



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

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

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

Part I: Grantee Information

Applicant Information

School Corporation/Eligible Entity	Evansville Vanderburgh School Corporation	Corp #	7995
School	Washington Middle School	School #	8369
Superintendent Name	Dr. David Smith, Ed D	Email	David.Smith@evsc.k12.in.us
Title I Administrator Name	Velinda Stubbs/Carrie Hillyard	Email	Velinda.Stubbs@evsc.k12.in.us Carrie.Hillyard@evsc.k12.in.us
Principal	Michele Branson	Email	Michele.Branson@evsc.k12.in.us
Mailing Address	951 Walnut Street	City	Evansville
		Zip Code	47708
Telephone	812-435-8453	Fax	812-435-8894
Total Funding Request	\$1,731,543.90		

Application Type:

Transformation
 Turnaround
 Early Learning
 Whole School Reform
 Restart
 Closure

Important Dates

1003(g) LEA application released	May 27 th , 2015
1003(g) webinar (Will be recorded and posted on the website.)	May 28 th at 2 pm May 29 th at 10 am
Open calls for prospective schools	June 2 nd at 2 pm; June 4 th at 10 am; June 10 th at 2 pm
Technical assistance for prospective schools	June 17 th at 12-4:30 pm; June 19 th at 12-4:30 pm
LEA applications due	July 7 th , 2015
Preliminary award notification	August 12 th , 2015

Part 2: LEA and School Assurances and Waivers

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

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

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

- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

The LEA must check each waiver that the LEA will implement

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

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

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

Superintendent Signature: *Daid B. [Signature]* Date: 6/25/15
 Title I Administrator Signature: *Carri Hillgard* Date: 6/25/15
 Principal Signature: *Michelle Branson* Date: 6/23/15

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Michele Branson	Principal
Ryan Merriwether	Assistant Principal
Tammy Dexter	Director of School Support – Bosse
Carrie Hillyard	Chief Transformation Officer
Kelsey Wright	Director of School Transformation
Craig Shoobridge	Teacher
Matt Happe	Teacher
Karen Pitt	Teacher
Jennifer Stoll	Special Education Teacher
Josh Barnett	Teacher
Joe Newman	Teacher
Heather Borman	Teacher
Kelley Asay	Counselor

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

30	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
Stakeholder Survey	Spring 2015	82	30	2	0	0	333	Students and families believe that students feel safe at school and generally like coming to school. Families do not feel informed about how their child is doing or feel that they are provided with information to help their child at home. Families also don't feel that they know how to get resources for their child. Families would like more opportunities to be included in decision-making, have input into decisions, and would like better relationships with teachers. Students do not feel that other students care about them. They also reported that students do not get along well with each other. There were a lot of comments regarding bullying in the comment section.
Reflection Survey	6/4/15	3	2	1	0	0	0	Parents felt that the focus on school improvement, support for struggling students and clear expectations in the common areas have improved this year. They felt that the Penny Lane Study Cafe after school had the highest impact on student achievement. Stakeholders expressed an interest in creating a grading system that show mastery of standards and is consistent in all classrooms should be a priority. They'd also like to see clear

									expectations for classroom behavior as a priority.
MIE School Readiness Audit	12/16/15	2	10	2	0	0	0	9	Need to add school-wide celebrations for student achievement, clarify different types of assessments, create a visual for the three year plan, and create time for horizontal planning.
DOE Audit	4/23/15	1	5	2	0	1	0	0	Need to focus on gradual release of responsibility and differentiation. Should also focus on clear communication of students progress regarding the IAS.
Connected phone blast to families	6/16/15	833	0	0	0	0	0	0	Invitation and information to share additional input.
Connected email blast families	6/16/15	747	0	0	0	0	0	0	Invitation and information to share additional input.
News Media	6/16/15	Not available	OTS staff completed an interview with Eyewitness News (local ABC affiliate) to alert the public to this application process. Individuals were encouraged to reach out to Marsha Jackson (EVSC Chief Communications Officer) with suggestions.						
Facebook Post	6/16/15	126	0	0	0	0	0	0	Invitation and information to share additional input.
Post on Twitter	6/16/15	Not available	Invitation and information to share additional input.						

Describe process and comments from Family and Community Input:

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

- How was your grant changed as a result of input?

Family and Community Input	
Family	<p>Washington families had an opportunity to learn and provide input in a variety of ways including: the stakeholder survey, the reflection survey, connect-ed, emails, Facebook and twitter.</p> <p>Families desire more access to grades and resources to help their students, more opportunities for family communication and input, as well as more consistent expectations for student behaviors in the classroom.</p> <p>Within the grant, the Family and Community Outreach Coordinator, intentional after school programming, and PBIS Coach support will address these areas of concern.</p>
Community	<p>The Washington community had an opportunity to share through the stakeholder survey, the IDOE audit and the Mass Insight Audit.</p> <p>Similar to parents, the community felt a need for more access to grades and resources to help students, as well more opportunities for communication and input.</p> <p>With the grant, more resources (professional development and resources) will be incorporated for teachers to differentiate instruction and increase rigor. In order to increase communication and higher levels of transparency around student performance, the school will be adopting standards-based grading for better communication with parents and stronger data to set student goals.</p>

Part 3: Schools to be Served by LEA

Schools to be Served by LEA – ALL schools who qualify must be listed

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

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

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

Part 4: Needs Assessment and Goals

Subgroup Achievement Indicators								
Review Subgroup Data via the NCLB drop-down under the Accountability tab: http://compass.doe.in.gov/dashboard/overview.aspx								
Student Groups - ELA	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	61.7%	220	HIGH- Tier 1 Instruction is traditional, teacher centered. Students not engaged; lack overall personalization of instruction.	66.7%	71.7%	76.7%	81.7%	84.6%
African American	43.8%	42	HIGH –multiple grade levels behind in reading level; lack of engaging texts; lack of motivation as a result of low engagement; lack of cultural competency (relevance and engagement); lack reading stamina	48.8%	53.8%	58.8%	63.8%	68.8%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	83.3%	10	LOW – highest performing subgroup; will benefit from improved Tier1 instruction across the school	83.3%	85.3%	87.3%	89.3%	91.3%
White	71%	137	LOW – second highest performing subgroup; will benefit from improved Tier 1 instruction across the school	76%	81%	86%	88%	90%
Students with Disabilities	20%	7	HIGH- % of DNP is triple the school rate; multiple grade levels behind in reading; lack of basic ELA skills; lack differentiation in Tier I instruction; change to co-teaching model in 14-15 which needs strengthened	25%	30%	35%	40%	45%
LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Lunch	56.8%	159	HIGH- below average reading levels and lack of motivation; need more social/emotional support; need more personalization of learning	61.8%	66.8%	73.5%	78.5%	83.5%
HS required - % of non-passers of ECA who pass by 12 th grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Student Groups - Math	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	55.6%	199	HIGH –Tier 1 instruction is traditional and teacher centered; students not engaged; need differentiation	50.6%	55.6%	60.6%	65.6%	70.6%
African American	28.4%	27	HIGH- Tier 1 instruction is whole group with immediate release to independent practice; lack of engagement and relevance; lack basic math skills; need opportunities to engage in problem solving and to see relevance of math.	33.5%	38.5%	43.5%	48.5%	53.5%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	58.3%	7	MED- struggling students need extra time/support addressing their specific academic needs	63.5%	68.5%	73.5%	78.5%	83.5%
White	69.9%	135	LOW – % of DNP is below school rate;	74.9%	79.9%	84.5%	89.5%	94.5%
Students with Disabilities	38.9%	14	HIGH- low reading level combined with lack of basic skills; low motivation; need differentiation in Tier I instruction; need to strengthen special education co-teaching model which was implemented 2014-15	43.9%	48.9%	53.9%	58.9%	63.9%
LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Lunch	49.1%	138	HIGH – many with low reading levels; lack math concepts; need to see relevance of math; need additional supports after school	54.1%	59.1%	64.1%	69.1%	74.1%
HS required - % of non-passers of ECA who pass by 12 th grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Complete the table below for your overall student population.

Overall Achievement	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	59.3%	64.3%	69.3%	74.3%	79.3%	84.3%
Percent of students proficient on ISTEP (ELA) (3-8)	61.7%	66.7%	71.7%	76.7%	81.7%	86.7%
Percent of students proficient on ISTEP (Math) (3-8)	55.6%	60.6%	65.6%	71.6%	76.6%	82.6%
Percent of students proficient on IREAD (Spring Test Only) (3)	N/A	N/A	N/A	N/A	N/A	N/A
10 th grade ECA pass rate (English 10)	N/A	N/A	N/A	N/A	N/A	N/A
10 th grade ECA pass rate (Algebra I)	N/A	N/A	N/A	N/A	N/A	N/A
Non-Waiver Graduation Rate – HS only	N/A	N/A	N/A	N/A	N/A	N/A
College enrollment rates – HS only	N/A	N/A	N/A	N/A	N/A	N/A

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

Leading Indicators	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
1. Number of minutes within the school year that students are required to attend school	76,500	76,500	76,500	76,500	76,500	76,500
2. Number of daily minutes of math instruction	82	82	82	82	82	82
3. Number of daily minutes of EL/A instruction	82	82	82	82	82	82
4. Dropout rate – HS only	N/A	N/A	N/A	N/A	N/A	N/A
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.5%	97%	97.3%	97.6%	98%	98%
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only	N/A	N/A	N/A	N/A	N/A	N/A
7. Number of students completing dual enrollment classes – HS only	N/A	N/A	N/A	N/A	N/A	N/A
8. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.) – HS only	N/A	N/A	N/A	N/A	N/A	N/A
9. Types of increased learning time offered <ul style="list-style-type: none"> • LSY- Longer School Year • LSD- Longer School Day • BAS-Before/After School • SS- Summer School • WES-Weekend School • OTH-Other 	LSD implemented in SY 2014, will continue for all years of the grant period SS	LSD BAS SS	LSD BAS SS	LSD BAS SS	LSD BAS SS	LSD BAS SS
10. Discipline incidents – number of suspensions and/or expulsions	105	100	95	90	85	80
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	236	225	214	204	194	184
12. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	HEF EF-25 IMP - 1 IN	HEF - 1 EF - 25 IMP IN	HEF -3 EF -24 IMP IN	HEF -5 EF -20 IMP IN	HEF -6 EF - 19 IMP IN	HEF - 7 EF -18 IMP IN
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	93.6%	94%	94.5%	95%	95.5%	96%

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

Instructional Programs

LEA analysis

Analysis of student performance indicators, IDOE feedback, Mass Insight Education School Readiness Audit and instructional walkthrough data indicates an urgent need for improvement in instruction at Washington Middle School, especially for subgroups identified as high need in the tables below.

Washington School Data Profile						
Academic Indicators						
ISTEP+ ELA, by Grade						
Grade	Percentage of students at Washington who received passing scores (SY 2012-2013)	Percentage of students at Washington who received passing scores (SY 2013-2014)	Percentage of students district-wide who received passing scores (SY 2013-2014)	Percentage of students state-wide who received passing scores (SY 2013-2014)	Percentage of students in peer EVSC Priority schools who received passing scores (SY 2013-14)	Percentage of students in peer IN Priority schools who received passing scores (SY 2013-2014)
6	67%	58%	74%	79%	61%	56%
7	56%	71%	72%	78%	56%	54%
8	61%	57%	69%	76%	53%	52%
ISTEP+ Math, by Grade						
Grade	Percentage of students at Washington who received passing scores (SY 2012-2013)	Percentage of students at Washington who received passing scores (SY 2013-2014)	Percentage of students district-wide who received passing scores (SY 2013-2014)	Percentage of students state-wide who received passing scores (SY 2013-2014)	Percentage of students in peer EVSC Priority schools who received passing	Percentage of students in peer IN Priority schools who received passing scores (SY 2013-2014)

					scores (SY 2013-14)	
6	69%	63%	81%	86%	68%	64%
7	52%	60%	76%	81%	57%	54%
8	59%	44%	74%	82%	58%	53%

In ELA, students in grades 6 and 8 performed worse than students the previous year, with a decline of 9% and 4% respectively. However, students in grade 7 improved their scores by 15% during this time. Students at Washington performed between 1-21% lower than district and state students in SY 2013-2014.

In math, 6th and 8th grade scores decreased in SY 2013-2014 compared to SY 2012-2013. 6th grade students performed 6% worse and 8th grade students performed 15% worse. However, 7th grade scores rose by 8% during this time. Students in all grades are still performing well below students district- and state-wide, averaging between 16-38% lower.

Tier 1 instruction at Washington Middle School needs improvement. Currently, teacher practice is traditional, teacher-centered, and not rigorous or cognitively demanding. According to walk-through data provided in the School Readiness Audit the following trends emerged: Some checks for understanding, which varied in how strategically they were applied, missed opportunities for students to construct their own knowledge, more behavioral supervision than academic engagement, and little instructional urgency.

Teachers and administration acknowledge that rigor is a concern as evidenced in the 2014-15 SIP strategy of implementing PLC's with an intentional focus on unpacking standards and building rigorous common formative assessments. Along with an increase in instructional rigor, differentiation and improved instructional strategies are necessary to support student achievement.

Math achievement is of urgent concern. 48.7% of students are in LOW growth on the 2014 ISTEP+. Particularly concerning is the low achievement for black students who had an alarming 28.4% pass rate on the 2014 ISTEP+. This is the second lowest subgroup performance across the building. There is little to no differentiation in math instruction. Washington has a need for specific culturally relevant instructional strategies that will meet the needs of their diverse learners.

Struggling subgroups are in need of additional support through intense, targeted interventions. Washington will add one interventionist to help support interventions. Additionally, Washington will continue the work that began in SY 2014-15 with the implementation of a 30 minute WIN (What I Need) period each day.

<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Washington will continue to use PLC's with job embedded professional development as their biggest lever for change in instructional practice and academic achievement. Moving forward, in the 2015-16 school year, PLCs will continue to hone their skills with unpacking standards and creating rigorous, aligned, common formative assessments; however, the new focus will be on differentiation and the gradual release of responsibility. Monthly professional development plan includes cycles of learning, monitoring, reinforcing for staff. As the staff moves forward with standards based grading, they will need to ensure that students and families understand performance metrics.</p> <p>Additionally, the assistant principal, who was a middle school and high school math teacher, will help support math instruction at Washington for SY 2015-16. His capacity to step up as an instructional leader will be achieved through the addition of a PBIS coach who will work with Tier 1 students. The school will seek to add an interventionist to help struggling students and support WIN (What I Need) period.</p> <p>Teacher "mini grants" of \$500 per teacher from the school would allow teachers to supply classrooms as an incentive to recruit, attract, and retain staff.</p>
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<p>School Leadership</p>	
<p>LEA analysis</p>	<p>A new administrative team was placed at Washington for the SY 2014-15 intentionally. Named the principal in the spring of 2014, Michele Branson has a proven track record of school turnaround at three previous schools. Ryan Merriwether, the new assistant principal, likewise had previous administrative experience. The team identified PBIS and PLC's as the two levers to begin to transform Washington Middle School as evidenced in their SIP, with the Principal focused on PLC's and the Assistant Principal focused on PBIS. They have a clear goal of "a B in three."</p> <p>According to the latest School Readiness Audit conducted by Mass Insight Education in December 2014, the administrative team is putting into practice "many of the competencies deemed necessary for a school to achieve turnaround." The report further states that Washington "has made significant strides in its ability to create conditions of excellence for staff and students."</p> <p>Currently the Assistant Principal is focused on culture and climate. The school-wide PBIS plan has improved the overall culture/climate of the building with the suspension rate dropping 35% from 2013-14 to 2014-15 however, the office daily referral rate remained stagnant (6.2 to 6). In order to make a classroom impact in both culture/climate and academics, the addition of a PBIS coach would be beneficial. The coach would directly support teachers in the consistent implementation of classroom PBIS expectations and procedures. Additionally this support will be tied to the gradual release of responsibility model with expectations taught as well. With additional support from the PBIS coach, the assistant principal will have more capacity to work in math PLC's and classrooms to increase engagement through culturally responsive practices.</p>

Justification for Selected Interventions (include alignment to model chosen)	<p>The Principal and the teachers at Washington Middle School are clearly committed to working collaboratively to transform the school. Early indicators show that the new administrative team and the staff have laid the groundwork this year to accelerate the transformation of the school.</p> <p>Moving forward, the administrative team has a clear plan for next steps in culture/climate and academics. The addition of a PBIS coach will provide classroom level support for teachers and students to increase the fidelity of the system and consistency across the building. Academically, the PLC's will shift focus to instructional strategies, specifically differentiated instruction and gradual release of responsibility. Additional capacity to support this work, specifically in math, will occur with the addition of the PBIS Coach and the release of the AP to focus part of his time on academics.</p> <p>To effectively impact student outcomes, building leadership must have the support and ability to review resource allocation and implement change based on the specific school needs. School leadership will also have the opportunity to reward teachers who increase student achievement and remove those who, after comprehensive support, do not. Current school leadership has been trained alongside Transformation Zone school administrators to utilize a research based pre-screening, interview protocol, and performance task to select new staff. Additional technical assistance: To effectively support school transformation from every level, Washington leadership, staff, and students require a differentiated approach from LEA and SEA technical assistance based on their unique needs as evidenced through data. On-going contact must be consistent driven by the unique needs of Washington Middle School. These efforts will largely be informed through the inclusion of Washington Middle School as part of the Transformation Zone in SY 2015-2016 and transitioning to the School Support Model (built from the successful internal lead partner practices currently in practice in Evansville) under the direction and management of the Director of School Support – Bosse, Tammy Dexter.</p>
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School Infrastructure

LEA analysis	<p>In the past year, Washington has made great strides in stabilizing culture/climate, realigning the schedule, increasing collaboration, building in time for interventions, improving communication and reaching out to families and the community. Through fidelity of PBIS and PLC implementation, Washington is poised for transformation; however, in order to accelerate the transformation they will need more systems in place. For example, Washington needs a walkthrough tool created that has monitors actively the components that they want to see in the classroom daily. Data would be analyzed and acted upon during regular check-ins with Director of School Support.</p> <p>PLC implementation was critical. Moving forward, job embedded professional development must be monitored for transfer to practice and fidelity across the building.</p> <p>While Washington made strides in building community partnership and reaching out to families, there is a clear need for a more intentional and aligned school/family/community focus. Parents are requesting better communication and more information regarding their child's academic progress. As the school moves to standards based grading, there will an increased need to for clear and consistent communication channel for families. Likewise there are opportunities to strengthen partnerships especially for after school programming</p>
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	that supports academic goals as well as expand opportunities for students.
Justification for Selected Interventions (include alignment to model chosen)	<p>Washington Middle school needs to adopt a multi-dimensional system within the school culture to support scheduling, progress monitoring, and communication of student outcomes among all staff. Additionally, a monitoring and feedback system must be in place for professional development and PLC products. Likewise, the principal needs a system in place for regularly monitoring all aspects of school improvement. The school seeks to hire a Family and Community Outreach Coordinator to increase engagement with families and the community in order to align activities and establish shared goals that directly align to school needs and goals. Afterschool programming will be expanded to ensure the students have more time in core academic subjects to provide further time for remediation and enrichment.</p>

Part 5: Selection of Improvement Model

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

X Transformation Turnaround Early Learning Whole School Reform Restart Closure

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

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

Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators
<p>Complete changes in school leadership occurred in SY 2014-2015. Since that time, the new leadership has established clear goals and next steps for school improvement. During their external audit of Washington Middle School, Mass Insight Education found that Washington Middle School was making positive progress towards its “B in three” goal – teachers were meeting in PLCs both vertically and horizontally, learning time was carved out for additional remediation, and the staff agreed with the new direction for the school. Further details about the progress that the school has made since this replacement of leadership in SY 2014-2015 can be found in the Mass Insight Education SRA Report (Appendix: Section 5, “SRA Report</p>	<p>All of the sub-groups needed stronger Tier I instruction. Furthermore, stronger performance monitoring systems need to be in place in order to make adjustments during PLC cycles instead of the extended time that currently lapses. The focus on backwards design is correct, but the pace in which teachers are honing skills to unpack standards (and learning to scaffold) is slow. Additional time can be spent by the school leadership team towards this endeavor if current time that is spent on student behavior management is curtailed. Furthermore, teachers need more professional development time in order to improve their Tier I instruction outside of the school day. With the transformation model for school improvement, teachers would increase their collaboration time through summer PD to better understand the unpack curriculum in</p>	<p>Overall, achievement is low at Washington Middle School for all grade levels and student sub-groups. Therefore, all instruction must improve at Washington. By focusing on building the instructional skillsets of its teachers through additional professional development and adding the full attention of its administrative team to instructional leadership, Washington will improve its Tier I instruction which will improve both rigor and student engagement. The support provided by the inclusion of Washington first as part of the internal lead partner model and the Transformation Zone and then the subsequent absorption of the school into the district’s school support model (which is the organization of each of the district’s attendance districts as internal lead partner units). The additional differentiated support provided by the</p>	<p>The hiring of a part-time PBIS coach will assist in decreasing the suspension rates at Washington Middle (and therefore, increase the amount of learning time for students). Furthermore, the hiring of an interventionist to support the remediation and/or enrichment of students ensures that all students are receiving the support necessary while teachers are given the opportunity to improve their Tier I instruction. Given that both math and ELA ISEP+ scores are not strong, at this time, it is necessary to provide instructional time in both subject areas to ensure adequate time for instructional remediation in both areas. All content teachers will infuse ELA skills into their teaching to ensure that there is a consistent focus upon literacy. Finally, the additional monies in extended learning time will ensure that the school continues to provide afterschool programming but that it is strengthened.</p>

<p>Washington Middle (12.24.14).pdf"). Similar to the root cause analysis, the MIE report encouraged the creation of more systems to track immediate progress (particularly of PLC groups) and the plan to address the lack of effective instructional delivery. These are aspects that are part of the school's three year plan of improvement. By the implementation of the transformation model through SIG, the school will be able to gather additional resources that infuse support into the school (e.g. the hiring of a PD substitute so teachers can participate in more professional development activities) that will only create change faster in the school. Right now, the school is supported by the Office of Academic Affairs that oversees the majority of the schools in the district. The district has limited bandwidth to provide additional support as needed to Washington Middle School. Therefore, it makes sense (given the success that the internal lead partner model has had at other middle schools in EVV – McGary Middle in particular – the district wants to include Washington as part of its Transformation Zone and internal lead partner model in SY 2015-2016; this ensures</p>	<p>order to make deeper connections to their instructional plans. As these skills are honed, Tier I instruction will be honed as well. Meanwhile, since the school will hire a part-time PBIS coach, the school leadership will have more time to focus on instruction. Currently the principal serves as the school's instructional leader, but with the addition of the PBIS coach, the assistant principal will have time to plug in additional support as well.</p>	<p>Transformation Zone, the Director of Leadership Development (providing coaching and mentoring support to the new admin team), the Director of Teacher Effectiveness (providing additional observational support to increase number of walkthroughs and teacher feedback to instructional practice), and the Transformation Strategist focused upon the needs of Washington Middle will ensure all of the gaps currently in place at Washington Middle School will be alleviated.</p>	
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operational flexibility needed to demonstrate resource Ingenuity and give leadership space to lead as necessary.			
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Describe how the model will create teacher, principal, and student change.

Adequate infrastructure is needed to ensure that reform efforts that take place at Washington Middle School are sustained and provide the school the necessary operational flexibility to the school for the years of the grant implementation and subsequent years. The needed infrastructure changes to school-based support are further described in the following section: Supporting and Sustaining the Transformation. This section seeks to provide an overview of where Washington Middle School is and what specific changes they are seeking to make organized by the Transformation Model focus areas.

Washington’s goal, established by new school leadership in SY 2014, was to be a “B in three.” This is a goal that is consistently messaged and referenced by staff. Along with this motivational, long-term ambitious goal, Washington has set several goals in key performance areas:

- 66.7 % of students in grades 3-8 will pass the ELA section of ISTEP+ 2016. By the end of the grant, 86.7% of students in grades 3-8 will pass the ELA section of the ISTEP+ 2020.
- 60.6% of students in grades 3-8 will pass the Math section of ISTEP+ 2016. By the end of the grant, 82.6% of students in grades 3-8 will pass the Math section of the ISTEP+ 2020.
- Reduce the number of office daily referrals to 4 or fewer by the end of 2015-16. By the end of the grant period, office daily referrals will be reduced to fewer than 1.75. Student out school suspensions will be reduced to fewer than 100 by the end of 2015-16 and fewer than 80 by the end of the grant period in 2020.

The current leadership was promoted into the challenge of leading Washington Middle’s transformation. The current principal has a track record of success – leading an administrative position during the transformation of EVSC’s Delaware Elementary from a persistently failing school to a B grade by 2012. She saw similar success leading as an assistant principal at North Junior HS. The current assistant principal at Washington Middle school has also led success – focusing mainly upon climate and culture in his previous positions. The collective administrative team worked together at a previous school, so this has decreased the amount of time needed for the team to norm and get immediately to action. For this reason, SY 2014-2015 started with a significantly different focus – culture and curriculum.

As demonstrated in the 2014 MIE Report, the leadership team has a clear vision for the implementation and development of the backwards design process for its teachers – identifying that as their primary lever to impact Tier I instruction increasing both rigor and engagement for all students regardless of sub-group. Simultaneously, they have worked to improve the culture and climate within the building by building stronger referral processes within the building and strengthening the adult-student relationships in the school.

As part of this grant, Washington Middle school is seeking to strengthen the work that it has already started – infusing additional support and resources in the next four years – to jumpstart the transformation at the school-level and provide the necessary sustainability at the district level to ensure its success for years to come.

Developing and increasing teacher and school leader effectiveness

Along with continuing the critical work that is captured as the required and conditional components in Indiana, Washington Middle seeks to employ and expand the following options related to improving and increasing teacher and school leader effectiveness:

- Provide additional collaboration time for staff through the use of a PD sub as needed
- Provide additional professional development support on curriculum and assessment to teachers throughout the summer
- Create a peer support system through the implementation of PLC leads and creating shared time for these staff members
- Supplement the support of classroom management both in and out of the classroom through the hiring of a PBIS coach

Comprehensive Instructional Reform Strategies

The new leadership team at Washington Middle strengthened the data-driven instructional culture within the school, but they have just started. Through the PLC framework, teachers unpacked standards and built aligned rigorous common assessments. The WIN (What I Need) period allowed teachers to utilize formative assessment in real time by analyzing the data immediately and addressing student learning gaps. The next steps for Washington Middle are to continue to strengthen the PLC and move toward differentiated instruction and gradual release of responsibility.

- Provide professional development in formative assessment development and supplemental support through the year
- Provide professional development in the Gradual Release of Responsibility model along with targeted feedback during teacher observations and walkthroughs on implementation in the classroom
- Expand PBIS classroom expectations by making an intentional alignment to the Gradual Release Model
- Provide targeted professional development on differentiated instruction (and illustrating the natural alignment towards the Gradual Release Model)
- Hire PBIS coach in order to allow the school leadership to focus on instructional leadership
- Hire a building-level interventionist to provide targeted remediation, intervention, and enrichment to specific sub-groups of students
- Integrate and expand technology-based supports and interventions as art of its instructional program (with a focus on sustainability) and building upon EVSC's one-to-one initiative in the middle grades

Increasing Learning Time and Creating Community-Oriented Schools

For SY 2013-2014, the EVSC lengthened the school day for all students in the EVSC. This ensured that every school in the district could have adequate time for teachers to participate in PLCs and most schools to provide specific intervention, remediation, and enrichment time for all students. This also allows Washington Middle school to ensure both PLC and collaborative planning time for all teachers every day. On top of that piece, Washington Middle seeks to:

- Redefine or alternate the existing afterschool program to provide more support in core academic subjects (ELA and math)
- Strengthen community partnerships through the hiring of a Family and Community Outreach Coordinator to align not only afterschool programming

options to the academic needs of the schools but alignment community partners support to school needs and SMART goals

Operational Flexibility and Sustained Support

The sustainment of support and the operational flexibility for Washington Middle School will come the inclusion of Washington Middle into EVSC's Transformation Zone for both the planning year and SY 16-17. At the same time, a new Transformation Strategist will be hired to support the OTS in the inclusion of Washington Middle. This strategist will move over to the Bosse School Support team for SY 17-18 and the Director of School Transformation will continue to consult with the Director of School Support to ensure that the operational flexibility granted to Washington Middle School is sustained throughout the grant period and well into the foreseeable future. This transition and plan outline is described below in the next section. These infrastructural pieces ensure the following for Washington Middle:

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

Infrastructure to Sustain and Support Washington's Continuous Transformation

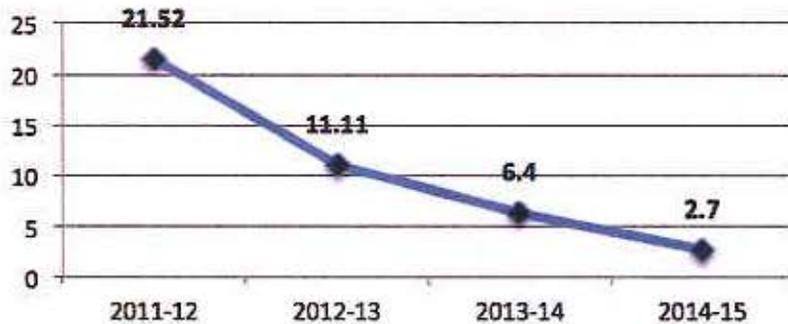
In September 2012, the Evansville Vanderburgh School Corporation (EVSC) embarked on a partnership with Mass Insight Education (MIE) to create an internal partner to manage a portfolio of the district's most poorly performing schools. The partnership has led to the creation of an internal office responsible for the oversight and management of – the Office of Transformational Support (OTS). The office oversees, directs and manages five schools in EVSC: Glenwood Leadership Academy, McGary Middle School, Lincoln Community School, Caze Elementary, and Evans School. Collectively known as the Transformation Zone, these schools have represented EVSC's chronically lowest 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 EVSC. The OTS is currently staffed by two Transformation Strategists – each focused upon the improvement of processes and structures for the schools they lead in the areas of instruction, data, family/community engagement, communication, human resources, finance, and operations.

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

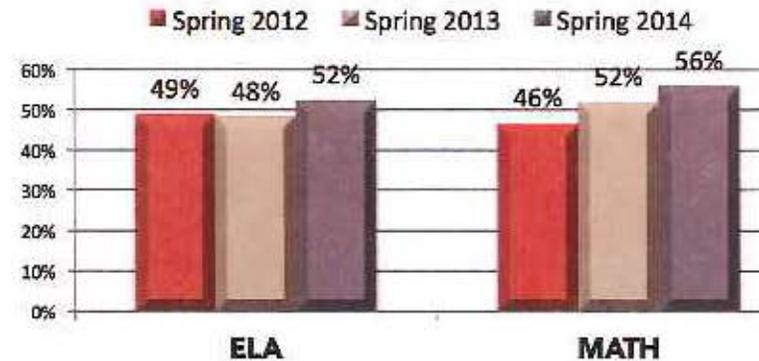
- Provides core academic support and tailored operational support to TZ schools
- Establishes a structure that makes it easier for the EVSC central office to provide more focused attention and streamlined, customized, and responsive services to each school
- Provides tailored cross-functional support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

The EVSC has been implementing this model for three years (first year 2012-2013 was a planning year). After its first year of implementation, the TZ schools were seeing some tremendous leading indicators of success. This was followed by subsequent success indicators at the end of the first year of implementation in both climate and culture and academics. The charts below illustrate this.

Annual TZ Average Daily Referral Rate



TZ Historical ISTEP Data



Given the success of this model, EVSC seeks to include Washington Middle School in the Transformation Zone as part of the cluster of schools for SY 2015-2016. Washington Middle will stay as part of the Transformation Zone until SY 2017-2018. At this time, Washington Middle will transition back to its natural Attendance District where it will receive differentiated support as part of EVSC's School Support Model.

The EVSC has been organized by geographic feeder patterns for decades. For that reason, EVSC has been organized into thoughtful attendance districts that follow geographic boundaries allowing parents to invest in a neighborhood of schools from grades PreK-12. In fact, it is not uncommon in Evansville for parents and families to buy homes in the area that feeds into the high school that they want their children to attend. This further supports the crucial need for the improvement of all schools within an attendance district. Washington Middle School is part of the Bosse Attendance District.

For the past three years, EVSC has partnered with Mass Insight Education to launch the district's Transformation Zone. Since the onset of the partnership, EVSD has prioritized two things with the external partner – sustainability and scalability. The Superintendent believes strongly that best practices piloted in some schools that work well should be replicated and scaled as quickly as possible by LEA staff. This means that the partnership with MIE has focused on two things: (1) Building capacity internally within EVSC; and (2) Intentionally creating practices that can be scaled (i.e., building school improvement planning materials instead of contracting with external partners to lead the efforts). To that end, while simultaneously supporting the development of the internal lead partner model, Mass Insight Education has been working with the EVSC Superintendent and his Executive Leadership Team to find the most effective way to scale the most promising practices and develop an infrastructure that supports schools in the differentiated manner in which the OTS has accomplished. After an in-depth analysis of the current organizational infrastructure and the culmination of research, the MIE team proposed a new organizational structure for the EVSC.

This new model of support is built from the same framework as the internal lead partner model currently in implementation (and yielding success as seen in the section above) and the Center for Reinventing Public Education's (CRPE) portfolio model approach. The district will now have a dedicated School Support Team for each Attendance District including a Director of School Support (DSS) that will oversee and be held accountable for the results and performance of that Attendance District.

The new model of school support through the School Support Team was approved by the EVSC Board of School Trustees on Monday, May 4, 2015 and the hiring of five Directors of School Support – one for each Attendance District (Appendix: Section 5, "Reallocation of Resources 5-4-15 Board mtg.pdf"). At this time, the district has chosen to only hire for the Directors –aiming to hire the remaining positions for the School Support Teams which will include specific positions for coaching, data/systems, operations, and human resource support.

The Superintendent and Chief of Transformation decided that it was best to continue to isolate its persistently lowest performing schools in the Transformation Zone and ensure they are served by the OTS. This ensures that accountability for the lowest performing schools and the gains made in recent years do not decline while the district transitions into this new model. The district also believes that its lowest performing schools need to more intentionally align all supports and resources (people, time, program, and dollars). However, it will be necessary for the OTS to work in collaboration with the DSS for Bosse Attendance District to make sure any resources and/or practices are shared and there continues to be a focus for a seamless eventual transition for Washington to return to its "natural" attendance district and the support provided within it (along with the Transformation Strategist who will be hired to specifically support Washington Middle School as its focus – transitioning to the School Support team in SY 2017 when Washington Middle School transitions to the School Support Model that EVSC is scaling now). It is best practice to begin thinking about how building more capacity within that team will strengthen the pool of available candidates that the district will eventually need to build for each Attendance District Support Team.

Part 5a: Selection of Improvement Model – SMART GOALS

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

*CLOSURE schools do not need to complete SMART goals

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

These goals will drive your entire grant.

SMART Culture Goal

Reduce the number of office daily referrals to 4 or fewer by the end of 2015-16. By the end of the grant period, office daily referrals will be reduced to fewer than 1.75. Student out school suspensions will be reduced to fewer than 100 by the end of 2015-16 and fewer than 80 by the end of the grant period in 2020.

SMART Academic Goal

ELA Academic Goal	Math Academic Goal	Other Academic Goal (optional)
66.7 % of students in grades 3-8 will pass the ELA section of ISTEP+ 2016. By the end of the grant, 86.7% of students in grades 3-8 will pass the ELA section of the ISTEP+ 2020.	60.6% of students in grades 3-8 will pass the Math section of ISTEP+ 2016. By the end of the grant, 82.6% of students in grades 3-8 will pass the Math section of the ISTEP+ 2020.	

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

IN CONDITION: ALL models MUST complete a planning year for SY 2015 and 2016. RESTART and CLOSURE have separate planning year information.

Please be sure you complete the APPROPRIATE model Planning Year.

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

Focus Areas	Action Steps and Person(s) Responsible		Timeline	Description and Details	Budgeted Items
Leadership and operational flexibility	Lead leadership team through deep dive of existing school data and revision of existing school systems as determined necessary to meet school needs.	Director of School Transformation Director of School Support	Spring 2015/Summer 2015	Washington Middle School's leadership was replaced in SY 2014-2015 because of the school's continuing declining test scores. Both the principal and AP were replaced with two candidates who have a track record of success (described in the section above – 5A and 5B). In this first year of planning, the news leadership will receive more leadership coaching and mentoring support as this will only be the principal's second year as a school principal (previous experience was assistant principal level positions focused on instruction and curriculum). This mentoring support will ensure that the team can make a smooth transition to focus more on instructional leadership while keeping the climate and culture stable. Finally, the school and its leadership will be informed of inclusion in the Transformation Zone in preparation of eventual release back to its Attendance District Support Team (which during this SY only constitutes the Director of School Support). The principal and school teams will understand the operational flexibilities that will come as a result of its inclusion, and staff will understand how they can utilize the differentiated supports provided by the district. Since the introduction and development of performance monitoring	% salary of Director of School Transformation
	Write and sign Director of School Transformation performance contract outlining granted operational flexibility in accordance with increased accountability.	Superintendent, Chief Transformation Officer, Director of School Transformation	Summer 2015		% of salary for Director of School Support
	Acclimate school leadership to the internal lead partner unit (Office of Transformational Support) in order to share how operational flexibility will streamline district requirements and initiatives to increase school autonomy	Director of School Transformation	Summer 2015		% salary of Director of Leadership Development
	Acclimate newly promoted principal with accountability and evaluation system to ensure principal effectiveness is reviewed prior to full implementation in year 2 and every year of the SIG grant. Provide funding alignment support to the principal and assistant principal.	Director of School Transformation SIG Support/Data Specialist	Fall 2015		% salary of Transformation Strategists
	Provide mentoring and coaching to school leadership	Director of School Support Director of Leadership Development	SY 2015-2016 (Throughout)		% salary of SIG Support/Data Specialist
	Continue utilizing the distributed	Principal	SY 2015-2016		

	leadership structure already in place at Washington Middle to ensure transparency and shared decision making		(Throughout)	systems is needed at Washington Middle, the OTS will support these efforts as they have demonstrated and supported other TZ schools (can be seen in other SIG applications – Lincoln and Cazet).	
	Develop systems to support the performance monitoring of key academic initiatives by leadership	Principal Transformation Strategist	Fall 2015, Winter 2015, Spring 2016		
Effectiveness of staff and recruitment/retention of staff	Match newly defined school-based leadership opportunities with incentives.	Principal OTS Staff	Winter 2015	Washington will revisit how leadership opportunities are communicated within the school to ensure that teachers understand the natural career pathway that exists within the school and then at the EVSC (through its' leadership cadre and partnership with IU). The current leadership structure is working as it ensures that all grade levels and content areas are represented. Furthermore, the team meets regularly. The planning year provides Washington the space it might need to further improve and connect this opportunity with the career progression available to help retain teachers. Depending upon the feedback received from the principal and OTS staff, it might be necessary to consider a teacher or staff recruitment process at Washington Middle to ensure only the strongest staff remain. Finally, teachers will receive additional feedback on their instructional delivery as they continue to work on their knowledge of content and backwards design. This additional support will be provided by expert staff from the Office of Academic Affairs. This ensures the principal and assistant principal can focus on building content knowledge and backwards design knowledge.	% salary of Director of School Transformation
	Develop a retention strategy to keep the most highly effective staff at Washington Middle.	Principal Teachers OTS Staff	Winter 2015		% salary of Transformation Strategists
	Consider the need for a recruitment process for Washington Middle School	Principal Director of School Support Director of School Transformation	Winter 2015		% of salary for Director of Teacher Effectiveness
	Continue to provide additional walkthroughs and observations to teachers through the EVSC evaluation and development system	Principal Director of Teacher Effectiveness	SY 2015-2016 (Throughout)		PD materials and resources
Building culture	Create the job description for PBIS coach.	Assistant Principal Principal	Winter 2015	Additional capacity will be added during the planning year to ensure teachers can be provided adequate support in dealing with	% salary of Transformation Strategists
	Hire the PBIS Coach.	Assistant Principal	Spring 2016		

		Principal			low-level behaviors in the classroom by a PBIS coach (who will be managed by the assistant principal).	% salary of AD Student Support
	Onboard the PBIS Coach.	Assistant Principal OTS Staff	Spring/Summer 2016			
	Design a strategy to support the implementation and fidelity of PBIS at the classroom level and alignment to the Gradual Release Model.	PBIS Coach Assistant Director of Student Support	Summer 2016		Further professional development will be provided to teachers by the PBIS coach once hired and a plan is created to support them. The PBIS coach will refine the existing Washington middle behavior management system to track low-level behaviors along with Tier II and III interventions for student behavior. AD of Student Support will work collaboratively with the PBIS coach to develop implementation and professional development plan for PBIS work, including monitoring check-ins and feedback for both coach and teachers and ensure the alignment of this strategy to the Gradual Release Model.	% of PBIS Coach salary PD materials and resources Supplies
Professional Development	Develop a coaching strategy for instructional delivery improvement in the classroom.	Principal	Winter 2015		A coaching strategy is necessary in order to provide targeted professional development support both in classrooms and within PLC for teachers grades K-2 and grades 3-5. Within the classrooms, teachers will be provided professional development on instructional delivery (a key component of how instructional rigor will be developed at Washington Middle). Teachers will also have the opportunity to access more professional development through the school's professional development substitute.	% Transformation Strategists salary
		Director of School Transformation Transformation Strategist				% salary of Director of School Transformation
		Director of School Transformation Director of School Support Principal	Fall/Winter 2015			PD resources, travel and materials Supplies
	Hire or maintain professional development substitute to allow for further professional development opportunities and access for teachers	Principal	Summer 2015		The other way Washington Middle will be developing and impacting instructional rigor is through the development of each of its PLC teams. In the planning year, the principal will be pushing in to support PLCs as she has done in SY 2014-2015 and	% of professional development substitute salary

				<p>continuing to build a data-driven culture at Washington by pushing the teachers to continuously use the time to reflect and refine both daily lesson plans and long-term proficiency plans. Once the focus of the assistant principal can also focus on instructional leadership (through the hiring of a PBIS coach), further work can be done and supported by Mass Insight Education around the entire backwards design process to ensure that while teachers are individually building their skills for developing strong lessons, they simultaneously are developing their content knowledge of the application of the entire backwards design process to proficiency plans. This directly connects to the need to increase rigor for all sub-groups of students at Washington.</p>	
Comprehensive Instructional Reform Strategies	<p>Conduct a needs analysis for an approach to strengthen the literacy block including but not limited to the consideration of a writer's workshop. This will require looking at the master schedule for Washington and making adjustments once determined.</p>	Principal MIE Transformation Strategist CAO	Winter 2015 Spring 2016	<p>In SY 2014-2015, the principal invested much time and energy into starting to build a data-driven culture at Washington Middle. This work will continue into the planning year of the SIG grant through his push-in support of PLCs during grade level planning times. Next year, during the planning year, the principal plans to push-in support specifically around the development of proficiency plans (long-term plans) and formative assessments whereby she will be able to monitor the use of the instructional and curricular resources that EVSC staff has. Furthermore, she plans to push his teachers towards incorporating more technology into the classrooms by securing more digital resources and planning for them in their daily lessons. The fidelity of the use of both the curriculum maps and the incorporation of digital resources will first be monitored</p>	<p>% salary for Transformation strategists</p> <p>PD resources and materials</p> <p>Instructional technology supplies and resources</p> <p>Interventionist salary</p>
	<p>Post, recruit, and hire for additional building level instructional/interventionist based upon needs identified during the planning year of SIG grant.</p>	Principal Transformation Strategist	Spring 2016		
	<p>Monitor the fidelity of the use of EVSC curriculum maps (which were developed in alignment to IAS) through PLC observation and review of PLC work products.</p>	Transformation Strategist MIE Principal	Fall 2015 Winter 2015 Spring 2016		
	<p>Supplement EVSC curriculum materials with digital resources.</p>	Transformation Strategist Principal	Spring 2016		

		Teachers			through the review of proficiency plans created by PLCs and individual lesson plan submissions. Later, PLC observations will be conducted, with the final stage being classroom observations.	
	Strengthen the daily lesson planning skills of teachers by working on building the knowledge of teachers on the backwards design process (specifically the "creating assessments" portion in order to build a data-driven instructional culture).	Principal Transformation Strategist MIE	Fall 2015 Winter 2015 Spring 2016		Given the needs unpacked as part of this SIG grant, it is obvious that there are many students that need additional instructional support at Washington Middle (specifically, FRL students, African American students). If one looks at grade-level data, one will see that there is specific need for interventions in all grades. To that end, Washington Middle will seek to hire an additional instructionalist/interventionist in SY 2015-16 to prepare them to target support to students within identified sub-groups quickly.	
Increasing learning time and creating community-oriented schools	Audit the use of instructional time at Washington Middle including the length of time for transitions, lunch, and bathroom breaks.	MIE Transformation Strategist	Winter 2015		Aligned to best practice, Washington will take a closer look at its master schedule to make sure it tackles the key components of core subjects. This may lead to a new master schedule for Washington in SY 2016-2017. Additionally, it has been noted in observations and walkthrough data to date that transitions and routines school-wide could be strengthened at Washington. Therefore, it will be necessary to revisit the master schedule for Washington to ensure it adds time for core academic subjects, includes time for differentiated support (such as a WIN period), and incorporates any specifics related to instructional programs that the school may want to use such as writers workshop.	% of Coordinator of Family and Community Engagement salary
	Design a new master schedule (if necessary) for implementation in SY 2016-2017 that includes additional student learning time in alignment to the needed instructional reform strategies that Washington develops in SY 2015-2016. Re-evaluate the success of the WIN period to make sure it is effective as it is being implemented.	Director of Leadership Development Director of School Transformation Principal Assistant Principal	Spring 2016			Family and Community Outreach Coordinator salary PD materials Supplies
	Create a job description for a Family and Community Outreach Coordinator. Recruit, select, and onboard in partnership with existing resources.	Principal Coordinator of Family and Community Engagement	Winter 2015, Spring 2016			% of Director of Leadership Development salary % of salary for Transformation

<p>Reach out to Coordinator of Family and Community Engagement as part of comprehensive family and community engagement strategy</p>	<p>Principal Transformation Strategist Social Worker</p>	<p>Spring 2016</p>	<p>job of building the home-school connection, but there is not a comprehensive and school goals-aligned strategy for family and community engagement at Washington. Accessing the district Coordinator of Family and Community Engagement and hiring a full-time Family and Community Outreach Coordinator will ensure that Washington can further align its existing partnerships to identified school needs – something that the principal is doing right now, but could be done by someone else so that principal can further focus on instructional leadership.</p>	<p>Strategists</p>
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Part 5c: Selection of Improvement Model – Implementation Years – SY 2016-2017, SY 2017-2018, and SY 2018-2019

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

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

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

Implementation Principles	Action Steps and Person(s) Responsible	SY 2016-2017	SY 2017-2018	SY 2018-2019	Budgeted Items
Developing and increasing teacher and school leader effectiveness: replace principal with one who has a track record of success and the ability to lead transformation effort	<p>Required and IN Conditions</p> <p>Use the current principal selection (per IN’s ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal has the ability to lead the transformation effort in the school. Draw upon EVSC’s competency based principal selection process (designed in partnership with Mass Insight Education and based upon Public Impact’s turnaround leader competencies). –<i>Director of School Transformation, Chief Transformation Officer</i></p> <p>Pair principal with mentor –<i>Director of Leadership</i></p>	<p>Required and IN Conditions</p> <p>Shadow principal once per week to monitor activities and assess performance during major school-based activities (leadership team, teacher observation/debrief, etc.)</p> <p>Check in with principal on a weekly basis to understand key priorities and current challenges. Brainstorm with principal for solutions.</p> <p>Develop management tools and systems to monitor key issues and challenges and track support, coaching, and evaluation observations for both principal and Director of School Transformation in collaboration with Mass Insight Education.</p>	<p>Required and IN Conditions</p> <p>Shadow principal once biweekly to monitor activities and assess performance during major school-based activities (leadership team, teacher observation/debrief, etc.)</p> <p>Check in with principal on a biweekly basis to understand key priorities and current challenges. Brainstorm with principal for solutions.</p> <p>Implement and refine any management tools and systems created in order to align support, coaching, and evaluation into one place.</p> <p>Provide consistent mentoring support – once per two weeks – based upon</p>	<p>Required and IN Conditions</p> <p>Shadow principal regularly to monitor activities and assess performance during major school-based activities (leadership team, teacher observation/debrief, etc.)</p> <p>Check in with principal on a regular basis to understand key priorities and current challenges. Brainstorm with principal for solutions.</p> <p>Implement and refine any management tools and systems created in order to align support, coaching, and evaluation into one place.</p> <p>Provide consistent mentoring support based upon need identified by</p>	<p>% salary of Director of School Transformation</p> <p>% salary of Transformation Strategists</p> <p>% salary of Director of Leadership Development</p> <p>% salary of Director of School Support</p> <p>% salary of SIG Support/Data Specialist</p>

	<p><i>Development, Director of School Support</i></p> <p>Support leadership in the creation and execution of a school improvement plan. – <i>Director of School Transformation, Director of School Support</i></p> <p>Evaluate principal based upon IN's ESEA flexibility waiver requirements and EVSC administrator evaluation tool – <i>Director of School Transformation, Director of School Support</i></p>	<p>Provide consistent mentoring support – once per week – based upon need identified by supervisor or self-reflection.</p> <p>Support school leadership in prioritization, goal identification, and selecting short-term metrics aligned to S-SIP/SAP Planning and Monitoring. In the first year, similar to planning year, OTS will lead the principal through the school improvement planning process.</p> <p>Principal is evaluated based upon IDOE's School Leadership Effectiveness rubric and the EVSC administrator evaluation tool (twice yearly). Results are communicated to IDOE as needed. Support provided by SIG Grant Support/Data Specialist as necessary.</p> <p>Any changes to the leadership structure started in SY 2015 and refined based upon needs. Changes are communicated to staff, and refinement of the structure is made based upon real-time feedback from staff as the school year progresses.</p>	<p>need identified by supervisor or self-reflection.</p> <p>Leadership structure is in place. Communication plan is enacted at the beginning of the year to notify staff of the roles and responsibilities of each position on the leadership team (and focuses on any changes made). New teachers and staff are made aware of the leadership structure. Feedback is solicited from staff about structure and relevant feedback (as determined by the principal) is used to make adjustments to the leadership structure.</p> <p>OTS supports school leadership in prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP/SAP Planning and Monitoring. Initial school improvement plan will be created independently by the principal and her designated team first and then reviewed by OTS. Feedback will be incorporated by the team as needed.</p> <p>Principal is evaluated based upon IDOE's School Leadership Effectiveness</p>	<p>supervisor or self-reflection.</p> <p>Support school leadership in prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP/SAP Planning and Monitoring.</p> <p>Principal is evaluated based upon IDOE's School Leadership Effectiveness rubric and the EVSC administrator evaluation tool (twice yearly). Results are communicated to IDOE as needed.</p>	
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<p>Developing and increasing teacher and school leader effectiveness: rigorous evaluation and support system; reward leadership, teachers, and staff; strategies for incentives</p>	<p>Required and IN Conditions</p> <p>Evaluate 100% of teachers utilizing EVSC teacher evaluation system (approved by IDOE) through iObservation system. (See Appendix: Section 5 for complete EVSC teacher evaluation system components and process guide.) <i>Principal, Assistant Principal, Director of School Support, Director of Teacher Effectiveness</i></p>	<p>Required and IN Conditions</p> <p>Create a schedule for formal and informal observations in accordance to EVSC guidelines (approved by IDOE). Execute formal and informal observations of all teachers. Solicit additional evaluation capacity from the Director of School Support as needed. Provide meaningful feedback to all teachers following formal and informal observations in accordance to EVSC guidelines. Explain to teachers every year the career paths that exist within the school (opportunities on leadership team, PLC teams, mentor, and master teacher positions) and district opportunities as well (leadership cadre with IU), making the explicit connection to effectiveness in the classroom and career growth.</p>	<p>rubric and the EVSC administrator evaluation tool (twice yearly). Results are communicated to IDOE as needed.</p>	<p>Required and IN Conditions</p> <p>Create a schedule for formal and informal observations in accordance to EVSC guidelines (approved by IDOE). Execute formal and informal observations of all teachers. Solicit additional evaluation capacity from the Director of School Support as needed. Provide meaningful feedback to all teachers following formal and informal observations in accordance to EVSC guidelines. Remind teachers every year the career paths that exist within the school (opportunities on leadership team, PLC teams, mentor, and master teacher positions) and district opportunities as well (leadership cadre with IU), making the explicit connection to effectiveness in the classroom and career growth.</p>	<p>% salary of Director of School Transformation % salary of Transformation Strategists % salary of Director of School Support % salary for Director of Teacher Effectiveness % salary of PD Sub PD materials and supplies Teacher/classroom mini-grants</p>
<p>Developing and increasing teacher and school leader effectiveness: rigorous evaluation and support system; reward leadership, teachers, and staff; strategies for incentives</p>	<p>Required and IN Conditions</p> <p>Evaluate 100% of teachers utilizing EVSC teacher evaluation system (approved by IDOE) through iObservation system. (See Appendix: Section 5 for complete EVSC teacher evaluation system components and process guide.) <i>Principal, Assistant Principal, Director of School Support, Director of Teacher Effectiveness</i></p>	<p>Required and IN Conditions</p> <p>Create a schedule for formal and informal observations in accordance to EVSC guidelines (approved by IDOE). Execute formal and informal observations of all teachers. Solicit additional evaluation capacity from the Director of School Support as needed. Provide meaningful feedback to all teachers following formal and informal observations in accordance to EVSC guidelines. Explain to teachers every year the career paths that exist within the school (opportunities on leadership team, PLC teams, mentor, and master teacher positions) and district opportunities as well (leadership cadre with IU), making the explicit connection to effectiveness in the classroom and career growth.</p>	<p>Establish a process to provide classroom mini-grants to teachers that should include the identification of items that a</p>	<p>Required and IN Conditions</p> <p>Refine the process to provide classroom mini-grants to teachers that should include the identification of items that a mini-grant can</p>	<p>Further refine the process to provide classroom mini-</p>

<p><i>Officer</i></p> <p>Options</p> <p>Provide PLC and collaborative planning time for all teachers every week. Leverage the use of PLC leads as a form of teacher leadership and create shared time for this team to meet. <i>Principal, Assistant Principal, Transformation Strategists, MIE</i></p>	<p>mini-grant can purchase aligned to instructional needs of the classroom.</p> <p>Communicate the process to provide mini-grants to teachers. Collect feedback from teachers on the process in order to refine for the following year.</p> <p>Utilize the EVSC compensation model that rewards teachers based upon student growth outcomes and effectiveness profile. Provide feedback to EVSC Business Affairs office on the implementation of the model and its components collected from teachers</p>	<p>purchase aligned to instructional needs of the classroom. Communicate the process to provide mini-grants to teachers. Collect feedback from teachers on the process in order to refine for the following year.</p> <p>Consider soliciting input from all teachers about differentiated the amount of the mini-grant based upon other criteria such as teacher effectiveness, need, etc.</p>	<p>grants to teachers that should include the identification of items that a mini-grant can purchase aligned to instructional needs of the classroom.</p> <p>Communicate the process to provide mini-grants to teachers. Collect feedback from teachers on the process in order to refine if relevant for the following year. Consider soliciting input from all teachers about differentiating the amount of the mini-grant based upon other criteria such as teacher effectiveness, need, etc.</p> <p>Utilize the EVSC compensation model that rewards teachers based upon student growth outcomes and effectiveness profile. Provide feedback to EVSC Business Affairs office on the implementation of the model and its components collected from teachers.</p> <p>Options</p> <p>Provide PLC time and collaborative planning time for all teachers every week by grade level and vertical teams. Determine learning objectives for each grade level team. Design a PLC work product schedule based upon those learning objectives. Create a schedule for the push-in</p>
<p>Ensure that 100% of staff participates in TZ Team Training (a training and selection process that ensures that teachers selected have the appropriate mindset and necessary skills for transformation/turnaround work). <i>Transformation Strategist, Principal</i></p> <p>Develop a plan to ensure adequate support and development following a walkthrough or formal observation (within the EVSC teacher evaluation system) is in place for those teachers identified as needs improvement or ineffective. <i>Principal, Assistant Principal, Director of Teacher Effectiveness,</i></p>	<p>Options</p> <p>Provide PLC time and collaborative planning time for all teachers every week. Determine learning objectives for each grade level team. Design a PLC work product schedule based upon those learning objectives. Create a schedule for the push-in support of the principal and assistant principal (or other PD support personnel available through MIE or district). Create a schedule for the review of PLC work</p>	<p>Options</p> <p>Provide PLC time and collaborative planning time for all teachers every week by grade level and vertical teams. Determine learning objectives for each grade level team. Design a PLC work product schedule based upon those learning objectives. Create a schedule for the push-in</p>	<p>Provide PLC time and collaborative planning time for all teachers every week by grade level and vertical teams. Determine learning objectives for each grade</p>

<p><i>Transformation Strategist</i></p> <p>Implement a competency based hiring process built using national best practices in partnership with Mass Insight Education. <i>Principal, Transformation Strategist, Director of School Support, MIE</i></p>	<p>products. Publish PLC work products schedule in order to clearly communicate with teachers what kind of work the group will be tackling and explain rationale. PLC leads will understand the PLC work product schedule in order to provide guidance to peers in PLCs. The team will meet separately with the principal (and other staff as needed) to receive professional development and norm standards across grade levels and content areas.</p> <p>Ensure that 100% of new staff participates in TZ Team training provided by the OTS (a training and selection process that ensures that teachers selected have the appropriate mindset and necessary skills for transformation/turnaround work). Provide feedback on the topics tackled during the training. Plan for site-based onboarding of all new staff members. Pair new staff members with a returning Washington staff member. Identify struggling teachers through the results of the first round of formal observations based on EVSC teacher evaluation system.</p>	<p>support of the principal and other coaching staff (mentor and master teachers). Create a schedule for the review of PLC work products. Publish PLC work products schedule in order to clearly communicate with teachers what kind of work the group will be tackling and explain rationale. PLC leads will understand the PLC work product schedule in order to provide guidance to peers in PLCs. The team will meet separately with the principal (and other staff as needed) to receive professional development and norm standards across grade levels and content areas.</p> <p>Ensure that 100% of new staff participates in TZ Team training provided by the OTS (a training and selection process that ensures that teachers selected have the appropriate mindset and necessary skills for transformation/turnaround work). Provide feedback on the topics tackled during the training. Plan for site-based onboarding of all new staff members. Pair new staff members with a returning Washington staff member. Identify struggling teachers</p>	<p>level team. Design a PLC work product schedule based upon those learning objectives. Create a schedule for the push-in support of the principal and other coaching staff (mentor and master teachers). Create a schedule for the review of PLC work products. Publish PLC work products schedule in order to clearly communicate with teachers what kind of work the group will be tackling and explain rationale. PLC leads will understand the PLC work product schedule in order to provide guidance to peers in PLCs. The team will meet separately with the principal (and other staff as needed) to receive professional development and norm standards across grade levels and content areas.</p> <p>Ensure that 100% of new staff participates in TZ Team training provided by the OTS (a training and selection process that ensures that teachers selected have the appropriate mindset and necessary skills for transformation/turnaround work). Provide feedback on</p>
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	<p>Develop a plan of support with the struggling teacher. Execute the plan. Schedule check-ins with struggling teacher on the plan's execution. Provide a list and check-in with OTS about all struggling teachers placed on a Plan of Improvement. OTS provides support as needed in this area.</p> <p>Determine the components that teacher hiring team would like to use as part of the Washington teacher selection process (personal interview, writing prompt, demonstration lesson). Provide training to all hiring team members on the competency based model for teacher selection. Execute the selected components for teacher selection. (Goal – no more than 3-4 teachers; based upon leading indicator data to retain excellent staff.)</p>	<p>through the results of the first round of formal observations based on EVSC teacher evaluation system. Develop a plan of support with the struggling teacher. Execute the plan. Schedule check-ins with struggling teacher on the plan's execution. Provide a list and check-in with OTS about all struggling teachers placed on a Plan of Improvement. OTS provides support as needed in this area.</p> <p>Determine the components that teacher hiring team would like to use as part of the Washington teacher selection process (personal interview, writing prompt, demonstration lesson). Provide training to all hiring team members on the competency based model for teacher selection. Execute the selected components for teacher selection. (Goal – no more than 2 teachers; based upon goal established from leading indicators.)</p>	<p>the topics tackled during the training. Plan for site-based onboarding of all new staff members. Pair new staff members with a returning Washington staff member.</p> <p>Identify struggling teachers through the results of the first round of formal observations based on EVSC teacher evaluation system. Develop a plan of support with the struggling teacher. Execute the plan. Schedule check-ins with struggling teacher on the plan's execution. Provide a list and check-in with OTS about all struggling teachers placed on a Plan of Improvement. OTS provides support as needed in this area. (goal – 0 teachers; based upon goal established from leading indicator)</p>	
	<p>Determine the components that teacher hiring team would like to use as part of the Washington teacher selection process (personal interview, writing prompt, demonstration lesson). Provide training to all hiring team members on the competency based model for teacher selection. Execute the selected components for teacher selection. (Goal – no more than 2 teachers; based upon goal established from leading indicators.)</p>	<p>Determine the components that teacher hiring team would like to use as part of the Washington teacher selection process (personal interview, writing prompt, demonstration lesson). Provide training to all hiring team members on the competency based model for teacher selection.</p>		

Comprehensive instructional reform strategies: use data to identify and implement an instructional program	Required and IN Conditions N/A Options	Required and IN Conditions N/A Options	Required and IN Conditions N/A Options	Execute the selected components for teacher selection. Required and IN Conditions	% of salary for Director of School Support % of salary for Transformation Strategists Professional development and travel PD sub Salary for interventionist
	<p>Options</p> <p>Conduct on-going, differentiated formative assessment development and training for Washington Instructional Leadership, Director of School Support, Transformation Strategist, MIE, Principal</p> <p>Leverage capacity of district instructional coaches to conduct periodic reviews that instruction if implemented with fidelity to selected curriculum. <i>Principal, EVSC Lead Coaches, Director of School Support</i></p> <p>Hire building level interventionist to further expand differentiated support for all students. <i>Principal, Transformation Strategist, Rtl committee</i></p>	<p>Conduct a needs analysis of each grade level. Consider where the need stems for additional training (unpacking standards or formative assessments). Develop a plan for training and development of each grade level team according to need in collaboration with EVSC and OTS. Communicate the plan with each grade level team. Revisit the needs of each grade level at the end of the year in order to plan for the subsequent year.</p> <p>Create shared expectations for the use of curricular resources provided by the district as they align to IAS for teaching staff. Communicate shared expectations with staff. Devise a strategy for the periodic review of instructional plans that will include an expectation of long-term proficiency plans. Collect feedback based upon</p>	<p>Conduct a needs analysis of each grade level. Consider where the need stems for additional training (unpacking standards or formative assessments). Develop a plan for training and development of each grade level team according to need in collaboration with EVSC and OTS. Communicate the plan with each grade level team. Revisit the needs of each grade level at the end of the year in order to plan for the subsequent year. If turnover remains low and capacity/understanding of formative assessment grows, consider how specific grade levels could provide peer assistance and support to other grade levels.</p> <p>Create shared expectations for the use of curricular resources provided by the district as they align to IAS for teaching staff. Communicate shared</p>	<p>Conduct a needs analysis of each grade level. Consider where the need stems for additional training (unpacking standards or formative assessments). Develop a plan for training and development of each grade level team according to need in collaboration with EVSC and OTS. Communicate the plan with each grade level team. Revisit the needs of each grade level at the end of the year in order to plan for the subsequent year. (Goal would be that teachers have mastered both unpacking standards and assessments and are ready to tackle further steps in the backwards design process: reflect and refine, instructional design and delivery)</p> <p>Create shared expectations for the use of curricular resources provided by the district as they align to IAS</p>	

		<p>the periodic review in order to tailor push-in support of PLCs as needed and required.</p> <p>Assess the needs for differentiated support for Tier II and III. Monitor needs of students reflected in Tier II. Develop an intervention schedule for Tier II and III supports. Develop an intervention strategy for the push-in support for Tier I instruction for all students by interventionist. Develop a system to track the success of intervention support for all students that is accessible by all staff. Review the success of intervention period and interventions by grade level and content area for all grade levels. Adjust and make any refinements to the intervention strategy as needed.</p>	<p>expectations with staff. Devise a strategy for the periodic review of instructional plans that will include an expectation of long-term proficiency plans. Collect feedback based upon the periodic review in order to tailor push-in support of PLCs as needed and required.</p> <p>Assess the needs for differentiated support for Tier II and III. Monitor needs of students reflected in Tier I. Develop an intervention schedule for Tier II and III supports. Develop an intervention strategy for the push-in support for Tier I instruction for all students by interventionist. Develop a system to track the success of intervention support for all students that is accessible by all staff. Review the success of intervention period and interventions by grade level and content area for all grade levels. Adjust and make any refinements to the intervention strategy as needed.</p>	<p>for teaching staff. Communicate shared expectations with staff. Devise a strategy for the periodic review of instructional plans that will include an expectation of long-term proficiency plans. Collect feedback based upon the periodic review in order to tailor push-in support of PLCs as needed and required.</p> <p>Assess the needs for differentiated support for Tier II and III. Monitor needs of students reflected in Tier I. Develop an intervention schedule for Tier II and III supports. Develop an intervention strategy for the push-in support for Tier I instruction for all students by interventionist. Develop a system to track the success of intervention support for all students that is accessible by all staff. Review the success of intervention period and interventions by grade level and content area for all grade levels. Adjust and make any refinements to the intervention strategy as needed.</p>	<p>% of salary for Director of School Transformation</p>
Comprehensive instructional reform	Required and in conditions	Required and in conditions	Required and in conditions	Required and in conditions	%

<p>strategies: promote the continuous use of student data</p>	<p>Access and provide accountability data disaggregated by need for performance monitoring purposes for all relevant stakeholders (including IDOE monitoring purposes). Refine school improvement plan (SIP/SAP) based off of performance monitoring indicators. <i>Director of Performance Management, Director of School Transformation, Director of School Support, Transformation Strategist, Principal</i></p> <p>Develop, refine, and utilize systems to track the following components: school improvement plan and its execution, talent management, academic data, behavior data, and family/community engagement and impact in order to monitor individual students and sub-group performance <i>Transformation Strategist, MIE, Principal, Assistant Principal, PBIS coach, Assistant Director of Student Support</i></p> <p>Options</p>	<p>Develop a data dashboard for the specific use of each stakeholder (principal, Director of School Transformation, IDOE) that includes relevant leading indicators for that stakeholder that align to the impact that stakeholder group has on the school's data set. Train stakeholders in how to access that data. Provide opportunities for the sharing of specific data and reflections to relevant stakeholder group (provide all relevant data to IDOE prior to first monitoring visit and subsequent ones as well).</p> <p>Develop a process for quarterly monitoring of school improvement plan, leading indicators, and other relevant school data (both academic and behavioral). Schedule four performance checkpoints with OTS staff to monitor progress on school improvement plan, academic data available, and behavior data available. Data will be available by sub-groups and discussion will be led by OTS staff. Participate in twice yearly performance management sessions for all schools within the Attendance District. Refine</p>	<p>Adjust the data dashboard for each identified stakeholder from previous year. Train or re-train new stakeholders on how to access data. Provide opportunities for the sharing of specific data and reflections to relevant stakeholder group (provide all relevant data to IDOE prior to first monitoring visit and subsequent ones as well).</p> <p>Develop a process for quarterly monitoring of school improvement plan, leading indicators, and other relevant school data (both academic and behavioral). Schedule four performance checkpoints with OTS staff to monitor progress on school improvement plan, academic data available, and behavior data available. Data will be available by sub-groups and discussion will be led by OTS staff. Participate in twice yearly performance management sessions for all schools within the Attendance District. Refine school improvement plan based upon feedback and dialogue during monitoring sessions noted above.</p> <p>Refine available systems in</p>	<p>Adjust the data dashboard for each identified stakeholder from previous year. Train or re-train new stakeholders on how to access data. Provide opportunities for the sharing of specific data and reflections to relevant stakeholder group (provide all relevant data to IDOE prior to first monitoring visit and subsequent ones as well).</p> <p>Develop a process for quarterly monitoring of school improvement plan, leading indicators, and other relevant school data (both academic and behavioral). Schedule four performance checkpoints with OTS staff to monitor progress on school improvement plan, academic data available, and behavior data available. Data will be available by sub-groups and discussion will be led by OTS staff. Participate in twice yearly performance management sessions for all schools within the Attendance District. Refine school improvement plan based upon feedback and dialogue during monitoring sessions noted above.</p>	<p>% of salary for Transformation Strategist</p> <p>% of salary for Director of School Support</p> <p>% of PBIS coach salary</p> <p>% External evaluation service contract</p> <p>Materials and supplies</p>
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<p>Develop a school-wide approach to monitoring student data that includes goal-setting and monitoring progress towards that goal <i>Principal, Assistant Principal, Teachers</i></p> <p>Develop a strategy to strengthen classroom use of the PBIS framework and connect to its alignment to the Gradual Release Model. <i>Assistant Principal, PBIS Coach, Assistant Director of Student Support</i></p> <p>Provide PLC and collaborative planning time for all teachers every week led by PLC leads that will also have a separate collaboration time. <i>Principal, Assistant Principal, Transformation Strategists, MIE</i></p>	<p>school improvement plan based upon feedback and dialogue during monitoring sessions noted above.</p> <p>Develop and refine available systems in collaboration with OTS and MIE. Use available systems to inform and drive data-driven analysis mentioned in the performance monitoring checkpoints above and EVSC performance management systems. Ensure that all school committees (leadership, RtI, PBIS, etc.) include, as part of their agenda, a regular time to review relevant data available in order to inform decision making. Monitor the use of data against the decisions made by committee and/or leadership team member.</p> <p>Options</p> <p>Develop a set of goals for each grade level, content area, and classroom. Develop a process to set individual student goals for reading and math. Develop a system to illustrate an individual student's progress towards his or her goals. Develop a system to track the progress of classrooms</p>	<p>collaboration with OTS and MIE. Use available systems to inform and drive data-driven analysis mentioned in the performance monitoring checkpoints above and EVSC performance management systems. Ensure that all school committees (leadership, RtI, PBIS, etc.) include, as part of their agenda, a regular time to review relevant data available in order to inform decision making. Monitor the use of data against the decisions made by committee and/or leadership team member.</p> <p>Options</p> <p>Develop a set of goals for each grade level, content area, and classroom. Set goals for individual students for reading and math in the way established last year. Note the goal and progress towards the goal in the agreed upon system developed last year. Celebrate goals exceeded or on-track regularly. Devise methods to address off-track progress for individual students and/or classrooms. Revisit the goal setting and progressing processes and</p>	<p>Refine available systems in collaboration with OTS and MIE. Use available systems to inform and drive data-driven analysis mentioned in the performance monitoring checkpoints above and EVSC performance management systems. Ensure that all school committees (leadership, RtI, PBIS, etc.) include, as part of their agenda, a regular time to review relevant data available in order to inform decision making. Monitor the use of data against the decisions made by committee and/or leadership team member.</p> <p>Options</p> <p>Develop a set of goals for each grade level, content area, and classroom. Set goals for individual students for reading and math in the way established last year. Note the goal and progress towards the goal in the agreed upon system developed last year. Celebrate goals exceeded or on-track regularly. Devise methods to address off-track progress for individual students and/or</p>
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<p>against established goals. Celebrate goals exceeded or on-track regularly. Devise methods to address off-track progress for individual students and/or classrooms. Revisit the goal setting and progressing processes and systems at the end of the year. Refine the approach for next year.</p>	<p>Provide PLC time and collaborative planning time for all teachers every week. Determine learning objectives for each grade</p>	<p>systems at the end of the year. Refine the approach for next year.</p>	<p>classrooms. Revisit the goal setting and progressing processes and systems at the end of the year. Refine the approach for next year.</p>	
<p>Conduct thorough classroom walkthroughs to ascertain gaps in PBIS implementation in the classroom. Develop shared consequences for the classrooms. Develop shared behavioral expectations. Develop school-wide incentives for positive behavior. Establish expectations for positive behavior systems for the classroom. Support teachers in the development of individual classroom positive behavioral incentives and systems. Monitor the fidelity in which teachers utilize his or her developed systems. Provide ongoing feedback and coaching to teachers on Tier II and III students.</p>	<p>Provide PLC time and collaborative planning time for all teachers every week. Determine learning objectives for each grade level team. Design a PLC work product schedule based upon those learning objectives. Create a schedule for the push-in support of the principal and other coaching staff (mentor and master teachers). Create a schedule for the review of PLC work products.</p>	<p>Conduct thorough classroom walkthroughs to ascertain gaps in PBIS implementation in the classroom. Provide PD on shared expectations for classroom level positive behavior incentives and consequences. Revisit behavioral expectations for staff and students. Support teachers in the development of individual classroom positive behavioral incentives and systems. Monitor the fidelity in which teachers utilize his or her developed systems. Provide ongoing feedback and coaching to teachers on Tier II and III students.</p>	<p>Conduct thorough classroom walkthroughs to ascertain gaps in PBIS implementation in the classroom. Provide PD on shared expectations for classroom level positive behavior incentives and consequences. Revisit behavioral expectations for staff and students. Support teachers in the development of individual classroom positive behavioral incentives and systems. Monitor the fidelity in which teachers utilize his or her developed systems. Provide ongoing feedback and coaching to teachers on Tier II and III students.</p>	
<p>Conduct thorough classroom walkthroughs to ascertain gaps in PBIS implementation in the classroom. Develop shared consequences for the classrooms. Develop shared behavioral expectations. Develop school-wide incentives for positive behavior. Establish expectations for positive behavior systems for the classroom. Support teachers in the development of individual classroom positive behavioral incentives and systems. Monitor the fidelity in which teachers utilize his or her developed systems. Provide ongoing feedback and coaching to teachers on Tier II and III students.</p>	<p>Provide PLC time and collaborative planning time for all teachers every week. Determine learning objectives for each grade</p>	<p>Provide PLC time and collaborative planning time for all teachers every week. Determine learning objectives for each grade level team. Design a PLC work product schedule based upon those learning objectives. Create a schedule for the push-in support of the principal and other coaching staff (mentor and master teachers). Create a schedule for the review of PLC work products.</p>	<p>classrooms. Revisit the goal setting and progressing processes and systems at the end of the year. Refine the approach for next year.</p>	

		<p>level team. Design a PLC work product schedule based upon those learning objectives. Create a schedule for the push-in support of the principal and other coaching staff (mentor and master teachers). Create a schedule for the review of PLC work products. Publish PLC work products schedule in order to clearly communicate with teachers what kind of work the group will be tackling and explain rationale. PLC leads will understand the PLC work product schedule in order to provide guidance to peers in PLCs. The team will meet separately with the principal (and other staff as needed) to receive professional development and norm standards across grade levels and content areas.</p>	<p>Publish PLC work products schedule in order to clearly communicate with teachers what kind of work the group will be tackling and explain rationale. PLC leads will understand the PLC work product schedule in order to provide guidance to peers in PLCs. The team will meet separately with the principal (and other staff as needed) to receive professional development and norm standards across grade levels and content areas.</p>	<p>other coaching staff (mentor and master teachers). Create a schedule for the review of PLC work products. Publish PLC work products schedule in order to clearly communicate with teachers what kind of work the group will be tackling and explain rationale. PLC leads will understand the PLC work product schedule in order to provide guidance to peers in PLCs. The team will meet separately with the principal (and other staff as needed) to receive professional development and norm standards across grade levels and content areas.</p>	
<p>Comprehensive instructional reform strategies: provide staff on-going, high-quality job embedded PD</p>	<p>Required and IN Conditions N/A Options</p> <p>Restructure school leadership team to dramatically increase time available for instructional leadership. <i>Principal, Assistant Principal, PBIS</i></p>	<p>Required and IN Conditions N/A Options</p> <p>Clarify the roles and responsibilities of principal versus assistant principal. Clarify the roles and responsibilities of the PBIS Coach. Share the roles and responsibilities of principal,</p>	<p>Required and IN Conditions N/A Options</p> <p>Adjust the roles and responsibilities of principal, Assistant Principal, and PBIS Coach as needed from last year's execution. Share the modified roles and responsibilities of principal,</p>	<p>Required and IN Conditions N/A Options</p> <p>Adjust the roles and responsibilities of principal, assistant principal, and PBIS Coach as needed from last year's execution. Share the modified roles and responsibilities of principal</p>	<p>% salary of PBIS coach % salary of Transformation Strategists % of salary for Director of School Transformation % salary for Director of School Support % salary for Director of Teacher Effectiveness</p>

	<p><i>Coach</i></p> <p>On-going professional development targeting best practices determined by classroom walkthroughs, iObservations, and student achievement data during collaborative planning times (and/or PLC push-in by support team). <i>Principal, Transformation Strategists, PBIS Coach, Assistant Principal, Assistant Director of Student Support</i></p> <p>Provide job-embedded PD through selected coaching model. <i>Director of Teacher Effectiveness, Principal</i></p>	<p>Assistant Principal, and PBIS coach with all staff. Re-calibrate every two-three weeks on the types of issues being handled by each person (principal, PDS, PBIS coach). Audit calendar every week with Director of School Transformation to ensure principal is spending most of the time on instructional leadership tasks.</p> <p>Conduct a needs analysis based upon first few weeks of data from classroom walkthroughs. Conduct a survey of teachers to gauge interest in classroom behavior management assistance. Monitor behavior data (where are infractions occurring, any frequent flyers, what is/is not working with Tier II and III students, recurring referrals from the same teachers, etc) to engage with specific staff and/or students. Design and update (as needed) a PD schedule to provide on-going PD in targeted areas (and aligned to the needs identified as part of instruction). Provide teacher professional development on embedding and maximizing technology in the classroom to all teachers. Conduct</p>	<p>Assistant Principal, and PBIS coach with all staff. Re-calibrate every two-three weeks on the types of issues being handled by each person (principal, assistant principal, PBIS coach). Audit calendar every week with Director of School Support to ensure principal and assistant principal are spending most of the time on instructional leadership tasks.</p> <p>Conduct a needs analysis based upon first few weeks of data from classroom walkthroughs. Conduct a survey of teachers to gauge interest in classroom behavior management assistance. Monitor behavior data (where are infractions occurring, any frequent flyers, what is/is not working with Tier II and III students, recurring referrals from the same teachers, etc) to engage with specific staff and/or students. Design and update (as needed) a PD schedule to provide on-going PD in targeted areas (and aligned to the needs identified as part of instruction). Provide teacher professional development on embedding and maximizing technology</p>	<p>and Assistant Principal with all staff (PBIS will no longer be needed because all classroom expectations and positive support systems will be calibrated). Re-calibrate every two-three weeks on the types of issues being handled by each person (principal, assistant principal). Audit calendar every week with Director of School Support to ensure principal is spending most of the time on instructional leadership tasks.</p> <p>Conduct a needs analysis based upon first few weeks of data from classroom walkthroughs. Conduct a survey of teachers to gauge interest in classroom behavior management assistance. Monitor behavior data (where are infractions occurring, any frequent flyers, what is/is not working with Tier II and III students, recurring referrals from the same teachers, etc) to engage with specific staff and/or students. Design and update (as needed) a PD schedule to provide on-going PD in targeted areas (and aligned to the needs identified as part of</p>	<p>PD materials, travel, and resources</p> <p>PD sub</p>
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		<p>walkthroughs to monitor the fidelity of the use of technology in the classroom. Provide targeted PD to teachers during PLC or other collaborative time on relevant topics.</p> <p>Design a coaching strategy based in collaboration with the Director of Teacher Effectiveness. Match grade level teachers with the appropriate model teachers throughout the district based upon area of expertise. Provide support to teachers in the classroom (as requested by the teacher and/or an administrator) as needed. Model lessons for teachers. Provide push-in support to PLCs as requested.</p>	<p>in the classroom to all teachers (and/or refresher training). Conduct walkthroughs to monitor the fidelity of the use of technology in the classroom. Provide refresher and targeted PD to teachers during PLC or other collaborative time on relevant topics.</p> <p>Design a coaching strategy based in collaboration with the Director of Teacher Effectiveness. Match grade level teachers with the appropriate model teachers throughout the district based upon area of expertise. Provide support to teachers in the classroom (as requested by the teacher and/or an administrator) as needed. Model lessons for teachers. Provide push-in support to PLCs as requested.</p>	<p>instruction). Provide teacher professional development on embedding and maximizing technology in the classroom to all teachers (and/or refresher training). Conduct walkthroughs to monitor the fidelity of the use of technology in the classroom. Provide refresher and targeted PD to teachers during PLC or other collaborative time on relevant topics.</p> <p>Design a coaching strategy based in collaboration with the Director of Teacher Effectiveness. Match grade level teachers with the appropriate model teachers throughout the district based upon area of expertise. Provide support to teachers in the classroom (as requested by the teacher and/or an administrator) as needed. Model lessons for teachers. Provide push-in support to PLCs as requested.</p>	
<p>Increasing learning time and creating community oriented schools: Establish schedules and strategies that provide increased learning</p>	<p>Required and IN Conditions</p> <p>Continue to practice the extended day model implemented by the EVSC which increased the school</p>	<p>Required and IN Conditions</p> <p>Continue to practice the extended day model implemented by the EVSC which increased the school day by 34 minutes every day.</p>	<p>Required and IN Conditions</p> <p>Continue to practice the extended day model implemented by the EVSC which increased the school day by 34 minutes every day.</p>	<p>Required and IN Conditions</p> <p>Continue to practice the extended day model implemented by the EVSC which increased the school day by 34 minutes every</p>	<p>Extended learning time</p> <p>Transportation related to extended learning time</p> <p>% of salary for Coordinator of Family and</p>

time	day by 34 minutes every day. <i>Superintendent, Principal</i>	Solicit input from staff about make-up days to ensure alignment to academic needs. Solicit input from staff about how to approach future changes to the school day or year for district consideration.	Solicit input from staff about make-up days to ensure alignment to academic needs. Solicit input from staff about how to approach future changes to the school day or year for district consideration.	about make-up days to ensure alignment to academic needs. Solicit input from staff about how to approach future changes to the school day or year for district consideration.	Community Engagement Salary for Family and Community Outreach Coordinator % of salary for Transformation Strategists
	Update the master schedule to include time for horizontal and vertical planning time for teachers Consider changes to the master schedule dependent upon needs identified through ELA and math data (which might mean more time towards one subject or another) <i>Principal, Assistant Principal, Transformation Strategist, MIE</i>	Make adjustments to the schedule based upon feedback from interventionist, teachers, and other staff. Update master schedule to reflect approved changes from staff. Options	Make adjustments to the schedule based upon feedback from interventionist, teachers, and other staff. Update master schedule to reflect approved changes from staff. Options	Make adjustments to the schedule based upon feedback from interventionist, teachers, and other staff. Update master schedule to reflect approved changes from staff. Options	
	Options Provide afterschool enrichment and intervention program accessible to all students. <i>Principal, Family and Community Outreach Coordinator, Coordinator of Family and Community Engagement</i>	Implement the revamped afterschool program available to all students. Create communication channels for after school staff to communicate with teaching staff and vice versa. Audit the success of the afterschool program by creating goals for those involved. Adjust the program based upon student, family, and teacher feedback for the following year.	Implement the revamped afterschool program available to all students. Create communication channels for after school staff to communicate with teaching staff and vice versa. Audit the success of the afterschool program by creating goals for those involved. Adjust the program based upon student, family, and teacher feedback for the following year.	Implement the revamped afterschool program available to all students. Create communication channels for after school staff to communicate with teaching staff and vice versa. Audit the success of the afterschool program by creating goals for those involved. Adjust the program based upon student, family, and teacher feedback for the following year. Consider the elements from this year that will not be needed for subsequent year.	
	Increase student learning time through adequate and effective coaching support to decrease time spent off-tasks or redirecting student behavior. <i>Assistant Principal, PBIS Coach</i>	Increase student learning time by utilizing PBIS strategies to keep students engaged in learning in	Increase student learning time by utilizing PBIS strategies to keep students in the classrooms and	Increase student learning time by utilizing PBIS strategies to keep students in the classrooms and	

		alignment to the gradual release model. Connect feedback to teachers to instructional time loss or gained. Provide job-embedded coaching to teachers on proximity, de-escalation, and building positive student relationships.	engaged in learning in alignment to the gradual release model. Connect feedback to teachers to instructional time loss or gained. Provide job-embedded coaching to teachers on proximity, de-escalation, and building positive student relationships.	time by utilizing PBIS strategies to keep students in the classrooms and engaged in learning in alignment to the gradual release model. Connect feedback to teachers to instructional time loss or gained. Provide job-embedded coaching to teachers on proximity, de-escalation, and building positive student relationships. Codify best practices related to building great adult-student relationships.	
Increasing learning time and creating community oriented schools: family and community engagement	<p>Required and IN Conditions</p> <p>N/A</p> <p>Options</p> <p>Create and implement a culturally competent and effective family and community engagement strategy/program focused on instruction, academic performance, and execution of necessary wrap-around services for students and families – <i>Coordinator of Family and Community Engagement, Director of School Support, Family and Community Outreach Coordinator</i></p>	<p>Required and IN Conditions</p> <p>N/A</p> <p>Options</p> <p>Conduct a community partnerships alignment assessment to determine what each community partner can contribute towards the school improvement planning goals of Washington. Explore opportunities to expand partnerships that may fill gaps that other partners do not fill or expand an existing program to serve a direct school need. Reassess the value of each community partner at the end of the year. Provide regular</p>	<p>Required and IN Conditions</p> <p>N/A</p> <p>Options</p> <p>Conduct a community partnerships alignment assessment to determine what each community partner can contribute towards the school improvement planning goals of Washington. Explore opportunities to expand partnerships that may fill gaps that other partners do not fill or expand an existing program to serve a direct school need. Reassess the value of each community partner at the end of the year. Provide regular</p>	<p>Required and IN Conditions</p> <p>N/A</p> <p>Options</p> <p>Conduct a community partnerships alignment assessment to determine what each community partner can contribute towards the school improvement planning goals of Washington. Explore opportunities to expand partnerships that may fill gaps that other partners do not fill or expand an existing program to serve a direct school need. Reassess the value of each community partner at the end of the year.</p>	<p>Salary for Family and Community Outreach Coordinator</p> <p>% of external evaluation service contract</p> <p>% of salary for Coordinator of Family and Community Engagement</p>

		<p>communications to partners about school needs, major milestones, accomplishments, and other topics of interest for community partners.</p> <p>Develop a school-wide approach for two-way community with families and guardians. Provide opportunities for families and community members to meet with staff and learning about school expectations and strategies. Provide information to families through various outlets to inform school services, events, and community events. Provide opportunities for home visits or parent-teacher conferences. Adjust strategies outlined here as needs arise or as teachers or families identify additional needs. Audit the quality of the home-school connection every year through surveys.</p>	<p>communications to partners about school needs, major milestones, accomplishments, and other topics of interest for community partners.</p> <p>Develop a school-wide approach for two-way community with families and guardians. Provide opportunities for families and community members to meet with staff and learning about school expectations and strategies. Provide information to families through various outlets to inform school services, events, and community events. Provide opportunities for home visits or parent-teacher conferences. Adjust strategies outlined here as needs arise or as teachers or families identify additional needs. Audit the quality of the home-school connection every year through surveys and adjust accordingly.</p>	<p>Provide regular communications to partners about school needs, major milestones, accomplishments, and other topics of interest for community partners.</p> <p>Develop a school-wide approach for two-way community with families and guardians. Provide opportunities for families and community members to meet with staff and learning about school expectations and strategies. Provide information to families through various outlets to inform school services, events, and community events. Provide opportunities for home visits or parent-teacher conferences. Adjust strategies outlined here as needs arise or as teachers or families identify additional needs. Audit the quality of the home-school connection every year through surveys and adjust accordingly.</p>	
Providing operational flexibility and sustained support	<p>Required and IN Conditions</p> <p>Sustain the internal lead partner model, its performance contract, and the technical assistance</p>	<p>Required and IN Conditions</p> <p>Sustain the internal lead partner model, its performance contract, and the technical assistance provided by Mass Insight</p>	<p>Required and IN Conditions</p> <p>Sustain the internal lead partner model, its performance contract, and the technical assistance provided by Mass Insight</p>	<p>Required and IN Conditions</p> <p>Sustain the internal lead partner model, its performance contract, and the technical assistance provided by Mass Insight</p>	<p>% of salary for Transformation Strategists</p> <p>% of Director of School Transformation</p>

<p>provided by Mass Insight</p> <p>Education in order to keep the operational flexibility needed for Washington (people, time, program, and dollars). Support the expansion and scale of this model to the entire Bosse Attendance District.</p> <p>Options</p> <p>Conduct a yearly audit of school readiness.</p>	<p>Education in order to keep the operational flexibility needed for Washington (people, time, program, and dollars). Support the expansion and scale of this model to the entire Bosse Attendance District to ensure that as achievement gains are made at Washington, staff in the Attendance District is familiar with the school, its staff, and its process for school transformation.</p> <p>Principal will make evidence-supported requests and lift and barriers to OTS Director of School Transformation for support. MIE will support realignment of systems and structures at district levels to eliminate systemic barriers experienced at the school levels.</p> <p>Options</p> <p>Schedule a yearly audit of Washington based upon Mass Insight Education's HPHP Framework. Conduct the yearly audit. Provide feedback on audit to school leadership, OTS, and other stakeholders. Codify school audit materials for use by district staff in subsequent</p>	<p>Education in order to keep the operational flexibility needed for Washington (people, time, program, and dollars). Support the expansion and scale of this model to the entire Bosse Attendance District to ensure that as achievement gains are made at Washington, staff in the Attendance District is familiar with the school, its staff, and its process for school transformation.</p> <p>Principal will make evidence-supported requests and lift and barriers to OTS Director of School Transformation for support. MIE will support realignment of systems and structures at district levels to eliminate systemic barriers experienced at the school levels.</p> <p>Options</p> <p>Schedule a yearly audit of Washington based upon Mass Insight Education's HPHP Framework. Conduct the yearly audit. Provide feedback on audit to school leadership, OTS, and other stakeholders. Adjust audit materials as necessary.</p>	<p>Education in order to keep the operational flexibility needed for Washington (people, time, program, and dollars). Support the expansion and scale of this model to the entire Bosse Attendance District to ensure that as achievement gains are made at Washington, staff in the Attendance District is familiar with the school, its staff, and its process for school transformation.</p> <p>Create a transition plan to move Washington from Transformation Zone to Bosse Attendance District (which will be utilizing the internal lead partner model as well).</p> <p>Principal will make evidence-supported requests and lift and barriers to OTS Director of School Transformation for support. MIE will support realignment of systems and structures at district levels to eliminate systemic barriers experienced at the school levels.</p> <p>Options</p> <p>Schedule a yearly audit of Washington based upon Mass Insight Education's</p>	<p>% of Director of School Support salary</p>
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		years.		<p>HPHP Framework. Conduct the yearly audit. Provide feedback on audit to school leadership, OTS, and other stakeholders. Adjust audit materials as necessary.</p>	
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Part 5d: Selection of Improvement Model – Sustainability Year - SY 2019-2020

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

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

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

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

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

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

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

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

Focus Areas	Action Steps and Person(s) Responsible		Timeline	Description and Details	OTHER FUNDS and Budgeted Items
Leadership	Continue to provide monitoring and technical assistance through the School Support Model (based off the best practices from the Transformation Zone).	Director of School Support Director of Leadership Development	SY 2020-2021	Principal accountability and support will fully transition to the Director of School Support (under the School Support Model currently starting implementation by the EVSC in 2016 – derived from the internal lead partner framework and built in collaboration with Mass Insight Education to ensure that best practices from the Zone are scaled and sustained throughout the district). Coaching and mentoring support will transition to the Director of School Support. One of the current Transformation Strategists that was working as part of the OTS lead partner may transition to the Bosse Attendance District (or one of the other Attendance Districts in which there are TZ Schools – Central, Harrison). This ensures that the intensive support that was once provided by the TZ will be fully transitioned to the School Support Teams that will eventually be created and managed by the five Directors of School Support (one over each of the Attendance Districts).	EVSC general funds Title I Funds
	Provide accountability and on-going coaching support to school leadership through School Support Model for Bosse Attendance District.	Director of School Support Director of Leadership Development	SY 2020-2021		
	Transition intensive TZ support from Director of School Transformation to Director of School Support.	Director of School Transformation, Director of School Support	Summer 2020, Fall 2020		
Effectiveness of staff (recruitment/retention of staff)	Codified competency-based selection tools are shared with Director of School Support.	Director of School Support Chief HR Officer Director of Teacher	Spring 2021 Summer 2021	As the EVSC ushers in its new compensation system, focus and priority schools are a key discussion item for EVSC's leadership team.	EVSC general funds Title II funds

	Instructional coaches and other academic personnel on the School Support teams will be surveyed to understand what expertise they have.	Chief Academic Officer Core Content Coaches	Spring 2021	and housed in a shared space accessible by all district academic team members along with the academic personnel on each School Support Team managed by the Director of School Support. The online warehouse will be supplemented in the last two sustainability years with a network of professionals across the district to make sure teachers of similar backgrounds and content knowledge can come together to share practices, resources, and ideas. This idea will be executed in a pilot phase in the Zone (under the direction of the OTS) but will be scaled by the sustainability year of this grant if proven to be valuable in its pilot stages.	
	Teacher needs will be crosswalked with instructional coach and academic team expertise in order to identify gaps that might need to be filled by other PD opportunities or vendors.	Chief Academic Officer Core Content Coaches	Spring 2021		
	All professional development materials created as related to PLCs and coaching models will be shared with School Support teams in order to ensure a smooth transition.	Director of School Support	SY 2020-2021 (Throughout)		
	Strategically align embedded staff support in integrating technology for mastery of rigorous instructional practices, as well as to hone in on highly effective collaboration and professional development of staff with a focus on self-sustaining systems and practices.	eLearning Coach	SY 2020-2021 (Throughout)		
Comprehensive instructional reform strategies	Principal will re-evaluate the staffing needs of the building against the learning needs of individual students.	Principal	Spring 2021	The instructional reform strategies that have proven to be valuable will be maintained within reason. As most interventions are occurring as a result of staffing related to coaches and interventionist, alternate funding sources will be sought in order to maintain impactful interventions that must be sustained at the school level. If instructional rigor and student engagement has been completely altered (positively), additional staff may not be necessary in order to maintain the chosen instructional	EVSC general funds Title I funds
	Principal will recommend a staffing structure that allows for adequate and effective remediation and differentiation for student sub-groups.	Principal	Spring 2021		
	Curriculum audits will be consistently conducted by the Office of Academic Affairs to ensure alignment to IAS and relevance to EVSC student sub-	Chief Academic Officer Director of School Support Core Content Coaches	SY 2020-2021 (Throughout)		

	groups.			reform strategies needed for Washington (instructional coaching, targeted PD for effective PLCs, feedback on observations and evaluation forms). Furthermore, as the district constantly seeks to modify and update its curricular resources, an audit process will continue through the School Support Teams under the management of the Director of School Support.	
Increasing learning time and creating community-oriented schools	<p>Ensure the School Leadership Team has a track record of implementing effective systems and the DSS and support team is demonstrating effective capacity to support the school in sustaining all schoolwide and targeted improvement endeavors.</p> <p>EVSC will consider alternate and creative ways to provide professional development to teachers (i.e. by awarding PD credits for completed workshops, extending the school year globally, providing more online tutorials, etc.) and increase collaboration across the district.</p>	<p>Chief Academic Officer Director of Teacher Effectiveness</p>	<p>SY 2020-2021 (Throughout)</p>	<p>Ensuring that teachers have a portal to collaborate at all times ensures that they will have the ability to collaborate on their own terms regardless of what occurs with the school schedule. Furthermore, EVSC will explore alternate ways to provide professional development to teachers and reward teachers for this effort. Finally, any community and family engagement efforts that have been sustained through the grant period and proven successful may be maintained by the School Support teams under the management of the Director of School Support.</p>	<p>21st century grant Title I and/or Title II EVSC general funds</p>
	<p>An online portal will be established (and maintained if proven effective) by staff in order to serve as a resource and create a collaborative workspace for teachers to access at any time.</p> <p>Seek alternate funding sources for the maintenance of school-based initiatives such as PBIS incentives and other pieces through the support of its family and community partners. Best practices will be codified by the School Support Team and will be further supplemented by this team as needs arise for Washington.</p>	<p>Director of School Support eLearning Coach Chief Financial Officer Coordinator of Family and Community Engagement</p>	<p>SY 2020-2021 (Throughout) (Throughout)</p>		

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

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

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

Washington will submit a video of an effective PLC team meeting that highlights best practices within a PLC. This will include, but is not limited to:

- Adherence to clearly establish TEAM commitments
- Use of agenda and/or strong protocols
- Strict time keeping
- Focused conversation on academic outcomes (teaching, learning, data)
- Collaborative in nature
- Walkthrough template for effective PLCs

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

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

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

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

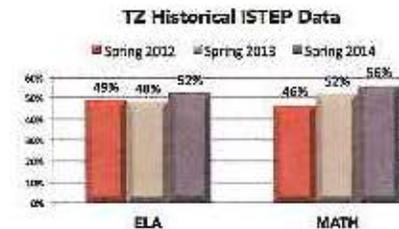
- *Principal transfer procedures/policies*

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

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

specified by the SBOE and IDOE. Accountability indicators may include data such as number of discipline incidents or teacher attendance rates

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



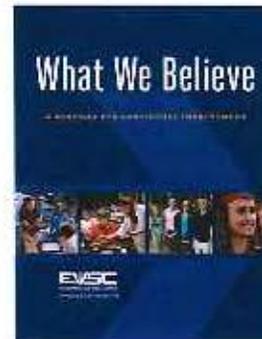
- Furthermore the Zone has been supported by two staff persons, Kelsey Wright and Shannon Strieter, who have provided unique skill sets related to (1) data management, (2) project management, (3) school improvement, (4) professional development, (5) teacher leadership, and (6) instructional leadership.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

	<ul style="list-style-type: none"> • <i>Creating the conditions, capacity, and clustering necessary to systemically turnaround underperforming schools.</i> • <i>Embedding support fully and strategically in the TZ schools to work closely with all LEA functional areas; focusing on creating sustainable and systemic reform</i> • <i>Assuming authority/monitoring over all external providers within the cluster of schools</i> • <i>Serving in administrative function; Evaluating and provides continuous feedback, development, and support to school leaders</i> <ul style="list-style-type: none"> • Individual resumes of LEA staff listed below can be found in the Appendix. <ul style="list-style-type: none"> • Susan Phelps- EVSC Coordinator of Behavior Support • Catherine Minihan- EVSC Chief Accountability Officer • Victor Chamness-EVSC Director of Science, PE, Health • Christopher Maher- President of Mass Insight Education • Emily Smith-McCormick- Director of Professional Development • Carrie Hillyard- Chief Transformation Officer • Michele Branson – Principal of Washington Middle School • Kelsey Wright- Director of School Transformation • Ami Magunia- Mass Insight Education Engagement Director • Dr. Susan McDowell-Riley- Director of Talent Development • Mary Schweizer- Director of Exceptional Learners • Shannon Strieter- Director of Teacher Effectiveness • Dr. Velinda Stubbs- Deputy Superintendent of Teaching and Learning • Dr. Jane Bartley- Director of Educator Effectiveness • Tammy Dexter – Director of School Support (Bosse Attendance District)
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p>	<ul style="list-style-type: none"> • Through the creation and strong support of the Office of Transformational Support, EVSC and its Board of School Trustees have shown a strong commitment to eliminating barriers in the pursuit of school improvement.

- *School Board Assurances*
- *School Board Meeting Minutes from proposal and or discussion*
- *Supports 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*

Transformation Zone schools have the curricular, staffing, and operational flexibilities to do what's best for their students, with the full support and guidance of the LEA. Going forward, this support will provide conditions for a full implementation of the selected model.

- EVSC's Board of School Trustees has strongly supported the implementation of three SIG Transformational Models in the past. The most recent SIG Applications were approved by the school board on March 17, 2014, with documentation of the minutes available online through boarddocs.com. The newest applications will submitted through to the board for approval on July 16, 2015 with documentation available through boarddocs.com.
- The Evansville Vanderburgh School Corporation Board of School Trustees on Sept. 23, 2013, approved the vision for the future of the school district and a plan of continuous improvement, based on months of development by Superintendent David Smith and the leadership team. The Strategic Plan/Continuous Improvement Process is centered on three main priority areas of focus:



- Student Learning,
 - Effective Teachers and Leaders, and
 - Infrastructure to Support Student Success, which includes the creation of an Internal Lead Partner to support a cluster of schools making up EVSC's Transformation Zone. (EVSC's Internal Lead Partner is the Office of Transformational Support and includes a performance contract in exchange for increased autonomy for Transformation Zone schools.)
- Priority 3: Infrastructure includes a focus on scaling and sustaining systems of support for drastic school improvement efforts, including:
 - *Strategy 2: Redesign and strategically staff the central office, with a driving focus on dramatically improving instruction and learning in schools, and*
 - *Strategy 3: Execute the Transformation Zone aligned to national best practices and standards.*

	<ul style="list-style-type: none"> • EVSC's Continuous Improvement Plan, "What We Believe," is available at: http://www.evscschools.com/sites/default/files/content/uploads/what-we-believe-cip1.pdf
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</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> • <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"> • 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. • The Evansville Vanderburgh School Corporation Board of School Trustees on Sept. 23, 2013, approved the vision for the future of the school district and a plan of continuous improvement, based on months of development by Superintendent David Smith and the leadership team. The Strategic Plan/Continuous Improvement Process is centered on three main priority areas of focus— Student Learning; Effective Teachers and Leaders; and Infrastructure to Support Student Success. • See Assurances and Superintendent Signature of approval in LEA Application pages. • Dr. Smith has signed the SIG application in support of the each applying school implementing the model--following the presentation to and approval of EVSC's school board. • The most recent SIG Applications were approved by the school board on March 17, 2014, with documentation of the minutes available online through boarddocs.com. The newest applications will submitted through to the board for approval on July 16, 2015, with documentation available through boarddocs.com. • Superintendent David Smith has formally presented the SIG grants within Board Executive Session as well as within a PowerPoint session (designated to Director of School Transformation) to school board members on March 17, 2014. • The Evansville Vanderburgh School Corporation Board of School Trustees on

	<p>Sept. 23, 2013, approved the vision for the future of the school district and a plan of continuous improvement, based on months of development by Superintendent David Smith and the leadership team. The Strategic Plan/Continuous Improvement Process is centered on three main priority areas of focus– Student Learning; Effective Teachers and Leaders; and Infrastructure to Support Student Success.</p> <ul style="list-style-type: none"> ▪ The EVSC created the Office of Transformational Support, with the explicit purpose of supporting the District schools with the greatest need. This turnaround office has an appointed leader, the Director of the Office of Transformational Support (a direct report of the Superintendent), who has previous experience with turning around underperforming schools at both the school and district level. ▪ Superintendent David Smith requires the Internal Lead Partner to be on a performance contract that specifies goals and performance/ implementation metrics in exchange for even further operational discretion detailed in the contract. EVSC grants OTS additional discretion and flexibility with regard to People, Time, Money, and Programs. ▪ The Director of OTS has a weekly meeting in the Superintendent’s office to ensure the coordination of efforts in the Transformation Zone schools with district initiatives, eliminate barriers and discuss operational flexibility. ▪ The Superintendent, whose contracted was renewed through June 2018) has remained supportive of innovative school improvement interventions. His leadership will continue to ensure that roadblocks towards school improvement are eradicated. This shared commitment for performance is memorialized in a yearly performance contract that the OTS signs with the Superintendent.
<p>5. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <ul style="list-style-type: none"> ▪ <i>Teacher Union Assurance</i> ▪ <i>An outline of amendments to SIG Teacher contracts that will</i> 	<ul style="list-style-type: none"> • Evansville Vanderburgh School Corporation (EVSC) has continuously demonstrated a very collaborative relationship with the teacher’s union, who is fully supportive of the full implementation of the SIG Program in EVSC schools. • The teacher’s union has always remained supportive of school improvement

<p><i>allow for full implementation of the identified model</i></p>	<p>efforts. For the past 6 years, the teacher’s union has submitted a letter of support for all of EVSC’s SIG 1003(g) submissions, and they have been very supportive of all of the initiatives related to staffing in Transformation Zone schools to date. Keith Gambill, prior president of the Evansville Teachers Association (ETA) at the time of the inauguration of the TZ, issued public quotes in support of TZ efforts, and was cited in an NEA article giving evidence that “these zones are not just about acknowledging the struggles that exist within the school district. It’s about giving educators the power to do something about it.”¹ Prospective TZ teachers underwent an opt-in/opt-out process as part of recommitment to the TZ schools and were further required to pass “TZ Team Training,” based on Doug Lemov’s “Teach Like a Champion” techniques and supporting a common foundation for success.</p> <ul style="list-style-type: none"> • In a letter dated March 18, 2014: Prior ETA President Mark Lichtenberg assured the “ETA supports these SIG applications at the highest level, supporting all components of the Transformation and Turnaround Models. ETA has worked collaboratively with the EVSC to be a proactive leader when it comes to systemic school improvement efforts and will continue to work with EVSC as we continue to serve collaboratively on the leading edge of drastic school improvement efforts.” • The current collective bargaining agreement addresses those items required by state law, which include salary, wages, salary and wage related benefits. • The strategies being proposed in this grant application will not require the modification of teacher contracts.
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	<ul style="list-style-type: none"> • See prior section. • TZ Building Leaders were trained/supported by OTS and Mass Insight Education Staff in utilizing a competency-based teacher selection model, based on 10 empirically tested competencies of highly effective transformational teachers. (These strategies are based around Doug Lemov’s <i>Teach Like a Champion (TLAC)</i>. <ul style="list-style-type: none"> ○ The process and aligned PD has been so successful that EVSC’s HR

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

<ul style="list-style-type: none"> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 	<p>department will be scaling out the systems and processes district-wide during the 2015-16 school year. All EVSC schools are now benefiting from hiring practices and systems that originated between EVSC's collaborative and innovative efforts with the OTS on behalf of the TZ.</p> <ul style="list-style-type: none"> • EVSC's HR department has worked with OTS to differentiate hiring support for TZ schools with a single point of contact in HR for all TZ-hiring needs. • TZ principals have been invited to sit in on panels with HR/Operations administration in order to inform next steps to further improve the new district-wide staff hiring process and to further inform needs for differentiating for increased HR-related needs in priority schools.
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. District has included its monitoring process and it includes, at minimum, the following required pieces:</p> <ul style="list-style-type: none"> • <i>Monthly Monitoring of SIG Programming and Implementation</i> • <i>Evaluation System for Programming and Implementation of SIG</i> • <i>Data Review Plan</i> • <i>Special Populations Review Plan</i> • <i>Fiscal Monitoring Plan</i> • <i>Timeline and Responsible Parties for all above plans</i> 	<ul style="list-style-type: none"> • EVSC's Transformation Zone has robust supports in place for school improvement planning as well as performance monitoring processes for the schools it manages and supports. This included TZ-Wide Data Dashboards, OTS Checkpoints with school leadership teams based on school improvement planning and performance monitoring for implementation, short- and mid-term metrics, and also contracts with third party evaluators for additional services and support (i.e. evaluation of external providers). In Spring 2014 monitoring from IDOE, feedback was shared with the Office of Transformational Support that its data dashboard is very "inclusive and detailed" and "seems very effective." School-based monitoring sessions, IDOE reported, "Evans feels very supported by TZ - clear progress is being made and support is evident" and "Lead Partner in Place" at McGary during Spring 2014 monitoring. • The EVSC has well defined curriculum maps for all core content areas (ELA, Math, Science and Social Studies). These maps are "living" documents and are updated regularly based on state standards, teacher input/support, and reflective/collaborative practices across the district. The maps are organized in quarters and quarters are then organized into shorter instructional units. When appropriate and practical, efforts have been made to align content across curricular areas. All EVSC schools participate in Acuity formative (Predictive) assessments grades 3-8, Amplify DIBELS Next, TRC and mClass Math grades K-2 and Aimsweb screening for reading and math grades 3-8. The Office of Performance Assessment and Research provides each school with the calendar of appropriate assessments. • The EVSC has a Professional Development Website/Calendar for the entire district, which organizes all Professional Development offerings, tracks

attendance and completion. In addition, observation was initiated district-wide in 2014-15. This system offers teachers on demand digital professional development as well as a means to track/document professional growth and development. The OTS keeps a "TZ Calendar" within Microsoft Outlook of professional development opportunities. Additionally, TZ schools provide teachers with extensive job-embedded professional development to better address the specific needs of students at their schools. These PD priorities are periodically reviewed (using classroom, walkthrough, and assessment data) to ensure that teacher/student needs are being sufficiently met.

- Each school's SIP has strategies that align family engagement, and school climate and culture supports. The School Improvement Planning team will meet regularly to monitor implementation and monitor progress.
- The EVSC Center for Family, School and Community Partnerships has developed a multi-faceted tool, the EVSC Community School Implementation Assessment. The tool addresses 8 domains of school, family and community engagement and assesses implementation status for each. Schools can utilize this tool to assess, plan for improvement and monitor implementation.
- OTS developed Progress Monitoring tools and systems aligned to each school's Strategic-School Improvement Plan (S-SIP) and DOE's current Student Achievement Planning process. Each strategy has a detailed action plan to operationalize and ensure fidelity of implementation.
- Each school has Performance Management Sessions aligned to high school feeder district patterns are held bi-annually with the Superintendent and other district staff. The goal of performance management is the continuous improvement of the EVSC educational environment as it addresses all aspects of student growth. The EVSC performance management sessions provide a forum of open communication for the distribution of information focusing on school issues. The setting is one that promotes accountability and transparency as schools become active in sharing their efforts to address student improvement. At forefront of the performance management sessions is the use of data to support topic information and guide decision-making. Specifically, the use of data is present at every stage of the session from preparation of the presentation, to session questions and discussion, and finally in addressing action items. The success of the sessions has propelled a new approach to student achievement by focusing on the

	<p>vertical alignment of schools within each high school attendance district and their unique contributions to factors that influence student growth.</p> <ul style="list-style-type: none"> • All TZ schools also have continuous OTS Checkpoint Sessions as part of Performance Monitoring aligned to School Improvement Planning strategies. Implementation metrics/action plans and short-term metrics are monitored. Quarterly deeper dives will incorporate third party-evaluator scorecards. • EVSC's fiscal support and monitoring will continue to be guided and reviewed by a Federal Bookkeeper located in EVSC's Business Office.
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In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
<p>1. District has effective procedures and controls in relation to how the SIG program will be run.</p>			<ul style="list-style-type: none"> • EVSC has initiated an internal lead partner model (OTS) that ensures increased and strategic support for school improvement efforts (including the SIG program). All funding/SIG program requests must directly align to data-driven needs of the school and it's priorities/strategies detailed in the School Improvement Plan/Student Achievement Plan. • Continuous OTS checkpoint/performance monitoring sessions will continue for all Transformation Zone schools. Additional monitoring and support will be provided aligned to the SIG program. • <i>As part of the performance checkpoints held by OTS, the OTS Director reviews progress of each school leadership team against both academic and culture goals.</i> • <i>OTS Transformation Strategist would serve as a single point of contact and directly manage all SIG program implementation and monitoring efforts.</i> • Principals and other administrators are evaluated annually on their effectiveness of implementing/managing programs such as SIG. Feedback is a continuous loop based on identified strengths and areas of improvement per building leader.
<p>2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs.</p>			<ul style="list-style-type: none"> • EVSC will continue to ensure all SIG programs are assigned to a specific district staff person with the appropriate experience working with federal programs. In the past, this has been EVSC's Director of State and Federal Programs. <ul style="list-style-type: none"> ○ Carrie Hillyard, EVSC's Chief Transformation Officer, will serve as Program Administrator for all SIG programs. Carrie has an extensive background in Title I and SIG—including Director of Title I/SIG. • EVSC's Federal Bookkeeper and Business Affairs will also continue to ensure all

		<p>EDGAR policies are followed, as well as ensure adherence to IDOE Title I Guidance to ensure all requests for funding were reasonable, allocable, and necessary to achieving school turnaround.</p> <ul style="list-style-type: none"> • OTS provides additional support/internal accountability in order to ensure each school's SIG planning is embedded within the school improvement planning process. <ul style="list-style-type: none"> ◦ All strategies in the school improvement plan are required to be data-driven based on priority needs. ◦ School-wide strategies (as well as targeted strategies for subgroup populations) are part of the continuous improvement planning and monitoring process. ◦ Team-level planning ensures data-driven practices are in place to identify and monitor strategies for targeted student subgroup needs and for individual student needs.
<p>3. School's SIG plan addresses needs of all students and subgroup populations.</p>		
<p>4. School has a system in place for parent notification and involvement of SIG planning and implementation.</p>		<ul style="list-style-type: none"> • As an internal lead partner (ILP) with EVSC and in aligning services and supports to this turnaround principle, the Office of Transformational (OTS) anticipates the need to: <ul style="list-style-type: none"> • Support the turnaround academy's proactive planning and forecasting of priorities and needs aligned to people, time, money, and programming, including parental voice to inform and support improvement planning. • Review and advise any changes necessary to student enrollment and placement processes to increase family engagement and improve student outcomes. • Support the establishment of community partnership alignment, driven by the needs of the turnaround academy's students and staff (aligned to SIP/school goals). • Serve as a point of contact to work collaboratively with the Indiana Department of Education's accountability and support and in order to guide next steps of the school's plan and support alignment, as needed.
<p>5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded.</p>		<ul style="list-style-type: none"> • EVSC has fully implemented three SIG programs in the past for: <ul style="list-style-type: none"> ◦ Glenwood Leadership Academy ◦ Evans School ◦ McGary Middle School • Feedback from IDOE with regard to past implementation has been positive and supportive. • All three SIG schools have experienced significant leading indicators reflective of turnaround improvement, while two of three SIG schools have improved out of F

			status.
6. District has had one or more findings in one or more of the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.			<ul style="list-style-type: none"> ▪ Any findings of the SBOA were corrected during the audit process. <ul style="list-style-type: none"> ○ Though it was found that the district did not have a proper system of internal control in place to prevent, detect, or correct errors on the Schedule of Expenditures of Federal Awards (SEFA), there is now an internal control practice in place with this report semi-annually reconciled by the Director of Budget for accuracy. ○ Though it was found that there were two reporting errors with federal programs (ie identifying pass through numbers), adjustments resulted in a presentation of the SEFA that was materially correct in relation to the financial statement.
7. District has not had a SBOA or Onsite Consolidated Federal Monitoring visit in the last three years.			<ul style="list-style-type: none"> ▪ SBOA's last audit was for time period July 1, 2011 to June 30, 2013. ▪ EVSC's designated Onsite Monitoring Cycle will take place during the 2015-16 school year for Title I, Title II and Title III.
8. District has been in excess carry-over anytime in the last three fiscal year cycles.			<ul style="list-style-type: none"> ▪ EVSC was approved for excess carry over from 2012- 2013 for the 2013-2014 Title I program.

Part 8: Selection of External Providers

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

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

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

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

Creating a framework for selection

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

Vetting and selecting potential providers

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

Negotiating a contract

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

Working in partnership

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

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

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

Initial vetting

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

	<ul style="list-style-type: none"> • Initial conversations. The OTS then conducts initial conversations with providers to ensure needs of the Transformation Zone schools can be met. This communication ensures that expectations for services are clear to the vendor and OTS has the opportunity to share, not only its objective for the partnership but its approach to external providers described in the previous section. • Submission of a statement of assurances. At this time, if the external provider is interested, they must complete a statement of assurances. This assurance allows the provider to self-determine how its services align to the Turnaround Principles. The OTS requires that all external service providers align to a minimum of TWO turnaround principles to proceed in the selection process. <p>Selecting the Right Provider</p> <ul style="list-style-type: none"> • Rating each potential provider. If there are multiple providers found that match the needs of one or more Transformation Zone schools, the OTS rates each potential provider. Currently, the rating is based upon the costs of services against the impact on the Turnaround Principles for the TZ school. A gap analysis is also informally conducted to ensure that the OTS specifically addresses a plan with the provider for any gaps identified during the vetting and rating process. This again aligns to the OTS's foundational elements of approaching external providers described in Part 8m Section A above. <ul style="list-style-type: none"> • OTS is currently revising its process to adapt tools found in the <i>Guide to Working with External Providers: Partnerships to Improve Teaching and Learning</i> (Page 72-79).
<p>(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p>	<p>Once a provider is chosen, the OTS negotiates the final contract of services with each external provider to ensure alignment to OTS, district, and TZ school priorities (established in improvement plans for each entity). During this process, (again guided by best practices laid out in <i>Guide to Working with External Providers: Partnerships to Improve Teaching and Learning</i>) the exact services that will be provided by the external provider are catalogued. Measurable outcomes are defined for the partnership and ongoing cycles of feedback are established. Most importantly, during this stage, the OTS and the external provider agree upon the school and district level policies that must be in place for the success of the contract. For example, most external providers require leadership commitment when working with a specific school. By establishing these conditions early, it</p>

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

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

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

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

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