

## Appendix G: LEA Application for Each Priority School

### School Improvement Grant (1003g) 2013-2014

#### LEA School Application: Priority

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

School Corporation **Evansville Vanderburgh**

Number **7995**

School Name **Fairlawn Elementary School**

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

Turnaround

Restart

Transformation

Closure

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## Assurances

**Evansville Vanderburgh School Corporation** assures that it will

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

## Waivers

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

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

## **A. LEA Analysis of School Needs**

### **➤ Instructions:**

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, and the principal and school needs.

**Appendix B:**

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

**Worksheet #1: Analysis of Student and School Data**

➤ **Instructions:**

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

<b>Student groups</b> (list groups below)	<b>% of this group not passing</b>	<b># of students in this group not passing</b>	<b>How severe is this group's failure in comparison to the school's rate?</b>	<b>How unique are the learning needs of this group?</b> (high, medium, low)
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**English/Language Arts**

<i>Example:</i> LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Overall	41.9%	83	High-Corporation 30.6% & State 20.6%	High: Need for effective differentiation of ELA instruction based on assessment data

				High: Need to meet students social, emotional, cultural, sensory needs
Special Education	67.6%	25	High compared to school overall	High: Need for effective differentiation of ELA instruction based on assessment data
Black	47.1%	16	Moderate compared to school overall and corporation at 53.4%, but high compared to state at 38.9%	High: Need for effective differentiation of ELA instruction based on assessment data
Free/Reduced	45.2%	75	Moderate compared to school overall	
Multiracial	42.4%	14	Mild compared to school overall, moderate compared to corporation at 37.8%, but high compared to state at 23%	High: Need for effective differentiation of ELA instruction based on assessment data
White	41.7%	50	Mild compared to school overall, high compared to corporation at 25.4% and state at 16.6%	High: Need for effective differentiation of ELA instruction based on assessment data

## Mathematics

Overall	37.4%	76	Mild compared to corporation at 59% and state at 39.6%	High: Need for effective differentiation of Math instruction based on assessment data. High: Need to meet students social, emotional, cultural, sensory needs
Special Education	57.1%	24	High compared to school overall, corporation at 42.4%, and state at 28.4%	High: Need for effective differentiation of instruction based on assessment data
Multiracial	47.1%	16	High compared to school overall, corporation at 40.1%, and state at 23.1%	High: Need for effective differentiation of instruction based on assessment data
Black	42.9%	15	High compared to school overall, corporation at 59%, and state at 39.6%	High: Need for effective differentiation of instruction based on assessment data.
Free/Reduced	40.4%	69	Mild compared to school overall and corporation at 42.4%, but high compared to state at 28.4%	High: Need for differentiation of instruction based on assessment data.
White	34.1%	42	Mild compared to school overall,	High: Need for differentiation of

			moderate compared to corporation at 28.1%, but high compared to state at 14.4%	instruction based on assessment data.
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**What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?**

*Inappropriate example:* Students from Mexico aren't doing well in school. "

*Appropriate example:* "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."

*Appropriate example:* "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."

41.9% of our students overall did not pass ISTEP+ in ELA in 11-12. This puts 41.9% of our students at serious risk of not graduating high school.  
67.6% of students report learning is interesting (EVSC Climate Report).  
77.3% of students report learning is connected to things they already know (EVSC Climate Report).  
80.4% of students feel challenged to do their best (EVSC Climate Report).

**What is at the "root" of the findings?  
What is the underlying cause?**

*Inappropriate example:* "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."

*Appropriate example:* "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."

Students are unable to perform skills requiring the rigor demanded on state assessments. Also, students struggle with online testing due to limited exposure to technology at home and at school.  
In documented principal walkthroughs from October 2012 to April 2013, teacher modeling/demonstration at the strategic or extended thinking level was only evidenced in 10% of the total walkthroughs. Teacher modeling and instruction and student work is

<p>68.0% of students are very satisfied with the quality of their school (EVSC Climate Report).</p>	<p>not of sufficient rigor, connected to students' interests, nor differentiated for students' needs.</p> <p>Daily instruction lacks sufficient rigor and high leverage strategies are not utilized daily as evidenced by documented principal walkthroughs in 12-13. Areas coded 1 or 2, thus not meeting standard:</p> <p>Checking for Understanding = 49%</p> <p>Student Engagement = 72%</p> <p>Student Tasks = 75%</p> <p>Student Classwork/Homework = 69%</p> <p>Academic Feedback = 53%</p> <p>Targeted professional development proven effective in successful high performing high poverty schools has not been embedded in the school day.</p> <p>Effective small group instruction for reading, writing, and math is not consistent across grade levels.</p> <p>High quality professional development for at risk readers has not been provided and Tier I instruction does not result with at least 80% of students achieving benchmarks.</p>
<p>60% of students in grades 3-5 with office referrals did not pass ELA. Students with behavioral or emotional/social concerns do not perform as well academically as students whose needs are met.</p> <p>Only 31% of students in grades 3-5 agree that</p>	<p>Students referred to the office miss instructional time, sometimes seem unmotivated, and have decreased academic achievement. Teachers and staff are unable to consistently utilize effective behavioral</p>

at Fairlawn, students get along well with each other. This is a decline from 2012, when 40.1% of students agreed, and from 2011, when 51.1% of students agreed. 54.3% of students think other students care about them (EVSC Climate Survey).

Office referrals and out of school suspensions have negative correlations with student academic achievement and exposure to instruction.

management strategies to reduce disruptive behavior that leads to an office referral. Office referrals significantly decrease the amount of time the principal is available to oversee curriculum and instruction. Instructional time for those students is interrupted and reduced. The number of students requiring social/emotional support and the intensity of the needed support exceeds school staff capacity. EVSC School Climate results further indicate that students significantly struggle to get along well with their peers, which impacts both emotional wellness and academic achievement. Fairlawn lacks an alternative setting for students struggling in the classroom and provides no supervised well-developed curricular alternative to out of school suspensions. Fairlawn lacks capacity to provide an alternative to out of school suspension and a resource to provide students with needed counseling and academic support during the school day.

Students sent to the office sometimes report not being able to do the assigned work. Teachers do not consistently provide students with work differentiated to their specific needs. Small group instruction is not

In documented principal walkthroughs during 12-13, principal did not observe differentiated small groups during 60% of the walkthroughs.

Less than 80% of Fairlawn students achieve at or above grade level benchmarks for ELA during Tier I instruction.

Less than 80% of Fairlawn students are not reaching grade level benchmarks during Tier I instruction.

12-13 Data for students reading at or above benchmark:

K=82%

1=60%

2=77%

3=65%

4=47%

5=48%

12-13 Data for students at or above benchmark in oral reading fluency:

K=NA

1=63%

2=70%

effectively used in all classrooms. Embedded professional development regarding how to effectively differentiate instruction based on student assessment data has not been provided for teachers.

During documented principal walkthroughs in 12-13, 69% of the walkthroughs indicated work provided for students was at the lowest levels of engagement: 18% at recall and 51% at the skill level. Daily instruction, questioning, teacher modeling, and student tasks lack rigor and are not differentiated to students' specific needs.

During documented principal walkthroughs in 12-13, students were observed to be reading in appropriately leveled texts approximately 60% of the time. All teachers do not consistently engage students with appropriately leveled texts. Leveled libraries are not available in all classrooms. Technology is not available in all classrooms. Effective, in-depth professional development on teaching of reading and interventions for struggling readers has not been provided for all teaching staff. Turnover in staff exacerbates the lack of continuity and fidelity of effective instruction. Teachers do not have sufficient training in working with our student population and their

3=72%  
4=47%  
5=33%

67.6% of our students in the special education subgroup did not pass ISTEP+ ELA and 57.1% did not pass ISTEP+ Math

needs both academic and social.

During documented principal walkthroughs in 12-13, principal did not observe differentiated small groups during 60% of the walkthroughs. Teachers have not been provided with additional support and professional development to effectively differentiate instruction thus providing students with work targeted to their specific needs.

Special education students are pulled for targeted reading/math support outside of the classroom for 40 minutes per subject, as specified in the IEP, but also receive core grade level instruction in the regular education classroom. Instruction; however, is not effectively differentiated for students receiving special education services in the regular education classroom. Staff has difficulty dealing with the social, emotional, and behavioral needs of our special education students.

The average number of days absent for students with an IEP is greater at 10.31 than the average number of days missed for students without an IEP at 6.79. Additionally the average number of days absent for both

47.1% of Fairlawn students in the Black subgroup did not pass ELA and 42.9% did not pass in math.

unexcused and excused absences is larger for students with an IEP than for students without an IEP.

IEP Unexcused=4.1

No IEP Unexcused=3.06

IEP Excused=6.21

No IEP Excused=3.73

Staff is not available to work with students and families on attendance concerns. Funding for strengthening Families programs are no longer provided for Fairlawn families.

Students in the Black subgroup do not perform on state assessments as well as students in the White subgroup.

The average number of days absent for students in the Black subgroup is 5.86 while the average number of days absent for the white subgroup is 7.43.

Unexcused absences are greater for Black subgroup at 3.46 than the White subgroup at 2.97.

Students in the Black subgroup missed less school than students in the White subgroup in 2011-2012, but their academic achievement was lower. Even though attendance appears to be less of a factor, we are not meeting the academic needs of our Black subgroup.

47.1% of Fairlawn students in the Multiracial

subgroup did not pass ISTEP+ math. Overall, 37.4% of students did not pass math; therefore, more students in the multiracial subgroup did not pass compared to their peers.  
42.4% of Fairlawn students in the Multiracial subgroup did not pass ELA compared to 41.9% not passing overall.

12% of Fairlawn students were well below benchmark on 11-12 DIBELS EOY.  
15% of Fairlawn students were below benchmark on 11-12 DIBELS EOY.

77% of our students were at or above benchmark on 12-13 DIBELS EOY compared to 73% at or above benchmark in 11-12. (The 11-12 was DIBELS and the 12-13 was DIBELS Next.)

Work is not related to students' interests or lives.

Data from the 2013 EVSC School Climate Survey indicates that 57.1% of students in grades 3-5 feel welcome when they are in the school, and 55.4% of students indicated that they like school. Fairlawn is not meeting the needs of our culturally diverse population. Well-articulated, targeted, and systematic professional development in culturally responsive pedagogy has not been provided.

Students in the Multiracial subgroup missed more days on average at 7.99 than students in the White subgroup at 7.43. Students in the Multiracial subgroup had more unexcused absences on average at 3.81 than students in the White subgroup at 2.97.

Less than 80% of the student population in grades K-2 is reaching grade level benchmarks during Tier I instruction. Tier I (Core) instruction is not fully adequate. Tier I instruction is impacted by students' behavioral concerns, teacher absences, inadequate substitute teacher coverage. Instructional time is also required by grade level to design performances for parent events.

18% of Fairlawn's incoming Kindergarten students attend Head Start.  
17% of Fairlawn's incoming Kindergarten students attend a part day preschool.  
65% of Fairlawn's incoming Kindergarten students do not receive Early Childhood Education.

Permanent Professional Development Substitutes and additional Interventionists would alleviate instructional concerns related to uncovered classrooms, ratios for students in need of intensive interventions, and professional development that could be provided during the school day.

With support from the 12-13 school year 1003a grant, additional services provided resulted in an increase of students achieving at or above benchmark on a more rigorous assessment. However, we still do not have at least 80% of our students achieving at benchmark in core Tier I instruction. Fairlawn lacks adequate staff to provide research-based interventions in appropriate ratios to students below benchmarks. Certified Interventionists are needed to provide effective instruction in appropriate size groups for intensive interventions.

Fairlawn's youngest learners do not have access to high quality early childhood education. Lack of financial resources, parental apathy or unawareness may be contributing factors as well. A Pre-K program would have a dramatic impact on students' readiness for learning upon entry to kindergarten. (Year 2 Implementation)

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

### Student Leading Indicators

➤ **Instructions:**

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

	2011-2012	2012-2013
1. Number of minutes within the school year that students are required to attend school	<b>381 minutes per day X 180 school days = 68,580 minutes per school year.</b>	<b>381 minutes per day X 180 school days = 68,580 minutes per school year.</b>
2. Dropout rate*	<b>NA</b>	<b>NA</b>
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	<b>97.2%</b>	<b>97.4%</b>
4. Number and percentage of	<b>NA</b>	<b>NA</b>

students completing advanced coursework* (e.g., AP/IB), or advanced math coursework		
5. Number of students completing dual enrollment classes	<b>NA</b>	<b>NA</b>
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	<b>BAS</b> <b>SS</b>	<b>BAS</b> <b>SS</b>
7. Discipline incidents*	<b>317 – See details below</b>	<b>163 – See details below</b>

2011-2012

	Number of Students	Number of Discipline
<b>TOTAL</b>	<b>114</b>	<b>317</b>
IEP		
IEP Yes	31	95
IEP No	83	222
Gender		
Female	37	83
Male	77	234
Ethnicity		
Asian	0	0
American In	0	0
Black	27	75
Hispanic	4	18
Multiracial	26	77
White	57	147
Lunch Status		
Free	91	252
Reduced	1	6
Paid	22	59

2012-2013\*

	Number of Students	Number of Discipline
<b>TOTAL</b>	<b>77</b>	<b>163</b>
IEP		
IEP Yes	17	50
IEP No	60	113
Gender		
Female	30	60
Male	47	103
Ethnicity		
Asian	0	0
American In	0	0
Black	22	55
Hispanic	3	5
Multiracial	12	34
White	40	69
Lunch Status		
Free	65	146
Reduced	4	4
Paid	8	13

8. Truants  
 (# of unduplicated  
 students, enter as a  
 whole number)

Religion Transcripts	2011-2012 Number of Students Missing 11 or more days
<b>TOTAL</b>	
IEP	
IEP Yes	05
IEP No	223
<b>Gender</b>	
Female	70
Male	74
<b>Ethnicity</b>	
Asian	1
American Indian	0
Black	16
Hawaiian/Other Pacific Islander	0
Hispanic	8
Multiracial	27
White	89
<b>Lunch Status</b>	
Free	115
Reduced	3
Paid	39

Religion Transcripts	2012-2013* Number of Students Missing 11 or more days
<b>TOTAL</b>	
IEP	
IEP Yes	31
IEP No	94
<b>Gender</b>	
Female	78
Male	77
<b>Ethnicity</b>	
Asian	2
American Indian	0
Black	18
Hawaiian/Other Pacific Islander	0
Hispanic	5
Multiracial	26
White	103
<b>Lunch Status</b>	
Free	122
Reduced	5
Paid	29

9. Distribution of teachers by performance level on LEA's teacher evaluation system

Fairlawn Elementary School 2011 - 2012		
	#	%
<b>Total</b>	12	
1.00 – 1.50		
1.51 – 2.00		
2.01 – 2.50		
2.51 – 3.00	6	50.0%
3.01 – 3.50	5	41.7%
3.51 – 4.00	1	8.3%

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

Fairlawn Elementary School 2012 - 2013		
	#	%
<b>Total</b>	15	
1.00 – 1.50		
1.51 – 2.00	2	13.3%
2.01 – 2.50	3	23.1%
2.51 – 3.00	5	33.3%
3.01 – 3.50	3	23.1%
3.51 – 4.00	2	13.3%

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

10 Teacher attendance rate

**84%**

In 2011-2012, 20 classrooms were without a substitute teacher during teacher absence.

**84%**

**Reasons for Teacher Absence:**  
**FMLA=34.9%**  
**Leave Without Pay=27.7%**  
**Personal Business Leave=6.5%**  
**Professional Leave=15.4%**

In 2012-2013, 36 classrooms were without a substitute teacher during teacher absence.

		<p><b>Only one other school in EVSC had more unfilled teacher positions than Fairlawn in 12-13. Uncovered classrooms result in significant disruption to student learning and result in cancelled PLC meetings and PD.</b></p>
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<p><b>What are key findings or summaries from the student leading indicator data?</b></p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p>	<p><b>What is at the “root” of the findings? What is the underlying cause?</b></p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p>
<p>The EVSC school day is among the shortest in the state of Indiana (7:55-2:16).</p> <p>With a successful ETA vote in 2012-2013, we attempted to maximize our school day by implementing a daily PLC period, a building wide common intervention period, and increasing our reading block to 120 minutes per day in grades K-2 by moving science instruction to our related arts rotation schedule. Students; however, are not observed to be reading appropriately leveled texts nor working in small groups for differentiated instruction in 60% of documented principal walkthroughs.</p>	<p>The current teacher contract determines the length of our school day. Current contract does not expire until conclusion of 13-14. Proposals to alter the timing/organization of the school day must be voted upon by Evansville Teaching Association (ETA) members.</p> <p>Many students achieving below benchmark were in need of a daily intervention. A new schedule implemented in '12-'13 configured to include common intervention period provided additional targeted learning time for students in grades K-5 within the school day.</p> <p>Prior to schedule change, teachers had a maximum of 2 days per week to meet at a designated daily time period as a PLC for curriculum mapping, creation of common assessments, and analysis of student achievement data.</p> <p>Instructional staff in the 12-13 after school program did not provide instruction targeted to students’ needs and some were unqualified.</p> <p>Staff hired for summer programs are based on</p>

<p>As students progress in grade levels, the percentage of students reading at or above benchmark decreases.</p> <p>Instructional minutes are not fully utilized for intensive, targeted instruction due to outside factors such as required testing, frequent behavioral/emotional concerns, and preparation for student performances to engage parents at the school.</p> <p>Each grade level sponsors a student performance so families are provided with the opportunity to observe their child on stage. Student performances are the highest attended family events at Fairlawn.</p>	<p>seniority, not teacher effectiveness, therefore it is likely that summer instruction may not be as effective as intended.</p> <p>A lack of sufficient staff to provide research-based interventions (The Rtl Guide: Developing and Implementing a Model in Your Schools, McCook, 2006) in appropriately sized groups was improved during 12-13 with three academic tutors and one certified interventionist funded through a 1003a grant; however, support is still needed for students below benchmark. Funding for this support will not be available for '13-'14. Uncertified, untrained staff hired as tutors were not able to effectively provide instruction. Certified Interventionists are needed to work with students most in need. Tier I instruction would be significantly improved with professional development embedded in the school day and adequate coverage for classrooms.</p> <p>Although formative assessment and the data provided to teachers is critical, teachers in all grade levels lose significant instructional time for testing (Acuity, DIBELS, AIMSweb, ISTEP, IREAD, PARCC-like assessments, and progress monitoring). Additional instructional time is lost addressing behavioral and emotional concerns, and preparation for one student performance for parents per year.</p> <p>Fairlawn does not have adequate Fine Arts staff and instrumental instruction is for one grade level and conflicts with other curricular offerings. Additional Fine Arts staff could integrate content area concepts</p>
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Curriculum is not rigorous, culturally relevant, targeted to students' individual needs, nor cognitively demanding. Documented walkthrough data for 2012-2013 indicated the following areas were ranked 1 or 2 indicating did not meet expected standard. Of total walkthroughs documented, percentage marked below expected standard between October 2012 and April 2013:

- Gradual Release of Responsibility = 34%
- Checks for Understanding = 49%
- Student Engagement Overall = 78%
- Teacher Questioning = 49%
- Student Tasks = 75%
- Teacher Modeling/Demonstration = 53%
- Student Classwork/Homework = 69%
- Academic Feedback to Students = 53%
- Differentiated Small Groups = 60%

in daily instruction while relieving content teachers of performance preparation thus reducing encroachment of instructional minutes. Fairlawn leadership and College Advisory Board support one student performance because parent attendance at these events is the highest of any Family Engagement event. Additionally, Fairlawn students lack exposure to Fine Arts opportunities outside the school setting. The district as added a Director of Fine Arts for the "13-'14 school year. This district position can assist Fairlawn in developing a comprehensive Fine Arts program.

Teachers do not grasp how to effectively differentiate resulting in "teaching to the middle." Comprehension expectations are at low levels of Bloom's Taxonomy. Twenty-first century skills and expectations are not implemented into the curriculum as a routine component on a consistent basis. Students achieving above expected benchmarks are working independently, not on work of greater rigor. EVSC School Climate Survey data indicates only 70.1% of students feel that they are challenged to do their best. Teachers are not comfortable and/or reluctant to implement cognitively demanding curriculum and problem solving approaches. Teachers who are uncomfortable with flexible classroom management will not differentiate instruction, even if they understand it, accept the need for it, and can plan for it (Brighton et al., 2005).

<p>Our special education students and minority subgroups fail to achieve at the same level as other subgroups.</p> <p>Fairlawn experienced significant instability in after school programming during 2012-2013. The school</p>	<p>Intensive, high-quality professional development for reading and writing workshop with differentiated instruction is essential and has not been provided. Capacity for Tier II targeted interventions can't be met with current staff capacity. Interventionists and grade level assistants could provide small group and intervention support.</p> <p>Data analysis of student work is surface and conversations regarding key instructional components and adjustments to instruction are not part of daily PLC discussions. Our teachers struggle to keep up with consistent, timely, data-driven differentiation. A Data Coach dedicated to Fairlawn to provide support would improve differentiation efforts closely connected to students' academic achievement. Fairlawn lacks adequate properly trained support staff to provide appropriately sized small group/intervention group instruction. Certified Interventionists to provide support for daily small group instruction and intensive support for Tier II interventions are needed. Readers Workshop has been identified as an effective instructional model. Intensive professional development on reading workshop has not been provided.</p> <p>Instruction targeted to students' specific learning needs is not consistently provided in the regular education environment. Curriculum is not sufficiently differentiated for struggling students or for advanced students. Mainstream students do not</p>
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year started without a Site Coordinator followed by three substitutes, the resignation of the Site Coordinator without adequate notice, and a member of Fairlawn's school staff (Media Aide) removed from duties to fulfill the position for the balance of the year.

The number of students referred to the office and number of incidents decreased from 2011-2012 to 2012-2013 with the addition of a Behavior Specialist to support students' emotional/behavioral needs. Our Behavior Specialist and Counselor provided professional development for staff regarding

receive a grade from the regular education teacher, are not provided with appropriately leveled or relevant work, and often lack motivation to be successful in the core instruction setting.

Unpredictability and inconsistency of staff impacts the continuity and instructional effectiveness of after school programming. Substitutes for the Site Coordinator (on FMLA) lacked capacity to efficiently coordinate the after school program.

Due to after school meetings required to implement district initiatives, most school staff were not able to provide instruction in after school programs.

The majority of outside personnel hired to teach in the program were not licensed instructors.

Effective communication between school staff and after school personnel was inadequate. This disconnect resulted in a significant lack of instruction targeted with fidelity to students' specific learning needs. Students identified as priority based on achievement below benchmarks are often not enrolled in the program by their parents.

Many students enrolled in the program are consistently picked up from the program early resulting in loss of additional instruction.

A qualified Extended Learning Academy Coordinator is needed to coordinate after school academy offerings with daily EVSC GVC curriculum.

The Academy Coordinator would educate parents in the importance of enrolling their child in after school programming. They would also emphasize the significance of consistent attendance.

Additionally, qualified staff is needed to teach the

effective behavioral management strategies.

Year	2011-2012	2012-2013
# Students Referred	114	77
# Incidents	317	163

The current teacher bargaining contract requires school administrators to accept teachers by transfer based on seniority. Teachers are not required to be evaluated yearly.

School administrator was able to conduct more walkthroughs, teacher evaluations (off year evaluations), and open plans of improvement for staff identified below proficient on the district teacher evaluation instrument.

All teaching staff with 0-5 years of seniority was formally observed, evaluated, and conferenced with

program. Delayed start times for some additional personnel hired and funded by a 1003g grant would provide consistent, qualified staff familiar with Fairlawn culture, climate, curriculum, and students.

Students lack coping strategies and are unable to manage conflict resolution. Families lack access to social/emotional supports in the community due to lack of insurance coverage and limited income. Teachers require support to effectively prevent escalation of student behavior and nurture positive relationships with students. Cultural awareness is lacking among school staff. Behavior Specialist and Student Support Advisor could provide professional development for staff and work with students and their parents. The Student Support Advisor could provide a daily alternative to out of school suspension and provide learning for struggling students and parents in the Extended Learning Academy. Using data, intentional and explicit systems designed to support positive social-emotional behavior would be implemented and constantly reviewed for effectiveness.

Current contractual regulations require schools to post open positions through a seniority-based transfer system. Positions are filled with the most senior applicant, not necessarily the most effective or qualified candidate for the position. Per contract, tenured teachers are not required to be evaluated yearly though principals have the option of opening evaluation on staff provided notice is made at opening of school year. The current contract

<p>the principal prior to January 2013. All teaching staff with 6+ years of seniority and on a 5-year rotation, as specified by current teacher contract, was formally observed, evaluated, and conferenced with the principal prior to January 2013. All teaching staff determined to be ineffective in 2012-2013 were placed on a formal plan of improvement. In 2011-2012, 12 evaluations were completed with 50% of the evaluations ranked 2.51-3.00. In 2012-2013, 15 evaluations were completed with 69.5% of the evaluations ranked 1.51-3.00. In 2012-2013, 5 staff members were placed on a formal plan of improvement. Two members were unable to complete the plan due to FMLA leaves. Two members submitted retirement notices. One member's plan was closed with evaluation to be reopened in 2013-2014.</p>	<p>expires at the conclusion of the 13-14 year.</p> <p>The addition of a Behavior Specialist funded through a 1003a grant provided substantial support staff to address student needs; provided administrator with increased capacity to observe instruction, conduct walkthroughs, and complete teacher observations/evaluations. <u>School Leadership that Works</u>, Marzano, Waters, McNulty (2005)</p> <p>Capacity for principal to observe core instruction was increased with the addition of a Behavior Specialist funded through a 1003a grant.</p>
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## Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ **Instructions:**

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

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school.		X			1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.		X			2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.				X	3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school			X		4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.	X				5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered.		X			1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on		X			2. Provides various levels of cognitive

<p>all learners (no differentiation).</p> <p>3. Is primarily textbook-oriented.</p> <p>4. Does not include technology.</p> <p>5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.</p> <p>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>7. Instruction is not increased to allow for more student learning time.</p>	<p>X</p>	<p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p>	<p>demands (differentiation; Response to Instruction - RTI).</p> <p>3. Uses multiple sources beyond textbooks.</p> <p>4. Includes frequent use of technology.</p> <p>5. Works in teams, discussing student learning and instructional ideas.</p> <p>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p><b>7.</b> Schedules and strategies provide for increased student learning time.</p>
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<b>Curriculum</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Curriculum</b>
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.		X			1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
<b>Data - Formative Assessments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Data - Formative Assessments</b>
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.		X			1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
<b>Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Professional Development</b>
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment.	X				1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English

3. Is short, i.e., one-shot sessions.	X				language learners and students with disabilities.
4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.	X				4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
<b>Parents, Family, Community</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Parents, Family, Community</b>
1. Does not provide extended supports.		X			1. Provides social and emotional supports from school and community organizations.
2. Does not ensure a safe school and community environment for children.		X			2. Creates a safe learning environment within the school and within the community.
		X			3. Includes use of advisory periods to build student-adult relationships.

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

**What are the key findings from the self-assessment of high-performing schools?**

*Appropriate example:* “We don’t have a curriculum aligned across grade levels.”

*Appropriate example:* “We only teach flags, festivals and foods with our students.”

**The Principal and Leadership**

In 11-12, Fairlawn’s principal had no formal documentation of walkthroughs or time spent in classrooms other than formal teacher observations and evaluations.

In 12-13, Fairlawn’s principal documented walkthroughs and collected data using a Google doc. 200+ formal walkthroughs were documented between October and April. Walkthrough data does not include observations completed on teachers evaluated or completing plans of improvement.

Immediate walkthrough feedback was provided to staff by principal via email during or after the walkthrough.

**What is at the “root” of the findings? What is the underlying cause?**

*Appropriate example:* “We don’t know how to align our curriculum across grade levels.”

*Appropriate example:* “Connecting curriculum to students’ lives takes longer to prepare lessons.”

**The Principal and Leadership**

In 11-12, approximately 22% of the entire student population was referred to the office resulting in unequal access to learning for all students and significantly impeding principal’s ability to fully implement instructional leadership. Principal is solely responsible for teacher observations and evaluations. 32.3% of teaching staff in 11-12 had 5 years or less of experience and combined with frequent changes in staff, principal has numerous evaluations to complete each year.

The addition of a Behavior Specialist, funded by a 1003a grant, significantly improved administrator’s ability to spend time in classrooms; however, principal still assumed responsibility for student behavior support, management of the building, operations, and state compliance reports. The addition of a Co-Principal with responsibility for building management, operations, and student behavior support would provide principal with ability to assume complete responsibility for curriculum, instruction, teacher evaluation, and documented walkthroughs.

Principal had difficulty meeting individually with staff during/after school day due to numerous school meetings for district initiatives (every day after school except Friday) and responsibility for operations, management, community relations, and support for the extended learning program in 12-13 due to

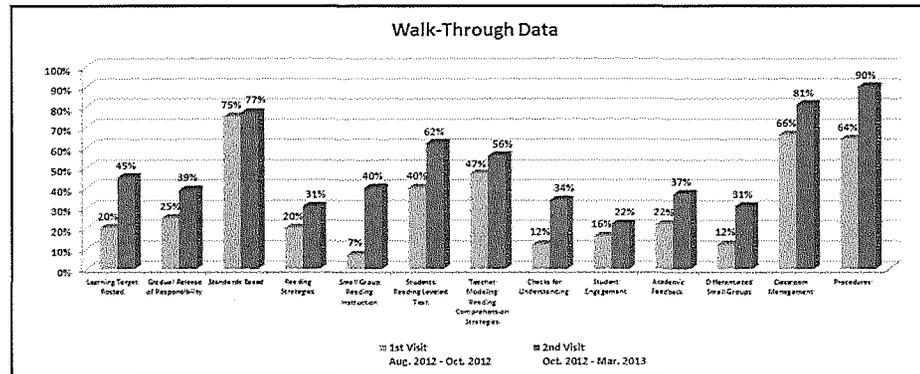
<p>In 12-13, 10 teachers were scheduled for formal evaluation, and principal opened evaluations for 6 additional teachers. Of the 16 teachers formally evaluated in 2012-2013, 5 teachers (31%) were placed on a formal plan of improvement. All teachers on a formal plan of improvement were formally observed weekly and participated in a weekly formal observation conference with principal, district staff, and union representatives as needed. Two teachers were unable to complete a plan of improvement due to FMLA leaves. Both will begin plan of improvement upon return in 13-14. Two teachers retired. One teacher's plan was closed with evaluation to be opened again in 13-14.</p>	<p>instability in after school programs.</p> <p>ISTEP+ scores in grade 4 and in one classroom for grade 3 were a serious concern for school leadership. Scores in grades 3-5 overall were a concern for all staff. Through the root cause analysis protocol, numerous inexperienced substitutes in some classrooms (teacher absence and FMLA) were partly attributed to student academic and behavioral concerns.</p> <p>Principal routinely opens evaluation for all staff receiving any evaluation rating on current teacher evaluation instrument that is below proficient and for all teachers new to grade assignment or building.</p> <p><u>School Leadership that Works</u>, Marzano, Waters, McNulty (2005)</p>
<p>Implementation of a revised schedule during 12-13, allowed teaching staff time to meet daily as a PLC.</p>	<p>Lack of adequate substitute teachers for teacher absences resulted in significant difficulty for grade level teams to meet during the related arts (CBA planning period) period. Only one other school in EVSC had more unfilled teacher absence jobs than Fairlawn. Principal and College Advisory Board facilitated numerous discussions and ETA votes to reorganize the school day and provide homeroom teachers with a dedicated daily time to meet as a PLC.</p>
<p>Principal was required to provide supervision for students during newly established PLC period thus becoming unable to attend daily PLC meetings conducted during morning meeting for students.</p>	<p>Principal attended PLC meetings held twice a week during related arts (planning period) period in 11-12, but was frequently called out of meetings to address student behavior concerns. Fairlawn lacks sufficient staff to supervise students during daily PLC meetings held outside of related arts rotation and during lunch/recess. Licensed staff, including principal and Title I staff, provide</p>

<p>Our current principal is knowledgeable about English Language Arts/Reading instruction. Principal was formally and satisfactorily evaluated by EVSC administrator evaluation pilot in 12-13 using RISE rubric. Principal successfully completed electronic portfolio for district leadership to support specific areas of focus on RISE evaluation.</p> <p>Principal spends a significant amount of time managing the school.</p> <p>Fairlawn was one of the first schools in EVSC to establish a Leadership Team. At least 1 representative from each grade/area serves on the Leadership Team. Fairlawn's Leadership Team changed its name to College Advisory Board in 12-13 to align with No Excuses University theme. College Advisory Board members and principal provide professional development during faculty meetings held bi-monthly.</p>	<p>supervision of students during new PLC period as Fairlawn lacked classroom assistants and was not adequately staffed for duty personnel. A non certified assistant would free licensed staff to work with students providing increased academic support with assistants providing supervision.</p> <p>Principal served as a district reading coach for EVSC, has a reading minor, and is currently completing her Ph.D. in Transformational Urban Leadership Program with Indiana State University with a focus on successful literacy programs in high performing high poverty schools.</p> <p>Fairlawn is staffed with one principal, secretary, and counselor. All office personnel complete significant clerical work, and principal has numerous meetings. There is a noted lack of clerical support available in the elementary school configurations. Counselor spends a significant amount of time completing clerical work such as High Ability Coordinator, ISTEP+ testing, Rtl coordination and scheduling special education conferences. Secretary has no support and is unable to provide clerical support to principal or counselor.</p> <p>Professional development needs were identified via principal walkthrough data and assessment results. Summary is presented in slide below and was shared with district during spring Performance Management with EVSC district leadership.</p>
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Principal and CAB fully accept responsibility for developing teacher leaders among all staff members.

### Your Needs: Additional Areas of Progress or Concern

#### K- 5 Classroom Walk Throughs



Walk-Through data is based on a 4-Point Scale ranging from 'Does Not Meet Standard' to 'Highly Effective'.

Graph represents the percent of Effective (3) and Highly Effective (4).

Staff completed questionnaire in 12-13 to identify prioritized professional development needs.

#1=Small Group Instruction

#2=Classroom Management

#3=Reading/Writing Instruction, Progress Monitoring, Technology Support

Principal provides learning opportunities for staff in a variety of formats: PLC meetings, faculty meetings, peer observations, Principal analyzes student performance data with teachers (observed by district staff). Principal reviews tracking tools with staff and supports teachers in reviewing assessment data.

The teacher bargaining agreement for EVSC will not expire until the conclusion of school year 13-14. Teachers are currently accepted based on seniority rather than on effectiveness in classrooms.

Principal evaluates all staff members new to building/grade level.  
Principal evaluates all staff receiving rating in any area marked less than E for exemplary or P for proficient in previous evaluation.

### **Instruction**

Instruction is frequently interrupted due to student behavioral or emotional concerns. Student learning is impacted by loss of instructional time when students are referred to the office. Continuity in instruction is negatively impacted by a lack of qualified substitutes to cover teacher absences. Instruction is not optimized during grade level preparations for student performance programs.

Per documented 12-13 principal walkthroughs, and rated as effective or highly effective:  
Gradual Release of Responsibility=39%  
Standards Based = 79%  
Research-Based Reading Strategy=31%  
Checks for Understanding=35%  
Student Engagement=20%

Last bargaining unit contract was established with expiration after current legislation to provide additional time to develop teacher bargaining agreement and evaluation instrument.

Principal is required to accept any teacher under current bargaining contract. Current contract expires in 13-14. Transferring teachers are under no obligation to contact the school prior to the first teacher day. This practice inhibits the need to inculcate new staff into the climate, culture, and expectations of the school.

### **Instruction**

In 11-12, 60% of students in grades 3-5 who were referred to the office did not pass ELA ISTEP+ and 51% did not pass Math ISTEP+. Teachers who are uncomfortable with flexible classroom management will not differentiate instruction, even if they understand it, accept the need for it, and can plan for it, The Feasibility of High-end Learning in a Diverse Middle School (Brighton et al., 2005)

Instruction is more teacher-centered than student-centered due to staff concerns about student behavioral issues and classroom management. Instruction is not differentiated for students' specific needs. Data from student assessments is not used to plan future instruction. Instruction lacks rigor.

<p>Strategic or Extended Thinking=10%  Tasks at Strategic or Extended Thinking=13%  Teacher Modeling/Demonstration=10%  Student Work at Strategic or Extended Thinking=12%  Academic Feedback=38%  Small Group Instruction=32%</p> <p>Technology survey completed by staff indicated:  Students engaged in technology...  Multiple times per day=69%  Several times per day=19%  Once per day=4%  Several times a week=4%  Several times a month=4%</p> <p>(Survey Continued)  Students at my grade level would benefit from...  iPads=76% (19 staff members)  Laptops=24% (6 staff members)</p> <p>(Survey Continued)  Would you benefit from having a laptop?  Yes=85%  No=15% (Have a laptop at home)</p>	<p>All classrooms are equipped with Promethean Board and majority of staff engage students with PB daily.  Staff self-rated proficiency with technology as follows:  Master=4% (1 staff member)  Proficient=73% (19 staff members)  Intermediate=23% (6 staff members)</p> <p>Fairlawn serves students in K-5 and EVSC does not support a 1-1 initiative at grades K-5.</p> <p>Staff listed the following as ways they would use a laptop:  PLC – Curriculum mapping, assessments, data analysis, and instructional planning  Acuity Instructional Resources  Small Group Instructional Planning  Assessment Resources/Creation  Peer Observations  Research  Special Education Paperwork  Professional Conferences  Communication with Parents  Work at home</p>
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<p>Staff have daily time dedicated to meet with PLC to work in teams, map/revise curriculum, design assessments, discuss student learning, and plan instruction,</p> <p>All grade levels meet one day per week with school psychologist to identify students in need of additional intervention. In 12-13, last quarter, daily PLC was moved to related arts period so coaching staff and principal could provide more support to teams.</p> <p>Instruction observed by principal in documented walkthroughs and observations for formal evaluations. Currently, students' learning growth is not connected to evaluations due to continuation of current teacher contract.</p> <p>Reading block was increased to 120 minutes per day in grades K-3 and science was added to technology in related arts rotation.</p> <p>After school programs and summer programming in 12-13 extended students' learning time. Fairlawn does not have funding for after school/summer school funding in 13-14.</p>	<p>In 12-13, daily schedule revised to provide time for daily PLC, personal plan period, and common intervention period for all students in grades K-5.</p> <p>Fairlawn staff meet regularly to review student work samples and assessment data; however, assessment data discussions are not closely connected to instructional planning or changes in teaching strategies. A full time data coach could facilitate efficient collection/sharing of data thus freeing up more time for instructional planning. Effective data analysis would support fidelity of common assessment and grading practices (<u>Formative Assessment</u>, Margaret Heritage, 2010).</p> <p>Current teaching contract expires following 13-14.</p> <p>As students progress through grades, reading achievement significantly declines. Reading workshop model, professional development, and differentiated instruction (effective small group instruction documented in only 32% of walkthroughs) based on student assessment data are lacking.</p> <p>Instability in staffing for after school programs and significant reduction in hours of coordinator in proposed new grant. A qualified full-time staff member is unavailable to coordinate effective extended learning time that is connected to student learning during the regular school day due to significant reduction in hours (8 hours per day to 3 hours per day). Qualified Extended Learning Academy Coordinator, familiar with students' needs and school routines, is needed to provide effective extended learning programs.</p>
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## Curriculum

Principal completed 200+ documented walkthroughs from October to April in 12-13 but mapped curriculum was not documented in walkthroughs.

All grade level teachers have common daily PLC time to revise curriculum, create assessments, and plan/revise instruction due to schedule change in 12-13 that will continue in 13-14.

EVSC GVC is rigorous and cognitively demanding but instruction provided in classrooms is not sufficiently rigorous nor cognitively demanding and results in inadequate numbers of students passing the ISTEP+ assessment.

12-13 documented principal walkthroughs rated effective/highly effective:  
Strategic or Extended Thinking=10%  
Tasks at Strategic or Extended Thinking=13%  
Student Work at Strategic or Extended Thinking=12%

## Curriculum

EVSC completed curriculum mapping for reading and mathematics in 12-13. Fairlawn staff began completing proficiency plans for August 2013 aligned with EVSC GVC mapped curriculum. Principal will have ability to document teaching of mapped curriculum in 13-14. What Works in Schools (Marzano, 2003)

Prior to 12-13, staff used two personal plan periods per week (CBA) to meet as a PLC. Leadership and staff recognized this was not sufficient for curriculum mapping and instructional planning. Through numerous meetings, discussions, and votes by ETA members, an alternative plan was suggested and implemented in 12-13 to provide for a daily PLC and daily personal plan period for all homeroom teachers.

Instruction observed and documented in principal walkthroughs is not of sufficient rigor. Leaders of Learning, Dufour, Marzano, (2011)

Teachers need professional development/support creating instructional lessons/activities requiring students to think/perform at higher levels of understanding. Understanding by Design, McTighe & Wiggins (2005)

Special education students are present in the regular classroom during core instruction but do not achieve at expected levels. Instruction of students in differentiated small groups was not evidenced during documented principal walkthroughs in 12-13. Effective/Highly Effective Differentiated Small Groups evidenced in 32% of walkthroughs.

### **Data-Formative Assessments**

K-2 teachers meet after each DIBELS benchmark with district data & literacy coach support and Fairlawn's Title I coach. Results are reviewed, but connection to instructional strategies is not firmly established. 3-5 teachers meet after each Acuity assessment with district data & literacy coach support and Title I coach. Overall results are partially reviewed, but connection to instructional strategies is not firmly established.

Fairlawn's Data Team meets twice a month to discuss K-5 student assessment.

Some members of Fairlawn's Data Team meet with Data Wise consultants during district scheduled training.

Instruction is not sufficiently differentiated for all learners. Teachers need professional development and support in effectively differentiating instruction for all learners. Leading and Managing the Differentiated Classroom, (Thomlinson, 2010)

### **Data-Formative Assessments**

District data & literacy coach are often not available until long after testing window has closed. Discussion is surface – basically results. Review of student assessment data is not timely. Professional development for teachers related to use of DIBELS/Acuity instructional resources is limited. Review in 12-13 was limited to approximately 40 minutes for entire grade level/curriculum area. Detailed analysis and discussion of connection between assessment results and instruction are not included in meetings with district support staff. Teachers desire timely in-depth review of data. An in-house data coach would provide timely review and staff with immediate professional development on effective differentiation of instruction. Adequate substitute coverage is needed for power plans (lengthened PLC time) to explore student assessment data in greater depth.

Fairlawn staff has meetings related to numerous district initiatives (Curriculum Mapping, Data Wise, PBIS, Rtl School Safety) every day after school except Friday. In 13-14 the Data Team will be reorganized by subject area and grade level: K-2 Reading; 3-5 Reading; K-2 Writing; 3-5 Writing; K-2 Math; 3-5 Math

Due to a substitute teacher shortage, some staff is unable to attend the training. District does not provide funding for entire team to attend. Some Non-Title I schools have capacity to direct discretionary fundraising money to pay for subs for their entire team. Small numbers of staff have received in-depth training on

**Professional Development**

District/school coaching staff often not available to provide professional development during PLC meetings targeted to focus on curriculum, assessment, and instruction.

**Parents, Family, Community**

The 2013 EVSC School Climate Survey for Families indicates 56.9% of families feel ownership in our school.  
70% of students report feeling welcome at school compared to 91.3% of parents reporting feeling welcome(EVSC Climate Survey).  
68.1% of students report feeling safe at Fairlawn (EVSC Climate Survey).  
73.8% of families report extra efforts are made to welcome and reach out to parents compared to 100% of school staff (EVSC Climate Survey).

Fairlawn’s current principal organized a charter FAME (FAMily Engagement) group for parents and volunteers. Principal communicated with parents by email/phone call and invited parents

the Data Wise process. A Data Coach is needed to provide ongoing imbedded professional development to align our instructional program and significantly improve differentiation of instruction in all classrooms. The Data Wise process is needed to explore and determine a timeline with benchmarks to assess improvement of cultural competency.

**Professional Development**

When Fairlawn implemented a daily PLC during 12-13, all grade levels met at the same time. Coaches/principal (providing daily supervision of students) were not able to meet with teams during PLC. Principal requested change of PLC time to related arts period during last quarter to provide more coaching support and to allow principal to attend the meetings.

**Parents, Family, Community**

The EVSC School Climate Survey for Families indicates 68.3% feel they have opportunities to provide input into the decisions at our school. This data reveals that monthly PTA meetings and the current FAME efforts are not sufficient in providing families with true ownership in our school. Though a large majority of parents completing the climate survey report feeling welcome at school, parent attendance at family engagement events is low, despite offering babysitting for all ages and providing meals, Parent University events for parents are poorly attended.

Disconnect between staff and parent perceptions regarding school efforts to reach out to families. While school may be making concerted effort, the effort is not effective. Examining cultural issues and staff competency in relating to Fairlawn families is essential. The Director of Diversity in collaboration with Fairlawn leadership and staff will develop a comprehensive multi-year systematic approach to strengthen classroom interactions and the family/school link.

Fairlawn staff has committee meetings related to numerous district initiatives

to all staff Family Engagement meetings held twice per month. Parents were provided with a Fairlawn FAME t-shirt to honor parents' involvement and encourage other parents to become highly engaged with school improvement efforts. Staff were actively involved with Family Engagement Committee.

### **Cultural Competency**

Fairlawn Student Demographics 11-12:

- 62.4% White
- 17.9% Multiracial
- 15.4% Black
- 3.2% Hispanic
- 0.9% Asian
- 79% Free/Reduced

Fairlawn Staff Demographics 11-12:

- 93.6% White
- 6.5% Black

Cultural Competency was one of the lowest areas on our self-assessment.

every day after school except Friday. Staff is unable to teach in extended learning program. Most staff for the extended learning program is provided by community agencies or outside hires.

### **Cultural Competency**

Fairlawn staff lacks diversity similar to student population.

58.1% of Fairlawn staff has between 0-10 years experience with 32.3% 5 years or less. Fairlawn staff lacks experience. Incentives to remain at Fairlawn are needed to retain quality teachers.

Cultural Competency has not been an area of focus at Fairlawn. A collaborative critical examination of the impact of cultural miscommunication will be initiated. The Director of Diversity, Fairlawn leadership and staff will develop a comprehensive multi-year systematic approach to strengthen classroom interactions and the family/school link. Input from students and families will be a substantial component of the examination and development process.

While the majority of staff believes all children can learn, focus on different approaches and instructional practices for students who learn differently has not been emphasized.

To develop the full academic potential of our culturally diverse student population, our teaching staff requires intensive professional development regarding culturally responsive pedagogic strategies. A need to develop staff understanding regarding the importance of designing instruction that meets the needs of human diversity in the classroom is evident. Curriculum and instruction is not strongly connected to students' interests or lives.

## II. Selection of Improvement Model

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

- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> Turnaround                | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

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

*Intervention model selected for Fairlawn Elementary School is Transformation*

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

District leadership and Fairlawn staff believe the transformation model is the most appropriate model for our school. Our current school principal, with the support of our former Leadership Team, initiated our partnership with No Excuses University three years ago. Since developing that partnership, we've experienced numerous staff changes while working to refine the following exceptional systems:

- Culture of Universal Achievement
- Collaboration
- Standards Alignment
- Assessment
- Data Analysis
- Interventions

Our self-assessment survey and numerous discussions regarding the 1003g validate our belief that we should support our existing principal's efforts to maintain complete focus on curriculum, instruction, and teacher evaluation with the support of a co-principal who could assume responsibility for managing the school, operations, and student behavior support. A dual leadership model would

significantly build capacity providing one principal complete responsibility for monitoring instruction, conducting daily walkthroughs, and completing formal observations and evaluations of staff while the co-principal assumes responsibility for student behavior support, operations, and management of the building. A 1003a grant in 12-13 significantly improved our principal's ability to focus on teaching and learning; conduct walkthroughs and collect classroom data related to implementation of research-based best practices and to complete formal observations and evaluations to identify effective staff and remove ineffective staff.

Our current teacher contract does not expire until the conclusion of the 2013-2014 school year; however our principal opens evaluations on all staff new to our building or current teaching assignment as well as all teaching staff receiving a rating less than proficient in any area on the current teacher evaluation instrument. Our building will no longer be required to accept teachers based on seniority when the 2014-2015 school year begins. The new teacher evaluation is presently being developed with collaboration between district staff and the teacher bargaining unit, and our current principal serves on the team developing the new instrument. The new evaluation will consider student growth, assessments, and incentives for increased student achievement as well as procedures for removal of ineffective staff. When the new teacher evaluation program begins in 14-15, transfer of ineffective staff will not be possible. Timely removal of ineffective staff will be improved with increased capacity via a dual leadership model. Additionally, we believe technical assistance from the NEU Network (current highly effective principals/staff/leadership) would provide the appropriate support needed for our leadership and staff to ensure the No Excuses University systems become truly exceptional at Fairlawn.

High quality professional development for our staff is a critical need. Current offerings are limited due to funding and lack of adequate substitute teacher coverage. Transfer of professional development initiatives to daily instruction and evidenced by increased student performance could be monitored and documented with a shared leadership model. Finally, classroom grants, improved technology, stipends, and opportunities for flexible start/stop times could decrease staff mobility and improve recruitment of new staff.

Our current principal facilitated changes in our daily schedule in 12-13 (with support of 1003a grant funding) to provide teachers with a daily opportunity to collaborate with grade level colleagues and also created a daily intervention/enrichment period for all students (staffed by 1003a grant funded positions) by moving science to our related arts rotation and increasing our daily reading block from 90 minutes per day to 120 minutes per day in grades K-3 (McCook, 2006; Allington, 2000). An additional structured period for students was included in our daily schedule and facilitated by 1003a grant staff, along with our principal, while teachers were meeting in a daily grade level PLC, (DuFour, 2002). Our principal, counselor, behavior specialist and other staff funded through the 1003a grant met with students daily to provide additional reading instruction, character education, and activities to improve a sense of community within the student population. The Transformation Model supports continuing these efforts.

Preventing student behavioral concerns with the addition of a co-principal and behavioral support staff will prevent students from missing valuable instructional time. Providing a fine arts teacher to work with students on programs that will draw parents to Fairlawn will provide teaching staff with an immediate solution to prevent significant loss of instructional programming for student performances while improving parent engagement. Staggering the start time for some staff to enable a trained, stable teaching staff for an Extended Learning Academy with a highly qualified coordinator who could coordinate curriculum would significantly improve the quality of increased learning time. Support from Behavior Specialists for students, parents, and staff will improve student relationships and increase learning time as well by reducing student removal from classrooms. ACT and PBIS will be a focus for staff throughout the year. Improvements to classrooms with increased college signage and incentives to reward high achievement and student leadership will help improve school climate.

The ability to offer a Pre-K program in years 2-3 will provide Fairlawn families with access to quality early childhood education. Approximately 65% of our incoming kindergarten students lack any exposure to preschool education or socialization in an educational setting. Our students begin their education significantly below expectations. Partnerships with community-based organizations such as Youth First will provide our parents with additional support and our staff and volunteers with training. Fairlawn currently partners with faith-based organizations such as Crossroads Christian Church, and has numerous community partners such as University of Evansville, University of Southern Indiana, Barnes & Noble, and public libraries.

Instruction closely connected to student achievement data is not effectively differentiated nor of sufficient rigor to provide our students with the ability to pass assessments such as ISTEP+. While the majority of our teaching staff utilizes technology such as Promethean Boards, we lack sufficient technology to provide students with daily exposure to technology, and our teachers have not received adequate professional development with technology (What Works in Schools, Marzano, 2003; Brain-based Teaching in the Digital Age, Marilee Sprenger, 2010).

A dual leadership model provides one principal with capacity to monitor classrooms daily for implementation of professional development initiatives into daily instruction as well as the guaranteed viable curriculum. Additionally, principal would have daily opportunity to monitor the daily fidelity of interventions. Fairlawn has already implemented a RtI program, but the continuous use of student data to inform and differentiate instruction is missing. Teachers are designing common assessments, scoring together, and identifying error patterns, but in-depth conversations regarding needed changes to instruction and how to effectively differentiate are missing. Capacity and support would be improved with data and academic coaches. Onsite professional development would provide significant supports for embedded training during the school day to build the knowledge and skills of staff, and to link the professional

development initiatives to improved student achievement. Comprehensive instruction reform is an ideal model for implementation of change in instruction over time.

Fairlawn's staff voted in favor of this model. We believe that the Transformation Model will provide our school with a valuable opportunity to improve principal leadership, teacher instruction, and student learning for achievement of our school's mission: To develop leaders with a life long love of learning. Our goal is to ensure that all students leave Fairlawn fully prepared with the skills they need to successfully graduate from high school and pursue post-secondary education.

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

The Transformation Model will create change at Fairlawn in the following ways:

Our administrative leadership will have significantly increased capacity for monitoring and improving delivery of instruction via a shared leadership model. Improved instruction targeted to students' specific needs will create student change in academic achievement, our primary goal. Principal will have ability to conduct daily walkthroughs; document implementation of guaranteed viable curriculum, research based best practices, differentiation of instruction; and complete formal observations and evaluations of staff to identify ineffective staff in need of targeted professional development. Programs of improvement will be opened on ineffective staff and staff demonstrating inability to complete a plan of improvement following support will be removed with appropriate due process. New teacher evaluation will provide principal with ability not to accept teacher transfers based on seniority. Administrative leadership will have increased capacity to monitor the fidelity of interventions for students in need of additional academic and/or behavioral support. Principal will have additional resources to assist leadership and teachers in determining success of instructional changes to improve student achievement following professional development. Administrative leadership will have increased capacity to efficiently and effectively support Fairlawn efforts to improve parent engagement, school climate, and culture. Administrative leadership will have increased capacity to facilitate key student support initiatives related to students' social, emotional, and behavioral needs. Improved support from highly effective principals and leaders in the No Excuses University Network will improve principal collaboration with highly effective principal change agents.

Teachers will receive onsite high quality professional development and coaching using a gradual release of responsibility method. Quality professional development on effective teaching of reading, writing, and math will improve teacher knowledge and pedagogy. Teachers will receive immediate feedback from administrative leadership following walkthroughs and observations. One week each month, teachers will engage in peer observations following established protocols. Ongoing coaching support and onsite professional development will enable teachers to make needed changes to instructional strategies based on student achievement data. Support for current inadequacies to provide adequate coverage during teacher absences will increase teachers ability to meet daily as a productive, focused PLC and to consistently participate in scheduled professional development initiatives. Teachers will receive supports needed to improve their ability to create positive relationships with students and prevent escalation of student behavior. Teachers culturally competency will improve with professional development, support, and feedback. Teacher ability to integrate technology with highly engaging instructional tools will improve teachers' ability to engage students and differentiate instruction while improving their technology skills. Teacher willingness to remain at Fairlawn will be improved with retention bonus, laptop, classroom enrichment

grants, and opportunities for flexibility with alternate start/stop times. Incentives for improved student academic achievement will benefit effective teachers.

Students will receive significant supports for social, emotional, and behavioral needs thus increasing learning time and decreasing interruptions to classroom instruction. Students will benefit from daily access to technology and preparation for online testing will improve. Student access to fine arts offerings will be improved with reduction in instructional time during preparation for parent programs eliminated. Students will benefit significantly from targeted differentiated instruction during Tiers I, II, and III that is appropriate to their specific learning needs and provided in appropriately sized small groups thus improving student academic achievement and decreasing risk of students not graduating from high school and pursuing post-secondary education. Students will improve problem solving abilities and be consistently engaged in higher level thinking skills through an improvement in the rigor of instruction provided by teaching staff. Students will establish and monitor individual learning goals and progress toward established grade level benchmarks (Marzano, 2009). Students will have greater access to leveled libraries and high quality reading/writing instruction improving oral reading fluency and reading comprehension. Students' access to STEM curriculum will increase providing rigorous instruction to improve students' critical thinking skills. Students' behavior will improve and academic achievement will increase via increased exposure to high quality instruction. Students will benefit from their parents increased engagement at Fairlawn. Improvements to classroom college signage will increase students' pride in their school and serve to increase impact of daily college message. All students will visit a college campus. The readiness of our youngest students will be significantly improved with the addition of a Pre-K teacher. Students will have access to high quality extended learning curriculum provided by a qualified staff improving student achievement. Student interactions with other students and staff will improve. Students will feel welcome and supported at Fairlawn and interested in their learning. The rate of Fairlawn students graduating from high school and successfully completing post-secondary education will improve.

### C. LEA Capacity to Implement the Intervention Model

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

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention.  <i>All models</i>	✓		<b>Transformation School Required Elements</b>
			Develop Teacher and Leader Effectiveness <ul style="list-style-type: none"> <li>• ACT Professional Development</li> <li>• College Advisory Board</li> <li>• District-wide Leadership Professional Development</li> </ul>
			Increasing Learning Time and Creating Community-Oriented Schools <ul style="list-style-type: none"> <li>• Behavior Specialist</li> <li>• Student Support Advisor</li> <li>• PTA and Family partnerships</li> </ul>
			Comprehensive Instructional Reform Strategies <ul style="list-style-type: none"> <li>• PLC time scheduled daily</li> <li>• Professional Development</li> <li>• Data Wise training</li> <li>• Collaboration with High Ability, Rtl, PBIS, Coordinators</li> </ul>
			Provide Operational Flexibility and Sustained Support <ul style="list-style-type: none"> <li>• Collaboration with ETA</li> <li>• Collaboration with District Directors</li> </ul>
			Overarching supports: <ul style="list-style-type: none"> <li>• Grant management</li> <li>• Administrative assistance</li> </ul>
2. The budget is sufficient and appropriate to support the full and effective implementation of	✓		<ul style="list-style-type: none"> <li>• See proposed budget, which is aligned for effective implementation of the Transformational Model for the duration of the grant.</li> </ul>

<p>the intervention for three years. <i>All models</i></p>												
<p>3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i></p>	✓	<ul style="list-style-type: none"> <li>The budget was reviewed by the federal bookkeeper prior to submission and is based on the needs of the school as determined in the CNA and School Improvement Plan.</li> </ul>										
<p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i></p>	✓	<ul style="list-style-type: none"> <li>See proposed budget, which meets the requirements of being <math>\geq</math> \$50,000 and <math>\leq</math> \$2,000,000 per year.</li> </ul>										
<p>5. The district has the resources to serve the number of Priority schools that are indicated. <i>All models</i></p>	✓	<ul style="list-style-type: none"> <li>Office of Academic Affairs supports specifically school transformational efforts. The OAA curriculum directors provide targeted areas of expertise, including specialists in curriculum and instruction, student data-analysis and interventions, human resources, finance/sustainability, research-based best practices, transformational leadership, community partnerships, and teacher evaluation practices.</li> </ul>										
<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i></p> <ul style="list-style-type: none"> <li>Funding requests for identified interventions are proportionately balanced and demonstrate an</li> </ul>	✓	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><b>Transformation School Required Elements</b></th> </tr> </thead> <tbody> <tr> <td style="width: 30%; vertical-align: top;">Develop Teacher and Leader Effectiveness</td> <td style="vertical-align: top;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><b>Transformation School Required Elements</b></th> </tr> </thead> <tbody> <tr> <td style="width: 30%; vertical-align: top;">Develop Teacher and Leader Effectiveness</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>ACT Professional Development</li> <li>College Advisory Board</li> <li>District-wide Leadership Professional Development</li> </ul> </td> </tr> <tr> <td style="vertical-align: top;">Increasing Learning Time and Creating Community-</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>Behavior Specialist</li> <li>Student Support Advisor</li> <li>PTA and Family partnerships</li> </ul> </td> </tr> </tbody> </table> </td> </tr> </tbody> </table>	<b>Transformation School Required Elements</b>		Develop Teacher and Leader Effectiveness	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><b>Transformation School Required Elements</b></th> </tr> </thead> <tbody> <tr> <td style="width: 30%; vertical-align: top;">Develop Teacher and Leader Effectiveness</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>ACT Professional Development</li> <li>College Advisory Board</li> <li>District-wide Leadership Professional Development</li> </ul> </td> </tr> <tr> <td style="vertical-align: top;">Increasing Learning Time and Creating Community-</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>Behavior Specialist</li> <li>Student Support Advisor</li> <li>PTA and Family partnerships</li> </ul> </td> </tr> </tbody> </table>	<b>Transformation School Required Elements</b>		Develop Teacher and Leader Effectiveness	<ul style="list-style-type: none"> <li>ACT Professional Development</li> <li>College Advisory Board</li> <li>District-wide Leadership Professional Development</li> </ul>	Increasing Learning Time and Creating Community-	<ul style="list-style-type: none"> <li>Behavior Specialist</li> <li>Student Support Advisor</li> <li>PTA and Family partnerships</li> </ul>
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<p>equitable distribution as identified in the SIG application</p> <ul style="list-style-type: none"> <li>Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions</li> <li>Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application</li> </ul> <p>Funding supports the schools current capacity to improve student achievement</p>				<p>Oriented Schools</p>	
				<p>Comprehensive Instructional Reform Strategies</p>	<ul style="list-style-type: none"> <li>PLC time scheduled daily</li> <li>Professional Development</li> <li>Data Wise training</li> <li>Collaboration with High Ability, Rtl, PBIS, Coordinators</li> </ul>
				<p>Provide Operational Flexibility and Sustained Support</p>	<ul style="list-style-type: none"> <li>Collaboration with ETA</li> <li>Collaboration with District Directors</li> </ul>
				<p>Overarching supports:</p>	<ul style="list-style-type: none"> <li>Grant management</li> <li>Administrative assistance</li> </ul>
			<p>Increasing Learning Time and Creating Community-Oriented Schools</p>	<ul style="list-style-type: none"> <li>See proposed budget, which is aligned for effective implementation of the Transformational Model for the duration of the grant.</li> </ul>	
			<p>Comprehensive Instructional Reform Strategies</p>	<ul style="list-style-type: none"> <li>The budget was reviewed by the federal bookkeeper prior to submission and is based on the needs of the school as determined in the CNA and School Improvement Plan.</li> </ul>	
			<p>Provide Operational Flexibility and Sustained Support</p>	<ul style="list-style-type: none"> <li>See proposed budget, which meets the requirements of being <math>\geq \\$50,000</math> and <math>\leq \\$2,000,000</math> per year.</li> </ul>	
			<p>Overarching supports:</p>	<ul style="list-style-type: none"> <li>Office of Academic Affairs supports specifically school transformational efforts. The OAA curriculum directors provide targeted areas of expertise, including specialists in curriculum and instruction, student data-analysis and</li> </ul>	

			interventions, human resources, finance/sustainability, research-based best practices, transformational leadership, community partnerships, and teacher evaluation practices.
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Data portfolios of incoming staff/leaders</i></li> <li>• <i>Highly Qualified in content of contractual agreement</i></li> <li>• <i>Samples of implemented school improvement plans with documented outcomes using data</i></li> </ul>	✓		<p>The LEA and school staff have a demonstrated track record and credentials to implement the Transformational Model.</p> <ul style="list-style-type: none"> <li>• See Vita's in Appendices Section</li> </ul>
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Staff Assurances</i></li> <li>• <i>Staff Surveys</i></li> <li>• <i>Staff Needs Assessments</i></li> </ul>	✓		<ul style="list-style-type: none"> <li>• The OAA and School Leadership conducted a staff vote to gauge the support and interest in implementing the Transformational Model once the school's transformation plan was established collaboratively based on a thorough needs assessment.</li> <li>• The results of the vote were collected and the model/ SIG application was strongly supported by the Fairlawn school staff as indicated by the results from the vote.</li> </ul>
<p>9. The district has received the support of parents to fully</p>	✓		<ul style="list-style-type: none"> <li>• See LEA pages for Stakeholder input.</li> </ul>

<p>implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Parent Meeting Agendas</i></li> <li>• <i>Parent Surveys</i></li> </ul> <p><i>Parent Focus Groups</i></p>			<ul style="list-style-type: none"> <li>• The EVSC conducted a Stakeholder Survey in 2012, which included parent survey information. Results are available upon request.</li> </ul>
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>School Board Assurances</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>	✓		<ul style="list-style-type: none"> <li>• EVSC's Board of School Trustees has strongly supported the implementation of three SIG Transformational Models in the past.</li> <li>• The current SIG Application has been approved by the school board, with documentation in the minutes available upon request or is available online through boarddocs.</li> <li>• See School Board Assurances in LEA Application pages.</li> </ul>
<p>11. The superintendent is fully committed to eliminating barriers to allow for the full</p>	✓		<ul style="list-style-type: none"> <li>• 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</li> </ul>

<p>implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Superintendent Assurance</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Superintendent SIG Presentation</i></li> <li>• <i>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</i></li> </ul>			<p>Zone.</p> <ul style="list-style-type: none"> <li>• Dr. Smith has signed Fairlawn’s SIG application in support of the application and model after presenting to EVSC’s school board.</li> <li>• See Assurances and Superintendent Signature of approval in LEA Application pages.</li> </ul>
<p>12. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher Union Assurance</i></li> </ul>	<p>✓</p>		<ul style="list-style-type: none"> <li>• Evansville Vanderburgh School Corporation (EVSC) has a very collaborative relationship with the teacher’s union, who is fully supportive of the full implementation of the Transformational Model and has actively engaged with and supported the current implementation of this model in three additional EVSC schools. See letter of support/assurance from the Evansville Teachers’ Association in the appendices.</li> </ul>

<ul style="list-style-type: none"> <li>• <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> </ul>			
<p>I3. The district has the ability to recruit new principals.</p> <p>Turnaround, Transformation Models</p> <ul style="list-style-type: none"> <li>• Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</li> <li>• Statewide and national postings</li> <li>• External networking</li> </ul>	✓		<p>A critical first step in the school improvement process is the identification of a transformational leader. School leaders play an integral in the district's schools, particularly in its most struggling schools. The Office of Academic Affairs (OAA) will work collaboratively with the Human Resources Office and Superintendent to identify and select all Transformational School Leaders. (Lead: Chief Academic Officer)</p>
<p>I4. The district has a robust process in place to select the principal and staff.</p> <p>Turnaround, Transformation Models</p> <ul style="list-style-type: none"> <li>• <i>Principal and staff hiring practices</i></li> <li>• <i>Principal and staff transfer policies/procedures</i></li> </ul>	✓		<p>The district utilizes a multi-step process to recruit, screen, and interview prospective building leaders. A component of the process includes a data presentation and analysis, professional writing, and leadership scenarios. Leadership candidates interact with all OAA directors and other district leaders. The process utilizes data points collected throughout the interviews to identify the most promising candidates.</p>

<ul style="list-style-type: none"> <li><i>principal and staff recruitment, placement and retention procedures</i></li> </ul>													
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li><i>Monthly focus with identified objectives</i></li> <li><i>Smart Goals</i></li> <li><i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i></li> <li><i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i></li> </ul>	✓		<ul style="list-style-type: none"> <li>See implementation timeline, which will be fully supported by OAA and the performance monitoring process.</li> <li>Diehl Consulting will build the capacity of OAA and the schools to ensure consistent, valid, and reliable data is collected in an ongoing manner.</li> </ul> <table border="1" data-bbox="793 602 1541 1305"> <thead> <tr> <th data-bbox="793 602 1125 729"><b>LEA Position/Intensive Support</b></th> <th data-bbox="1125 602 1541 729"><b>Expertise/Support to schools</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="793 729 1125 927">Director of Elementary and Middle Level Schools</td> <td data-bbox="1125 729 1541 927">Provides framework and guidance regarding 221 SIP, PD, staffing, instructional resources, school data entry for state compliance</td> </tr> <tr> <td data-bbox="793 927 1125 1021">Director of Assessment</td> <td data-bbox="1125 927 1541 1021">Provides data and analysis, PD, standardized test coordination</td> </tr> <tr> <td data-bbox="793 1021 1125 1216">Chief Academic Officer</td> <td data-bbox="1125 1021 1541 1216">Oversees all teaching and learning issues within the district and individual schools. Provides timelines, guidance, resources, and support.</td> </tr> <tr> <td data-bbox="793 1216 1125 1305">Director of Professional Development</td> <td data-bbox="1125 1216 1541 1305">Provides district-wide PD as well as targeted PD</td> </tr> </tbody> </table>	<b>LEA Position/Intensive Support</b>	<b>Expertise/Support to schools</b>	Director of Elementary and Middle Level Schools	Provides framework and guidance regarding 221 SIP, PD, staffing, instructional resources, school data entry for state compliance	Director of Assessment	Provides data and analysis, PD, standardized test coordination	Chief Academic Officer	Oversees all teaching and learning issues within the district and individual schools. Provides timelines, guidance, resources, and support.	Director of Professional Development	Provides district-wide PD as well as targeted PD
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			<p>Data Coach</p>	<p>Data-Driven Instructional Support</p> <p>Data Coach will provide embedded supports to schools.</p> <p>Queries and Data System</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
			<p>Chief HR Officer</p>	<p>Administers, screens, and tracks human capital for the district.</p>	
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> <li>• <i>Professional Development sign in sheets aligned to SIG funded PD</i></li> <li>• <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i></li> </ul>	<p>✓</p>		<p>Director of Elementary and Middle Level Schools</p>	<p>Provides framework and guidance regarding 221 SIP, PD, staffing, instructional resources, school data entry for state compliance</p>	
			<p>Director of Assessment</p>	<p>Provides data and analysis, PD, standardized test coordination</p>	
			<p>Chief Academic Officer</p>	<p>Oversees all teaching and learning issues within the district and individual schools. Provides timelines, guidance, resources, and support.</p>	
			<p>Director of Professional Development</p>	<p>Provides district-wide PD as well as targeted PD</p>	

			Chief HR Officer	Administers, screens, and tracks human capital for the district.													
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Town Hall Meetings</i></li> <li>• <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i></li> <li>• <i>Town Hall sign in sheets</i></li> <li>• <i>Community Partner Assurances</i></li> <li>• <i>Documentation of mailings</i></li> </ul>	✓		<ul style="list-style-type: none"> <li>• The LEA supported schools in conducting a phone blast to contact every family in potential SIG schools to inform regarding the grant process and seek input.</li> <li>• A Stakeholder Survey is conducted yearly to seek input from parents, students, and staff.</li> <li>• Social Media was utilized as a tool to seek input from families, as well as the EVSC website (See appendices).</li> <li>• Meetings were held in schools to seek stakeholder input, which is captured in the LEA application pages.</li> </ul>														
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Title I</i></li> <li>• <i>Title II</i></li> <li>• <i>Title III</i></li> <li>• <i>IDEA</i></li> <li>• <i>E-Rate</i></li> </ul>	✓		<table border="1"> <thead> <tr> <th>Element of the Intervention</th> <th>Intervention</th> <th>Resource</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;"><b>Federal Resources</b></td> </tr> <tr> <td>Use of research-based instructional practices that are vertically aligned across grade levels and the state standards</td> <td>Transformation</td> <td>Title I Part A, IDEA, Title II</td> </tr> <tr> <td>Assistance with design and implementation of</td> <td>Transformation</td> <td>Title I, Part A, Title I, School</td> </tr> </tbody> </table>	Element of the Intervention	Intervention	Resource	<b>Federal Resources</b>			Use of research-based instructional practices that are vertically aligned across grade levels and the state standards	Transformation	Title I Part A, IDEA, Title II	Assistance with design and implementation of	Transformation	Title I, Part A, Title I, School		
Element of the Intervention	Intervention	Resource															
<b>Federal Resources</b>																	
Use of research-based instructional practices that are vertically aligned across grade levels and the state standards	Transformation	Title I Part A, IDEA, Title II															
Assistance with design and implementation of	Transformation	Title I, Part A, Title I, School															

<ul style="list-style-type: none"> <li>TAP</li> </ul>			<i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model		Improvement
			<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Transformation	Title II, Part A
			<i>Job-embedded staff development</i> aligned to grant goals to assist <i>English language learners</i>	Transformation	Title III, Part A - LEP (when applicable)
			Provide extended learning opportunities for students	Transformation	Full Service School Community Grant, 21 <sup>st</sup> Century Learning Communities Grant, Title I, IDEA
			Provide community and family supports	Transformation	Full Service school community grant
	State Resources				
			Provide extended time learning opportunities for students	Transformation	Full Day Kindergarten Grant
	Local Resources				
			Provide extended	Transformation	Evansville

			time learning opportunities for students		Department of Parks and Recreation, YMCA	
			Provide community and family supports	Transformation	Tri State Food Bank, Big Brother Big Sister	
<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><b>Turnaround, Transformation Models</b></p> <ul style="list-style-type: none"> <li>• <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i></li> <li>• <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i></li> <li>• <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i></li> <li>• <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i></li> </ul>	✓		<ul style="list-style-type: none"> <li>• Originally through the Equity Process, the district (in collaboration with the local teachers' union) showed a commitment to increased instructional time beginning in the 2010-2011 school year.</li> <li>• EVSC has made it a priority seek opportunities for students to have before and after school programming, as well as summer programming to offer students a safe place to continue to engage in learning.</li> <li>• The District has adopted a tiered RtI model. Schools are expected and given support to implement the model with fidelity for tiers 1 and 2. Data sources, i.e. DIBELS, Acuity, AIMSweb, and PBIS behavior data are available for analysis.</li> <li>• An additional block of time is embedded into the school day specifically designed to provide tier 2 interventions identified and provided by the district, differentiated instruction, and targeted remediation.</li> <li>• The school provides summer school that is designed to prevent "summer slide". Intense and targeted reading instruction is provided for students who did not pass IREAD.</li> <li>• Enrichment activities through the 21st Century Program is also available.</li> </ul>			

<ul style="list-style-type: none"> <li>○ <i>An additional block of time embedded into the school day</i></li> <li>○ <i>Summer enrichment/remediation</i></li> <li>○ <i>Saturday intervention</i></li> <li>○ <i>Before or after school enrichment/remediation</i></li> <li>○ <i>School vacation weeks</i></li> <li>• <i>Compensation for extended day is identified by the LEA</i></li> </ul>			
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**D. LEA Commitments (Actions) for All School Intervention/Improvement Models**

➤ *Instructions:*

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

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>I. Design and implement school intervention model consistent with federal application requirements.</b></p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> <li>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</li> <li>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</li> <li>(c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions;</li> <li>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</li> <li>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide</li> </ul>	<p>EVSC's Office of Academic Affairs (OAA) facilitated and participated with school leadership teams throughout the process of conducting the SIG School Needs Assessment targeting priority areas of concern, engaging in a thorough root cause analysis, and strategic planning aligned to the determined needs. The district provided a data overview for each school community to review and provide feedback.</p> <p>Data sources, i.e. DIBELS, Acuity, AIMSweb, and PBIS behavior data are available for analysis.</p> <p>The Office of the Superintendent in collaboration with the OAA and the PAR (Office of Assessment and Research) require public discussion of school data. The content of the Performance Management sessions held twice a year is based on the schools 221 SIP data and school strategies for improvement.</p> <p>School data teams are provided PD time and expert resource in data analysis 4 times a year. The content of the discussion is based on SIP and other pertinent data sources.</p> <p>Information gleaned from the Stakeholder's survey is an integral data point in the school's improvement planning process.</p>

<p>input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>(2) The LEA has or will recruit, screen, selects and support appropriate external providers.</b>  <i>The IDOE will assess the LEA's</i></p>	<ul style="list-style-type: none"> <li>OAA will be the lead on recording and communicating progress regarding external providers to IDOE as well as ensuring the proper reporting is</li> </ul>

**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:**

- (a) Identifying external providers based on each school's SIG needs;
- (b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;
- (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;
- (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;
- (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,
- (f) Assessing the utilization of multiple sources of data to evaluate the effectiveness

established internally.

The OAA is committed to recruiting, screening, and selecting external providers with an intensive process to assess external provider quality (i.e. any external partner must align to a minimum of two required elements of the Transformational Model and assure this alignment to the school priority areas and demonstrate the ability to meet the school's needs in a timely and effective manner). Diehl Consulting will provide a comprehensive performance monitoring system for external SIG partners programs and services.

- *Diehl Consulting would serve as a continuous liaison between external partners and the school/LEA in identifying and monitoring progress toward partnership expectations, including alignment with school improvement goals. Quantitative and qualitative methodology includes partner interviews, performance monitoring tools, and program/service fidelity instruments. System to be integrated within the OAA.*
- *In order to draw accurate conclusions about the consistent impacts of a given program, it is important to know that the program is implemented with fidelity. At a minimum, the proposed fidelity measures will assess dosage/exposure to the program (e.g., program attendance, participant demographics), participant responsiveness (i.e., participant feedback related to the program), and quality of program delivery. As applicable, Diehl Consulting would support the measurement of the extent to which program delivery adheres to any available program curricula.*

OAA will be the lead on recording and communicating progress regarding external providers to IDOE as well as ensuring the proper reporting is established internally.

<p>of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.</p>	
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>3. <i>Align other resources with the school improvement model.</i></b> (For examples of resources and how they might align, see Attachment C).</p>	

**The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:**

- (a) Identifying resources currently being utilized in an academic support capacity;
- (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;
- (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;
- (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment);
- (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary;
- (f) Redirecting resources that are not being

The Office of the Superintendent in collaboration with the OAA and the PAR (Office of Assessment and Research) require public discussion of school data. The content of the Performance Management sessions held twice a year is based on the schools 221 SIP data and school strategies for improvement.

Action items are identified and assigned during the PM session. OAA follows up with the school leadership on a timely basis and provides support in meeting the identified goals.

The OAA designs and develops differentiated PD based on school needs. Grade specific PD is provided quarterly. The PD is determined by school data points, i.e. survey, ISTEP+, DIBELS, PBIS, etc.

Technology is used to assess and track the school's progress toward their goals.

During monthly Principals' Meetings, school leadership provides feedback to district personnel regarding resources and curriculum alignment. Resources are redirected based on feedback.

used to support the school improvement process; and

(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.

Indicators of LEA Commitment	Description of how this action was or will be completed
<p><b>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</b></p>	
<p><b>The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</b></p> <p>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</p> <p>(b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and</p> <p>(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to:</p> <p>(i) school administrator and staff hiring practices;</p> <p>(ii) school administrator and staff transfer procedures;</p>	<ul style="list-style-type: none"> <li>• OAA will take the lead on identifying challenges at all levels that may slow or halt the school improvement implementation process as well considerations for policy modification. OAA will maintain a continuous presence in its schools as well as embedding a performance monitoring process to maintain awareness of pressing needs, barriers to improvement, fidelity of implementation, and success of strategies.</li> <li>• The EVSC will follow protocol in supporting the modification of practices and policy.</li> </ul>

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| <ul style="list-style-type: none"><li>(iii) school administrator and staff dismissal procedures;</li><li>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</li><li>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</li><li>(vi) school administrator and staff recruitment, placement and retention procedures ; and</li><li>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</li></ul> |  |
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#### 4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

**ØInstructions:**

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 3) **Complete the table for only the model that the school will implement.**
- 4) If the improvement model will not be implemented, check “We will not implement this model.”
- 5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment F).

## Transformation Model

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

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>1. <i>Replace the principal who led the school prior to implementing the model.</i></p>	<p>Replace current single leadership model with a dual leadership model to provide capacity for one principal to assume responsibility for curriculum, instruction, and teacher evaluation.</p>	<p>District Leadership and College Advisory Board</p>	<p>July 2013</p>
	<p>Appoint Co-Principal to assume responsibility for school management, operations, and student discipline support.</p>	<p>District Leadership and College Advisory Board</p>	<p>July 2013</p>
	<p>Evaluate effectiveness of both principals</p>	<p>District Leadership</p>	<p>July 2013 to May 2016</p>
<p>2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i></p>	<p>Under the current teaching contract, all teachers are evaluated on a 5-year rotation. Teachers without tenure are evaluated yearly. For 2013-2014, in addition to all teachers scheduled for formal evaluation, teachers new to building or teaching assignment will be formally</p>	<p>Principal(s)</p>	<p>August 2013 to May 2014</p>



	area on the evaluation. Dismiss staff demonstrating inability to satisfactorily complete program of improvement.		
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Elements	Tasks	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	Provide daily coaching and PLC support for literacy and math instruction. Use documented walkthrough data to identified additional professional development needs and connect student achievement results to professional development initiatives.	Principal, Title I Literacy Coach, 1003g Math Coach, Data Coach, Tech Coach, and Behavior Specialists	August 2013 to May 2016
	Build capacity for consistent PLC meetings and professional development offerings with adequate classroom coverage. Hire PD subs.	Principal(s), College Advisory Board	July 2013
	Provide professional development and support for No Excuses University exceptional systems, mentoring, and staff leadership	No Excuses University Network, Damon Lopez,	August 2013 to May 2016

	Provide professional development on Applied Control Theory for student behavioral/emotional needs	Doug Curry	
	Provide professional development on reading/writing workshop and differentiated instruction	New View	August 2013 to May 2016
	Provide professional development on Rtl and differentiated instruction	Heinemann	August 2013 to May 2016
	Provide professional development on technology integration and differentiated instruction	Dr. John McCook	August 2013 to May 2016
	Provide professional development on Rtl, PLC effectiveness, cultural competency, and assessment	Apple, Inc.	August 2013 to May 2016
	Provide professional development on unstructured play/student leadership	Solution Tree	August 2014 to May 2016
	Provide professional development on student/staff leadership	Play Fit	August 2013 to May 2014
	Provide professional development support for curriculum mapping/revision, creation of common assessments, instructional planning, data driven instruction, technology integration, targeted interventions, and behavioral supports.	Stephen Covey, Inc.	August 2014 to May 2016
		Principal, Math Coach, Data Coach, Behavioral Specialists, Student	August 2013 to May 2016

		Support Advisor, PD Substitutes, Interventionists, Technology Coach,	
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<p>5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i></p>	<p>All Fairlawn staff provided with a laptop for PLC work including curriculum mapping, creation of common assessments, instructional planning, and data analysis.</p>	Principal(s)	August 2013
	<p>All homeroom and related arts staff provided with opportunity to apply for a one time classroom enrichment grant (each year of grant implementation), not to exceed \$1000, to purchase materials/technology to improve student engagement and provide an increased variety of instructional tools.</p>	Principal(s), College Advisory Board	August 2013 to May 2016
	<p>Provide staff with embedded professional development support</p>	Principal(s) PD Providers	August 2013 to May 2016
	<p>Provide grade level teachers with a daily-designated time to meet as a PLC in addition to providing a daily personal plan period.</p>	Principal(s); Literacy, Math, and Data Coaches; College Advisory Board	August 2013 to May 2016

	Explore options for providing effective staff with opportunities to work additional hours in extended day programs at a rate commensurate with hourly wages.	Principal(s), College Advisory Board, District Leadership	August 2013 to May 2016
	Explore options for providing staff with options to adjust start/end time to provided qualified effective staff for extended learning opportunities.	Principal(s), College Advisory Board, District Leadership	August 2013 to May 2016
	Provide financial incentives for student academic growth via new teacher evaluation instrument.	Principal(s)	August 2014 to May 2016
	Provide staff members with retention bonus, laptop, and classroom enrichment grants.	Principal(s) and College Advisory Board	August 2013 to May 2016
	Provide staff members with cell phones for immediate parent access to staff via phone calls or texting.	Principal(s) and College Advisory Board	August 2014 to May 2016

6. <i>Provide increased learning time</i>	Provide targeted daily intervention support for all	Interventionists	August 2013 to
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<p><i>for students and staff.</i></p>	<p>students in grades K-5.</p> <p>Provide daily differentiated small group instruction</p> <p>Provide Pre-K programming for students.</p> <p>Provide Fine Arts instruction with integrated content area instruction. Increase instructional minutes provided by homeroom teachers.</p> <p>Provide Extended Learning Academy (school year and summers) with programming clearly connected to EVSC GVC and curriculum maps</p> <p>Provide summer learning opportunity for all staff on Applied Control Theory.</p> <p>Provide staff with daily opportunities to meet as a PLC, receive coaching support, data driven instruction support, technology support, and student behavior supports.</p>	<p>Interventionists, Assistants, PD Subs, Extended Learning Coordinator, Coaches, Behavioral Support Staff</p> <p>Pre-K Teacher</p> <p>Fine Arts Teacher</p> <p>Extended Learning Coordinator</p> <p>New View</p> <p>Principal(s), College Advisory Board,</p>	<p>May 2016</p> <p>August 2013 to May 2016</p> <p>August 2014 to May 2016</p> <p>August 2013 to May 2016</p> <p>August 2013 to May 2016</p> <p>August 2013</p> <p>August 2013 to May 2016</p>
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	<p>Provide embedded professional development for teachers on effective methods of teaching reading, differentiated instruction, technology integration cultural competency, student/staff leadership, and applied control theory.</p> <p>Provide students with opportunities for academic learning and exposure to college campuses via field trips.</p>	<p>Academic Coaches, Behavior Support Personnel</p> <p>Heinemann, Solution Tree, NEU, New View, Dr. McCook, Apple, Play Fit, Coaches, Principal(s), District Leadership</p> <p>College Advisory Board</p>	<p>September 2013 to May 2016</p> <p>August 2013 to May 2016</p>
<p>7. <i>Use data to implement an aligned instructional program.</i></p>	<p>Provide daily support for collection/reporting of data</p> <p>Immediately following close of window for DIBELS, Acuity, and common grade level assessments-analyze assessment data and evaluate student progress/growth toward established benchmarks. Regroup students for interventions. Provide appropriately leveled reading materials.</p>	<p>Data Coach</p> <p>Academic Coaches, Data Coach, Interventionists, Principal(s)</p>	<p>August 2013 to May 2016</p> <p>August 2013 to May 2016</p>

Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>8. <i>Promote the use of data to inform and differentiate instruction.</i></p>	<p>Implement Structured/Balanced Math Program in grades K-5.</p>	<p>Math Coach</p>	<p>August 2013 to May 2016</p>
	<p>Establish reading/writing/math norms and benchmarks for grades K-5.</p>	<p>Principal(s), Academic Coaches, Teachers</p>	<p>August 2013 to May 2016</p>
	<p>Utilize daily PLC meetings for curriculum mapping, assessment, data analysis, and instructional planning.</p>	<p>Principal, Academic Coaches, Teachers</p>	<p>August 2013 to May 2016</p>
	<p>Utilize daily PLC meetings for creation of common assessments to measure student progress toward benchmarks.</p>	<p>Principal, Academic Coaches, Teachers</p>	<p>August 2013 to May 2016</p>
	<p>Compile/share data for fact fluency goals and daily math review concepts.</p>	<p>Data Coach and Math Coach</p>	<p>August 2013 to May 2016</p>
	<p>Utilize data results to create individualized goal work and focused small group instructional activities.</p>	<p>Data Coach, Math Coach,</p>	<p>August 2013 to May 2016</p>

		Teachers	
<p>9. <i>Provide mechanisms for family and community engagement.</i></p>	Solicit members for Fairlawn FAME (FAMily Engagment Team).	Principal(s) and Extended Learning Academy Coordinator	July 2013 to May 2016
	Hire an Extended Learning Academy Coordinator to establish a school-based Site Council for the purpose of securing community partners.	Principal(s)	July 2013
	Facilitate monthly Site Council meetings with community partners and parents.	Principal(s) Extended Learning Coordinator	September 2013 to May 2016
	Connect Extended Learning Academy curriculum to EVSC GVC curriculum. Create Extended Learning Academy Program. Engage community partners to provide additional programming.	Extended Learning Coordinator	October 2013
	Provide Strengthening Families program for Fairlawn families	Youth First	October 2013 and April 2013
<p>10. <i>Give the school sufficient operational flexibility (staffing calendars/time, and budgeting).</i></p>	Schools counseled during the staffing process to maximize their flexibility and stay within the confines of the CBA.		

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<i>11. LEA and SEA supports school with ongoing, intensive technical assistance and support.</i>	The OAA continually provides guidance and technical support based on data and specific school needs.		
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➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

In SY 2012-2013, EVSC conducted a search for building administrators. In partnership with Mass Insight Education, a new competency based selection process was created based upon Public Impact’s Turnaround Leader competencies. The selection process yielded a pool of candidates for the Superintendent to consider for recommendation for EVSC open administrative positions. Although new candidates have been identified for other principal and administrative openings through the EVSC, several candidates remain. OAA will work to screen the available candidates for the co-principal vacancy and create a final step in the selection process to ensure the candidate is the right fit to lead Fairlawn Elementary School in its implementation of the transformation model.

Pre-implementation

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

Action: N/A

Timeline: N/A

Budget: N/A

**Check Your Work - Additional Requirements for All Models**

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	✓	
2. The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive.	✓	
3. The timeline demonstrates that all of the model's elements will be implemented during the 2013-2014 school year.	✓	

### Restart Model

- We will implement this model.     We will not implement this model – move to next model.

### School Closure

- We will implement this model.     We will not implement this model – do not complete.

### Turnaround Model

- We will implement this model.     We will not implement this model - move to next model.

\* The forms for each model listed above were deleted after the **LEA** reviewed and determined to implement the **Transformational Model**.

## 5. Annual Goals for Priority Schools for Accountability

### *Instructions:*

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:

- One English/language arts goal for “all students.”
  - One mathematics goal for “all students.”
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

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

<b>SY 2011-2012 Baseline Data</b> (most recent available data that corresponds to the proposed goals)	<b>Annual Goals</b>		
	<b>SY 2013-2014</b>	<b>SY 2014-2015</b>	<b>SY 2015-2016</b>
<i>Example: 50% of all students are proficient on ISTEP+ mathematics</i>	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
<b>57.5% of all students are proficient on ISTEP+ ELA</b>	<b>70% of all students are proficient on ISTEP+ ELA</b>	<b>75% of all students are proficient on ISTEP+ ELA</b>	<b>80% of all students are proficient on ISTEP+ ELA</b>
<b>62.56% of all students are proficient on ISTEP+ mathematics</b>	<b>72% of all students are proficient on ISTEP+ mathematics</b>	<b>77% of all students are proficient on ISTEP+ mathematics</b>	<b>82% of all students are proficient on ISTEP+ mathematics</b>

## II: Budget

### *Instructions:*

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2013-2014, 2014-2015, and 2015-2016.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.
- 3) **The total amount of funding per year must total *no less than \$50,000 and no greater than \$2,000,000 per year.***

*Note:* The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

Describe how the LEA will align federal, state, and local funding sources with grant activities. (See Attachment D for suggestions)

Budget  
Vita’s  
References

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

School Year 2013-2014

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.  
The original approved allocation amount cannot be increased t

Corporation Name: Evansville Vanderburgh School Corp  
 Corporation Number: 7995  
 School Name: Fairlawn Elementary

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
Improvement of Instruction	1.00	Y		Co-principal	\$83,000.00	\$83,000.00
	1.00	Y		Math coach	\$64,740.00	\$64,740.00
	1.00	Y		Data Coach	\$53,150.00	\$53,150.00
	1.00		Y	Behavior Specialist	\$35,000.00	\$35,000.00
	1.00		Y	Student Support Specialist	\$35,000.00	\$35,000.00
	1.00	Y		Fine Arts teacher	\$40,000.00	\$40,000.00
	1.00	Y		eLearning Coach (technology)	\$53,150.00	\$53,150.00
	3.00	Y		Interventionists	\$53,150.00	\$159,450.00
	1.00	Y		Coordinator - Extended Learning Academy	\$53,150.00	\$53,150.00
	2.00	Y		Professional Development Substitutes	\$35,750.00	\$71,500.00
	6.00		Y	Grade level assistants - 6.75 hours per day	\$16,350.00	\$98,100.00
	3.00		Y	Flex assistants - 5.0 hours per day	\$8,000.00	\$24,000.00
		Y		Teacher Retention Stipends - 30 staff	\$500.00	\$15,000.00
	0.25		Y	Data specialist	\$12,000.00	\$12,000.00
	0.25	Y		Grant specialist	\$20,000.00	\$20,000.00



5. **SUPPLIES:** Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)

	<b>TOTAL SUPPLIES</b>	<b>\$124,950.00</b>
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6. **EQUIPMENT AND TECHNOLOGY:** Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".

	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>	<b>\$469,508.75</b>
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7. **OTHER SERVICES:** (Include a specific description of services.)

	Indirect Cost @ 2.28%	\$34,093.00	
IXL	Online learning resources for differentiation	\$3,000.00	
RAZ and Reading A-Z	Online learning resources for differentiation	\$4,000.00	
	<b>TOTAL OTHER SERVICES</b>		<b>\$41,093.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			<b>\$1,998,947.00</b>

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
500	Student data notebooks and dividers	\$4.50	\$2,250.00
1000	Student composition books, highlighters, sticky notes	\$2.00	\$2,000.00
1	Incentives for use by behavior specialist and student support advisor	\$6,500.00	\$6,500.00
800	signage	\$5.00	\$4,000.00
1	STEM classroom supplies	\$5,000.00	\$5,000.00
500	Headphones for iPads	\$10.00	\$5,000.00
27	Classroom teacher mini grants	\$1,000.00	\$27,000.00
1	Classroom college signage	\$30,000.00	\$30,000.00
1	Parent Communication	\$27,000.00	\$27,000.00
27	Leveled libraries (K-2, 3-5, and special education)	\$600.00	\$16,200.00
	<b>TOTAL SUPPLIES COSTS</b>		<b>\$124,950.00</b>

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
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**School Improvement Grant (1003g)**

Section II -- BUDGET

School Year 2014-2015

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

The original approved allocation amount cannot be increased through an amendment.

Corporation Name:

Evansville Vanderburgh School Corp

Corporation Number:

7995

School Name:

Fairlawn Elementary School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
Improvement of Instruction	1.00	Y		Co-principal	\$84,000.00	\$84,000.00
	1.00	Y		Math coach	\$64,740.00	\$64,740.00
	1.00	Y		Data Coach	\$53,150.00	\$53,150.00
	1.00		Y	Behavior Specialist	\$35,500.00	\$35,500.00
	1.00		Y	Student Support Advisor	\$35,500.00	\$35,500.00
	1.00	Y		Fine Arts teacher	\$40,500.00	\$40,500.00
	1.00	Y		eLearning Coach (technology)	\$53,150.00	\$53,150.00
	3.00	Y		Interventionists	\$53,150.00	\$159,450.00
	1.00	Y		Coordinator - Extended Learning Academy	\$53,150.00	\$53,150.00
	2.00	Y		Professional Development Substitutes	\$36,000.00	\$72,000.00
	6.00		Y	Grade Level assistants - 6.75 hours per day	\$16,500.00	\$99,000.00
	3.00		Y	Flex assistants - 5.0 hours per day	\$8,000.00	\$24,000.00
		Y		Teacher Retention Stipends - 30 staff	\$500.00	\$15,000.00
	1.00	Y		Pre-K Teacher	\$30,000.00	\$30,000.00
	0.25		Y	Data specialist	\$12,000.00	\$12,000.00
	0.25	Y		Grant specialist	\$20,000.00	\$20,000.00



	<b>TOTAL CONTRACTED SERVICES</b>		<b>\$260,550.00</b>
<b>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet.(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>			
	<b>TOTAL SUPPLIES</b>		<b>\$154,950.00</b>
<b>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		<b>\$156,987.50</b>
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
	Indirect Cost @ 2.28%	\$40,780.00	
RAZ and Reading A-Z	differentiation	\$3,000.00	
IXL	differentiation	\$4,000.00	
	<b>TOTAL OTHER SERVICES</b>		<b>\$47,780.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			<b>\$1,986,407.50</b>

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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
500	Student data notebooks and dividers	\$4.50	\$2,250.00
1000	Student composition books, highlighters, sticky notes	\$2.00	\$2,000.00
1	Incentives for use by behavior specialist and student support advisor	\$6,500.00	\$6,500.00
1	STEM classroom supplies	\$5,000.00	\$5,000.00
27	Classroom teacher mini grants	\$1,000.00	\$27,000.00
800	signage	\$5.00	\$4,000.00
1	Classroom college signage	\$30,000.00	\$30,000.00
1	Parent Communication	\$42,000.00	\$42,000.00
1	College Signage/Sign Crafters	\$20,000.00	\$20,000.00
27	Leveled libraries for K-2, 3-5 and special education classrooms	\$600.00	\$16,200.00
	<b>TOTAL SUPPLIES COSTS</b>		<b>\$154,950.00</b>

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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
250	Keyboards for Grades K-2	\$99.95	\$24,987.50
1	Lego Robotics	\$30,000.00	\$30,000.00
3	Mobile Macbook carts	\$34,000.00	\$102,000.00



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

School Year 2015-2016

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.  
The original approved allocation amount cannot be increased through an amendment.

Corporation Name: Evansville Vanderburgh School Corp  
 Corporation Number: 7995  
 School Name: Fairlawn Elementary

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
Improvement of Instruction	1.00	Y		Co-Principal	\$84,500.00	\$84,500.00
	1.00	Y		Math Coach	\$64,740.00	\$64,740.00
	1.00	Y		Data Coach	\$53,150.00	\$53,150.00
	1.00		Y	Behavior specialist	\$35,750.00	\$35,750.00
	1.00		Y	Student Support Advisor	\$35,750.00	\$35,750.00
	1.00	Y		Fine Arts teacher	\$41,000.00	\$41,000.00
	1.00	Y		eLearning Coach (technology)	\$53,150.00	\$53,150.00
	3.00	Y		Interventionists	\$53,150.00	\$159,450.00
	1.00	Y		Coordinator - Extended Learning Acad.	\$53,150.00	\$53,150.00
	2.00	Y		Professional Development Substitutes	\$36,400.00	\$72,800.00
	6.00		Y	Grade level assistants - 6.75 hours day	\$16,750.00	\$100,500.00
	3.00		Y	Flex assistants - 5.0 hours day	\$8,000.00	\$24,000.00
		Y		Teacher retention stipends	\$500.00	\$15,000.00
	1.00	Y		Pre-K Teacher	\$30,000.00	\$30,000.00
	0.25		Y	Data specialist	\$12,000.00	\$12,000.00
	0.25	Y		Grant specialist	\$20,000.00	\$20,000.00







## Lisa Marie Hale

Graduated from University of Southern Indiana with a Bachelor of Science in Elementary Education with an emphasis on literacy instruction.

Completed Masters at Indiana State University.

Completed Elementary Supervision and Administration at Indiana State University.

Currently working on Ph.D in Transformational Urban Leadership through Indiana State University.

Began career teaching urban culturally diverse middle school-language arts at Glenwood.

Experience in elementary schools.  
District Literacy Coach for EVSC.

Presented at International Reading Association Conference and Urban School Principals Conference.

Provided professional development for district in Ohio.

Served on state reading textbook adoption committees.

Serve on Board of Directors for Indiana Association of School Principals

Recognized as Outstanding Educator and Outstanding Elementary Principal

Published a book in 2013, Hello, Fearless Freddy Falcon.

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## VITA

Velinda F. Stubbs

### EDUCATION

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

### PROFESSIONAL EXPERIENCE

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

## VITA

Jane A. Bartley

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### EDUCATION

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

### PROFESSIONAL EXPERIENCE

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

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# Larry Kent Bass

## Vita

### Education

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

### Work Experience

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

### Professional Affiliation

#### Local

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

#### State

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

#### National

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

**Susan McDowell, Ph.D.**

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

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**CURRENT POSITION:**

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

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**RELEVANT EXPERIENCE:**

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

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

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

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

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

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

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

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

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**CERTIFICATIONS/LICENSURE:**

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

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**PROFESSIONAL INVOLVEMENT:**

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

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**EDUCATION:****BALL STATE UNIVERSITY**

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

**INDIANA STATE UNIVERSITY**

Completed Course Work for Director of Special Education License, 1978

**UNIVERSITY OF EVANSVILLE**

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

**INDIANA UNIVERSITY**

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

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**COMMUNITY SERVICE:**

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

**PRESENTATIONS:**

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

# Mary L. Schweizer

424 Greenfield Road • Evansville, IN 47715 • (812) 499-1632 • mary.schweizer@evsc.k12.in.us

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## Education:

### Educational Specialist Degree

Indiana State University - December 2009

### Elementary Administrative Certificate

Indiana State University - May 1999

Principal Intern Program

### Master of Arts degree

University of Evansville - June 1989

### Bachelor of Arts degree

University of Evansville - June 1984

### High School diploma

William Henry Harrison High School - June 1980

## Experience:

EVANSVILLE-VANDEBURGH SCHOOL CORPORATION, 1 SE NINTH STREET,  
EVANSVILLE, INDIANA 47708

Director of Exceptional Learners - July 2012 - present

### Principal

McGary Middle School - August 2009 - June 2012 (Equity and TAP school)

*Healthy Hoosier School Award Recipient Gold 2010 ranked 1<sup>st</sup> in state*

*NEA Priority School September 2011*

Equity training for all staff on best practices; certified TAP evaluator, site-based decision making; insuring intentional professional development that includes Applied Control training; facilitating school improvement plan; overseeing 21<sup>st</sup> Century After-School programs for students; developing full-service community school concept which includes active Site Council.

Director of Coordinated School Health - August 2008 - August 2009

### Principal

Plaza Park Middle School - May 2000 - August, 2008

*An Indiana Four-Star School and State Exemplary School*

*Healthy Hoosier School Award Recipient*

*2006-2007 Gold Level; 2005-2006 Silver Level*

Responsibilities and duties include: restructuring; scheduling students for current and next school year; working with students and parents in disciplinary or other school concerns; writing administrative reports; serving on various committees as chair or co-chair for the Evansville-Vanderburgh School Corporation; facilitating school improvement plan; offering professional development to staff; initiating school-wide Healthy Initiatives; organizing a Wellness Council.

Project Director for Carol M. White Physical Education Program Grant. - August 2007 - August 2008

### Assistant Principal

Helfrich Park Middle School - August 1999 - May 2000

Responsibilities and duties included: PBA chairperson; ISAIP steering/writing committee, substitute teacher shortage committee, organizing staff development for PBA/ISAIP, Puma pride co-sponsor, supervising extracurricular activities, scheduling students for current and next school

year, working with students and parents in disciplinary or other school concerns, assisting with administrative reports.

**Teacher-Mild disabilities area**

Helfrich Park Middle School - August 1988 - May 1999

Responsibilities and duties accepted in addition to teaching: principal designee since 1994-1995 school year; scheduler of special education students; sponsor service learning grants; writer of summer school curriculum; team coordinator; president of faculty cabinet; teacher in-services. Developed conflict resolution model, trained facilitators at our school; trained feeder school students. Model presently used at various schools within the Corporation.

**Teacher-Multiple disabilities area - primary level teacher**

Glenwood Middle School - August 1986 - 1987

Stockwell Elementary - August 1987 - 1988

Responsibilities and duties included in addition to teaching: assisted with physical and occupational therapy/related services, helped institute the relocation of classroom to age-appropriate school and led teacher in-services.

EVANSVILLE CATHOLIC DIOCESE, EVANSVILLE, INDIANA 47711

**Learning Center Coordinator**

Holy Rosary School - August 1984 - June 1986

Responsible for evaluating incoming kindergarten students, identifying students in need of remediation or enrichment, providing appropriate individualized instruction through various modalities of learning.

**Professional Organizations/Offices Held:**

CEC	2012 - current
ICASE	2012 - current
Principal Advisory Council	2006 - 2008
Association of School Administrators Board Member	2004 - 2006
National Association of Secondary School Principals	1999 - current
Association for School Curriculum and Development	1999 - current
Area Council PTA Board Member	2003 - 2005
Indiana Middle Level Education Association	1996 - current
National Middle School Association	1996 - current
Evansville Leadership Academy	1998 - 2000
Evansville Teachers Association Board of Directors Member	1994 - 1996
Building Representative	1988 - 1993
Indiana State Teachers Association Delegate	1990 - 1993



# Diehl Evaluation and Consulting Services

Dan Diehl, Ph.D., LCSW

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

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

Email: dan@diehlconsulting.org

www.diehlconsulting.org

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## Education

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

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

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

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

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

## Licensure

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

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

## Professional Experience

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

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

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

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

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

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

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

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

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

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

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

## **Selected Research Experience/Contractual Work**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Teaching Experience

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

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

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

## Peer Reviewed Publications

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

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

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

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

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

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

## Other Writing

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

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

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

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

## Selected Peer Reviewed Presentations

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

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

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

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

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

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

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

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

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

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

- Braden-Clarke, C., Diehl, D., Gray, C., McCandless, B., & O'Connor, G. (2004). *The School Community Council: Developing Model of School Community Partnerships*. Presentation at the Indiana Urban Schools Conference, Indianapolis, IN.
- Diehl, D., Higgins, H., Kizor, B., Neat, T., Remmo, C., Schroeder, V., & Usher, P. (2002). *Indiana 21<sup>st</sup> Century Community Learning Centers*. Presentation at the Indiana Urban Schools Conference, Indianapolis, IN.
- Westhuis, D., Diehl, D., & Hippi, P. (1999, January). *Diversity Issues for Prospective Therapists*. Poster session presented at the Society for Social Work Research, Austin, TX.
- Diehl, D. (1998, August). *Evaluation of a Behavior Management Program being Implemented on an Inpatient Child and Adolescent Psychiatric Unit*. In-service presented to Mulberry Center's Child/Adolescent Services, Welborn's Mulberry Center, Evansville, IN.
- Lemerise, E., Caverly, S., Harper, B., Diehl, D., Ramsey, S., & Roberts, J. (1997, April). *Patterns of Peer Acceptance, Friendship, and School Adjustment in Mixed-Age Primary Classes*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development, Washington, DC.
- Diehl, D., Lemerise, E., Ramsey, S. & Roberts, J. (1996, March). *Predictors of School Adjustment in Mixed-Age Classrooms: The Roles of Peer Acceptance, Social Behavior, and Age Relative to Classmates*. Poster session presented at the Fourteenth Biennial Conference on Human Development, University of Alabama at Birmingham, Birmingham, AL.
- Lemerise, E., Harper, B., McGlothlin, H., Caverly, S., & Diehl, D. (1996, March). *Longitudinal Predictors of Peer Acceptance and Social Behavior in Ungraded Primary Classrooms*. Poster session presented at the Fourteenth Biennial Conference on Human Development, University of Alabama at Birmingham, Birmingham, AL.

## Selected Invited Presentations

- Diehl, D. (2012). Engaging students in afterschool through relationships. Invited presentation for the Crawford County PACK afterschool program, Crawford County, IN.
- Diehl, D. and Bostick, V. (2010). *Role of Project Director and Evaluator*. Invited presentation for the Safe Schools Healthy Students Conference, Washington, DC.
- Diehl, D. (2006). *Relationship to Engagement: Soaring to Success!* Invited presentation for the PEAK Afterschool Conference, Denver, CO.

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

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

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

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

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

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

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

## Activities/Honors

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

## **Active Professional Organizations**

Member of American Evaluation Association, 2005 to present  
Member of Indiana Association of Play Therapy, 2006 to present  
Member of Association of Play Therapy, 2006 to present



# Diehl Evaluation and Consulting Services<sup>PC</sup>

123 NW 4<sup>th</sup> Street, Suite 3  
Evansville, IN 47708  
[www.diehlconsulting.org](http://www.diehlconsulting.org)

## Capacity and Experience

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

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

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

### A. Experience in developing and Implementing Performance Monitoring Systems

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

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

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

## **B. Experience in Conducting Large-scale Evaluations**

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

## **C. Specific Experience in Evaluating School Improvement Grants**

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

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

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

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

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

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

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

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

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

## Doug Berry

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

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

[www.diehlconsulting.org](http://www.diehlconsulting.org)

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### Education

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

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

### Selected Professional Experience

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

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

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

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

*Marketing Analyst*, American General Financial Services, 2008.

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

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

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

*Graduate Assistant*, Western Kentucky University, 2006 to 2008.

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

## Fairlawn 1003g References

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- Berry, B. F. (2007). *Linking teacher and student data to improve teacher and teaching quality*. Retrieved from <http://www.dataqualitycampaign.org>
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- Danielson, C., & McGreal, T. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Marzano, R., McNulty, B., & Waters, T. (2003). *School leadership that works; From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McCook, J. E. (2006) *The RtI guide: Developing and implementing a model in your schools*. Horsham, PA: LRP Publications.
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Schmoker, M. (2006). *Results now*. Alexandria, VA: Association for Supervision and Curriculum Development.

Sprenger, M. (2010). *Brain-based teaching in the digital age*. Alexandria, VA: Association for Supervision and Curriculum Development.

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**EVANSVILLE VANDERBURGH SCHOOL CORPORATION SIG APPLICATION**

**LEA SIG APPLICATION**

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**LEA SIG APPLICATION FORM  
STAKEHOLDER ENGAGEMENT**

**LINCOLN COMMUNITY SCHOOL**

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**SIG APPLICATION FORM  
SCHOOL TRANSFORMATION PLAN  
SIG BUDGET  
APPENDICES**

**CAZE ELEMENTARY SCHOOL**

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**SIG APPLICATION FORM  
SCHOOL TRANSFORMATION PLAN  
SIG BUDGET  
APPENDICES**

**FAIRLAWN ELEMENTARY SCHOOL**

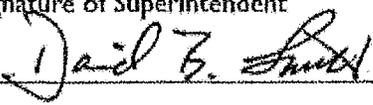
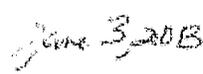
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**SIG APPLICATION FORM  
SIG BUDGET  
APPENDICES**

**Appendix F: LEA Application of General Information  
2013-2014**

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

**LEA Application: General Information**

Corporation Name:		Corporation Number:
Evansville Vanderburgh School Corporation		7995
Contact for the School Improvement Grant:		
<b>Carrie Hillyard</b>		
Position and Office:	Contact's Mailing Address:	
Director of School Transformation Office of Transformational Support	951 Walnut Street Evansville, Indiana 47713	
Telephone: (812) 435-8459	Fax: (812) 435-8358	
Email Address:		
Carrie.Hillyard@evsc.k12.in.us Superintendent (Printed name)		
Dr. David B. Smith, Ed. D Signature of Superintendent	Telephone: (812) 325-8460 or (812) 435-8477	Date:
X 		

- ➔ Complete and submit this form one time only.
- ➔ Complete a second form, "Priority Application" for each school applying for a school improvement grant.

## I. Schools to be Served by LEA

*Instructions:*

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

School Name	Grade Span	Priority	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
			Turn-around	Transformation	Restart	Closure	No model will be implemented
Academy for Innovative Studies	6-12	X					X
Caze Elementary School	K-5	X		X			
Cedar Hall Community School	PreK-8	X					X
Evans School	PreK-6	X		X (Year 2)			
Fairlawn Elementary School	K-5	X		X			
Glenwood Leadership Academy	K-8	X					GLA has implemented the Transformational Model for 3 years.
Lincoln School	K-8	X		X			
Lodge Community School	K-8	X		X			
McGary Middle School	6-8	X		X (Year 1)			

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

We will serve all of our Priority schools.

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

While EVSC has increased supports for those priority schools designated to be part of EVSC's Transformation Zone, the district lacks the capacity to support more than one additional school's transformational improvement efforts outside of this increased system of support.

The district does feel it has the capacity to serve and support the Transformational model to be successfully implemented in all of its schools in the Transformation Zone (TZ), which includes Caze and Lincoln (in addition to three schools already successfully implementing this model—all of which have received very positive feedback from IDOE onsite monitoring visits at both the school level and LEA level).

Outside of the TZ, the district only has the capacity to effectively support one additional school, which is Fairlawn Elementary School. Fairlawn recently wrote and received a competitive 1003a grant, which was only a one-year grant. The LEA was very satisfied with the implementation of this school's transformational efforts and is eager to support the continuation of strategies that began with 1003a as well as even more robust strategies planned within their 1003g SIG application.

- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed\*).

**School Name: Lincoln Community School**

**School Number: 8251**

<b>Stakeholder Group</b>	<b>Mode of Communication</b>	<b>Date</b>
School staff	Email – notification of grant opportunity	5/10/2013
School staff	Voluntary meeting – overview of SIG application process and intervention models	5/15/2013
School staff	Voluntary meeting – overview of leadership-team selected strategies organized by required elements	5/29/2013
School staff	Voluntary meeting – overview of final leadership-team selected strategies organized by required elements	6/4/2013
School leadership team	Afterschool meeting – needs assessment/root cause analysis	5/13/2013
School leadership team	Afterschool meeting – needs assessment/root cause analysis	5/20/2013
School leadership team	All-day planning meeting – school priority areas, selection of transformation strategies (aligned to required elements)	5/22/2013
School leadership team	Meeting (during planning/PLC time) – review of chosen and finalized school transformation strategies (aligned to required elements)	5/31/2013
Parents and Families	Individual phone calls – phone calls from OTS staff	5/20/2013 – 6/7/2013
Parents and Families	Individual phone calls – ConnectED message	5/17/2013
Students	Site Council meeting – overview of application process and intervention model/rationale	5/17/2013
Students	Solicit input during Do Now activity	5/21/2013
Community Partners	Site Council meeting – overview of application process and intervention model/rationale	5/17/2013
Evansville Teachers Association	Email – notification of grant applications Request for letter of support Sharing of plan for feedback	5/10/2013 5/17/2013 5/31/2013
Evansville Community	Facebook posting	5/21/2013

**School Name: Caze Elementary School**

**School Number: 8261**

Stakeholder Group	Mode of Communication	Date
School staff	Voluntary meeting – overview of SIG application process and intervention models (led by Office of Transformational Support)	5/15/2013
School staff	Voluntary meeting – overview of leadership-team selected strategies organized by required elements	5/29/2013
School staff	Voluntary meeting – overview of final leadership-team selected strategies organized by required elements	6/4/2013
School leadership team	Afterschool meeting – needs assessment/root cause analysis	5/13/2013
School leadership team	Afterschool meeting – needs assessment/root cause analysis	5/20/2013
School leadership team	All-day planning meeting – school priority areas, selection of transformation strategies (aligned to required elements)	5/22/2013
School leadership team	Meeting (during planning/PLC time) – review of chosen and finalized school transformation strategies (aligned to required elements)	5/31/2013
Parents and Families	Individual phone calls – phone calls from OTS staff	5/20/2013 – 6/7/2013
Parents and Families	Individual phone calls – ConnectED message	5/17/2013
Students	Site Council meeting – overview of application process and intervention model/rationale	5/17/2013
Students	Solicit input during Do Now activity	5/21/2013
Community Partners	Site Council meeting – overview of application process and intervention model/rationale	5/17/2013
Evansville Teachers Association	Email – notification of grant applications	5/10/2013
	Request for letter of support	5/17/2013
	Sharing of plan for feedback	5/31/2013
Evansville Community	Facebook posting	5/21/2013

**School Name: Fairlawn Elementary School School Number: 8293**

Stakeholder Group	Mode of Communication	Date
Evansville Teachers Association	Email	5-29-13
	Email-Update on 1003g: Revised deadline, input, vote	5-28-13

	Meeting-Discussion regarding ETA member vote Email-Grant update	5-23-13 5-24-13
Parents & Families	Connect Ed Phone Message PTA Meeting Connect Ed Phone Message	5-15-13 5-14-13 5-13-13
Students in Grades 3-5	Morning Meeting	
Faculty and Staff	Email grant update Email Meeting Email – grant update Meeting – Discuss ETA vote Survey monkey Meeting Survey monkey Email – grant update	5-30-13 5-28-13 5-28-13 5-24-13 5-23-13 5-21-13 5-21-13 5-20-13 5-17-13
Data Team and CAB	Meeting	5-20-13
Academic coach and principal	Meeting	5-13-13
Community Partners (No Excuses University, YouthFirst, etc.)	Emails	5/24 – 6/8
Evansville Community	Facebook posting	5/21/2013

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

## D. Collaboration with Teachers' Unions

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

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

## E. Assurances

Evansville Vanderburgh School Corporation assures that it will:

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

## **F. Waivers**

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

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