

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 School Corporation**

Number **7995**

School Name **Lincoln Community 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

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>.

English/Language Arts

Student groups (list groups below)	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate?	How unique are the learning needs of this group? (high, medium, low)
OVERALL:	54%	117		
Black	62%	72	High	High - Lack of culturally competent materials
Multiracial	14%	16	Low	Low
White	25%	29	Mid	Low

Male	61%	71	High	High - Lack of engaging reading material of various length; Lack of vocabulary exposure; Some struggle to connect with some staff; Need kinesthetic
Female	39%	46	Mid	Mid - Lack of engaging reading material; Lack of vocabulary exposure
IEP Yes	24%	28	Mid	Mid – By nature of students with IEPs, there is an intensive need for differentiated instruction and individual accommodations as determined through conferencing; Need for true PLC infrastructure to address these needs
IEP No	76%	89	High	High - Need for differentiated core instruction and individual accommodations as needed; Need for true PLC infrastructure to address these needs
Free	95%	111	High	High - Physical, social, and emotional growth not aligned with expectations of school readiness; Need for academic resources to share between school and home
Reduced	2%	2	Low	Low
Paid	3%	4	Low	Low

Mathematics

Overall:	59%	128		
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Black	65%	83	High	High - Lack of culturally competent materials; Lack of relevance and real-life connections
Multiracial	16%	20	Low	Low
White	25%	25	Mid	Mid
Female	51%	65	Mid	Mid - Need more exposure to hands-on experiences
Male	49%	63	Mid	Mid - Need more exposure to hands-on experiences
IEP Yes	20%	26	Mid	Mid - By nature of students with IEPs, there is an intensive need for differentiated instruction and individual accommodations as determined through conferencing; Need for true PLC infrastructure to address these needs
IEP No	80%	102	High	High - Need for differentiated core instruction and individual accommodations as needed; Need for true PLC infrastructure to address these needs
Free	96%	123	High	High - Physical, social, and emotional growth not aligned with expectations of school readiness; Need for academic resources to share between school and home
Reduced	1%	1	Low	Low
Paid	3%	4	Low	Low

What are the key findings from the student achievement data

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

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'."

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."

- The black subgroup did not pass ELA at a rate of 62% and math at a rate of 65%, which was the highest severity for both of ethnic subgroups.
- 76% of our students without an IEP did not pass ELA and 80% of our students without an IEP did not pass Math.
- 95% of our students with free lunch did not pass ELA and 96% of our students with free lunch did not pass Math.

- Our curriculum and instruction lack differentiated instruction with culturally competent materials. Additionally, current resources and instruction lack relevance and real-life connections.
- General education students need to be afforded the opportunity for differentiated instruction within core instruction and be provided accommodations as needed. Additionally, there is a need for true PLC infrastructure to address the need of students that have not mastered the content.
- Students need access to constant, sustainable medical care to address physical, social, and emotional needs. Additionally, there is a need for academic resources to share between school and home.

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	395 minutes/day x 180 days = 71,100 minutes/year	395 minutes/day x 180 days = 71,100 minutes/year
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.9%	97.3% (as of May 13, 2013)

4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A
5. Number of students completing dual enrollment classes	N/A	N/A
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	<ul style="list-style-type: none"> • OTH - Balanced School Calendar w/ Intercessions • SS • BAS 	<ul style="list-style-type: none"> • SS • BAS • OTH - 15 day Jumpstart Program

7. Discipline incidents*

Lincoln School Discipline Incidents		
	2011-2012	
	Number of Students	Number of Discipline Incidents
TOTAL	231	2034
IEP		
IEP Yes	48	431
IEP No	183	1,603
Gender		
Female	91	606
Male	140	1,428
Ethnicity		
American Indian	1	1
Asian	1	3
Black	145	1,471
Hispanic	0	0
Multiracial	39	280
White	45	279
Lunch Status		
Free	193	1,733
Reduced	9	104
Paid	29	197

Lincoln Elementary Discipline Incidents		
	2012-2013*	
	Number of Students	Number of Discipline Incidents
TOTAL	266	3036
IEP		
IEP Yes	78	1,024
IEP No	188	2,012
Gender		
Female	98	826
Male	168	2,212
Ethnicity		
American Indian	1	12
Asian	1	1
Black	159	1,860
Hispanic	1	2
Multiracial	43	417
White	61	754
Lunch Status		
Free	217	2,481
Reduced	13	167
Paid	36	392

*As of May 13th, 2013

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

Lincoln Community School Truancies	
2011-2012	
Number of Students Missing 11 or more days	
TOTAL	
IEP	
IEP Yes	25
IEP No	129
Gender	
Female	81
Male	73
Ethnicity	
Asian	0
American Indian	1
Black	59
Hawaiian/Other Pacific Islander	0
Hispanic	1
Multiracial	30
White	63
Lunch Status	
Free	128
Reduced	8
Paid	18

Lincoln Community School Truancies	
2012-2013*	
Number of Students Missing 11 or more days	
TOTAL	
IEP	
IEP Yes	31
IEP No	94
Gender	
Female	65
Male	60
Ethnicity	
Asian	0
American Indian	1
Black	66
Hawaiian/Other Pacific Islander	0
Hispanic	2
Multiracial	22
White	34
Lunch Status	
Free	114
Reduced	1
Paid	10

*As of May 9th, 2013

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

Lincoln School 2011 - 2012		
	#	%
Total	11	
1.00 – 1.50		
1.51 – 2.00		
2.01 – 2.50		
2.51 – 3.00	5	45.5%
3.01 – 3.50	5	45.5%
3.51 – 4.00	1	9.1%

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

Lincoln School 2012 - 2013		
	#	%
Total	15	
1.00 – 1.50		
1.51 – 2.00		
2.01 – 2.50	1	6.7%
2.51 – 3.00	10	66.7%
3.01 – 3.50	4	26.7%
3.51 – 4.00	0	0%

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

10. Teacher attendance rate

92.6%

94.1%

What are key findings or summaries from the student leading indicator data?

Inappropriate example: "Teachers are absent a lot."

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

Inappropriate example: "Teachers don't feel like coming to

Appropriate example: "Teachers on average are out of the classroom 32 days of the school year."

school"

Appropriate example: "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"

Student attendance has been slightly below the corporation average attendance since 2006.

Lincoln School has been on a balanced calendar since 1996, which allowed for a shorter summer break and more frequent, longer breaks throughout the school year. Intercession classes were offered during the breaks. However, intercession was poorly attended, thus having little impact on overall student achievement. Teachers report that they frequently reteach behavior and expectations after the long breaks. Additionally, students often missed classes when friends, family members, and other students were not in school. For the 2013-2014 school year, Lincoln has resumed the traditional EVSC calendar for students.

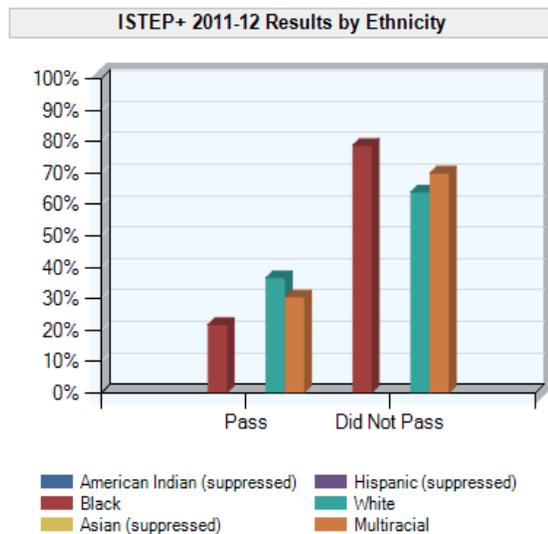
Attendance By Grade

Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Pre-Kindergarten			95.4%			
Kindergarten	95.8%	96.0%	95.9%	95.2%	95.1%	96.1%
Grade 1	97.0%	96.2%	97.1%	95.7%	95.7%	97.2%
Grade 2	96.7%	97.2%	96.6%	97.3%	95.8%	96.7%
Grade 3	97.0%	96.8%	97.5%	96.8%	97.0%	97.2%
Grade 4	97.8%	96.6%	97.2%	97.4%	96.0%	97.1%
Grade 5	97.5%	97.8%	97.3%	97.1%	96.6%	97.1%
Grade 6					96.7%	97.3%
Grade 7					94.9%	96.9%
Grade 8					96.3%	96.6%
All Grades	96.8%	96.7%	96.8%	96.5%	96.0%	96.9%

Evansville-Vanderburgh School Corporation:

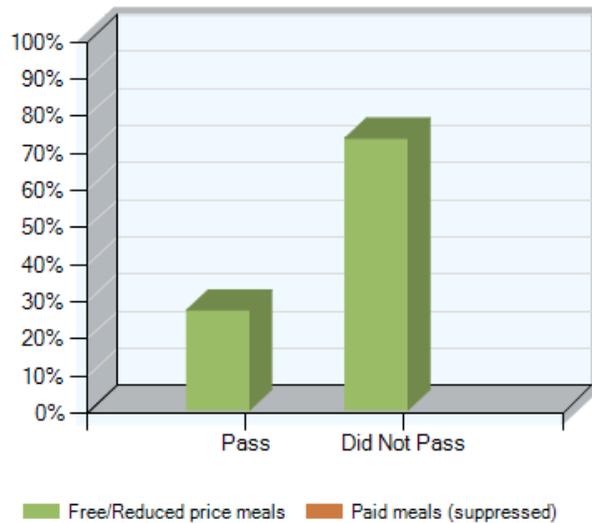
2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06
97.4	95.5%	95.8	96.4	96.3	96.5	96.7

Black students did not pass both language arts and math at a rate of 78.5%, multiracial at 69.7%, and white at 63.6%. Student enrollment for each of these sub-groups are at 55.0% for black, 16.0% for multiracial, and 26.4% for white. Free and reduced students did not pass both at a rate of 73.2%. Free and reduced lunch students represent 93.5% of the Lincoln student population.



Lincoln School and Staff lack the adequate resources and knowledge to provide culturally competent instruction that is differentiated for the needs of all learners.

ISTEP+ 2011-12 Results by Free/Reduced Price Meals



3036 discipline referrals for 2012-2013 had a negative impact on instruction and learning.

There is a lack of consistent expectations, procedures, and implementation. Additionally, staff lack the adequate cultural responsiveness needed to address high poverty students.

Staff ethnicity is incongruous with student population. While teacher years of experience were balanced during the 2011-2013 school year, several teachers with more than 10 years will no longer be at the school due to retirement, plans of improvement, opting out of the Transformation Zone Team Training, and non-successful completion of Transformation Zone Team Training. Thus, the 2013-2014 school year will bring the challenges associated with a less experienced staff.

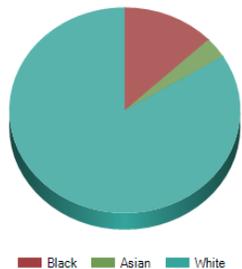
Also, teacher absences are often hard to fill with substitutes which also results in loss of instruction.

Teacher Count 2010-11

31 teachers

[Teacher Roster](#)

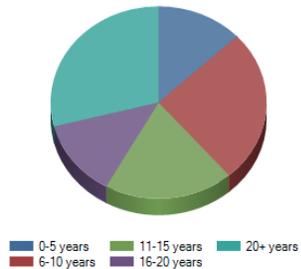
Teacher Count 2010-11 by Ethnicity



Student/Teacher Ratio 2010-11

12 - 1

Teacher Count 2010-11 by Years of Experience



Teacher attendance rate for 2012-2013 was 94.1% which caused for inconsistent instruction for some students.

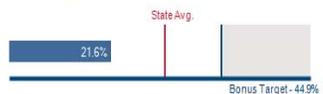
Lincoln School has demonstrated low student growth in both ELA and math.

Student Growth

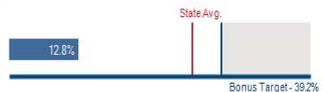
Mathematics

Percent of Students Achieving High Growth (Bonus Opportunities)

Bottom 25% of Students



Top 75% of Students



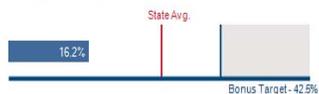
Percent of Students Showing Low Growth (Penalty Possibilities)

Overall

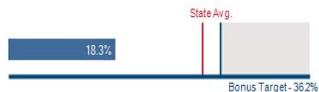


English/Language Arts

Bottom 25% of Students



Top 75% of Students



Overall



The lack of rigorous instruction – including the implementation of true Professional Learning Communities to create common formative assessments, analyze data, and then differentiate and reteach – has limited Lincoln students from reaching their full potential. Additionally, missing social, emotional, behavioral, and physical supports prevent some students from being ready to learn.

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

➤ Instructions:

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

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

Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered.			X		1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).		X			2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.		X			3. Uses multiple sources beyond textbooks.
4. Does not include technology.			X		4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.		X			5. Works in teams, discussing student learning and instructional ideas.
6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.		X			6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
7. Instruction is not increased to allow for more student learning time.			X		7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum.			X		1. Is observed by school leadership that it is being taught.
2. Is considered to be the textbook or the state standards.		X			2. Is developed by the district/teachers based on unpacking the state standards.
3. Is not aligned within or across grade levels.		X			3. Is aligned within and across grade levels.
4. Is not rigorous or cognitively demanding.	X				4. Is rigorous and cognitively demanding.
5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.			X		5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
6. Is not differentiated for struggling students.		X			6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers.		X			1. Are used to implement an aligned instructional program.
2. Are not routinely disaggregated by teachers.		X			2. Are used to provide differentiated instruction.
3. Are not used to determine appropriate instructional strategies.	X				3. Are discussed regularly in teacher groups to discuss student work

Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions.		X			1. Is of high quality and job-embedded.
2. Is not related to curriculum, instruction, or assessment.			X		2. Is aligned to the curriculum and instructional program.
3. Is short, i.e., one-shot sessions.		X			3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.
4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.	X				4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
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.

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example:</i> "We don't have a curriculum aligned across grade levels."</p> <p><i>Appropriate example:</i> "We only teach flags, festivals and foods with our</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Appropriate example:</i> "We don't know how to align our curriculum across grade levels."</p> <p><i>Appropriate example:</i> "Connecting curriculum to students' lives takes</p>
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<p>students. “</p>	<p>longer to prepare lessons.”</p>
<ul style="list-style-type: none"> ● Principal/Leadership - Spends most of the time managing the school. ● Curriculum - Is not rigorous or cognitively demanding. ● Formative Assessments - Are not used to determine appropriate instructional strategies. 	<ul style="list-style-type: none"> ● Number of discipline incidents, referrals, and crisis behaviors. ● Administrative support required to ensure safety of students and staff in self-contained special education classrooms. ● Out-of-school and in-school administrative meetings. ● Lack of adequate substitute teacher availability and coverage. ● Teachers focus on managing behavior instead of instructional rigor. ● Teacher lack of understanding of rigor and how to implement. ● Student lack of background knowledge. ● Lack of belief by some teachers, students, and parents that all students CAN and are EXPECTED to learn. ● Lack of parent awareness of grade-level expectations. ● Lack of instructional resources beyond the textbook in some disciplines. ● Lack of awareness and management of some currently underutilized resources. ● Formative assessments are not created and/or implemented in all areas and grade levels. ● Lack of understanding of how formative assessments impact instruction. ● Focus on teaching as opposed to learning. ● Lack of infrastructure to support readiness grouping in core instruction.

- **Professional Development** - Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.

- **Parents/Family/Community** - Does not ensure a safe school and community environment for children.

- **Cultural Competency** - “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people.

- **Cultural Competency** - 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.

- Lack of coaching capacity.
- Lack of intentionality and focus of PD planning.
- Lack of time and infrastructure (including common planning time across disciplines).
- Lack of teacher input on PD needs.

- Students and staff are intimidated by some students.
- Students trying to establish dominance over peers.
- Students seeking negative reinforcement.
- Lack of active supervision in upper grades and/or staff understanding of expectations.
- Lack of fidelity of implementation of school-wide procedures.
- Difficult to supervise during transition times.
- Lack of adequate re-teaching of expectations and routines.
- Lack of identity as a K-8 school.
- Lack of student leadership.
- Culture does not reflect that it is a positive to excel in school.
- Lack of intentionality in building student-adult relationships.

- Lack of student experiences and background knowledge.
- Lack of staff training and/or understanding of culturally competent instruction.

- Lack of student experiences and background knowledge.
- Lack of staff’s ability and/or knowledge to address home conditions.
- Insufficient staff resources.

B. Selection of School Improvement Model

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

Transformation Model
Required Elements
<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
<p><u>Comprehensive Instructional Reform Strategies</u></p> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.
<p><u>Provide Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.

Transformation Model
Permissible Elements
<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<p><u>Comprehensive Instructional Reform</u></p> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a school wide "response-to-intervention" model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<p><u>Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

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: **TRANSFORMATION**

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

Upon the grant's release, Lincoln invited district and school personnel, students, family members, and community partners to participate in a series of stakeholder feedback meetings. The purpose of these meetings was to inform the school communities about the School Improvement Grant (SIG) process and to begin conversations about our shared vision for transformation and student success. The purpose of the planning process was both to:

- Diagnose school strengths and areas for improvement in a through comprehensive protocols; and
- Generate ideas and strategies to accelerate student achievement and ensure alignment to the school's priority areas for improvement and research-based best practices.

During the first few meetings, the Lincoln leadership team engaged in a needs assessment using available tools and prior feedback such as its School Readiness Assessment Report, analysis of available school and student data, student leading indicators for 2011-2012 and 2012-2013, and a self-assessment of practices aligned to high performing, high poverty schools. After thoroughly analyzing its data, the team developed three key school priorities, which eventually translated to annual goals that were strategic, measurable, attainable, result-oriented, and time-bound (SMART). Lincoln leadership will continue to refine and expand these goals at a more granular level in August 2013 with the Office of Transformational Support.

These data presented a picture of a school struggling to build a culture of strong student achievement and establish an identity as a K-8 school. In order to meet the needs of Lincoln's students and see significant gains in academic achievement, we must drastically improve

core instruction, improve social, emotional, behavioral, and physical supports for students, and build a new identity as a K-8 school community. The transformation model had each critical component that the team was seeking in order to build this new identity as a high performing, high poverty school.

As the school planning and leadership team at Lincoln School took a deep dive into their data, several areas for improvement arose. The group tried to identify trends within those data sets to arrive at several school priorities. These priorities will be the focus of this school transformation plan and guide the direction of Lincoln School for at least the next three years.

1. Strengthen the school culture and climate to increase student achievement;
2. Increase differentiated and rigorous instruction to increase ELA and math student achievement;
3. Increase social, emotional, behavioral, and physical supports for students and their families to increase student achievement.

3.1 Priority Area #1: Strengthen the school culture and climate to increase student achievement

Over the years, Lincoln School oscillated the number of grade levels it offers. In 2010, the school was expanded into a K-8 school. Throughout the school planning process, elementary team members reflected upon the disturbance created by the inclusion of middle school students in the building. Furthermore, intermediate grade level members agreed – citing the distinct and differing needs of the middle grade students versus the school’s younger students. This led the team to conclude that the school’s standardized approach to all grade levels was ineffective – middle school students needed something different than elementary school students. Therefore, the approach – both instructionally and in regards to climate – needs to be different in both grade levels.

Although this was the largest root cause identified by the school planning team, there were other root causes that have contributed to the weak culture and climate of the school:

- Late infusion and adoption of the PBIS approach and training
- Ineffective or non-existent adult-student connections
- Weak home-school connections
- Weak sense of community across all grade levels for both students and staff

The solutions presented below (and discussed in detailed within each of the required and permissible elements in following sections) allow the school to move past the root causes identified above to focus on developing a positive and welcoming climate and culture to achieve movement in this priority area.

- **Governance**
 - Creation of a lower and upper school with accompanying re-organization of school leadership
 - Hiring of a behavior therapist to provide IEP behavioral services to special education students
- **Teacher and leader effectiveness**
 - Professional development for effective home-school connection
 - Professional development and feedback on implementation of PBIS framework
- **Instructional and curricular reform**
 - PBIS implementation with fidelity
 - PBIS committee/team
 - Implementation of PBIS with fidelity
 - Tier 2 and 3 programs in subsequent years
- **Creating community-oriented schools**
 - Identify specific ways to celebrate school success and milestones

3.2 Increase differentiated and rigorous instruction to increase ELA and math student achievement;

During the school planning process, the Lincoln team consistently did not identify the root cause to this priority being a lack of resources or specific programs available. Instead, they focused their collective energy on the need to develop capacity within their current staff. They also reflected upon the larger need for the school to have a targeted focus upon instruction and building the instructional leadership capacity of its building administration. To that end, it's not surprising that the common root causes for poor achievement in ELA and math stemmed for the same reasons:

- Core instruction lacks the appropriate level of rigor and differentiation to meet the diverse learning needs
- Professional development is unaligned and does not provide adequate follow-up support
- Principal is not able to enter classrooms for evaluation and feedback due to an overwhelming amount of chronic student behaviors
- Many students are not ready to learn due to social, emotional, behavioral, or physical issues.

The solutions presented below (and discussed in detailed within each of the required and permissible elements in following sections) allow the school to move past the root causes identified above to focus on dramatically impacting ELA and math achievement through differentiation and rigor.

- **Governance**
 - Creation of a lower and upper school with an aligned school leadership model
- **Teacher and leader effectiveness**
 - Frequent feedback and coaching from building administrator responsible for instruction
 - PD Specialist
 - Job-embedded professional development and coaching
 - Professional development coaching support
 - Leadership coaching and support
 - Focus on data driven instruction – data profiles with student goals (monitoring and tracking)
 - Rigorous and timely evaluation and observation
 - Rewarding the retention of effective staff
 - Rewarding staff who are effective
- **Increased learning time**
 - Afterschool programming aligned to core curriculum
 - Intervention blocks by the hiring of art/music teachers
- **Curricular and instructional reform**
 - Alignment of curriculum resources
 - Alignment and creation of assessment resources (formative and summative assessments)
 - Specific resources for classrooms and instructional needs
- **Creating community-oriented schools**
 - Parent education of academic expectations
 - Alignment of community resources to teacher/student needs

3.3 Increase social, emotional, behavioral, and physical supports for students and their families to increase student achievement.

In 2010, Lincoln School was part of an awarded federal grant application (Full Service Community Schools Program) that focused on transforming the school into a full-service community school. To date, although basic grant components have been implemented, additional components are necessary to provide complete wrap-around services for the students and families of the Lincoln

community. As school planning team reflected upon the model, they understood how important it was to the Lincoln community but recognized that additional services related to health, mental health, and counseling services needed to be integrated in order to provide maximum services for the students. By ensuring these needs were met, the team knew that they would get to focus upon the students' academic needs.

The team noted several root causes to this:

- Parent and family time and resource capacity to focus on child's academic progress
- Some parents and families lack the resources to send their children to school ready to learn
- Parents and family may lack the financial resources to actively participate in the school community.
- Alignment of wraparound services to individual student needs and academic programming
- Weak Site Council
- Misalignment of community stakeholder priorities
- Lack of connecting families to the appropriate resources quickly and effectively

The solutions presented below (and discussed in detailed within each of the required and permissible elements in following sections) allow the school to move past the root causes identified above to focus on providing exceptional wraparound services to students and families in order to keep the community focused on student outcomes.

- **Teacher and leader effectiveness**
 - Professional development for improved home-school connections
- **Increased time for staff and students**
 - Increase the number of days for the counselor to provide services
 - Re-focus of the social worker on student social needs (currently focused on providing behavior therapy to 2 multi-categorical classrooms)
- **Creating community-oriented school**
 - Strengthen the full-service community schools model
 - Hiring a full-time family community schools outreach coordinator
 - Re-organize support staff to strengthen existing wraparound services by engaging community partnerships
 - Strengthening parent communication
 - Increase number of events hosted at the school

- Form partnerships with community partners that will provide wraparound health, mental, and physical services to our students and their families
- Parent education on academic expectations
- Provide transportation and childcare services for school academic functions

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

Lincoln School's Transformation Plan has been included and demonstrates how the implementation of the Transformational Model will create teacher, principal, and student change in alignment with the required (and some permissible) elements of this model. See the following pages for the Transformation Plan:



Lincoln School

School Transformation Plan

Transformation Model

June 2013

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Section 1: Introduction

1.1 School Context

Lincoln School is located near downtown Evansville in the Central High School Attendance District within the Evansville Vanderburgh School Corporation. Built in 1928, it was the first new school serving grades K-12 built in Evansville for the black minority community. In 1962, Lincoln was made a K-8 school and then became a K-5 school in 1984 when the EVSC implemented the middle school model. In 1996, the school began operating on a balanced calendar with a shorter summer break and longer breaks throughout the year. In 2010, Lincoln became a K-8 school again and recently adopted the EVSC calendar beginning in the fall of 2013. Today, Lincoln serves approximately 382 students in grades kindergarten through eighth grade. It draws its culturally diverse student body from various neighborhoods in Evansville because of its unique history.

At Lincoln School, the school community believes that student learning is the chief priority. The teachers and leadership deeply believe that students must be actively engaged in the learning process. Continuous professional commitment to improvement ensures that students are being molded utilizing best practices. By maintaining a safe and optimum learning environment, we provide the opportunity for students to be successful. Teachers, administrators, parents, and the community share the responsibility of high standards and expectations.

Within this context, however, Lincoln School is well positioned to begin the transformation process. A newly hired principal in 2012, Ronnetha Darrett, and a reconstituted faculty, all of whom have undergone recommitment interviews in 2013 have engaged in a highly collaborative planning process. This planning process invited all stakeholders to help envision and articulate the future of the school – a future that will positively impact student achievement and the community as a whole.

Lincoln Community School Profile*				
Students			Faculty and Staff	
Grades:	PreK – 8		# of Administrators:	1 Principal
Enrollment:	382		# of General Education Teachers:	19
Black:	55.0%		# of Special Education Teachers:	3
Hispanic:	2.1%		# of Itinerant Faculty:	0
Multiracial:	16.0%		# of Coaches:	0
White:	26.4%		# of Teacher Assistants:	2
Asian:	0.3%		# of Specialized Teaching Staff:	1 achievement coach
Free/Reduced Lunch:	93.5%		# of Resource Staff:	2 Title I instructionalist
Limited English Proficiency:	1.0%		Other Faculty Support:	1 counselor, 1 social worker

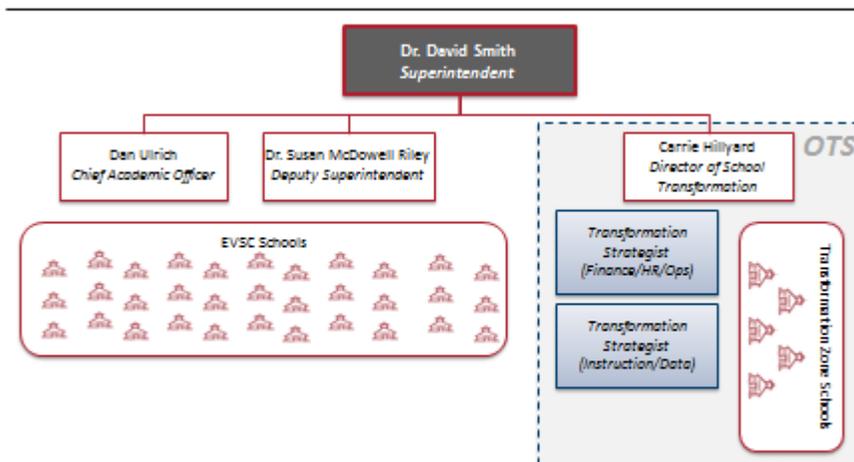
1.2 About the Transformation Zone

Evansville Vanderburgh School Corporation (EVSC) faces a strong imperative to address chronic underperformance in too many of the city’s schools. In 2011-2012, nine of EVSC’s schools were identified by the Indiana Department of Education as Priority/Tier I persistently-low achieving (PLA) schools, with four additional schools scoring in the second lowest category of PL 221. The district now has the unprecedented opportunity to reverse the status quo in these schools, and EVSC recognizes the need for bold and swift interventions in these schools. With this comes a commitment to provide the most struggling schools with the additional resources and discretion needed to implement innovative reform strategies.

In September 2012, the Evansville Vanderburgh School Corporation (EVSC) embarked on a partnership with Mass Insight Education (MIE) to create an internal partner to manage a portfolio of the district’s most poorly performing schools. The partnership has led to the creation of an internal office responsible for the oversight and management—the Office of Transformational Support (OTS). This office oversees, directs, and manages five schools in EVSC: Glenwood Leadership Academy, Lincoln Community School, McGary Middle School, Caze Elementary, and Evans Elementary. Collectively known as the Transformation Zone, these schools represent EVSC’s most chronically poor performing schools. The principals at each of these schools report directly to the Director of School Transformation who in turn reports directly to the Superintendent of the Corporation. The OTS is staffed by three Transformation Strategists—each focused upon the improvement of processes and structures for a different functional area: instruction, data, family/community engagement, communications, human resources, finance, and operations.

This initiative aligns with and reinforces the district’s overarching mission to prepare all students for success in their chosen colleges and careers. This carve-out model draws heavily upon the success of similar initiatives in Chicago, Philadelphia, Charlotte-Mecklenburg, Baltimore, Los Angeles, Washington, D.C., and New York City, and is informed by the research presented in Mass Insight Education’s 2007 report, *The Turnaround Challenge*.

OTS Organizational Structure



Inclusion in the Transformation Zone is not a punitive measure; rather, it is an exciting opportunity to produce dramatic and lasting improvement in the district’s most struggling schools. Transformation Zone schools will benefit from additional flexibility and support in exchange for heightened accountability.

The district is prepared to make investments in each of the following areas:

1. Capacity – Increasing capacity internally by investing in school and district staff, and externally by collaborating with partners with a track record of success to provide targeted assistance to schools;
2. Conditions – Increasing flexibility and changing the operating conditions that have hindered past reform efforts; and
3. Clustering – organizing schools into clusters where partners provide comprehensive services individualized based upon the needs of the cluster – similar to how teachers differentiated support in their classrooms.

1.3 School Transformation Planning Process

The following school transformation plan is the result of collaborative planning efforts of Lincoln School combined with best practice research for school transformation. The quick pace required to meet the demands of this grant submission required the quick, thoughtful collaboration of all school partners – in August 2013, the Office of Transformational Support plans to more deeply plan with school leadership teams to formulate a very detailed, action-oriented strategic plan for each school that encompasses each of the required elements posed by the SIG planning process along with a direct plan to streamline district and OTS support for each school.

Upon the grant's release, Lincoln invited district and school personnel, students, family members, and community partners to participate in a series of stakeholder feedback meetings. The purpose of these meetings was to inform the school communities about the School Improvement Grant (SIG) process and to begin conversations about our shared vision for transformation and student success. The purpose of the planning process was:

- To diagnose school strengths and areas for improvement;
- To generate ideas and strategies as to how we can accelerate student achievement aligned to the school's areas for improvement.

During the first few meetings, the Lincoln leadership team engaged in a needs assessment using available tools such as its School Readiness Assessment Report, analysis of available school and student data, student leading indicators for 2011-2012 and 2012-2013, and a self-assessment of practices aligned to high performing, high poverty schools. After thoroughly analyzing its data, the team developed three key school priorities which eventually translated to annual goals that were strategic, measurable, attainable, result-oriented, and time-bound (SMART). Lincoln leadership will continue to refine and expand these goals at a more granular level in August 2013 with the Office of Transformational Support.

Once the priority areas were identified, the Lincoln leadership team then generated strategies, solutions, and activities in the identified priority and SIG-required improvement areas: (1) teacher and leader effectiveness; (2) instructional and curricular reform; (3) increased learning time for students and teachers; (4) creating community-oriented schools; and (5) operational flexibility and sustainability. During this process, an acute focus upon the sustainability of chosen reform strategies was sought by the team – what additional resources can supplement to stabilize instruction and climate in our school? What current resources do we already have and could build upon instead of investing in new strategies, solutions, or activities?

During the final stages of submission of this plan to IDOE, the team continued to share drafts and get feedback from stakeholders. School staff and teacher meetings were held to share out the latest drafts and gather input. Evansville's Teachers' Association was also consulted to ensure that

strategies and activities identified were ones that historically aligned to best practices from previous SIG implementation processes.

1.4 Vision for Transformation

The district's Transformation Zone is driven by the central belief that all students, regardless of race or socioeconomic status, when provided with access to an excellent education, can and will succeed. For too long, we have failed to meet the needs of students in our city's most struggling schools. This model, similar to EVSC's Transformation Zone, reinforces its commitment to dramatically improve student outcomes citywide by being creative and thinking outside of the box on how to motivate and create the present culture and climate to one of change and more focused investment on the staff and leadership that can make it happen.

The model represents complete alignment to how EVSC's Office of Transformational Support and Lincoln School were seeking change for their school. The following shared principles for reform embody the required elements of the transformation model while simultaneously capturing the district's passion for school transformation:

- All students enrolled in Evansville Vanderburgh School Corporation deserve equal access to high quality education.
- Our lowest-performing schools represent our best opportunity to produce dramatic gains in student achievement.
- Rapid and sustainable school transformation requires innovative and comprehensive improvement strategies.
- Community collaboration, communications, and partner engagement are fundamental to achieving and sustaining excellence.
- A high-performing school and district is based on shared accountability and placing the interests of students above all others.
- Strong leadership, quality instruction, effective support structures, and efficient operations directly impact student performance.
- The school community must establish high expectations and strive for continuous improvement in order to achieve educational excellence.
- Teachers and leaders play an integral role in our schools, and we must ensure that all schools are staffed with highly effective teachers and leaders.

This school transformation plan is developed in accordance with the requirements set forth by IDOE. Specifically, this plan is divided into the four required improvement areas: (1) teacher and leader effectiveness; (2) Increasing learning time and creating community-oriented schools; (3) Comprehensive instructional reform strategies; (4) Creating community-oriented schools; and (5) Provide operational flexibility and sustained support. The plan also addresses the elements required therein:

- New mechanism for school leadership and governance;
- Meaningful use of student and school level data;
- Increased learning time
- Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement;
- Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not;

- Provide high quality, job-embedded professional development;
- Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time);
- Use data to implement an aligned instructional program;
- Provide mechanisms for family and community engagement;
- Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting);
- Sustainability of efforts after the conclusion of the SIG grant period.

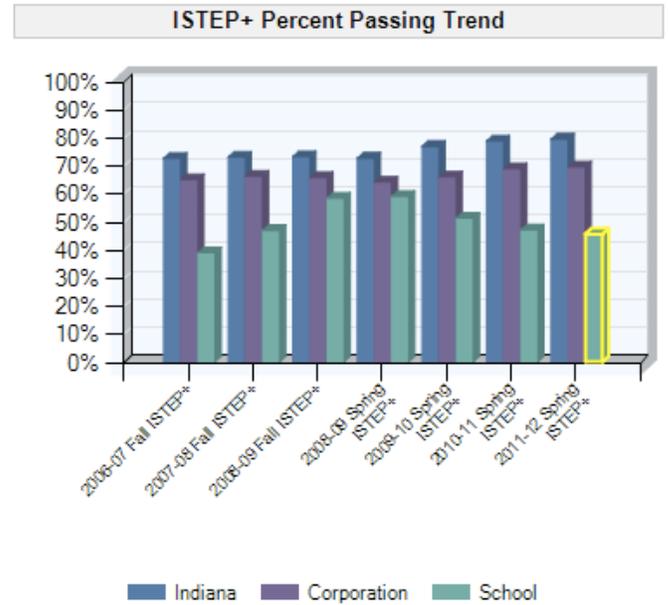
Section 2: Needs Assessment

This section provides an overview of the most critical needs facing Lincoln School. Through an analysis of student data and achievement outcomes, the school community recognizes the most significant needs facing the school and will prioritize those needs in the School Transformation Plan (refer to worksheets 1A, 1B, and student leading indicator worksheets in the grant application).

2.1 English/Language Arts

ELA achievement at Lincoln School has consistently been significantly lower than state and district averages and has continued to decline since becoming a K-8. Additionally, IREAD results dipped slightly from 66.7% in 2012 to 65.9% in 2013. Despite the incorporation of Professional Learning Communities in all other grades, the school continues to lag in ELA achievement across all grade levels.

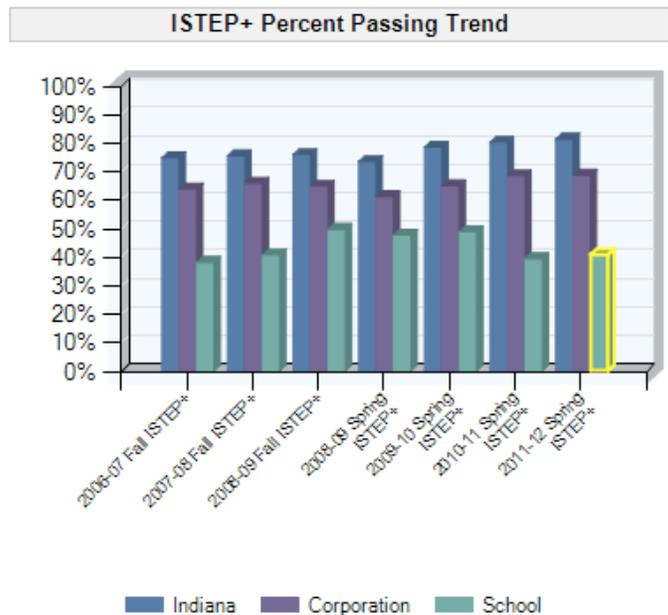
The school planning team has identified the following reasons for the persistently low achievement in ELA: (1) Core instruction lacks the appropriate level of rigor and differentiation to meet the diverse learning needs; (2) Professional development is unaligned and does not provide adequate follow-up support; (3) Principal is not able to enter classrooms for evaluation and feedback due to an overwhelming amount of chronic student behaviors; and (4) Many students are not ready to learn due to social, emotional, behavioral, or physical issues.



2.2 Mathematics

Math achievement also has consistently been significantly lower than state and district averages and has continued to decline since becoming a K-8. Again, despite implementation of Professional Learning Communities, common formative assessments are not used to determine re-teaching, and scores continue to lag at all grade levels.

The school planning team has identified the following reasons for the persistently low achievement in Math: (1) Core instruction lacks the appropriate level of rigor and differentiation to meet the diverse learning needs; (2) Professional development is unaligned and does not provide adequate follow-up support; (3) Principal is not able to enter classrooms for evaluation and feedback due to an overwhelming amount of



chronic student behaviors; (4) Many students are not ready to learn due to social, emotional, behavioral, or physical issues; and (5) Instruction lacks integration of hands-on math manipulative and relevance to real-life events.

2.3 School Culture and Climate

Discipline has remained a challenge at Lincoln School. The school is in the development phase of implementing Positive Behavior Interventions and Supports and have implemented some basic components early out of necessity. However, discipline incidents continue to soar. A disproportionate number of referrals are seen from upper grades students as compared to lower grade students. Furthermore, a look at the discipline incidents by sub-groups reveals an unusually high number of incidents among male and black students.

The leadership team expressed that although nine grade levels have been in the building for two years as a single school, there is a lack of identity as a true K-8 community school. Efforts had been made to often “make everything the same” for all grade levels in an attempt to make the school “one,” yet this approach did not meet the needs of nine different grade levels which caused greater discord. Furthermore, more than a quarter of the families and 59.9% of students reported in the 2013 Climate and Engagement Survey that they were not satisfied with the overall quality of Lincoln School. Furthermore, 39% of students did not agree or strongly agree that they were safe in school as well.

The school planning team and leadership attributed this to many reasons: (1) Late infusion of the PBIS approach and training; (2) Non-traditional families; (3) ineffective or non-existent adult-student connections; (4) weak home-school connections; (5) Weak sense of community across all grade levels for both students and staff; and (6) the standardized approach of treating middle school and elementary school needs.

2.4 Parent and Family Engagement

The Lincoln school improvement planning team reflected during the needs assessment of the grant writing process that parents often attended family events hosted by the school and are generally supportive of the school. However, some lack the resources to support their children academically, and many lack the resources to ensure that their child is socially, emotionally, behaviorally, and physically ready to learn. This staff reflection aligns to data recently found in the 2013 Climate and Engagement survey for Lincoln where 30% of families felt that they did not know or could get

Lincoln Elementary Discipline Incidents (without "OTHER")						
	2010-2011		2011-2012		2012-2013*	
	Number of Students	Number of Discipline Incidents	Number of Students	Number of Discipline Incidents	Number of Students	Number of Discipline Incidents
TOTAL	205	1289	231	2034	266	3036
IEP						
IEP Yes	46	213	48	431	78	1,024
IEP No	159	1,076	183	1,603	188	2,012
Gender						
Female	78	460	91	606	98	826
Male	127	829	140	1,428	168	2,212
Ethnicity						
American Indian			1	1	1	12
Asian			1	3	1	1
Black	128	919	145	1,471	159	1,860
Hispanic					1	2
Multiracial	26	129	39	280	43	417
White	51	241	45	279	61	754
Lunch Status						
Free	178	1,150	193	1,733	217	2,481
Reduced	8	82	9	104	13	167
Paid	19	57	29	197	36	392

adequate school or community resources for their child. Furthermore, staff feels a strong commitment to ensuring that families remain connected to the school both academically and socially in order to create a true school community. Specific weaknesses captured as part of the 2013 Climate and Engagement Survey for Lincoln revealed the following:

- 35% of parents felt that they did not play an active role in the decision making process for Lincoln School.
- 34% of families felt like they lacked the opportunities to provide input in the decisions made for Lincoln School.

The planning team also self-reflects that engagement of parents and families lack academic focus and the school struggles to make home-school connections individually. The group explained the root causes of this to be the following: (1) Parent and family time and resource capacity to focus on child's academic progress; (2) Some parents and families lack the resources to send their children to school ready to learn; (3) Parents and family may lack the financial resources to actively participate in the school community. Teachers also self-reflects that they may lack the appropriate professional development in understanding cultural differences to adequately and effectively communicate with students' parents and families.

Finally, although the school enjoys the title of the full-service community school, there are many elements of the approach that the school has not intentionally focused upon such as a strong Site Council, active management of community stakeholder priorities, and connecting families to the appropriate resources quickly and effectively in order to move a students' academic progress forward. Also, the school lacked the public health clinic that had been intended when the school was renovated into a K-8 in 2010.

Summary

These data present a picture of a school struggling to build a culture of strong student achievement and to establish an identity as a K-8 school. In order to meet the needs of Lincoln's students and see significant gains in academic achievement, we must drastically improve core instruction, improve social, emotional, behavioral, and physical supports for students, and build a new identity as a K-8 school community.

Section 3: School Priority Areas

As the school planning and leadership team at Lincoln School took a deep dive into their data, several areas for improvement arose. The group tried to identify trends within those data sets to arrive at several school priorities. These priorities will be the focus of this school transformation plan and guide the direction of Lincoln School for at least the next three years.

4. Improve the school culture and climate to increase student achievement;
5. Increase differentiated and rigorous instruction to increase ELA and math student achievement;
6. Increase social, emotional, behavioral, and physical supports for students and their families to increase student achievement.

3.1 Priority Area #1: Strengthen the school culture and climate to increase student achievement

Over the years, Lincoln School oscillated the number of grade levels it offers. In 2010, the school was expanded into a K-8 school. Throughout the school planning process, elementary team members reflected upon the disturbance created by the inclusion of middle school students in the building. Furthermore, intermediate grade level members agreed – citing the distinct and differing needs of the middle grade students versus the school’s younger students. This led the team to conclude that the school’s standardized approach to all grade levels was ineffective – middle school students needed something different than elementary school students. Therefore, the approach – both instructionally and in regards to climate – needs to be different in both grade levels.

Although this was the largest root cause identified by the school planning team, there were other root causes that have contributed to the weak culture and climate of the school:

- Late infusion and adoption of the PBIS approach and training
- Ineffective or non-existent adult-student connections
- Weak home-school connections
- Weak sense of community across all grade levels for both students and staff

The solutions presented below (and discussed in detailed within each of the required and permissible elements in following sections) allow the school to move past the root causes identified above to focus on developing a positive and welcoming climate and culture to achieve movement in this priority area.

- **Governance**
 - Creation of a lower and upper school with accompanying re-organization of school leadership
 - Hiring of a behavior therapist to provide IEP behavioral services to special education students
- **Teacher and leader effectiveness**
 - Professional development for effective home-school connection

- Professional development and feedback on implementation of PBIS framework
- **Instructional and curricular reform**
 - PBIS implementation with fidelity
 - PBIS committee/team
 - Implementation of PBIS with fidelity
 - Tier 2 and 3 programs in subsequent years
- **Creating community-oriented schools**
 - Identify specific ways to celebrate school success and milestones

3.2 Increase differentiated and rigorous instruction to increase ELA and math student achievement;

During the school planning process, the Lincoln team consistently did not identify the root cause to this priority being a lack of resources or specific programs available. Instead, they focused their collective energy on the need to develop capacity within their current staff. They also reflected upon the larger need for the school to have a targeted focus upon instruction and building the instructional leadership capacity of its building administration. To that end, it's not surprising that the common root causes for poor achievement in ELA and math stemmed for the same reasons:

- Core instruction lacks the appropriate level of rigor and differentiation to meet the diverse learning needs
- Professional development is unaligned and does not provide adequate follow-up support
- Principal is not able to enter classrooms for evaluation and feedback due to an overwhelming amount of chronic student behaviors
- Many students are not ready to learn due to social, emotional, behavioral, or physical issues.

The solutions presented below (and discussed in detailed within each of the required and permissible elements in following sections) allow the school to move past the root causes identified above to focus on dramatically impacting ELA and math achievement through differentiation and rigor.

- **Governance**
 - Creation of a lower and upper school with an aligned school leadership model
- **Teacher and leader effectiveness**
 - Frequent feedback and coaching from building administrator responsible for instruction
 - PD Specialist
 - Job-embedded professional development and coaching
 - Professional development coaching support
 - Leadership coaching and support
 - Focus on data driven instruction – data profiles with student goals (monitoring and tracking)
 - Rigorous and timely evaluation and observation
 - Rewarding the retention of effective staff
 - Rewarding staff who are effective
- **Increased learning time**
 - Afterschool programming aligned to core curriculum
 - Intervention blocks by the hiring of art/music teachers
- **Curricular and instructional reform**
 - Alignment of curriculum resources

- Alignment and creation of assessment resources (formative and summative assessments)
- Specific resources for classrooms and instructional needs
- **Creating community-oriented schools**
 - Parent education of academic expectations
 - Alignment of community resources to teacher/student needs

3.3 Increase social, emotional, behavioral, and physical supports for students and their families to increase student achievement.

In 2010, Lincoln School was part of an awarded federal grant application (Full Service Community Schools Program) that focused on transforming the school into a full-service community school. To date, although basic grant components have been implemented, additional components are necessary to provide complete wrap-around services for the students and families of the Lincoln community. As school planning team reflected upon the model, they understood how important it was to the Lincoln community but recognized that additional services related to health, mental health, and counseling services needed to be integrated in order to provide maximum services for the students. By ensuring these needs were met, the team knew that they would get to focus upon the students' academic needs.

The team noted several root causes to this:

- Parent and family time and resource capacity to focus on child's academic progress
- Some parents and families lack the resources to send their children to school ready to learn
- Parents and family may lack the financial resources to actively participate in the school community.
- Alignment of wraparound services to individual student needs and academic programming
- Weak Site Council
- Misalignment of community stakeholder priorities
- Lack of connecting families to the appropriate resources quickly and effectively

The solutions presented below (and discussed in detailed within each of the required and permissible elements in following sections) allow the school to move past the root causes identified above to focus on providing exceptional wraparound services to students and families in order to keep the community focused on student outcomes.

- **Teacher and leader effectiveness**
 - Professional development for improved home-school connections
- **Increased time for staff and students**
 - Increase the number of days for the counselor to provide services
 - Re-focus of the social worker on student social needs (currently focused on providing behavior therapy to 2 multi-categorical classrooms)
- **Creating community-oriented school**
 - Strengthen the full-service community schools model
 - Hiring a full-time family community schools outreach coordinator
 - Re-organize support staff to strengthen existing wraparound services by engaging community partnerships
 - Strengthening parent communication
 - Increase number of events hosted at the school
 - Form partnerships with community partners that will provide wraparound health, mental, and physical services to our students and their families

- Parent education on academic expectations
- Provide transportation and childcare services for school academic functions

Section 4: Required Element: Provide Operational Flexibility & Sustained Support

The transformation process at Caze Elementary School, Lincoln School, Glenwood Leadership Academy, Evans Elementary, and McGary Middle School will be managed by an internal unit called the Office of Transformational Support (OTS). In the fall of 2011, new leadership was identified for Lincoln School. Ronnetha Darrett – formerly the assistant principal at Lodge Elementary School – was assigned to take leadership over Lincoln School in 2012-2013. As was evidenced in the dropped ISTEP+ scores, EVSC knew that it had to take a bold step in the replacement of leadership in order to move outcomes for students. To that end, EVSC chose to replace leadership (both principal and assistant principal positions) in 2012-2013. Since Ronnetha took leadership over Lincoln School, she has continued the schools distributed-leadership governance model.

As part of the school planning process, the leadership team reflected upon the specific roles and responsibilities of each of its committees –streamlining and clarifying responsibilities and roles. The distributed leadership model for Lincoln for SY 2013-2014 is detailed in this section and showcases the reciprocal obligations between district and school personnel and other members of the school community.

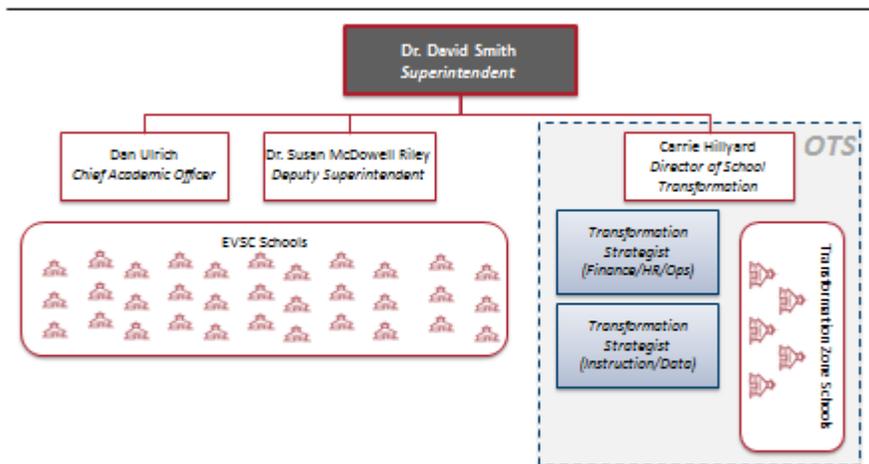
4.1 District-Level Governance

In September of 2012, EVSC launched the Office of Transformational Support (OTS) and the Transformation Zone. This new unit is designed to oversee and coordinate the district's school transformational efforts and provide targeted, flexible assistance to schools with the greatest need. The OTS's mission is to dramatically improve student outcomes in Providence's lowest performing schools and inspire district-wide innovation and reform. The OTS achieves its mission by performing three core functions:

1. School Support:
Supporting schools as they pursue innovation and sustainable reform strategies.
2. Performance Monitoring:
Monitoring progress made and outcomes achieved in the Transformation Zone schools.
3. Community Engagement:
Engaging partners and community members in the school transformation process.

Traditionally, district central offices have had

OTS Organizational Structure



limited capacity to address the needs of their lowest-performing schools, and most districts are not structured in a way that is conducive to this type of work. District systems and school interactions typically emphasize standardization, service delivery, and compliance monitoring. This light-touch and homogeneous support structure will not transform struggling schools. Therefore, the OTS's design represents a unique case management approach whereby the OTS will maintain a regular presence in the Transformation Zone schools. OTS staff will ensure that the TZ Schools are prioritized not only in talk, but also in action. The OTS will serve as schools' main point of contact with EVSC and will coordinate all central office services for these schools by streamlining supports from multiple offices instead of creating additional bureaucracy. The OTS's support structure will create a "club you want to join" with tangible benefits for low-performing schools, rather than a punitive framework.

As part of the district's broader transformation strategy, EVSC has created an internal unit to hold "itself" accountable to results for these schools. This sustainable model not only allows for the district to pilot innovative approaches and frameworks, but allows one unit to directly focus upon the transformation of EVSC's persistently lowest performing schools. The OTS is defined by four overarching responsibilities:

1. **Accountability.** The OTS is held accountable for rapid gains in student achievement.
2. **Authority.** The OTS assumes decision-making authority on school staffing, time, budgets, and programs.
3. **Comprehensive services.** The OTS provides core academic and student support services directly or by aligning the services of other programs and supporting partners, who are on subcontracts with the OTS or TZ schools, and builds internal capacity within the schools and by extension, the district.
4. **Embedded, consistent school presence.** The OTS maintains an embedded, consistent, and intense relationship with the school(s), requiring a presence in each school three days per week during the transformation period.

The OTS will provide targeted support in key functional areas, including offering services that the district does not have the time or expertise to provide.

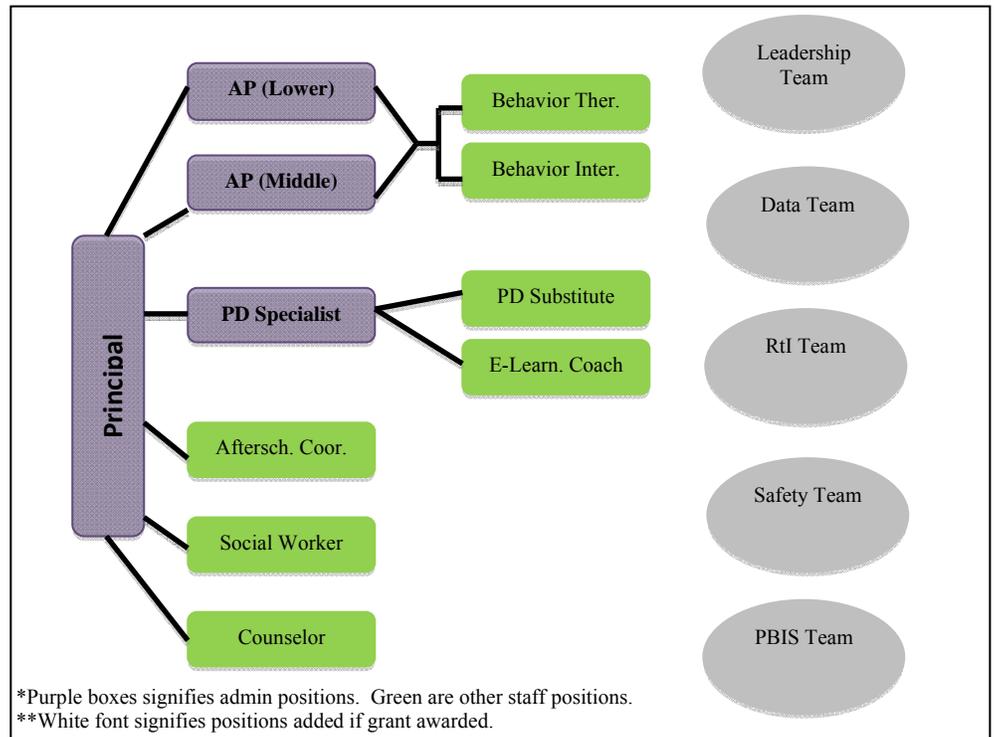
4.2 School-Level Governance

As described above, the Lincoln School administrative team of Principal Ronnetha Darrett and Assistant Principal Doug Chinn was recently assigned to the school for the 2012-2013 school year. As will be described in sections that follow, the school planning team seeks to create two separate school climates and instructional environments – one for the primary grades and another in the middle school. Therefore, the planning team sees the need for the addition of an assistant principal. In

this approach, Lincoln will supplement the development of two key school priorities – student achievement and climate. The second assistant principal will focus on the upper school, allowing Mr. Chinn to focus on the lower school. The addition of the school administrative capacity will also allow the building principal to focus her time on instruction – currently, she spends approximately 50-75% of her time on behavioral interventions. The Professional Development Specialist will strategically plan all professional development and follow-up that PD with teacher coaching as directed by the principal (please see job descriptions in appendix).

The principles of collaboration and partnership undergird OTS’s staffing and management model and the Lincoln team. Central to this is the idea of distributed leadership. This concept is perhaps most pronounced at the school level. TZ schools will employ a distributed leadership model to help govern school activities and frame the decision-making process. OTS staff members will be available to support and guide school leaders and faculty members in this effort. This approach to school leadership and governance acknowledges that schools cannot rely on a single, heroic leader; rather, all members of the school community are, in part, responsible for the success of the school. As Alma Harris and James Spillane explain in a *Management in Education* article, “Distributed leadership is not a panacea or a blueprint or a recipe. It is a way of getting under the skin of leadership practice, of seeing leadership practice differently, and illuminating the possibilities for organizational transformation.”

TZ schools will explore and implement a distributed leadership model. Lincoln has chosen to continue this practice at the school. The committees are made up of school administrators, faculty members, staff, parents, community partners, and students (if/when appropriate). The purpose of these committees will be to create a structure and process that is conducive to community involvement and shared accountability. All faculty members will be asked to participate on at least one committee (and is required by ETA teacher contract). Individual committees may choose to create subcommittees, as needed. Below, please find a summary of this committee structure. As a



school administrator will sit on each committee, each committee will hold decision making authority for specific programs and projects.

Leadership Team. The LT will serve as the school's main governing committee and will be co-chaired by the Principal and Professional Development Specialist. The LT will have five supporting committees (detailed below); team leaders for each grade level or content area will also serve on the LT. The LT will support and drive all components of the school improvement plan and monitor its progress. Overall school level data will be analyzed on a rotating basis by this group to ensure that adequate actions are being taken by all other instructional and climate committees such as RTI and PBIS. All major school decisions such as changes to calendar, scheduling, and staffing will be made with the input of this committee.

Data Team. The Data Committee will be chaired the Professional Development Specialist. The team will be responsible for looking at grade level and school level trends related to TRC, DIBELS, Acuity, ISTEP+, and iREAD3. In addition, team will also look at behavior data sets from time to time or at the recommendation of the PBIS committee. The data team will provide analyzed data to various administrators and committees. Additionally, data will be synthesized to identify the specific topics needed for grade level or content area professional development. The PD Specialist will be responsible for addressing PD needs arising from this committee for individual teachers, grade levels, or content areas as needed and required.

RTI Team. The RTI team will be chaired by the Principal and the counselor. Students will be referred to this committee when they are approaching or in Tier 2 or 3 – either for academic or behavior intervention. The team will include representation from teachers across all grade levels and the school psychologist. The team will work together to create individual plans for students including short-term and long-term goals with teacher input. This team will also spearhead the professional development and planning to implement Tier 2 and 3 academic and behavioral interventions to staff as needed. Finally, the team (specifically the Title I Aide) will input data and manage the RDS and AIMSWEB site.

Safety Team. The Safety team will ensure that best practices and protocols for all safety procedures are implemented which include but are not limited to: disaster drills, lockdowns, unsafe situations, fires, etc. The team ensures that emergency card information is present for all students in the school and completed all accident investigations including witness reports involving employee accidents on school property. Finally, the team serves to schedule all disaster, lockdown, and fire drills needed for the school.

Positive Behavior Intervention Systems Team. The PBIS Team, co-chaired by the assistant principals, will help to create and maintain a safe and orderly environment. Initially, this team will play an integral role in building a sense of community and establishing high expectations for all community members. This committee will support the implementation of the school's behavior management system which includes: reviewing office referral data, creating and implementing school-wide incentives system, collecting feedback from staff and students as needed, communicating with families, and implementing school-wide procedures. This committee will also foster a harmonious culture and climate among staff members.

Section 5: Required Element: Develop Teacher & Leader Effectiveness

Lincoln School will function as two schools-within-a-school in the Fall of 2013. The creation of Lower and Upper Schools will meet the diverse needs of students; yet with diligent school culture work, Lincoln can develop true identity as a K-8 community school. The addition of a Professional Development Specialist will increase the capacity to implement strategies designed to improve teacher and leader effectiveness by focusing on improving instruction through individual professional growth.

5.1 Staffing, Recruitment, and Retention Strategies

EVSC, the Evansville Teachers' Association, and OTS understand the immediate and different needs that Transformation Zone schools such as Lincoln have in regards to recruit, selection, assignment, development, evaluation, and retention. OTS launched a robust and aggressive recruitment and selection campaign for the Zone schools in partnership with EVSC's Department of Human Resources.

Based upon research from The New Teacher Project and Public Impact, OTS identified the key competencies that staff successful in transformation environments possessed to create a customized job description for key staff positions. Simultaneously, in the spring of 2013, OTS in collaboration with ETA, launched a campaign to inform existing staff in TZ schools about these identified competencies and possible changes to schools for SY 2013-2014 and begin a recommitment process. Based upon these presentations, current staffs in TZ schools were given the option to remain in their current position or transfer to other open positions within the district. All staff that opted into remaining in their positions was required to complete and pass the TZ Team Training Academy (see rubric for passage, agenda for two day training). The Training brought together all TZ teachers for an opportunity for professional development based upon Doug Lemov's *Teach Like A Champion*. Teachers shared overwhelming positive response to the professional development opportunity itself.

After the Training Academy, all vacancies for TZ schools were identified. In March, TZ principals then began a process of mutual consent to hire recruits into their respective schools. TZ principals received training from OTS on school-based competency-based hiring tools created. Candidates were screened first by OTS based upon these competencies before being referred to individual schools for final review. OTS continues to work into Summer 2013 to ensure all vacancies are filled by the start of the school year 2013-2014.

Timeline

January 2013

February 2013

February 2013

District Wide HR Process Benchmarks

Phase I: Identification of vacancies and displaced teachers
Special consideration to not always eliminate staff for enrollment purposes.

Phase II: Tenured/Probationary teacher match process
Match process did not apply to TZ schools.

Phase III: New Hire Posting
Only done this early for TZ schools. All other schools were posted in March-April 2013.

March 2013 – June 2013

Phase IV: Competency Based Hiring

Competency based selection process is only being used in TZ schools.

The school planning team at Lincoln also recognizes that its most valuable asset is its faculty. Therefore, the team felt it imperative that time was spent discussing retention of staff. As a team, the group identified several creative strategies that the group found motivation towards retention and reward.

To reward effective instruction in the classroom and promote retention, Lincoln School aims to provide two strategies through this grant. At the end of the first year of the grant cycle, all teachers who plan to remain at Lincoln School will be provided \$1000 for classroom kits – teachers will be able to use these monies to purchase resource items for their individual classrooms (to both serve instructional reform efforts as well). In addition, any teacher retained in its first year will be distributed a retention bonus of \$500 (payable in September in the subsequent year).

In an effort to constantly build capacity in the school and provide a natural pathway for teachers in the school community, Lincoln also proposes to create 2 Peer Support Teacher positions for the school in years two and three of the grant (job description included as appendix). These peer support teachers will spend half of their time in the classroom and the other half of their time coaching other peer teachers. During the time that these teachers are in their classroom, the PD Specialist and principal can refer other teachers to come to their classroom to observe best practices in action. This additional capacity ensures that coaching support provided by supporting partners are sustained in the building following the grant award period. It also ensures that the school leadership has a consistent pipeline of talent within the building for other positions that may open up and be needed based upon the changing needs of the school.

In the prior section about Governance, the distributed leadership model was described in detail. This model ensures that there are shared leadership opportunities available for staff to lead various instructional, behavioral, and other student support initiatives.

Finally, in an effort to ensure a positive school climate and culture, the school planning team felt that it was necessary that the school more intentionally celebrate successes. Therefore, the Leadership Team will incorporate voluntary social events for school staff. The administrative team (principal, assistant principals, and PDS) will plan specific ways to celebrate high performing staff and celebrate the success of staff as the school meets milestones in the school improvement plan.

5.2 Educator Evaluation, Professional Development, and Support

All Transformation Zone Schools understand the need for ongoing formal and informal educator observations. The purpose of these observations are to ensure that the schools maintain a high caliber of instruction, monitor fidelity in implementation of the schools' academic programming, and provide target supports to staff based on individual and aggregate observation data. TZ schools including Lincoln School will implement in its first year the EVSC Observation and Evaluation Tool and Process.

In the Fall of 2014, EVSC will adopt a new teacher evaluation and development process that will include new rubrics, a refined observation process, and a comprehensive compensation structure tied to teacher performance and goals. The model is currently being developed by a team of master teachers, ETA staff, and district central office staff. ETA nominated no less than two teachers to be placed upon each sub-committee during this process to ensure that there is significant teacher,

union, and district collaboration. There are three core principles that will underlie this model: 1) Educators must demonstrate on-going growth and improvement; 2) Educator evaluations must be based on multiple measures; and 3) Educators must receive meaningful feedback and support in order to improve their practice. The new model in development is based upon all available resources including but not limited to: Indiana’s RISE evaluation system, Charlotte Danielson’s Framework for Teaching, and other best practices within Indiana such as Washington Township.

Educators will be evaluated and observed according to the following five domains in Year 1 (the domains will most likely shift for Y2 and Y3 but have not been determined to date):

Domains	Related Competencies for Observations
Instructional planning preparation and content	<ul style="list-style-type: none"> • Lessons are data driven • Lesson plans reflect standards • Lesson plan varied based on students’ learning styles • Lesson plan appropriate planning • Lesson plan incorporate technology • Assignments completed in a timely manner
Student assessment and evaluation	<ul style="list-style-type: none"> • Variety of assessments • Maintains accurate records • Feedback provided to students and parents
Instructional strategies	<ul style="list-style-type: none"> • Communicates objectives • Models effective language • Sets high expectations • Instructional strategies varied • Pacing allows for critical thinking • Differentiates instruction
Classroom management and climate	<ul style="list-style-type: none"> • Positive teacher-student rapport • Monitors students’ behavior communicates with parents • Establishes classroom expectations • Engaging physical environment
Personal and professional attributes	<ul style="list-style-type: none"> • Professional development • Contractual obligations • Abides by law • Maintains cooperative relationship • Professional appearance

The building leadership will use the results from observations and evaluations to make recommendations for professional development along with specific next steps for teacher development following each observation. This will allow the teacher to connect with other resources in the building such as PD specialists and the Peer Support teachers to get the needed professional development.

Professional development was the crux of all of the strategies generated by the school planning team for SY 2013-2014. Staff repeated the importance of the development of the recommitted staff and those coming on board. With close to 45% of staff new to the building for SY 2013-2014, the team understands the need to develop existing staff. They reflected that this will assist in building the positive culture and climate of the school while simultaneously addressing the instructional rigor in classrooms.

Teachers will be supported by a variety of leadership team members – their grade level team leaders, principal, assistant principals, and PD Specialist. These individuals will lead school-based PD who will focus on both job-embedded and stand-alone delivery of professional development.

Strengthened in their own skill sets by development support by the New Teacher Project (explained in 5.4 Leadership Evaluation and Development), each of these leadership team members will support the development of teachers in different ways. The principal will use current EVSC teacher observation rubrics to conduct frequent informal and formal observations of staff. The process will acutely focus on the development part of teacher practice – in other words, these observations and debrief will focus upon the action steps that a teacher can take immediately to improve practice in the classroom. (Leadership will be coached individually in this area – explained in the following section under Leadership Coaching and Development.)

The PD Specialist will lead the professional development of teachers. This individual will focus upon job-embedded professional development for teachers based upon feedback from co-principals. This individual will also provide school-wide professional development to teachers and will be responsible for leading individual teacher Professional Learning Communities. This individual along with PLC leaders will assist teachers in maximizing this time to analyze student data, developing individual plans as needed, and follow up on data synthesized and analyzed by the RtI committee. In addition, this individual will lead strategies related to curriculum mapping and assessment development within the building that is discussed in more detail in the following section: Curricular and Instructional Reform.

Topics identified by the school planning team as needed areas for professional development include:

- Effective Professional Learning Communities
- RtI Tier I implementation (differentiated instruction)
- Increasing rigor in lesson planning and instruction (specifically math and ELA)
- Cultural competency
- Maximizing classroom resources for student learning
- PBIS Tier I implementation – managing student behaviors
- Forming lasting and effective home-school connections

The OTS will provide Zone-wide professional development opportunities for teachers. The OTS will aggregate teacher evaluation data across all 5 TZ schools to ascertain Zone wide PD needs in order to provide Train-the-Trainer professional development for key PD staff (such as the PD Specialist, assistant principals, and principal). The professionals described below will make up the OTS team providing professional development and services to Lincoln School:

- **Carrie Hillyard.** Carrie Hillyard serves as Director of School Transformation for EVSC's Transformation Zone. Prior to this position, Carrie had previously worked in positions of

Director of Title I, Elementary and Middle School Principal, Curriculum Facilitator, and Classroom Teacher and has supported successful implementation of Transformational School Improvement Models at the district level. Carrie's work and higher education focus has been dedicated to serving students low SES schools. Carrie is a Ph D Candidate in the Transformational Urban Leadership program at Indiana State University. She also has a Master's Degree in Curriculum Studies and Administration License from Indiana University, where she focused studies around the areas teacher efficacy, leadership, and culturally-relevant instructional practices. While at Indiana University, Carrie also worked as an advisor to pre-service teachers, a consultant leading integrated curriculum design with middle and high school teacher teams throughout Indiana, and taught master's level coursework in IU's Transition to Teaching program.

- **Shannon Strieter.** Shannon Strieter serves as Senior Transformation Strategist for Instruction and Data Management with the Office of Transformational Support within the Evansville-Vanderburgh School Corporation. Prior to this position, Shannon was a seventh and eighth grade English teacher, consistently producing positive student growth. Shannon then worked as an Achievement Coach then Professional Development Specialist at a high-need school that demonstrated significant climate and academic growth during her time there. Additionally, she performed the duties of a TAP Master Teacher during the initial year of TAP in the school and in the entire state of Indiana.
- **Dawn Greene.** Dawn Greene serves as Senior Transformation Strategist for Human Resources, Finance and Operations with the Office of Transformational Support within the Evansville-Vanderburgh School Corporation. Prior to this position, Dawn was Principal for a high school that served emotionally challenged, high poverty residential students, and consistently produced positive student growth and successful transitions into least restrictive settings. Dawn then worked as a district leader supporting school improvement and achievement through providing alternative educational settings. Additionally, Dawn has served on district and regional boards supporting financial literacy and human capital empowerment within schools.
- **Ami Magunia.** Ami serves as the district's engagement manager from Mass Insight Education. Prior to joining Mass Insight, Ami has served in a variety of roles related to teacher and leadership development in both consulting and district roles. The majority of Ami's experience stems from Baltimore City Public Schools where she enjoyed years as a classroom teacher in a high poverty school (resulting in student growth of more than 1.5 years for the majority of her students every year); a training and resource manager directly training and supporting close to 400 of the district's new recruits every year. Her most recent involvement as a leadership coach in Indianapolis Public Schools resulted in the development of multiple building administrators and the school's eventual dramatic increase in the state's A-F accountability system (school progressed from F to B status).
- **Michael Contompasis.** Michael recently retired after two years as Superintendent of the Boston Public Schools. Previously he served as the district's Chief Operating Officer from 1998 through 2005. Before moving to a district leadership role, Mr. Contompasis was the Head Master of Boston Latin School, the state's top performing 7-12 secondary school, where he was honored as a Milken Educator in 1997. From 1996 to 1998, he also served as a cluster leader overseeing and mentoring the principals of ten K-12 schools in the district. He began his career in education as a Biology teacher in 1966. He was presented with a Distinguished Service Award by the Council of Great City Schools in 2006. Mr. Contompasis currently serves as an unpaid advisor to the Mayor of the City of Boston in addition to his role as Senior Field Consultant for the School Turnaround Group.
- **Chris Maher.** Chris is the Vice President of Field Engagements for the School Turnaround Group at Mass Insight Education. In addition to experience as a nonprofit and school district executive, Chris has served as a principal, teacher and public school advocate. Prior to joining the STG,

Chris was the Deputy Chief Academic Officer of Friendship Schools in Baltimore, Maryland. Chris has a M.P.A from New York University, and a Graduate Certificate in Supervision and Administration from the Johns Hopkins University School of Education. He received his B.A. from the College of Wooster.

5.3 Collaborative Planning Time

In SY 2012-2013 Lincoln teaching staff put the foundation in place with their Title I coach to begin the transformation of their common planning time into a professional learning community (PLC). The school planning team reflected strongly that they wanted to continue this work under the direction of the principal and PD Specialist moving into SY 2013-2014. Specifically, they wanted to first better understand how professional learning communities work. They then explained the need to build from the foundations set in SY 2012-2013 to eventually create effective and best-practice PLCs in the building. They reflected how the time can be better spend sharing best practices related to lesson planning, formative assessments, and instructional strategies in the upcoming school year.

To increase the number of minutes staff would have available for planning time, the school planning team wanted to include additional staffing (an academic interventionist, an e-learning coach, and a resource teacher). These individuals would supplement the academic programming for students while providing capacity to ensure teaching staff were allotted additional and valuable collaborative planning time. This additional time could be spent within grade levels, but the staff also demonstrated interest in vertical planning to ensure smooth transitions among the students from one grade to the next or the progression from elementary to middle school.

5.4 Leadership Evaluation, Support, and Development

Administrators will also be evaluated on an on-going basis. EVSC has a current administrator evaluation tool. Prior to the start of the school year, every administrator will establish a Professional Growth Plan and establish school-wide Student Learning Objectives. During the first semester, administrators will participate in two evaluator visits and receive feedback on those evaluations. In January, administrators will participate in a mid-year conference to review and discuss progress. During the spring semester, administrators will participate in two additional evaluation visits. In June, they will participate in an end-of-year conference to reflect on the year and establish goals for the following year. Building principal will be evaluated by the Director of School Transformation and the Assistant Principals of Lincoln will be evaluated by Principal Darrett.

OTS, in collaboration with Lincoln School, has chosen to partner with the New Teacher Project to ensure that the Principal, Assistant Principals, and PD Specialist are capable of executing the teacher development and coaching pieces outlined above. Leadership coaching will encompass the following activities:

- Implement school-based coaching for administrators focused on generating accurate teacher performance ratings and high quality, actionable feedback for teachers that gives them concrete guidance on how to improve.
- Support school leaders in ensuring critical data exists to demonstrate teacher perception regarding the instructional culture in their schools and direction for how to act on that data to strengthen culture.
- Increase school leaders' proficiency in giving clear, actionable, and timely feedback to teachers on their performance.

- Conduct school-based performance management trainings for school leaders to norm on the district's evaluation rubric, and train them in best practices such as utilizing critical teacher performance and student outcomes data to drive teacher development.

Instructional leadership coaching is an attempt to build sustaining capacity in the building and will include the following activities:

- Co-facilitate teacher development sessions that leverage best practices.
- Implement on-site development for instructional leaders to practice in-class coaching strategies with teachers, prepare for debrief conversations, and use performance data to identify key levers that are most likely to increase teachers' overall performance ratings.
- Provide practice-based curriculum and coaching for school leaders to use with teachers aligned to development areas identified using real-time teacher performance data.

In the first year, it will focus on the Principal, Assistant Principals, and PD Specialist. In subsequent years, the supporting partner will develop at least 2 peer support teachers within the building to ensure sustained capacity in the building after the grant period and provide a natural school-based pathway for effective teaching practice.

Section 6: Required Element: Comprehensive Instructional & Curricular Reform Strategies

6.1 Creation of Lower and Upper Schools

Currently, Lincoln School operates as one K-8 school. The large floor plan of the school creates inefficiency as students and their teachers must travel throughout the building to reach elective courses. The space also inhibits the development of a sense of community and prevents opportunities for collaboration and team-teaching.

To address this challenge, Lincoln will be divided into Upper and Lower Schools. The Lower School will include grades K-4 and the Upper School will include grades 5-8. The physical layout of the building lends itself to the operation of two campuses. For SY 2013-2013, Lincoln proposes an administrative structure that includes one principal and two assistant principals. The principal will retain leadership responsibilities for the entire school and one assistant principal will serve as dean of the Lower School, while the other will serve as dean of the Upper School. This structure will allow the deans of the lower and upper school to create a stronger sense of community within the building and provide more opportunities for collaboration and team-teaching.

There is a true air of excitement about this possibility among staff, parents, and students. School leadership will create a sense of community for each campus by implementing strategies around culture, climate, and tailored events and activities. Academically, teachers see this as an opportunity to focus on the early learning needs of the K-4 students, emphasizing literacy and mathematics skills. To accomplish this, Lower School teachers will work together across classrooms and grade levels to build strong foundations in reading, writing, and math. Academics in the Upper School will integrate the application of literacy and numeracy skills across content areas. The Upper School will develop young leaders by collaborative learning environments with embedded norms that prepare students for team work, individual success, and high standards for social and emotional development and communication skills.

By separating the Lower and Upper Schools, teachers will be able to focus their attention on a smaller group of students, increasing opportunities to understand how their students learn and what modalities work best for them and strengthen family connections. In addition to academic benefits, this structure fosters student age-appropriate development. The Lower School will foster a tight-knit, family-oriented learning community. The transition to the Upper School will support students in becoming independent learners prepared for transitions to high school and beyond.

6.2 Intervention Programs

- **Earobics.** For Kindergarten – third grade, Earobics is a research-based, proven literacy program that contributes to a child's reading success. The program can be used to offer effective early intervention before children fall behind their peers, therefore reducing special education referrals. As a Tier 2 intervention, Earobics is a scientifically-based supplemental intervention solution that includes resources for small groups as well as individuals. The tools allow teachers and administrators to monitor and chart student progress.
- **Burst.** Burst provides clear analysis and recommendations for high-quality reading instruction designed to develop skills with increasing difficulty until students master them.

This makes it easier for teachers to differentiate instruction that builds a foundation for students to read with comprehension. Teachers deliver this differentiated instruction in 30-minute interactive lessons that keep students engaged, inspired, and ready to learn. Burst applies a skills-based model that reflects an extension of the National Reading Panel's Five Big Ideas in Reading:

- The earliest skills that students need are identified.
 - Those skills are taught to mastery.
 - Subsequent skills are added to that foundation, working toward the goal of reading with comprehension
 - Each strand of instruction in Burst:Reading corresponds to one of the hexagons in the model.
- **Rave-o.** *RAVE-O* instruction is built on the exploration of core words—the sounds, word parts, meanings, connections—and how they function in text. The main premise of the program is that the more students know about a word, the more quickly they can read and understand it. The *RAVE-O* approach teaches students to read with speed and accuracy, but to also call upon background knowledge and word meanings to quickly understand a word in context.
 - **Leveled Literacy Intervention (LLI).** The school planning team understands the need for reading interventions at the middle school level. To that end, the team felt it important to invest in appropriate instructional materials and programs. The chosen program, the Fountas and Pinnel Leveled Literacy Intervention System (LLI), is a small group, supplementary literacy intervention designed to help teachers provide daily, small-group instruction for the lowest-achieving students. As the program supports both reading and writing and the goal of the program was to bring students to grade level achievement in reading, middle school staff felt it important to include for SY 2013-2014.
 - **focus MATH.** *focusMATH* is an intensive, K–6 math intervention program designed to fit any Response to Intervention (RtI) framework and work with any math program. *focusMATH* identifies at-risk students early and accelerates their learning with instruction that is intensive, balanced, and individualized. All grade levels consist of three units, each built around a specific National Council of Teachers of Mathematics Focal Point.
 - **Compass Learning.** CompassLearning Odyssey is an engaging digital curriculum with comprehensive reporting features to assess progress and inform instruction. Odyssey curricula for primary and secondary students facilitates differentiated and personalized instruction, while formative assessments and reporting tools help drive data-driven decision making.

6.3 Increased Differentiation of Core Instruction and Rigor

The school planning team acknowledges that Lincoln's students come to school with varying skill sets. To that end, differentiation has become increasingly important to maintain student engagement and meet all students where they are. This targeted focus allowed the team to explore the specific ways and root causes for the lack of differentiation at this time.

6.3a Implement RtI interventions at all levels with students in all grade levels

Quality intervention strategies for students performing below grade level are a critical need at Lincoln. Currently, insufficient supports exist for students who fall behind in ELA or math. While the district is implementing and planning for a robust rollout for RtI, the implementation timeline does not align to the urgent needs at Lincoln across all grade levels and within all content areas. Therefore, Lincoln proposes to strengthen a formal Response to Intervention system in all grade levels by creating a Response to Intervention team adopting the following practices:

- Universal Screening. Lincoln will continue the practice to universally screen all students in ELA and math using brief common assessment tools available through Aimsweb or district created common assessments.
- Research-based, multi-level intervention system. Students, who are identified in the universal screening as in need of intervention, will receive appropriate interventions based on the model. These interventions might include one-on-one support, a computer-based basic skills program or small-group tutoring. As noted above, interventions in ELA (My Sidewalks, Corrective Reading, and Compass Learning Odyssey) are currently well-developed than interventions in Math. Supported by the RTI team, the school leader and math teachers will work with EVSC district staff to identify appropriate math intervention programs and materials, with the goal adopting an intervention system well aligned with learning standards and with the math to mastery approach.
- On-going progress monitoring. Students will be regularly assessed by classroom teachers to determine the rate of improvement and the application of additional interventions, if appropriate. Any student who enters the RTI process will be progress monitored throughout the school year.

Middle school teaching staff will implement interventions during intervention blocks. Lower school teachers will provide in-class intervention support and/or work with the afterschool coordinator to administer additional interventions as needed.

6.3b Invest in technology to provide supplement adaptive programming for remediation and enrichment

The school planning staff wanted to make some targeted investments for technology for SY 2013-2014 in order to optimize on current licenses for CompassLearning that the district owns. Through Compass Learning online modules, teachers intent to provide additional ways within the classroom to differentiate instruction for both remediation and enrichment purposes. Depending on the total number of licenses allotted to Lincoln, teachers within the Upper or Lower schools will be identified and be required to integrate a blended model instructional approach. The E-learning coach will carefully track – should the students respond positively –the school shall consider additional investment for other students in the school in subsequent school years.

6.3c Providing staff with needed professional development and instructional classroom kits

As explained in Section 5: Teacher and Leader Effectiveness, the school planning team felt strongly that they should emphasize on the development of the recommitted teaching staff. To that end, teachers want to focus on specific professional development on the following topics: differentiated instruction, integrating centers successfully, blended instruction. Specifically, staff mentioned the need to participate in *Universal Design for Differentiated Instruction (UDDI)* professional development at the University of Indiana – Bloomington, IN. Furthermore, the E-Learning coach will be responsible for providing job-embedded PD and support to teachers to successfully integrate digital content identified by district curriculum maps into the daily lesson plans.

Staff will also be allotted \$1000 per year to spend on instructional materials and resources for their classroom. This ensures that teachers can identify specific intervention and instructional materials needed to differentiate instruction for their individual classroom and grade levels. Serving as both a retention reward for teachers and a way to provide

instructional resources to teachers, the school planning team felt that this additional supplement to teachers would allow the teaching staff to identify specifically what was needed to drive rigor and academic achievement in their classroom.

6.4 Curriculum and Assessment Alignment

6.4a Curriculum Alignment

Recently, EVSC has adopted a series of new curriculum maps related to English, science, and mathematics. These maps include pacing recommendations, connections to digital content, and sample formative and summative assessments. The district built this with teacher and teacher leader input – aligning outdated curriculum from prior years to Indiana state standards and the Common Core State Standards (where applicable). Due to the fact that the OTS supports the use of a centralized curriculum and the high mobility of students throughout the school corporation, all TZ schools will adopt full implementation of the district's new curriculum maps and accompanying resources. This ensures the learning experience for students remains consistent across the school corporation.

In the school planning process, teachers revealed that their initial review of the maps did not address the unique needs of the student population at Lincoln School. Therefore, a first step will be for a teacher team at each grade level to meet prior to the start of SY 2013-2014 to develop a Lincoln specific curriculum map for each grade level in English/Language Arts and mathematics. The teams also plan to develop assessments during that time described in detail below.

Teachers will use their common planning time to share best practices for instruction to further develop unit and lesson plans. That way, Lincoln will build a library of rich instructional materials that can be shared across classrooms, Zone schools, and even the district. The resources and tools aligned to EVSC's curriculum maps are living documents editable by all teachers within EVSC. The resources and tools developed by Lincoln teams will be included as part of those documents. This aligns to the district's, OTS, and Lincoln's spirit of collaboration – across the Zone and with the district.

Finally, the principal will perform regular classroom observations to ensure that the curriculum is being implemented with fidelity. These walkthroughs will also inform areas where the school needs to develop additional curricular materials and tools for teachers or the creation of specific professional development modules by the PD Specialist or E-learning Coach.

Lincoln teachers also see a need to align planning not only across grade levels but also vertically. Teachers would like time to vertically plan content together. Vertical planning will allow teachers to understand how standards in previous grade levels connect to other grade levels in order to make more meaningful connections in their classroom.

6.4b Assessment Alignment

EVSC is a data rich environment – teachers have access to data dashboards that provide data on DIBELS, TRC, Acuity, ISTEP, and other assessment information. Additionally, EVSC is currently developing accompanying summative assessments to align to the newly finalized ELA and math curriculum maps. These assessments will be available to all EVSC schools by Fall of 2013. However, the district currently lacks more granular formative assessment that ensure student is making progress to specific checkpoints such as Acuity, ISTEP+, and iREAD3.

Lincoln teachers intend to collaborate this summer to develop more formative assessments to use throughout the year to monitor student progress. This ensures that robust data will be available on a granular level to better understand root cause when students aren't mastering objectives and standards in accordance to aligned curriculum. Furthermore, the school planning team wanted to ensure that additional teacher days were built in at various points within the school year to ensure that adequate time was spent discussing data to drive instruction. Currently, Lincoln teachers use PLC time to discuss these trends, and they plan to continue that practice. The newly created formative assessment will only provide more information to diagnose specific student needs to drive needed RtI interventions as needed or afterschool programming

6.5 Build Student Background Knowledge through Core Experiences

During the self-assessment and needs assessment, the school planning team often reflected that students entered school lacking experiences that many students are constrained by the socio-economic status of their families and parents. This results in the students' loss of important background knowledge.

6.6 Implementation of Positive Behavior Supports and Interventions

The learning environment and culture is equally important as the strength of the instructional program. Therefore, Lincoln aims to address its priorities related to climate and culture through the integrated approach on the classroom level. Specifically, the following behavioral supports:

6.6a Continued implementation of PBIS

Lincoln must ensure an equitable and supportive behavior management system in order to create a positive school climate and culture – in each classroom and the entire building. Lincoln began a preliminary implementation of Tier I PBIS supports in SY 2012-2013, but the initiative requires greater fidelity in its implementation and the incorporate of various Tier 2 intervention support programs. Assistant Principals within the Lower and Upper Schools responsible for climate and culture will work closely with teachers to provide in classroom coaching to develop the teacher's use of management strategies and positive reinforcements for student behaviors.

6.6b Adoption of RtI intervention programs related to behavior in subsequent school years

Although in SY 2013-2014, the school planning team agrees that its focus should be Tier I interventions for behaviors, there are approximately 5% of students who are current chronic behavior issues. Therefore, the team anticipates that they may need to adopt Tier 2 and 3 interventions the latter part of SY 2013-2013 or in subsequent years. District staff recommends two programs –outlined below – for Lincoln's consideration:

- **Why Try?.** WhyTry? provides tools to help students change patterns of failure and indifference and develop motivation to reach goals. It will be used to assist Lincoln's population to deal with increasing challenges at home, at school, or with peers.
- **Check and Connect.** Check & Connect is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity

building, and persistence. A goal of Check & Connect is to foster school completion with academic and social competence.

Section 7: Required Element: Increased Learning Time & Creating Community-Oriented Schools

Increased Learning Time

A growing body of research suggests that schools must increase instructional time for students and collaborative time for teachers. The needs assessment reveals significant gaps in students ELA and math proficiency that can only be addressed through additional time on task. Lincoln School will modify the existing daily schedule, leverage partnerships with community organizations, and provide enrichment opportunities for students. Additionally, Lincoln will create opportunities for teachers to engage in common planning time.

7.1 Increased Learning Time for Students

This year, Principal Darrett increased the learning time of Lincoln's most at-risk youth by creating a master schedule that included intervention blocks. These blocks, led by teaching staff, enabled teachers to focus on smaller groups of students for ELA and math intervention at the middle grades. Given the differentiation of the lower and middle schools and the additional staffing (upon grant award), Lincoln would like to continue this additional intervention block for its students.

In addition to this, Lincoln students enjoy a 15 day Jumpstart program. This program – occurring 3 weeks before the start of every school year – provides academic and enrichment programming for Lincoln students in all grade levels. While enrollment has been low in its first year (only 17% of the student population), with the school's additional focus on parent and student engagement, the school expects that the enrollment will increase in subsequent years.

Finally, Lincoln, through the Full Service Community Schools grant it has received, has been providing much needed afterschool programming to its students. For SY 2013-2014, the Lincoln school planning team wanted to focus on creating more intentional alignment between the afterschool programming and the curriculum for various grade levels. To that end, they wanted to ensure that adequate professional development was available to this person. They also wanted to make sure that the Afterschool Coordinator was part of common planning time for teachers or that system and structures were built to inform the academic objectives of the afterschool program. This opportunity increases the Lincoln school day for students to engage in extended learning opportunities.

Considering the number of student engaged in chronic behaviors at Lincoln for SY 2013-2014, staff also wanted to consider the possibility of offering the Twilight program, which is an alternative to out-of-school suspension that ensures students with behavioral issue continue to receive educational services. Upon the grant's award, staff will complete much needed research on the program – surveying current schools using the program for best practices, benefits, and constraints; analyze SY 2014-2015 to ensure need; and ensure the programming fits the needs of its students. If implemented, the program serves as an option to meet the academic, social and emotional needs for approximately 10% of Lincoln's population. Given the number of out-of-school suspensions, school planning team wanted to make sure there were alternate options so academic progress might not be lost during this time.

7.2 Increased Learning Time for Staff

The school planning team saw value in adding additional teacher collaboration days. The time would be utilized in the following ways:

- Analyze student data to customize unit plans and assessments for the upcoming school year
- Embark on “data days” to monitor individual student progress and create individual progress plans for students as needed
- Professional development
- Alignment of student data to create differentiated lesson plans
- Share best practices
- Alignment of curriculum
- Alignment of assessments (formative and summative)

The school planning staff would like to see the counselor as part of the collaboration days as well. She would be responsible for integrating the wraparound services for the students in collaboration with the Family and Community Outreach Coordinator. Additionally, given the current counselor’s length of service to the school (15 + years), her perspective, knowledge of students and families, and individual student social and emotional needs ensures that these collaborative days are optimized with her input.

Given the varied social and emotional needs of its students, the school planning team wanted to also ensure that the counselor’s school year was also extended. These additional days for the counselor also aligns to the school’s priority around family and school engagement as the counselor has worked for the school for more than 15 years – maintaining much needed relationships with the community.

Creating Community-Oriented Schools

Lincoln serves a large population of students coming from diverse backgrounds with a wide variety of social emotional needs. Many of the students’ families would benefit from wraparound services that would enhance their ability to be active participants in their child’s education. The launch of the TZ this upcoming school year affords Lincoln to rethink its Full Services Community Schools model. Lincoln will achieve this goal by fostering a positive school culture and climate that ensures every student is in school and ready to learn (discussed in the previous section – instructional and curricular support. The school will also meaningfully engage parents and community members.

To that end, this plan includes opportunities for increased parent involvement to help strengthen Lincoln’s existing full-service community services model approach. Currently, the school is not adhering to best practices related to the approach, and this upcoming school year, the school intends to shift its focus on the intentional alignment of academic and non-academic services. Lincoln will take a strategic approach to reaching all stakeholders to ensure that the school is on track to meeting its reform goals. Efforts to improve communications and community engagement will be spearheaded by Lincoln’s Family and Community Outreach Coordinator (person to be hired for SY 2013-2013 if grant is awarded). He/she will design and execute a robust and on-going community engagement strategy.

7.3 Strengthening the Full-Services Community Models

To date, the full-service community schools model has not been implemented with fidelity. First, the Family and Community Outreach Coordinator will re-invest its existing Site Council. The specific roles and responsibilities of this Council will be communicated to the group and yearly goals will be established that align to specific school priority areas. In addition to that, the school would like to see the following as added components of the full-service community school model at Lincoln:

7.3a Community Partnerships

Given the social emotional needs that impact student learning, Lincoln aims to partner with a local community mental health agency to provide family/individual therapy on-site; possible agencies to partner with include Southwestern Behavioral Healthcare or the Lampion Center. It is imperative that the chosen community mental health agency be able to provide additional programs/resources associated with a Community Mental Health Center – support groups, specialized treatment for specific mental illnesses (addiction, etc.), access to child psychiatrist on staff, 24 hour emergency hotline for crisis, etc. Partnering with these agencies will create a seamless transition to additional services that the agency provides.

The coordinator would also foster relationships with community agencies to provide specialized programming for students/families, i.e. YMCA, Boys and Girls Club, Big Brothers Big Sisters Holly's House, etc. The Family and Community Outreach Coordinator would also be responsible for guiding families to needed community resources, including financial/food/rental/clothing/Christmas/Holiday assistance.

7.3b Public Health Services

To address the personal and healthcare needs of students, Lincoln also intends to hire a full-time nurse. This individual would provide all morning/lunch/afternoon medicines, provide guidance and assistance to families in treating common illnesses, partner with local agencies to provide health/wellness outreach services on-site, provide Medicaid/Medicare application assistance, coordinate dental services through St. Mary's Medical Center, keep immunization/school physical information.

7.3c Social Work Services

Given the hiring of a behavior therapist to provide mandatory behavioral services to Lincoln's special education population, Lincoln has increased the number of hours per week that its current social worker may allot to students and families. This much needed wraparound service will ensure that students' personal, mental, and social needs are met in order to focus upon instruction in the classroom. Additionally, this will free up time for the social worker to lead the integration of the social skills curriculum currently in process of being adopted by the school corporation.

7.3d Increase Parental Events

Lincoln would like to continue current events hosted by the school to increase parent/family connection to the school such as Donuts for Dads, Muffins for Moms, and other events that foster parent involvement in the school community. These events serve to bring parents into the school community and build a positive, warm climate and culture for parents, families, and guardians.

7.3e Lincoln Family Academy

Under the coordination of the Family and Community Outreach Coordinator, this academy would focus on building skills with Lincoln parents and families in assisting their child or children with academics. Additionally, parents would be informed about the differing academic expectations needed for their child's success at different grade levels. This provides a needed checks-and-balance system for teachers and parents/families. Given the varied work schedules of families and parents, the Academy would be offered at creative times – weekends, late evening hours, and over holidays if needed.

Section 8: Implementation, Evaluation, and Budget

8.1 Evaluation

Ongoing progress and performance monitoring will be critical to the school transformation process and the success of this plan. All Transformation Zone Schools will participate in frequent monitoring processes facilitated by the OTS. Evaluation of the reform process will focus (1) on the implementation of strategies and fidelity to the school reform plan, and (2) their impact on student achievement. Lincoln school administrators and leadership team members will be asked to regularly track and assess school progress relative to the priorities, goals, and benchmarks articulated in this plan.

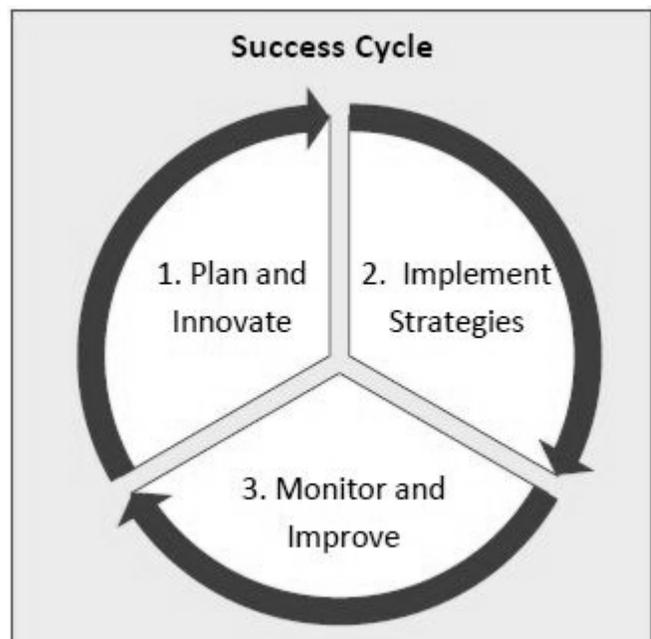
The notion of shared accountability is central to this plan. All Lincoln faculty, staff, students, family, and community members will be made aware of performance targets embedded in school goals. The entire school community will be working towards the achievement of these goals.

The OTS and Lincoln will commit to the “Success Cycle” shown below. Lincoln will be encouraged to design innovative reform strategies, implement those strategies with fidelity, monitor their impact, and identify opportunities for ongoing improvement. The OTS will facilitate, at a minimum, monthly performance monitoring sessions for the Transformation Zone Schools with participation by the EVSC Chief Academic Officer, Deputy Superintendent, and Superintendent. In addition, the Transformation Zone Schools will continue to participate in district-wide, bi-annual performance monitoring sessions also facilitated by the EVSC Superintendent, Deputy Superintendent, and Chief Academic Officer where TZ principals will share amongst their peers in their respective attendance district. During the monthly OTS-facilitated monitoring sessions, school leadership teams will discuss school progress, student data, successes, and challenges. The purpose of these sessions will be not only to build a culture of accountability, but also to pinpoint challenges. The OTS will work with Lincoln to design and implement necessary midcourse corrections, and the OTS will structure its school supports based on the data discussed during these monitoring sessions. Monthly monitoring sessions will be divided into two parts: (1) implementation and progress monitoring, and (2) performance monitoring.

8.2 Implementation and Progress Monitoring

The school has prepared an action plan as part of the SIG application, which provides an implementation timeline for the reform strategies outlined in this plan. The school-level leadership team will expand upon and further refine the school’s action plan after obtaining approval from IDOE.

Ultimately, the action plan will provide a step-by-step delineation explaining how the reform plan will be operationalized in the school setting. This action plan will become the roadmap for the transformation process and progress will be monitored relative to this plan and the



milestones outlined therein. Over the summer, building administrators and leadership team members will expand upon the SIG action plan by adding a much more granular list of activities, resulting in a detailed work plan. The OTS will hold schools accountable for the fidelity with which they implement their action plans and will encourage schools to build in midcourse corrections, if and when needed. The action plan presented in the next section elaborates on the following critical variables:

- **Action Steps:** What key activities, programs, and initiatives will the school undertake in order to achieve its goals? These are the activities that will be employed to achieve the desired outcome of improved student achievement.
- **Resources Available and Needed:** What resources are needed to carry out these strategies (human, financial, political)? What resources are currently available? What additional resources are needed in order to successfully implement the school reform plan?
- **Potential Barriers:** What policies and/or conditions might impede or limit the successful implementation of the reform plan? What individuals and/or organizations might resist the transformation process? How can the school overcome these anticipated barriers and obstacles?
- **Responsibilities:** Who is responsible for completing each action step? This will be used to hold each party accountable to his/her responsibilities.
- **Communication Plan:** How will the school communicate its transformation strategies to the school community? What stakeholders should be provided with information about school progress? Who will communicate with these stakeholders? What methods will be used to communicate with stakeholders? How often?
- **Key Metrics:** How will we measure the implementation and effectiveness of each strategy?
- **Timeline:** When will we initiate this strategy? When will it be completed or accomplished?

8.3 Performance Monitoring

Ultimately, all of the school’s reform strategies are designed to move the needle on student achievement. Therefore, students’ academic performance will be a critical metric for school performance monitoring. That said, school turnaround research shows that there is a lag time before schools start to observe dramatic gains in student achievement. Therefore, the OTS will work with schools to track a comprehensive set of leading and lagging indicators (see below and appendix section).

Sample Leading and Lagging Indicators	
Leading Indicators (gains expected in Year 1)	Lagging Indicators (gains expected in Year 2+)
<ul style="list-style-type: none"> • Attendance and truancy rates • Tardiness • Discipline • Culture and climate (stakeholder surveys) 	<ul style="list-style-type: none"> • Math achievement • ELA achievement • Writing achievement • Science achievement

Data Protocol

The Lincoln leadership team is charged with ensuring that the school implements this reform plan with a high degree of fidelity and that this produces dramatic gains in student achievement. This will require ongoing progress and performance monitoring. The leadership team will play a critical role in evaluating data and determining the extent to which current strategies are successful; the leadership team will also be charged with devising mid-course corrections, if necessary. The leadership team will use a standard protocol to review progress tied to the SRP action plan and to review data, including leading and lagging indicators of improvement. The Office of Transformational Support (OTS) will be available to help facilitate these data conversations and to prepare data displays prior to leadership team meetings.

Data Protocol

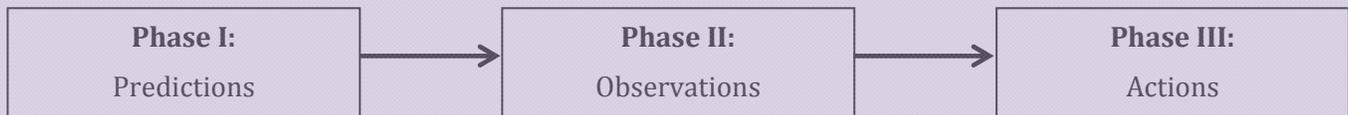
Meeting Norms and Preparation:

- At least three days prior to school leadership team meeting, identify and distribute data to be analyzed during the meeting, and tell participants what to bring to the meeting in order to meaningfully engage in the conversation.
- Compile and prepare data displays prior to the meeting so that data are ready to be analyzed.
- Approach the data as a learner. There are no “right” or “wrong” answers.
- Encourage questions, observations, ideas, and problem-solving.
- Do not cast blame. Use data solely to inform school improvement efforts.

Prior to the Leadership Team meeting:

1. Select a specific data point to analyze during the leadership team meeting (e.g. tardiness, office referrals, math Acuity performance).
2. Collect and compile data for the topic under review.
3. Prepare a data display; ensure that participants can easily analyze and draw meaningful conclusions from the data.
4. Share the data with participants prior to the leadership team meeting.

During the Leadership Team meeting:



Phase I: Predictions. *Surface individuals’ assumptions, predictions, beliefs, questions, and expectations pertaining to the data and topic under discussion.*

1. What patterns and trends do you predict you will see in the data?
2. What are your underlying assumptions about the data or topic under review? What factors are influencing your understanding of the situation?
3. What are you curious to learn from the data?
4. What do you hope to take away from this conversation and analysis?

Phase II: Observation. *Analyze the data for patterns amongst subgroups, trends over time, consistencies, and surprises.*

1. In looking at the data, what stands out?
2. What are your observations from the data?
3. What patterns (e.g., looking across grades/content areas and subgroups) and trends over time do you notice?
4. What are you surprised to see?
5. In what ways are the data consistent/inconsistent with your expectations and assumptions?

Phase III: Actions. *Generate hypotheses, discuss what may/may not be working, draw inferences, discuss conclusions, and determine next steps.*

1. What does the data suggest? Why?
2. What additional data are needed to help verify and/or clarify these conclusions?
3. What are appropriate solutions and/or responses to the needs implied by the data? What programs are already in place to help address these needs? Based on the data, are these programs effective?
4. What should we start, stop, or continue doing in response to the data?
5. What are the leadership team’s next steps? Clearly identify action items, task ownership, and deadlines.
6. What additional data are needed to help guide the implementation of these solutions?

8.4 Implementation Timeline

Lincoln has prepared an action plan as part of the SIG application, which provides an implementation timeline for the reform strategies outlined in this plan. During summer 2013, the school LT will expand upon and further refine the school's action plan after obtaining approval from IDOE. School leaders will expand upon this implementation plan by adding a much more granular list of activities, resources and owners resulting in a detailed work plan. The OTS will hold schools accountable for the fidelity with which they implement their action plans and will encourage schools to build in mid-course corrections and changes as needed.

8.5 Budget Narrative

Successful school turnaround requires a significant resource investment, particularly during the first few years of the turnaround process. The EVSC is prepared to make a targeted investment in its most struggling schools. National benchmarking research conducted by Mass Insight Education indicates that school turnaround costs approximately \$750,000 to \$1 million per year, per school. Given the financial constraints, school planning teams were advised to prioritize and select activities that would directly impact student achievement in the areas with the highest demonstrated need. The school reform plan includes initiatives and activities prioritized by the planning team, validated by best practice research, and selected based on projected impact and cost effectiveness.

EVSC has taken steps to ensure that the strategies outlined in the school reform plan will have a high return on investment and can be sustained beyond the grant period. The district hopes to use SIG money to jumpstart the reform process and will seek alternate funding sources to sustain the work long-term. The OTS will work with building principals and leadership team members to assess schools' current budgeting practices; this budget analysis will be used to determine if/how the school can repurpose local and federal funds to support the long-term reform process. The district plans to use the Innovation Schools to pilot bold and innovative reform strategies that can be expanded upon district-wide; therefore, it will be imperative for district and school leaders to focus on impact and costs effectiveness. OTS will work with schools leaders to promote sustainability and scalability of reform efforts.

The budget for Lincoln reflects a comprehensive summary of program expenses and staff to help increase student performance over the next three years. The budget will provide resources to serve approximately 400 students in grades K – 8 as well as parent engagement. Student achievement will be monitored and data will be collected to determine their efficacy. New strategies and programs will be implemented as needed on an ongoing basis dependent on student need.

By providing Lincoln School with the much needed additional resources and staff in year one and monitoring the effectiveness of the programs, it is expected that student achievement and parent engagement will increase. Once a positive climate and culture is established and student achievement begins to increase in year one, staff and programs will be reevaluated.

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
I. The budget includes attention to each element of the selected intervention. <i>All models</i>	✓		<p style="text-align: center;">Transformation School Required Elements</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Develop Teacher and Leader Effectiveness</p> <p>Increasing Learning Time and Creating Community-Oriented Schools</p> </div> <div style="width: 50%;"> <ul style="list-style-type: none"> • Transformation Strategist (Curriculum, Instruction, and Data) • External provider with a focus on developing teacher effectiveness and leadership capacity • Salaries for additional Assistant Principal and Professional Development Specialist • Professional Development Opportunities • Extended Learning Programs/Salaries • Transformation Strategist (HR, Finance, and Operations) • Three additional contract days for teachers and office staff • Salary for Family and Community </div> </div>

			<p>Comprehensive Instructional Reform Strategies</p> <p>Outreach Coordinator</p> <ul style="list-style-type: none"> • Salary for Health Clinic Nurse and Receptionist • Community partners for student support services • Salaries for Upper School Assistant Principal and Professional Development Specialist • Transformation Strategist (Curriculum, Instruction, and Data) • Classroom technology • External provider with a focus on developing teacher effectiveness and leadership capacity • eLearning Coach • Retention Bonus Support • Professional Development Opportunities • Intervention Programs Costs • Student Core Experiences Costs • Positive Behavioral Interventions and Supports incentives and Salary for Behavior Interventionist <p>Provide Operational</p> <p>Technology for Instructional Support</p> <ul style="list-style-type: none"> • Transformation Strategist (HR,
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			<p>Flexibility and Sustained Support</p> <p>Overarching supports:</p> <p>Finance, and Operations</p> <ul style="list-style-type: none"> • Salary for Upper School Assistant Principal and Professional Development Specialist • Director of School Transformation • Mass Insight Education (External Provider) • Classroom Mini-Grants • Equipment and Supplies <ul style="list-style-type: none"> • School Leadership Teams and their data-driven strategic improvement planning following a Comprehensive Needs Assessment (CNA) was the driving force of the budget recommendations. These teams were supported by the “Office of Transformational Support” (OTS), who worked closely with EVSC’s Federal Bookkeeper and Business Affairs. • See budget, which will be reviewed by EVSC and IDOE fiscal officers and is aligned to each element of the Transformational Model.
<p>2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years.</p> <p><i>All models</i></p>	✓		<ul style="list-style-type: none"> • See proposed budget, which is aligned for effective implementation of the Transformational Model for the duration of the grant. •

<p>3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i></p>	✓		<ul style="list-style-type: none"> 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.
<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"> See proposed budget, which meets the requirements of being \geq \$50,000 and \leq \$2,000,000 per year.
<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"> A unique office in EVSC (The Office of Transformational Support) focuses specifically school transformational efforts and support. This team has 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.
<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"> Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions 	✓		<p>Transformation School Required Elements</p> <p>Develop Teacher and Leader Effectiveness</p> <ul style="list-style-type: none"> Transformation Strategist (Curriculum, Instruction, and Data) External provider with a focus on developing teacher effectiveness and leadership capacity Salaries for additional Assistant Principal and Professional Development Specialist Professional Development

<ul style="list-style-type: none"> Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application <p>Funding supports the schools current capacity to improve student achievement</p>			<p>Increasing Learning Time and Creating Community-Oriented Schools</p> <p>Comprehensive Instructional Reform Strategies</p> <p>Opportunities</p> <ul style="list-style-type: none"> Extended Learning Programs/Salaries Transformation Strategist (HR, Finance, and Operations) Three additional contract days for teachers and office staff Salary for Family and Community Outreach Coordinator Salary for Health Clinic Nurse and Receptionist Community partners for student support services Salaries for Upper School Assistant Principal and Professional Development Specialist Transformation Strategist (Curriculum, Instruction, and Data) Classroom technology External provider with a focus on developing teacher effectiveness and leadership capacity eLearning Coach Retention Bonus Support Professional Development
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			<p>Opportunities</p> <ul style="list-style-type: none"> • Intervention Programs Costs • Student Core Experiences Costs • Positive Behavioral Interventions and Supports incentives and Salary for Behavior Interventionist <p>Technology for Instructional Support</p> <ul style="list-style-type: none"> • Transformation Strategist (HR, Finance, and Operations) • Salary for Upper School Assistant Principal and Professional Development Specialist <p>Provide Operational Flexibility and Sustained Support</p> <p>Overarching supports:</p> <ul style="list-style-type: none"> • Director of School Transformation • Mass Insight Education (External Provider) • Classroom Mini-Grants • Equipment and Supplies
<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"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	✓		<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"> • Carrie Hillyard. Carrie Hillyard serves as Director of School Transformation for EVSC's Transformation Zone. Prior to this position, Carrie had previously worked in positions of Director of Title I, Elementary and Middle School Principal, Curriculum Facilitator, and Classroom Teacher and has supported successful implementation of Transformational School Improvement Models from the district support level. Carrie's work and higher education focus has been dedicated to serving students

			<p>low SES schools. Carrie is a Ph D Candidate in the Transformational Urban Leadership program at Indiana State University. She also has a Master's Degree in Curriculum Studies and Administration License from Indiana University, where she focused studies around the areas teacher efficacy, leadership, and culturally-relevant instructional practices. While at Indiana University, Carrie also worked as an advisor to pre-service teachers, a consultant leading integrated curriculum design with middle and high school teacher teams throughout Indiana, and taught master's level coursework in IU's Transition to Teaching program.</p> <ul style="list-style-type: none">• Shannon Strieter. Shannon Strieter serves as Senior Transformation Strategist for Instruction and Data Management with the Office of Transformational Support within the Evansville Vanderburgh School Corporation. Prior to this position, Shannon was a seventh and eighth grade English teacher, consistently producing positive student growth. Shannon then worked as an Achievement Coach then Professional Development Specialist at a high-need school that demonstrated significant climate and academic growth during her time there. Additionally, she performed the duties of a TAP Master Teacher during the initial year of TAP in the school and in the entire state of Indiana.• Dawn Greene. Dawn Greene serves as Senior Transformation Strategist for Human Resources, Finance and Operations with the Office of Transformational Support within the Evansville Vanderburgh School Corporation. Prior to this position, Dawn was Principal for a high school that served emotionally challenged, high poverty residential students, and consistently produced positive student growth and successful transitions into least restrictive settings. Dawn then worked as a district leader supporting school improvement and achievement
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through providing alternative educational settings.

Additionally, Dawn has served on district and regional boards supporting financial literacy and human capital empowerment within schools.

- Ami Magunia. Ami serves as the district's engagement manager from Mass Insight Education. Prior to joining Mass Insight, Ami has served in a variety of roles related to teacher and leadership development in both consulting and district roles. The majority of Ami's experience stems from Baltimore City Public Schools where she enjoyed years as a classroom teacher in a high poverty school (resulting in student growth of more than 1.5 years for the majority of her students every year); a training and resource manager directly training and supporting close to 400 of the district's new recruits every year. Her most recent involvement as a leadership coach in Indianapolis Public Schools resulted in the development of multiple building administrators and the school's eventual dramatic increase in the state's A-F accountability system (school progressed from F to B status).
- Michael Contompasis. Michael recently retired after two years as Superintendent of the Boston Public Schools. Previously he served as the district's Chief Operating Officer from 1998 through 2005. Before moving to a district leadership role, Mr. Contompasis was the Head Master of Boston Latin School, the state's top performing 7-12 secondary school, where he was honored as a Milken Educator in 1997. From 1996 to 1998, he also served as a cluster leader overseeing and mentoring the principals of ten K-12 schools in the district. He began his career in education as a Biology teacher in 1966. He was presented with a Distinguished Service Award by the Council of Great City Schools in 2006. Mr. Contompasis currently serves as an unpaid advisor to the Mayor of the City of Boston in addition to his role as

			<p>Senior Field Consultant for the School Turnaround Group.</p> <ul style="list-style-type: none"> Chris Maher. Chris is the Vice President of Field Engagements for the School Turnaround Group at Mass Insight Education. In addition to experience as a nonprofit and school district executive, Chris has served as a principal, teacher and public school advocate. Prior to joining the STG, Chris was the Deputy Chief Academic Officer of Friendship Schools in Baltimore, Maryland. Chris has a M.P.A from New York University, and a Graduate Certificate in Supervision and Administration from the Johns Hopkins University School of Education. He received his B.A. from the College of Wooster.
<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"> <i>Staff Assurances</i> <i>Staff Surveys</i> <i>Staff Needs Assessments</i> 	✓		<ul style="list-style-type: none"> The Office of Transformational Support 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. The results of the vote were collected and the model/ SIG application was strongly supported by the Lincoln school staff as indicated by the results from the vote.
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <i>Parent Meeting Agendas</i> <i>Parent Surveys</i> 	✓		<ul style="list-style-type: none"> ConnectEd phone call sent to all Lincoln School families soliciting input regarding 1003g grant. ConnectEd email sent to all Lincoln School families input regarding 1003g grant.

<p><i>Parent Focus Groups</i></p>			<ul style="list-style-type: none"> • Parent or community responses forwarded to principal and grant writing team. • Lincoln School Parent Coordinator participated in 1003g grant writing. • The EVSC conducted a Stakeholder Survey in 2012, which included parent survey information. Results are available upon request.
<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"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <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> 	✓		<ul style="list-style-type: none"> • EVSC's Board of School Trustees has strongly supported the implementation of three SIG Transformational Models in the past. • 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. • See School Board Assurances in LEA Application pages.
<p>11. The superintendent 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"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> 	✓		<ul style="list-style-type: none"> • EVSC's Superintendent Dr. David Smith has fully supported the implementation of Transformational Models and systemic transformational efforts in the EVSC, including the development of EVSC's Transformation Zone, which includes Lincoln. • Dr. Smith has signed Lincoln's SIG application in support of the application and model after presenting to EVSC's school board.

<ul style="list-style-type: none"> • <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> 			<ul style="list-style-type: none"> • See Assurances and Superintendent Signature of approval in LEA Application pages.
<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"> • <i>Teacher Union Assurance</i> <p><i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></p>	✓		<ul style="list-style-type: none"> • 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.
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities • Statewide and national postings • External networking 	✓		<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 Transformational Support (OTS) will spearhead the hiring process for the district's Innovation Schools; this will require collaboration and coordination with the Human Resources Office, the Superintendent, and the Office of Academic Affairs. The recruitment and hiring process conducted is outlined below and documented in this guide.</p> <p>Process Overview:</p> <p>1. Recruitment. During the recruitment phase, EVSC attracted a diverse pool of prospective turnaround</p>

principal candidates. EVSC will recruit candidates internally (e.g., successful administrators within the district) and externally (e.g., successful turnaround leaders from other districts nationwide). The job description (Appendix I) developed for the building administrator position was unique, complex, and generic in some regards. Once the candidates complete the selection process, members of the OTS in partnership with the Office of Academic Affairs will screen applicants to determine their alignment to the unique and complex requirements of the turnaround leader.

2. Initial eligibility screen. Members of the Office of Human Resources will screen applicants to determine their basic eligibility for the principal position (e.g., academic requirements, experience, and certification). The purpose of this phase will be to determine which of the applicants to invite for a EVSC's interview day.

3. Interview Day. Candidates were invited to a day-long event to determine eligibility and selection into EVSC's recommended for hire pool for this position.

a. **Data analysis exercise (Appendix II).** Candidates were given a data analysis scenario along with a data set. In 60 minutes, candidates were asked to produce no more than 12 slides that articulated their vision for school improvement. All work will be assessed using a rubric.

b. **Interview panel (Appendix III).** A team

		<p>comprised of EVSC employees, OTS staff, and ETA representatives will conduct 45-minute interview panels with candidates selected after the candidate's completion of the data analysis exercise. Each candidate will be given 7 minutes to present their vision for school improvement and the panel will keep 3 minutes to ask any clarifying questions. The panel will then move into competency-based questioning. The interview committee will use the same interview protocol when conducting each interview; the interview questions will assess candidates in each of the competency areas identified for transformational leaders (discussed in subsequent sections).</p> <p>c. Teaching observation (Appendix IV). The candidate will then complete their day by watching a 12 minute teaching segment. At the completion of the "observation," the candidate will assess the teacher's strengths, areas of development, and specific next steps. All work will be assessed using a rubric.</p> <p>Reference check and recommendation. The Office of Human Resources will review each candidate's letters of recommendation and follow up with candidates' references. Final recommendations will be shared with the Superintendent for final Board recommendation(s).</p>
<p>14. The district has a robust process in place to select the principal and staff.</p>	<p>✓</p>	<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</p>

Turnaround, Transformation Models

- *Principal and staff hiring practices*
- *Principal and staff transfer policies/procedures*
- *principal and staff recruitment, placement and retention procedures*

in its most struggling schools. The Office of Transformational Support (OTS) will spearhead the hiring process for the district's Innovation Schools; this will require collaboration and coordination with the Human Resources Office, the Superintendent, and the Office of Academic Affairs. The recruitment and hiring process conducted is outlined below and documented in this guide.

Process Overview:

- 1. Recruitment.** During the recruitment phase, EVSC attracted a diverse pool of prospective turnaround principal candidates. EVSC will recruit candidates internally (e.g., successful administrators within the district) and externally (e.g., successful turnaround leaders from other districts nationwide). The job description (Appendix I) developed for the building administrator position was unique, complex, and generic in some regards. Once the candidates complete the selection process, members of the OTS in partnership with the Office of Academic Affairs will screen applicants to determine their alignment to the unique and complex requirements of the turnaround leader.
- 2. Initial eligibility screen.** Members of the Office of Human Resources will screen applicants to determine their basic eligibility for the principal position (e.g., academic requirements, experience, and certification). The purpose of this phase will be to determine which of the applicants to invite for a EVSC's interview day.
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			<p>areas of development, and specific next steps. All work will be assessed using a rubric.</p> <p>Reference check and recommendation. The Office of Human Resources will review each candidate's letters of recommendation and follow up with candidates' references. Final recommendations will be shared with the Superintendent for final Board recommendation(s).</p>				
<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"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i> 	✓		<ul style="list-style-type: none"> • See implementation timeline, which will be fully supported by OTS and the performance monitoring process. • Diehl Consulting will build the capacity of OTS and the schools to ensure consistent, valid, and reliable data is collected in an ongoing manner. • Data Coach will provide embedded supports to schools. 				
<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"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG</i> 	✓		<table border="0"> <tr> <td>LEA Position/Intensive Support</td> <td>Expertise/Support to schools</td> </tr> <tr> <td>Director of School Transformation</td> <td>School Improvement/Strategic Planning</td> </tr> </table>	LEA Position/Intensive Support	Expertise/Support to schools	Director of School Transformation	School Improvement/Strategic Planning
LEA Position/Intensive Support	Expertise/Support to schools						
Director of School Transformation	School Improvement/Strategic Planning						

application (Staff member, area of expertise, support provided to the school, frequency)

Senior Transformation Strategist

Senior Transformation Strategist

Transformational Leadership/Leadership Development

Federal Grants/Management

School Administration

Teacher Evaluation and Development

Curriculum and Instruction

Data-Driven Instruction

Curriculum

Technology Integration

Teacher Evaluation and Development

Assessment (Formative/Summative)

Fiscal Planning and Allocations

Human Resources

Federal Grants

Operations

			Data Coach	Data-Driven Instructional Support	Queries and Data System
<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"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> <p><i>Documentation of mailings</i></p>	✓		<ul style="list-style-type: none"> • 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. • A Stakeholder Survey is conducted yearly to seek input from parents, students, and staff. • Social Media was utilized as a tool to seek input from families, as well as the EVSC website. • Meetings were held in schools to seek stakeholder input, which is captured in the LEA application pages. 		
<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"> • <i>Title I</i> • <i>Title II</i> • <i>Title III</i> • <i>IDEA</i> • <i>E-Rate</i> • <i>TAP</i> 	✓		<p>Element of the Intervention</p> <p>Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards</p>	<p>Intervention</p> <p>Federal Resources Transformation</p>	<p>Resource</p> <p>Title I Part A, IDEA, Title II</p>

		<p>Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model</p>	Transformation	Title I, Part A, Title I, School Improvement
		<p><i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model</p>	Transformation	Title II, Part A
		<p>Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i></p>	Transformation	Title III, Part A - LEP (when applicable)
		Provide	Transformation	Full Service School

			<p>extended learning opportunities for students</p> <p>Provide community and family supports</p> <p>Transformation</p> <p>State Resources</p> <p>Provide extended time learning opportunities for students</p> <p>Transformation</p> <p>Local Resources</p> <p>Provide extended time learning opportunities for students</p> <p>Transformation</p> <p>Provide community and family supports</p> <p>Transformation</p>	<p>Community Grant, 21st Century Learning Communities Grant, Title I, IDEA</p> <p>Full Service school community grant</p> <p>Full Day Kindergarten Grant</p> <p>Evansville Department of Parks and Recreation, YMCA, Boys and Girls Club, Carver Community Organization/Experience Corps, Boy Scouts, Girl Scouts, EVPL</p> <p>USI, UE, Holly's House, Carver Community Organization, YMCA, and Youth First, Big Brother Big Sister, Evansville Christian Life Center, AmeriCorps, Tri State Food Bank</p>
<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p>	<p>✓</p>		<ul style="list-style-type: none"> Originally through the Equity Process, the district (in collaboration with the local teachers' union) showed a commitment to increased instructional time 	

<ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> 			<p>beginning in the 2010-2011 school year.</p> <ul style="list-style-type: none"> • 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.
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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.

	Description of how this commitment was or will be completed
<p>I. Design and implement school intervention model consistent with federal application requirements.</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> <p>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</p> <p>(c) Assessing the alignment of the LEA and</p>	<p>EVSC's Office of Transformational Support (OTS) 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>Lincoln and Caze were identified for EVSC's Transformation Zone in the 12-13 school year in addition to three other priority schools. The Transformation Zone is a cluster of five Priority Schools with increased discretion and additional district-level support from the Office of Transformational Support, with an external partnership with Mass Insight Education (MIE).</p> <p>The Office of Transformational Support will implement a robust performance monitoring system for all TZ schools beginning in the 13-14 school year through biweekly checkpoint meetings to ensure alignment, support, and successful implementation of school improvement processes to ensure reciprocal</p>

accountability between school personnel, district personnel, and other stakeholders and external providers. . The OTS team will wrap services and supports around all schools in the Transformation Zone for school improvement planning, establishing and monitoring implementation metrics, and alignment of resources to priority areas of need and focus of school improvement efforts.

Diehl Consulting, Inc. would work with The Office of Transformational Support's performance monitoring team and would serve as an outside evaluator remove bias when determining the success of the school and LEA's work with external partners and impact on student leading indicators. This will include implementation metrics, as well, and partners must align to each school's improvement plan priority areas. All records and processes will be accessed within an online portal built by the Office of Transformational Support, which will also serve as the online meeting/collaboration space and maintain scheduling, records, data-driven processes, and monitoring support. The EVSC will continue to work very collaboratively with IDOE/outreach coordinator through the respective educational service center as a critical support and partner in the improvement efforts and will submit all necessary/requested records to the SEA within the timeline per request.

Strategic Planning and Implementation Process

The strategic planning process is not a compliance exercise. The OTS is committed to supporting and monitoring the implementation of strategies designed to improve student achievement.



	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(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;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are</p>	<ul style="list-style-type: none"> • The Office of Transformational Support (OTS) 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). Additionally, OTS would work with Diehl Consulting to develop and implement a comprehensive performance monitoring system for external SIG partners programs and services. • <i>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 Office of Transformation and Support.</i> • <i>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.</i> • OTS will be the lead on recording and communicating progress regarding external providers to IDOE as well as ensuring the proper reporting is established internally.

taking place and are adjusted according to the school's identified needs,

(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.

(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),

(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and

(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.

	Description of how this commitment was or will be completed		
<p>3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).</p>			
<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:</p> <p>(a) Identifying resources currently being utilized in an academic support capacity;</p> <p>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</p> <p>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</p> <p>(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);</p> <p>(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet</p>	<ul style="list-style-type: none"> The Office of Transformational Support will implement a robust performance monitoring system for all TZ schools beginning in the 13-14 school year through biweekly checkpoint meetings to ensure alignment, support, and successful implementation of school improvement strategies and processes. The OTS team will wrap services and supports around all schools in the Transformation Zone for school improvement planning, establishing and monitoring implementation metrics, and alignment of resources to priority areas of need and focus of school improvement efforts. This will continuously support the identification of resources currently being utilized in an academic support capacity, conducting a gap analysis of resources necessary but not present, alignment of all resources. As part of the performance monitoring process, regularly scheduled reviews will occur to ensure all areas are operating fully and effectively to meet the intended outcomes. Adjustments will be continuously made, as necessary. OTS will support schools in redirecting resources not being used to support the school improvement process and will be fully present in the schools to ensure effective implementation of supports. <p style="text-align: center;">Transformation School Required Elements</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> Develop Teacher and Leader Effectiveness </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> Transformation Strategist (Curriculum, Instruction, and Data) External provider with a focus on developing teacher effectiveness and leadership capacity Salaries for additional Assistant Principal and </td> </tr> </table>	Develop Teacher and Leader Effectiveness	<ul style="list-style-type: none"> Transformation Strategist (Curriculum, Instruction, and Data) External provider with a focus on developing teacher effectiveness and leadership capacity Salaries for additional Assistant Principal and
Develop Teacher and Leader Effectiveness	<ul style="list-style-type: none"> Transformation Strategist (Curriculum, Instruction, and Data) External provider with a focus on developing teacher effectiveness and leadership capacity Salaries for additional Assistant Principal and 		

	<p data-bbox="1218 191 1701 224">Professional Development Specialist</p> <ul data-bbox="1197 256 1869 1356" style="list-style-type: none"> <li data-bbox="1197 256 1743 289">• Professional Development Opportunities <li data-bbox="1197 321 1711 354">• Extended Learning Programs/Salaries <li data-bbox="1197 386 1795 451">• Transformation Strategist (HR, Finance, and Operations) <li data-bbox="1197 483 1837 548">• Three additional contract days for teachers and office staff <li data-bbox="1197 581 1785 646">• Salary for Family and Community Outreach Coordinator <li data-bbox="1197 678 1837 711">• Salary for Health Clinic Nurse and Receptionist <li data-bbox="1197 743 1858 776">• Community partners for student support services <li data-bbox="1197 808 1858 873">• Salaries for Upper School Assistant Principal and Professional Development Specialist <li data-bbox="1197 906 1869 971">• Transformation Strategist (Curriculum, Instruction, and Data) <li data-bbox="1197 1003 1512 1036">• Classroom technology <li data-bbox="1197 1068 1816 1133">• External provider with a focus on developing teacher effectiveness and leadership capacity <li data-bbox="1197 1166 1449 1198">• eLearning Coach <li data-bbox="1197 1230 1554 1263">• Retention Bonus Support <li data-bbox="1197 1295 1743 1328">• Professional Development Opportunities <li data-bbox="1197 1360 1596 1393">• Intervention Programs Costs <p data-bbox="819 321 1155 451">Increasing Learning Time and Creating Community-Oriented Schools</p> <p data-bbox="819 792 1092 889">Comprehensive Instructional Reform Strategies</p>
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Provide Operational Flexibility and Sustained Support

Overarching supports:

- Student Core Experiences Costs
 - Positive Behavioral Interventions and Supports incentives and Salary for Behavior Interventionist
- Technology for Instructional Support
- Transformation Strategist (HR, Finance, and Operations)
 - Salary for Upper School Assistant Principal and Professional Development Specialist
- Director of School Transformation
 - Mass Insight Education (External Provider)
 - Classroom Mini-Grants
 - Equipment and Supplies

	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p>	
<p>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:</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> <p>(iii) school administrator and staff dismissal</p>	<ul style="list-style-type: none"> • OTS 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 modifications, with support of Mass Insight Education (refer to Scope of Work for MIE). OTS will maintain a strong 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. • The EVSC will follow protocol in supporting the modification of practices and policy. • EVSC/OTS has worked with Mass Insight Education to modify processes around recruiting, selecting, and retaining highly effective teachers and school leaders. • EVSC/OTS has worked with Mass Insight Education in close collaboration with the local teachers' association to ensure staff in the Transformation Zone are committed and were given the opportunity to "opt out" of teaching in the TZ schools. • EVSC is working collaboratively with the local teachers' association to design and implement a new evaluation system, which will be partially piloted in 2013-2014 and fully implemented beginning in Fall Semester 2014. This new evaluation system will be aligned with Indiana Statute. • EVSC/OTS has supported schools on varying school days/calendars as a condition of operational flexibility.

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|--|--|
| | <ul style="list-style-type: none">• EVSC/OTS is committed to continuing to develop strategies for recruiting, retaining, and rewarding highly effective staff (see selection guide in appendices). |
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	Description of how this action was or will be completed
5. <i>Sustain the model after the funding period ends.</i>	

The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:

- (a) Developing school improvement planning processes that support sustainability of education reform protocol;
- (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school;
- (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities;
- (d) Identifying alternative funding sources to sustain operational protocol that may require financial support;
- (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;
- (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as

- Mass Insight Education will support the Office of Transformational Support in the development and implementation of a robust planning and performance monitoring system for all TZ schools beginning in the 13-14 school year through biweekly checkpoint meetings to ensure alignment, support, and successful planning and implementation of school improvement processes to ensure **reciprocal accountability** between school personnel, district personnel, and other stakeholders and external providers. The OTS team will wrap services and supports around all schools in the Transformation Zone for school improvement planning, establishing and monitoring implementation metrics, and alignment of resources to priority areas of need and focus of school improvement efforts. This will include a focus on sustainability of those strategies that are having an impact on school improvement trends and revision of those strategies that are not proven as successful.
 - The Planning and Performance Monitoring process will include training of school leadership and ongoing support from OTS with an ongoing feedback cycle where data is used to inform strategies. These supports will be individualized and customized for each supported school. Based on guidance from the school principal, staff, and district, Diehl Consulting will provide additional/aligned third-party evaluation support to further examine data. This support may involve further analyses of indicators and subgroups, or short-term evaluation of specific school strategies to provide feedback related to implementation in order to fully understand root causes to use data in the most formative manner. A data coach will work with the Professional Development Specialist to embed school-based supports for staff to turn formative data into highly effective instruction.
 - Additionally, a Transformation Strategist (TS) will support the school with a focus on curriculum, instruction, and data-driven interventions and differentiating of instruction. This TS will provide embedded supports to school-based leadership and coaching and support school leaders and staff in identifying those needs for growth. Additionally, OTS will engage in the selection of an external provider

evidenced by an extensive action plan;

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

who can provide even more robust supports to develop LEA and school leadership capacity to support teachers in highly effective implementation of classroom instruction—serving in a mentor capacity to school leaders. This external provider would also be selected on their ability and commitment to effectively engage with and provide direct feedback to teachers within the classroom setting in lieu of providing professional development outside of the context of the school, classroom, and teachers' individualized strengths and development needs. As part of the Planning and Performance Monitoring process, OTS will support schools in the alignment of resources to school priorities, monitoring of effectiveness, and sustainability of financial support. This will take place in an online forum with live, interactive tools that connect all stakeholders through with an extensive action planning process and tools.

- Diehl Consulting will work with OTS and school teams to ensure the reliability and validity of information reported as part of grant requirements. Based on prior experience, two areas of support are described below. However, if new requirements are identified, Diehl Consulting will align processes to address required reporting.
- Diehl Consulting would support by monthly updating each school's data dashboard (embedded within the performance monitoring tool) related to student attendance and out-of-school suspensions. While these indicators (to be defined) will also be included in the quarterly and year-end reporting, this monthly evaluation will be critical as it will allow interested parties from the schools, district, and state to review formative evaluation results from a common source more frequently. Following each academic quarter, Diehl Consulting will prepare scorecards outlining each school's progress toward SIG targets and other relevant indicators related to student attendance and discipline. Scorecards will include an overall presentation of current performance relative to the established targets as well as graphic breakdowns of each indicator by grade level and demographic variables. As appropriate, comparison data from the corresponding time periods from previous years will also be included.

Each quarter, therefore, the performance monitoring process will engage stakeholders in a deeper dive to determine progress toward all **leading and lagging indicators** of school improvement. Diehl Consulting would also lead a larger evaluation design yielding process- and outcome-level data designed to measure goals and objectives. To accomplish this, a logic model will be further aligned with school improvement plans. Specific elements include: (a) gaps or needs to be addressed; (b) goals to be accomplished; (c) short- and long-term objectives; (d) activities/program inputs; (e) process measures; and (f) outcome measures. An evaluation plan will be developed based on the objectives and indicators outlined within the logic model. The plan will include the evaluation design and methods (e.g., participants, procedures, instruments), along with proposed data analysis procedures. Methodology will include school-level climate and student/family engagement surveys, staff instructional practice assessments, and collaborative practice and use of data inventories. Methods will be aligned to meet the school's unique needs. While it is expected that program evaluation will be ongoing, the formal report will represent the capstone of the annual evaluation. The report(s) is expected to include a comprehensive review of all evaluation findings. Included with the formal reporting deliverable will be meetings during which evaluation results will be discussed and used in the formulation of action plans.

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4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

- 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.

	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>PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I.</p> <p><i>The previous principal was replaced as part of a restructuring effort for SY 2012-2013. The current principal, formerly an effective Assistant Principal of another Title I school in EVSC, began for SY 2012-2013. Therefore, the current principal will continue in this capacity.</i></p> <p>See diagram in School-Level Governance Transformation Plan.</p>	<p>Dr. David Smith, Superintendent</p>	<p><i>(July 2012)</i></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>PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I.</p> <p>Pre-implementation</p> <ul style="list-style-type: none"> Professional development for administrators on EVSC evaluation and observation tool to increase inter-rater reliability across the TZ Schools (August 2013) Communication to all teaching staff regarding observation and evaluation expectations for SY 	<p>Carrie Hillyard, Director of School Transformation</p> <p>Debbie Debaillie, Chief HR Officer</p> <p>Velinda Stubbs, Chief</p>	<p>Noted within task column</p>

	<p>2013-2014 (August 2013)</p> <ul style="list-style-type: none"> • Conduct baseline teacher evaluations of all teaching staff (Aug 2013 – June 2014) • Professional development for administrators on new adopted EVSC evaluation and development tool (June-July 2014) • Professional development for teachers on new EVSC evaluation and development system (June-July 2014) • Communication to all teaching staff regarding evaluation and observation expectations for SY 2014-2015 (August 2014) <p>Implementation</p> <ul style="list-style-type: none"> • Conduct frequent formal and informal teacher evaluations and classroom observations (ongoing) • Conduct principal evaluations with ongoing checkpoints throughout the year (Aug 2013 – May 2014) <p>Associated budget \$110,000</p>	<p>Academic Officer</p> <p>Emily McCormick-Smith, Director of Professional Development</p>	
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<p>3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i></p>	<p>PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I.</p> <p>Pre-implementation</p> <ul style="list-style-type: none"> • Determine rate of additional monies to spend on instructional classroom kits based upon student growth indicators. (by January 2014 – Note: All staff will receive \$1000 towards the purchase of instructional materials, resources, and tools for their 	<p>Carrie Hillyard, Director of School Transformation</p> <p>Debbie Debaillie, Chief Human Resources</p>	<p>Noted within task column</p>
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	<p>classroom.)</p> <ul style="list-style-type: none"> • Communication to all teachers regarding new compensation model (June-July 2014; will most likely be done in conjunction with professional development during the pre-implementation of the new EVSC eval and development system) <p>Implementation</p> <ul style="list-style-type: none"> • Disburse additional monies for instructional classroom kits in accordance with rates identified during pre-implementation (September 2014) • Disburse adjusted compensation based upon the new compensation model adopted by EVSC for SY 2014-2015 (SY 2014-2016) <p>Associated budget \$125,000</p>	<p>Officer</p> <p>Carl Underwood, Chief Financial Officer</p>	
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	Tasks	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	<p>PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I.</p> <p>Pre-implementation</p> <ul style="list-style-type: none"> • Hire PD Specialist (August 2013) • Secure two recurring professional development substitutes (October 2013) • Conduct first round of teacher observations to identify individual teaching coaching needs (December 2013) • Determine school-wide PD needs based upon first round of teacher observations (October 2013) • Determine TZ Zone PD needs based upon first round of teacher observations (November 2013) 	<p>Carrie Hillyard, Director of School Transformation</p> <p>Shannon Strieter, Transformational Specialist</p> <p>Dawn Green, Transformational Specialist</p>	Noted within task column

	<ul style="list-style-type: none"> • Identify protocol for the selection of Peer Support Teachers (June 2014) • Create selection materials for Peer Support Teachers based upon the protocol identified and agreed upon by the school leadership team (June 2014) • Establish a protocol for using 9 step DataWise process with grade level teams during PLC (August 2013) <p>Implementation</p> <ul style="list-style-type: none"> • Provide in-classroom coaching customized based upon needs identified by principal (Sept 2013 – June 2016; as needed) • Provide professional development release time to observe Peer Support Teachers or other teachers identified by PD Specialist or principal (Sept 2013 – June 2016; as needed) • Implement Peer Support Teacher coaching model (explained in the School Transformation Plan; August 2014) • Maintain common planning time and PLCs for teachers and ensure time is being used effectively (August 2013 – Y1; August 2014 – Y2; Aug 2015 – Y3) • Deliver school-wide professional development during monthly faculty meetings (recurs monthly) • Offer school-wide professional development opportunities for staff (November 2013–June 2016) • Offer Zone-wide professional development opportunities for staff (November 2013–June 2016) 	<p>Ronnetha Darrett, Lincoln Principal</p> <p><i>To Be Hired, PD Specialist</i></p> <p>External Partnership (TBD through selection process)</p>	
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5. <i>Implement strategies to recruit, place, retain staff (financial</i>	PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS		Noted within task column
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Appendices

Sample Agenda/Sign In Sheet from Collaborative CNA Process

EVSC Office of Transformational Support & School Leadership Team
"Comprehensive Needs Assessment - Collaborative Analyses Session"
 School Teams Present: Caze Leadership Team and Lincoln Academic Team
 May 13, 2013 - 3:00 PM (Location: Lincoln School)

Facilitated by: Carrie Hillyard, OTS Director of School Transformation
 Other LEA participants: Shannon Shieler (OTS), Dawn Greene (OTS), Jane Bartley (OAA),
 Susan Phibes (OAA), Cabrin Gray (OASD), Velma Simms (OAA)

Agenda/Tasks:

Introduction to 1003g - Data Analyses (Carrie Hillyard)

Task 1. Worksheet 2 - School-Wide Self-Assessment (Carrie Hillyard -
 Facilitator, School/LEA Teams)

Reflective process in determining school-wide effectiveness of
 leadership, instruction, curriculum, data & formative assessments,
 professional development, parents, family, & community, and cultural
 competency.

Task 1a. Self-Assessment - Key Findings and Root Cause Analysis

Task 2. Worksheet 1 - Student and School-wide Data (Carrie Hillyard -
 Facilitator, School/LEA Teams)

Analysis of achievement data using 2011-2012 ISTEP+ results for
 ELA and Mathematics disaggregated data, indicating determination of
 severity of subgroup performance and uniqueness of learning needs.

Task 2a. Achievement Data - Key Findings and Root Cause Analysis

Task 3. Student Leading Indicators (Carrie Hillyard - Facilitator, School/LEA
 Teams) Today: Portions ready to analyze are number of school minutes,
 discipline, truancy, and extended learning time.

Analysis of student and teacher-level data such as discipline, student
 attendance/truancy, teacher attendance, teacher evaluation, etc. for
 further analysis of leading indicators of the school's needs.

Task 3a. Leading Indicators - Key Findings and Root Cause Analysis

EVSC Office of Transformational Support & School Leadership Team
"Comprehensive Needs Assessment - Collaborative Analyses Session"
 May 13, 2013 - 3:00 PM (Location: Lincoln School)
 School Teams Present: Caze Leadership Team and Lincoln Academic Team

Sign-In Sheet

Lincoln Academic Team Member (Print Name)	Signature
Carol Hillyard	Carol Hillyard
Traci Druske	Traci Druske
Stephanie Crandell	Stephanie Crandell
Phillip Brown	Phillip Brown
Brandon Buck	Brandon Buck
Desi Wozniak	Desi Wozniak
Ronnette Danneff	Ronnette Danneff
Michelle Crandell	Michelle Crandell
Cherice Hampton	Cherice Hampton
Caze Leadership Team Member (Print Name)	Signature
Karleyton Beck	Karleyton Beck
Jennifer Suppelt	Jennifer Suppelt
Cheryl Webb	Cheryl Webb
Lon Medina	Lon Medina
Sharon Rice	Sharon Rice
Alan D. Dillen	Alan D. Dillen
Sharon Rice	Sharon Rice
Julie Taylor	Julie Taylor
Lyndie Larned	Lyndie Larned
LEA Support Personnel (Print Name)	Signature
Carrie Hillyard	Carrie Hillyard
SHANNON SHIELER	Shannon Shieler
Lisa Hale-Fauchard	Lisa Hale-Fauchard
Sharon Krueger-Fauchard	Sharon Krueger-Fauchard
Carrie Hillyard	Carrie Hillyard
Jane Bartley	Jane Bartley
Susan Phibes	Susan Phibes



Evansville Teachers Association

701 John Street, Evansville, IN 47713 • 1-800-638-4406 • ETA@Evansville.org

June 6, 2013

To Whom It May Concern:

The Evansville Teachers Association (ETA) is pleased to partner with the Evansville Vanderburgh School Corporation (EVSC) in support of the application to the Indiana Department of Education for the Title I 1003(g) School Improvement Grant (SIG) for Caze Elementary (K-5), Fairlawn Elementary (K-5) and Lincoln School (K-8). The ETA supports a continuation of the work of the Transformation Zone (TZ). The 1003(g) grant will enhance this work and provide the means for continued success and build on this work.

The ETA supports at the highest level the efforts of Caze Elementary (K-5), Fairlawn Elementary (K-5) and Lincoln School (K-8) and their pursuit of the Title I 1003(g) School Improvement Grant.

Sincerely,

Keith Gambill
President

Applications approved by EVSC School Board on June 3, 2013

Board Policy # 0122

Teacher	School	Grant Name	Source	Amount
Tammi Latner	Curver Family Learning Center	Wal-mart Grant	Wal-Mart	\$50.00
<i>Dollars would be used to purchase materials for fine motor activities and utilize them with preschoolers in their classroom environments.</i>				
Audra Offutt	Vogel Elementary School	Achieve 3000 Program	Dollar General Literacy Grant	\$2,800.00
<i>Dollars would help to expand our 6th grade Achieve 3000 Program. We currently have 23 seats and would like to add an additional 70 seats so all students can participate.</i>				
Carrie Hillyard	Caze	1003G School Improvement Grant	IDOE	3yr. grant up to \$2,000,000.00 per year
Carrie Hillyard	Lincoln	1003G School Improvement Grant	IDOE	3yr. grant up to \$2,000,000.00 per year
Lisa Hale	Fairlawn	1003G School Improvement Grant	IDOE	3yr. grant up to \$2,000,000.00 per year
<p>EVSC aims to provide outstanding educational opportunities for all students. This grant opportunity allows the district to secure additional funding to put interventions, additional personnel, and other necessary community partnerships in place to support the continued transformation of these priority schools.</p> <p>The Indiana Department of Education is conducting a fourth round of 1003g competitive School Improvement Grant (SIG) opportunities. SIG, authorized under section 1003g of the Title I of the elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State Education Agencies (SEAs) that SEAs use to make competitive sub-grants to Local Education Agencies (LEAs) that demonstrate the greatest need for funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of the students in the lowest-performing schools.</p>				

TZ Team Training Agenda (4/13/13 - 8am-2pm)



Unbound Thinking,
Unlocking Possibilities.

Day 1 Theme:

High Academic Expectations, Planning & Delivering Lessons, & Engaging Students

8:00 - 8:15 **Welcome & Office of Transformational Support Message - Carrie Hillyard**

8:15 - 8:45 **Overview/Explanation of Demonstration Assessment/Introduction to Rubric**

Session 1: **Begin with the End** (Facilitator: Shannon Strieter)

- 8:45 - 9:45
- Thread: Planning that Ensures High Academic Achievement
 - TAP Alignment: IP; A; S & O; LSP; AM

9:45 - 9:55 **Break**

Session 2: **Check for Understanding** (Facilitator: Ronnetha Darrett)

- 9:55 - 10:40
- Thread: Structuring & Delivering Your Lessons
 - TAP Alignment: IP; A; S & O; LSP; AF; GS; TKS

10:40 - 10:50 **Break**

Session 3: **No Opt Out** (Facilitator: Shannon Strieter)

- 10:50 - 11:35
- Thread: Setting High Academic Expectations
 - TAP Alignment: EX; Q; AF; TH

11:35 - 12:00 **Box Lunch**

Session 4: **Improving Your Pacing** (Facilitator: Shannon Strieter) - Assembly Hall

- 12:00 - 12:45
- Thread: Additional Techniques for Creating a Positive Rhythm in the Classroom
 - TAP Alignment: IP; LSP

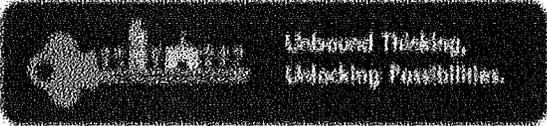
12:45 - 12:55 **Break**

Session 5: **Cold Call** (Facilitator: Emily Smith-McCormick)

- 12:55 - 1:40
- Thread: Engaging Students in Your Lessons
 - TAP Alignment: EX; MS; Q

1:40 - 2:00 **Questions/Next Steps/Closure**

TZ Team Training Agenda (2/23/13 - 8am-2pm)



Day 2 Morning Theme:

High Behavioral Expectations and Performance Assessments

8:00 - 9:15 **Overview/Reflection (Carric Hillyard and Shannon Strieter) - Assembly Hall**

9:15 - 9:50 **Break-Out Session**

A. 100% (Facilitator: Shannon Strieter) - Assembly Hall

- Thread: Setting and Maintaining High Behavioral Expectations
- TAP Alignment: Expectations; Managing Student Behavior; Respectful Culture; Motivating Students

B. Positive Framing (Facilitator: Tammy Dexter) - Flex Lab West

- Thread: Building Character and Trust
- TAP Alignment: Expectations; Managing Student Behavior; Respectful Culture; Motivating Students

C. Threshold (Facilitator: Ami Magunia) - Flex Lab East

- Thread: Setting and Maintaining High Behavioral Expectations
- TAP Alignment: Expectations; Managing Student Behavior; Respectful Culture; Motivating Students

9:00 - 9:10 **10 Minute Break/Transition**

9:10 - 12:00 **Demonstrations Begin (All classrooms are in the NTJ hallway)**

- Group 7: Room 2 (Shannon Strieter & Douglas Chinn)
- Group 8: Room 19 (Brynn Kardash & Emily Smith-McCormick)
- Group 9: Room 3 (Ami Magunia, Deborah Hartz, & Angela Oliver)
- Group 10: Room 4 (Mary Schweitzer & Helene Baum)
- Group 11: Room 15 (Tammy Dexter & Cyndie Carneal)
- Group 12: Room 20 (Ronnetta Darrett & Dale Naylor)

12:00 - 12:30 **Sack Lunch (Your group may choose to do a grab and go lunch. Each group should decide.)**

12:30 - 2:00 **Demonstrations Continued:**

- Group 7: Room 2 (Shannon Strieter & Douglas Chinn)
- Group 8: Room 19 (Brynn Kardash & Emily Smith-McCormick)
- Group 9: Room 3 (Ami Magunia, Deborah Hartz, & Angela Oliver)
- Group 10: Room 4 (Mary Schweitzer & Helene Baum)
- Group 11: Room 15 (Tammy Dexter & Cyndie Carneal)
- Group 12: Room 20 (Ronnetta Darrett & Dale Naylor)

Need some extra help selecting your breakout session today?
Check out what some of your colleagues had to say after last week!

100% (Assembly Hall)	Positive Framing (Flex Lab West)	Threshold (Flex Lab East)
<ul style="list-style-type: none"> • Thank you! I feel more confident to be more calm and smooth with students and behavior. • Great reminder and fantastic table discussions! • Very applicable to my classroom. 	<ul style="list-style-type: none"> • A good reminder about things. I always try to create a positive environment. • Useful information I can implement my 2 successfully! • I like that we were challenged to start with two of the six techniques. 	<ul style="list-style-type: none"> • Nice conversations! • Very informative and practical! • Very useful! • Loved it! Thank you! • Principal feedback, "I saw teachers trying this technique first thing Monday morning and it was going really well!"



TZ Team Training - Evaluation Rubric

The following rubric will be used to assess participant performance at the Transformation Zone Team Training. Specific guidance will be provided to participants to ensure understanding of the following pages. It is important to note the following:

- * denotes a required element. Every participant MUST attain a score in each.
- A score of 2 or 4 may be earned.
- Descriptors are not a comprehensive checklist but holistic in nature.
- Participants MUST earn a score of 3, 4, or 5 WITHOUT rounding in each of the following categories to pass the training: Active participation, Lesson planning, and 2 techniques in demonstration (average score).
- Participant will choose two unique techniques to demonstrate. Lesson planned for demonstration must adequately allot the proper time to demonstrate the chosen techniques. If lesson planned does not adequately allot time, participant will not score above 2 for the technique.

Score Sheet:

Teacher Name:	Scores:
*Section #1: Active Participation	
*Section #2: Lesson Planning (Begin with the End)	
*Section #3: Additional Techniques in Instructional Delivery Demonstration (Average of two choice technique scores below)	Average Score (Average of two)
Choice Technique #1:	
Choice Technique #2:	

Indicator	Exemplary (5)	Proficient (4)	Unsatisfactory (1)
Section #1: Active Participation	<ul style="list-style-type: none"> Engages consistently by sharing challenging ideas, thoughts and/or relevant questions and stated implications in answer. Effectively reflects opportunities and time to practice and develop classroom techniques. Raises questions to correct responsibility and to a timely manner. Does not dominate over others. Consistently refrains from a teacher's perspective. Consistently manages technology without distraction. Carries extensively prepared with resources and materials. Provides consistently specific, constructive feedback to peers. Consistently seeks out and/or welcomes constructive feedback to improve instructional practice. Reflects to progress toward proficiency of techniques and how that learning can be applied to enhance effectiveness of instruction. Arrives on time and ready to engage in all activities. 	<ul style="list-style-type: none"> Participates frequently by sharing personal experiences, ideas, and/or surface-level questions or answers. Values opportunities and time to practice and develop classroom techniques. Frames most questions to correct responsibility and to a timely manner. Does not overly dominate over others. Raises questions from a teacher's perspective. Manages technology without distraction. Carries mostly prepared with resources and materials. Provides mostly specific, constructive feedback to peers. Willingness to seek and/or welcome constructive feedback to improve instructional practice. Arrives on time and ready to engage in all activities. 	<ul style="list-style-type: none"> Does not actively participate. Frames questions over content incorrectly. Does not effectively utilize opportunities and time to practice and develop classroom techniques. Shares negative personal experiences without connecting to growth/development opportunities. Does not communicate over others. Participates in conversations but does not contribute. Does not come prepared with resources and materials. Does not provide feedback to peers or feedback to group.
Trainer Feedback/Evidence:			

Indicator	Exemplary (5)	Proficient (4)	Unsatisfactory (1)
Section #2: Lesson Planning (Begin with the End)	<ul style="list-style-type: none"> Thoroughly prepares, as possible, unit planning (including demonstration lesson). Includes content that is aligned to grade-appropriate Indiana Academic or Common Core State Standards. Plans on objectives for each lesson. Demonstrates how students will be assessed for each objective. Provides lesson activities that meaningfully align with the objectives and assessments. 	<ul style="list-style-type: none"> Shows unit planning (at least 8 days including demonstration lesson). Includes content that is aligned to grade-appropriate Indiana Academic or Common Core State Standards and objectives for each lesson. Demonstrates how students will be assessed for each objective. Does not demonstrate how students will be assessed for each objective. Provides differentiated lesson activities that clearly align with the objectives and assessments and allow the students to learn. 	<ul style="list-style-type: none"> Shows only planning for demonstration lesson. Includes content that is not grade-appropriate and/or not aligned to Indiana Academic or Common Core State Standards. Focuses on lesson objective or objective being taught. Does not demonstrate how students will be assessed for each objective. Provides lesson activities that do not align with the objectives and assessments.
Trainer Feedback/Evidence:			

Indicator	Exemplary (5)	Proficient (4)	Unsatisfactory (1)
Section #3: Additional Techniques in Instructional Delivery Demonstration (Average of two choice techniques)	<ul style="list-style-type: none"> When a student responds with a verbalized or unvoiced "I don't know" or is unwilling/unable to answer, teacher elaborates and supports implementation from a 4-5 minute format. Teacher provides the answer, student repeats the answer. Another student provides the answer, the initial student repeats the answer. Teacher provides a cue; student uses it to find an answer. Another student provides the cue; the initial student uses it to find the answer. Teacher asks higher-level student learning through follow-up questions. 	<ul style="list-style-type: none"> When a student responds with a verbalized or unvoiced "I don't know" or is unwilling/unable to answer, teacher elaborates and supports implementation from a 4-5 minute format. Teacher provides the answer, student repeats the answer. Another student provides the answer, the initial student repeats the answer. Teacher provides a cue; student uses it to find an answer. Another student provides the cue; the initial student uses it to find the answer. Teacher asks higher-level student learning through follow-up questions. 	<ul style="list-style-type: none"> When a student responds with a verbalized or unvoiced "I don't know" or is unwilling/unable to answer, teacher elaborates and supports implementation from a 4-5 minute format. Teacher provides the answer, student repeats the answer. Another student provides the answer, the initial student repeats the answer. Teacher provides a cue; student uses it to find an answer. Another student provides the cue; the initial student uses it to find the answer. Teacher asks higher-level student learning through follow-up questions.
Trainer Feedback/Evidence:			

Indicator	Exemplary (5)	Proficient (4)	Unsatisfactory (1)
Cold Call	<ul style="list-style-type: none"> Warm calling on students to answer, teacher maintains every opportunity liberally to do so. Predictable - Students know it is coming. Systematic - Questions go quickly, clearly, and calmly to everyone. Positive - Questions have positive engagement and are responses to an explicit and positive tone - not a "gotcha." Relevant - Response starts with simple question and progress to more rigorous follow-up questions. 	<ul style="list-style-type: none"> Warm calling on students to answer, teacher maintains every opportunity liberally to do so. Predictable - Students know it is coming. Systematic - Questions go quickly, clearly, and calmly to everyone. Positive - Questions have positive engagement and are responses to an explicit and positive tone - not a "gotcha." Relevant - Response starts with simple question and progress to more rigorous follow-up questions. 	<ul style="list-style-type: none"> Warm calling on students to answer, teacher maintains every opportunity liberally to do so. Predictable - Students know it is coming. Systematic - Questions go quickly, clearly, and calmly to everyone. Positive - Questions have positive engagement and are responses to an explicit and positive tone - not a "gotcha." Relevant - Response starts with simple question and progress to more rigorous follow-up questions.
Improving Your Facing "Every Minute Matters" Think Forward	<ul style="list-style-type: none"> Plans for each minute of class time. Previews the lesson with students through use of an agenda. Uses timers to manage class time. Prepares materials before class. Transitions at a rapid pace. 	<ul style="list-style-type: none"> Plans for each minute of class time. Previews the lesson with students through use of an agenda. Uses timers to manage class time. Prepares materials before class. Transitions at a rapid pace. 	<ul style="list-style-type: none"> Plans for each minute of class time. Previews the lesson with students through use of an agenda. Uses timers to manage class time. Prepares materials before class. Transitions at a rapid pace.
The Hook	<ul style="list-style-type: none"> Starts a few minutes at most. Energetic and optimistic. A compelling transition to the main objective of the lesson. 	<ul style="list-style-type: none"> Starts a few minutes at most. Energetic and optimistic. A compelling transition to the main objective of the lesson. 	<ul style="list-style-type: none"> Starts a few minutes at most. Energetic and optimistic. A compelling transition to the main objective of the lesson.
Ratio	<ul style="list-style-type: none"> Minimizes the negative effort so that the student is doing most of the speaking, thinking, writing, and analyzing (at least 80% ready) and the teacher is doing the least. Engages students as doing larger shares of the right work that is focused, aligned, and productive. Implements a variety of methods to up the ratio in class. 	<ul style="list-style-type: none"> Minimizes the negative effort so that the student is doing most of the speaking, thinking, writing, and analyzing (at least 80% ready) and the teacher is doing the least. Engages students as doing larger shares of the right work that is focused, aligned, and productive. Implements a variety of methods to up the ratio in class. 	<ul style="list-style-type: none"> Minimizes the negative effort so that the student is doing most of the speaking, thinking, writing, and analyzing (at least 80% ready) and the teacher is doing the least. Engages students as doing larger shares of the right work that is focused, aligned, and productive. Implements a variety of methods to up the ratio in class.
Trainer Feedback/Evidence:			

**SCHOOL
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EXTERNAL PARTNERSHIP – STATEMENT OF ASSURANCE

It is understood the Evansville Vanderburgh School Corporation is applying for a Title I Section 1003(g) School Improvement Grant through the Indiana Department of Education to implement in the 2013-2014 school year and potentially in succeeding years based on funding approval. We are assuring our support of the following checked school(s) if a grant is awarded through this application.

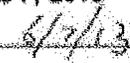
<input type="checkbox"/> Evans School	<input type="checkbox"/> Fairlawn Elementary School	<input checked="" type="checkbox"/> Lincoln School	<input type="checkbox"/> McGary Middle School	<input checked="" type="checkbox"/> Caze Elementary School
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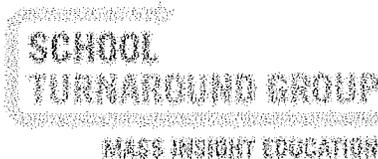
→ If the school above received the 1003(g) grant, the checked element(s) listed below would be supported by our organization.

- Institute a system for measuring changes in instructional practices resulting from professional development.
- Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff.
- Establish schedules and implement strategies that provide increased learning time.
- Provide ongoing mechanisms for family and community engagement.
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
- Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.
- Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students.
- Using technology-based supports.
- Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments.
- Provide social-emotional and community-oriented services/supports
- Provide intensive technical assistance and support.

Signature  (Mass Insight Education, President)

June 7, 2013

Date 



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Proposed Delivery of Services (Pending Board Approval in September 2013)

The proposed partnership will make progress towards establishing EVSC as the highest performing urban school system in Indiana by supporting the work started in SY 2012-2013:

- 1) At least one "Transformation Zone" for school turnaround, in which a cluster of low-performing schools receive greater site-level flexibility over operating conditions, in exchange for strong support and accountability;
- 2) An internal Office of Transformational Support in the central office, responsible for providing services and support to the schools in the Partnership Zone;
- 3) A performance monitoring strategy to support the expansion of the Equity framework to additional clusters;
- 4) Provide professional development and curriculum support to ensure rigorous instructional climates in all TZ schools;
- 5) A strategic plan for the expansion of the Partnership Zone design and Equity framework to EVSC writ large.

Deliverable #1: Implementation Support and Strategic Development of TZ (June 2013 – June 2014)

This concept will involve implementing the Transformation Zone and creating a strategy and structure for sustainability beyond the initial Transformation Zone initiative. Work during this scope will include early monitoring and evaluation of the implementation, developing a sustainability plan, and creating a strategy to roll out similar models of autonomy, accountability, and differentiated support across EVSC. This phase will also include any necessary adjustments to the OTS to improve management functions of schools.

Phase III Objectives:

- * To support the implementation of the TZ initiative
- * To build principal capacity and develop long term human capital strategies to sustain and build upon progress made
- * To develop a community of practice and turnaround expertise within the TZ and EVSC
- * To develop a system-wide plan to roll out the TZ model and Equity framework across the EVSC

Project #1: Implement TZ and school performance monitoring systems and processes

Subprojects and activities:

- 1.1 Implement school performance monitoring system in partnership with EVSC/OTS/TZ leadership
- 1.2 Provide any additional trainings needed to implement the performance monitoring system
- 1.3 Review and refine performance monitoring systems and protocols as needed

Deliverables:

- 1.a Support for performance monitoring

Project #2: Support and refine TZ implementation

Subprojects and activities:

- 2.1 Launch the first cluster(s) of schools in the TZ
- 2.2 Provide ongoing support for implementation of school transformation plans/strategic plans
- 2.3 Meet with OTS and school leaders at the end of the first quarter to get feedback on school planning documents and implementation
- 2.4 Conduct site visits to TZ schools, including after-school and wraparound service providers, and identify strengths, gaps, and needs
- 2.5 Conduct impact evaluation to measure fidelity of implementation, early gains, and impact of strategic partnerships
- 2.6 Support capacity building within teacher support, leadership coaching, and teacher/administrator evaluation
- 2.7 Support implementation of the communications and community engagement strategy

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- 2.8 Review TZ implementation
- 2.9 Provide just-in-time advising and leadership support
- 2.10 Refine recruitment and staffing plan for SY 2014-2015
- 2.11 Provide ongoing support for recruitment and staffing efforts for the TZ schools
- 2.12 Provide ongoing technical assistance as needed to the OTS

Deliverables:

- 2.a Recommendations for refined TZ implementation for the 2014-15 school year
- 2.b Implementation tools and resources
- 2.c Technical support
- 2.d Ongoing advising and capacity building
- 2.e Recruitment and staffing strategy and implementation support
- 2.f Just-in-time consulting (as needed)

Project #3: Plan for TZ sustainability and EVSC-wide scaling

Subprojects and activities:

- 3.1 Financial analysis of TZ and OTS sustainability and development needs
- 3.2 Develop formal structures for strategic partner collaboration and communication at the feeder district and school levels
- 3.3 Revise communications and community engagement strategy as needed
- 3.4 Utilize the Advisory Council to create demand and support for district-wide scaling
- 3.5 Lead focus groups of teachers, parents, OTS/TZ/district staff and other critical stakeholder groups regarding scaling
- 3.6 Codify key design principles, turnaround framework, and success from the first year of implementation
- 3.7 Conduct research on scaling turnaround models and frameworks for autonomy
- 3.8 Analyze district data to identify critical levers and barriers and determine any necessary phasing for the roll out of the TZ design and Equity framework across the district
- 3.9 Analyze district central office structure to determine any reorganization needed to support scaling

Deliverables:

- 3.a Financial Sustainability Report
- 3.b Revised communications and engagement strategy
- 3.c Facilitated focus group sessions
- 3.d EVSC readiness assessment
- 3.e Strategic expansion plan

Deliverable #2: Direct Instructional Support to TZ through MIE's Pre-AP Program (January 2014 – June 2014)

Mass Insight Education (MIE) proposes to build, in collaboration with EVSC, upon the district's instructional rigor focus by leveraging the expertise of MIE's Massachusetts Math & Science Initiative (MMSI) to expand the educational opportunities available to students in EVSC and the TZ. The comprehensive program includes teacher training, content coaching, and multiple student supports.

Objectives:

- * To build infrastructure at schools throughout the TZ to support programmatic objectives and policy recommendations from phase I
- * To create the necessary conditions for the TZ, particularly those related to compensation rules and scheduling
- * To create a student enrollment strategy for pre-AP
- * To establish performance monitoring systems
- * To establish the Pre-AP training schedule for teachers, school leadership, and key district staff

Project #1 Reconfigure school schedules across the TZ for pre-AP curricula planning purposes

Subprojects and activities:

- 1.1 Meet with relevant stakeholders to solicit input on a revised school schedule
- 1.2 Develop a common school schedule cluster-wide that takes into account individual school needs and prioritizes professional development and vertical team planning in collaboration with central office staff and union leadership

Deliverables:

- 1.a Common school schedule (student and teacher level)
- 1.b Letter of Agreement from all staff

Project #2: Alignment of curricula and professional development

Subprojects and activities:

- 2.1 Organize time for collaborative planning within vertically integrated, content-area strands (e.g., 8th grade algebra teachers meet with 3rd grade teachers) to align elementary and middle school curriculum to AP rigor
- 2.2 Review of pre-AP by MIE instructional experts to ensure that it follows a scaffold progression that will put students on a trajectory towards success in AP coursework
- 2.3 Establish a professional learning community for principals and lead instructional staff members across the CSC that meets regularly to discuss challenges and develop solutions
- 2.4 Identify an EVSC staff member to guide and support schools in the development of the professional learning communities
- 2.5 Develop a plan for data support of, and training for, school teams
- 2.6 Determine dates/times for structured formative data discussions among vertical teams at both the school and cluster levels, led by the MIE data specialist, and for the administration of common assessments

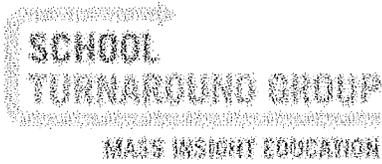
Deliverables:

- 2.a Collaborative planning time protocols
- 2.b Materials to assist in the alignment of AP standards to district curriculum
- 2.c Professional learning community format and discussion points
- 2.d Analysis of formative student data and alignment of this data to AP and Common Core standards
- 2.e Training of school personnel in data analysis and curricula
- 2.f Cluster-wide common assessments that are also aligned to AP and Common Core standards

Project #3: Facilitate Pre-AP Training for teachers, school leadership, and key district personnel

Subprojects and activities:

- 4.1 Schedule Pre-AP institute teacher training
- 4.2 Schedule Pre-AP institute administrator and key district personnel training



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- 4.3 Execute Pre-AP Institute teacher training
- 4.4 Execute Pre-AP Institute administrator and key district personnel training
- 4.5 Select Pre-AP Lead Teachers to provide leadership and mentoring during vertical team planning meetings
- 4.6 Execute Pre-AP Lead Teacher Workshops

Deliverables:

- 4.a Pre-AP Summer Institute teacher training materials
- 4.b Pre-AP Summer Institute administrator training materials
- 4.c Lead Teacher selection model and materials
- 4.d Pre-AP Lead Teacher Workshop materials

PROPOSED DRAFT

External Partnerships - Statement of Assurance



It is understood the Evansville Vanderburgh School Corporation is applying for a Title I, Section 1003(g) School Improvement Grant through the Indiana Department of Education to implement in the 2013-2014 school year (and potentially in succeeding years based on funding approval.) We are assuring our support of the following checked school(s) if a grant is rewarded:

<input checked="" type="checkbox"/> Evans School	<input checked="" type="checkbox"/> Fairlawn Elementary School	<input checked="" type="checkbox"/> Lincoln School	<input checked="" type="checkbox"/> McGary Middle School	<input checked="" type="checkbox"/> Case Elementary School
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→ If the school above received the 1003(g) grant, the checked element(s) listed below would be supported by our organization:

- Institute a system for measuring changes in instructional practices resulting from professional development.
- Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff.
- Establish schedules and implement strategies that provide increased learning time.
- Provide ongoing mechanisms for family and community engagement.
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
- Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.
- Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students.
- Using technology-based supports.
- Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments.
- Provide social-emotional and community-oriented services/supports
- Provide intensive technical assistance and support.

May 11, 2013

Signature

Date



Scope of Work and Deliverables

Diehl Consulting proposes a performance monitoring system for external partners and an evaluation design yielding process- and outcome-level data designed to measure the goals and objectives of the school improvement grant. Specific deliverables are provided below.

Deliverable 1: Develop and implement a comprehensive performance monitoring system for external SIG partners programs and services.

- Serve as a liaison between external partners and the school 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 Office of Transformation and Support.
- 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 also proposes to measure the extent to which program delivery adheres to any available program curricula.

Deliverable 2: Support all SIG required performance reporting

- Diehl Consulting will work with EVSC to ensure the reliability and validity of information reported as part of grant requirements. Based on prior experience, two areas of support are described below. However, if new requirements are identified, Diehl Consulting will align processes to address required reporting.
 - Diehl Consulting proposes to complete selected sections of the SIG monthly data dashboard related to student attendance and out-of-school suspensions. While these indicators (to be defined) will also be included in the quarterly and year-end reporting, this monthly evaluation will be critical as it will allow interested parties from the schools, district, and state to review formative evaluation results from a common source more frequently.
 - Additional SIG requirements include the Staff Culture Survey, which will be administered two to three times within an academic year. These surveys will assess staff perceptions of school culture by ability and commitment levels. While results of these surveys will be summarized in the monthly data dashboard as available, detailed results will also be shared with individual schools in formal reports.

Deliverable 3: Provide quarterly benchmark reports and facilitate data discussions related to recommended core SIG indicators (e.g., suspensions, attendance)

- Following each academic quarter, Diehl Consulting proposes to prepare scorecards outlining each school's progress toward SIG targets and other relevant indicators related to student attendance and discipline. Scorecards will include an overall presentation of current performance relative to the established targets as well as graphic breakdowns of each indicator by grade level and

demographic variables. As appropriate, comparison data from the corresponding time periods from previous years will also be included.

- A key component of the quarterly benchmarking will be to facilitate discussion around the scorecards. Diehl Consulting proposes to meet with each school quarterly to ensure understanding of the data presented.

Deliverable 4: Develop and implement a comprehensive logic model and evaluation plan linked to SIG goals, and prepare formative and summative evaluation reports.

- Diehl Consulting proposes an evaluation design yielding process- and outcome-level data designed to measure goals and objectives. To accomplish this, a logic model will be further aligned with school improvement plans. Specific elements include: (a) gaps or needs to be addressed; (b) goals to be accomplished; (c) short- and long-term objectives; (d) activities/program inputs; (e) process measures; and (f) outcome measures. An evaluation plan will be developed based on the objectives and indicators outlined within the logic model. The plan will include the evaluation design and methods (e.g., participants, procedures, instruments), along with proposed data analysis procedures. Methodology will include school-level climate and student/family engagement surveys, staff instructional practice assessments, and collaborative practice and use of data inventories. Methods will be aligned to meet the school's unique needs.
- While it is expected that program evaluation will be ongoing, the formal report will represent the capstone of the annual evaluation. The report(s) is expected to include a comprehensive review of all evaluation findings. Included with the formal reporting deliverable will be meetings during which evaluation results will be discussed and used in the formulation of action plans.

Deliverable 5: Provide further evaluation of specific programs and services offered by schools as part of SIG efforts.

- Based on guidance from the school principal, staff, and district, Diehl Consulting will provide ongoing evaluation support to further examine data. This support may involve further analyses of indicators and subgroups, or short-term evaluation of specific school strategies to provide feedback related to implementation.



Diehl Evaluation and Consulting Services

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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 21st 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.



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

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: 21st 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, 21st Century Community Learning Centers Programs (21st 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 21st 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 21st CCLC. Partnership with McREL to provide statewide technical assistance to 21st 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). 21st CCLC evaluation panel. Presentation at the Indiana 21st CCLC statewide training sponsored by the Indiana Afterschool Network.

Diehl, D. (2010). Afterschool! The heart of community schools. Presentation at the 21st 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 21st 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 21st Century Community Learning Centers*. Presentation at the Indiana Urban Schools Conference, Indianapolis, IN.
- Westhuis, D., Diehl, D., & Hipps, 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 21st 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 21st 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 21st Century Community Learning Center Program*. Training workshop presented at the Regional 21st CCLC Training Conference, Chicago, IL.
- Diehl, D., & Gray, C. (2001). *Evansville-Vanderburgh School Corporation: 21st Century Community Learning Centers: Program Development and Implementation*. Invited presentation at the 21st 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 21st Century Community Learning Center's Summer Institute, Washington, D.C.
- Diehl, D. & Rhinehart, J. (2001, November). *Evaluating your 21st Century Community Learning Center Program*. Invited presentation at the Transitioning 21st 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
- 21st 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
- 21st 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

Doug Berry

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

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

www.diehlconsulting.org

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.

ConnectEd Phone Call and Email sent to Caze, Lincoln, and Fairlawn Parents

Hello, _____ families!

Do you have ideas for improvements at _____ school?

The EVSC has an opportunity to apply for a school transformational grant through the United States Department of Education on behalf of _____ School. The grant reward is for up to \$2 million per year for up to three years to provide resources in addition to what the school normally receives in an effort to quickly impact student achievement.

The money would help pay for additional resources to enhance student learning, provide incentives for staff, and extend learning time for students as well as increase community partnerships supporting our students and families. While it is not guaranteed _____ School will receive the grant, the EVSC would like to receive input from parents in order to best determine the school's needs.

Please share you ideas regarding programming, curriculum, and learning opportunities at _____ School. Anything you think would be beneficial to have in place for your student is something we would like to know about. Call Kate Langford at (812) 435-8473 or email your ideas or suggestions to kate.langford@evsc.k12.in.us.

Thank you for your support!

Lincoln ConnectEd Results

Title	1003g Grant
Message Type	Outreach
Site	LINCOLN SCHOOL
Scheduled By	Ronnetha Darrett
Send Time	05/17/2013 07:30 PM (CT)
Voice Completed	05/17/2013 07:50 PM (CT)
Selected Contacts	396 Successfully reached 346 (87%)
Languages	English*

EVSC Website

ALERT: Parents from Fairlawn, Lincoln, and Caze – We Need Your Help! [Full Story](#)

EVSC Bringing Learning To Life
Evansville Vanderburgh School Corporation

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through College Partnerships [Learn More](#)

Calendar

May						
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News [See All News](#)

Free Summer Lunches Offered Beginning June 3
Sponsored by the U.S. Department of Agriculture and the Evansville Vanderburgh School... [more](#)

Graduation Ceremonies Friday and Saturday for EVSC High Schools
Graduation ceremonies are planned for May 24 and May 25 in the EVSC. The dates... [more](#)

Parents from Fairlawn, Lincoln, and Caze – We Need Your Help!
The EVSC would like to receive suggestions from parents of students at Caze Elementary... [more](#)

Rewarding

Area Businesses Honor Good Grades

- Fresh Kream Donuts
- Gold Star Creamery
- Cluck It! Chicken
- Art Lanes
- G.D. Ritz
- Cliff Tross
- Walther's Eat & Run
- West Lake Dairy Queen
- Jessy's Market & Burgers



Bringing Learning To Life

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Schools Academics and Programs Family Services Calendar About Employment

Home - Parents from Fairlawn, Lincoln, and Caze -- We Need Your Help!

News

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- January 2013 (36)
- December 2012 (12)
- November 2012 (30)
- October 2012 (30)
- September 2012 (20)
- August 2012 (16)

Parents from Fairlawn, Lincoln, and Caze -- We Need Your Help!

The EVSC would like to receive suggestions from parents of students at Caze Elementary, Fairlawn Elementary, and Lincoln schools, about any ideas they may have regarding programming, curriculum and learning opportunities that they feel should be offered at these schools.

The EVSC has an opportunity to apply for school transformational grants through the United States Department of Education on behalf of Caze, Fairlawn, and Lincoln Schools. The grant award is for up to \$2 million per year, for up to three years, to provide resources in addition to what the school normally receives in an effort to quickly impact student achievement.

The money would help pay for additional resources to enhance student learning, provide incentives for staff, and extend learning time for students as well as increase community partnerships supporting our students and families. While it is not guaranteed Caze, Fairlawn, or Lincoln will receive the grant, we would like to know what you think. Anything you think would be beneficial to have in place for your student is something we would like to know about.

Call Kate Langford at (812) 435-8473 or email your ideas or suggestions to kate.langford@evsc.k12.in.us.

Thank you for your support!

Back to News

EVSC Facebook

Facebook Search for people, places and things

EVSC (Evansville Vanderb... Timeline Now

EVSC (Evansville Vanderburgh School Corporation) Tuesday

We Need Your Ideas!

The EVSC has an opportunity to receive additional funding from the U.S. Dept. of Education to help Caze, Fairlawn and Lincoln schools. But, we need your help! Up to \$2 million a year for three years is available. The money would help pay for additional resources to enhance student learning, provide incentives for staff, and extend learning time for students as well as increase community partnerships supporting our students and families. While it is not guaranteed, the EVSC would like to receive input from parents in order to best determine the schools' needs.

Please share you ideas regarding programming, curriculum, and learning opportunities at Caze, Fairlawn, or Lincoln. Anything you think would be beneficial to have in place for your student is something we would like to know about. Call Kate Langford at (812) 435-8473 or email your ideas or suggestions to kate.langford@evsc.k12.in.us.

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Transformation Zone Full Time Teacher, All Subject Areas, Elementary or Middle School

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Position Details | About Evansville Vanderburgh School Corporation

It is the policy of the Evansville Vanderburgh School Corporation not to discriminate on the basis of race, color, religion, gender, veteran status, national origin, age, limited English proficiency, or disability in its programs or employment policies as required by the Indiana Civil Rights Law (I.C. 22-9-1), Title VI (Civil Rights Acts of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Questions concerning compliance with these laws should be directed to the Chief Human Resources Officer, Evansville Vanderburgh School Corporation, 951 Walnut Street, Evansville, IN 47713, phone number 436-8506.

The interview committee will give preference to candidates who, through the interview process, past experience, and references have demonstrated the ability to interact with students, staff, and the community.

Evansville Vanderburgh School Corporation is an equal opportunity employer. Individuals with disabilities, including disabled veterans and veterans with service-connected disabilities, are encouraged to apply.

Position Title: Full Time Teacher, All Subject Areas, Elementary or Middle School

Schools: Casa Elementary (K-5), Evans School (PK-5), Glenwood Leadership Academy (K-5), Lincoln School (K-5), McGary Middle School (5-8)

Reports To: Building Principal

OVERVIEW

The Office of Transformational Support (OTS) within the Evansville Vanderburgh School Corporation (EVSC) is seeking teachers who want to put their knowledge, experience and dedication to use teaching students in high needs schools and changing the future of our community.

EVSC is committed to its vision and mission to become the highest performing urban district in the country. To that end, EVSC's Office of Transformational Support is implementing a 'Transformation Zone' (TZ) for five high needs schools in EVSC and a strategy to accelerate student achievement gains across these schools. As a critical factor in each student's success, the OTS and TZ are seeking teachers with the passion, drive and skills to serve and inspire students who stand to benefit the most from great teachers.

We are currently seeking committed, passionate certified teaching professionals in all subject areas who have a strong sense of urgency and commitment to change the academic trajectory of our students. Individuals must meet basic job requirements outlined below and will participate in a rigorous screening process.

WHY TEACH IN A TRANSFORMATION ZONE SCHOOL?

As a newly created division of EVSC central office, the OTS will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. Teachers in the Transformation Zone schools will benefit from:

- Being a part of a capable, committed, and passionate team focused on transforming student academic outcomes;
- A professional learning community so teachers and administrators can share best practices to help advance systems and instruction;
- Job-embedded professional development;
- Streamlined central office support through access to a dedicated OTS team, including data coaching, instructional support, and HR services.

WHO CAN APPLY?

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Also to be eligible to teach in an EVSC school you must have:

- Bachelor's degree, advanced degree preferred
- Legal authorization to work in the U.S.
- Indiana State teaching certification in desired subject area

Learn more about EVSC and the TZ schools at <http://www.evscschools.com>. If you have any questions, please e-mail OTS@evsc.k12.in.us and we will respond within 24-48 hours.

HOW TO APPLY

Complete EVSC's online application, including your cover letter and resume, here:

<http://www.sportrack.com/evansville/on/naapply/default.aspx>

In your cover letter, please include responses to the following questions:

- Why do you want to teach in a high-need school in EVSC?
- What challenges do you think you might face and what experiences have you had that would equip you for these challenges?

Principal Hiring Guide

January 2013

Office of Transformational Support | Office of Academic Affairs | Office of Human Resources

951 Walnut Street | Evansville, IN

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Recruitment and Hiring Process

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 Transformational Support (OTS) will spearhead the hiring process for the district’s Innovation Schools; this will require collaboration and coordination with the Human Resources Office, the Superintendent, and the Office of Academic Affairs. The recruitment and hiring process conducted is outlined below and documented in this guide.

Process Overview:

- 1. Recruitment.** During the recruitment phase, EVSC attracted a diverse pool of prospective turnaround principal candidates. EVSC will recruit candidates internally (e.g., successful administrators within the district) and externally (e.g., successful turnaround leaders from other districts nationwide). The job description (Appendix I) developed for the building administrator position was unique, complex, and generic in some regards. Once the candidates complete the selection process, members of the OTS in partnership with the Office of Academic Affairs will screen applicants to determine their alignment to the unique and complex requirements of the turnaround leader.
- 2. Initial eligibility screen.** Members of the Office of Human Resources will screen applicants to determine their basic eligibility for the principal position (e.g., academic requirements, experience, and certification). The purpose of this phase will be to determine which of the applicants to invite for a EVSC’s interview day.
- 3. Interview Day.** Candidates were invited to a day-long event to determine eligibility and selection into EVSC’s recommended for hire pool for this position.

- a. **Data analysis exercise (Appendix II).** Candidates were given a data analysis scenario along with a data set. In 60 minutes, candidates were asked to produce no more than 12 slides that articulated their vision for school improvement. All work will be assessed using a rubric.
 - b. **Interview panel (Appendix III).** A team comprised of EVSC employees, OTS staff, and ETA representatives will conduct 45-minute interview panels with candidates selected after the candidate’s completion of the data analysis exercise. Each candidate will be given 7 minutes to present their vision for school improvement and the panel will keep 3 minutes to ask any clarifying questions. The panel will then move into competency-based questioning. The interview committee will use the same interview protocol when conducting each interview; the interview questions will assess candidates in each of the competency areas identified for transformational leaders (discussed in subsequent sections).
 - c. **Teaching observation (Appendix IV).** The candidate will then complete their day by watching a 12 minute teaching segment. At the completion of the “observation,” the candidate will assess the teacher’s strengths, areas of development, and specific next steps. All work will be assessed using a rubric.
4. **Reference check and recommendation.** The Office of Human Resources will review each candidate’s letters of recommendation and follow up with candidates’ references. Final recommendations will be shared with the Superintendent for final Board recommendation(s).

Recruitment and Hiring Timeline:

Phase:	Dec '12	Jan '13	Feb '13	Mar '13	Apr '14
1. Recruitment					
2. Initial eligibility screen					
3. Interview Day					
4. Reference check and recommendation					

Turnaround Leader Competencies

Although EVSC lacked the time to incorporate elements of the competencies below into its job description, all candidates were assessed against the competencies identified below. After carefully reviewing research from Public Impact and other organizations, EVSC decided that the following competencies were ones that they wanted to screen all of their principal candidates to possess – therefore, inclusion into the recommended hiring pool only occurred if a candidate possessed all of the following competencies and received a specific threshold score from interview day events.

Competency	Definition
Planning Ahead	A bias towards planning in order to derive future benefits or to avoid problems.
Self-Confidence	A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.
Impact and Influence	Acting with the purpose of affecting the perceptions, thinking and actions of others.
Team Leadership	Assuming authoritative leadership of a group for the benefit of the organization.
Developing Others	Influence with the specific intent to increase the short and long-term effectiveness of another person.
Critical Thinking	The ability to break things down in a logical way, recognize cause and effect, and links among seemingly unrelated things.
Monitoring and Directiveness	The ability to set clear expectations and to hold others accountable for performance.
Initiative and Persistence	The drive and actions to do more than is expected or required in order to accomplish a challenging task.
Achievement	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.

Candidate Scoring and Ranking

Every candidate is rated against a rating profile (Appendix V) at the end of the interview panel. This score is used (in conjunction with the score achieved for the data analysis exercise and the teaching observation exercise) to formulate a final summative score for each candidate. Based upon this summative score, those candidate scoring above a threshold score are permitted into the EVSC recommended for hire pool for this position. Final determination and recommendation are made by the Superintendent based upon school location, expertise, strengths, and school needs.

Appendix I: Job Description – Principal

School District Position Description

Position Title: Principal

Reports To: Director of School Transformation

SUMMARY: Provides instructional leadership in curriculum planning and implementation, staff development, and technology advancement. Manages the day-to-day activities of the students and staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assumes instructional leadership of the total school program and manages building personnel.
- Interacts with students to encourage each individual to perform at his or her highest level of ability and creates an atmosphere conducive to learning.
- Ensures that teachers follow corporation-approved curriculum.
- Stays abreast of current research in education.
- Assigns teachers to classrooms and students to classes.
- Resolves problems and provides support to staff members.
- Ensures supervision of students at all school events before, during, and after the school day.
- Ensures a safe, pleasant, and effective educational climate.
- Evaluates performance of teachers, other staff, and programs.
- Encourages staff attendance at corporation-sponsored in-services.
- Develops and implements, in collaboration with curriculum area supervisors, realistic plans and programs to ensure professional growth of the instructional staff.
- Prepares the school budget, works with the budget manager on budgeting and purchasing, and establishes priorities for the purchase of educational materials to meet the needs of students and teachers.
- Establishes and maintains positive, collaborative relations with parents, parent groups, school volunteers, outside agencies, and local businesses.
- Implements corporation policies and procedural changes as well as state and federal guidelines and regulations and adheres to corporation contracts with various groups.
- Utilizes the corporation-approved process to interview and hire staff.
- Works with central office personnel to coordinate processes for the effective functioning of the school.
- Assesses needs of the school community and plans and implement strategies to meet those needs.
- Works cooperatively with universities to increase student and staff learning opportunities.
- Maintains a cooperative liaison with all attendance district schools and serves as a member of the attendance district principals and supervisor team.
- Analyzes data from standardized testing (e.g., CTBS, ISTEP+) and facilitates instruction, as needed, to improve the rate of student success in the school and the attendance district.
- Serves as case conference coordinator.
- Completes other duties as assigned.
- Maintains regular attendance.

SUPERVISORY RESPONSIBILITIES:

Supervises staff, including the teaching faculty as well as certified personnel and employees in early childhood centers. Ensures the supervision of students at all times.

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

EDUCATION AND/OR EXPERIENCE:

Master's degree; public-school teaching experience; administrative experience

CERTIFICATES, LICENSES, REGISTRATIONS:

Valid Indiana school administrator's license

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, and government regulations. Ability to write reports, business correspondence, and manuals. Ability to write proposals

effectively to secure funds for the corporation. Ability to present information and respond to questions effectively from groups of administrators, teachers, school board members, parents, students, and the general public. Ability to communicate using correct grammar. Ability to communicate clearly and concisely in both oral and written form.

MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to prepare, project, monitor, and revise multiple budgets.

REASONING ABILITY:

Ability to define problems, collect and analyze data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of instructions in mathematical or diagram form and deal with several abstract and concrete variables. Ability to use available information and develop realistic long-term and short-term plans for curricular goals.

OTHER SKILLS AND ABILITIES:

Ability to apply knowledge of current research and theory in education. Ability to establish and maintain effective working relationships with students, staff, and the school community. Ability to perform duties with awareness of all corporation, state, and federal requirements.

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

While performing the duties of this job, the employee is regularly required to stand, walk, sit, talk, hear, and drive from one building to others. The employee is required to reach with hands and arms and frequently to stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move objects which weigh fifty pounds or more. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and ability to read small print. The employee is regularly required to perform the same hand, arm, and/or finger motion many times.

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

The noise level in this environment ranges from very quiet to very loud, depending upon the activity involved. The employee must often meet deadlines and must report to activities on time. Frequently, the employee must work irregular and/or extended hours. The work environment includes inside and outside areas. The work environment includes exposure to sunlight; risk of being bitten by animals or insects; exposure to environmental allergens (grass, weeds, pollen, and trees) and occasional exposure to solvents, degreasers, pesticides, and/or herbicides. The employee may be exposed to CRT's.

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

Approved by board agenda

APPENDIX II: Data Analysis Exercise

Principal Data Analysis Exercise

Use the data spreadsheet and informational data points below to ascertain the key issues and challenges facing this school. Develop a presentation (not to exceed 12 slides) that communicates your vision for school improvement. Please be prepared to share your presentation to your interview panel.

- Although students can articulate the school values and behavioral expectations, they do not consistently follow them, particularly rules about transitioning in the hallways during passing periods. The first two days of the school year are focused strictly on explaining, modeling, and practicing rules and procedures with students.
- All classes use the PAWS behavior system, whereby students accrue points for good behavior and lose points for misbehavior. Every three weeks, there is a celebration for students who have earned a pre-specified minimum number of points. There is inconsistent investment in the PAWS system from teachers and students alike.
- Teachers reported that they were constantly dealing with chronic behavioral issues from the same students. On average, teachers estimated that 50% of instructional time was wasted directing misbehavior from 25% of their students. School administrators estimated that between 50%-75% of their typical day was focused on student discipline.
- In order to better differentiate instruction, the school tiered students into classes with A/B groupings based upon students' instructional strengths and areas of development.
- All staff members report feeling a sense of urgency around student achievement.
- Leadership flagged certain teachers based on classroom observations/lesson plans, and required that these teachers submit each week's lessons the Friday prior.
- During the last school year, the student mobility rate was 30.9%. Staff members described their frustration with the delays in obtaining complete student records from the schools the children previously attended. When a student transfers to the school, the counselor assigns the student to class(es) and gives the new student a tour of the school before taking the student to class.

**At the end of your time, please email your completed task to Carrie Hillyard.
(Carrie.Hillyard@evsc.k12.in.us)**

APPENDIX III: Interview Panel (Questions/Note-Taking Form)

Interview Questions		
Resume/Cover Letter Specific Questions		
Indicate which questions you will ask the candidate regarding his/her resume or cover letter:		
1		
2		
3		
4		
Questions asked by the candidate		
1		
2		
3		
4		
Data Analysis Exercise Presentation Scripting		
ACHIEVEMENT	Question	Asked
Quick		Notes (press Alt + Enter to continue on a new line within the same cell)
X	Think about a time when you felt very successful or proud of something you accomplished at work, and tell me the story.	
	What has been a particularly demanding goal for you to achieve? Why?	
	Do you think you were effective in your last job? How do you know that?	

	In your current/last position, how did you define success? On what basis was your definition determined?	
INITIATIVE AND PERSISTENCE		
	Think about a time when you accomplished something satisfying at work despite one or more obstacles.	
	Tell me about a failure you have experienced and what you learned from it.	
	Describe a time when you were asked to do something you weren't trained to do. How did you handle it?	
	Tell me about a time when you found yourself in a position where you had more work to do than you had time for and you felt did not have enough resources. Did you accomplish your goals? What did you do to make sure you accomplished your goals?	
MONITORING AND DIRECTIVENESS		
X	Think about a time when you set a standard for someone else's work and held that person accountable for adhering to that standard, and tell me the story.	
	Tell me about a time you helped someone improve their performance. What did you do?	
	What do you do when someone is not meeting your expectations?	
PLANNING AHEAD		
	Think about a time when you had to think ahead to accomplish something satisfying at work.	
	Describe the steps you took the last time you completed a project. How did you monitor and communicate progress? How did you plan/prepare/evaluate?	
	Tell me about a situation where you did not plan your time or prioritize as efficiently as possible. What was the outcome? What would you have done differently? What did you learn from it?	
IMPACT AND INFLUENCE		
X	Think about a time when you influenced another person or people in a way that was satisfying to you and tell me the story.	
	Tell me about a situation where you had to make an unpopular decision. What did you do to achieve support and backing for this decision?	
	Describe a situation in which you needed to influence different stakeholders with differing perspectives.	
	Describe a situation where you inspired others to meet a common goal.	
TEAM LEADERSHIP		
X	Think about a time when you led a group or team of people to accomplish work that was satisfying to you, and tell me the story.	
	How do you ensure high quality work from those you manage?	

	Tell me about a project you organized and led where multiple people had a hand in getting it done. Were things done to your satisfaction? If you were to run the project again, would you change anything in how you organized it?		
	Describe a situation where you were successful in getting people to work together effectively.		
DEVELOPING OTHERS			
	Think about a time when you helped someone else become more successful in carrying out their job or in their career. Tell me the story.		
	Reflect upon a teacher whose performance was not meeting your expectations at first but later improved based upon your feedback. Tell me the story.		
	Tell me about a time when you coached someone to help them improve their skills or job performance. What did you do?		
	Describe a time when you provided feedback to someone about their performance.		
	Give me an example of a time when you recognized that a member of your team had a performance difficulty/deficiency. What did you do?		
CRITICAL THINKING			
	Think about a time when you had to solve a problem or figure something out that involved a lot of information, data, or steps. Tell me the story.		
	Tell me about a problem that you've solved in a unique or unusual way. What was the outcome? Were you happy/ satisfied with it?		
	Tell me about a time when you had to make a decision without all the information you needed. How did you handle it?		
	Tell me about a work situation or problem you encountered where the old solutions did not work and you had to come up with new solutions.		
SELF-CONFIDENCE			
X	Tell me about a time when another person or people stood in your way to get something done and you addressed the situation to your satisfaction. Tell me that story.		
	Tell me about a situation or situations that might demonstrate your confidence to do this job.		
	Do you think there is a difference between confidence and arrogance?		
	Tell me about a time when you exercised your own discretion or autonomy to achieve a goal.		

APPENDIX IV: Teaching Observation Exercise

Teacher Observation Exercise

As part of this exercise, you will observe a teacher's instruction (middle school ELA teacher). We ask that you watch the following two videos using your laptop computer ONLY ONE TIME. During that time, you may use scrap paper provided to take notes. Then, complete the short graphic organizer below. The videos take approximately 13 minutes to watch; you will have a total of 35 minutes to complete the graphic organizer below. As this will be scored, we ask that you use your neatest writing to ensure evaluators can read your thoughts below.

<http://tinyurl.com/moodie01>

<http://tinyurl.com/moodie02>

TEACHER STRENGTHS

TEACHER AREAS OF DEVELOPMENT

3 NEXT STEPS YOU WOULD SHARE WITH THE TEACHER DURING YOUR FEEDBACK CONVERSATION

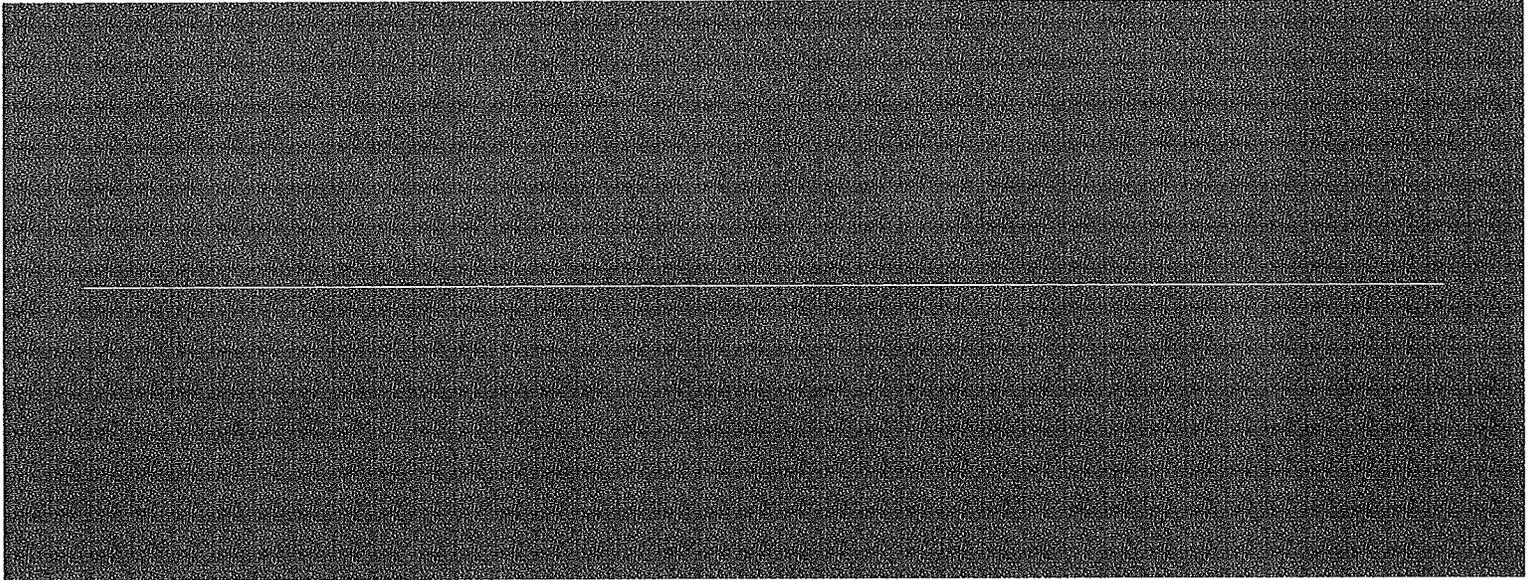
APPENDIX V: Candidate Ratings Profile

Competency	Exemplary (has most of the 7+ qualities)	Fully Acceptable	Not Fully Acceptable
Achievement	<ul style="list-style-type: none"> • Takes significant personal or career risk or commits significant resources to launch a new venture or attempt an unlikely change/improvement • Takes multiple actions to minimize risk and ensure success • Acts to engage the efforts of others for success • Sustains pursuit of goals over time to ensure all goals are met 	<ul style="list-style-type: none"> • Sets challenging work goals for self (and/or team) and intentionally acts to meet them or tracks and touts progress • Carefully chooses challenging goals and actions (for self and others) based on cost-benefits analysis such as time, money, and other resources needed versus likely speed and magnitude of results. • Improves own work or work of team in pursuit of a specific goal 	<ul style="list-style-type: none"> • Shows little concern for quality of work or expresses concern but not able to describe specific actions taken to do good work. • Works to meet explicit standards required by others or sets own standard for work quality, but not a very difficult or clear standard • Improves own work or work of team but may not be in pursuit of a specific goal
Initiative and Persistence	<ul style="list-style-type: none"> • Acting without formal or explicit authority, takes personal or career risks and bends organization norms and rules to accomplish a work objective (not a personal agenda) despite significant obstacles or early failure • Involves others including people over whom the person has no formal control 	<ul style="list-style-type: none"> • Voluntarily initiates and follows through on new work project (not just a discrete task) that is not assigned by others, and tackles significant barriers as they arise • Completes assigned work as required and without extra supervision • Works extra hours to complete work even when not required • Takes on voluntary work tasks • Routinely tackles moderate obstacles as they arise in routine work 	<ul style="list-style-type: none"> • Does not show up for work reliably or requires extra supervision to get work done (existing employees) • May give up after trying one or two simple next steps when a simple obstacle arises
Monitoring and Directiveness	<ul style="list-style-type: none"> • Sets high standards explicitly up front by doing more than one of the following: <ul style="list-style-type: none"> ○ Giving initial orders ○ Repeating expectations of high performance ○ Insisting in a demanding way that others comply • Publicly monitors and communicates performance against standards • Without regret, rids organization of low performers (following appropriate efforts to improve performance and all legal procedures) 	<ul style="list-style-type: none"> • Sets high standard explicitly up front by doing one or more of the following: <ul style="list-style-type: none"> ○ Giving initial orders ○ Repeating expectation of high performance ○ Insisting in demanding way that other comply • Communicates performance against standards • Confronts people with performance problems or threatens consequences for performance shortfalls 	<ul style="list-style-type: none"> • Gives in to others, even if conflicts with work goals • May give direction about routine work or that is not explicit or detailed • Does not give directions or may give minimal directions or communicate expectations (may justify by expressing concern with others liking them, hurting people's feelings or making others feel bad) • Does not directly address performance problems
Planning Ahead	<ul style="list-style-type: none"> • Voluntarily identifies future needs, potential problems, or potential opportunities and plans or acts in advance to strategically address these with a multi-year lenses 	<ul style="list-style-type: none"> • Acts quickly, decisively and completely to address current problems and crises as they arise • Voluntarily identifies future needs, problems, and opportunities and plans to address these within 3-12 months of identification but may not completely understand how needs, problems, and opportunities work together to form a strategic plan for the school 	<ul style="list-style-type: none"> • Focuses thinking on the past • Fails to see current needs and opportunities • Focuses on immediate needs, tasks and problems only
Impact and Influence	<ul style="list-style-type: none"> • Engages in a complex set of maneuvers with many people—personal communications, use of third parties, promotion decisions, sharing of power or information, working through chains of people for a domino influence effect to obtain desired impact 	<ul style="list-style-type: none"> • Thinks ahead about the likely reason of audience and adapts communication to obtain desired results/impact • Shows influence tenacity by taking at least two steps to influence 	<ul style="list-style-type: none"> • Personal gain tactics, limited persuasion • Uses negative behaviors for personal gain or does not act to influence others • Prepares and presents data and logical arguments but does not tailor to make them appealing or influential to the specific audience • Thinks ahead about the likely reaction of audience but does not adequately adapt communication to

			obtain desired impact
Team Leadership	<ul style="list-style-type: none"> • Manages effectively and motivates the team—and the stakeholders who affect the team’s work—with charismatic communications of the vision for the organization, resulting in excitement and large contribution of people’s discretionary effort • Protects the group from outside influences that might prevent performance • Leads team to results 	<ul style="list-style-type: none"> • “Sells” the team mission, goals, and actions to its members and then follows up to ensure that the team’s work is done well • Obtains resources and people that the group needs to perform • Protects the group from outside influences that might prevent performance • Promotes team morale and enhances performance by taking actions that affect how people feel about the team and how well they perform on it • Communicates how work is assigned, who is hired and fired on the team and expressions of how these action affect remaining team members performance and morale 	<ul style="list-style-type: none"> • Provides no direction, goals, roles, or meeting clarity when needed or asked • Has not engaged in any roles, in work or volunteering, that require leadership of a team • Manages logistics by communicating agendas, time constraints and work tasks
Developing Others	<ul style="list-style-type: none"> • Gives full responsibility for very challenging work to others as stretch experiences • Promotes others as a reward for development or as a developmental opportunity • Ensures that others obtain the experiences and training they need to develop new skills and levels of capability 	<ul style="list-style-type: none"> • Focuses upon the development of those that need assistance by providing specific feedback and coaching that includes concrete and actionable next steps • Gets others to fix problems and figure out solutions themselves • Creates a new program or materials to meet a developmental need 	<ul style="list-style-type: none"> • Discourages others with negative statements of potential and expectations • Takes no action to develop others even if expresses belief in others’ ability • Tells others how to do their work when needed and may make helpful suggestions
Critical Thinking	<ul style="list-style-type: none"> • Crystallizes the meaning and importance of a lot of complex data in a few, simple findings and/or sees the most important issue in a complicated situation • Identifies issues and problems not previously learned or identified by others • Breaks apart a complex problem or process into categories and subcategories down to basic steps or parts • Analyzes a difficult problem from several different perspectives or using different criteria before arriving at a detailed solution 	<ul style="list-style-type: none"> • Analyzes and notes the relationship among several items • Organizes a complex activity into steps in a logical way • Anticipates multiple next steps and likely barriers 	<ul style="list-style-type: none"> • Notes similarities, differences, gaps, and trends in technical data or in a current situation versus past • Attempts to analyze relationship among a few items but may miss vital important connections and/or relationships among items
Self Confidence	<ul style="list-style-type: none"> • Confronts others in power bluntly when needed • Makes decisions and confident statements despite disagreement with those in power • Expresses positive feelings about challenging assignments 	<ul style="list-style-type: none"> • Stands up for self and positions in conflicts • Follows statements with actions that justify confident claims • Views self a key actor or originator in important situation • Acts outside explicitly grant authority (but without breaking rules) 	<ul style="list-style-type: none"> • Publically expresses lack of confidence in self • Defers to others inappropriately • Avoids challenges because of fear of failure

Mass Insight

E D U C A T I O N



Site Visit Dates:	September 4, 2012 – September 5, 2012
Report Submission Date:	September 19, 2012
Principal:	Ronnetha Darrett
SRA Team Lead:	Ami Magunia

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Part 1: School Readiness Assessment Overview

The purpose of administering the School Readiness Assessment (SRA) is to diagnose the strengths of, and challenges facing, a school. Based on this information, the SRA team makes recommendations of priorities for school turnaround.

This report includes 1) a brief explanation of the SRA process; 2) a detailed description of findings from documents collected and focus groups/interviews; and 3) suggestions of key focus areas for Lincoln Community School and Evansville Vanderburgh School Corporation to begin implementing changes. The findings assess the presence of each of the nine elements of the High-Poverty, High-Performing (HPHP)³ school readiness model, which are described below. The subsequent recommendations are also aligned to the HPHP readiness framework.

Process

The SRA is a two-step process that involves a document review and a site visit. First, the SRA team asks district and school staff to submit materials containing information on current programs, processes and plans at Lincoln Community School. The SRA team uses this information to prepare for the site visit, including drafting a schedule and generating questions for follow-up. The site visit occurs over a period of two days. During the site visit, the SRA team facilitates focus groups and holds additional one-on-one interviews with select staff members and other stakeholders. The focus groups and interviews consisted of the following participants:

- 1st period PLC team
- 2nd period PLC team
- 3rd period PLC team
- 6th period PLC team
- 7th period PLC team
- 8th period PLC team
- 1st and 2nd grade students
- 6th, 7th and 8th grade students
- Literacy Coach
- Parent Coordinator
- Speech/Language Pathologist
- Counselor
- PTA President
- Principal
- Assistant Principal

³ See Caulkins, Guenther, Belfiore, Lash, *The Turnaround Challenge*, Mass Insight Education (2007).

Part 2: Lincoln Community School Background Information

Lincoln Community School is a part of the Evansville Vanderburgh School Corporation (EVSC), located in Evansville, Indiana. The school is EVSC's only year-round K-8th grade school and serves students from kindergarten through eighth grade. During these breaks, students have the opportunity to attend a school-based intersession program, which provides students with additional educational programming. In addition, Lincoln Community School is one of a handful of full-service community schools in EVSC. Students attend school for 180 days with 15-day intersession breaks every 45 calendar days in the fall, spring, and summer. Lincoln Community School receives Title I and 21st Century Learning Grants.

Student Demographics

During the 2011-2012 school year, 382 students were enrolled at Lincoln Community School. 93.46% of students were eligible to receive free or reduced price lunches. The ethnic breakdown of the school was as follows: American Indian (0.2%), Asian (0.2%), Native Hawaiian/Pacific Islander (0%), Black (54.71%), Hispanic (1.8%), Multiracial (16.49%), and White (26.44%). 20.68% of students were enrolled in special education and 1.05% of students were identified as English language learners. Although statistics were not available, from information ascertained from focus groups and interviews, many of the students arrive with multiple poverty-related needs and complex issues, including high rates of mobility, incarceration of a relative, and community violence.

School and Safety Discipline

During the 2011-2012 school year, a total of 61 students received out-of-school suspensions. Of these students, 68.5% of students were Black, 13.11% were multiracial, and 18.03% were White. In addition, 27.87% were female and 72.13% were male. One student received an out-of-school suspension for a matter that was weapon-related.

Student Performance

Based on 2011-2012 ISTEP+ data, Lincoln students are performing well below state and district averages. The percentages of students who are meeting state standards for proficiency are listed below.

English/Language Arts

Grade level	Percentage of students at Lincoln who received passing scores	Percentage of students district-wide who received passing scores	Percentage of students state-wide who received passing scores
Grade 3	60%	79.3%	85%
Grade 4	59%	74%	82%
Grade 5	45%	72.8%	78%
Grade 6	44%	69.1%	78%
Grade 7	33%	61.3%	75%
Grade 8	24%	59.3%	73%

Mathematics

Grade level	Percentage of students at Lincoln who received passing scores	Percentage of students district-wide who received passing scores	Percentage of students state-wide who received passing scores
Grade 3	43%	70.4%	85%
Grade 4	48%	67.4%	82%
Grade 5	49%	77.1%	78%
Grade 6	46%	70.5%	78%
Grade 7	22%	64%	75%
Grade 8	32%	62.9%	73%

School-Defined Priorities

According to interviews and focus groups with school personnel, the Lincoln Community School's top priority is safety and discipline. The principal, Ms. Darrett, hopes to reduce the incidence of disruptive behavior and decrease the number of student referrals to the office. The school improvement plan also includes a focus on mathematics, with attention given to increasing students' math scores on the ISTEP+ and Acuity exams. English/Language Arts was not included in the school improvement plan because the school's Academic/Leadership Team felt that it was a lower priority relative to safety/discipline and mathematics. Staff explained that partly as a result of literacy being a school-wide focus for the past several years, there was little progress made in other areas. Findings from the SRA team's independent evaluation supported Lincoln Community School's priorities.

Part 3: Summary of Main Findings

To provide detailed school level information, the SRA team has set urgent, high, lesser and low priorities for Lincoln Community School according to the nine elements of the HPHP school readiness model. The rating system is explained below.

Urgent Priority – 1	Highest priority for school success and should be primary focus of school goals, programs, and resource allocation.
High Priority – 2	Strong priority for school success; should be addressed throughout strategies that support urgent priority areas.
Lesser Priority – 3	Lesser priority, school provides some existing evidence of addressing domain and should evaluate effectiveness of current programs for signs of improvement.
Low Priority – 4	Low priority, school exhibits some evidence of meeting the domain criteria and should not focus preliminary time or resources on this area.

Each element is assigned a priority rating. Furthermore, urgent and high priorities are specifically outlined that directly align to the each HPHP element. Finally, a complete summary of evidence collected during the SRA process is defined to specifically understand what observations, actions, and behaviors led to our priorities.

Part 3: Summary of Findings (Readiness to Learn)

Readiness to Learn	Urgent	High	Lesser	Low
Safety, Discipline & Engagement				
Action against Adversity				
Close Student-Adult Relationships				

Urgent Priorities:

- Systems and structures to proactively address student behavior and to reward students for positive behavior
- The enforcement of consistent, defined school rules
- Family and community participation in school activities that are aligned to school performance goals
- Effective communication with parents/guardians about instructional programs, opportunities to support student learning within the home, and students' progress

High Priorities:

- Limiting incidences of physical violence, acts of aggression, bullying, teasing, or harassment, and
- Ensuring students feel safe from bullying, teasing, and harassment
- The celebration and motivation of increased student achievement
- Effective measures for promoting good attendance and eliminating truancy and tardiness
- Addressing the personal needs of families so that they can better support student learning

Summary of Readiness to Learn Findings:

Although there are school-wide expectations for walking in the hallways (walk on the right side, use inside voices) and going to lockers (once in the morning and once in the afternoon), many middle school students do not follow them. This is partly due to the fact that teachers inconsistently enforce these expectations and provide opportunities for students to visit their lockers outside of these time periods. As a group, teachers collectively reported that it was a shared expectation that teachers should monitor hallways during transitions. However, it was observed that while some middle school teachers participated, not all supported this expectation. Other than rules about transition times, lockers, and walking in the hallways, staff and students were unable to clearly articulate school-wide rules. A number of middle school students interviewed said that they did not feel safe at school, particularly students who were "not friends with everyone." They reported frequent occurrences of bullying, physical violence, stealing of property, and teasing in the absence of staff members. Alternatively, elementary students did not report safety concerns.

The Citizenship program is meant to reward positive behavior and address student misbehavior. This year, the program has attempted to invest students, as they cannot participate in school sporting events and dances if they lose their Citizenship. Students lose their Citizenship and associated privileges for receiving a suspension or failing grade. After a teacher has given a student who is misbehaving three classroom consequences, he or she may send the student to the office to be disciplined by the principal or assistant principal. Teachers feel supported by this new office referral policy and accompanying consequences—pleased that "something will happen when (students) are sent to the office." Students reported that they do work in the office or sit quietly. Teachers stated that they anticipate that the current influx of referrals will lead to a decreased number of referrals over time.

Parents and teachers do not feel that family engagement is successfully cultivated throughout the school, with some teachers feeling as though family engagement efforts are futile. At the beginning of the school year, school leadership asked teachers to make positive phone calls home to all of their students' families. The school also sent home a letter to parents describing where the school was located and encouraging them to come to the school to visit. The mode of most home-school communication is notes in students' agenda books. However, staff noted that the protocol to log parent/family communication has not been continued this year with little understanding why the system/protocol was discontinued.

Student misbehavior is generally the focus of home-school communication. In addition, parents report not being informed about academic assistance opportunities for their children, particularly if they do not qualify for free or reduced price lunch. One parent noted that it would be helpful for teachers to send home packets of work with some problems solved in order to jumpstart parent/family understanding of the topic. Parents are invited to periodic coffee chats and monthly family fun nights. Parents are also invited to school sporting events via online social media. However, it was noted by several staff members that the same group of parents consistently attend school functions. The PTA is stronger this year than in previous years, with successful fundraising efforts and members taking on leadership roles.

The school does not have a systematic way of assessing students' poverty-related challenges. Individual students' needs are brought to the parent coordinator's attention through informal, word-of-mouth communication. The same informal process applies to the school social worker and counselor. The parent coordinator addresses individual students' needs by pooling relevant resources. She does not routinely collaborate with any other professionals at the school but does maintain an open door policy for families and conducts a handful of home visits annually as needed. Conversely, both the social worker and counselor report working with others in the building to address student needs. Both of these individuals reported feeling connected and familiar enough with the community and families to participate in home visits if a student situation necessitated this effort. However, this was not a sentiment felt by most staff in the building with a few staff members indicating that they feared that students may retaliate if they visited their homes.

In order to better differentiate instruction, the school tiered students into classes with A/B groupings based upon students' instructional strengths and areas of development. Students report being bored during instructional time and working from textbooks in many classes. Many students identified science as an exception, stating that they regularly participate in hands-on activities. Other than stating subjects that they were weak or strong in, students could not state their specific strengths and weaknesses as a learner, nor how they work best. Students interviewed could not articulate specific learning goals that they are working to achieve.

There is limited school-wide recognition and celebration of students' academic performance. Students have the opportunity to earn a place on the school honor roll, which includes a breakfast celebration. It was inconsistently reported that rewards for student academic performance are given by teachers within the classroom.

A handful of teachers have informal mentoring relationships with some students, and if these students have escalating behavioral issues, they are able to take a break with their mentor. There are not school-wide initiatives for establishing and developing meaningful connections between staff and students. A few teachers stated that one faculty member in particular was someone that they turned to should they need to reach a student who they had difficulty connecting with—this teacher had served in multiple coaching roles the prior school year.

Part 3: Summary of Findings (Readiness to Teach)

Readiness to Teach	Urgent	High	Lesser	Low
Shared Responsibility for Achievement				

Personalization of Instruction				
Professional Teaching Culture				

Urgent Priorities:

- Clear and compelling school vision, top priorities, and picture of school success
- Clear, measurable, ambitious, and attainable school improvement goals
- Clear expectations for the planning and delivery of instruction
- Systems to monitor the implementation of initiatives across the building, and adjusting accordingly
- Shared commitment to the vision of the school
- Curriculum that is challenging for all students, articulates essential content and skills for all students to learn at each grade level, and is mapped across the school year with adequate instructional time allocated to teach it
- School's curriculum and assessments are informed by Common Core, aligned with state standards, aligned with each other, and coordinated both within and across grade levels.
- Specific, leadership-led guidance to teacher teams (e.g., helps to establish meeting routines; models and promotes use of discussion protocols; ensures systematic monitoring of student progress; creates focus on linking results to instruction)

High Priorities:

- Organizational structure of school staff supports essential school functions
- Roles and responsibilities of all individuals at the school are clear
- Strong accountability for student achievement throughout the school
- Alignment of resources (e.g., funding, materials, time, programs, technology, and staff) toward the school's instructional priorities and goals
- Intense commitment to high levels of student achievement by all school staff
- Instructional plans informed by students' prior knowledge, current skills, and learning needs
- Consistent assessment implementation to identify baseline student needs and predict student progress toward clear lesson, unit and student success on the state summative program assessments
- Teacher-student communication to ensure the shared setting of achievement goals
- Quality teacher planning and collaboration
- Regular teacher observation and the timely feedback to teaching staff to design specific and actionable professional development next steps

Summary of Readiness to Teach Findings:

Both staff members and leadership acknowledge that there is no school vision. However, leadership stated that it is not a priority at this time given the myriad of other pressing issues facing the school. The Academic Team develops goals for school improvement. The team is comprised of teachers from all grade-levels as well as other staff members who support students in other capacities. Material that is discussed during the Academic Team's meetings is communicated by email to staff members in the form of meeting minutes. While teachers state that there is a clear school-wide focus on behavioral issues, they could not articulate specific academic goals or interim benchmarks. Instead, staff repeatedly report how they needed to get out of the "F" status. At the beginning of the school year, leadership stated that the instructional focus of teachers would be lesson planning, assessment and student engagement. Non-instructional staff members report that they are not familiar with school priorities. Although leadership does not assess progress towards the school's performance goals and school improvement plan benchmarks, they are currently re-evaluating the behavior referral process and plan to communicate with teachers who have students that are repeat offenders or teachers who are themselves repeat offenders of referring students to determine what they can do differently. Furthermore, leadership believes that some non-instructional positions are not aligned with school priorities, but they feel that they lack power to make changes because they do not control the funding of these positions. Both administrators were able to communicate how they would exchange some staffing positions for others to align staff to general school priorities such as instruction.

Due to the staff's inability to describe performance goals, it is difficult to determine whether programs and instructional technologies fit with the school's improvement plan. Staff members could generally identify the roles and responsibilities of their colleagues, despite the fact that job descriptions for non-instructional staff do not exist. For example, the new E-learning coach does not understand her role. Teachers reported mixed utility of the "Grandmas program." Intercession is "mostly for fun" according to staff and students. Leadership had recently announced that two key changes to the intercession program—the elimination of recess and field trips. Staff, students and parents are against this decision.

All staff members interviewed reported feeling pressure around student achievement, but instructional staff reported a particular sense of urgency. Some teachers do not believe that they should be as accountable as will be for student achievement. Non-instructional staff reported not being accountable for student achievement. Staff reports struggling to get students to be invested in their academic success and positive behavior and expressed frustration over students lacking motivation and responsibility for their learning and behavior, as well as parental involvement.

Leadership orally conveyed lesson planning expectations at the start of the school year, and have reiterated these expectations to struggling teachers. Teachers reported conflicting and shifting expectations for lesson plans. According to both teachers and school leadership, expectations around delivery of instruction were not communicated to teachers. All teachers interviewed indicated that leadership set an expectation that lesson plans will include relevant Common Core standards.

Lincoln Community School's GVC curriculum is not well-defined. In addition, instructional staff stated that it does not seem possible to cover all of the GVC and complained that their planning time has been severely cut over the last two years. In addition, teachers stated that intervention blocks are informed by students' instructional needs, and that personalization of instruction was otherwise extremely difficult in core instruction because of the wide range of student abilities. However, teachers reported that the A/B tracking system has helped them somewhat cater lessons to students' instructional needs.

The Acuity exams are administered every nine weeks to students in grades 3 through 8. The exams are intended to inform student progress toward ISTEP+ proficiency. In addition, while there is an expectation that teachers will give formative assessments to students, there are no school-wide expectations on the use of formative or Acuity assessment data. There is a perception among staff that assessments are being given to students out of compliance rather than to inform instruction.

Based off of guidance given by the administration, the Literacy Coach decides topics for collaborative planning time (Professional Learning Community, or PLC) and facilitates sessions. During this time, the majority of activities conducted in PLC centered around building the PLC community through a shared book study. . In addition, teachers stated that they create common assessments during PLC time. PLCs also create data folders (grades 3-8) and data walls (grades K-2), and teachers plan to use these means to group students by ability and to determine which students require intervention. However, the 3-8 individual data folder system was not implemented at this time and it was unclear when the team would be able to meet to formulate the timeline to establish this protocol. School leadership does not play a large role in teacher teams, and provide very little guidance to the Academic Team and PLCs. Although it was clear that collaboration happened within grade levels, there was little to no collaboration vertically. Furthermore, there was a clear divide of how primary vs. middle school teachers viewed the value of vertical collaboration.

Leadership flagged certain teachers based on classroom observations/lesson plans, and required that these teachers submit each week's lessons the Friday prior. During classroom visits, leadership uses district tools and scripting to record observations. Teachers reported that they receive brief feedback on Post-It notes that is generally positive after classroom visits and did not feel at the time that it was helping them improve their classroom instruction. Leadership plans to visit every classroom at least twice before

December, with more frequent brief walkthroughs and 1-2 additional observations for teachers they have flagged as underperforming. Staff members generally respect school leaders' expertise.

Part 3: Summary of Findings (Readiness to Act)

Readiness to Act	Urgent	High	Lesser	Low
Resource Authority				
Resource Ingenuity				
Agility in the Face of Turbulence				

Urgent Priorities:

- Robust evaluation of all staff that includes student performance data
- Additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including – but not limited to – students with disabilities and English language learners
- Basic classroom preventions to ensure academic growth and positive behavior for all students
- Specific, targeted academic and behavioral supports or interventions for identified at-risk students
- Systems to monitor students' progress toward academic and/or behavioral goals to use this feedback and inform support and intervention

High Priorities:

- Autonomy of school-level hiring decisions with a commitment to, and competence in, the school's philosophy, design, and instructional framework (e.g., trained and experienced with curriculum, certified/licensed to teach, qualified to teach subject area)
- Cultivation of outstanding teachers
- Autonomy over budgetary decisions within an allotted school budget including, but not limited to, staffing structure, technology, and curricular supplements
- Staff collaboration to identify students in need of targeted academic and/or behavioral supports, plan interventions, and monitor progress
- Activities that address a range of learning needs for students aligned to performance data
- Create solutions to ensure focus remains on student achievement

Summary of Readiness to Act Findings:

Leadership demonstrates some resource ingenuity, but limited resource authority. As previously mentioned, leadership expressed an interest in eliminating a position funded through a district community grant, but they do not have the authority to do so. Leadership has altered the responsibilities of the parent coordinator to spend 50% of her time supporting a kindergarten classroom. Although leadership has control over hiring decisions and seeks to hire teachers who are certified to teach in the assigned subject area, there is a restricted applicant pool for certain positions. Furthermore decisions are made at the district level that impact staffing at the school-level with little understanding of how this transition will impact the school environment. For example, the e-learning coach previously assigned to Lincoln received a promotion right before the start of the school year. Leadership was not successful in having an E-learning coach hired at the beginning of the school year, nor having the coach service grades K-5. Another example of how central office based decisions impact the school environment are in the case of a kindergarten teachers who was on maternity leave. A long-term substitute was assigned to the school but was pulled when a full-time position became available with no transition plan identified for the school. Students were split among classes for over one week.

The school does not have systems to recruit and retain effective teachers. Underperforming teachers are flagged and the appropriate documentation is subsequently collected to follow the required steps of the removal process, as required by EVSC. Exceptional teachers are identified through classroom observations and informal means. Exceptional teachers are not rewarded. Student performance data is not a part of any staff members' evaluations.

As discussed in an earlier section, teachers in grade K-2 use data walls created during PLC to identify students who need additional academic support, while teachers in grades 3-8 intend to use data folders to do so.

Teachers in grades K-2 administer the DIBELS NEXT assessment to students, and provide BURST reading intervention to at-risk students. The intervention block is the primary means of remediation for struggling students. Students who are at or above grade-level in core subjects do not participate in the intervention block, and instead attend specialty classes such as art. There are not any academic offerings tailored to advanced students outside of the loose A/B tracking of students. This school year, leadership eliminated pre-Algebra for 8th graders because of overall ISTEP Math proficiency (22%).

Teachers, specifically teachers of laboratory classes, did not report feeling limited by space, equipment or materials. A handful of teachers reported using Promethium boards in their classrooms. All teachers interviewed indicated that materials and equipment were rarely an obstacle. Although available, some students reported that their teachers did not use technology consistently or ever. The ConnectEd system is available for teachers to use to communicate with parents, but teachers do not know how to go about using it. The ConnectEd system is primarily used for school-wide announcements about non-academic items, such as picture day and the dress code. Furthermore, the impact of budgetary decisions is not monitored.

1. Tell me a little bit about yourself.
2. What is the role of the teacher in the classroom?
3. Tell me about your student teaching.
4. What was your favorite course in college?
5. What techniques do you use to motivate students?
6. How do you know that what you are teaching is really being learned?
7. Where do you want to be five years from now? Ten years?
8. State a behavioral objective you taught in your last class.
9. What is the most exciting thing happening in music education today?
10. What have you found to be the toughest aspect of discipline?
11. Describe an ideal curriculum in music.
12. How do you introduce career education in music classes?
13. How do you individualize learning in your classes?
14. What are the current curriculum trends in music?
15. What is the ratio of time spent talking to students about music versus time spent having them make music?
16. Describe independent study projects your students have completed.
17. What's your favorite musical concept to teach?
18. What rules do you establish in your classroom?
35. How would you mainstream special education students in your ensembles?
36. Define a superior music teacher.
37. What are your hobbies and recreational interests?
38. How much practice time do you expect from students?
39. What should schools do for students?
40. What makes your class different from other subjects?
41. How would your peers describe you?
42. How do you develop aesthetic responses in students?
43. Which five words would you use to describe yourself?
44. How would you deal with a student who was a habitual behavior problem?
45. What would you do if a student missed a performance?
46. How do you feel about using detention for managing student behavior?
47. Which units would you include in sixth-grade general music?
48. How will you manage and protect the school's equipment?
49. What are important components of a band method book? What are the important components of a general music textbook?
50. What kind of field trips would you be interested in organizing?
51. A student tells you that he or she has experimented with drugs. What would you do?
52. Are you well-organized?
53. How do you feel about corporal punishment?
54. How many performances do you expect
73. What is your philosophy concern fund-raising?
74. How will you control behavior in large ensembles?
75. Would you ever punish an entire class? When?
76. How would you respond to a parent complaint about your attendance policy?
77. If you could change one aspect of personality to help you get along better with people, what would you change?
78. Describe the perfect music student.
79. Why do you want to teach this age group?
80. How will you decide who plays what instruments?
81. How will you make sure that students are challenged in your music class?
82. What would you do if you caught a student cheating?
83. How much input should students contribute to a music program?
84. How can you tell if you've had a good rehearsal or class?
85. When you listen to a student who is not doing well, how do you feel?
86. Should students be allowed to evaluate their teachers?
87. When did you first decide to become a music teacher?
88. How much should a teacher know about the personal lives of his or her students?
89. Do you think that students are capable of self-discipline?
90. How much travel would you be doing with your groups?
91. What do you do when you're bored?
92. Do you think it's possible for a teacher to be a musician?

19. What is most important—content, outcome, or process?
20. How do you handle the different ability levels in your classes?
21. What made you decide to become a teacher?
22. What are your plans concerning professional development?
23. What is the toughest aspect of teaching today?
24. Describe your most positive teaching experience. Describe your most negative.
25. How should music teachers contribute to the development of the total school program?
26. What extracurricular activities could you assist with if you are hired for this position?
27. Could a student of low academic ability receive a high grade in your class?
28. What kinds of music would you program on concerts?
29. How do you intend to grade music students?
30. What is your philosophy of music education? What is your philosophy of education in general?
31. Why is music an important subject in the curriculum?
32. How do you feel about tracking students versus mainstreaming them?
33. What are your weaknesses? What are your strengths?
34. How do you encourage students who are musically gifted?
- from your students each year?
55. What do students gain from studying music?
56. How many years should a student participate in ensembles?
57. Will you be using any religious music?
58. What would you like to change about music teaching in the U.S.?
59. What do you like most about being a music teacher?
60. How important is it that students like you?
61. How do you cope with stress?
62. How do you involve parents in the music program?
63. Describe your last teaching day.
64. Name the titles of the last three books you read.
65. Who is your favorite composer for band? Orchestra?
66. How do you feel about music competitions and festivals? Show choirs? Strolling strings?
67. How many days of school did you miss last year?
68. Why should we hire you?
69. What question have I not asked you that you were hoping I would?
70. What are three words that describe your teaching style?
71. Who is responsible for discipline in schools?
72. What would you do if a student could not afford to buy a uniform? An instrument?
- get too close to his or her students?
93. Describe a “failing” student in your class?
94. What do you consider justifiable reasons for being late to work?
95. How much time outside the school should a music teacher be willing to spend?
96. If you weren’t able to teach music would you do for a living?
97. If you had a forty-minute class period how would you divide that time in a rehearsal setting?
98. Can you play all the instruments in your band? In the orchestra? How well?
99. How will you incorporate technology in your classroom?
100. How would you handle racial tensions in your classroom?
101. Why do you want to work for us?
102. What strategies would you use to deal with a student with a bad attitude toward music class?
103. What do you consider an adequate budget for your program?
104. What would a student have to do to be “kicked out” of your class or ensemble?
105. How do you feel about students who don’t want to be involved in both music and academics? How would you handle scheduling conflicts?
106. Why did you choose to attend your college or university?
107. How often will your marching band rehearse?
108. Can you coach any sports?
109. How do you usually cope with stress?

burnout?

110. If you could write a book, what would the title of the book be? Describe the

Part 4: Recommendations

Based upon a thorough review of documents, survey results, observations, and focus groups/interviews, SRA team members have developed a set of recommendations and respective next steps for implementation to assist Lincoln Community School and Evansville Vanderburgh School Corporation with planning for school transformation. There are actionable steps listed after each recommendation, along with a suggested timeline.

Readiness to Learn

Safety, Discipline & Engagement; Action against Adversity; Close Student-Adult Relationships

	Oct	Nov	Dec	Jan	Feb
Since effective classroom management and school discipline are essential for supporting teaching and learning, Lincoln Community School should implement a robust research-based behavior approach. All students should receive social skill instruction, reinforcement of pro-social behavior, behavior contracts, and active supervision. One example of such a system is Positive Behavioral Intervention and Supports (PBIS).					
Secure a timeline from central office for PBIS training and support.		XX			
Identify specific measurable goals related to school-wide behavior such as a certain percent decrease in the number of office referrals or a decrease in the number of students losing Citizenship.		XX			
Discuss the key elements of the PBIS system with Academic Team that should include and align sub-systems at the school, classroom, and individual levels.		XX			
Discuss key implementation elements of the PBIS system with Academic Team.		XX			
Formulate an implementation timeline for the new system including staff training, resetting of behavior expectations for students, student training, and creation of a positive reward system.		XX			
Determine a monitoring strategy for PBIS implementation (school-wide and classroom levels)			XX		

	Oct	Nov	Dec	Jan	Feb
Classroom management, particularly pertaining to office referrals, should be consistent in every classroom at Lincoln Community School. There should be a defined ladder of consequences for teachers to use prior to sending a student to the front office. Office referral data should be regularly monitored to establish trends and so that data-based decisions can be made in developing school initiatives.					
Define a ladder of consequences for teachers to use prior to sending a student to the office.		XX			
Communicate and model how consequences should be administered in the classroom.		XX			
Create an informal observation process where teachers who repeatedly send office referrals are observed to give immediate and timely feedback about how consequences are administered and how behaviors can be avoided.		XX			
Create a recurring task for support personnel to compile and analyze office referral data for arising trends and patterns.			XX		
Identify students who are repeatedly referred to the office. Ensure that each of these students are addressed by the SST.			XX		
Develop an alternate plan to address the 15-20 students who are repeatedly referred to the office. Alternate plans may include the assignment of the student to a teacher mentor, switching tracks, and/or possibly			XX		

classroom re-assignment.

	Oct	Nov	Dec	Jan	Feb
The expectations of teachers during transition times should be clarified and reinforced, so that every teacher understands his or her role and its importance.					
Model how teachers should monitor the hallways and explicitly state the kinds of behaviors that warrant adult interaction.	XX				
Align PBIS expectations to transition expectations to design specific rewards and incentives for teachers and students during these transitions.	XX				
Require that all teaching staff have an opening activity ("do now") as part of their instructional plan to ensure immediate student engagement and keep teachers in the hallways to monitor.		XX			
Develop an informal leadership observation plan to monitor hallways during key transition times and locations (such as the school cafeteria, final block, etc.).		XX			
Move assistant principal's office to the second floor of the school (proximity to the middle school students and teachers).	XX				

Readiness to Teach

Shared Responsibility for Achievement; Personalization of Instruction; Professional Teaching Culture

	Oct	Nov	Dec	Jan	Feb
Lincoln Community School's teams/committees should be redefined and revamped, including the Academic Team, EIT, and the site council.					
Consider the creation of a "partner engagement team" to better coordinate the work that is being done by the parent coordinator, community engagement coordinator, social worker, and counselor by maximizing the current Site Council structure.		XX			
Revisit the roles and responsibilities of each team and committee. Eliminate teams that are duplicate in roles and responsibilities.		XX			
Explain the revised roles, responsibilities, and expectations for the new teams with the entire school. Solicit additional volunteers for all teams with the re-defined expectations.			XX		
Set up processes for major school decisions to be approved by both the Site Council and the Academic Team to ensure maximum political cover.		XX			

	Oct	Nov	Dec	Jan	Feb
Leadership should develop a school vision and 3-4 specific goals. The Site Council and Leadership/Academic team can assist leadership with the development of these goals. Such goals should include a plan of action, implementation timeline, and accountability measures. In addition, a performance monitoring strategy should be established and used to track progress towards goals.					
Create measurable, quantifiable goals (SMART goals) for the Academic Team's consideration that align to the student achievement needs of the school.	XX				
Secure buy-in from the Site Council and Academic Team for the newly established goals.	XX				
Share school-wide goals with all teacher teams.	XX				
Allocate a portion of PLC time for teachers to create measurable, classroom goals aligned to the redefined school-wide goals.		XX			
Develop a performance monitoring strategy to ensure progressive attainment of school-wide goals.		XX			
Develop classroom performance monitoring strategies (or maximize existing data folder system) and expectations.	XX				
Monitor the staff's use of and alignment to school-wide and classroom goals by ensuring that all lesson plans directly align to these goals		XX	XX	XX	XX
Secure student buy-in into the new school-wide goals by considering sponsoring an assembly where school-wide behavior and academic goals are shared and incentives are revealed			XX	XX	
Revisit school-wide goals at every faculty meeting and in all conversations with staff to build a high expectation and goals-based culture		XX	XX	XX	XX

	Oct	Nov	Dec	Jan	Feb
Leadership should devise a communications strategy for relaying goals to staff, students, parents and community members.					
Propose possible strategies to the Site Council for consideration		XX			
Brainstorm strategies to connect all family and community engagement strategies to school-wide goals		XX			
Align all family and community activities to the redefined school-wide goals			XX		

	Oct	Nov	Dec	Jan	Feb
Expectations for lesson planning and interventions need to be re-addressed for intercessions to impact student achievement during this time.					
Secure buy-in from the Site Council and Academic Team about how to maximize student time during intercession.	XX				
Reconsider expectations for learning during intercession.	XX				
Develop a specific process to monitor learning during this time.	XX				
Develop a specific schedule during this time to incorporate small group instruction, social activities, and other interventions.	XX				
Develop a specific lesson planning format for use during intercession that may include the use of field trips directly aligned to instructional goals and outcomes.	XX				

	Oct	Nov	Dec	Jan	Feb
Reconsider the expectations for both middle school and elementary intervention block in order to envelope specific parameters and goals for this block of time.					
Develop a specific expectation for how intervention block should be used in order to ensure consistency.		XX			
Develop a small group instruction lesson planning template		XX			
Consider re-aligning some programs (such as the Grandma's program) to these times when one-on-one support is necessary.			XX		
Require the tracking of interventions for identified study as part of the overall classroom performance monitoring strategy (such as including it in data folders).			XX		

Readiness to Act

Resource Authority; Resource Ingenuity; Agility in the Face of Turbulence

	Oct	Nov	Dec	Jan	Feb
Leadership should create a schedule for classroom visits. This may involve reallocating leadership responsibilities to ensure sufficient time for observations.					
Create an observation schedule of the lowest performing teachers to ensure 2 classrooms observations take place before the December 1 st deadline.	XX				
Schedule an observation norming session with Mass Insight Education staff to ensure expectations are normed against best practices.	XX				
Create a schedule for informal observations to maintain presence in all classrooms.	XX				
Provide feedback and create actionable steps for each teacher observed.	XX	XX	XX	XX	XX

Carrie Ann Hillyard - Vita

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Twitter: Educate4future

Education:

- Indiana State University, 1/2011-Present (Terre Haute, Indiana)
PhD Candidate in *Transformational Urban Leadership Program*
Director of Curriculum and Instruction licensure program (Completed 12/2011)
- Indiana University, 8/2002- 7/2004 (Bloomington, Indiana)
PhD student in *Curriculum Studies* program
- Indiana University, 8/2002- 5/2004 (Bloomington, Indiana)
Educational Leadership Licensure Program Completed
- Indiana University, 8/2002-5/2004 (Bloomington, Indiana)
M.S., *Elementary Education, Curriculum and Instruction*
- University of Southern Indiana, 8/1995-5/1999 (Evansville, Indiana)
B.A., *Elementary Education* - Minor: *Reading Instruction*

Professional Experience:

Evansville Vanderburgh School Corporation— Office of Transformational Support (Director of School Transformation) 10/12-Present

- Design and implement a "Transformation Zone" (TZ) for a cluster of five priority schools.
- Establish new division of EVSC (Office of Transformational Support) and manage differentiated/intensified transformational improvement efforts for TZ schools.
- Coordinate with various departments (e.g., Human Resources, Finance, Family and Community Engagement) to ensure that Transformation Zone schools are prioritized and receive the services and supports that they need to succeed.

Evansville Vanderburgh School Corporation— Office of Academic Affairs (Director of Title Support [Prev. Asst. Director]) 7/10-10/12

- Directly supported Title I schools, school transformation, supplemental educational services (SES tutoring), and federal grant writing and implementation.
- Created data-driven processes to maximize learning, school improvement, and district improvement (Acuity, DIBELS/ERC, MeClass Math, etc.)
- Served as direct liaison between Indiana Department of Education Office of School Turnaround and Evansville Vanderburgh School Corporation; Collaborated with the state department on matters of Title I, school accountability, and school improvement.

Evansville Vanderburgh School Corporation (Principal) 7/08-5/10

- Simultaneously lead two chronically low-performing Title I schools while maintaining an instructional focus
- Managed two schools through the school closure process while facilitating the development of a shared vision among the two separate staffs to design a new K-8 full-service community school focused on service learning, leadership development, world language/global citizenship, and technology.
- Worked to align neighborhood revitalization initiative to school-community driven needs in collaboration with the neighborhood association, Habitat for Humanity, and many other families and community partnerships with the school as the centerpiece of the community; served on Glenwood Community Development Corporation advisory board and chaired the education committee for the neighborhood initiative

Evansville Vanderburgh School Corporation (Curriculum Facilitator) 8/04-7/08

- Provided embedded professional development, modeling, and coaching to teachers in all subject areas (language arts, math, health, science, social studies, technology, art, music, physical education).
- Facilitated and implemented a shared vision and school improvement plan with all staff members through weekly team meetings through data-driven instructional practices.
- Engaged in multiple leadership roles within building and district.

**Indiana University, Department of Curriculum and Instruction
(Associate Instructor and Student Teaching Supervisor) 1/04-8/04**

- Designed and taught ES94, Masters Seminar in Elementary Education course for students in the Elementary Transition to Teaching program.
- MS90 Student Teaching Supervisor for 10 student teachers at the elementary and middle school levels
- Facilitated instruction on various subjects to pre-service teachers as: classroom management, looking at student work/tuning protocols, preparing for the first year of teaching, reflective teaching, multiple intelligences/learning styles, teacher leadership, how the brain learns, and data-driven instructional decision making.
- Served as liaison between the university and public schools

**Indiana University, Center for Research on Learning and Technology
(Professional Development Consultant) 6/02-8/04**

- Co-wrote \$400,000 Eisenhower Higher Education Grant
- Consultant/project support for middle and high school teachers and administrators through grant projects: *Enhancing Teaching and Learning through Inquiry (and Technology)*
- Developed and facilitated workshops and coaching sessions for participating educators along with providing embedded professional development support

**Indiana University, Center for Research on Learning and Technology
(Professional Development Consultant) 6/02-8/04**

- Focused on *inquiry-based learning* and professional development, *backward design process* in planning curricular units (*Understanding by Design*), *integrating technology* as a tool for learning, and *renewing/expanding content knowledge*
- Co-wrote and received *Improving Teacher Quality (ITQ) Federal Grant*

**Culver Elementary School (Evansville, Indiana)
(Classroom Teacher) 8/99-5/02**

- 3rd & 5th grade classroom teacher in an urban school
- Keen focus on *student engagement* and *student achievement* at a school with limited resources
- Created a *brain-friendly visual curriculum* that motivated and inspired students to learn while eagerly learning alongside the students
- *Supervising teacher* to pre-service teachers and *teacher mentor* to new colleagues
- Selected as a *model teacher* for district after first year of teaching while creating and facilitating professional development opportunities for teachers corporation-wide and with *online community*

Experience Highlights:

Leadership:

- Education Chair for Glenwood Community Development Initiative
- Advisory Board Representative for Glenwood Community Development Corporation
- *Partners for Excellence* Participant, University of Southern Indiana (USI)
- *Partners for Excellence* Steering Committee Member, USI
- Curriculum Facilitator/Achievement Coach
- Completed Leadership Evansville training with intense focus on strengths-based leadership as well as servant-leadership and collaborative practices.
- USI Kappa Delta Pi Foundation Representative

Special Skills and Interests:

Education policy, school transformation, equity in education, relationships, teacher leadership, creative approaches to teaching and learning, social networks, community engagement, servant leadership, collaboration, integrating and designing curriculum, culturally-relevant instruction, data-driven practices, grant writing, qualitative and quantitative research methodologies, teacher efficacy, school reform, strategic planning, technology integration, 21st Century adaptive skills.

SHANNON R. STRIETER

3733 Kennesaw Drive • Evansville, Indiana 47725 • (812) 483-6611 • sstrieter@gmail.com

Education

OAKLAND CITY UNIVERSITY

Oakland City, IN

Master of Arts in Teaching; June 2001; Summa Cum Laude Distinction

UNIVERSITY OF SOUTHERN INDIANA

Evansville, IN

Bachelor of Arts in English; May 1997; Cum Laude Distinction

Licenses

ADMINISTRATION Building Administrator, Grades K-12 (Indiana)
TEACHING English, Grades 5-12 (Indiana)

Experience

Evansville Vanderburgh School Corporation Office of Transformational Support

Evansville, IN

Senior Transformation Strategist – Instruction & Data Management

January 2013 – present

- Create, plan, and execute training around *Teach Like a Champion* for 200+ teachers.
- Coach school leadership teams in strategic planning.
- Evaluate teachers as needed.
- Monitor school progress.
- Support School Improvement Grant writing process.
- Coordinate district supports for Transformation Zone schools.
- Co-lead committee for new district teacher evaluation tool.

MCGARY MIDDLE SCHOOL

Evansville, IN

Professional Development Specialist

June 2010 – January 2013

- Performed duties of TAP Master Teacher in addition to PDS responsibilities
- Lead and developed variety of professional development.
- Supported teachers with job-embedded professional development.
- Lead teams through DataWise process.
- Lead team through PBIS refinement.
- Supported district initiatives.
- Conducted TAP teacher evaluations.
- Maintained TAP certification.
- Participated in EVSC Learning Leadership Cadre.
- Scheduled school-wide events.

MCGARY MIDDLE SCHOOL

Evansville, IN

Summer School Administrator

Summer 2010, 2011, 2012

- Lead summer school.
- Supervised all aspects of day-to-day operations.
- Reviewed all lessons prior to beginning of summer school for rigor, relevance, and engagement.
- Supervised implementation of engagement strategies.

MCGARY MIDDLE SCHOOL

Evansville, IN

Principal Designee

August 2009 – May 2010

- Supported administrative team by leading building as needed.
- Substituted for principal & assistant principal as needed.
- Handled student discipline referrals, including parent contact, conferences, and documentation.

Experience continued

MCGARY MIDDLE SCHOOL

Evansville, IN

Title I Achievement Coach

August 2009 – May 2010

- Led team through Positive Behavior Supports training, planning, implementation, and review phases.
- Led staff through professional development, including engagement strategies and reading comprehension strategies.
- Modeled strategies in classrooms.
- Co-taught in classrooms with the classroom teacher.
- Developed relationships among staff members to build trust.
- Facilitated team activities for Data Wise training and plan development.
- Assisted with creation of School Improvement Plan.
- Monitored school-wide student engagement through Six Sigma training and Green Belt certification in cooperation with community partners from SABIC.
- Trained with distinguished principal and other leaders from the IDOE.
- Helped to secure community partners.
- Scheduled all teacher schedules for end-of-the-year events.
- Graduated EQUITY Academy.

MCGARY MIDDLE SCHOOL

Evansville, IN

Summer Experience Principal Intern

May – June 2009

- Assisted the principal as needed.
- Supervised implementation of engagement strategies.
- Handled student discipline referrals, including parent contact, conferences, and documentation.
- Scheduled coverage for teacher absences.
- Assisted with professional development for summer experience planning.

PLAZA PARK MIDDLE SCHOOL

Evansville, IN

Principal Designee

August 2000 – May 2009

- Acted as assistant principal for four continuous weeks in 2001-2002 and 2007-2008.
- Substituted for principal & assistant principal as needed.
- Handled student discipline referrals, including parent contact, conferences, and documentation.
- Scheduled coverage for teacher absences.

PLAZA PARK MIDDLE SCHOOL

Evansville, IN

Teacher/Team Leader

August 1997 – May 2009

- Taught Language Arts, Literature, and Piano.
- Served on Public Law 221 committee and co-authored initial plan.
- Coached dance team and coached volleyball team for ten years.
- Trained in Applied Control Theory (ACT/PCT).
- Supervised five, full-time student teachers.
- Earned outstanding teacher evaluations.
- Served as eighth-grade teacher team leader for two years, including inaugural year.
- Served on Faculty Cabinet as Chairperson and Secretary.
- Attended SMART goals workshop conducted by Learning Points to develop PL 221 goals, strategies, and actions.
- Led faculty meetings.
- Mapped curriculum for English department.
- Scheduled all teacher schedules for end-of-the-year events.
- Taught Summer Experience various summers.

Ami Magunia

627 S. Dean Street | Baltimore, Maryland | 443.831.3031 | amimagunia@gmail.com

ENGAGEMENT MANAGER

Mass Insight Education, May 2012

Project Management | Client Management | Education and District Leadership

Organized, data-driven project manager and detailed orientated professional. Highly motivated leader, problem solver, and communicator who builds teams and possesses the initiative to meet demands within a fast-paced organization. Exceptional client management experience as a consultant to urban school districts to improve teacher efficacy.

EDUCATION

Masters in Art of Teaching (3.96 GPA)

Johns Hopkins University, Baltimore, MD

Bachelors of Science in Business Administration (3.63 GPA)

University of Pittsburgh, Pittsburgh, PA

RELEVANT WORK EXPERIENCE

The New Teacher Project, Brooklyn, NY

12/2011 – 5/2012

Contractor (Talent Management, Selection, Training)

- Evaluating teacher performance using the TNTP developed framework for new teacher effectiveness
- Analyzing current observational data and evaluation data to develop and write meaningful Performance Development Plans for probationary teacher performance
- Screening applicants for districts and TNTP sites using the TNTP competency-based phone screen model
- Providing training and development support for TNTP Academy facilitators
- Develop work plans for individual pre-service training institutes in Indianapolis
- Developing and conducting trainings for principals, assistant principals, and other school leaders to improve use of evaluation tools and systems
- Tracking and providing logistical support to ensure that school leaders follow observation and evaluation processes

Office of the State Superintendent of Education, Washington, DC

9/2011 – 12/2011

Contractor (Performance Management, Selection)

- Designed and conducted an evaluation of the effectiveness of performance management systems and practices within the Elementary and Secondary Education (ELSEC) division
- Recommended improvements to existing performance management systems and practices
- Evaluated current selection processes in order to make recommendations to align current processes to a competency-driven model
- Developed competency-based selection tools and materials for use across the ELSEC division

Baltimore City Public Schools (City Schools), Baltimore, MD

12/2010 – 6/2011

Manager of School-Based Staffing and Recruitment

- Managed 7 staff personnel and 3 seasonal and part-time staff
- Designed and implemented recruitment strategies that attract high-quality applicants from diverse backgrounds to apply to the school district
- Enhanced the current online applicant system to align each recruitment activity to employee effectiveness and other recruitment targets
- Developed systems to track and monitor the movement of all staff related to job fairs, transfer activity, and other hiring/staffing events

- * Designed and implemented a strategic staffing plan that aimed to increase the retention, satisfaction, and effectiveness of employees

Key Accomplishments

- ✓ Doubled the number of applicants for teacher-level positions by implementing new recruitment strategies
- ✓ Developed a rigorous, competency-based selection process for all teacher-level staff (in conjunction with the Fund for Educational Excellence)

Baltimore City Public Schools (City Schools), Baltimore, MD

3/2010 – 12/2010

Special Assistant to the Chief Human Capital Officer

- * Acted as executive departmental liaison for coordinating on-going operations, special initiatives, and communications with staff
- * Managed several strategic human capital projects including but not limited to: developing a competency driven assessment process for principal selection, developing a teacher selection process, implementation of the ground-breaking teacher contract
- * Advised the Chief Human Capital Officer on on-going issues and projects to make strategic decisions regarding human capital policies and procedures
- * Coordinated the project work of all departments within the Office of Human Capital to ensure timelines and deadlines were met
- * Performed research, writing, and liaison work on board critical matter, providing strategic on-going support
- * Coordinated with constituents and respective departments within the school district to address and permanently solve unexpected issues

Key Accomplishments

- ✓ Created and implemented the operational implementation of a competency-driven assessment process for school leadership
- ✓ Implemented key recruitment and selection strategies to ensure 31 school leadership vacancies (principal and assistant principalships) were addressed
- ✓ Developed internal processes to implement ground-breaking teacher contract that aligned performance with compensation
- ✓ Designed, in conjunction with the Chief Human Capital Officer, the re-organization of the human capital department to bring support closer to schools through CEO's vision of the School Support Network Team

The New Teacher Project, Baltimore, MD

3/2007 – 3/2010

Site Manager

- * Managed 3 full-time staff personnel and over 75 seasonal and part-time staff
- * Designed and implemented recruitment and selection processes that attract high-quality alternate-route teachers from diverse backgrounds to apply to teach in Baltimore City Public Schools that yield over 3,000 applicants per year
- * Designed and implemented effective strategies to match 200-225 individuals with schools in the district where they will fill high-need vacancies and receive on-site support
- * Managed a high quality twice yearly pre-service training institute by which 200-225 program participants were trained each year
- * Built and sustained effective consulting relationships with district leaders, school administrators, and other key stakeholders within the community
- * Created management tools to monitor project progress and report effectiveness

Key Accomplishments

- ✓ Exceeded project consulting goals related to quantity, program quality, participant satisfaction, and client satisfaction yearly
- ✓ Created, executed, and managed a 7 day new teacher orientation for all new teacher hires in 2010 due to superior results in training and strong client management relationships

The New Teacher Project, Baltimore, MD

6/2006 – 3/2007

Training and Resource Manager

- Led hiring, training, and managing of 12 DCTR training staff personnel each summer
- Implemented TNTP's curricular framework and materials based on district initiatives, culture, and organization
- Developed and implemented an operations and communications plan for all training institutes
- Recruited, hired, and trained over 100+ Cooperating Teachers to work with new teachers during summer school
- Ensured 180 new teachers met the objectives of the Training Institute curriculum
- Developed and maintained relationships with District staff
- Assessed training faculty performance in order to continually improve Training Institute quality by developing and implementing various performance evaluation tools
- Managed and executed an innovative support program for 400 teachers to ensure all teachers fulfilled the program's mission of increasing student achievement

Baltimore City Public Schools, Baltimore, MD

8/2002 – 6/2006

Elementary School Teacher (Cross Country Elementary)

- Participated as a member of Teach for America, national corps of outstanding recent college graduates who commit two years to teach in public schools in low-income communities across the USA
- Instructed and managed a classroom of 25+ students each year whose yearly progress exceeded grade level expectations by 50-75%
- Participated on various school committees to improve the school's performance metrics in attendance, climate, and achievement to align with standards set by the *No Child Left Behind Act*

Christopher Ndeki Maher
106 West Street Newton, MA 02458
410.382.2857 christophernmaher@gmail.com

Education and Certification:

JOHNS HOPKINS UNIVERSITY

Baltimore, MD

- Graduate Certificate in School Administration and Supervision

NEW YORK UNIVERSITY

New York, NY

- Master of Public Administration Degree

COLLEGE OF WOOSTER

Wooster, OH

- Bachelor of Arts Degree - Political Science, Spanish

MARYLAND STATE DEPARTMENT OF EDUCATION

- Advanced Professional Certificate - Administrator I & Administrator II

Professional Experience:

VICE PRESIDENT, FIELD ENGAGEMENTS

Boston, MA

Mass Insight Education School Turnaround Group, 2012-present

- Manage multi-year partnerships with public school systems focused on turning around low-performing schools and improving district outcomes
- Develop design features and monitoring process for successful interventions
- Lead the creation of analytic tools to diagnose district effectiveness and school performance
- Cultivate relationships with superintendents, district leadership, and philanthropic organizations to support engagements
- Develop and execute internal processes for recruitment and retention of high-performing team members

DEPUTY CHIEF ACADEMIC OFFICER

Baltimore, MD

Friendship Public Charter Schools, 2009-2011

- Oversaw all instructional and operational activities at four Baltimore public STEM schools serving over 2,400 students: two preK-8 turnaround school and two 6-12 Transformation schools
- Developed core components of the Friendship model, including: common instructional strategies, classroom walkthrough tools, and school evaluation rubrics
- Developed the overarching model and timeline for turnaround operations
- Responsible for over \$10 million per year in federal, state, local, and private funds
- Supervised, evaluated and supported school principals and leadership teams
- Managed multi-million dollar facilities renovations at four campuses

COORDINATOR OF CHARTER SCHOOLS

Baltimore, MD

Baltimore City Schools, 2008-09

- Managed and supported 20 secondary public schools, including charter, transformation, innovation and contract schools
- Served as a liaison between the schools and central office

- Oversaw and monitored charter school operations and compliance with agreements and contracts
- Participated in formal documentation procedures, monitoring, and assessments of charter school programs

DIRECTOR

Baltimore, MD

Supporting Public Schools of Choice, 2006-2008

- Founded and designed organization to provide technical assistance and support to Baltimore public charter schools and Innovation High Schools
- Expanded the Coalition of Baltimore Charter Schools to include all operating charter schools
- Researched best practices and conducted site visits to charter and innovative school support organizations in numerous states
- Advocated for equitable per pupil funding for public charter schools

FOUNDING PRINCIPAL

Baltimore, MD

Academy for College and Career Exploration, 2004-2006

- Opened new, public high school in Baltimore City in partnership with Mayor's Office of Employment Development and Johns Hopkins University
- Cultivated culture and school climate that resulted in above-average staff and student attendance and retention
- Led a school that exceeded AYP and outperformed most of its peers
- Developed and managed school budget in partnership with city agency and private university partners

EDUCATION DIRECTOR

Baltimore, MD

Advocates for Children and Youth, 2001-2004

- Led statewide advocacy coalition to pass landmark education funding legislation
- Recruited numerous partner organizations, including unions and school boards
- Successfully advocated for specific reforms such as results-based budgeting, community involvement and student promotion policies
- Conducted and published research concerning inequities within teacher salary allocation, middle school reform and program evaluation

DIRECTOR

New York, NY

The After-School Corporation AmeriCorps Program, 2000-01

- Implemented start-up of \$1.4 million federal community service program focusing on enriching after-school programs in public schools
- Managed programs of over 150 part-time staff members at 24 sites
- Recruited participating programs in short time frame, and set up partnerships between nonprofit organizations and public schools
- Evaluated programs through site visits, communication with supervisors

TEACHER

Bronx, NY

All Hallows Institute, 1997-98

- Political Science and Spanish

Green Oaks Family Academy, 1996-97

E. Palo Alto, CA

- English and Spanish as a Second Language
- Named Extraordinary Teacher for a Distinguished Year of Service

Ronnetha A. Darrett

1917 S. Elliott Street, Evansville, IN. 47713 | 812-499-1323 | tchrandmomto2@gmail.com

K-8 School Principal

Evansville Vanderburgh School Corporation

Dedicated to students' academic and social excellence

Student Achievement ♦ Parent & Community Involvement ♦ Extracurricular Involvement ♦ Instructional Programming ♦ Administration ♦ Leadership/Development ♦ School Culture ♦ Instructional Leadership ♦ Relationship Building-Students/Staff ♦ Change Agent ♦ Team Collaboration ♦ Continuous Learning ♦ Student-Centered Instruction

Education

M.S. EDUCATIONAL ADMINISTRATION | DECEMBER 2011 | UNIVERSITY OF SOUTHERN INDIANA

B.A. ELEMENTARY EDUCATION | 2004 | UNIVERSITY OF EVANSVILLE

- Major: Elementary Education
- Minor: Special Education

Professional Experience

Evansville Vanderburgh School Corporation | July 2012-Present | Evansville, IN

Principal-Lincoln School

Plan, control, and direct the overall activities for a K-8 school with 350 students and 45 faculty members. Scope of position includes, but not limited to: staff recruitment, development, and evaluation; fiscal management; record and administration organization and maintenance; student discipline; case conference coordinator; program initiatives; team-building, shared decision making; school values; transformation and creation of a safe, respectful and professional environment

Evansville Vanderburgh School Corporation | August 2010-June 2012 | Evansville, IN

Assistant Principal-Lodge Community School

Assist principal in overseeing the activities for a K-8 school with 476 students and 52 faculty members. Scope of position includes, but not limited to: staff recruitment, development, and evaluation; record and administration organization and maintenance; student discipline; case conference coordinator; program initiatives; team-building, shared decision making; school values; maintaining a safe, respectful and professional environment

Teaching Experience

Evansville Vanderburgh School Corporation, Evansville, IN

Fourth Grade-Fairlawn Elementary

Evansville Vanderburgh School Corporation, Evansville, IN

Fifth Grade-Fairlawn Elementary

Professional Development

SPECIAL NEEDS EDUCATION

LITERATURE DEVELOPMENT

DISCIPLINE MANAGEMENT

CLASSROOM MANAGEMENT

LEADERSHIP SKILLS

DIFFERENTIATED INSTRUCTION

HIGH ABILITY EDUCATION

COMMUNITY SCHOOLS

LEADERSHIP MANAGEMENT

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 through an amendment.

Corporation Name: Evansville Vanderburgh School Corporation
 Corporation Number: 7995
 School Name: Lincoln School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
	1.00	Y		Salary for Building level Administrator to support teacher quality (Upper School Assistant Principal)	\$ 75,000.00	\$ 75,000.00
	1.00	Y		Instructional Interventionist	\$ 35,000.00	\$ 35,000.00
	1.00	Y		Professional Development Specialist	\$ 69,000.00	\$ 69,000.00
	1.00	Y		Art Teacher	\$ 35,000.00	\$ 35,000.00
	1.00		Y	Family Engagement Coordinator	\$ 30,153.90	\$ 30,153.90
	1.00		Y	Salary for Behavior Interventionist	\$ 35,153.90	\$ 35,153.90
	0.25	Y		Grant Management	\$ 15,000.00	\$ 15,000.00
	0.50	Y		School Transformation Personnel	\$ 37,500.00	\$ 37,500.00
	0.35	Y		Director of Transformation Support	\$ 27,000.00	\$ 27,000.00
	1.00	Y		Professional Development Substitute	\$ 35,000.00	\$ 35,000.00
	0.25		Y	Grant - Data Specialist	\$ 12,000.00	\$ 12,000.00
	1.00		Y	Behavior Therapist	\$ 54,359.00	\$ 54,359.00
	1.00	Y		E-Learning Coach	\$ 35,601.36	\$ 35,601.36
			Y	3 additional Staff days for collaboration (all certified staff)	\$ 15,000.00	\$ 15,000.00
			Y	3 additional Staff days for collaboration (Office coverage)	\$ 3,000.00	\$ 3,000.00
	0.20	Y		Data Coach	\$ 10,000.00	\$ 10,000.00
	1.00	Y		Counselor's Extended Calendar	\$ 1,000.00	\$ 1,000.00
	1.00		Y	Clinic Receptionist	\$ 17,000.00	\$ 17,000.00
	1.00		Y	Full - Time Clinic Nurse	\$ 30,000.00	\$ 30,000.00
				Transportation for all programs	\$ 17,000.00	\$ 17,000.00
			Y	Summer Extended Learning Programs	\$ 7,000.00	\$ 7,000.00
			Y	Summer Extended Learning Programs	\$ 15,000.00	\$ 15,000.00
			Y	Afterschool Programming Costs	\$ 10,000.00	\$ 10,000.00
			Y	Retention Bonuses (\$500 per teacher annually)	\$ 30,000.00	\$ 30,000.00
			Y	Afterschool Programming Costs	\$ 2,000.00	\$ 2,000.00
			Y	Professional Development Stipends	\$ 25,000.00	\$ 25,000.00
	13.55			TOTAL SALARIES		\$ 677,768.16
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
				TOTAL FIXED CHARGES / FRINGE BENEFITS		\$ 167,375.08
3. TRAVEL: (differentiate in-state and out-of-state)						
				In and out of state Professional Development related to school improvement strategies	\$ 30,000.00	\$ 30,000.00
				In and out-of-state Core Experiences Travel	\$ 20,000.00	\$ 20,000.00
				In and out-of-state Training for Family and Community Engagement	\$ 5,000.00	\$ 5,000.00
				In-state Follow-Up Training/Support/PD	\$ 3,000.00	\$ 3,000.00
				TOTAL TRAVEL		\$ 58,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
				External Provider (Per Selection Process) Support for Wrap-Around Services	\$ 52,000.00	\$ 52,000.00
				External Provider (Per Selection Process) Teacher and Leadership Development	\$ 150,000.00	\$ 150,000.00
				Mass Insight Education School Transformation Guidance	\$ 150,000.00	\$ 150,000.00
				De/II Consulting evaluation of model	\$ 62,600.00	\$ 62,600.00
				TOTAL CONTRACTED SERVICES		\$ 414,600.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies)						
				TOTAL SUPPLIES	\$ 123,000.00	\$ 123,000.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year."						
				TOTAL EQUIPMENT AND TECHNOLOGY	\$ 133,431.00	\$ 133,431.00
7. OTHER SERVICES: (Include a specific description of services.)						
				Indirect Costs (2.25%) Indirect Costs	\$ 32,312.83	\$ 32,312.83
				Why Try Behavior Modification Program	\$ 26,630.34	\$ 26,630.34
				Technology repair Technology Repair and Maintenance	\$ 3,000.00	\$ 3,000.00
				TOTAL OTHER SERVICES		\$ 61,943.17
				TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM)		\$ 1,677,329.10

Following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
60	Classroom Mini Grants/Recruit, Attract, Retain Tool	\$ 1,000.00	\$ 60,000.00
1	PD Materials	\$ 400.00	\$ 400.00
1	Extended Learning Time Materials	\$ 5,200.00	\$ 5,200.00
270	iPad Cases	\$ 14.81	\$ 3,999.00
1	PBIS Incentives (Student Behavior)	\$ 20,000.00	\$ 20,000.00
1	Differentiated Instruction Materials/Leveled books	\$ 20,000.00	\$ 20,000.00
1	RTI Materials (LLU Kits/Rev 0 for Upper School)	\$ 12,000.00	\$ 12,000.00
	TOTAL SUPPLIES COSTS		\$ 123,000.00

The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	MacBook	\$ 1,500.00	\$ 1,500.00
9	iPad Carts	\$ 2,599.00	\$ 23,391.00
270	iPads for students	\$ 402.00	\$ 108,540.00
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 133,431.00

School Improvement Grant (1005g)

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 Corporation
 Corporation Number: 7995
 School Name: Lincoln School

ACCOUNTING	FTE	Cert	Honert	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
	1.00	Y		Salary for Building level Administrator to support teacher quality (Upper School Assistant Principals)	\$ 75,000.00	\$ 75,000.00
	1.00	Y		Professional Development Specialist	\$ 69,000.00	\$ 69,000.00
	1.00		Y	Family Engagement Coordinator	\$ 30,153.90	\$ 30,153.90
	1.00	Y		Salary for Behavior Interventionist	\$ 35,153.90	\$ 35,153.90
	0.25	Y		Grants Management	\$ 15,000.00	\$ 15,000.00
	1.00	Y		Professional Development Substitute	\$ 35,000.00	\$ 35,000.00
	0.35	Y		Director of Transformation Support	\$ 27,000.00	\$ 27,000.00
	1.00		Y	Behavior Therapist	\$ 54,359.00	\$ 54,359.00
	1.00	Y		Mentor Teacher	\$ 40,000.00	\$ 40,000.00
	0.50	Y		School Transformation Personnel	\$ 37,500.00	\$ 37,500.00
	1.00	Y		E-Learning Coach	\$ 35,601.36	\$ 35,601.36
		Y		3 additional Staff days for collaboration (all certified Staff)	\$ 15,000.00	\$ 15,000.00
			Y	3 additional Staff days for collaboration (Office coverage)	\$ 3,000.00	\$ 3,000.00
	1.00	Y		Counselor's Extended Calendar	\$ 1,000.00	\$ 1,000.00
	1.00		Y	Full Time Clinic Receptionist	\$ 17,000.00	\$ 17,000.00
	1.00		Y	Full Time Clinic Nurse	\$ 30,000.00	\$ 30,000.00
			Y	Transportation for all programs	\$ 30,000.00	\$ 30,000.00
			Y	Summer Extended Learning Programs	\$ 7,000.00	\$ 7,000.00
	0.20	Y		Data Coach	\$ 10,000.00	\$ 10,000.00
			Y	Grant -Data Specialist	\$ 12,000.00	\$ 12,000.00
			Y	Teacher Peer Support Stipends	\$ 10,000.00	\$ 10,000.00
			Y	Summer Extended Learning Programs	\$ 15,000.00	\$ 15,000.00
			Y	After-school Programming Costs	\$ 10,000.00	\$ 10,000.00
			Y	After-school Programming Costs	\$ 3,000.00	\$ 3,000.00
		Y		Twilight School Extended Learning Opportunities	\$ 20,000.00	\$ 20,000.00
		Y		Retention Bonuses (\$500 per teacher annually)	\$ 15,000.00	\$ 15,000.00
			Y	Twilight School Extended Learning Opportunities	\$ 4,000.00	\$ 4,000.00
	12.30			TOTAL SALARIES		\$ 659,768.26
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project						
				TOTAL FIXED CHARGES /FRINGE BENEFITS		\$ 161,775.08
3. TRAVEL: (Differentiate in-state and out-of-state)						
	In and out of state			Professional Development related to school improvement strategies	\$ 30,000.00	\$ 30,000.00
	In and out-of-state			Core Experiences Travel	\$ 20,000.00	\$ 20,000.00
	In and out-of-state			Training for Family and Community Engagement	\$ 5,000.00	\$ 5,000.00
	In-state			Follow-Up Training/Support/PC	\$ 3,000.00	\$ 3,000.00
				TOTAL TRAVEL		\$ 58,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable)						
	Mazzini/ight Education			School Transformation	\$ 100,000.00	\$ 100,000.00
	External Provider (Per Selection Process)			Wrap Around Support	\$ 52,000.00	\$ 52,000.00
	External Provider (Per Selection Process)			Teacher and Leadership Development	\$ 129,262.00	\$ 129,262.00
	Diethl Consulting			evaluation of model	\$ 55,000.00	\$ 55,000.00
				TOTAL CONTRACTED SERVICES		\$ 336,262.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet (include the total amount to be used to purchase testing, programmatic and/or office supplies)						
				TOTAL SUPPLIES	\$ 96,600.00	\$ 96,600.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful life span of more than one year."						
				TOTAL EQUIPMENT AND TECHNOLOGY	\$ 59,976.00	\$ 59,976.00
7. OTHER SERVICES: (Include a specific description of services)						
	Why Try			Behavior Modification Program	\$ 26,639.34	\$ 26,639.34
	Technology repair			Technology Repair and Maintenance	\$ 5,000.00	\$ 5,000.00
	Indirect Costs (figured at 2.784-2013-14 rate)			Indirect Costs	\$ 23,801.59	\$ 23,801.59
				TOTAL OTHER SERVICES		\$ 55,440.93
				TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM)		\$ 1,428,361.91

ing list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
30	Classroom Mini Grants/Receipts, Attract, Retain Tool	\$ 1,000.00	\$ 30,000.00
1	Extended Learning Time Materials	\$ 5,200.00	\$ 5,200.00
2	Acctv Classroom Supplies/Promethean Accessories	\$ 1,500.00	\$ 3,000.00
120	Pad Covers	\$ 16.67	\$ 2,000.00
1	iPad Applications	\$ 1,000.00	\$ 1,000.00
1	PBIS Incentives (Student Behavior)	\$ 25,000.00	\$ 25,000.00
1	Differentiated Instructions Materials	\$ 20,000.00	\$ 20,000.00
1	RTI Materials (LLI Kits for Upper School)	\$ 10,000.00	\$ 10,000.00
	TOTAL SUPPLIES COSTS		\$ 96,600.00

he following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	Mac Book	\$ 1,500.00	\$ 1,500.00
4	Pad Cost	\$ 2,839.00	\$ 10,236.00
120	Pads for students	\$ 402.00	\$ 48,240.00
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 59,976.00

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 Corporation
 Corporation Number: 7995
 School Name: Lincoln School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LIFE ITEM TOTAL
1. PERSONNEL (Include positions and names)						
	1.00	Y		Salary for Building level Administrator to support teacher quality (Upper School Assistant Principal)	\$ 75,000.00	\$ 75,000.00
	1.00	Y		Professional Development Specialist	\$ 69,000.00	\$ 69,000.00
	1.00		Y	Family Engagement Coordinator	\$ 30,153.90	\$ 30,153.90
	1.00		Y	Salary for Behavior Interventionist	\$ 35,153.90	\$ 35,153.90
	1.00		Y	Behavior Therapist	\$ 54,359.00	\$ 54,359.00
		Y		Grants Management	\$ 15,000.00	\$ 15,000.00
	1.00	Y		Professional Development Substitute	\$ 35,000.00	\$ 35,000.00
	1.00	Y		Mentor Teacher	\$ 40,000.00	\$ 40,000.00
	0.35	Y		Director of Transformational Support	\$ 27,000.00	\$ 27,000.00
	0.50	Y		School Transformation Personnel	\$ 37,500.00	\$ 37,500.00
	1.00	Y		E-Learning Coach	\$ 35,601.36	\$ 35,601.36
		Y		3 additional Staff days for collaboration (all certified Staff)	\$ 15,000.00	\$ 15,000.00
			Y	3 additional Staff days for collaboration (Office coverage)	\$ 3,000.00	\$ 3,000.00
	1.00		Y	Full Time Clinic Receptionist	\$ 17,000.00	\$ 17,000.00
	1.00	Y		Counselor's Extended Calendar	\$ 1,000.00	\$ 1,000.00
	1.00		Y	Nurse (Community Health and Wellness)	\$ 30,000.00	\$ 30,000.00
			Y	Transportation for all programs	\$ 30,000.00	\$ 30,000.00
			Y	Summer Extended Learning Programs	\$ 7,000.00	\$ 7,000.00
	0.20	Y		Data Coach	\$ 10,000.00	\$ 10,000.00
	0.25		Y	Grant - Data Specialist	\$ 12,000.00	\$ 12,000.00
		Y		Summer Extended Learning Programs	\$ 15,000.00	\$ 15,000.00
			Y	Teacher Peer Support Stipends	\$ 10,000.00	\$ 10,000.00
		Y		Afterschool Programming Costs	\$ 10,000.00	\$ 10,000.00
			Y	Afterschool Programming Costs	\$ 3,000.00	\$ 3,000.00
		Y		Twilight School Extended Learning Opportunities	\$ 20,000.00	\$ 20,000.00
		Y		Performance/Retention Bonuses (\$500 per teacher annually)	\$ 15,000.00	\$ 15,000.00
			Y	Twilight School Extended Learning Opportunities	\$ 3,000.00	\$ 3,000.00
	12.30	TOTAL SALARIES			\$	654,768.16

2. **Benefits:** Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.

TOTAL FIXED CHARGES / FRINGE BENEFITS	\$	160,938.08
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3. **TRAVEL:** (differentiate in-state and out-of-state)

In and out of state	Professional Development related to school improvement strategies	\$ 30,000.00	\$30,000.00
In and out of state	Core Experiences Travel	\$ 30,000.00	\$30,000.00
In and out of state	Training for Family and Community Engagement	\$ 5,000.00	\$5,000.00
In-state	Follow-Up Training/Support/PE	\$ 3,000.00	\$3,000.00
	TOTAL TRAVEL		\$68,000.00

4. **CONTRACTED SERVICES:** (List the type of contracted services to be provided, including the vendor's name, if applicable.)

Mass Insight Education	School Transformation	\$ 50,000.00	\$ 50,000.00
External Provider (Per Selection Process)	Support for Wrap Around Services	\$ 52,000.00	\$ 52,000.00
External Provider (Per Selection Process)	Teacher and Leadership Development	\$ 100,000.00	\$ 100,000.00
Dehl Consulting	evaluation of model	\$ 55,000.00	\$ 55,000.00
	TOTAL CONTRACTED SERVICES		\$ 257,000.00

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.)

TOTAL SUPPLIES	\$	122,000.00
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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".

TOTAL EQUIPMENT AND TECHNOLOGY	\$	68,000.00
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7. **OTHER SERVICES:** (Include a specific description of services.)

Why Try?	Behavior Management	\$ 28,000.00	\$28,000.00
Indirect Costs (figured at 2.28%, 2013-2014 rate.)	Indirect Costs	\$ 27,715.07	\$27,715.07
Technology repair	Technology Repair and Maintenance	\$ 5,000.00	\$ 5,000.00
	TOTAL OTHER SERVICES		\$62,251.10

TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM) \$ **1,392,960.34**

Following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
50	Classroom Mini Grants/Recruit, Attract, Retain Tool	\$ 1,000.00	\$ 50,000.00
1	Extended Learning Time Materials	\$ 5,200.00	\$ 5,200.00
60	iPad Cases	\$ 30.00	\$ 1,800.00
1	PBIS Incentives (Student Behavior)	\$ 25,000.00	\$ 25,000.00
1	Differentiated Instruction	\$ 20,000.00	\$ 20,000.00
1	RTI Materials	\$ 20,000.00	\$ 20,000.00
	TOTAL SUPPLIES COSTS		\$ 122,000.00

Following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
2	Mac Book Carts	\$ 34,000.00	\$ 68,000.00
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 68,000.00

<p><i>incentives, promotion, career growth, flexible work time).</i></p>	<p>APPENDIX I.</p> <p>Pre-implementation</p> <ul style="list-style-type: none"> • Finalize schedule for the disbursement of retention awards (Aug 2013) • Communicate retention awards to staff (Aug 2013) • Determine process and parameters for the purchase of instructional classroom kits (Oct 2013) • Identify protocol for the selection of Peer Support Teachers (June 2014) • Create selection materials for Peer Support Teachers based upon the protocol identified and agreed upon by the school leadership team (June 2014) <p>Implementation</p> <ul style="list-style-type: none"> • Disburse retention awards in accordance with determined schedule and process (Sept 2013 - ongoing) • Secure additional instructional classroom kits for teachers based upon their specific needs (Sept 2014, Sept 2015, Sept 2016) • Implement Peer Support Teacher coaching model (explained in the School Transformation Plan; August 2014) <p>Associated Budget \$155,000</p>		
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<p>6. <i>Provide increased learning time for students and staff.</i></p>	<p>PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I.</p> <p>Pre-implementation</p> <ul style="list-style-type: none"> • Determine dates for summer programming (Jan 	<p>Carrie Hillyard, Director of School Transformation</p>	<p>Noted within task column</p>
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EVANSVILLE VANDERBURGH SCHOOL CORPORATION SIG APPLICATION

LEA SIG APPLICATION

**LEA SIG APPLICATION FORM
STAKEHOLDER ENGAGEMENT**

LINCOLN COMMUNITY SCHOOL

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

CAZE ELEMENTARY SCHOOL

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

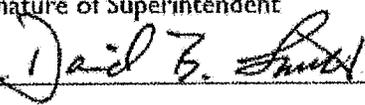
FAIRLAWN ELEMENTARY SCHOOL

**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:		
Carrie Hillyard		
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)	Telephone:	
Dr. David B. Smith, Ed. D	(812) 325-8460 or (812) 435-8477	
Signature of Superintendent	Date:	
X 	June 3, 2013	

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

1. Schools to be Served by LEA

Instructions:

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

School Name	Grade Span	Priority	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				No model will be implemented
			Turn-around	Transformation	Restart	Closure	
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**

Stakeholder Group	Mode of Communication	Date
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 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: Fairlawn Elementary School School Number: 8293

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

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

F. Waivers

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

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