

**Appendix G: LEA Application for Each Priority School**

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

**LEA School Application: Priority**

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

School Corporation: Indianapolis Public Schools      Number: 5385

School Name: Raymond Brandes Elementary      Number: 5565

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

- Turnaround                       Restart
  - Transformation                       Closure
-

**Appendix A: Indiana's Priority Schools**

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

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

**LEA Application: General Information**

Corporation Name: <b>INDIANAPOLIS PUBLIC SCHOOLS</b>		Corporation Number: <b>5385</b>
Contact for the School Improvement Grant: 1. Mrs. Yvonne Rambo 2. Mrs. Minetta Richardson		
Position and Office: 1. Turnaround Schools Director 2. Director of Title I Division		Contact's Mailing Address: John Morton-Finney Center for Educational Services 120 E. Walnut St. Rm. 501F Indianapolis IN 46207
Telephone: 1. Mrs. Rambo 317-226-4405 2. Mrs. Richardson 317-226-4884		Fax: 1. Mrs. Rambo 317-226-3664 2. Mrs. Richardson 317-226-4327
Email Address: 1. Mrs. Rambo <a href="mailto:RamboY@ips.k12.in.us">RamboY@ips.k12.in.us</a> 2. Mrs. Richardson <a href="mailto:RichardME@ips.k12.in.us">RichardME@ips.k12.in.us</a>		
Superintendent (Printed name) <b>Dr. Peggy Hinchley ~ Interim</b>		Telephone: <b>317-226-4411</b>
Signature of Superintendent X <u><i>Peggy Hinchley</i></u>		Date: <b>June 3, 2013</b>

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

## Schools to be Served by LEA

Instructions:

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

School Name	Grade Span	Priority	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
			Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Anna Brochhausen School 88	K-6	X					X
2. Brookside School 54	K-6	X					X
3. Charles W. Fairbanks School 105	K-6	X					X
4. Clarence Farrington School 61	K-6	X					X
5. Elder W. Diggs School 42	K-6	X					X
6. Floro Torrence School 83	K-6	X					X
7. Francis Scott Key School 103	K-6	X					X
8. George H. Fisher School 93	K-6	X					X
9. George S. Buck School 94	K-6	X					X
10. James Russell Lowell School 51	K-6	X		X			
11. Key Learning Comm. Elem.	K-6	X		X			
12. Louis B. Russell Jr. School 48	K-6	X					X
13. Ralph W Emerson School 58	K-6	X					X

14. Raymond F. Brandes School 65	K-6	X		X			
15. Riverside School 44	K-6	X					X
16. Thomas D. Gregg School 15	K-6	X		X			
17. Washington Irving School 14	K-6	X					X
18. William A. Bell School 60 Reggio Academy	K-3	X					X
19. William McKinley School 39	K-7	X					X

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

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

**Washington Irving #14** ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

**Riverside #44** ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

**Francis Scott Key #103** ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

**Anna Brouchhausen #88** ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

**Clarence Farrington #61** ~ New principal placed Jan. 2013/ school will be reconstituted for 2013-2014 school year/ the school is demonstrating incremental improvements; The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

**George Buck #94** ~ New principal recently put into place/School was going to be dissolved but will remain for the 2013-2014 school year/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

**William McKinley #39** ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

**Ralph Waldo Emerson #58** ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

**Louis B. Russell #48** ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

**George Fisher #93** ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

**Floro Torrence #83** ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

**Elder Diggs #42** ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

**Charles Fairbanks #105** ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

**Brookside #54** ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

### 3. Consultation with Stakeholders

*Instructions:*

- Consider the stakeholder groups that need to be consulted regarding the LEA’s intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed\*).

**School Name: Raymond Brandes**

**School Number: #65**

Stakeholder Group	Mode of Communication	Date
School Staff	Meetings	5/15/2012
		5/20/2013
Community Partner	Meetings	5/17/2013
		5/21/2013
		5/31/2013
External Provider	Meeting	5/22/2013
Parents	Meetings	5/23/2013
		5/31/2013
		6/03/2013
External Provider	Meeting	5/22/2013
	Meeting (Phone Conference)	5/28/2013
Parents	ConnectEd (pre-recorded phone call)	6/06/2013
Parents	Newsletter	5/31/2013

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

## D. Collaboration with Teachers' Unions

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

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

## E. Assurances

**Indianapolis Public Schools** assures that it will

Corporation/Charter School Name

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

## **F. Waivers**

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

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

## Assurances

Indianapolis Public Schools – Raymond Brandes #65 assures that it will

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

## Waivers

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

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

### **➤Instructions:**

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

## Appendix B:

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

**Instructions:**

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

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

<i>Example:</i> LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Overall	33.6	45	High-stagnant for the last three years	High- limited resources have impacted lack of growth
Black	54.1	20	High-lower % of population and lowest scores	High-2-3 years academically behind on standardized tests
Hispanic	23.1	3	Medium-made progress, but not enough	Medium-students required strategies to address specific learning needs
White	23.2	16	Low-students in this group are making steady progress	Low-students still require differentiated instruction, but are

				making gains with the limited resources of the school
Free and Reduced	35.2	43	High-90% of students are in this category	High- stagnant and not showing growth on ISTEP+, SRI or Acuity
Sped	56.8	21	High-number of identified students is increasing	High-3-4 years academically behind grade level and have specific learning needs.

### Mathematics

Overall	37.3	50	High- stagnant for the last three years	High- limited resources have resulted in no growth
Black	48.6	18	High- lower % of population and lowest scores	High-2-3 years academically behind on standardized tests
Hispanic	15.4	2	Medium- made progress, but not enough	Medium- students required strategies to address specific learning needs
White	33.3	23	Low-students in this group are making steady progress	Low-students still require differentiated instruction, but are making gains with the limited resources of the school
Free and Reduced	36.9	45	High-90% of students are in this category	High-- stagnant and not showing growth
Sped	59.5	22	High-Number of identified students is increasing	High-3-4 years academically behind grade level and have specific learning needs.

**What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?**

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

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

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

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

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

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

	ISTEP+ Results	
	% Proficient	
Group Tested	2011	2012
English/Language Arts		
Overall	64%	66%
Black	54%	46%
White	69%	77%
Hispanic	77%	77%
Special Ed	20%	43%
Free and Reduced	64%	65%

E/LA

Based on the data, E/LA scores had the least amount of growth. Vocabulary and response to literature had the greatest deficits. The Black, Hispanic, and Free and Reduced lunch subgroups had the lowest growth. The black subgroup had a decrease in the percentage of students passing.

During the 2010-2011 and 2011-2012 school years teachers were not following the core curriculum and schedules per the reading plan with fidelity. Data analysis was not systematic and consistent. For the last three years School 65 has not had a consistent intervention program for K-2 and 3-6.

A change of building leadership was implemented for the 2012-2013 school year. Under the current leadership, consistent data analysis occurs on a weekly basis. Reading, Math blocks, and interventions are followed with fidelity and monitored by the principal; however there has not been a district wide systematic and explicit intervention program.

New teachers and teachers with the lowest scores on the instructional domain of the RISE evaluation received the greatest support from the principal and instructional coach who came once a week. Our data shows a need for more individual coaching with follow-up on literacy best practices.

Due to Title I funding being released in 2<sup>nd</sup> part of the first semester of this school year, after-school tutoring did not begin until second semester. Due to funding, supplemental teachers were also not able to start until the

	ISTEP+ Results	
	% Proficient	
Group Tested	2011	2012
<b>Mathematics</b>		
Overall	60%	63%
Black	51%	51%
White	63%	67%
Hispanic	62%	85%
Special Ed	35%	41%
Free and Reduced	61%	63%

second semester. Intersession was limited to specific grades and did not allow teachers to target all of the students with the greatest needs.

Each year, Special Education referrals have increased. This increase has led to the need for more certified staff members to meet students' needs and IEP goals.

Math

While students had higher growth in Math, it was not significant and the number of deficit areas increased from 2011-2012. Students struggled with number sense, computation, algebraic expression and functions, geometry and measurement.

During the 2010-2011 and 2011-2012 school years data from classroom observations show that the teachers were not implementing the core curriculum with fidelity. The implementation of interventions was not consistent from the beginning of the year for students, especially those having the most difficulty. Not all teachers were targeting the interventions to specific areas of need shown in the data. Students having the greatest need were not always chosen for afterschool remediation and intersession.

## Student Leading Indicators

### **Instructions:**

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

	2011-2012	2012-2013
1. Number of minutes within the school year that students are required to attend school	64,800	64,800
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.4%	96.21%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A
5. Number of students completing dual enrollment classes	N/A	N/A
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	LSY-balanced calendar with intersession AS-after school SS-offered at neighboring school site	LSY- balanced calendar with intersession AS-after school SS-offered at neighboring school site

7. Discipline incidents*	195	329
8. Truants (# of unduplicated students, enter as a whole number)	0	0
9. Distribution of teachers by performance level on LEA's teacher evaluation system	Unsat-0 Basic-0 Proficient-11 Distinguished-2	Data Unavailable until August 2013
10 Teacher attendance rate	97.8%	99.3%

\*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

<p><b>What are key findings or summaries from the student leading indicator data?</b></p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p>	<p><b>What is at the “root” of the findings? What is the underlying cause?</b></p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p>
<p>The number of discipline referrals increased by 41% from 2011 -2012 school year to 2012-2013 (195-329 referrals).</p> <p>Afterschool tutoring, intersession, and summer school programs were offered, but students were selection process was not clear to the school staff.</p>	<p>There is an increase from the number of discipline referrals from 2011-2012 to 2012-2013. This is due to teachers using the e-school discipline referral process more effectively to document inappropriate behavior. This has led to more students receiving behavioral support and placement in the appropriate program to meet their needs. This year there is a calmer and safer building climate; however, teachers still need more professional development on strategies to deal with students who demonstrate at-risk, interruptive behaviors.</p> <p>Raymond Brandes School #65’s afterschool remediation program for the 2010-2011 and 2011- 2012 school years did not start until the second semester. This did not provide adequate time for students to receive intense remediation in the areas of known deficiencies.</p> <p>In the 2012-2013 school year, due to the late release of Title I funding, after school tutoring did not begin until the second semester and supplemental teachers were also not able to start until the second semester. Intersession and summer school were limited to specific grades and did not allow teachers to target all students with the greatest needs.</p> <p>Raymond Brandes School #65 needs to be able to provide intense and explicit remediation focused on targeted skills for all students with high academic needs. Incentives need to be offered to attract the most highly qualified teachers and to encourage students to attend.</p>

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

**Instructions:**

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

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.		X	X X X		1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or across grade-level		X  X  X	   X  X		1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and

<p>teams to discuss and improve.</p> <p>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>7. Instruction is not increased to allow for more student learning time.</p>			<p>X</p> <p>X</p>		<p>instructional ideas.</p> <p>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p>7. Schedules and strategies provide for increased student learning time.</p>
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<b>Curriculum</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Curriculum</b>
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.		X  X   X	X   X X		1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
<b>Data - Formative Assessments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Data - Formative Assessments</b>
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 2. Are not used to determine appropriate instructional strategies.			X X X		1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
<b>Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Professional Development</b>
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.		X X	X X		1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
<b>Parents, Family, Community</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Parents, Family, Community</b>

<ol style="list-style-type: none"> <li>1. Does not provide extended supports.</li> <li>2. Does not ensure a safe school and community environment for children.</li> </ol>		X	X		<ol style="list-style-type: none"> <li>1. Provides social and emotional supports from school and community organizations.</li> <li>2. Creates a safe learning environment within the school and within the community.</li> </ol>
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<b>Cultural Competency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Cultural Competency</b>
<ol style="list-style-type: none"> <li>1. Holds the belief that all students learn the same way.</li> <li>2. Uses the textbook to determine the focus of study.</li> <li>3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people.</li> <li>4. Does not investigate students’ level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.</li> <li>5. Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class.</li> </ol>	X	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>			<ol style="list-style-type: none"> <li>1. Holds the belief that students learn differently and provides for by using various instructional practices.</li> <li>2. Combines what learners need to know from the standards and curriculum with the needs in their lives.</li> <li>3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.</li> <li>4. Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.</li> <li>5. Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.</li> </ol>

<p><b>What are the key findings from the self-assessment of high-performing schools?</b></p> <p><i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.”</p> <p><i>Appropriate example:</i> “We only teach flags, festivals and foods with our students. “</p>	<p><b>What is at the “root” of the findings? What is the underlying cause?</b></p> <p><i>Appropriate example”</i> We don’t know how to align our curriculum across grade levels.”</p> <p><i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”</p>
<p><b><u>Leadership</u></b>  In the past the principal has not had the <b>operational flexibility</b> to <b>replace teachers</b> who are unwilling or unable to effectively manage an engaging learning environment and differentiate instruction. She has not been able to post staff positions and advertise for effective teachers outside the district. The district is revising their system to provide more autonomy for acquiring highly qualified staff members.</p> <p><b><u>Instruction</u></b>  Prior practices to monitor teacher effectiveness have not given administrators the authority to take corrective action on teachers who continually fail to meet the needs of students or address instructional deficiencies.</p> <p>In far too many classrooms, instruction is primarily <b>teacher centered</b>. It is not always <b>differentiated</b> for struggling students. Instruction does not always build the level of background knowledge that special education students or students from low socio-economic backgrounds need.</p> <p>This year teachers have received some professional development on differentiation. More professional development with follow-up is needed.</p> <p>The current instructional schedule and pacing do not allow enough time during the school day to provide adequate remediation without</p>	<p><b><u>Leadership</u></b>  Seniority and union agreements have limited the principal’s selection of teachers. Since IPS is facing a reduction in force at the end of this school year, agreements with the teacher’s union stipulate teachers must be hired from within the district pool of teachers.</p> <p><b><u>Instruction</u></b>  The current RISE Evaluation process addresses this issue and teachers are being held to a higher level of accountability. The main emphasis is on implementing effective instructional practices which include high levels of student engagement.</p> <p>During this school year teachers received professional development on differentiation, small group, and student engagement strategies. Teachers are beginning to incorporate these strategies, but some are still relying heavily on the textbooks as their main source of instruction and are not building background knowledge in the most effective ways.</p> <p>There is a lack of <b>systematic school-wide interventions</b> to assist students struggling to learn. Teachers are beginning to use instructional strategies that they learned during PD provided by the</p>

students missing instruction in another core subjects. Staff is limited and our data (stagnant growth) demonstrates a need for an interventionist to support struggling students.

While **technology** is being used by teachers and students, the amount of technology (computers, LCD projectors, Smartboards, etc.) and the training for teachers is inadequate to address the needs of our lowest performing students. The school does not currently have the infrastructure to support wireless technology therefore teachers and students are limited in their access to effective interactive programs.

### Curriculum

Many teachers consider the core curriculum to be the textbooks and state standards. They feel that the pacing does not allow enough time for integration of subjects such as social studies and science. They feel it is too rigorous or cognitively demanding for students who lack the basic skills.

Vertical alignment of the curriculum is not evident and clear to all staff members

### Data-Formative Assessments

IPS has implemented district-level formative assessments that are used by teachers to assess the effectiveness of their teaching. In the past, some assessments have not always aligned with the standards that are being taught.

Per our 2012-2013 School Improvement Plan, grade level teams including the special education team, are meeting weekly with the principal or instructional coach to analyze data and plan instruction based on that data. The current Title I teacher co-coordinates testing and data acquisition with the principal. This means that she is unable to meet with students during state and district mandated-testing windows.

principal, Title I teacher, and district curriculum and support personnel. Hiring certified interventionists to facilitate the intervention program is necessary to obtain the highest level of student achievement. These interventionists will also assist with data collection, compilation, and distribution to teachers.

Classrooms technology is very limited. IPS is in the process of upgrading the **infrastructure to support wireless technology**. Additional technology is needed in each individual classroom to support small group and individualized remediation and enrichment.

### Curriculum

The district, principal, instructional coach, and Title I teacher have provided teachers with resources and materials to support remediation and enrichment. These resources come from multiple sources, are not systematic, and do not often include an assessment component. They also vary by grade level so it is difficult for teachers from different grade levels to share ideas.

Teachers need additional time to meet in vertical teams to discuss the standards that are taught at each grade level and the strategies used to teach these skills.

### Data-Formative Assessments

While IPS provides district-level formative assessments, teachers **need systematic and explicit strategies and interventions** for students who do not show mastery of these standards-based essential skills. A review of the performance of Raymond Brandes School #65 students on these formative assessments reveals that, on average, students responds correctly approximately 50-65% of the time. This means that 35%-50% of the time students are **not** responding correctly.

Data is analyzed during weekly grade level team meetings through the 8-Step Process. Data conversations with students need to be more

**Professional Development**

Teachers post standards and expectations that include “I-statements”. Teachers are still growing in their knowledge of how to communicate these to students so that students have ownership for their own learning and can explain why they are learning specific skills.

Staff meetings have had a professional development focus this year. Per our 2012-2013 School Improvement Plan topics have focused on differentiation, small group strategies, and integrating technology. Many teachers have also attended district-wide professional development activities. The follow-up from district professional development is minimal.

**Parents, Family, Community**

Raymond Brandes Elementary School #65 has partnerships with University of Indianapolis, Keenan Stahl Boys and Girls Club, Laurelwood Community Center, and Pepsico; however these partnerships have not resulted in high levels of student achievement.

A Parent Liaison conducts at least two family nights each month, but these are not well attended and the school just meets the minimum requirements for this Title I position. Funding for student and parent incentives for school attendance and participation in family events is limited. The parent liaison also does at least 10 monthly home visits, but parents are still not feeling a close connection with the school and community partners.

informed, collaborative, and structured in a way to encourage stronger student self-reflection and goal setting. Hiring an interventionist who also takes these responsibilities will allow the Title I teacher to focus more on student instruction.

**Professional Development**

Professional development needs to address not only the type of re-teaching that is effective in helping students **correct misconceptions**, but **how to differentiate** when students represent a broad range of abilities in any given classroom. This includes enrichment for students who need it.

Professional development needs to be more job-embedded and include extensive modeling of strategies. It needs to be based on the individual needs of teachers using student data. Teachers need more time to receive feedback, reflect on their teaching practices, and adapt lessons. Professional development is needed that addresses the implementation of effective technology integration. The district has provided very limited professional development on technology in the past.

**Parents, Family, and Community**

The current job description of the Parent Liaison is not designed to allow time for effective outreach and networking with community organizations and businesses. The job description needs to be expanded to that of a *School Community Coordinator* who will work with all aspects of parent, family, and community relationship building. This coordinator needs to be a part of the staff incentive program where these relationships and partnerships lead to higher student achievements. This includes growing the school’s career awareness and college readiness partnership with the University of Indianapolis. Raymond Brandes Elementary School #65 students and university students will collaborate on service learning projects, college mentors program will be expanded to include more students, and college faculty, students, and members of the community will be invited to

<p><b><u>Cultural Competency</u></b> There is a lack of evidence showing teachers' ability to effectively understand students from different socioeconomic and cultural backgrounds. There is insufficient guidance for structuring candid conversations about biases and lack of cultural competency knowledge.</p>	<p>participate in monthly career focus activities.</p> <p>Incentives need to be given to encourage students to come to school on time, and to encourage families to participate in school wide and community family events. Part of the survey given to parents/guardians will include questions about incentives they feel are appropriate.</p> <p><b><u>Cultural Competency</u></b> Home visits are primarily conducted by the Parent Liaison and Social Worker. At this time teachers have not been required to do home visits. Providing incentives for teachers who complete a minimum number of home visits will allow them to better understanding the socio-economic and cultural environment of their students and ways to effectively guide their students to higher levels of achievement.</p>
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## B. Selection of School Improvement Model

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

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

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

## II. Selection of Improvement Model

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

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

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

*Intervention model selected:* Transformation Model

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

Raymond Brandes Elementary School #65 is a Kindergarten-6<sup>th</sup> grade culturally diverse elementary school, with approximately 90% of students qualifying for Free/Reduced lunch, and more than a fourth of the students identified as Special Education. Although attendance rates are typically high, ISTEP results for 2012 show 45% of students in grades 3-6 are below proficient in reading and 50% of grades 3-6 students below proficient in math. Economically disadvantaged students represent the largest subgroup, with significant deficits in both areas: 40% below proficient in reading and 60% below proficient in math. The school is committed to dramatically increasing student performance going forward through a focused effort on improving the instructional effectiveness of all teachers in order to meet the diverse needs of students in the school.

Through data analysis and building-level discussions, Raymond Brandes Elementary School #65 has identified current challenges and recommended areas of improvement that could be addressed through School Improvement Grant (SIG) funding. The leadership team has identified the following key findings.

**Finding: There needs to be large-scale literacy interventions and support systems to raise the academic performance of all students**

As noted above, there are a number of students in grades K-6 who are at risk of failure as a result of challenges with foundational literacy skills. With limited mobility at the school, grade 3 results are a strong indicator that students in grades K-2 are critically missing these foundational literacy skills of phonological awareness, phonics, vocabulary, spelling, and fluency. It is crucial to close the gap proactively and to continue to provide the targeted support beyond grade 2 to address comprehension and academic and content-specific vocabulary required of students with increasing content-text demands. To supplement core literacy programs in place, a more systematic, intensive, and personalized instructional focus for struggling readers will be necessary to address these gaps. Additional interventionists to support this program will ensure that the needs of more students are met.

**Finding: Poor math performance requires intense and differentiated interventions and support systems to help all students gain proficiency to build a strong foundation in math**

Math achievement is an area of priority, particularly for students in grades 2-6, with 37% of students performing below proficient. There is a need for an intensive and targeted intervention support system for students who are below proficient. Equally important, all math teachers in the school should be equipped with math instructional strategies that will help promote college and career readiness, e.g. the ability to incorporate problem solving, conceptual understanding, and greater reasoning and mathematical discourse into conversation.

**Finding: In order to impact student achievement, a concerted effort to improve instructional practices is critical**

With student achievement at the core of all efforts, the leadership team recognizes that the effectiveness of the teacher has greater influence on student performance than any other factor, including poverty. A shared vision of instructional excellence needs to be established, with focused and continuous professional development on student achievement and support to build the capacity of teachers and to supply them with research-based instructional practices that will result in greatest impact. The school leadership team understands that focused collaboration among teachers improves practice and builds a community of instructional experts. Working toward a common vision, a common set of high-leverage instructional strategies, and giving and receiving feedback on practice will help Raymond Brandes Elementary School #65 achieve this goal.

**Finding: There is a need for a more targeted approach to build leadership capacity and distribute responsibilities across the school**

It will be important to build leadership capacity at Raymond Brandes Elementary School #65 and empower others to lead and assist in transforming practices. Creating a collaborative leadership environment demands clear communication and mutual expectations of all members of the school community and creates trust and commitment to achieve goals. A Building Leadership Team will be established to ensure a culture of high expectations for all students, to participate in creating an improvement plan that represents the input from the school community, and to assume a shared responsibility for teacher, leader, and student success.

**Finding: Extended Learning Time Activities need to be increased by amount of hours and number of students selected for the programs.**

All students should have an opportunity to receive the remediation and enrichment that they need. The ability of the school to provide more extended learning time activities will lead to an increase in student achievement and student motivation to learn during the school day. Providing intersessions and summer schools for all grade levels at Raymond Brandes Elementary School #65 will ensure that all students with a need receive remediation on skills they are struggling with. Utilizing certified staff members with a proven history of raising student achievement will ensure that students are taught by the most effective educators. Encouraging community volunteers to assist with these classes will provide students with

mentors and positive role models. The extended time activities will include both remediation and enrichment. Enrichment activities will focus on technology utilization and preparation for future careers, especially those in the Science, Technology, Math, and Engineering fields. Implementing these activities at the beginning of the school year will allow more time to target skills needing the most growth.

**Finding: More technology is needed to effectively implement the core curriculum and targeted interventions**

Current technology is limited in classrooms and throughout the building. The building is not wireless; many classrooms do not have student computers; and time in the shared computer labs is limited due to district and state testing. One lab has a Smartboard which has to be shared by multiple teachers. Student Response Systems are available to be used with the Smartboard, but the staff has not been properly trained on how to incorporate their use into instruction and assessment. Only a few teachers have document cameras and LCD projectors. In order to effectively implement a technology based intervention program with fidelity, each classroom needs to have a Smartboard and at least 5 student computers as well as document cameras and LCD projectors. Teachers need to be trained on how to effectively use technology to differentiate instruction and meet student needs based on the data.

**Finding: Family and Community Activities are limited and poorly attended**

Teachers are only required to hold one parent conference during the school year. They are encouraged to do more and some teachers do; however they are not compensated for their time so all do not do this. Providing incentives for teachers to hold three conferences per year and increase communication with parents will ensure that parents have clear knowledge of their child's needs and strategies to address those needs.

The district requires a minimum of two parent activities a month. The Principal, Parent Liaison, and Title 1 Teacher have worked hard to encourage attendance through flyers, Connect-Ed messages, personal contacts, and by offering the same workshop at different days and times in the month; however the attendance is still relatively low. Incentives, including technology, will encourage greater attendance at these workshops and meetings thus leading to more parents having the tools to assist their children at home. Parent and community member surveys drive the process of ensuring that the needs of the families are being met.

The current job description of the Parent Liaison does include a strong community coordination role. The current parent liaison and the principal have been working with community organizations to expand their programs for next school year. This often requires meeting with community organizations outside of the school day which is not compensated. Expanding the role of the parent liaison to include community coordination will allow the principal to have more time to focus on instruction.

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

Under the Transformation model, Raymond Brandes Elementary School #65 is committed to changing and restructuring organizational systems, ramping up instructional leadership through a shared vision and broader oversight of initiatives, and improving instructional and assessment practices to positively impact student achievement. We will work with Scholastic Achievement Partners as our external partner to assist in planning, guiding, and monitoring the work. Scholastic Achievement Partners is part of Scholastic Inc. and is focused on building educator effectiveness by assisting schools and districts in their school improvement efforts. Scholastic Achievement Partners has deep experience and a proven track record of success in serving as a SIG Lead Partner and IDOE Lead Partner in Indianapolis Public Schools and in schools and districts across the nation.

***Focus Area #1: Data Driven Literacy/Math/Instruction Needs Assessment and Collaborative Planning.***

We believe beginning our school improvement effort with a robust, data-driven needs assessment that will clearly define trends, needs, and gaps to further refine project goals and action steps. The Building Leadership Team will use the valuable data gained through this process to collaboratively plan for success. Just as importantly, the data serves as an important tool to communicate back to Raymond Brandes Elementary School #65 faculty and staff to focus their efforts and to get their buy-in. For Raymond Brandes Elementary School #65, we will place a primary focus on literacy, math, teacher and leader effectiveness and the readiness of the school's culture to pursue a large-scale academic improvement initiative. The needs assessment would include:

- *Deep Dive Review of School Data.* We will critically analyze student achievement data in literacy and math, looking for trends and insights that can be used to refine our plan.
- *Collaborative Review of Instructional Practices.* Via observation and consultation, a team of consultants from our external provider, Scholastic Achievement Partners, will do side-by-side walk-throughs with the Building Leadership Team to examine instructional practices relative to a rubric of best practices as demonstrated by the nation's highest performing and most rapidly improving schools. This effort will highlight gaps and produce actionable recommendations that will guide efforts to improve teacher effectiveness.
- *Assessment of School Climate and Culture.* Using Scholastic Achievement Partner's proprietary survey tool (the WE™ Survey Suite, developed under a grant from the Gates Foundation), we will measure the beliefs and attitudes of key stakeholders with regards to school environment and culture. These surveys (WE LEAD™ WHOLE STAFF SURVEY, WE TEACH™ INSTRUCTIONAL STAFF SURVEY, WE LEARN™ STUDENT SURVEY, and WE SUPPORT™ COMMUNITY SURVEY) ask teachers, students, and parents/community members to share their feedback and opinions on where opportunity for improvement exists.

Scholastic Achievement Partners will produce a final report at the conclusion of the needs assessment process that will be used as the basis for planning.

Upon conclusion of the needs assessment, a series of working sessions (2-3, 1-day periods) will be scheduled to review and analyze the results of the data collected. Scholastic Achievement Partners will then work together with the Raymond Brandes Elementary School #65 team to collaboratively craft a plan for improvement and partnership. The resulting plan will include a detailed assessment of identified gaps, a schedule of key activities, deliverables, and milestones, a statement of key goals that need to be accomplished, identification of metrics for tracking progress, and assignment of team members for follow up and implementation.

As part of this plan, we will also work to build a strong consensus around the instructional and leadership vision for the school.

### **Focus Area #2: Systematic and Personalized Literacy Intervention for Below-Proficient Readers**

With more than 45% of students in grades 3-6 below proficient on the ISTEP, and 40% of grade 3 students below proficient, a demonstrated need for a rigorous intervention and support system for struggling readers is of urgent need. Below-level readers in grades 3-6 will benefit from an intensive intervention program designed to move them to grade level performance. Students in grades K-2 will also be accelerated with a targeted prevention/intervention program designed specifically for their emerging and developing literacy needs to decrease the emerging gap in student performance. These intensive programs will supplement existing, successful programs or efforts, ensuring that every student receives the specific support he/she needs. The existing daily intervention structure within the school will help accommodate the implementation of these targeted interventions, as well as support the school's desire to embed more technology within the instructional program to scale and personalize the support.

To this end, Raymond Brandes Elementary School #65 will implement the following:

- *Rigorous identification of students who could benefit from literacy intervention.* The Scholastic Reading Inventory, Scholastic Phonics Inventory, or the *iRead* Screening and Placement assessment will be used to screen students for identification and to provide ongoing progress monitoring. We also strongly recommend multiple measures of screening and assessment and will leverage additional data (e.g. Acuity, performance assessments) to assist in this process as well.
- *Placement of students in a research-based, technology-enabled reading intervention program.* Scholastic has pioneered the use of technology in helping to enable effective reading intervention at scale and is designed to support teachers, to standardize instructional best practices, and to help ensure maximum small group and one-on-one time between teachers and students. Students would be placed into one of three programs:
  - *iRead*, for grade K-2 students in need of additional early literacy foundational support.
  - *System 44*, for grade 3-6 students in need of foundational skills for older struggling readers
  - *READ 180*, for grade 3-6 students who need additional support in phonics, spelling, vocabulary, and comprehension
- *Rigorous implementation support.* Scholastic Achievement Partners will work with the school to construct a rigorous plan of systematic intervention support, consisting of the following key tasks:

- 2 Days of upfront training
- Monthly in-classroom support for all READ 180/System 44 teachers
- Quarterly school visits (4) for iRead teachers
- Ongoing progress monitoring and reporting back to district leadership to highlight implementation fidelity
- Assistance in implementation planning, including guidance and support in adjusting school schedules to support the intervention initiative

### **Focus Area #3: Intensive Mathematics Intervention Support for Struggling Learners**

Below-level math students in grades 2-6 will benefit from a tiered math intervention approach that identifies students with foundational math challenges and treats them via research-based programs to improve their mathematics skills, with a strong focus on rebuilding the cognitive structures for understanding and the critical foundations for algebra. We will intervene with students early, focusing on grades 2-6. Our current data indicates that approximately 183 students in grades 2-6 are performing below proficient.

To this end, Raymond Brandes Elementary School #65 will implement the following:

- *Rigorous identification of students who could benefit from math intervention.* The Scholastic Math Inventory will be used to screen students for identification and to provide ongoing progress monitoring. We also strongly recommend multiple measures of assessment to identify below-level math performance and will leverage additional data (e.g. Acuity, performance assessments) to assist in this process as well.
- *Placement of students in research-based math intervention program(s) based on student's individual needs.* Scholastic has pioneered the use of technology and instructional strategies in helping to enable effective math intervention at scale and is designed to support teachers, to standardize instructional best practices, and to help ensure maximum small group and one-on-one time between teachers and students. Students would be placed into one or more of three programs:
  - *Do The Math*, for grade 2-6 students in need of focus on Number and Operations. The program teaches students the basics of math-computation, number sense, and problem solving.
  - *FASTT Math Next Generation*, for grade 2-6 students in need of accelerating their acquisition of math facts as well as those who are struggling to catch up.
  - *Fraction Nation*, for grade 4-6 students in need of developing a conceptual understanding and procedural knowledge of fractions and decimals, two of the most difficult concepts to teach and learn.
  - *Math Reads*, to introduce all K-5 students into the world of mathematics through Common Core lessons inspired by delightful children's books. Lessons make explicit connections to the Common Core and help students learn to think, reason, and solve problems.
- *Rigorous implementation support.* Scholastic Achievement Partners will work with the school to construct a rigorous plan of systematic intervention support, consisting of the following key tasks:

- Implementation training for all math intervention teachers to ensure successful startup and to deepen understanding of how to differentiate instruction
  - Monthly in-classroom support for all *Do The Math* teachers
  - Quarterly school visits (4) for *FASTT Math* Next Generation and Fraction Nation teachers
  - Ongoing progress monitoring and reporting back to district leadership to highlight implementation fidelity
  - Assistance in implementation planning, including guidance and support in adjusting school schedules to support the intervention initiative
- Two certified interventionists will support the implementation of the reading and math interventions. They will also coordinate the administration of state and district assessments and compile data in a timely manner to give to teachers so that they can inform instruction.

**Focus Area #4: Implementation of Blended Professional Learning Approach to Improve Instructional Effectiveness**

Through collaboration with our external provider, Scholastic Achievement Partners, we will develop and implement a systematic, blended professional learning plan that includes face-to-face training, job-embedded instructional and leadership coaching, and online courses to provide a highly-focused, streamlined, and relevant learning experience for all teachers designed to support the grant target areas. The professional learning plan will:

- Equip all teachers with impactful, research-based strategies to improve instruction in literacy and math
- Prepare teachers to support all learners, with specific emphasis on tools and strategies to address the needs of struggling students
- Guide teachers in use and analysis of relevant assessments to monitor progress and to inform instruction

Details are described below in the description of the *Required Elements for the Transformation Model- High Quality, Job-Embedded Professional Development*

**Focus Area #5: Deepen Building-wide Leadership Capacity.**

A Building Leadership Team will be established to create a critical mass of leaders who can distribute school improvement oversight to drive the initiative forward and to monitor implementation fidelity and success. The Building Leadership Team will participate in the data analysis and strategic planning phase, assist with gathering input from teachers and staff, sharing feedback and results, and act as trusted advisors within the building. The Building Leadership Team will receive additional support from Scholastic Achievement Partners' leadership coaches to develop the necessary instructional leadership skills for results. Details are described below in the description of the *Required Elements for the Transformation Model- High Quality, Job-Embedded Professional Development*

### **Focus Area #6: Increase Extended Learning Time**

With the SIG grant Raymond Brandes Elementary School #65 will choose our students based on data and provide more learning opportunities that will include:

- Before and afterschool remediation beginning the first quarter
- Afterschool enrichment activities with an emphasis on technology and STEM career readiness beginning the first quarter
- Balanced Calendar Intersession for students in Kindergarten -6<sup>th</sup> grades
  - October 7, 2013-October 11, 2013
  - March 24, 2014-March 28, 2014
- 14 Days of Summer School at Raymond Brandes Elementary School #65

Only effective and highly-effective teachers who have demonstrated high levels of student achievement and growth will be selected to provide extended-time learning opportunities for students. Those meeting selection criteria will be compensated to provide (a) before or after-school instruction; and/or (b) during the additional Balanced Calendar Intersession school days.

Students will be selected based on DIBELS, Acuity, SRI, ISTEP+, and classroom assessment data. Pre, ongoing, and post assessments will be used to document students' progress. All students who meet achievements goals will receive incentives and rewards.

The Center for Excellence in Leadership of Learning (CELL) and the Family and Community Coordinator will recruit volunteers to support children during these learning clubs. CELL will fund the training for volunteers and the SIG grant will fund the materials. The teachers will conduct home visits and communicate with parents regularly to ensure that they are informed of their child's progress. Teachers will maintain a contact log for documentation.

### **Focus Area #7: Infuse more technology into the classrooms**

Money from the SIG grant will pay for the purchase and installation of six student computers in each classroom. A Smartboard with student response systems will also be installed in each classroom. The district will upgrade the school's technology infrastructure to a wireless network. Teachers will receive training on using this technology to effectively implement the core and intervention programs mentioned in this grant. The principal will monitor implementation. In addition to raised student achievement, students will be equipped with the digital skills necessary to be successful in the 21<sup>st</sup> Century.

### **Focus Area #8 Increased Family and Community Engagement**

Partnerships with the University of Indianapolis, the Center for Excellence in Leadership of Learning, and local businesses will allow us to strengthen and sustain our extended time and community outreach programs. Student and family incentives will encourage greater participation in school and community events and allow the school to equip students with literature and technology that will give them access to research based literacy and math programs at home. Also, a School Community Coordinator will help ensure the sustainability of all these partnerships and community engagement.

## REQUIRED ELEMENTS OF THE TRANSFORMATION MODEL

### **Required Element #1: Develop Teacher & Leader Effectiveness—REPLACE THE PRINCIPAL**

A new principal, Lauren Johnson, has been selected to lead transformation at Raymond Brandes Elementary School #65 for the 2013-2014 academic year. The principal has received district-sponsored, ongoing training to assume this leadership role. Trainings include, but are not limited to, Superintendent's Retreat, monthly principals' meetings, district site visits, and monthly meetings with content area personnel.

A dynamic and talented educator has been selected to lead Raymond Brandes Elementary School #65. IPS has supported Lauren Johnson with training and internships to prepare her to succeed. Lauren Johnson has also attended and presented at district and national conferences including the ASCD conference and Indiana State Reading Conference. She is licensed in Elementary Education, School Administration, Learning Disabilities, and Gifted and Talented Education. Mrs. Johnson has experience in working with students that are at-risk due to low achievement and high ability and gifted students. Mrs. Johnson has provided training for teachers on reading and math strategies. She is recognized as a community school principal and she has proven leadership in expanding community partnerships and acquiring human and material resources to enhance instruction. Mrs. Johnson will be supported by Scholastic Achievement Partners, Center for Excellence in Leadership of Learning, and University of Indianapolis who will provide leadership training, on-site coaching, and proven leadership structures.

### **Required Element #2: Develop Teacher & Leader Effectiveness—RIGOROUS, TRANSPARENT, AND EQUITABLE EVALUATION SYSTEM**

This school year, 2012-2013, the Indianapolis Public Schools will utilize the Indiana Department of Education's new model evaluation and development system, RISE. RISE provides Indiana teachers the meaningful feedback and support they need to grow professionally, and ensures that Indiana students have teachers who will help them grow academically. RISE brings principals and teachers together in a common mission of developing, supporting, and recognizing excellent teaching. (Information from: [www.riseindiana.org](http://www.riseindiana.org))

The RISE model complies with Senate Enrolled Act 1 states that evaluations must:

- Be annual: Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis
- Include Student Growth Data: Evaluations should be student-focused. First and foremost, an effective teacher helps students make

academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.

- Include Four Rating Categories: To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

The principal of Raymond Brandes Elementary School #65, Lauren Johnson attended the trainings during the spring and summer of 2012. She received her certificate of completion and has effectively implemented the RISE evaluation program during the 2012-2013 school year. Teacher leaders have also attended training and have assisted their peers with understanding the process, writing goals, and providing documentation for the different domains. The principal, her teacher leaders, and all teachers will receive additional training during the summer of 2013.

### **Required Element # 3 Develop Teacher & Leader Effectiveness—REWARDING OF SCHOOL LEADERS/TEACHERS/OTHER STAFF**

Teachers who need improvement based on the RISE Evaluation System and student data will be given support from the principal, lead partner, and other instructional district and school support teams. Teachers who fail to improve will be removed according to the guidelines of the teacher contract and SIG agreement.

The following process will be used to identify and reward school administrators, certified and noncertified staff and building personnel.

Staff will begin with data collection as it pertains to:

- student performance and discipline;
- high quality informal walkthroughs;
- utilization of formative and summative assessments;
- growth in student data based on interim assessments;
- leadership capacity;
- implementation of career and college readiness;
- personal implementation of his/her professional growth plan;
- RISE Evaluation System (administrators & instructional staff);
- IPS Evaluation System (non-instructional staff).

Instructional and non-instructional staff will have an opportunity to receive performance awards if they successfully implement their individual growth plan which will include participation in staff retreats, school-wide face-to-face professional development, additional parent conferences, online professional development, family or community events, home visits and data from state and districts assessments that lead to increased

student achievement. Effective and highly-effective teachers who remain at Raymond Brandes #65 Elementary School for the duration of the grant will be eligible for an additional stipend.

Teachers will sign a letter of commitment to signify their agreement to fully implement and support initiatives included in the SIG grant.

#### **Required Element #4: Develop Teacher & Leader Effectiveness—HIGH QUALITY, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT**

Just as we expect the instruction for students to be systematic and based on individual needs, our goal is to provide teachers with a strategic and focused professional learning plan that supports their learning within a collaborative, supportive environment. In addition to the essential content knowledge necessary to improve student achievement, teachers will be armed with high-leverage strategies to improve instruction, particularly in literacy and math. Important to building teachers' expertise will be using and analyzing relevant student performance data to inform their instruction and to continuously monitor students' progress. A variety of delivery options will be offered, including face-to-face and online. In order to personalize learning for every teacher and leader, job-embedded coaching will offer the greatest opportunity to assess individual needs, provide specific and targeted guidance (modeling, demonstrations, co-teaching, co-planning, observations, feedback), and support continuous improvement with instructional practices.

Focus areas will include:

##### For All Teachers

- High-leverage engagement strategies to increase levels of thinking and application in all classrooms
- Common literacy instructional strategies that carry across disciplines
- Mathematical practices that carry across disciplines (e.g., problem solving, reasoning, constructing arguments)

##### For Literacy Intervention Teachers

- Intervention strategies and routines for struggling readers

##### For Math and Math Intervention Teachers

- Strengthen their math content and pedagogical knowledge in order to understand various solution paths and students' reasoning
- Understand how students learn in order to make instructional decisions about tasks to complete and questions to pose
- Develop insight into individual learners' content mastery and math reasoning
- Cultivate new instructional strategies that promote thinking, reasoning, and sense making

### For Building Leadership Team

- Establish a vision for instructional excellence
- Align organizational structures and systems to support the vision
- Build capacity to distribute leadership
- Develop, implement, and monitor school improvement plan
- Support school-wide instructional strategies
- Facilitate data-driven decision making
- Provide opportunities for ongoing professional learning and collaboration

We will build knowledge on these literacy and math efforts via the following means:

- A 2-day Instructional Excellence Institute targeting focused areas, to be held early in implementation
- Online Learning. Teachers will be enrolled in online learning courses via the *Scholastic U* platform. Courses will be chosen to align to the focus areas listed above.
- Common planning time/PLCs to model, demonstrate, discuss, and debrief
- Job-Embedded Coaching at a frequency of 1x per month for all teachers and 2x per month for those teachers who may need additional support. Support will be provided by our external partner, Scholastic Achievement Partners, and will consist of the following key elements:
  - Coach will work with each teacher to develop a personalized plan for growth and development in instruction (based on common vision)
  - Coach will observe and track fidelity of implementation of recommended instructional techniques
  - Coach will provide side by side assistance and reflection/de-briefing

As part of this initiative we will identify degrees to which key instructional improvement initiatives are being implemented with fidelity and create reports summarizing this for the purpose of tracking progress over time.

The professional learning plan will also consist of support for the newly created Building Leadership Team. With this support we will ensure that we are deepening and sustaining instructional leadership capacity at Raymond Brandes Elementary School #65, and that the Brandes team continues to expand the instructional leadership skills necessary to empower the learning community to continue to focus on school improvement initiatives and student achievement.

This support will include the following key action steps:

- Identification of new leaders/teachers for a school-wide Building Leadership Team for the 2013-2014 school year. This team will receive additional training and support on instructional leadership skills. They will also serve as a steering committee and mechanism for feedback for the initiative as a whole.

- These members will participate in a 3 day Instructional Leadership Institute to help orient them to their new roles and to lay out their specific tasks and responsibilities in supporting the SIG initiative.
- Members will create Individual Leadership Growth Plans (LGPs) with the support of Scholastic Achievement Partners leadership coach, centered on helping the Building Leadership Team members set goals related to the school improvement plan. The LGP will provide information to create actionable individualized plans that will foster building-wide leadership capacity. Using the LGP, participants in this program will gain valuable skills in identify, observing and coaching good instruction; facilitating professional learning communities; helping to define and communicate a vision for success in the school; and engaging and representing Brandes Elementary in the community.

Members will also receive monthly leadership coaching, with a target of monthly one-on-one time with a coach as well as regularly-scheduled facilitation of Building Leadership Team meetings to ensure progress against Leadership Growth Plans, with success measured by percentage of LGP goals complete and a leader self-assessment using a rubric of instructional leadership

**Required Element #5. Develop Teacher & Leader Effectiveness—FINANCIAL INCENTIVES/PROMOTION/CAREER GROWTH/ FLEXIBLE WORK CONDITIONS**

This School Improvement Grant provides the opportunity for effective teachers to be identified as a “teacher leader”. In an effort to retain high quality teachers and encourage career growth, identified teacher leaders at Raymond Brandes Elementary School #65 will form the Teacher Leadership Committee (TLC) for the 2013-2014 academic year. These teachers will receive training along with the principal from our lead partner, Center for Excellence in Leadership of Learning, and participate in online leadership training activities. The focus of their training will include:

- 1) - Facilitating effective discussions on best practices in data analysis and instruction
- 2) - Designing school-wide and individual growth plans
- 3) - Using evidence gathered from the classrooms to evaluate instruction and its effect on student growth with an emphasis on the - achievement goals of the school and individual teacher -
- 4) - Reaching Consensus and Shared Decision Making

These teachers will use information from the training to:

- 1) - Model effective instructional strategies
- 2) - Provide peer mentoring and coaching

Struggling teachers or those desiring a mentor will receive release time from the classroom to

- 1) Observe their mentor teacher
- 2) Participate in reflective conversation about best practices that they will implement in their classroom

The Leadership Team, principal, and leadership coach will meet monthly to analyze student data, classroom instructional practices, and school climate. They will identify successes challenges, and come to a consensus on focus strategies for the next month as they relate to the goals of the SIG Grant. Teachers on the leadership team will receive a stipend of \$500 per semester (\$1000 year) and be given opportunities to attend a local conference (i.e. Center for Excellence in Leadership of Learning's Education Transformation Conference, State Reading Conference, Indiana State Teachers of Mathematics Conference, or Indiana Student Achievement Institute). All conferences focus on best practices in raising student achievement. Teacher leaders will be expected to share what they learned during a staff meeting shortly after they return.

The school will use the district's comprehensive screening and hiring process to place highly qualified and talented teachers in the certified and classified positions. This process will include a modeled lesson (certified) or performance task (classified). The school will work with the district to receive staffing priority for new hires.

#### **Required Element #6. Increasing Learning Time and Creating Community-Oriented Schools—INCREASED LEARNING TIME**

Increased learning time is embedded into the school's daily calendar. A grab-and-go breakfast for most students will allow 20 extra minutes into each school day. Lunch Bunch learning club for Tier 2 and 3 students has added another 30 minutes. A school-wide strategic intervention time has provided objective-driven lessons to all students daily. Certified personnel are needed to implement these extensions, thus ensuring our curriculum will be data driven and analysis based.

Additional hours per day- 4 hours per week for 30 weeks per year will be provided for our lowest identified students. This extended learning time will provide extra time and instruction to master the essential learning called for in the IPS pacing guide and Indiana Academic Standards. These students will be identified through ISTEP, Acuity Predictive testing, SRI, DIBELS, and Scholastic assessment data.

IPS has recently changed its school calendar to permit Intersessions after the first and third nine-week quarters. This will amount to 10 extra days on the school calendar. These Intersessions will be ideal for providing intensive objective- driven learning. With SIG funding, we will have the flexibility to select students shown in our data that fall into the Tier 2 and Tier 3 categories.

An extension of the summer school program provided by the district will be offered through school wide summer enrichment and remediation classes. This will consist of 3 weeks of classes for students in grades K-6<sup>th</sup>. Through SIG funding, certified teachers will receive compensation for their hours providing instruction outside contract hours during extended learning times, intersessions and summer school.

**Required Element #7. Increasing Learning Time and Creating Community-Oriented Schools—FAMILY AND COMMUNITY ENGAGEMENT**

To increase family and community engagement, the parent liaison's role will be expanded to a Family and Community Coordinator. In addition to monthly home visits and bimonthly family engagement activities, the Family and Community Coordinator will oversee and manage programs with all school partners. He or she will work with the liaison from the Center for Excellence in Leadership of Learning's volunteer and mentor program and make sure the materials and supplies are organized and accessible. He or she will coordinate service learning projects with the University of Indianapolis Outreach and Community Services Coordinator. The Community Coordinator will identify additional parent involvement activities, conduct home visits, facilitate the home school connections, obtain new partnerships and develop the Raymond Brandes Elementary School #65 Community Council and serve on the leadership team. The Family and Community Coordinator will attend neighborhood association meetings and represent the school at community events. He or she will work with recruiting volunteers and maintaining the schedule for all volunteers including those who assist with extended time activities. This Family and Community Coordinator will also coordinate the incentive program for attendance at family and community gatherings.

The Family and Community Coordinator along with the instructional coach will create and maintain reports that include data from district and state assessments for students who are in extended time programs. He/she will work with the lead partner's project manager to ensure that all of the documentation needed to support the grant is collected and organized. He/she will be given a stipend of \$500 for their additional duties.

**Required Element# 8: Comprehensive Instructional Reform Strategies—USE DATA TO IDENTIFY AND IMPLEMENT AN INSTRUCTIONAL PROGRAM THAT IS RESEARCH BASED AND VERTICALLY ALIGNED FROM ONE GRADE LEVEL TO THE NEXT AS WELL AS ALIGNED TO STATE ACADEMIC STANDARDS**

**Literacy**

In order to support the needs of struggling readers and to accelerate their performance to meet grade-level standards, Raymond Brandes Elementary School #65 will implement proven and intensive interventions for below-proficient readers in grades K-6<sup>th</sup>. Each of these is designed to provide systematic and intensive intervention, to identify individual gaps and personalize learning, to use the power of technology for engagement, motivation, individualized feedback, and progress monitoring, and include support for English Language Learners and special populations. The following interventions have all been aligned with the College and Career Ready standards, as well as state standards.

- *iRead (K-2)* is designed to ensure mastery of all K-2 foundational reading skills, including phonological awareness, phonics and word - recognition, spelling and encoding, and fluency. -
- *System 44 (3-6)* also focuses on foundational reading skills, but respectfully motivates older struggling readers with age-appropriate topics and motivating text and video to build the basics of vocabulary, phonics, spelling, and fluency, while connecting all learning to meaning.
- *READ 180* will support struggling readers in grades 3-6, and it includes leveled texts, exciting nonfiction, individualized/adaptive software, teacher-directed instruction, and ongoing data reports for ownership and accountability. *READ 180* continues to build on the foundational reading skills of vocabulary, spelling, phonics and word study, ensuring students are making meaning and developing solid comprehension skills.

Students are placed in the appropriate intervention through the use of a computer assessment, designed to identify reading level and skill analysis. This is supported by other measures of assessment and observations by the teacher for accurate placement.

- *iRead (K-2)* uses a leveled, adaptive screener assessment placing students in the intervention where they progress at their own rate through a continuous set of developmental topics with a personalized learning path through the program.
- *READ 180/System 44 (3-6)*. Students are placed in the appropriate 3-6 intervention based on results of the Scholastic Reading Inventory as the initial screener. For students who demonstrate lower reading levels and who may not be ready for the more challenging skills and text of *READ 180*, those students are given a secondary assessment, the Scholastic Phonics Inventory, to confirm accurate placement and level of need.

### Mathematics

In order to support the needs of struggling math students and to accelerate their performance to meet grade-level standards, Raymond Brandes Elementary School #65 will implement proven and intensive interventions for below-proficient readers in 2-6, while also supporting introduction of math concepts and reasoning for all grades. Each of these is designed to provide systematic and intensive intervention, to identify individual gaps and personalize learning, to use the power of technology for engagement, motivation, individualized feedback, and progress monitoring, and include support for English Language Learners and special populations. The following interventions have all been aligned with the College and Career Ready standards, as well as state standards.

- *Do The Math (2-6)* is designed with eight research based instructional practices embedded in the program and proven effective with struggling students: Scaffolded Content, Explicit Instruction, Multiple Strategies, Gradual Release routines. *Do The Math* is focused on number and operations, the cornerstone of elementary math, and teaches students the basics of math – computation, number sense and problem solving. It rebuilds the critical foundations for algebra by focusing on fluency with whole numbers and fractions.
- *FASTT Math Next Generation(2-6)* to ensure mastery of all math facts in all four operations in order to succeed in higher-order mathematics. *FASTT Math Next Generation's* adaptive technology creates an individualized learning progression for every student, and embedded assessment ensures math fact mastery.

- *Fraction Nation (4-6)* to support students develop a conceptual understanding and procedural knowledge of fractions and decimals, two of the most difficult concepts to teach and learn. With explicit instruction and guided practice, the program teaches students fraction and decimal quantity concepts, equivalence, and addition and subtraction
- *Math Reads (K-5)* to introduce all K-5 students into the world of mathematics through Common Core lessons inspired by delightful - children's books. Lessons make explicit connections to the Common Core and help students learn to think, reason, and solve problems. -

Students are placed in the appropriate intervention through the use of a computer assessment, designed to identify reading level and skill analysis. This is supported by other measures of assessment and observations by the teacher for accurate placement.

- *Do the Math*. After obtaining a Quintile score on the Scholastic Math Inventory, students will be placed in the appropriate *Do the Math* module. An online Beginning of Module assessment will provide a clear starting point for each student, allows the teacher to monitor overall progress in the module, and confirms placement. Students are assessed every fifth lesson to determine their progress, and specific suggestions for differentiating instruction are provided. An on-line Mid Module assessment and End of Module assessment also provide additional data points for progress monitoring. Each of the 13 modules follows a consistent structure that includes frequent and strategically placed formative and summative assessments.
- *FASTT Math Next Generation*. The software adapts daily instruction according to an individual student's performance. Results from the Placement Assessment are used to build an individualized Fact Grid that highlights the student's fluent and non-fluent facts and selects facts for instruction. The program makes adjustments continually so that each student receives the targeted instruction and practice needed to gain automatic recall of all facts.
- *Fraction Nation*. Each lesson in *Fraction Nation* ends with a performance assessment that determines, on a lesson-by-lesson basis, whether students have mastered the targeted skill or concept presented during the Learn and Practice activities. Different types of performance assessments measure students' capabilities in six fraction and decimal skill categories: estimating quantity, comparing numbers, using different representations, using number lines, expressing equivalence, and solving problems by adding and subtracting.

**Required Element #9: Comprehensive Instructional Reform Strategies- PROMOTE THE CONTINUOUS USE OF STUDENT DATA TO INFORM AND DIFFERENTIATE INSTRUCTION**

Use of data to inform instruction is a key element the implementation of both school-wide instructional strategies and literacy and math interventions.

Literacy

Interventions: Each of these literacy interventions (*iRead*, *READ 180*, *System 44*) has a robust data management system that provides teachers, leaders, and students with actionable and detailed data on performance to continuously monitor, adjust, and scaffold instruction. This data drives placement, grouping, instructional guidance, and progress monitoring.

- A Student Dashboard promotes ownership of their learning, which is an integral part of the personalized learning experience. Students are able to see and track frequent evidence of progress, which leads to perseverance and motivation
- The Teacher Dashboard helps build the capacity of effective teachers by providing ongoing student performance data on key skills, usage, mastery, and alerts teachers when students are performing below expectations.
- The Leadership Dashboard provides visibility into student data, enabling them to achieve a greater level of implementation fidelity, resulting in higher student achievement.

## Math

Interventions: Each of these math interventions (*Do The Math*, *FASTT Math* Next Generation, Fraction Nation) has a robust data management system that provides teachers, leaders, and students with actionable and detailed data on performance to continuously monitor, adjust, and scaffold instruction. This data drives placement, grouping, instructional guidance, and progress monitoring.

- Student data promotes ownership of their learning, which is an integral part of the personalized learning experience. Students are able to see and track frequent evidence of progress, which leads to perseverance and motivation.
- Teacher data helps build the capacity of effective teachers by providing ongoing student performance data on key skills, usage, mastery, and alerts teachers when students are performing below expectations.

The Leadership Dashboard (*FASTT Math* Next Generation) provides visibility into student data, enabling them to achieve a greater level of implementation fidelity, resulting in higher student achievement.

The Teacher Leadership Committee will analyze state, district, and school-wide assessments including ISTEP+, Acuity, SRI, DIBELS, and classroom assessments to identify students who are at-risk and not meeting grade level standards. This analysis will take place over the summer and biweekly during the school year. Interventions will be implemented for these students during the daily intervention times and extended learning times. At risk students will be assigned a staff mentor who will check with them once a week during the first grading period. These mentors will provide advice, guidance, and supplemental academic support. Our Family and Community Coordinator will also coordinate workshops for these parents to help them assist their child with learning in the home.

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

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

Capacity Task	Yes	No	District Evidence
<p>1. The budget includes attention to each element of the selected intervention.</p> <p><i>All models</i></p>	<b>X</b>		<p><b>Attached Budget</b>  District and school leadership collaborated to identify areas of need, and then researched all interventions models/programs for scientifically based research and program effectiveness in similar school settings.</p> <p>Budget resources to support successful implementation are carefully calculated and assigned to address each identified transformation intervention element.</p>
<p>2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years.</p> <p><i>All models</i></p>	<b>X</b>		<p><b>Attached Budget</b>  Resources required supporting full and effective implementation of the transformation interventions are carefully calculated and calibrated in each budget line item.</p>
<p>3. Projected budgets meet the requirements of reasonable, allocable, and allowable.</p> <p><i>All models</i></p>	<b>X</b>		<p><b>Attached Budget</b>  Proposed budgets are calculated carefully to reflect standard rates comparable for similar work in the nation for each category.</p>

<p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p>	<p><b>X</b></p>		<p><b>Attached Budget</b> The proposed annual budget is under two million per school and exceeds \$50,000.</p>
<p><b>Capacity Task</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>	<p><b>District Evidence</b></p>
<p>5. The district has the resources to serve the number of Priority schools that are indicated.</p> <p><i>All models</i></p>	<p><b>X</b></p>		<p><b>3.</b> For the 2013-2014 academic year, IPS will apply for the SIG 1003 (g) for three (3) of the 17 elementary schools on the Priority list due to the lack of capacity for the others (please see narrative under 2: <i>Explanation if LEA is Not Applying to Serve Each Priority School</i>).</p>

<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application</li> <li>• Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions</li> <li>• Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application</li> <li>• Funding supports the schools current capacity to improve student achievement</li> </ul>	<p><b>X</b></p>		<p>The selection of External Partners, funded staff, extended-time initiatives, for staff and students, professional development, technology, and every component proposed within this grant application are directly linked to the improvement of student academic achievement.</p> <p>*Please see funding source alignment in Capacity Task #18*</p>
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Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Data portfolios of incoming staff/leaders</i></li> <li>• <i>Highly Qualified in content of contractual agreement</i></li> <li>• <i>Samples of implemented school improvement plans with documented outcomes using data</i></li> </ul>	<b>X</b>		<p>Officer/Director of Turnaround School's Resume: Yvonne Rambo</p> <p>Executive Director of Elementary Education's Resume: Joan Harrell</p> <p>Principal's Resume: Lauren Johnson</p>

**Staff**

Lauren Johnson is currently in the process of interviewing candidates to identify faculty and staff members who share the principal's exuberance for learning and passion for teaching. These candidates will fill existing openings within the building. These staff members will have the level of efficacy and urgency to escalate instruction.

Lauren Johnson observed current staff in action to determine which staff members may remain. She is currently in the process of interviewing other candidates to identify faculty and staff members who share her exuberance for learning and passion for teaching.

Staff members are informed of the additional responsibilities and opportunities that teaching in an IPS transformation school requires. Staff retention will be imperative in the process due to extensive training provided to staff. Their commitment to do so also makes them eligible for incentives that are linked to performance. Staff Assurance letters will be discussed and signed during informational meetings.

**District Support**

Raymond Brandes Elementary School’s principal and staff will be ably supported by the Officer/Director of Turnaround Schools, Yvonne Rambo and Executive Director of Elementary Education, Joan Harrell. Reinforcement will be ongoing throughout the academic year in the form of meetings, site visits, and data support. These administrators have extensive experience providing leadership that improves student achievement and will support Raymond Brandes Elementary School’s Transformation.

<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Staff Assurances</i></li> <li>• <i>Staff Surveys</i></li> <li>• <i>Staff Needs Assessments</i></li> </ul>			<p><b>Teacher Commitment Letter</b></p> <p>All teachers, staff, and administration at Raymond Brandes Elementary School #65 will collaborate, create, and agree upon a commitment letter that will be signed by each teacher.</p> <p>The principal has assembled a leadership team that includes staff who are committed to academic excellence; excited to implement our Career and Technology Builders model; accountable for their students; and willing to go the extra mile to ensure that all students reach high levels of achievement and our school becomes an educational lighthouse in this community.</p> <p>In return, staff qualifies for financial incentives and professional development opportunities.</p>
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Parent Meeting Agendas</i></li> <li>• <i>Parent Surveys</i></li> <li>• <i>Parent Focus Groups</i></li> </ul>			<p><b>Documentation of the following will be provided:</b></p> <ul style="list-style-type: none"> <li>-May 22, 2013</li> <li>-May 31, 2013</li> <li>-June 3, 2013</li> </ul> <p><b>Note: Will be continuing during the 2013-2014 school year</b></p>

Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>School Board Assurances</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>	X		Please see School Board Assurance Letter Attachment
<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Superintendent Assurance</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Superintendent SIG Presentation</i></li> <li>• <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>	X		Please see Superintendent Assurance Letter attachment
Capacity Task	Yes	No	District Evidence

<p>12. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher Union Assurance</i></li> <li>• <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> </ul>	<p><b>X</b></p>	<p>The teachers’ union leadership team members were informed regarding the various types of school improvement models and the list of schools qualifying for the models.</p> <p>The teachers’ union leadership team members have indicated their willingness to be our active partners in eliminating barriers to allow the full implementation of the transformation model.</p> <p>The teachers’ union supports changes to the school day and school calendar, recognizing that teachers will be compensated.</p> <p>Please see Teacher Union Assurance Letter attached.</p>
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<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i></li> <li>• <i>Statewide and national postings</i></li> <li>• <i>External networking</i></li> </ul>	<p><b>X</b></p>	<p><b>Partnerships as described below</b></p> <p>There are no limitations within IPS restricting principal searches to a designated region.</p> <p>Candidates are pursued internally and externally through all avenues commonly used by other Indiana school districts, including advertising in the nationally-circulated <i>Education Week</i>, and Indiana Department of Education website, as well as alternative licensing organizations.</p> <p>Competencies were identified as to the skill set needed for successful leadership at a</p>
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			<p>transformation school.</p> <p>Presently, Raymond Brandes Elementary School #65 has recruited a new principal within the last academic year (2012-2013) that possesses these competencies.</p>
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Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li><i>Principal and staff hiring practices</i></li> <li><i>Principal and staff transfer policies/procedures</i></li> <li><i>principal and staff recruitment, placement and retention procedures</i></li> </ul>	<b>X</b>		<p>Hiring Practices – both district and administration will use recruit enthusiastic, effective teachers and staff and will retain teachers and staff through robust professional development and incentives.</p>

<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Monthly focus with identified objectives</i></li> <li>• <i>Smart Goals</i></li> <li>• <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i></li> <li>• <i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i></li> </ul>	<b>X</b>		<p><b>See the following timeline for the 2013-2014 school year.</b></p>
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**Raymond Brandes #65 Elementary School Transformation Implementation Timeline  
2013-2014 Academic Year**

<b>Time Period</b>	<b>Objective</b>	<b>Lead and Key Partners</b>
<b>July</b>	<p><b>Scholastic Achievement Partners (Lead External Partner):</b> will begin planning process with the principal</p> <p><b>IT Infrastructure:</b> IPS technology department will complete the schoolwide technology upgrade to support additional technology</p> <p><b>Smartboards, Thin-Client Computers and Tablets:</b> Order technology for each classroom and family incentives</p>	<p>Mrs. Johnson, Principal and Scholastic Achievement Partners</p> <p>Wayne Hawkins, IT</p> <p>Purchasing department with input from the principal and Project Manager</p>

	<p><b>Interventionist/Instructional Coach:</b> Hire a full time certified interventionist to provide targeted interventions and support job-embedded Online Professional Learning Courses. Also will release classroom teachers to permit teacher collaboration and Online Professional Learning Courses</p> <p><b>Online Professional Learning Courses Teacher:</b> Hire a full time certified teacher to support targeted interventions and release classroom teachers to permit teacher collaboration and Online Professional Learning Courses</p> <p><b>Instructional Leadership Institute:</b> Two Day training to build a solid foundation of instructional leadership skill for the Teacher Leadership Committee (TLC)</p> <p><b>Principal Training:</b> Provide training for vision setting, rituals, routines, and effectively implementing the SIG Grant</p>	<p>Mrs. Johnson, Principal</p> <p>Mrs. Johnson, Principal</p> <p>Scholastic Achievement Partners, Mrs. Johnson, Principal, Teacher Leadership Committee (TLC)</p> <p>Mrs. Johnson, Principal</p>
<p><b>August</b></p>	<p><b>August 1, 2013:</b> Teachers' Return to Work Date</p> <p><b>August 5, 2013:</b> Students return <b>Coaching, Modeling, Mentoring for Leaders</b></p> <p><b>Structured Teacher Planning Time:</b> Weekly job-embedded Online Professional Learning Courses for teachers that will focus on data-based planning, effective literacy and math instruction, and/or technology training.</p> <p><b>Teacher Leadership Committee Meetings:</b> Leadership team will meet bi-weekly to monitor the progress of the school improvement plan and SIG grant</p> <p><b>2-Day Instructional Excellence Institute-</b>Professional learning</p>	<p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal</p> <p>Principal, Scholastic Achievement Partners, and Leader Committee members (teachers)</p>

	<p>related to math and literacy intervention and school-wide literacy and engagement strategies)</p> <p><b>Program Intervention Training</b>-2 days of literacy and 2 days of math; (<i>Read 180, System 44, iRead, Do the Math, FASTT Math, Fraction Nation</i>)</p> <p><b>Extended Learning Time:</b> Assessment data will be used to plan and implementation of extended learning time activities; training will be provided to staff</p> <p><b>Community Outreach:</b> Creation of Community Council and Community Outreach Plan</p> <p><b>Assessment:</b> District assessments and <i>Scholastic Reading Inventory, Scholastic Phonics Inventory, Scholastic Math Inventory, iRead Screening and Placement</i> will be given; results will be disaggregated and given to teachers to inform re-teaching, adjust strategies and determine interventions</p> <p><b>Needs Assessment Data Review</b></p> <p><b>Monthly Process Check:</b> Process checks to monitor the implementation all components of the grant by the district office.</p>	<p>Scholastic Achievement Partners</p> <p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal, Interventionist, Title 1 teacher, classroom teacher</p> <p>Mrs. Johnson, Principal Family and Community Coordinator Community and Business Partners</p> <p>Mrs. Johnson, Principal Interventionist/Instructional Coach</p> <p>Scholastic Achievement Partner</p> <p>Mrs. Rambo, Turnaround Schools Officer/Director Mrs. Harrell, Executive Director of Elementary Education</p>
<p><b>September</b></p>	<p><b>Online Professional Learning Courses</b></p> <p><b>Structured Teacher Planning Time:</b> Weekly job-embedded professional development for teachers that will focus on data-based planning, effective literacy and math instruction, and/or technology training.</p>	<p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal</p>

	<p><b>Teacher Leadership Committee Meetings:</b> Leadership team will meet bi-weekly to monitor the progress of the school improvement plan and SIG grant</p> <p><b>Coaching/Modeling/Monitoring:</b> On-ground support and job-embedded professional development for teachers by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principal on formal and informal observations</p> <p><b>Extended Learning Time:</b> Assessment data will be used to plan and implementation of extended learning time activities; training will be provided to staff</p> <p><b>Community Outreach:</b> Monthly parent workshops will focus on ways parents can support literacy and math at home. Attendance will be encouraged through incentives.</p> <p><b>Assessment:</b> Acuity Predictive, SRI, and DIBELS tests will be administered; results will be disaggregated and given to teachers to inform re-teaching, adjust strategies and determine interventions</p> <p><b>Needs Assessment Climate/Culture Survey and Needs Assessment Collaborative Review of Instructional Practices</b></p> <p><b>Monthly Progress Updates</b></p> <p><b>Monthly Process Check:</b> Process checks to monitor the implementation all components of the grant by the district office.</p>	<p>Principal, Scholastic Achievement Partners, and Leader Committee members (teachers)</p> <p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal, Interventionist, Title 1 teacher, classroom teachers</p> <p>Mrs. Johnson, Principal Family and Community Coordinator Community and Business Partners</p> <p>Mrs. Johnson, Principal Interventionist/Instructional Coach</p> <p>Scholastic Achievement Partners</p> <p>Scholastic Achievement Partners Mrs. Rambo, Turnaround Schools Officer/Director Mrs. Harrell, Executive Director of Elementary Education</p>
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<p><b>October</b></p>	<p><b>Online Professional Learning Courses</b></p> <p><b>Structured Teacher Planning Time:</b> Weekly job-embedded professional development for teachers that will focus on data-based planning, effective literacy and math instruction, and/or technology training.</p> <p><b>Teacher Leadership Committee Meetings:</b> Leadership team will meet bi-monthly to monitor the progress of the school improvement plan and SIG grant</p> <p><b>Coaching/Modeling/Monitoring:</b> On-ground support and professional development for teachers by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principal on formal and informal observations</p> <p><b>Extended Learning Time:</b> Assessment data will be used to plan and implementation of extended learning time activities; training will be provided to staff</p> <p><b>Community Outreach:</b> Monthly parent workshops will focus on ways parents can support literacy and math at home. Attendance will be encouraged through incentives.</p> <p><b>Balanced Calendar Intersession:</b> Five (5) days of intersession providing intensive intervention and enrichment opportunities</p> <p><b>Formative/Interim Assessments:</b> IPS formative/interim assessments will be administered by teachers ; results will be disaggregated and given to the teachers to inform re-teaching, adjust strategies and determine interventions</p>	<p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal</p> <p>Principal, Scholastic Achievement Partners, and Leader Committee members (teachers)</p> <p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal, Interventionist, Title 1 teacher, classroom teachers</p> <p>Mrs. Johnson, Principal Family and Community Coordinator Community and Business Partners</p> <p>Mrs. Johnson, Principal</p> <p>Mrs. Johnson, Principal Interventionist/Instructional Coach</p>
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	<p><b>Monthly Progress Updates</b></p> <p><b>Monthly Process Check:</b> Process checks to monitor the implementation of all components of the grant by the district office.</p>	<p>Scholastic Achievement Partners</p> <p>Mrs. Rambo, Turnaround Schools Officer/Director Mrs. Harrell, Executive Director of Elementary Education</p>
<p><b>November</b></p>	<p><b>Online Professional Learning Courses</b></p> <p><b>Structured Teacher Planning Time:</b> Weekly job-embedded professional development for teachers that will focus on data-based planning, effective literacy and math instruction, and/or technology training.</p> <p><b>Teacher Leadership Committee Meetings:</b> Leadership team will meet bi-weekly to monitor the progress of the school improvement plan and SIG grant</p> <p><b>Coaching/Modeling/Monitoring:</b> On-ground support and professional development for teachers by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principal on formal and informal observations</p> <p><b>Extended Learning Time:</b> Assessment data will be used to plan and implementation of extended learning time activities; training will be provided to staff</p> <p><b>Community Outreach:</b> Monthly parent workshops will focus on ways parents can support literacy and math at home. Attendance will be encouraged through incentives.</p> <p><b>Formative/Interim Assessments:</b> IPS formative/interim assessments will be administered by teachers ; results will be disaggregated and given to the teachers to inform re-teaching,</p>	<p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal</p> <p>Principal, Scholastic Achievement Partners, and Leader Committee members (teachers)</p> <p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal, Interventionist, Title 1 teacher, classroom teachers</p> <p>Mrs. Johnson, Principal Family and Community Coordinator Community and Business Partners</p> <p>Mrs. Johnson, Principal Interventionist/Instructional Coach</p>

	<p>adjust strategies and determine interventions</p> <p><b>Monthly Progress Updates</b></p> <p><b>Monthly Process Check:</b> Process checks to monitor the implementation all components of the grant by the district office.</p>	<p>Scholastic Achievement Partners</p> <p>Mrs. Rambo, Turnaround Schools Officer/Director Mrs. Harrell, Executive Director of Elementary Education</p>
<b>December</b>	<p><b>Online Professional Learning Courses</b></p> <p><b>Structured Teacher Planning Time:</b> Weekly job-embedded professional development for teachers that will focus on data-based planning, effective literacy and math instruction, and/or technology training.</p> <p><b>Teacher Leadership Committee Meetings:</b> Leadership team will meet bi-monthly to monitor the progress of the school improvement plan and SIG grant</p> <p><b>Coaching/Modeling/Monitoring:</b> On-ground support and professional development for teachers by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principal on formal and informal observations</p> <p><b>Extended Learning Time:</b> Assessment data will be used to plan and implementation of extended learning time activities; training will be provided to staff</p> <p><b>Community Outreach:</b> Monthly parent workshops will focus on ways parents can support literacy and math at home. Attendance will be encouraged through incentives.</p>	<p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal</p> <p>Principal, Scholastic Achievement Partners, and Leader Committee members (teachers)</p> <p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal, Interventionist, Title 1 teacher, classroom teachers</p> <p>Mrs. Johnson, Principal Family and Community Coordinator Community and Business Partners</p>

	<p><b>Formative/Interim Assessments:</b> IPS formative/interim assessments will be administered by teachers ; results will be disaggregated and given to the teachers to inform re-teaching, adjust strategies and determine interventions</p> <p><b>Monthly Progress Updates &amp; Midyear Review</b></p> <p><b>Monthly Process Check:</b> Process checks to monitor the implementation all components of the grant by the district office.</p>	<p>Mrs. Johnson, Principal Interventionist/Instructional Coach</p> <p>Scholastic Achievement Partners</p> <p>Mrs. Rambo, Turnaround Schools Officer/Director Mrs. Harrell, Executive Director of Elementary Education</p>
<p><b>January</b></p>	<p><b>Online Professional Learning Courses</b></p> <p><b>Structured Teacher Planning Time:</b> Weekly job-embedded online professional development for teachers that will focus on data-based planning, effective literacy and math instruction, and/or technology training.</p> <p><b>Teacher Leadership Committee Meetings:</b> Leadership team will meet bi-monthly to monitor the progress of the school improvement plan and SIG grant</p> <p><b>Coaching/Modeling/Monitoring:</b> On-ground professional development for teachers by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principal on formal and informal observations</p> <p><b>Extended Learning Time:</b> Assessment data will be used to plan and implementation of extended learning time activities; training will be provided to staff</p> <p><b>Community Outreach:</b> Monthly parent workshops will focus on ways parents can support literacy and math at home. Attendance</p>	<p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal</p> <p>Principal, Scholastic Achievement Partners, and Leader Committee members (teachers)</p> <p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal, Interventionist, Title 1 teacher, classroom teachers</p> <p>Mrs. Johnson, Principal</p>

	<p>will be encouraged through incentives.</p> <p><b>Formative/Interim Assessments:</b> IPS formative/interim assessments will be administered by teachers ; results will be disaggregated and given to the teachers to inform re-teaching, adjust strategies and determine interventions</p> <p><b>Monthly Progress Updates</b></p> <p><b>Monthly Process Check:</b> Process checks to monitor the implementation all components of the grant by the district office.</p>	<p>Family and Community Coordinator Community and Business Partners</p> <p>Mrs. Johnson, Principal Interventionist/Instructional Coach</p> <p>Scholastic Achievement Partners</p> <p>Mrs. Rambo, Turnaround Schools Officer/Director Mrs. Harrell, Executive Director of Elementary Education</p>
<p><b>February</b></p>	<p><b>Online Professional Learning Courses</b></p> <p><b>Structured Teacher Planning Time:</b> Weekly job-embedded Online Professional Learning Courses for teachers that will focus on data-based planning, effective literacy and math instruction, and/or technology training.</p> <p><b>Teacher Leadership Committee Meetings:</b> Leadership team will meet bi-monthly to monitor the progress of the school improvement plan and SIG grant</p> <p><b>Coaching/Modeling/Monitoring:</b> On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principal on formal and informal observations</p> <p><b>Extended Learning Time:</b> Assessment data will be used to plan and implementation of extended learning time activities; training will be provided to staff</p>	<p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal</p> <p>Principal, Scholastic Achievement Partners, and Leader Committee members (teachers)</p> <p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal, Interventionist, Title 1 teacher, classroom teachers</p>

	<p><b>Community Outreach:</b> Monthly parent workshops will focus on ways parents can support literacy and math at home. Attendance will be encouraged through incentives.</p> <p><b>Formative/Interim Assessments:</b> IPS formative/interim assessments will be administered by teachers ; results will be disaggregated and given to the teachers to inform re-teaching, adjust strategies and determine interventions</p> <p><b>Monthly Progress Updates</b></p> <p><b>Monthly Process Check:</b> Process checks to monitor the implementation all components of the grant by the district office.</p>	<p>Mrs. Johnson, Principal Family and Community Coordinator Community and Business Partners</p> <p>Mrs. Johnson, Principal Interventionist/Instructional Coach</p> <p>Scholastic Achievement Partners</p> <p>Mrs. Rambo, Turnaround Schools Officer/Director Mrs. Harrell, Executive Director of Elementary Education</p>
<p><b>March</b></p>	<p><b>ISTEP+ Assessment (March/April):</b> will be administered. Results will be received from the Indiana Department of Education in June with disaggregation by district and school level during the summer</p> <p><b>Online Professional Learning Courses</b></p> <p><b>Structured Teacher Planning Time:</b> Weekly job-embedded professional development for teachers that will focus on data-based planning, effective literacy and math instruction, and/or technology training.</p> <p><b>Teacher Leadership Committee Meetings:</b> Leadership team will meet bi-monthly to monitor the progress of the school improvement plan and SIG grant</p>	<p>Mrs. Johnson, Principal &amp; Teachers</p> <p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal</p> <p>Principal, Scholastic Achievement Partners, and Leader Committee members (teachers)</p>

	<p><b>Coaching/Modeling/Monitoring:</b> On-ground support and professional development for teachers by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principal on formal and informal observations</p> <p><b>Extended Learning Time:</b> Assessment data will be used to plan and implementation of extended learning time activities; training will be provided to staff</p> <p><b>Community Outreach:</b> Monthly parent workshops will focus on ways parents can support literacy and math at home. Attendance will be encouraged through incentives.</p> <p><b>Balanced Calendar Intersession:</b> Five (5) days of intersession providing intensive intervention and enrichment opportunities</p> <p><b>Formative/Interim Assessments:</b> IPS formative/interim assessments will be administered by teachers ; results will be disaggregated and given to the teachers to inform re-teaching, adjust strategies and determine interventions</p> <p><b>Monthly Progress Updates</b></p> <p><b>Monthly Process Check:</b> Process checks to monitor the implementation all components of the grant by the district office.</p>	<p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal, Interventionist, Title 1 teacher, classroom teachers</p> <p>Mrs. Johnson, Principal Family and Community Coordinator Community and Business Partners</p> <p>Mrs. Johnson, Principal</p> <p>Mrs. Johnson, Principal Interventionist/Instructional Coach</p> <p>Scholastic Achievement Partners</p> <p>Mrs. Rambo, Turnaround Schools Officer/Director Mrs. Harrell, Executive Director of Elementary Education</p>
<p><b>April</b></p>	<p><b>ISTEP+ Assessment (March/April):</b> will be administered. Results will be received from the Indiana Department of Education in June with disaggregation by district and school level during the summer</p>	<p>Mrs. Johnson, Principal &amp; Teachers</p>

	<p><b>Online Professional Learning Courses</b></p> <p><b>Structured Teacher Planning Time:</b> Weekly job-embedded online professional development for teachers that will focus on data-based planning, effective literacy and math instruction, and/or technology training.</p> <p><b>Teacher Leadership Committee Meetings:</b> Leadership team will meet bi-monthly to monitor the progress of the school improvement plan and SIG grant</p> <p><b>Coaching/Modeling/Monitoring:</b> On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principal on formal and informal observations</p> <p><b>Extended Learning Time:</b> Assessment data will be used to plan and implementation of extended learning time activities; training will be provided to staff</p> <p><b>Community Outreach:</b> Monthly parent workshops will focus on ways parents can support literacy and math at home. Attendance will be encouraged through incentives.</p> <p><b>Formative/Interim Assessments:</b> IPS formative/interim assessments will be administered by teachers ; results will be disaggregated and given to the teachers to inform re-teaching, adjust strategies and determine interventions</p> <p><b>Monthly Progress Updates</b></p>	<p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal</p> <p>Principal, Scholastic Achievement Partners, and Leader Committee members (teachers)</p> <p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal, Interventionist, Title 1 teacher, classroom teachers</p> <p>Mrs. Johnson, Principal Family and Community Coordinator Community and Business Partners</p> <p>Mrs. Johnson, Principal Interventionist/Instructional Coach</p> <p>Scholastic Achievement Partners</p>
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	<p><b>Monthly Process Check:</b> Process checks to monitor the implementation all components of the grant by the district office.</p>	<p>Mrs. Rambo, Turnaround Schools Officer/Director Mrs. Harrell, Executive Director of Elementary Education</p>
<p><b>May</b></p>	<p><b>Online Professional Learning Courses</b></p> <p><b>Structured Teacher Planning Time:</b> Weekly job-embedded professional development for teachers that will focus on data-based planning, effective literacy and math instruction, and/or technology training.</p> <p><b>Teacher Leadership Committee Meetings:</b> Leadership team will meet bi-monthly to monitor the progress of the school improvement plan and SIG grant</p> <p><b>Coaching/Modeling/Monitoring:</b> On-ground support and professional development for teachers by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principal on formal and informal observations</p> <p><b>Extended Learning Time:</b> Assessment data will be used to plan and implementation of extended learning time activities; training will be provided to staff</p> <p><b>Community Outreach:</b> Monthly parent workshops will focus on ways parents can support literacy and math at home. Attendance will be encouraged through incentives.</p> <p><b>Formative/Interim Assessments:</b> IPS formative/interim assessments will be administered by teachers ; results will be disaggregated and given to the teachers to inform re-teaching, adjust strategies and determine interventions</p>	<p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal</p> <p>Principal, Scholastic Achievement Partners, and Leader Committee members (teachers)</p> <p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal, Interventionist, Title 1 teacher, classroom teachers</p> <p>Mrs. Johnson, Principal Family and Community Coordinator Community and Business Partners</p> <p>Mrs. Johnson, Principal Interventionist/Instructional Coach</p>

	<p><b>Monthly Progress Updates</b></p> <p><b>Monthly Process Check:</b> Process checks to monitor the implementation all components of the grant by the district office.</p>	<p>Scholastic Achievement Partner</p> <p>Mrs. Rambo, Turnaround Schools Officer/Director Mrs. Harrell, Executive Director of Elementary Education</p>
<p><b>June</b></p>	<p><b>ISTEP+ Assessment (March/April):</b> will be administered. Results will be received from the Indiana Department of Education in June with disaggregation by district and school level during the summer</p> <p><b>Online Professional Learning Courses</b></p> <p><b>Structured Teacher Planning Time:</b> Weekly job-embedded professional development for teachers that will focus on data-based planning, effective literacy and math instruction, and/or technology training.</p> <p><b>Teacher Leadership Committee Meetings:</b> Leadership team will meet bi-monthly to monitor the progress of the school improvement plan and SIG grant</p> <p><b>Extended Learning Time:</b> Assessment data will be used to plan and implementation of extended learning time activities; training will be provided to staff</p> <p><b>Community Outreach:</b> Monthly parent workshops will focus on ways parents can support literacy and math at home. Attendance will be encouraged through incentives.</p> <p><b>Formative/Interim Assessments:</b> IPS formative/interim assessments will be administered by teachers ; results will be</p>	<p>Mrs. Johnson, Principal &amp; Teachers</p> <p>Scholastic Achievement Partners</p> <p>Mrs. Johnson, Principal</p> <p>Principal, Scholastic Achievement Partners, and Leader Committee members (teachers)</p> <p>Mrs. Johnson, Principal, Interventionist, Title 1 teacher, classroom teachers</p> <p>Mrs. Johnson, Principal Family and Community Coordinator Community and Business Partners</p> <p>Mrs. Johnson, Principal Interventionist/Instructional Coach</p>

	<p>disaggregated and given to the teachers to inform re-teaching, adjust strategies and determine interventions</p> <p><b>Monthly Progress Updates and End of Year Review</b></p> <p><b>Monthly Process Check:</b> Process checks to monitor the implementation all components of the grant by the district office.</p> <p><b>Financial Incentives:</b> Calculate financial incentives based on performance</p> <p><b>Planning for Year 2</b></p>	<p>Scholastic Achievement Partners</p> <p>Mrs. Rambo, Turnaround Schools Officer/Director Mrs. Harrell, Executive Director of Elementary Education</p> <p>Mrs. Johnson, Principal, Mrs. Harrell, Executive Director of Elementary Education &amp; Mrs. Rambo, Turnaround Schools Officer/Director</p> <p>Mrs. Johnson, Principal, Scholastic Achievement Partners, Teacher Leadership Committee</p>
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Capacity Task	Yes	No	District Evidence
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> <li>• <i>Professional Development sign in sheets aligned to SIG funded PD</i></li> <li>• <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i></li> </ul>	<p><b>X</b></p>		<p>District staff has a high level of expertise and successful experience in research and implementing the selected model as described below:</p> <p>The Turnaround Office was created at the IPS District Office and is supported by the Curriculum &amp; Instruction Division. The Executive Director of Elementary Education will direct and oversee with onsite visitations to monitor and support initiative implementation.</p> <p>IPS demonstrated commitment to improving student achievement by adding the Forest Manor Professional Development Center. We transformed a closed middle school into a <b>Professional Development Center</b> for administrators and teachers in December 2009. This center has logged hundreds of hours of training, serving over two thousand teachers since its opening.</p> <p>The district professional development support for schools includes, but is not limited to, Math and Literacy Coaches.</p> <p>The District Data Warehouse is up and running and is able to support the data needs</p>

		<p>of central office divisions as well as the schools. Since December 2010, teachers and principals are able to create their own real-time data reports through this warehouse.</p> <p>The district will provide Raymond Brandes Elementary School #65 with pacing guides and rich and timely formative data so that focused teaching and intervention ensures all students are mastering standards-based targets.</p>
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<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Town Hall Meetings</i></li> <li>• <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i></li> <li>• <i>Town Hall sign in sheets</i></li> <li>• <i>Community Partner Assurances</i></li> <li>• <i>Documentation of mailings</i></li> </ul>	<p><b>X</b></p>		<p>May 17, 2013  May 21, 2013  May 31, 2013</p> <p><b>Notes: Will be continued during the 2013-2014</b></p>
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Capacity Task	Yes	No	District Evidence
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Title I</i></li> <li>• <i>Title II</i></li> <li>• <i>Title III</i></li> <li>• <i>IDEA</i></li> <li>• <i>E-Rate</i></li> <li>• <i>TAP</i></li> </ul>	<p><b>X</b></p>		<p>Funding Source Alignment Detailed Below</p>

<b>Component</b>	<b>Resource/Intervention</b>	<b>Funding Source</b>
Standards and Assessments	District Predictive Assessments	District
	Scholastic Reading Inventory	Title I
	mClass Reading (DIBELS, Reading 3D) and Math	Title I
	<i>Scholastic Reading Inventory, Scholastic Phonics Inventory, Scholastic Math Inventory, iRead Screening and Placement</i>	SIG
Aligned Instructional Systems	8-Step Process	District
	Pacing Guide/Instructional Calendar	District
	<i>Read 180, System 44, iRead, Do the Math, FASTT Math Next Generation, Fraction Nation</i>	SIG
High-Performance Leadership, Management, and Organization	District Turnaround Office & Support	District
	Turnaround Officer	District
Professional Learning Communities	Structured Teacher Planning Time	District
	Learning Log Meetings	District
	District-Level Professional Development	District
	Summer Staff Retreat	SIG
Parent/Guardian and Community Engagement	Community Council	District
	Monthly Parent Meetings	Title I and SIG
	Townhall Meetings	Title I
	Parent and Student Incentives	SIG
	<i>Stipend for Community Coordinator</i>	SIG (Stipend only)

Element of the Intervention	Intervention	Resource
<b><i>Federal Resources</i></b>		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	<b>Title I, Part A</b> - regular and stimulus funds (school wide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	<b>1003(a)</b> School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	<b>Title II, Part A</b>
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation Restart	<b>Title III, Part A - LEP</b>
<b><i>State Resources</i></b>		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant
High ability grants to provide resources that support high ability students.	Turnaround Transformation Restart	High Ability Grant

All content teachers in the transformation schools are accountable for: (a) using Instructional Calendars (pacing guides) to focus instruction on identified Indiana Academic Standards; (b) administering uniform formative and summative including, but not limited to: Acuity Predictive, Scholastic Reading Inventory, Dynamic Indicators of Basic Early Skills, mClass Math (c) using formative assessment results to adjust instruction and provide targeted interventions; and (d) participating in professional development trainings to increase instructional competencies and to effectively use data to inform classroom practices.

- Indiana Academic Standards will be taught and maintained (periodically revisited) using a 9-week Instructional Calendar (pacing) covering four Instructional Cycles across the school year.
- 8-Step Process: As part of the 8-Step Process, bi-monthly Learning Log (DATA) meetings will take place, led by the principal and school instructional teams to analyze assessment results, share effective practices, discuss strategies for addressing weaknesses, and re-group students for remediation and enrichment during Success Periods.
- Quarterly Predictor Assessments are given to students in grades 3-8. These predictive assessments gauge students' progress in mastering standards to be assessed on ISTEP+.
- Scholastic Reading Inventory is a summative assessment administered to students in grades 3-8 that pinpoints students' individual Lexile scores at their independent reading level. This assessment is conducted three times per year.
- Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and mClass Math are formative assessments administered to students in grades K-2. These assessments pinpoint students' strengths and weaknesses in phonics, reading comprehension, and basic mathematical skills.

<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i></li> <li>• <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i></li> <li>• <i>A needs assessment has been completed to identify areas where extended time can be most effectively</i></li> </ul>	<p><b>X</b></p>	<p><b>Increased learning time</b> is embedded into the school's daily calendar. A grab-and-go breakfast for most students will allow 20 extra minutes into each school day. Lunch Bunch learning club for Tier 2 and 3 students has added another 30 minutes. A school-wide strategic intervention time has provided objective-driven lessons to all students daily. Certified personnel are needed to fund these extensions, thus ensuring our curriculum will be data driven and analysis based.</p>
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<p><i>used</i></p> <ul style="list-style-type: none"> <li>• <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i> <ul style="list-style-type: none"> <li>○ <i>An additional block of time embedded into the school day</i></li> <li>○ <i>Summer enrichment/remediation</i></li> <li>○ <i>Saturday intervention</i></li> <li>○ <i>Before or after school enrichment/remediation</i></li> <li>○ <i>School vacation weeks</i></li> </ul> </li> <li>• <i>Compensation for extended day is identified by the LEA</i></li> </ul>		<p><b>Additional hours per day-</b> At least 5 hours before and after school a week for 30 weeks per year will be provided for students. Enrichment classes for Tier 1 students will focus on language arts and math with an infusion of technology, Science, and career readiness. Enrichment classes will also include a 30 minute before school BOKS Program that will focus on food, nutrition, and exercise that will help students be prepared physically, emotionally, and socially for the day. Remediation classes will provide extra time and instruction for students to master the essential learning called for in the IPS pacing guide and Indiana Academic Standards. These students will be identified through ISTEP, Acuity Predictive testing, SRI and DIBELS data.</p> <p>IPS has recently changed its school calendar to permit <b>Intersessions</b> after the first and third nine-week quarters. This will amount to 10 extra days on the school calendar. These Intersessions will be ideal for providing intensive objective- driven learning. With SIG funding we will have the flexibility to identify students through our data that fall in the Tier 2 and Tier 3 categories.</p> <p>An extension of the summer school program provided by the district will be offered for students in Kindergarten – 6<sup>th</sup> grade through <b>Summer enrichment and remediation</b> classes. This will consist of 3 weeks of instruction. Students will be identified for these classes based on ISTEP+, Acuity, SRI, and DIBELS data.</p> <p>(Continued below)</p>
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			Through SIG funding, certified teachers will receive compensation for providing instruction during extended learning times, intersessions and summer school, outside of contract hours.
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### D. LEA Commitments (Actions) for All School Intervention/Improvement Models

*Instructions:*

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

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>I. Design and implement school intervention model consistent with federal application requirements.</b></p> <p><i>The IDOE will assess the LEA’s commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p>	<p>The Director of Turnaround Schools will sustain reform efforts, minimally, at four levels:</p> <p>(a) Findings from IDOE monitoring site visits, Spotlight Reports, Quality Reviews, School Portfolio, and ongoing collaborative work with our External Provider will be reviewed by the Director of Turnaround Schools and the transformation principal.</p> <p>Together, they will determine a timeline for making necessary adjustments—or taking corrective actions. As needed, the Director of Turnaround Schools will support the turnaround/transformation principal by eliminating barriers that</p>

<p>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p>(b) Assessing the LEA and school’s capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</p> <p>(c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals,</p>	<p>interfere with the efficient and effective implementation of the model.</p> <p>Simultaneously, the principal of Raymond Brandes Elementary School #65 will be held accountable for maintaining fidelity to the model as described in this proposal.</p> <p>(b) To keep key leadership apprised of turnaround/transformation school progress and to solicit their input and continuous support, data findings will be:</p> <ul style="list-style-type: none"> <li>• Reported to the Associate Superintendent and Superintendent</li> <li>• shared at weekly superintendent’s cabinet meetings</li> <li>• periodically updated in the superintendent’s Weekly School Board Notes</li> <li>• reported regularly to the School Board Education Committee</li> </ul> <p>(c) Data findings will drive on-going programmatic and personnel adjustments over the three-year SIG grant funding period to continuously improve strategies, adjust instructional and intervention practices, and significantly increase student achievement</p> <p>(d) Findings from Phase I &amp; II turnaround schools will offer subsequent priority schools with invaluable “lessons learned,” as the next round of priority schools use their own data to identify critical needs and determine innovative and effective strategies for significantly increasing student achievement and graduation rates.</p> <p>Evaluation results of activities funded through SIG grant awards will be used to inform decisions regarding continued funding. Assuming that key initiatives are beneficial and have significantly contributed to dramatically-increased achievement, other local, state and federal resources will be repurposed to sustain effective SIG grant initiatives.</p> <p>Each aspect of the implementation process and the system of supports contained in the proposal is designed to develop capacity for sustained improvement at Raymond Brandes Elementary School #65.</p> <p>(e, f, g, h, i, j) Monthly process checks with Joan Harrell, Executive Director of Elementary Education will keep all apprised of implementation results. Process checks will include, but are not limited to, monitoring and support of initiative implementation and data support.</p>
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<p>and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>(2) The LEA has or will recruit, screen, selects and support appropriate external providers.</b>  <b><i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></b></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability</p>	<p><i>Scholastic Achievement Partners</i> in collaboration with Indianapolis Public Schools and the staff at <b>Raymond Brandes Elementary School #65</b> will implement a set of targeted initiatives to improve instruction during the 2013-2014 school year. The goals of the comprehensive plan will focus on the following areas:</p> <p><b>1. Implement systematic targeted and explicit interventions-</b>This school year the 8-Step process was implemented with more fidelity. Grade levels met during Structured Teacher Planning Time to review student data and plan instruction including interventions for small groups during "Success Time" and other intervention time. Growth was seen in student achievement. To continue raising student achievement:</p> <ul style="list-style-type: none"> <li>• A formal process will be used to identify at-risk students. This will include a summer leadership work session where the principal and leadership team members disaggregate ISTEP+ and mclass test scores.</li> <li>• Interventions will be identified that target specific skills. These structured interventions will include the programs listed earlier in this application (<i>IREAD, Read 180, System 44, and Do the Math</i>), before and after school tutoring, and additional small group activities. Additional computers and SmartBoards in the classroom will allow these programs to be done with fidelity and success.</li> </ul>

<p>to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school’s identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.</p>	<ul style="list-style-type: none"> <li>• The hiring of two interventionists/data coaches will ensure that the interventions are done with fidelity and that teachers receive student data in a timely manner and review weekly. These interventionists will also ensure that students receive instruction from a certified teacher when their classroom teacher is participating in professional development.</li> <li>• Assignment of staff and community mentors for all “at-risk” students. Staff mentors would be required to meet with their mentees once a week to provide advice, guidance, and supplemental academic support.</li> <li>• The Teacher Leadership Committee (TLC) will meet bi- monthly and review the progress of interventions implemented for at-risk student to ensure that appropriate progress is being made.</li> </ul> <p><b>2. Provide Job-Embedded Professional Development</b></p> <ul style="list-style-type: none"> <li>• <i>Scholastic Achievement Partners, Rowland Group, and McGraw Hill</i> will provide job-embedded professional development for all staff members.</li> <li>• As stated earlier in this grant application a comprehensive needs assessment will be done to identify individual teacher’s areas for growth. Teachers will receive online professional development and coaching with included modeling, reflection and follow-up. The principal will monitor the implementation of these strategies through classroom walkthroughs and informal observations.</li> </ul> <p><b>3. Build Leadership Capacity</b></p> <p>A Teacher Leadership Committee (TLC) will be created with teachers who have demonstrated that they are effective or highly effective on the RISE Evaluation System. These teachers will receive leadership training during the summer and throughout the 2013-2014 school year. They will meet biweekly to:</p> <ul style="list-style-type: none"> <li>• Ensure that the established vision is being implemented</li> <li>• Review the data of “at-risk” students to determine the progress and</li> </ul>
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successful implementation of intervention programs

These teachers will also be trained by Scholastic Achievement partners to model best practice strategies and peer coach teachers who request their coaching or who are asked to participate in these activities by the principal.

**4. Data Support and Technical Assistance Support**

Scholastic Achievement Partners will conduct a needs assessment for Raymond Brandes Elementary School #65 that will be used to guide the job-embedded professional development. They will support the principal, Lauren Johnson in monitoring and evaluation of all aspects of the grant. They will also assist the principal and leadership team with collecting data and completing reports for the district and Department of Education.

**IPS Support**

Indianapolis Public Schools district administrators will monitor student data and meet regularly with the principal to ensure that all components of the transformation model are implemented with fidelity. The district office will give the school the flexibility necessary to implement the model and support the conditions and environment necessary to enable future school autonomy.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>3. Align other resources with the school improvement model.</b> (For examples of resources and how they might align, see Attachment C).</p>	
<p><b>The IDOE will assess the LEA’s commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</b></p> <p>(a) Identifying resources currently being utilized in an academic support capacity;</p> <p>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</p> <p>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</p> <p>(d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment);</p> <p>(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making</p>	<p>Indianapolis Public Schools established a Turnaround Office at the District Level to assist schools in turnaround and transformation.</p> <p>This office provides powerful support and direction for these schools including: Officer/Director of Turnaround Schools: Yvonne Rambo Executive Director of Elementary Education: Joan Harrell</p> <p>The Executive Director of Elementary Education will closely oversee the turnaround for Raymond Brandes-Elementary School #65. She, or her designee, will be onsite at Raymond Brandes Elementary School #65 to closely review formative data and regularly conduct fidelity checks and informal assessments to see the effects of the transformation initiative.</p> <p>Each school visit potentially includes time to view classes in session, as the schedule allows, and to meet with the principal and key staff. They may also include inquiries regarding curricula, course sequencing, textbooks, assessment systems, scheduling, and supports for special populations.</p> <p><b>IPS Academic Support</b> All content teachers in the transformation schools are accountable for: (a) using Instructional Calendars (pacing guides) to focus instruction on identified Indiana Academic Standards; (b) administering uniform formative and summative including, but not limited to: Acuity Predictive, Scholastic Reading Inventory, Dynamic Indicators of Basic Early Skills, mClass Math (c) using formative assessment results to adjust instruction and provide targeted interventions; and (d) participating in professional development trainings to increase instructional competencies and to effectively use data to inform classroom practices.</p> <ul style="list-style-type: none"> <li>• Indiana Academic Standards will be taught and maintained (periodically</li> </ul>

<p>adjustments as necessary;</p> <p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p>	<p>revisited) using a 9-week Instructional Calendar (pacing) covering four Instructional Cycles across the school year.</p> <ul style="list-style-type: none"><li>• 8-Step Process: As part of the 8-Step Process, bi-monthly Learning Log (DATA) meetings will take place, led by the principal and school instructional teams to analyze assessment results, share effective practices, discuss strategies for addressing weaknesses, and re-group students for remediation and enrichment during Success Periods.</li><li>• Quarterly Predictor Assessments are given to students in grades 3-8. These predictive assessments gauge students' progress in mastering standards to be assessed on ISTEP+.</li><li>• Scholastic Reading Inventory is a summative assessment administered to students in grades 3-8 that pinpoints students' individual Lexile scores at their Independent reading level. This assessment is conducted three times per year.</li><li>• Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and mClass Math are formative assessments administered to students in grades K-2. These assessments pinpoint students' strengths and weaknesses in phonics, reading comprehension, and basic mathematical skills.</li></ul> <p>**Also placed outline in Capacity Task #18**</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
<p><b>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</b></p>	
<p><b>The IDOE will assess the LEA’s commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</b></p> <ul style="list-style-type: none"> <li>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</li> <li>(b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and</li> <li>(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> <li>(i) school administrator and staff hiring practices;</li> <li>(ii) school administrator and staff transfer procedures;</li> <li>(iii) school administrator and staff dismissal</li> </ul> </li> </ul>	<p><b><u>Turnaround Officer</u></b></p> <p>A designated (district-funded) Turnaround Officer signals the district’s commitment to supporting the important work of this initiative. While transformation principals are charged with making significant achievement, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other schools—to make it happen.</p> <p>To enable the work of transformation principals, they will be given direct access to personnel with the knowledge, determination and the authority to be responsive to issues that impede success. Giving transformation principals direct reporting authority provides relief from traditional organizational structures encountered that may impede needed reform.</p> <p>Evaluation procedures for school administrators and staff are predominately based on school and student performance at IPS transformation schools. Currently, IPS adheres to the evaluation guidelines of the Indiana Department of Education RISE rubric to determine staff performance.</p> <p><b>Evaluation and Documentation System: RISE</b></p> <p>Beginning in the 2012-2013 academic year, the Indianapolis Public Schools district utilized the Indiana Department of Education’s model evaluation and development system, RISE. RISE provides Indiana teachers the meaningful feedback and support they need to grow professionally, and ensures Indiana</p>

<p>procedures;</p> <p>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p>	<p>students have teachers who will help them grow academically. RISE brings principals and teachers together in a common mission of developing, supporting, and recognizing excellent teaching. (Information from: <a href="http://www.riseindiana.org">www.riseindiana.org</a>)</p> <p>The RISE model complies with Senate Enrolled Act 1 that evaluations must:</p> <ul style="list-style-type: none"> <li>• <i>Be annual:</i> Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.</li> <li>• <i>Include Student Growth Data:</i> Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.</li> <li>• <i>Include Four Rating Categories:</i> To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.</li> <li>• There are four summative rating levels in RISE.</li> </ul> <table border="1" data-bbox="806 901 1894 1356"> <thead> <tr> <th data-bbox="806 901 1079 979">Highly Effective</th> <th data-bbox="1079 901 1352 979">Effective</th> <th data-bbox="1352 901 1625 979">Improvement Necessary</th> <th data-bbox="1625 901 1894 979">Ineffective</th> </tr> </thead> <tbody> <tr> <td data-bbox="806 979 1079 1356">Consistently exceeds expectations for professional practice, student achievement and professional contribution to the school or corporation.</td> <td data-bbox="1079 979 1352 1356">Consistently meets expectations for professional practice, student achievement and professional contribution to the school or corporation.</td> <td data-bbox="1352 979 1625 1356">Room for growth in professional practice, student achievement and professional contribution to school or corporation.</td> <td data-bbox="1625 979 1894 1356">Consistently fails to meet expectations for professional practice, student achievement and contribution to school or corporation</td> </tr> </tbody> </table>	Highly Effective	Effective	Improvement Necessary	Ineffective	Consistently exceeds expectations for professional practice, student achievement and professional contribution to the school or corporation.	Consistently meets expectations for professional practice, student achievement and professional contribution to the school or corporation.	Room for growth in professional practice, student achievement and professional contribution to school or corporation.	Consistently fails to meet expectations for professional practice, student achievement and contribution to school or corporation
Highly Effective	Effective	Improvement Necessary	Ineffective						
Consistently exceeds expectations for professional practice, student achievement and professional contribution to the school or corporation.	Consistently meets expectations for professional practice, student achievement and professional contribution to the school or corporation.	Room for growth in professional practice, student achievement and professional contribution to school or corporation.	Consistently fails to meet expectations for professional practice, student achievement and contribution to school or corporation						

Evaluators use the Teacher Effectiveness Rubric to rate a teacher at the end of the year using a four step process. The last two steps convert domain ratings to a final, overall Professional Practice rating. Each of the three possible measures of student learning will receive 1 – 4 rating. Teachers fall into one of three groups for the purpose of calculating a summative rating. Each group uses a different weighting scheme. The weighted score determines the final rating. (See chart below for overview of the Teacher Effectiveness Rubric.)

#### Indiana Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen (19) competencies.

#### Figure 2: Domain 1 – 3 and competencies

##### Domain 1: Planning

- 1.1 Utilize assessment data to plan
- 1.2 Set ambitious and measurable achievement goals
- 1.3 Develop standards-based unit plans and assessments
- 1.4 Create objective-driven lesson plans and assessments
- 1.5 Track student data and analyze progress

##### Domain 2: Instruction

- 2.1 Develop student understanding and mastery of lesson objectives
- 2.2 Demonstrate and clearly communicate content knowledge to students
- 2.3 Engage students in academic content
- 2.4 Check for understanding
- 2.5 Modify instruction as needed
- 2.6 Develop higher-level of understanding through rigorous instruction and work
- 2.7 Maximize instructional time
- 2.8 Create classroom culture of respect and collaboration
- 2.9 Set high expectations for academic success

**Domain 3: Leadership**

- 3.1 Contribute to school culture
- 3.2 Collaborate with peers
- 3.3 Seek professional skills and knowledge
- 3.4 Advocate for student success
- 3.5 Engage families in student learning

In addition to the three primary domains listed above, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.

A three-member district administrative evaluation team collects teacher effectiveness data for the Turnaround Officer. Across the school year, transformation principals will be authorized to initiate this process to collaborate further, as needed, with the district evaluation team.

Monthly Process Checks between the Director of Turnaround Schools and the Principal will facilitate intentional progress (formative evaluation) checks to help us determine adjustments needed in turnaround leadership, teachers' capacity to impact student achievement, and the accountability of critical central office divisions.

**Financial incentives**

Financial incentives for leaders and staff at transformation schools are helping to recruit and retain highly effective educators at our struggling schools. Rubrics that describe how these bonuses are determined reflect the importance of student academic growth. Rubrics are collaboratively designed and intentionally aligned to the instructional initiatives outlined in the School Improvement Grant.

Throughout the SIG grant period, the principal will work closely with the

	Executive Director of Elementary Education and the Scholastic Achievement Partners to support identified leadership and instructional improvements needed to positively impact the work of transformation schools to dramatically increase student achievement.
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Indicators of LEA Commitment	Description of how this action was or will be completed
<b>5. Sustain the model after the funding period ends.</b>	
<p><b>The IDOE will assess the LEA’s commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</b></p> <ul style="list-style-type: none"> <li>(a) Developing school improvement planning processes that support sustainability of education reform protocol;</li> <li>(b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school;</li> <li>(c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the</li> </ul>	<p>The Director of Turnaround Schools will sustain reform efforts, minimally, at four levels:</p> <ul style="list-style-type: none"> <li>(a) Findings from IDOE monitoring site visits, Quality Reviews, School Portfolio, and ongoing collaborative work with our External Provider will be reviewed by the Director of Turnaround Schools and the transformation principal. Together, they will determine a timeline for making necessary adjustments—or taking corrective actions. As needed, the Director of Turnaround Schools will support the transformation principal by eliminating barriers that interfere with the efficient and effective implementation of the model. Simultaneously, the principal of Raymond Brandes Elementary School #65 will be held accountable for maintaining fidelity to the model as described in this proposal</li> <li>(b) To keep key leadership apprised of transformation school progress and to solicit their input and continuous support, data findings will be: <ul style="list-style-type: none"> <li>• Reported to the Superintendent</li> <li>• shared at weekly Superintendent’s cabinet meetings</li> <li>• periodically updated in the Superintendent’s Weekly School Board Notes</li> </ul> </li> </ul>

<p>classroom curriculum and activities;</p> <p>(d) Identifying alternative funding sources to sustain operational protocol that may require financial support;</p> <p>(e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;</p> <p>(f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;</p> <p>(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making</p>	<ul style="list-style-type: none"> <li>• reported regularly to the School Board Education Committee</li> </ul> <p>(c) Data findings will drive on-going programmatic and personnel adjustments over the three-year SIG grant funding period to continuously improve strategies, adjust instructional and intervention practices, and significantly increase student achievement</p> <p>(d) Findings from transformation schools will offer subsequent priority schools with invaluable “lessons learned,” as the next round of priority schools use their own data to identify critical needs and determine innovative and effective strategies for significantly increasing student achievement and graduation rates. In addition, monthly process checks with the Director of Turnaround Schools, Mrs. Rambo, and Raymond Brandes #65 Elementary School will keep all apprised of implementation results.</p> <p>Evaluation results of activities funded through SIG grant awards will be used to inform decisions regarding continued funding. Assuming that key initiatives are beneficial and have significantly contributed to dramatically-increased achievement, other local, State and federal resources will be repurposed to sustain effective SIG grant initiatives.</p> <p>As indicated in the alignment of resources below, a plan to sustain reforms is in place.</p> <p>Professional Development (training provided by Scholastic Achievement Partners): Internal capacity at Raymond Brandes Elementary School #65 will be built to locally provide and sustain training needs: Title 2A</p> <p>Professional Development for Classroom Teachers: At the conclusion of the grant funding Instructional Specialists potential funding source: Title 1</p>
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<p>that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school’s mission, goals, and needs;</p> <p>(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities;</p> <p>(l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.</p>	<p>Performance-based financial awards: Competitive grant application to U.S. Department of Education TIF (Teacher Incentive Funds)</p> <p>Extended Time Learning costs for teachers and transportation: Allowable costs under Title 1</p> <p>Technology: Technology grants</p> <p>External Provider, Quality Reviews, and Project Manager: Capacity gained should enable us to continue practices acquired. With an established model for conducting ongoing monitoring using formative assessment, administrative staff will assume this role.</p>
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#### 4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

**Instructions:**

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

## Turnaround Model

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

## Transformation Model

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

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	Principal was appointed by the Superintendent.	Dr. Eugene G. White, Superintendent of IPS	May 2012
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	Training of the Raymond Brandes Elementary School #65 administrative team – full implementation of the RISE Evaluation and Development System beginning in August 2012.  Training of staff and implementation of evaluation system	- District Level Trainer - Principal	2012 Admin Training dates: May 22, 24, 29, 31 July 26  Implement evaluation system beginning August 2012

3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i>	Develop Reward Rubric for Financial Incentives	- Principal - Leadership Team	May 2013
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<b>Elements</b>	<b>Tasks</b>	<b>Lead Person/ Position</b>	<b>Time Period (month)</b>
4. <i>Provide high quality, job-embedded professional development.</i>	Develop and Implement Professional Development Plan	Principal Scholastic Achievement Partners Interventionist/ Instructional Coach	August 2013-June 2014

5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>	Use IPS Recruitment procedures as outlined by Human Capital Division  Develop Teacher Incentive Plan	- Principal - Leadership Team	- May-July 2013
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6. <i>Provide increased learning time for students and staff.</i>	Extended Time-5 Hours a week/30 weeks per year  Balanced Calendar Intersession: one week in October and one week in March  Summer school: Three week period at the end of the 2013-2014 academic year	Principal Interventionist/ Instructional Coach	August 2013-June 2014 (with revisions each June for the next year)
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7. <i>Use data to implement an aligned instructional program.</i>	Implementation of the 8-step Process: During bi-monthly “Learning Log” meetings (part of the 8-Step Process), teacher teams will review the results of formative assessments to: (a) determine how students performed and their specific areas of strengths and weaknesses; (b) identify classrooms where overall performance was strong and share the effective practices that influenced those results; (c) problem solve instructional and student-specific issues; and (d) regroup students for additional support – remediation or enrichment – during scheduled 30-minute Success period	-Principal -Teachers	August 2013 – June 2014
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<b>Elements</b>	<b>Tasks</b>	<b>Lead Person/ Position</b>	<b>Time Period (month)</b>
8. <i>Promote the use of data to inform and differentiate instruction.</i>	Process: During Structured Teacher Planning Times and Learning Log meetings (8-Step Process) , teacher teams will review the results of assessments to: -identify students areas of strength and those needing growth -identify classrooms where overall performance was strong due to effective practices -problem solve instructional and student-specific issues -regroup students for additional support (remediation or enrichment during 30-minutes success periods)	Principal  Interventionist/ Instructional Coach  Teachers	August 2013-June 2014 (with revisions each June for the next year)

9. <i>Provide mechanisms for family and community engagement.</i>	To increase family and student engagement the Family and Community Coordinator will:  -Conduct at least two family workshops on reading and math strategies to do at home -Recruit and coordinate volunteers and mentors for extended time learning activities	Family and Community Coordinator	August 2013-June 2014
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	<ul style="list-style-type: none"> <li>-Coordinate career building/college readiness activities and service learning projects with the University of Indianapolis and other community agencies</li> <li>-Visit at least 10 families per month and share strategies specific to the needs of children in the home</li> <li>-Maintain reports that include data from district and state assessments for students who are in extended time programs.</li> <li>-Attend community functions and strengthen partnerships with community partners and businesses</li> </ul>		
<p>10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).</p>	<p>Operational flexibility has been granted to Raymond Brandes Elementary School #65, Because of its transformation status, this School Improvement Grant will serve as the mandated School Improvement Plan. Policies and practices mandated by the district may be waived and replaced with solutions designed to specifically to assist Raymond Brandes Elementary School #65.</p>	<ul style="list-style-type: none"> <li>- Yvonne Rambo, Officer/Director of Turnaround Office</li> <li>- Joan Harrell, Executive Director of Elementary Education</li> </ul>	<p>August 2013 – June 2014</p>
<p>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</p>	<p>District leadership is committed to supporting each of the identified schools by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal.</p>	<ul style="list-style-type: none"> <li>- Yvonne Rambo, Officer/Director of Turnaround Office</li> <li>- Joan Harrell, Executive Director of Elementary Education</li> </ul>	<p>August 2013 – June 2014</p>

If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

The new transformation principal for Raymond Brandes Elementary School #65, Lauren Johnson, was selected by the superintendent based on her instructional leadership and excellence in the area of instructional supervision and evaluation. Lauren Johnson has earned recognition for her ability to observe instruction and accurately determine the level of proficiency of the teacher and to have the courage to facilitate the motivational conversation in order to move their instruction to a level that has increased student achievement.

Lauren Johnson, has demonstrated in each of her administrative assignments the ability to develop teacher leaders and to bring educators and community together to improve the instructional opportunities for the students of her school. She has begun the transition into her new role as the transformation principal at Lauren Johnson in getting to know the Lead Partners, Scholastic Achievement Partners, and their tremendous work.

**Pre-Implementation**

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

Action: (Writing the grant, meetings with staff, meetings with community members, meetings)

Timeline: (See Below)

<b>Action</b>	<b>Timeline</b>	<b>Budget</b>
Writing the grant	May 2013	\$0
Parent Meetings	May and June 2013	\$0
Staff Meetings	May and June 2013	\$0
Meeting with external partners	May, June, and July	\$0
Meeting with community members	May, June, and July	\$0
Professional Development for Principal	July	\$0

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

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

**Restart Model**

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

**School Closure**

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

## 5. Annual Goals for Priority Schools for Accountability

*Instructions:*

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
  - One English/language arts goal for “all students.”
  - One mathematics goal for “all students.”
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

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

<b>SY 2011-2012 Baseline Data</b> (most recent available data that corresponds to the proposed goals)	<b>Annual Goals</b>		
	<b>SY 2013-2014</b>	<b>SY 2014-2015</b>	<b>SY 2015-2016</b>
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
<b>ISTEP Grades 3-6 ELA 66.4%</b>	<b>80% of students will pass English/Language Arts</b>	<b>85% of students will pass English/Language Arts</b>	<b>87% of students will pass English/Language Arts and Math</b>
<b>ISTEP Grades 3-6 Math 62.7%</b>	<b>80% of students will pass Math</b>	<b>85% of students will pass Math</b>	<b>87% of students will pass Math</b>

## **II: Budget (Please see separate attached document - titled *Raymond F. Brandes #65 SIG Budget* in email)**

### *Instructions:*

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

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

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

**Submit all materials in this document,  
including the two worksheets in this application to IDOE**

## APPENDICES

The following documents are attached (separately) in support of proposal expectations for Raymond Brandes Elementary School #65:

### **Letters of Support**

- ❖ Indianapolis Public Schools Interim Superintendent, Dr. Peggy Hinckley
- ❖ Indianapolis Public School Board
- ❖ Indianapolis Public Schools Teachers' Union

### **Resume of Transformation Principal**

- ❖ Lauren Johnson

### **Resumes of District Leadership and Specialists**

- ❖ Yvonne Rambo, IPS Turnaround Director
- ❖ Joan Harrell, Executive Director of Elementary Education
- ❖ Kathleen Ducote, Turnaround Specialist
- ❖ Patricia Elff, Turnaround Specialist



Indianapolis Public Schools

The John Morton-Finney Center for Educational Services  
120 East Walnut Street  
Indianapolis, IN 46204

TEL 317-226-4411 • FAX 317-226-4936

Office of the Superintendent

May 17, 2013

Superintendent Glenda Ritz  
Superintendent of Public Instruction  
Indiana Department of Education  
115 W. Washington Street  
South Tower, Suite 600  
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As Interim Superintendent of the Indianapolis Public Schools, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will begin Phase I of a multi-year plan to "transform" IPS School #65 (identified by the Indiana Department of Education as a priority school).

The support IPS School #65 will receive from the funding of Phase I of the School Improvement Grant Initiative will enable the school to implement cutting edge, research-based educational initiatives (Transformation Model). These initiatives will help improve teacher pedagogy and increase student achievement.

Superintendent Ritz, the members of the Board of School Commissioners and I are committed to continuously supporting all aspects of the Transformation Model at IPS School #65. I wholeheartedly support the following elements that will be in place for Phase I of the Grant.

- The recently created district Turnaround Office will support the efforts of IPS School #65 to substantially improve classroom instruction and dramatically increase student achievement.
- Data will be used to drive decision-making, e.g., to inform curriculum and instructional practice and the delivery of differentiated supports for students.
- Schedules will be established and strategies used to provide increased learning time.
- Appropriate social-emotional and community-oriented services will support teachers and students.
- The principal has recently been replaced.
- Operational flexibility will be provided to the principal for hiring, retaining, transferring and replacing staff. The principal will have the authority to remove ineffective teachers throughout the school year and the district's Turnaround Director will enable responsive action, as needed.

The Indianapolis Public Schools district supports the implementation of Phase I of the School Improvement Grant Initiative at IPS School #65. We are grateful to have this opportunity.

Sincerely,

  
Peggy Hinckley, Ed.D.  
Interim Superintendent



BOARD OF SCHOOL COMMISSIONERS  
OF THE CITY OF INDIANAPOLIS

120 EAST WALNUT STREET • INDIANAPOLIS, INDIANA 46204 • 226-4418

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Eugene G. White, Ed.D.  
*Superintendent*

Sharon G. Alvey  
*Executive Assistant and  
Secretary to the Board*

June 3, 2013

Superintendent Glenda Ritz  
Superintendent of Public Instruction  
Indiana Department of Education  
115 W. Washington Street  
South Tower, Suite 600  
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As President of the Board of School Commissioners for the City of Indianapolis, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will begin Phase I of a multi-year plan to "transform" IPS Raymond F. Brandes Elementary School #65 (identified by the Indiana Department of Education as a priority school).

The support School #65 will receive from the funding of Phase I of the School Improvement Grant Initiative will enable the school to implement cutting edge, research-based educational initiatives (Transformation Model). These initiatives will help improve teacher pedagogy and increase student achievement.

Superintendent Ritz, my fellow Commissioners and I are committed to continuously supporting all aspects of the Transformation Model at Raymond F. Brandes Elementary School #65. IPS welcomed new board members in the middle of the 2012-13 school year. The vision of the new board is more autonomy in the schools. Therefore, moving forward in the 2013-2014 school year, School #65 will have operational flexibility for the new principal in hiring, retaining, transferring and replacing staff. The principal will also have the authority to remove ineffective teachers throughout the school year and the district's Turnaround Director will enable responsive action, as needed.

The Indianapolis Public Schools district supports the implementation of Phase I of the School Improvement Grant Initiative at IPS Raymond F. Brandes Elementary School #65. We are grateful to have this opportunity.

Sincerely,

Diane Arnold, President  
Board of School Commissioners



**INDIANAPOLIS  
EDUCATION  
ASSOCIATION**

6910 N. SHADELAND AVENUE, SUITE #100,  
INDIANAPOLIS, INDIANA 46220

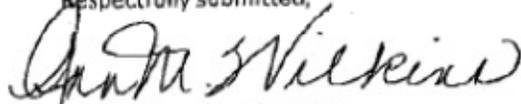
TELEPHONE: (317) 598-8464 ☒ 1-800-636-7739  
FAX: (317) 598-8465 ☐ HOTLINE: (317) 598-8468

June 6, 2013

To whom it may concern:

The Indianapolis Education Association (IEA) in collaboration with the Indianapolis Public Schools (IPS) will work in developing the School Improvement Grant (1003g). We are committed to eliminating barriers for the implementation of the model, with the understanding that nothing in this grant will violate or affect our Master Agreement with IPS and/or state/federal statutes. We further understand that the IEA will be notified for discussion and collaboration on any changes that affect teacher evaluations, financial incentives for all content areas, hiring and dismissal procedures and the length of the school day.

Respectfully submitted,

  
Ann Wilkins, President IEA

## LAUREN A. JOHNSON

Innovative principal with extensive knowledge and experience in leading, developing, and implementing standards based instructional programs; providing school wide and district wide professional development, mentoring and supporting certified and classified staff, and designing standards-based assessment programs seeks opportunities to grow as a transformational leader.

### Licenses

- K-12 Indiana Administration and Supervision
- General Elementary
- Gifted and Talented
- Learning Disabilities
- State Certified Mentor for New Teachers

### Professional Experience

May 2010-Present Indianapolis Public Schools Indianapolis, IN

**Elementary School Principal-Raymond F. Brandes Elementary School #65 (current)  
James Russell Lowell Elementary School #51 (2010-2012)**

- Provide daily leadership and supervision for students and staff members and ensure a safe and secure environment for students
- Evaluate certified staff using the RISE Evaluation System and classified staff using district APA evaluation system
- Monitor daily instruction to ensure that state standards and district pacing guides are being implemented with fidelity
- Create assistance plans and provide additional resources and support for struggling teachers
- Provide weekly instructional strategies through staff newsletter
- Manage school's budget and extra-curricular account including the Title I Budget
- Lead professional development activities during staff meetings, grade level team meetings, and afterschool workshop
- Manage implementation of school improvement plan and ensure that all documentation is completed on time
- Lead weekly grade level team meetings that analyze student data and inform instruction and interventions
- Coordinate scheduling and administration of state and district assessments
- Created additional assessments for teachers to use to analyze student data
- Raised student reading achievement by 30% and math achievement by 20%
- Increased the number of monthly parent workshops from 2 with low attendance to 4 with higher attendance
- Lead the implementation of a school-wide positive behavior program with a focus on weekly lifeskills
- Increased the number of students receiving afterschool remediation and tutoring
- Supervised Intersession Programs and Summer School (Summer 2012)
- Enhanced partnership with University of Indianapolis to include more programs
- Created a volunteer and mentor program with Center for Excellence in Leadership and Learning
- Community member of the University Heights Neighborhood Association

July 2009-April 2010 Indianapolis Public Schools Indianapolis, IN  
**Elementary School Assistant Principal-Charles W. Fairbanks #105**

- Maintain a safe learning environment for students
- Monitor classroom instruction
- Evaluate certified and classified staff
- Provide instructional and professional development training and resources for staff
- Assist with completing reports and administrative checkpoints
- Assist with student discipline
- Responsible for bus discipline and communication with the transportation department
- Assist with implementing the Full Purpose Partnership Philosophy in the school
- Serve and Facilitate the Multidisciplinary Team
- Serve on the Positive Behavior Support Team and the Curriculum and Behavioral Support Team
- Facilitate staff meetings with the principal
- Assist with obtaining and maintaining community partnerships and co-facilitated partnership with MDWise
- Serve on the InSai Community Council

November 2008-June 2009 Indianapolis Public Schools Indianapolis, IN

**Gifted and Talented Coordinator**

- Monitored the implementation of all aspects of the gifted program at the elementary level including internal program evaluation
- Assisted with all aspects of planning and developing the Sidener School for High Ability Students including community partnerships and parent awareness meetings
- Completed curriculum and instructional audits of gifted classes
- Facilitated the development of curriculum and obtained resources for self-contained and cluster classrooms
- Provided professional development for high ability teachers
- Helped coordinate the high ability student identification process
- Tested students and analyzed student data to determine eligibility for the program
- Supported teachers with differentiating instruction for high ability students
- Assisted in the organization and implementation of enrichment programs for high ability students
- Maintained high ability student data
- Assisted the magnet office with curriculum development, marketing, and recruitment

Fall 2008 MSD Pike Township Indianapolis, IN

**5<sup>th</sup> Grade Gifted and Talented Teacher-Eagle Creek Elementary School**

- Provided differentiated learning experiences for students with high abilities in a self-contained classroom
- Trained staff on meeting the needs of high ability students in self-contained, cluster, and general education classrooms
- Facilitated Gifted and Talented Community Awareness Meetings
- Assisted with identifying and providing material and human resources to meet the needs of high ability students in the district for students, staff, and parents
- Served on the NCA School Accreditation Committee for the school
- Served on the C.L.A.S.S Support Team for the school

#### **Instructional Coach**

- Trained and supported teachers on implementing standards-based best practices including ISTEP + and NWEA data analysis, Differentiated Instruction, Assessment, 4 Blocks, Balanced Literacy, 6 + 1 Traits of Writing, Classroom Management, and Gifted and Talented Strategies
- Facilitated Curriculum Mapping and GT Curriculum Development
- Trained, mentored, and supported new teachers

August 1997-June 2002 MSD Pike Township Indianapolis, IN

#### **Teacher –New Augusta Public Academy South**

- Taught Multiage classes in grades 1/2 and 4/5
- General Education and Intervention Team Member
- Intermediate Team Meeting Leader-Developed process to make meetings more effective

#### **District and School Based Committees**

- Gifted and Talented Curriculum Development Facilitator
- District Curriculum Mapping Committee Facilitator
- Connecting Learning Assures Student Success (C.L.A.S.S) Liaison
- Everyday Math Instructional Coaching Liaison and Math Sub Coordinator
- Gifted and Talented Broadbased Planning Committee Member
- Gifted and Talented Identification Sub-Committee Facilitator
- Title I Committee Member and Liaison
- Curriculum Committee Facilitator and Member
- Social Studies Adoption Committee Member
- GEI and Crisis Prevention and Intervention Team Member
- 21<sup>st</sup> Century Community Learning Centers Curriculum Developer
- Instructional Models Planning: Research and Resource Committee
- Science Fair and History Fair Coordinator
- Red Ribbon Week Committee Member

#### **Professional Associations**

- National Alliance of Black School Educators (2009 Conference Registration Co-Chair)
- Indianapolis Alliance of Black School Educators (Historian and Executive Board Member)
- National Association for the Gifted
- Indiana Association for the Gifted (Presented at 2006 and 2007 Conferences)
- ASCD (Presented at April 2005 Conference)
- Indiana Urban Schools Association (Presented at 2003, 2005, and 2006 Summer Conferences)
- Indianapolis Reading Association (Presented Workshop on Improving Reading Comprehension at Spring 2003 Conference)
- National Association for Elementary School Principals
- Kappa Delta Pi-Pi Omicron Chapter

#### **Additional Leadership Experiences**

- Family Ministries Leader
- Children's Ministry and Family Ministries Workshop Presenter
- Former parochial School Board Chairperson and Accreditation Coordinator
- Former PTA Leader and Assistant Leader

#### **References**

- Paul Milms-IPS Elementary Education Director 226-4910
- Carole Ervin Brown-Former IPS Elementary Director 514-6912
- Paula Peterson-Principal, IPS # 105 226-4105
- Jennifer Botts-IPS Director and Gifted Programs 226-4794
- Janice Glenn-Eastbrook Elementary School 387-5900

# YVONNE RAMBO

10171 Touchstone Drive  
Fishers, IN 46038  
[ramboy@ips.k12.in.us](mailto:ramboy@ips.k12.in.us)  
Home: 317-570-8509 Work: 317-226-4405 Cell: 317-459-8473

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## EDUCATION ADMINISTRATOR

*Collaboratively lead and implement instructional and curricular programs guided by state standards with literacy as the foundation*

Strong educational leadership and administrative skills. Proven ability to meet AYP and PL.221. Experienced in curricula development, instructional supervision and staff development. Skills include:

- Strategic Planning & Program Design
- Staff Development
- Curriculum Design
- Reading Program Development
- Standard-based Instruction & Mapping
- Instructional Audits & Interventions
- Achievement Data Analysis
- Cultural Competence
- Collaboration and Teamwork
- Community & International Partnerships

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## PROFESSIONAL EXPERIENCE

**Director of Academic Affairs & Accountability/Turnaround Director** **2011 to present**  
Indianapolis Public Schools

- Supervision of the district's "turnaround schools" in the areas of staffing, teacher evaluation, instructional supervision, instruction and curriculum, testing, leadership development. Oversee the district wide implementation of the 8 Step Process involving the use of relevant assessment data to impact instructional pedagogy and curricular decisions. Collaboratively manages the district's 4 1003g (School Improvement Grants) totaling \$24,000,000. Supervision of all content area supervisors, including curriculum development, pacing, assessments, professional development, instructional support, instructional audits. Provide comprehensive leadership and job embedded professional development for building level leaders and teachers in data driven instruction and student achievement. Collaboration with the Department of Education on initiatives impacting our schools, serve as liaison for Lead Partners. Key accomplishments include:
- Development and implementation of a data driven, triangulated system of developing intentional professional development and teacher support
  - Development and implementation of a successful student achievement improvement model

**Principal** **2002 -2010**  
Farrington Middle School and Gambold Middle School  
Indianapolis Public Schools, Indianapolis IN

- Develop and administer the general school routine and coordinate all activities within the school community. Led a multi-million dollar renovation project over two years. Observe, counsel, and motivate professional staff toward attaining the educational goals of the District. Evaluate school programs and practices, curriculum content and pilot programs. Maintain an educational philosophy and school climate which encouraged a cooperative and collaborative attitude on the part of faculty, staff, and students. Key accomplishments include:
- Led two low performing middle schools to increased student performance, achieving AYP & PL.221 Commendable rating
  - Developed effective instructional intervention programs to meet the needs of all students including ESL, Special Education, and General Education

**Assistant Principal** **1998-2002**  
Harshman Middle School  
Indianapolis Public Schools, Indianapolis IN

- Oversaw school curriculum, ensured teaching of the written curriculum, helped staff use curriculum resources and led curriculum development activities. Identified curricula and extra curricula needs by analyzing programs and student achievement. Regularly used the results of the student assessment data to identify problems and implement program improvements.

## YVONNE RAMBO

### Math Teacher

1990 - 1998

Broad Ripple HS, Edison Middle School, New Beginnings Alternative School  
Indianapolis Public Schools, Indianapolis IN

Taught in the areas of pre-algebra, algebra and geometry. Designed and presented comprehensive lesson plans, which incorporated differentiated instruction and authentic assessment, ensuring that each student was able to retain and understand the standards. Developed practical, relevant and rigorous unit-based projects. Offered after-school tutoring to help struggling students improve their critical thinking and problem solving skills. Key accomplishments included:

- Designed and implemented the first standards based math curriculum in the schools

### Math Teacher

1985 - 1990

East Jr. High, District 11  
Colorado Springs, CO

Taught 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade math. Designed differentiated lesson plans for special education and ESL students. Implemented alternative assessments that included problem solving. Sponsored extra-curricular programs including student council and STARS drug prevention program. Participated as faculty liaison on community advisory council and PTO. Key accomplishments included:

- Collaborated with Special Education department to develop a co-teaching model
- Developed and implemented a peer counseling program and a drug prevention model

### Assistant Dean of Students

1982 - 1985

Colorado College  
Colorado Springs, CO

Assisted the Dean in addressing the developmental needs of students. Developed and implemented guidelines for student conduct and a discipline plan with rules and consequences for student behavior. Provided for enrichment education for students through such activities as extended classroom activities, athletics, student government, etc. Administered fiscal and personnel functions and responsible for facilities management. Key accomplishments included:

- Developed and implemented an effective mentoring and internship program for students
- Designed a peer counseling program for teens dealing with drug prevention, depression and loss

## AWARDS & AFFILIATIONS

National Middle School Association Distinguished Educator of the Year, 2010 – 2011

Lilly Endowment Award Winner

NAACP Member

Indiana Principals' Leadership Academy Graduate and Facilitator

Phi Delta Kappa

National Middle School Association

Indiana Middle Level Education Association Member and State Board Member

Indiana Schools to Watch Applicant/Finalist

## EDUCATION

Administrative Certification, Indiana University, IUPUI,  
Indianapolis, IN, December, 1995

Master of Arts: Personnel Administration/Higher Education, Ball State University,  
Indianapolis, IN, December, 1990

Bachelor of Science: Mathematics/Secondary Education, Ball State University,  
Muncie, IN December, May, 1980

## RESUME

Joan Diane Harrell  
3883 South, 475 East  
Plainfield, Indiana 46168  
Home Phone: (317) 839-6027  
Office Phone: (317) 226-4913

### I. EMPLOYMENT:

### PRIMARY RESPONSIBILITIES

#### July 2010 - Present

Indianapolis Public Schools  
120 E. Walnut Street  
Indianapolis, Indiana 46204

Executive Director of  
Elementary Education

January 2009 – June 2010  
Indianapolis Public Schools  
120 E. Walnut Street  
Indianapolis, Indiana 46204

Director K-12 Curriculum and  
Instruction Division

2005 – January 2009  
Indianapolis Public Schools  
120 E. Walnut Street  
Indianapolis, Indiana 46204

Elementary Director  
Fifteen Elementary Schools

1986- 2005  
Indianapolis Public Schools  
Francis W. Parker School #56  
2353 Columbia Avenue  
Indianapolis, Indiana 46205

Elementary School Principal  
Preschool, K-8<sup>th</sup> Grades- Montessori  
450 Students  
70 Staff

1984-1986  
Indianapolis Public Schools  
Brookside School #81  
3092 Brookside Pkwy. N. Dr.  
Indianapolis, Indiana 46218

Elementary School Principal  
Grades K-6<sup>th</sup>  
425 Students  
45 Staff

1982-1984  
Indianapolis Public Schools  
Education Services Center  
120 E. Walnut Street  
Indianapolis, Indiana 46204

Elementary Instructional Coordinator  
of Elementary Option Programs  
Schools 37, 56, 67, 79, 82, 91, 114  
Program planning and expansion  
Curriculum Development  
Instructional Coordinator

1969-1982  
Indianapolis Public Schools  
Carl Wilde School #79  
5002 W. 34<sup>th</sup> Street  
Indianapolis, Indiana 46224

Elementary Teacher  
Grades: 4, 5, 6  
Back-To-Basics Option Program  
Back-To Basics Option Coordinator

1966-1969  
Patchogue-Medford Public Schools  
Medford Elementary School  
Patchogue, New York

Elementary Teacher  
Grades 4, 5  
Co-Teaching

Director of IPS Summer School  
Indianapolis Public Schools  
2003, 2004, 2005, 2006, 2007, 2008, 2009

Elementary Summer School Program  
Middle School Program  
High School Program

## RESUME

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1997-2002 Summer School Positions Indianapolis Public Schools Schools 79, 88, 112, 84	Elementary Summer School Teacher Instructional Coordinator Regular and ISTEP Summer School Programs Instructional Coordinator of Summer School Curriculum
2001, 2002  Summer School Positions Indianapolis Public Schools Schools 99, 112, Attucks Middle School	Summer School Principal  Middle School
Part-time Employment: American States Insurance 1971, 1972 (summer)	Clerk-Typist
Olan Mills 1970 (summer)	Phone Sales

### II. RELATED RESPONSIBILITIES AND EXPERIENCE:

- Assumed responsibilities of principal in her absence
- Chairperson of the PBA project for school
- Served on Textbook Adoption Committees for Language Arts, Reading and Math
- Math Curriculum Writer
- PTO Teacher Representative
- PTO President School #79 (4 years)
- Served on the Kindergarten Curriculum Council
- Co-Chairperson of Strategic Action Plan 12.2 – Learner’s Bill of Rights
- Language Arts Curriculum Writer
- Serving on District SIP/SAG Committee
  - Chairperson of Evaluation Sub Committee - 2005-Present
- President of Indianapolis Association of Administrator, Supervisors, and Consultants (2000 to present)
- Superintendent’s District School Improvement Committee Member 1999- 2008
- Serving on District Middle School Committee
- Serving on Community System Response Committee
- Instructional Technology’s Digital Coach Coordinator
- Computer Trainer for Principals 2003-2004
- Principal Mentor Trainer 2005-2006
- Science Curriculum Coordinator 2005 - Present
- District Kindergarten Director 2005- Present

## **RESUME**

Joan Diane Harrell  
3883 South, 475 East  
Plainfield, Indiana 46168  
Home Phone: (317) 839-6027  
Office Phone: (317) 226-4913

- District New Teacher Evaluation Trainer 2005 – Present
- Director of District Curriculum Mapping Initiative 2009-2010
- Director of District School Improvement Plan 2009 and 2010
- Coordinator and developer of new Teacher Evaluation System 2006-2009
- Trainer of all staff on use of new Teacher Evaluation System 2008-2009
- Developer of new Administrative Evaluation System - 2010
- District trainer for Site Based Decision Making Process and Procedures - 2006-2010

### **III. EDUCATION AND TRAINING**

Bachelor of Science in Elementary Education  
State University of New York at Oswego, New York 1966

Master of Science in Education  
Indiana University, Bloomington, Indiana, 1969

Elementary School Administration and Supervision, Life License  
Indiana University, IUPUI, Indianapolis, Indiana 1979

“Succeeding With Difficult Students”, Lee Canter, 1994

Indiana Principal Leadership Academy Training, 1993

NUA Training, 1998-2005

IPS Site Based Decision Making Training, 1998, 1999, 2004, 2005

IPS Computer Training, 1997, 1998, 1999, 2000, 2003, 2004

Curriculum Mapping Training 2008-2009

### **III. MEMBERSHIPS**

Delta Kappa Gamma - Gamma Zeta Chapter  
Association of Supervision and Curriculum Development  
Oswego Alumni Association  
Indiana University Alumni Association  
Indiana Principal Leadership Academy  
Indianapolis Association of Administrators, Supervisors & Consultants  
Member of ASCD

### **IV. AWARDS AND HONORS**

- 1975 Outstanding Elementary Teacher of America
- 1975 Who's Who in America

## RESUME

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Office Phone: (317) 226-4913

- 1992-1993 Indiana Principal Leadership Academy Graduate
- 1999 Indianapolis 30 Service Pin Award
- 2004 Indianapolis 35 year Service Pin Award
- 2009 Indianapolis 40 year Service Pin Award

### V. COMMUNITY ACTIVITIES

- 1990-Present - Member of Clayton/Liberty Township Library Board
- 1993-1994 - Secretary of Clayton/Liberty Township Library Board
- 1991-2009 - Member of Clayton/Liberty Township Library Board
- 1995-2002 - President Clayton/Liberty Township Library Board
- 1992-2004 - Instructor for Divorce Recovery Seminars at Bethesda  
Baptist Church, Brownsburg, Indiana
- 1999-Present - Chairperson of First Baptist Church Fellowship Committee
- 1999-Present - Treasurer of First Baptist Church Ladies Fellowship,  
Danville, Indiana
- 2010-Present - Chairperson of the First Baptist Church Audio Visual  
Committee

374 Shadow Hill Drive  
Greenwood, Indiana 46142

(317) 372-5157  
KSS408@comcast.net

## Kathleen D. Ducote

<b>Objective</b>	Desire a coaching position in grades K-8 in a school corporation where guiding the young takes precedence.	
<b>Experience</b>	2004- Present	Indianapolis Public Schools Indianapolis, IN <b>Instructional/Data/Curriculum Mapping Coach</b> Modeled lessons to improve classroom instruction in grades K-8. Compiled school data. Researched information for teachers. Provided professional development for staff members on numerous topics. Supported the district's curriculum mapping initiative. Served on several committees such as NCA Documentation Committee, Environmental Advisory Committee, Vanguard Team, Interview Committee, PTO Parent Liaison, InSAI Data Committee, Magnet and GT Committee, Curriculum Mapping Tier III Executive Committee and Eighth Grade Parent Committee.
	1995- 2004	Indianapolis Public Schools Indianapolis, IN <b>Teacher</b> Performed duties of a general education teacher in the second, third, and fourth grades. Developed daily lesson plans and collaborated with a team of teachers to enforce the curriculum set forth by the district. Served on numerous committees such as the Partner-In-Education, Technology, Carpe Diem Saturday School, Inclusion Committee, Grade Level Team Leader, Gifted and Talented, Curriculum, Monitoring Student Progress, and North Central Accreditation. Also, I am a certified Mentor Teacher through ITEAM.
	1995-1995	Indianapolis Public Schools Indianapolis, IN <b>Chapter 1 Assistant</b> Assisted kindergarten and fourth graders in math and reading remediation. Developed daily lesson plans to supplement the teacher-directed instruction.
	1994-1995	Indianapolis Public Schools Indianapolis, IN <b>Substitute Teacher</b> Instructed students in all grade levels when their regular classroom teacher was unavailable.
	1989-1995	Sunsations Sunglass Company Indianapolis, IN <b>Administrative Assistant</b> Assisted executive in the daily procedures of second-largest retail sunglass distributor in the United States. Organized activities for 300+ retail stores. Interacted with both consumers and organizational staff.

<b>Education</b>	1989-1991	Manchester College	North Manchester, IN
	1991-1994	Indiana University	Indianapolis, IN
	B.S., Education		
	2006-2007	Indiana Wesleyan University	Indianapolis, IN
	Masters of Education		
<b>Interests</b>	Volunteering, computers, spending time with family and friends, sports.		
<b>Additional Certifications and Course Work</b>	Completed Mentoring Certification Course 2003, Differentiated Instruction Course 2002, Inclusion Course 1996, CLICK Computer Course 2000, Teaching with Historical Places Class 2004, Teaching With Literature 2001, Whole Language 1999, Using Technology in the Classroom 1998		
<b>References</b>	Debrah Vawter, Principal Eleanor Skillen School #34 1410 wade Street Indianapolis, IN 46203 (317) 226-4234		
	Julie Bakehorn, Principal Brookside School #54 7151 E. 35 <sup>th</sup> Street Indianapolis, IN 46226 (317) 226-4293		
	Judy Zimmerman 4865 Briarwood Court Carmel, IN 46033 (317) 844-9264		
	Additional References available upon request.		

## Patricia Elff

### Educational Background/Professional Development

- I. Education**
  - A. Undergraduate: Indiana University Fall 1971-75  
Degree earned: B.S. in Elementary Education with endorsements in Learning Disabilities, Mildly Mentally Handicapped, and Emotional Handicaps
  - B. Masters: Indiana University -Bloomington started; completed at I.U.P.U.I. Indianapolis December 1979
  
- II. Teaching Employment History**
  - A. Jr. High MiMH Program; Bedford Jr. High, Bedford, IN Fall 1975-76
  - B. Intermediate L.D. class; I.P.S. #79 Fall 1976-88, then involuntary transfer to I.P.S. 61 Fall 1988-93; remained at #61 Farrington Middle School during the change to middle school concept - 7<sup>th</sup> grade/8<sup>th</sup> grade inclusion program co-teaching with L.A. and Soc. St. Fall 1993-97.
  - C. Gambold Middle School; I.P.S. #108 8<sup>th</sup> grade inclusion co-teaching with L.A., Soc. St., and Reading 1997-2001
  - D. Farrington M.S. I.P.S. #561 Grade self-contained LD/MiMH/EH/AU 2001  
7<sup>th</sup> Grade Inclusion L.A. & Tier IV Reading 2002-2006
  - E. Gambold M.S. I.P.S. #108 8<sup>th</sup> Grade Inclusion L.A., READ 180 & Tier IV Reading 2006-2008
  - F. T.C. Howe High School SPED Instructional Coach 2008-2011
  - G. Special Education Specialist ~ IPS Tumaround Team 2011
  
- III. Professional Organizations**
  - A. Delta Kappa Gamma Society International (Beta Gamma Chapter) Honor Society for Outstanding Women Educators; invited to join and was initiated December 1986; Offices held:
    - 1. Recording Secretary (2 yrs.) responsible for all minutes at the meeting and attending all officer planning meetings
    - 2. Social Committee Chairperson (2 yrs.) responsible for social activities at meetings (decorations, themes, fun ...)
    - 3. Professional Growth and Development Chairperson (4 yrs.) responsible for organizing and implementing Juvenile Center Activity Night and any other such activities.
  - B. NEA - National Education Association  
IEA - Indiana Education Association
  
- IV. Workshops Attended**
  - 1. TESA - Teacher Expectations Student Achievement (10/84 - 2/85)
  - 2. 4-Mat Learning
  - 3. Assertive Discipline
  - 4. Project Charlie Drug Classes
  - 5. Gang Awareness with the Metro Gang Task Force

6. Sex Desegregation (1979)
7. Grant Proposal Writing (2/92)
8. Leap Summer Conference (8/90, 8/91)
9. Summer Leadership Conference (8/16/90 - 8/17/90)
10. Site Based Management/Shared Decision Making
11. Cooperative Learning and Whole Language Reading w/LD Students (1/91)
12. Summer School Art Program (to teach summer school 4/86)
13. Summer School Curriculum (6/86)
14. Summer School Special Education Curriculum (5/93)
15. Inclusion Model (10/93)
16. Middle School Training Classes (92, 93)
17. Cincinnati Middle School Conference (94)
18. Middle School Visitation - Chauncey Rose/Terre Haute (93)
19. Farrington Middle School Yearly Planning Retreats ( 93-96, 02-06)
20. Gambold Middle School Yearly Planning Retreats (97-01, 06-08)
21. Howe Community High School Yearly Planning Retreats (08-11)
22. Co-Teaching (93- numerous others)
23. Conflict Resolution (supported by Pacers) (95)
24. Computer Technology (98/99)
25. NUA (98, 99, 00)
26. Summer Intensive (99)
27. IPS Leadership Academy (00, 01, 02)
28. Vanguard II (03)
29. Larry Bell "Closing the Achievement Gap" Kentucky (3/03)
30. READ 180 (04, 05, 06)
31. ETS /FOS (06)
32. TESA Trainer/ Coordinator (06)
33. Instructional Coaching (08)
34. 6+1 Traits (08)
35. Differentiated Instruction (08)
36. Acuity (08)
37. Springboard (08-11)
38. ISTART7 (08)
39. 6 Step Discipline (08)
40. Curriculum Mapping (08-11)
41. New Evaluation Format/Timeline (08)
42. School Improvement Teaming (09)
43. eSchool (09)
44. Electronic Lesson Plans (09)
45. RII (09)
46. Test Coordinator for ISTEP+ (10, 11)
47. Online Sessions I,II,III (10)
48. SMART Goals (10)
49. Podcasting (10)
50. Literacy Across the Curriculum (10)
51. Differentiated Instruction (SDE) Conference ~ summer (10)
52. iPod Usage in the classroom (11)

53. Autism Spectrum Disorders (11)

54. 8- Step Process (11)

**V. Committees Served**

1. 8<sup>th</sup> Grade Team Leader (93-96)
2. Middle School Transition Team Member
3. School Crisis Team
4. MGIP Task Force Member
5. P.I.E. Coordinator
6. PBA/Leadership Team; correlate Leader
7. Staff Development Team
8. Special Education Summer School Development (93)
9. Numerous times on the Textbook Adoption Committee (All Areas)
10. Task Force for CLASS to develop Interdisciplinary units (5/94)
11. PBA overall chairperson (95)
12. Human Resources Subcommittee to AAP
13. Vanguard II (03)
14. TESA (06,07)
15. Student Behavior Leadership Team (07-08)
16. INSAI (08-11)
17. RII (08-11)
18. Howe's Leadership Team (08-11)
19. New Teachers to Howe (08-11)
20. Graduation (08-11)
21. Attendance (10-11)
22. Relay for Life (08-11)

**VI. Clubs Sponsored**

1. Project S.E.T. (Students Exploratory Teaching)
2. Talent Show Sponsor
3. Yearbook (elem. and middle levels)
4. Knightreaders' Club
5. "Mac Tonight" Tutoring Club
6. Student Council (elem.)
7. Junior Achievement Business Basics Program (5/86)
8. FMS – Student news broadcasting
9. Pep Club
10. Girls Basketball Coach (97)
11. WGMS - Student news broadcasting
12. READ 180

**VII. Other**

1. Mentor for the first year teacher Mentor Program (91 -92, 92-93, 93-94, 03-04, 06-07)
2. Supervising Teacher for Student Teachers: numerous years
3. ABCD Award Winner (88, 90, 91, 94, 95, 96, 00, 08)
4. Teacher of the year candidate: (94-95, 95-96) Farrington M.S.;

- (99-00) Gambold Middle School
5. One of Top Ten IPS Teachers (99-00)
  6. 1999 Disney's American Teacher Awards nominee
  7. 2000 Disney's American Teacher Awards nominee
  8. Side-by-Side Teaching Video filmed by SPED Dept. IPS (04)
  9. Led students to raise \$640.00 for Red Cross for Hurricane Katrina victims
  10. Raised over \$3,000.00 in donations for new sports uniforms in memory of former student
  11. Personally raised over \$15,000 in donations for Relay for Life—American Cancer Society (08-11)

**VIII. Grant Writing**

1. National Starch and Chemical Company \$10,000
2. ISATP (Department of Education) Award