



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

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

Renewal Application - Transformation Model

Part 1: Grantee Information

Information

| | | | |
|--|-----------------------------------|-----------------|--|
| School Corporation/ Eligible Entity | Indianapolis Public Schools | Corp # | 5385 |
| School | Raymond Brandes Elementary School | School # | 5565 |
| Superintendent Name | Dr. Lewis Ferebee | Email | ferebeel@myips.org |
| Title I Administrator Name | Bridgette Robinson | Email | robinsby@myips.org |
| Principal | Lauren Johnson | Email | johnsola@myips.org |
| Mailing Address | 4065 Asbury Street | City | Indianapolis |
| | | Zip Cod | 46227 |
| Telephone | (317) 226-4265 | Fax | (317) 226-3392 |
| SY 2015-16 Funding | \$842,412.79 | | |

Important Dates

| | | |
|---|--|-------------------------|
| Renewal Application Release | Release application and guidance to LEAs | June 5, 2015 |
| Technical Assistance Training | SIG Leadership PD Day Technical Assistance and Planning | June 5, 2015 |
| Application Due | Renewal application must be submitted to IDOE | June 19, 2015 |
| Application Review | Renewal applications reviewed by IDOE | June 22 – July 10, 2015 |
| Notification and Funds Available | Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i> | July 13, 2015 |

Part 2: LEA and School Assurances and Waivers

Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE); therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

School Improvement Grant (SIG) 1003(g)

The grantee LEA's designees must sign and return a copy of the following assurances as in order to participate in the 1003(g) SIG program.

The grantee will use its School Improvement Grant to implement fully and effectively one of the following interventions in each of its Tier I and Tier II schools identified on the LEA grant application: (A) Turnaround Model; (B) Closure Model; (C) Transformation Model; (D) Restart Model. LEA implementation of intervention models should adhere to all regulations in accordance with the final requirements for School Improvement Grants under section 1003(g) of Title I of the Elementary and Secondary Education Act (<http://www2.ed.gov/programs/sif/2010-27313.pdf>).

The grantee will establish annual goals approved by the IDOE 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 and hold accountable each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the IDOE) to hold accountable its Tier III schools that receive school improvement funds.

The grantee will report to the IDOE all applicable school-level data that is required under Section III of the final requirements.

- Number of minutes in Math and Reading in the instructional day or school day;
- Student participation rate on State assessments in reading/language arts and in mathematics;
- Student attendance rate;
- Teacher attendance rate;
- Combined suspension/expulsion rate;
- Minutes of job-embedded PD/week;
- Distribution of teachers by performance level on an LEA's teacher evaluation system;
- Annual goals for student achievement on the State's assessments in both reading/language arts and mathematics
- Non-waiver graduation rate; and
- Percent of graduating cohort to receive college and career readiness standard.

IDOE will make grant renewal decisions based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement indicators:

- *Leading Indicators*— Elementary and middle schools must meet 6 of 9 applicable leading indicator goals; schools containing a high school must meet 9 of 13 leading indicator goals.
- *Achievement Indicators*— Schools in year one of the grant must also meet 50% of the achievement indicators, including yearly achievement goals in the 1003g SIG application. Schools in year two of the grant must also meet 65% of the achievement indicators including yearly achievement goals in the 1003g SIG

application. Schools which administer both the ISTEP+ and ECA assessments will be measured by student performance on all applicable achievement indicators combined.

Failure to submit required data to the IDOE by set deadlines may result in a delay of funds.

State Assurances

LEAs will establish an LEA-based School Improvement Officer or School Improvement Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified Priority School to be served by the approved application and for coordinating with the SEA.

LEAs that commit to serve one or more Priority Schools that do not receive Title I, Part A funds to ensure that each of those schools receive all of the State and local funds it would have received in the absence of the School Improvement Grant funds. Further, LEAs cannot use School Improvement Grant (SIG) funds to support district-level activities for schools that are not receiving SIG funds.

Grantee agrees future funding opportunities may be hindered if per this or any grant opportunity/contract with IDOE have not been met and/or reports are not submitted in a timely fashion.

Changes

This agreement will not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement and must be confirmed in writing through the IDOE grant modification procedures.

Independent Grantee

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the IDOE.

Termination

The IDOE, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the IDOE shall be liable only for payment in accordance with payment provision of this grant for services rendered prior to the effective date of termination.

The IDOE, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the IDOE and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

The IDOE may cancel an award immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made, or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled.

Either the IDOE or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

Access to Records

The grantee agrees that the IDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of the grantee related to the grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the IDOE authorizes their earlier disposition. Grantee agrees to refund to the IDOE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the actions and resolution of all issues, which arise from it.

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with the laws of the State of Indiana.

Legal Authority

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

Equal Opportunity Employer

The grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap, or sex in any manner prohibited by law.

Copyrights

The grantee (i) agrees that the IDOE shall determine the disposition of the title and the rights under any copyright by grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the IDOE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the grantee's opinion be likely to become, the subject of any infringement claim or suite, the grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

Personnel

Grantee agrees that, at all times, employees of the grantee furnishing or performing any of the services specified in this agreement shall do so in a proper, workmanlike, and dignified manner.

Assignment

Grantee shall not assign or grant in whole or in part its rights or obligations under this agreement without prior written consent of the IDOE. Any attempted assignment without said consent shall be void and of no effect.

Availability of Funds

It is expressly understood and agreed that the obligation of the IDOE to proceed under this agreement is conditioned upon the appropriation of funds by the Indiana State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Indiana to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to IDOE, the IDOE shall have the

right upon ten (10) working days written notice to the grantee, to reduce the amount of funds payable to the grantee or to terminate this agreement without damage, penalty, cost, or expenses to IDOE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

Suspension and Debarment

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature: _____ **Date:** _____

Title I Administrator Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____

| Staff Members Consulted and Part of the Renewal Application Process | |
|---|---|
| Name | Title |
| <i>Example: Mrs. Joan Smith</i> | <i>Example: Title I Resource Teacher</i> |
| Lisa Cotter | Literacy Coach, Leadership Team Member |
| Lynette Rikard | LD/MI Teacher, IEA Rep, Leadership Team Member |
| Angela Knight | Parent Involvement Educator, Leadership Team Member |
| Amy White | 3 rd Grade Teacher, Leadership Team Member |
| Beth Lickliter and Kristie Kitchen | 2 nd Grade Teachers, Current and Former Leadership Team Member |

Part 3: Leading and Achievement Indicators

Complete the tables below using the data submitted as updated goals in Feb of 2015 as well as any updated data from SY 2014- 2015.

| Leading Indicators | SY 2013-2014 BASELINE | SY 2014-2015 Goal | SY 2014-2015 DATA | SY 2015- 2016 Goal | SY 2016- 2017 Goal |
|--|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 1. Number of minutes within the school year that students are required to attend school | 390/day | 390/Day | 390/Day | 390/day | 390/day |
| 2. Number of daily minutes of math instruction | 90 | 90 | 90 | 90 | 90 |
| 3. Number of daily minutes of EL/A instruction | 165 | 160 | 160 | 160 | 160 |
| 4. Dropout rate – HS only | | | | | |
| 5. Student attendance rate (must be a percentage between 0.00 and 100.00) | 96% | 96% | 96% | 96% | 96% |
| 6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only | | | | | |
| 7. Number of students completing dual enrollment classes – HS only | | | | | |
| 8. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.) – HS only | | | | | |
| 9. Types of increased learning time offered <ul style="list-style-type: none"> • LSY- Longer School Year • LSD- Longer School Day • BAS-Before/After School • SS- Summer School • WES-Weekend School • OTH-Other | BAS SS Intersession | BAS SS Intersession | BAS SS Intersession | BAS SS Intersession | BAS SS Intersession |
| 10. Discipline incidents – number of suspensions and/or expulsions | 42 (1 expulsion) | 33 | 35 (no expulsions) | 26 | 25 |
| 11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number | | | 7 | | |
| 12. Distribution of teachers by performance level on LEA’s teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].) | IMP-2 EF-17 | IMP-1 EF-16 HEF-2 | IMP-2 EF HEF-2 | IMP-0 EF-17 HEF-2 | EF-15 HEF-4 |
| 13. Teacher attendance rate (must be a percentage between 0.00 and 100.00) | 98.6% | 98% | 98% | 98% | 98% |

Subgroup Achievement Indicators

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

| Student Groups - ELA | % of this group passing | # of students passing in this group | How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique? | SY 2013-2014 BASELINE | SY 2014-2015 Goal | SY 2014-2015 DATA | SY 2015-2016 Goal | SY 2016-2017 Goal |
|--|-------------------------|-------------------------------------|---|-----------------------|-------------------|-------------------|-------------------|-------------------|
| <i>Example: LEP</i> | 35% | 52 | <i>HIGH - No prior formal schooling; from non-Western culture.</i> | 40% passing | 45% passing | 50% passing | 55% passing | 60% passing |
| All Students | 67.5% | 81 | | 67.9% | 73% | | | |
| African American | 53.9 | 16 | HIGH-Lack of basic phonics and fluency skills; lack of written comprehension skills; lack of reading and writing stamina | 53.9% | 58% | | | |
| Asian/Pacific Islander | | | not a subgroup for us | | | | | |
| Hispanic | 90% | 9 | | 90% | 90% | | | |
| White | 72.3 | 47 | | 72.3 | 79% | | | |
| Students with Disabilities | 31% | 9 | HIGH-Lack of basic phonics and fluency skills; lack of written comprehension skills; lack of ability to focus for long periods of time leading to low reading and writing stamina | 42% | 40% | | 45% | 50% |
| SES | 66.7% | 72 | HIGH-Lack of basic phonics and fluency skills; lack of reading and writing stamina high level of test frustration and anxiety | 32% | 45% | | 50% | 60% |
| LEP | 67 | 77 | | 67% | 73% | | | |
| Free/Reduced Lunch | 66.7% | 72 | | 66.7% | 73% | | | |
| HS required - % of non-passers of ECA who pass by 12 th grade | | | | | | | | |
| Student Groups - Math | % of this group passing | # of students passing in this group | How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique? | SY 2013-2014 BASELINE | SY 2014-2015 Goal | SY 2014-2015 DATA | SY 2015-2016 Goal | SY 2016-2017 Goal |
| <i>Example: LEP</i> | 35% | 52 | <i>HIGH - No prior formal schooling; from non-Western culture.</i> | 40% passing | 45% passing | 50% passing | 55% passing | 60% passing |
| All Students | 69.9% | 86 | | 69.9% | 75% | | | |
| African American | 63% | 19 | Medium-Low computation skills; low ability to solve multi-step problems; lack of reading ability to read and understand the problem high level of text anxiety and frustration | 63.9 | 70% | | | |
| Asian/Pacific Islander | | | no subgroup in this area | | | | | |
| Hispanic | 90% | 9 | | 90% | 9 | | | |
| White | 70.6% | 48 | | 70.7 | 75% | | | |
| Students with Disabilities | 34.4% | 11 | HIGH-Low computation skills; low ability to solve multi-step problems; high level of text | 34.4% | 38% | | 50% | 55% |

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| | | | anxiety and frustration | | | | | |
| SES | 68.5 | 76 | HIGH-low computation skills; low ability to solve multi-step problems | 31% | 35% | | 50% | 55% |
| LEP | 69.5 | 82 | | 69.5% | 75% | | | |
| Free/Reduced Lunch | 68.5 | 76 | | 68.5% | 73% | | | |
| HS required - % of non-passers of ECA who pass by 12 th grade | | | | | | | | |

| Overall Achievement | SY 2013-2014 BASELINE | SY 2014- 2015 Goal | SY 2014- 2015 DATA | SY 2015- 2016 Goal | SY 2016-2017 Goal |
|--|----------------------------------|-------------------------------|-----------------------------------|-------------------------------|------------------------------|
| Percent of students proficient on ISTEP (Both ELA and Math) (3-8) | 67% | 69% | | 75% | 75% |
| Percent of students proficient on ISTEP (ELA) (3-8) | 65% | 65% | | 70% | 75% |
| Percent of students proficient on ISTEP (Math) (3-8) | 69% | 69% | | 70% | 75% |
| Percent of students proficient on IREAD (Spring Test Only) (3) | 65% | 50% | 67% | 65% | 75% |
| 10 th grade ECA pass rate (English 10) | | | | | |
| 10 th grade ECA pass rate (Algebra I) | | | | | |
| Non-Waiver Graduation Rate – HS only | | | | | |
| College enrollment rates – HS only | | | | | |

Part 4: Implementation

IDOE has aligned the renewal application with Transformation principles and required/recommended interventions. For any areas which IDOE has requested updates or changes in column three, schools must make changes for SY 2015-16. Schools are welcome to make changes to other initiatives as well – based on school data and needs.

| Transformation Principles | SY 2014-2015 | Requirements, Recommendations and Options | SY 2015-2016 Action Steps and Person(s) Responsible | Budgeted Items |
|---|--|---|--|--|
| <p><i>Developing and increasing teacher and school leader effectiveness</i> <i>- Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN Turnaround Principle 1)</i></p> <p>Required</p> <ul style="list-style-type: none"> Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort <p>IN Conditions</p> <ul style="list-style-type: none"> Use the current principal selection (per IN’s ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal has the ability to lead the transformation effort in the school OR Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort | <p>Lauren remains in the building. She has been partnered with Academic Improvement Officer by the district.</p> | <p>IN Conditions</p> <ul style="list-style-type: none"> Redesign the current leadership structure to create a building-wide team (including: administrative staff and teacher leaders) to focus on: <ul style="list-style-type: none"> building leadership capacity developing teacher leadership across the building school improvement planning roles, responsibilities, and goals of all leadership members | <p>Raymond Brandes and the principal will receive able support from Mr. Jesse Pratt, the Academic Improvement Officer (AIO) serving the West Learning Community. The budget will be reviewed in a conference to include Mr. Pratt, the principal, and the district’s Director of Federal programs. At least monthly, Mr. Pratt will conduct site visits or meetings with the principal and/or the leadership team at Raymond Brandes to review the 2015-2016 plan. Topics may include, but are not limited to assessment data and data targets, staffing, student discipline, attendance, instructional walkthroughs, support plans, etc. These meetings will provide the opportunity for collaboration of needs and corrective action in the way of flexibilities in implementing budget, use of personnel, and use of time. Meetings will be documented with agendas, notes, and sign-in logs. The AIO will also support the</p> | <p>Stipends for leadership team stipends</p> <p>Funds for professional development activities for the leadership team and principal.</p> |

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| | | | <p>principal in accessing and attending professional development opportunities that they both feel will enable the principal to be the most effective building leader.</p> <p>The school will implement the district's leadership team policies which include by-laws and clear description of each role of the team. In addition to participating in a beginning of the year retreat and monthly meetings, leadership team members will facilitate or be the team's contact person for other school committees. They will also assist with leading staff meetings, book studies, and other professional development activities. They will provided peer support on Standards for Success and assist those that need help with uploading artifacts. They will receive a stipend for these extra duties and also opportunities to attend conferences on teacher leadership.</p> | |
| <p><i>Developing and increasing teacher and school leader effectiveness</i> <i>- Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that (1) will be used for continual improvement of instruction; (2)</i></p> | <p>RISE</p> <p>SY 2014-2015 (visit 1) District growth guidelines for the building are based on teacher performance from last year - data is not following students. Incentive rubrics will be</p> | <p>What will incentives and growth goals be based on for SY 2015-2016?</p> | <p>Standards for Success-The district evaluation process and timeline will be adhered to. Teachers who fail to provide rigorous instruction that leads to increased student achievement will be placed on individual intervention and</p> | <p>Funds for teacher incentives</p> |

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| <p><i>meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including a significant factor on student growth data for all students, and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions.</i></p> <p><i>- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</i></p> <p><i>-Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model</i></p> <p><i>(IN Turnaround Principles 5)</i></p> | <p>revised to include school-wide and individual class data targets based on DIBELS, iAcuity, and district diagnostic assessments. Rubrics will be created for Interventionists/ Inclusion Teachers and classified staff bonuses will be paid at the end of each semester based on this rubric.</p> <p>Teachers will participate in weekly data discussions with the principal and instructional coach that will inform instruction. Monthly data goals will be set and posted in the data room and outside each classroom. Principal and staff will document data discussions with students.</p> <p>Teachers who do not increase achievement will be placed on individual assistance and performance improvement plans. Documentation will provide evidence of improvement or lack of improvement.</p> <p>The district evaluation system will be adhered to and teachers who fail to meet improvement and raise student achievement will be terminated.</p> | | <p>improvement plans. The evaluation process will be followed for teachers whose instructional practice and student achievement fail to improve.</p> <p>Administrator and instructional coach will conduct weekly walkthroughs and provide teachers with feedback to improve instruction. Teachers will continue to participate in weekly data discussions and analysis. Core instruction and intervention activities will be developed or revised based on student data.</p> <p>Teachers and students will set class and individual data goals for a targeted skills that are assessed on ISTEP+, DIBELS, Acuity and/or district assessments. Teachers will conduct monthly assessments for these skills and report and analyze the data to determine areas of growth and areas needing growth.</p> <p>Data will be posted in the data room and the</p> | |
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| <p>Required</p> <ul style="list-style-type: none"> • Use a teacher evaluation system which takes student growth into account as a significant factor • Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers • Provide staff with opportunities for leadership growth in the building | | | <p>classrooms. Principal and teachers will conduct data discussions with students and document these.</p> <p>An incentive rubric will be created that includes a higher percentage designated for the achievement of district data targets and goals. The district is currently revising its assessment calendar and identifying data goals for each school. The principal and AIO will meet and write the rubric once the district calendar has been finalized and data goals for Raymond Brandes have been set. Progress on data goals will be monitored at least monthly. Bonuses will be paid at the end of the year based on the rubric.</p> <p>Teachers will continue to be encouraged to participate in professional development provided by the school, district, and other organizations that is linked to the school's and teacher's goals. Teachers will share what they learned and implementation will be monitored during</p> | |
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| | | | <p>walkthroughs and observations.</p> <p>Leadership opportunities will be provided using the district guidelines; however teachers will be encouraged to be leaders in the area of professional development.</p> | |
| <p><i>Comprehensive instructional reform strategies</i> <i>-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 (IN Turnaround Principle 3)</i></p> | <p>During the 2013-2014 school year iRead, Read 180, Systems 44, and Do the Math were implemented to address the needs of struggling students.</p> <p>iRead, Read 180, Systems 44, and Do the Math will continue with the additional of Mentoring Minds for E/LA and Math. Teachers will receive ongoing training and support on implementing these programs to target specific areas that are identified as needing growth.</p> <p>Progress monitoring will take place at least every 3-4 weeks. PD will take place during staff meetings, and individual coaching sessions. Teachers will create an instructional calendar/plan to target areas identified as needing growth.</p> <p>The principal will monitor and</p> | <p>Will data process change at all in SY 2015-2016?</p> <p>What will Scholastic Implementation of interventions look like? And, will it be able to start immediately when school starts?</p> | <p>Based on student data, Scholastic programs for E/LA will utilize more guided reading instruction that is facilitated by the classroom teacher and uses the literature sets best practices learned during current and future professional development activities. iRead will continue to be used in Kg-2nd grades and Read 180 in 3rd-6th grades. There will be a focus on building reading stamina and increasing achievement in vocabulary and comprehension. The interventionists will Classroom teachers will be trained on these strategies in August and September. They will begin implementing these programs along with the interventionists.</p> <p>Lexia Reading Core5 and</p> | <p>Professional development stipends</p> <p>Resources for staff and students from Responsive Classroom, Smekens Education, Houghton Mifflin (formerly Scholastic Achievement Partners), Lexia, Read Naturally, and Math Mountain and other companies.</p> |

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| | <p>give feedback on the implementation of these strategies. The principal and coaches will support teachers to ensure effective implementation of these strategies.</p> | | <p>Read Naturally (for targeted students) will be used in all grade levels to increase student achievement in reading. Data from other schools has shown significant achievement using this program.</p> <p>The staff came to consensus to discontinue using Do the Math because it was not providing students with the accelerated and rigorous instruction that they needed. Fastt Math, a Scholastic Program, and Mountain Math will be used to increase fact fluency and achievement on math assessments.</p> <p>The principal has met with the Scholastic team to identify the plan for next year. The plan is focused less on program implementation and more professional development and coaching in the classroom. There is an emphasis on teachers clearly understanding their content; implementing best practices for E/LA and math; and effectively using formative assessments. The school, district, and Scholastic</p> | |
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| | | | <p>Partners will work closely together to ensure that the school has the materials and resources necessary to begin at the start of the school year.</p> <p>PD will take place during whole day sessions, district and school PD days, staff meetings, PLCs, and individual coaching sessions Teachers will create action plans to target areas identified as needing growth. Vendors that will provide Scholastic Achievement Partners, Smekens Education, Responsive Classroom, Lexia, and Read Naturally. The district has also designated district and school wide professional development days. Teachers will have opportunities to attend state and national reading, math, and leadership conferences.</p> <p>The principal will monitor and give feedback on the implementation of these strategies. The principal and coaches will support teachers to ensure effective implementation of these strategies.</p> | |
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| <p><i>Comprehensive instructional reform strategies</i> <i>-Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN Turnaround Principle 2 and 6)</i></p> | <p>During the 2014-2015 school year the district is providing diagnostic assessments that Raymond Brandes will implement. Each teacher will set goals based on these assessments, ISTEP+, SRI, Acuity, and DIBELS. These goals will be posted in the data room and outside of each classroom and will be monitored by the principal and coaches.</p> <p>Data will discuss each week during grade level meetings and weekly coaching sessions. Each teacher will also meet at least once a quarter with the principal to discuss his or her individual student data and progress.</p> <p>Staff incentives will be based on reaching individual and school wide data goals. Teachers will provide input on ways to improve instruction and the school climate.</p> <p>Parents will be informed of data goals and progress on data through newsletters, social media, Connect-Ed messages, and during monthly parent meetings.</p> | <p>IN Conditions</p> <ul style="list-style-type: none"> • Report card accountability disaggregation presented and provided to IDOE at first monitoring visit • Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement <ul style="list-style-type: none"> • Locally developed or IDOE provided • Academic and Behavior Data • Subgroups and subpopulations • Parental Involvement Focus <p><i>Recommendations from Visit 3 SY 2014-2015</i></p> <ul style="list-style-type: none"> • Review effectiveness of RTI process. A large number of students in special ed continue to grow and this may be an area to tighten up • None of the Autistic students in the school are on the Autistic Waiver – http://www.in.gov/ipas/files/introductionto_indiana_medicaid_waiver.pdf | <p>Grade level teachers will create common reading, writing, and math assessments that will be administered at least monthly. Each teacher, including special education teachers and interventionists will set classroom goals based on these formative assessments, ISTEP+, SRI, Acuity, and DIBELS. These goals will be posted in the data room and outside of each classroom, and will be monitored by the principal and coaches.</p> <p>The master schedule will be designed to give teachers at least 45 minutes each day to for planning. Data will be analyzed each week during PLC meetings and followed up with coaching sessions. Special attention will be given to students in the following subgroups: special education and African-American. The PLC will last at least 45 minutes and the schedule for each month will be 1st week-reading; 2nd week-math; 3rd week-writing; 4th-week RTI. Teachers will create an action plan to address any areas needing growth and areas needing enrichment. The action</p> | <p>Scholastic Coaches</p> <p>Staff Incentives</p> <p>Professional development resources</p> |
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| | | | <p>plan will be monitored by the principal and the results discussed at the subject specific PLCs.</p> <p>Each teacher will meet at least once a quarter with the principal to discuss his or her individual student data and progress. The principal will meet monthly with teachers whose classroom instruction is not a high level or data is not showing adequate growth.</p> <p>Staff incentives will be based on reaching individual and school wide data goals. Teachers will provide input on ways to improve instruction and the school climate.</p> <p>Parents will be informed of data goals and progress on data through newsletters, social media, Connect-Ed messages, and during monthly parent meetings.</p> <p>The RTI process is currently being reviewed and more clear expectations will be communicated to staff in writing and verbally to ensure students who are struggling are referred to the team earlier so that targeted interventions can</p> | |
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| | | | <p>be implemented in a timelier manner. The classroom teachers will accept more responsibility for student achievement and will be responsible for ensuring that they provide the appropriate interventions and track the data per the expectations.</p> <p>Special education teachers will be attending district professional development in July. SPED teachers, special education compliance monitor, and parent involvement educator will work with the district special education team to identify resources and professional development opportunities for staff and families.</p> | |
| <p><i>Comprehensive instructional reform strategies</i> - Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN Turnaround Principle 5)</p> | <p>During the first staff meeting of each month the principal will provide and update on the School Improvement Grant and she will give a data report. Topics include; leadership, strategies to increase student achievement, goals discussion, effectively writing, technology training, mentor training, strategies for dealing with identified students in the classroom, book study, visit to different schools, and blended learning.</p> | <p>Recommendations from Visit 3 SY 2014-2015</p> <ul style="list-style-type: none"> • Move forward with the idea of a universal behavior system in the building—this will help with continuity and creating culture in the school • Integrate CRC and Behavior System into grant for SY 2015-2016 • Integrate PD for Behavior Specialist into grant for SY 2015-2016 • Sustainability plan for | <p>Professional development will continue to be provided in reading, math, and writing. The principal is collaborating with representatives from the district, Houghton Mifflin, Smekens Education, and the Responsive classroom to finalize the professional calendar for the year. The focus will be on hands-on and differentiated learning activities that follow the Gradual Release and Mastery Learning models.</p> | <p>Professional Development Training and Resources</p> <p>Supplies for hand-on and differentiated activities in the classroom</p> <p>Dean's position</p> |

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| | <p>Additional PD activities will take place during grade level team meetings and after school workshops. Data discussions will be held during weekly team meetings and integrated into all PD activities.</p> <p>In addition to the coaching provided by Scholastic External Partners, School 65 will have a literacy coach who will meet each at least once every two weeks with each teacher. The focus will be on implementing effective strategies to increase literacy achievement. This coach will also model teach and conduct peer evals with follow-up discussions. Scholastic’s math coach and district math coach will support teachers on effective instruction during the core and intervention times.</p> | <p>Scholastic Interventions and Coaching? What is this plan going to look like? Begin working with Scholastic and RB staff to assess what needs may be after year 3 and how year 3 can focus on engraining services in RB culture to make sure change is sustained after funding ends.</p> <ul style="list-style-type: none"> • Continue to focus on hands-on academic independent stations that are not computer driven (recommendation from winter visit) • Continue to integrate instructional type response strategies with Super Kids (recommendation from winter visit) • Continue to focus on pushing data culture further out into classrooms (recommendation from winter visit) | <p>The school’s literacy coach increase the number of weekly walkthroughs and modeling that she does in classrooms. She will meet at least once a month with teachers to discuss what she sees in their classrooms and ways that she will continue to support them. Teachers who need additional support from her will receive it.</p> <p>As stated earlier the scholastic coaches will focus on improving teachers’ ability to provide rigorous instruction in reading and math that is focused and that effectively utilizes formative data to inform it. The principal will monitor the implementation of these strategies through walkthroughs and observations.</p> <p>On June 11th and 12th staff members received the first two days of the Responsive Classroom Training. The last two days of training are being scheduled for September or October. On July 13th the principal and</p> | |
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| | | | <p>leadership team will facilitate the creation of school wide common procedures and expectations. They will also create a school wide positive behavior reward system. This plan and reward system will be shared with all stakeholders in writing and verbally. The positive behavior support team will meet more consistently this year to ensure that the plan is being followed and to make recommendations for areas needing growth.</p> <p>A dean will be hired using grant funds. This person will serve as the building's behavior coach and testing coordinator. This person will also assist with managing the grant during this third year thus allowing the principal and leadership team to focus more on instructional leadership that raises student achievement.</p> <p>For sustainability, teacher leaders will be identified to receive additional professional development and coaching that will allow</p> | |
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| | | | <p>them to become teacher leaders in the building</p> <p>The principal and leadership team will provide monthly updates to the staff on progress School Improvement and Student Achievement plan goals. At least one staff meeting each month will include time for vertical teams to meet and discuss ways to increase student achievement.</p> | |
| <p><i>Increasing learning time and creating community-oriented schools</i> <i>-Establish schedules and strategies that provide increased learning time meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for</i></p> <p>(a) <i>Instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;</i></p> <p>(b) <i>Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including for example, physical education, service learning, and experiential and work-based learning</i></p> | <p>All families will be invited July 27th to Picnic at the Park. There will be Parent Pit Crew meetings that will take place on the 1st Friday of every month at 8:30am. The meeting will be led by Amy Cannon our Pit Crew Leader.</p> <p>Family activities will take place on the 2nd Tuesday and 4th Thursday of the month from 5-6pm except for months when school breaks fall on those weeks. During those months the activities will take place on the 2nd and 3rd weeks of the month.</p> <p>One Wednesday a month we will invite families of College</p> | <p>IN Conditions</p> <ul style="list-style-type: none"> • Utilization and analysis of extended learning data • Formalized plan must be submitted for SY 2015-2016: <ul style="list-style-type: none"> • Activities • Staffing • Transportation • Academic subjects covered • Details of any partnerships, vendors, or external partners | <p>Data will be used to identify students who qualify for before and after school enrichment activities that will begin in early September. The school will offer remediation and enrichment classes during fall and spring intersession and summer school. Before and after school, intersession, and remediation activities will cover reading, writing, and math. The school's choir, basketball, and soccer and reading programs will continue during the 2015-2016 school year. New enrichment activities will include STEM, Camp Invention and an Art Club.</p> | <p>Stipends, including training stipends for staff members teaching remediation and enrichment classes</p> <p>Supplies for increased learning time activities</p> <p>Transportation for these activities</p> <p>Incentives for students who</p> |

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| <p><i>opportunities that are provided by partnering, as appropriate</i></p> <p>(c) <i>Teachers to collaborate, plan, and engage in professional development within and across grades and subjects</i></p> <p>(IN Turnaround Principle 7)</p> <p>Required</p> <ul style="list-style-type: none"> • Provide increased learning time for students [as defined above in (a) and (b)] • Ensure the schedule is designed to meet the professional development needs of staff [as defined above in (c)] | <p>Mentors students to join us 30 minutes early for a family activity. Activities will include; technology, science, math, and literacy. These activity dates will be set after we receive the schedule from College Mentors.</p> <p>Different athletic groups from University of Indianapolis will be invited to read with students.</p> | | <p>Students will continue to participate in the College Mentors program at the University of Indianapolis. Students will also participate in a Girls on the Run program at the university during the first semester. The principal and faculty coordinating the program met in June to plan the program. Final planning will take place in July and early August. The principal and faculty coordinator are also working on a physical fitness enrichment activities for the spring. Grant funds will be used to provide transportation home from these activities.</p> <p>UIndy will continue to provide mentors who read with students and field experience students who work with individual and small groups of students in the classroom. On June 15th principal met with the Dean of Education to discuss a stronger partnership with the school and university. They will be meeting again in July after the dean has met with</p> | <p>attend these activities</p> |
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| | | | <p>her supervisor and staff, to create a solid plan for this school year that includes collaborative experiences between UIndy students and staff with Brandes students and staff.</p> <p>As discussed in prior sections the master schedule will provide professional development opportunities during weekly PLC meetings, staff meetings, and monthly professional development sessions. The principal will provide the AIO with a professional development schedule in July.</p> <p>The principal will monitor the implementation of the before and afterschool activities. The school and district will work closely together on ways to sustain these activities.</p> | |
| <p><i>Increasing learning time and creating community-oriented schools -Providing ongoing mechanisms for family and community engagement (IN Turnaround Principle 8)</i></p> | <p>Collaboration with community partners to build sustainable relationship will occur. Families will be invited to activities at Apostolic Christian Church, Laurelwood Apartments, Keenan-Stahl Boys and Girls Clubs, Little Piney Neighborhood and</p> | | <p>During the 2015-2016 school year the parent involvement educator and principal worked hard to increase involvement with the University Heights Neighborhood Association. The principal attended and actively participated</p> | <p>Stipends for the PIE and staff members to provide training and work with community partners outside of the contract day</p> |

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| | <p>Garfield Park.</p> <p>There will be a focus on a career each month. During that month a community member in that profession will speak with the children.</p> | | <p>bimonthly evening meetings and other community meetings that she was invited to. This resulted in neighbors and community members volunteering in the school in different ways. The neighborhood association has committed to being more involved with the school next year including providing guest speakers and more volunteers for school activities. The school has also received and accepted an invitation to partner with the Southeastside Neighborhood Association.</p> <p>Keenan-Stahl Boys and Girls club will continue to provide afterschool care for families who chose to participate in the program. The principal did a training for staff during the 2013-2014 school year. During the 2014-2015 school year the principal and parent involvement educator communicated with the Boys and Girls club staff on ways that they could support our students better. This will continue during the 2015-2016 school year.</p> | |
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| | | | <p>In April and May of 2015 the principal met with the Laurelwood YMCA Coordinator, Ashleigh Coster to begin discussing a partnership. The principal visited the program during spring break. The principal and parent involvement educator will be meeting with Ms. Coster in July and early August to plan shared monthly parent meetings and trainings for YMCA staff on activities to support the academic needs of students facilitated by Raymond Brandes staff.</p> <p>The school had at least two parent involvement activities each month. At least one during each semester was facilitated by University of Indianapolis students. In June the Parent Involvement Educator attended the district's institute where she learned about the Parenting Partners Program from Family Leadership, Inc. The school will utilize this program for their monthly Parent University activities during the 2015-2016. Grant funds will be used to pay for</p> | |
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| | | | <p>this program which includes training for a team of staff members, and the school will work with the district on sustaining the program beyond the grant.</p> <p>In addition to Parent University, the PIE will also host monthly reading strategies meetings and do monthly home visits for targeted 3rd grade students to increase the school's IREAD-3 passing rate. The PIE and teachers will also conduct more home visits this year and provide resources for parents to use to increase reading and math achievement.</p> <p>The PIE will provide quarterly training for staff and individual coaching for teachers on ways to communicate more effectively with parents and guardians and improve our service as family-friendly school.</p> <p>The school will continue its monthly career focus. A calendar is being developed in early July and will be</p> | |
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| | | | <p>shared with stakeholders prior to the start of school.</p> <p>The principal will monitor the implementation of these practices.</p> <p>The school and district will work together on identifying additional grants, community partnerships, and other sources to fund sustained participation in these activities beyond the grant.</p> | |
| <p><i>Providing operational flexibility and sustained support</i></p> <p><i>a. Give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high graduation rates; and</i></p> <p><i>b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</i></p> | <p>IPS will provide supports and flexibility to maximize resource for the school.</p> <p>Grant funds will be used to hire an additional teacher to reduce class sizes. Sixth grade will have two teachers since trend data show that this grade continually scores lower and has less growth than other grades. Teachers in this grade will also be given additional support and monitored very closely to ensure that achievement is raised. Documentation will be kept and the eval system will be followed.</p> <p>Grant funds will be used to hire a full-time</p> | <p>IN Conditions</p> <ul style="list-style-type: none"> • LEA must provide the principal: <ul style="list-style-type: none"> • control over people, time, program, and dollars • an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner • LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s): <ul style="list-style-type: none"> • Defined district role in the school SIG planning process | <p>As stated in earlier sections, Raymond Brandes and the principal will receive able support from Mr. Jesse Pratt, the Academic Improvement Officer (AIO) serving the West Learning Community. Monthly meetings will provide the opportunity for collaboration of needs and corrective action in the way of flexibilities in implementing budget, use of personnel, and use of time. Meetings will include discussions on ways to sustain strategies and programs that are yielding the highest levels of student achievement and growth. Meetings will be documented with agendas, notes, and sign-in logs.</p> <p>The school will continue to use grant funds for an</p> | <p>1-Full-time interventionist</p> <p>1-Full-time dean</p> <p>1-Teacher to reduce class size in 4th grade</p> <p>1-Part-time supplemental teacher focused on E/LA</p> <p>1-Part time supplemental teacher or math tutor</p> |

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| | <p>counselor/behavior coach. This person will provide ongoing training for all staff member and individual training and support for the behavior readjustment facilitator and social worker. This person will work closely with the principal and coordinate all behavioral support services in the building which will include the social worker, behavior adjustment facilitator, and building-based mental health provider. He or she will go into classrooms and work directly with teachers on classroom strategies that will maintain positive behavior and increase students time in class. He or she will support families on ways to decrease behavior. This will help develop a behavioral support system that can be sustained beyond the grant.</p> | <ul style="list-style-type: none"> • Designated Central Office staff member to be part of the SIG process • Written support and commitment from Local Teacher’s Association regarding flexibility for SIG implementation • Monthly Monitoring of SIG Programming and Implementation • Evaluation System for Programming and Implementation of SIG • Data Review Plan • Special Populations Review Plan • Fiscal Monitoring Plan • Timeline and Responsible Parties for all above plans | <p>interventionist who will work primarily with intermediate students in E/LA and math along with the Title 1 teacher; however for sustainability purposes teachers will be trained on these interventions as stated earlier.</p> <p>The school will use grant funds to reduce class size in the 4th grade which include the students that struggled the most with behavior and academic achievement last year. The current 4th grade teacher is a master teacher who will continue to receive support from the principal and coaches mentor the new teacher and the other teacher will receive intensive support from the principal and coaches.</p> <p>The dean’s position was mentioned in a prior section.</p> <p>One part-time teachers will work with K-2 students in E/LA and assist the interventionist with supporting the other grades in math.</p> | |
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Part 5: Outcome Artifact

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

Briefly describe what the school will plan to submit as an “Outcome Artifact” and how this will be aligned to your grant and the key area.

Raymond Brandes Elementary school will submit the following outcomes artifacts: 2 video recordings of students working on an extended learning time activity, 1 mini-lesson videos from teachers implementing strategies learned during professional development; one video recording of a leadership team member leading a PD activity

Part 6: Budget

Complete the following budget worksheet for SY 2015-2016 (the yearly budget as would be completed in the application system).

Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

The original school budget has been included with the renewal application for reference.

| | | 110 | 120 | 211-290 | 211-290 | 311-319 | 440 | 510-593 | 611-689 | 710-748 | 910 | Line Totals |
|-------------------|---|--------|---------|----------|----------|---------------|---------|-------------------------|------------------|----------|----------|-------------|
| Account Number | Expenditure Account | Salary | | Benefits | | Prof. Service | Rentals | Other Purchase Services | General Supplies | Property | Transfer | |
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| 11000 | Instruction | | | | | | | | | | | |
| 21000 | Support Services - Student | | | | | | | | | | | |
| 22100 | Improvement of Instruction (Professional Development) | | | | | | | | | | | |
| 22900 | Other Support Services | | | | | | | | | | | |
| 25191 | Refund of Revenue | | | | | | | | | | | |
| 26000 | Operation and Maintenance | | | | | | | | | | | |
| 27000 | Transportation | | | | | | | | | | | |
| 33000 | Community Service Operations | | | | | | | | | | | |
| 60100 | Transfers (interfund) | | | | | | | | | | | |
| | Column Totals | | | | | | | | | | | |
| Total Cost | | | | | | | | | | | _____ | |

Please also provide an explanation as to how you will use the funds that have been allocated on the budget.

| <u>Supplies</u> | <u>Property: Technology</u> |
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| <p>Materials for differentiated E/LA and Math centers and activities (especially math)</p> <p>Materials for extended learning time activities</p> <p>Materials for family engagement activities and material to use at home to increase achievement</p> <p>Incentives such as school supplies for students who meet goals and/or attend extended learning time activities</p> | <p>2 IPAD Cows (Having a set of iPads will be beneficial for extended learning time activities and some of the reading and math programs work better on this. Teachers will understand that whole class technology usage should only be done during research or independent reading activities.)</p> |
| <u>Property: Equipment</u> | <u>Other Purchase Services (Travel, Communications)</u> |
| <p>Book shelves and storage cabinets for our literature sets that have been purchased and hands-on resources that will be purchased</p> <p>Better storage for the 10 iPads in the classrooms</p> | <p>Travel to conferences and professional development activities</p> <p>Print Shop fees for PD and parent involvement materials</p> |
| <u>Professional Services</u> | <u>Staffing</u> |
| <p>Scholastic Achievement Partners</p> <p>Smekens Education</p> <p>Responsive Classroom</p> <p>Family Leadership, Inc.</p> <p>Lexia</p> <p>Read Naturally</p> <p>Mountain Math</p> | <p>1-Full-time interventionist</p> <p>1-Full-time dean</p> <p>1-Teacher to reduce class size in 4th grade</p> <p>1-Part-time supplemental teacher focused on E/LA</p> <p>1-Part time supplemental teacher or math tutor</p> |