous Improvement Process is centered on three main priority areas of focus– Student Learning; Effective Teachers and Leaders; and Infrastructure to Support Student Success.
- See Assurances and Superintendent Signature of approval in LEA Application pages.
- Dr. Smith has signed the SIG application in support of the each applying school implementing the model–following the presentation to and approval of EVSC’s school board.
- The most recent SIG Applications were approved by the school board on March 17, 2014, with documentation of the minutes available online through boarddocs.com. The newest applications will submitted through to the board for approval on July 16, 2015, with documentation available through boarddocs.com.
- Superintendent David Smith has formally presented the SIG grants within Board Executive Session as well as within a PowerPoint session (designated to Director of School Transformation) to school board members on March 17, 2014.
- The Evansville Vanderburgh School Corporation Board of School Trustees on Sept. 23, 2013, approved the vision for the future of the school district and a plan of continuous improvement, based on months of development by Superintendent David Smith and the leadership team. The Strategic Plan/Continuous Improvement Process is centered on three main priority areas of focus– Student Learning; Effective Teachers and Leaders; and Infrastructure to Support Student Success.
- The EVSC created the Office of Transformational Support, with the explicit purpose of supporting the District schools with the greatest need. This turnaround office has an appointed leader, the Director of the Office of Transformational Support (a direct report of the Superintendent), who has previous experience with turning around underperforming schools at both the school and district level.
- Superintendent David Smith requires the Internal Lead Partner to be on a

	<p>performance contract that specifies goals and performance/ implementation metrics in exchange for even further operational discretion detailed in the contract. EVSC grants OTS additional discretion and flexibility with regard to People, Time, Money, and Programs.</p> <ul style="list-style-type: none"> • The Director of OTS has a weekly meeting in the Superintendent's office to ensure the coordination of efforts in the Transformation Zone schools with district initiatives, eliminate barriers and discuss operational flexibility. • The Superintendent, whose contract was renewed through June 2018) has remained supportive of innovative school improvement interventions. His leadership will continue to ensure that roadblocks towards school improvement are eradicated. This shared commitment for performance is memorialized in a yearly performance contract that the OTS signs with the Superintendent.
<p>5. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	<ul style="list-style-type: none"> • Evansville Vanderburgh School Corporation (EVSC) has continuously demonstrated a very collaborative relationship with the teacher's union, who is fully supportive of the full implementation of the SIG Program in EVSC schools. • The teacher's union has always remained supportive of school improvement efforts. For the past 6 years, the teacher's union has submitted a letter of support for all of EVSC's SIG 1003(g) submissions, and they have been very supportive of all of the initiatives related to staffing in Transformation Zone schools to date. Keith Gambill, prior president of the Evansville Teachers Association (ETA) at the time of the inauguration of the TZ, issued public quotes in support of TZ efforts, and was cited in an NEA article giving evidence that "these zones are not just about acknowledging the struggles that exist within the school district. It's about giving educators the power to do something about it."¹ Prospective TZ teachers underwent an opt-in/opt-out process as part of recommitment to the TZ schools and were further required to pass "TZ Team Training," based on Doug Lemov's "Teach Like a Champion" techniques and supporting a common foundation for success. • In a letter dated March 18, 2014: Prior ETA President Mark Lichtenberg assured the

¹ <http://priorityschools.org/professional-educators/education-reform-continues-as-federal-funds-dry-out>

	<p>"ETA supports these SIG applications at the highest level, supporting all components of the Transformation and Turnaround Models. ETA has worked collaboratively with the EVSC to be a proactive leader when it comes to systemic school improvement efforts and will continue to work with EVSC as we continue to serve collaboratively on the leading edge of drastic school improvement efforts."</p> <ul style="list-style-type: none"> • The current collective bargaining agreement addresses those items required by state law, which include salary, wages, salary and wage related benefits. • The strategies being proposed in this grant application will not require the modification of teacher contracts.
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> ▪ <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 	<ul style="list-style-type: none"> • See prior section. • TZ Building Leaders were trained/supported by OTS and Mass Insight Education Staff in utilizing a competency-based teacher selection model, based on 10 empirically tested competencies of highly effective transformational teachers. (These strategies are based around Doug Lemov's <i>Teach Like a Champion (TLAC)</i>. <ul style="list-style-type: none"> ○ The process and aligned PD has been so successful that EVSC's HR department will be scaling out the systems and processes district-wide during the 2015-16 school year. All EVSC schools are now benefiting from hiring practices and systems that originated between EVSC's collaborative and innovative efforts with the OTS on behalf of the TZ. • EVSC's HR department has worked with OTS to differentiate hiring support for TZ schools with a single point of contact in HR for all TZ-hiring needs. • TZ principals have been invited to sit in on panels with HR/Operations administration in order to inform next steps to further improve the new district-wide staff hiring process and to further inform needs for differentiating for increased HR-related needs in priority schools.
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. District has included its monitoring process and it includes, at minimum, the following <i>required</i> pieces:</p> <ul style="list-style-type: none"> • <i>Monthly Monitoring of SIG Programming and Implementation</i> • <i>Evaluation System for Programming and Implementation of SIG</i> 	<ul style="list-style-type: none"> • EVSC's Transformation Zone has robust supports in place for school improvement planning as well as performance monitoring processes for the schools it manages and supports. This included TZ-Wide Data Dashboards, OTS Checkpoints with school leadership teams based on school improvement planning and performance monitoring for implementation, short- and mid-term metrics, and also contracts with third party evaluators for additional services and support (i.e. evaluation of external providers). In Spring 2014 monitoring from IDOE, feedback was shared with the Office of Transformational Support that its data dashboard is very "inclusive and detailed" and "seems very effective." School-based monitoring

<ul style="list-style-type: none"> • <i>Data Review Plan</i> • <i>Special Populations Review Plan</i> • <i>Fiscal Monitoring Plan</i> • <i>Timeline and Responsible Parties for all above plans</i> 	<p>sessions, IDOE reported, "Evans feels very supported by TZ - clear progress is being made and support is evident" and "Lead Partner in Place" at McGary during Spring 2014 monitoring.</p> <ul style="list-style-type: none"> • The EVSC has well defined curriculum maps for all core content areas (ELA, Math, Science and Social Studies). These maps are "living" documents and are updated regularly based on state standards, teacher input/support, and reflective/collaborative practices across the district. The maps are organized in quarters and quarters are then organized into shorter instructional units. When appropriate and practical, efforts have been made to align content across curricular areas. All EVSC schools participate in Acuity formative (Predictive) assessments grades 3-8, Amplify DIBELS Next, TRC and mClass Math grades K-2 and Aimsweb screening for reading and math grades 3-8. The Office of Performance Assessment and Research provides each school with the calendar of appropriate assessments. • The EVSC has a Professional Development Website/Calendar for the entire district, which organizes all Professional Development offerings, tracks attendance and completion. In addition, (Observation was initiated district-wide in 2014-15. This system offers teachers on demand digital professional development as well as a means to track/document professional growth and development. The OTS keeps a "TZ Calendar" within Microsoft Outlook of professional development opportunities. Additionally, TZ schools provide teachers with extensive job-embedded professional development to better address the specific needs of students at their schools. These PD priorities are periodically reviewed (using classroom, walkthrough, and assessment data) to ensure that teacher/student needs are being sufficiently met. • Each school's SIP has strategies that align family engagement, and school climate and culture supports. The School Improvement Planning team will meet regularly to monitor implementation and monitor progress. • The EVSC Center for Family, School and Community Partnerships has developed a multi-faceted tool, the EVSC Community School Implementation Assessment. The tool addresses 8 domains of school, family and community engagement and assesses implementation status for each. Schools can utilize this tool to assess, plan for improvement and monitor implementation. • OTS developed Progress Monitoring tools and systems aligned to each school's Strategic-School Improvement Plan (S-SIP) and IDOE's current Student Achievement Planning process. Each strategy has a detailed action plan to operationalize and ensure fidelity of implementation. • Each school has Performance Management Sessions aligned to high school feeder
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	<p>district patterns are held bi-annually with the Superintendent and other district staff. The goal of performance management is the continuous improvement of the EVSC educational environment as it addresses all aspects of student growth. The EVSC performance management sessions provide a forum of open communication for the distribution of information focusing on school issues. The setting is one that promotes accountability and transparency as schools become active in sharing their efforts to address student improvement. At forefront of the performance management sessions is the use of data to support topic information and guide decision-making. Specifically, the use of data is present at every stage of the session from preparation of the presentation, to session questions and discussion, and finally in addressing action items. The success of the sessions has propelled a new approach to student achievement by focusing on the vertical alignment of schools within each high school attendance district and their unique contributions to factors that influence student growth.</p> <ul style="list-style-type: none"> • All TZ schools also have continuous OTS Checkpoint Sessions as part of Performance Monitoring aligned to School Improvement Planning strategies. Implementation metrics/action plans and short-term metrics are monitored. Quarterly deeper dives will incorporate third party-evaluator scorecards. • EVSC's fiscal support and monitoring will continue to be guided and reviewed by a Federal Bookkeeper located in EVSC's Business Office.
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In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
<p>1. District has effective procedures and controls in relation to how the SIG program will be run.</p>	<p>X</p>		<ul style="list-style-type: none"> • EVSC has initiated an internal lead partner model (OTS) that ensures increased and strategic support for school improvement efforts (including the SIG program). All funding/SIG program requests must directly align to data-driven needs of the school and its priorities/strategies detailed in the School Improvement Plan/Student Achievement Plan. • Continuous OTS checkpoint/performance monitoring sessions will continue for all Transformation Zone schools. Additional monitoring and support will be provided aligned to the SIG program. • As part of the performance checkpoints held by OTS, the OTS Director reviews progress of each school leadership team against both academic and culture goals.

			<ul style="list-style-type: none"> • <i>OTS Transformation Strategist would serve as a single point of contact and directly manage all SIG program implementation and monitoring efforts.</i> • Principals and other administrators are evaluated annually on their effectiveness of implementing/managing programs such as SIG. Feedback is a continuous loop based on identified strengths and areas of improvement per building leader.
2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs.	X		<ul style="list-style-type: none"> • EVSC will continue to ensure all SIG programs are assigned to a specific district staff person with the appropriate experience working with federal programs. In the past, this has been EVSC's Director of State and Federal Programs. <ul style="list-style-type: none"> ○ Carrie Hillyard, EVSC's Chief Transformation Officer, will serve as Program Administrator for all SIG programs. Carrie has an extensive background in Title I and SIG—including Director of Title I/SIG. • EVSC's Federal Bookkeeper and Business Affairs will also continue to ensure all EDGAR policies are followed, as well as ensure adherence to IDOE Title I Guidance to ensure all requests for funding were reasonable, allocable, and necessary to achieving school turnaround.
3. School's SIG plan addresses needs of all students and subgroup populations.	X		<ul style="list-style-type: none"> • OTS provides additional support/internal accountability in order to ensure each school's SIG planning is embedded within the school improvement planning process. <ul style="list-style-type: none"> ○ All strategies in the school improvement plan are required to be data-driven based on priority needs. ○ School-wide strategies (as well as targeted strategies for subgroup populations) are part of the continuous improvement planning and monitoring process. ○ Team-level planning ensures data-driven practices are in place to identify and monitor strategies for targeted student subgroup needs and for individual student needs.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	X		<ul style="list-style-type: none"> • As an internal lead partner (ILP) with EVSC and in aligning services and supports to this turnaround principle, the Office of Transformational (OTS) anticipates the need to: <ul style="list-style-type: none"> ▪ <i>Support the turnaround academy's proactive planning and forecasting of priorities and needs aligned to people, time, money, and programming, including parental voice to inform and support improvement planning.</i> ▪ <i>Review and advise any changes necessary to student enrollment and placement processes to increase family engagement and improve student outcomes.</i> ▪ <i>Support the establishment of community partnership alignment, driven by the needs of the turnaround academy's students and staff (aligned to SIP/school</i>

			<p>goals).</p> <ul style="list-style-type: none"> • <i>Serve as a point of contact to work collaboratively with the Indiana Department of Education's accountability and support and in order to guide next steps of the school's plan and support alignment, as needed.</i>
5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded.		X	<ul style="list-style-type: none"> • EVSC has fully implemented three SIG programs in the past for: <ul style="list-style-type: none"> ○ Glenwood Leadership Academy ○ Evans School ○ McGary Middle School • Feedback from IDOE with regard to past implementation has been positive and supportive. • All three SIG schools have experienced significant leading indicators reflective of turnaround improvement, while two of three SIG schools have improved out of F status.
6. District has had one or more findings in one or more of the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.			<ul style="list-style-type: none"> • Any findings of the SBOA were corrected during the audit process. <ul style="list-style-type: none"> ○ Though it was found that the district did not have a proper system of internal control in place to prevent, detect, or correct errors on the Schedule of Expenditures of Federal Awards (SEFA), there is now an internal control practice in place with this report semi-annually reconciled by the Director of Budget for accuracy. ○ Though it was found that there were two reporting errors with federal programs (ie identifying pass through numbers), adjustments resulted in a presentation of the SEFA that was materially correct in relation to the financial statement.
7. District has not had a SBOA or Onsite Consolidated Federal Monitoring visit in the last three years.			<ul style="list-style-type: none"> • SBOA's last audit was for time period July 1, 2011 to June 30, 2013. • EVSC's designated Onsite Monitoring Cycle will take place during the 2015-16 school year for Title I, Title II and Title III.
8. District has been in excess carry-over anytime in the last three fiscal year cycles.			<ul style="list-style-type: none"> • EVSC was approved for excess carry over from 2012- 2013 for the 2013-2014 Title I program.

Part 8: Selection of External Providers

Provide district evidence for the Selection of External Providers – this will show the LEAs capacity to recruit, screen, selects and support appropriate external providers. Whole School Reform REQUIRES the selection of a third party – a strategy developer – as part of implementation. *External providers are not required of other models, but ALL models must explain process of selecting, or show how school will be supported in lieu of External Provider.* **Please review guidance provided in part 8 of the Application Directions and Guidance for specifics pertaining to external providers.**

The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:

Capacity Task	District Evidence
<p>(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p>	<p>OTS understands that external service providers are essential to the improvement of teaching and learning as these outside contractors offer their expertise in areas from data analysis and synthesis to social emotional wraparound supports for students. There are several elements that are particularly important to OTS and EVSC in approaching work with external providers:</p> <ul style="list-style-type: none"> • Sustainability. While providing capacity in areas is important, it is also important to the OTS and schools to ensure there is a clear path to sustainability. This ensures that as work from the provider comes to a close, capacity has been built at both the district and school levels to ensure continued impact beyond the years or months of partnership with an external provider. • Clarity. The partnership must be clear in what it entails, listing out specifics for expectations on both sides – district/school along with the provider. It is also important to the OTS to understand how the partnership will evolve over time. • Communication. The ongoing communication and feedback loop is important. This ensures that both parties are getting what they need and efforts can be changed as the school's needs evolve. This ensures that the continued improvement cycle that is important to both OTS and the LEA is reflected in our external partnerships as well. <p>To that end, OTS has adopted best practices and processes aligned to this and</p>

summarized in Learning Point Associates' publication, *Guide to Working with External Providers: Partnerships to Improve Teaching and Learning*. The cycle that is used by the OTS is reflected in the graphic below and lifted from the publication cited above – this ensures that external providers are selected based upon their effectiveness, experience, and expertise.

Creating a framework for selection

- *What does the school need based upon our needs assessment?*
- *How does that translate into services?*

Vetting and selecting potential providers

- *What are the gaps from what the provider can do versus what the school needs?*
- *How does the provider align to our needs and turnaround principles?*
- *Are they willing to adapt?*

Negotiating a contract

- *What is the specific package of services and materials that will be provided?*
- *What are the measurable outcomes needed?*
- *What is needed from the district or school?*

Working in partnership

- *How does the provider plan to keep the school/district informed of progress?*
- *What happens when there is a challenge?*
- *Is there a plan to sustain the work at the school level?*

(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;

The Office of Transformational Support (OTS) will continue to provide oversight in the selection and implementation of external provider services for Transformation Zone schools. The selection process of external providers begins AFTER a school's needs are identified. This happens through a readiness assessment conducted for the school and/or a result of the strategic school improvement planning process. (During this process, schools must identify root causes to gaps and negative trends in academic and climate data.) This process captures the exact needs that must be met by an external provider (aligned to the LEA's practice of creating Requests for Proposals). The vetting and selection process then managed by the OTS is described below.

Initial vetting

- **Determining the candidates.** The OTS determines which external providers align most effectively to the needs of the school by researching options online, conversing with SEA Outreach staff members, and seeking the consul of other LEA representatives (such as other Title I Directors).

- **Initial conversations.** The OTS then conducts initial conversations with providers to ensure needs of the Transformation Zone schools can be met. This communication ensures that expectations for services are clear to the vendor and OTS has the opportunity to share, not only its objective for the partnership but its approach to external providers described in the previous section.
- **Submission of a statement of assurances.** At this time, if the external provider is interested, they must complete a statement of assurances. This assurance allows the provider to self-determine how its services align to the Turnaround Principles. The OTS requires that all external service providers align to a minimum of TWO turnaround principles to proceed in the selection process.

Selecting the Right Provider

- ♦ **Rating each potential provider.** If there are multiple providers found that match the needs of one or more Transformation Zone schools, the OTS rates each potential provider. Currently, the rating is based upon the costs of services against the impact on the Turnaround Principles for the TZ school. A gap analysis is also informally conducted to ensure that the OTS specifically addresses a plan with the provider for any gaps identified during the vetting and rating process. This again aligns to the OTS’s foundational elements of approaching external providers described in Part 8m Section A above.
 - OTS is currently revising its process to adapt tools found in the *Guide to Working with External Providers: Partnerships to Improve Teaching and Learning* (Page 72-79).

(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;

Once a provider is chosen, the OTS negotiates the final contract of services with each external provider to ensure alignment to OTS, district, and TZ school priorities (established in improvement plans for each entity). During this process, (again guided by best practices laid out in *Guide to Working with External Providers: Partnerships to Improve Teaching and Learning*) the exact services that will be provided by the external provider are catalogued. Measurable outcomes are defined for the partnership and ongoing cycles of feedback are established. Most importantly, during this stage, the OTS and the external provider agree upon the school and district level policies that must be in place for the success of the contract. For example, most external providers require leadership commitment

	<p>when working with a specific school. By establishing these conditions early, it ensures that as challenges with these aspects occur (which happens often due to the evolution of turnaround and transformation schools) that both OTS and the provider can address them quickly. This also helps ensure that the contract with the external provider is a partnership between the LEA, OTS, the school, and the provider. It also again aligns to the OTS's commitment to the elements cited in Section 8, Part A – sustainability, clarity, and communication.</p> <p>Internal accountability for this process is created by the inclusion of specific performance metrics in the OTS Director's performance contract with the Superintendent.</p> <p>This internal accountability structure ensures that the OTS provides the right level of oversight to external providers and pushes them towards continuous alignment towards the outcomes negotiated in its contract with the LEA, the OTS, and the specific TZ schools. As a result of this, a cyclical part of the OTS Director's check-in with the EVSC's Superintendent is the regular review of the alignment and effectiveness of external providers.</p>
<p>(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs.</p>	<p>As part of the performance management sessions conducted by the LEA and the performance checkpoints conducted by the OTS for all TZ schools, there is built in time to assess the progress of an external provider with a TZ school.</p> <p>As part of the performance checkpoints held by OTS, the OTS Director reviews progress of each school leadership team against both academic and culture goals. The strategies that align to these goals are also referenced during these conversations, and external providers, to date, have aligned to the school's strategies impacting one or more of these areas. To that end, there is a continuous process to ascertain whether a school team is feeling the services and materials provided by an external provider.</p> <p>Periodically, it is important to note that OTS revisits the scope of services defined by each external provider. During this time, services are often adjusted to better meet the needs of the TZ schools and/or the OTS. For example, last year, additional capacity and capacity building was necessary from the Mass Insight Education team related to the execution of the staffing process for TZ schools. In order to do this,</p>

other areas of the scope of work – aligning community resources to the school improvement plan – were redrafted to provide additional capacity around the staffing process. This re-alignment of services by the OTS is essential to ensure that the goals of the OTS and TZ schools are met.

<p>(e) Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. Prior to an external provider work beginning, LEA must receive approval from IDOE.</p>	<ul style="list-style-type: none"> • OTS would contract with an external evaluator to ensure third-party/expert program evaluation is an integral and ongoing part of the SIG Program success. <ul style="list-style-type: none"> ○ Quarterly scorecards will serve as a catalyst for comprehensive, quarterly reviews of progress toward SIG program/SIP goals. (These sessions would serve as a deep-dive OTS checkpoint session during months of quarterly scorecard reviews.) • OTS would contract with the nation's leading expert on school turnaround (Mass Insight Education) to ensure EVSC's systemic ILP approach is successful, scalable, and sustainable by: <ul style="list-style-type: none"> ○ Providing expert guidance and support to ensure the ILP is effective and is positioned to sustain differentiated support to the school leadership team. ○ Conducting school audits with attention to targeted, critical needs. ○ Providing feedback and recommendations directly to OTS and School Leadership Team (and EVSC leadership, as required) • All scopes of work will be provided upon receipt of grant funds approved by IDOE and school board approval.
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Part 9: Budget

Complete the budget spreadsheet for each year of SIG (the yearly budget as would be completed in the application system) – COMPLETE ALL TABS in the spreadsheet (*total funding tab will populate on its own. You do not need to complete this tab*).

Please also complete the DISTRICT Sustainability budget for SY 2020-2021, detailing the sustainability plan for AFTER SIG funding – *indicating what areas and interventions the district plans to sustain AFTER grant funding*. Additionally, complete the funding alignment for the DISTRICT sustainability year indicating what funds will be used.

Budget spreadsheets should be completed and turned in with the full application.