



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant 2014-2015 School Year Renewal Application - *Transformation Model*

Part I: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	Indianapolis Public Schools	Corp #	5385
School	Raymond Brandes Elementary	School #	5565
Superintendent Name	Dr. Lewis Ferebee	Email	ferebeel@myips.org
Title I Administrator Name	Bridgette Robinson	Email	robinsonb@myips.org
Principal	Lauren Johnson	Email	johnsola@myips.org
Mailing Address	4065 Asbury Street	City	Indianapolis
		Zip Code	46227
Telephone	(317) 226-4265	Fax	(317) 226-3392
Year 2 Funding	\$906,679.93		

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;
- For Both Math and English/Language Arts Each:
 - Percent of students passing ISTEP, by grade level;
 - Percent of Bottom 25% demonstrating high growth (4-8);
 - Percent of all students showing low growth; and
 - Average scale score, by grade level;
- Percent of students at or above proficient on ISTEP on both Math and E/LA; and
- Percent of students achieving proficiency on IREAD (spring test only).
- For Both English 10 and Algebra I ECA:
 - 10th grade cohort pass rate;
 - 8th grade (ISTEP) to 10th grade (ECA) improvement;
 - Percent of re-testers which pass by 12th grade; and
 - Average scale score, by grade level.
- 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 4 of 7 applicable leading indicator goals; schools containing a high school must meet 6 of 9 leading indicator goals.
- *Achievement Indicators*— Schools in year one of the grant must also meet 70% of the achievement indicators, including yearly achievement goals in the 1003g SIG application. Schools in year two of the grant must also meet 80% 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

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.

Superintendent Signature: *L. Eide* Date: 6/27/2014

Title I Administrator Signature: *Bridgette Robinson* Date: 6/27/14

Principal Signature: *Laura A. Johnson* Date: 6/27/14

Part 3: Leading and Achievement Indicators

Complete the table below regarding key areas of student learning indicators. Include your beginning data (start of grant – what was in your application), your 2013-2014 data, and your original goal (what was in your application).

**Note: This is the raw data and includes all students. Our 162 day data is a little higher.
Elementary/Middle School Model**

Indicator		Beginning	2013-2014	Goal	
Leading Indicators (Must meet at least 4 of 7 to be renewed)	Minutes in Math and Reading per day	Math: 90 E/LA: 165	Math: 90 E/LA: 165	Math: 90 E/LA: 150	
	Student participation rate	100%	100%	100%	
	Student attendance rate	96%	96.28%	96%	
	Teacher attendance rate	98%	98.6	98%	
	Suspension/Expulsion Rate		10%	<20%	
	Minutes of Job Embedded PD/Week	75	75	75	
	Distribution of teachers by performance level	IN: 1 E: 15	IN:2 E: 16	E: 16	
Indicator		Beginning	2013-2014	Goal	
Achievement Indicators (Year 1: Must meet 70% of Achievement Indicators) (Year 2: Must meet 80% of Achievement Indicators)	Math ISTEP+	Percent of Students Passing ISTEP+ (3-8)	3 rd : 64 4 th : 72 5 th : 87 6 th : 72 Overall: 75%	3 rd : 60 4 th : 65 5 th : 75 6 th : 78 Overall: 69%	3 rd : 80 4 th : 80 5 th : 80 6 th : 80 Overall: 82%
		% of Bottom 25% demonstrating High Growth (4-8)	47.4		55
		% of Students demonstrating Low Growth	21.6		15
		Average scale score	3 rd : 430.3 4 th : 478.3 5 th : 515.4 6 th : 518.6	3 rd : 428 4 th : 472 5 th : 515 6 th : 537	3 rd : 435 4 th : 483 5 th : 520 6 th : 525
E/LA ISTEP+	Percent of Students Passing ISTEP+ (3-8)	Percent of Students Passing ISTEP+ (3-8)	3 rd : 63 4 th : 69 5 th : 80 6 th : 56 Overall: 72%	3 rd : 63 4 th : 80 5 th : 68 6 th : 64 Overall: 65%	3 rd : 80 4 th : 80 5 th : 80 6 th : 80 Overall: 76%
		% of Bottom 25% demonstrating High Growth (4-8)	36.8		45
		% of Students Demonstrating Low Growth	31.1		25
		Average scale score	3 rd : 424.2 4 th : 455.8 5 th : 497.3 6 th : 497.7	3 rd : 438 4 th : 478 5 th : 484 6 th : 505	3 rd : 430 4 th : 460 5 th : 505 6 th : 505
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)		57.5	67	80	

Percent of students proficient on IREAD(Spring Test Only) (3)	50	64	75
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Part 4: Implementation

IDOE has provided renewal requests based on site visits and original application information. Provide the requested documentation along with a narrative in the appropriate column.

Note: Narratives and documentation follow this chart.

Implementation	Indicator	Required Renewal Requests	School Documentation and Narrative
	1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> No additional information needed for renewal. 	
	2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> Provide copy of Evaluation Model being used. Provide Evaluation Schedule for 2014-2015 school year. 	
	3. 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.	<ul style="list-style-type: none"> Provide Reward System for 2014-2015 school year. Rewards should be determined using tools and rubrics that are data driven and reflect an increase in student achievement. Provide documentation of process for assisting teachers who are not improving and for removing teachers when they continue to not improve student growth. 	
	4. Provide high quality, job-embedded professional development.	<ul style="list-style-type: none"> Provide PD Schedule and PD implementation plan for 2014-2015 school year. (IDOE recommended more PD on expectations of evaluation system at last onsite.) Provide coaching plan for 2014-2015 school year. 	
	5. Implement strategies to recruit, place, and retain staff (financial incentives,	<ul style="list-style-type: none"> No additional information needed for renewal. 	

	promotion, career growth, flexible work time).		
	6. Provide increased learning time for students and staff.	<p>Students</p> <ul style="list-style-type: none"> • Provide extended learning schedule for students for 2014-2015 school year. Plan should be intentional; provide significant amount of increased learning time; and have a way in which to measure outcomes. • Provide information on how students will be invited and informed of extended learning opportunities. • Provide documentation regarding minutes/schedule – how has daily schedule and/or calendar changed since being part of SIG. <p>Staff</p> <ul style="list-style-type: none"> • Provide schedule of planning time, PLC time, and any other Professional Development or college credit opportunities offered through SIG. (Last onsite more focus on data for next year was discussed – IDOE recommended sharing goals and expectations for changes, etc. as well as allowing time for staff to give feedback and be part of decisions in change process – provide details on how/when this has or will occur). 	•
	7. Use data to implement an aligned instructional program.	<ul style="list-style-type: none"> • Provide documentation regarding implementation of comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring. 	
	8. Promote the use of data to inform and differentiate instruction.	<ul style="list-style-type: none"> • Provide documentation of instructional monitoring system which will be used in 2014-2015 school year – this may include data meeting 	

		schedules, data goals, list of data points to be used, etc.	
	9. Provide mechanisms for family and community engagement.	<ul style="list-style-type: none"> • Provide Family and Community Engagement Activities (timeline, calendar, or list of possible activities) that are focused on learning and needs of elementary school students and families. • Provide goals for establishing community partners who will be able to assist with sustaining improvement efforts. 	
	10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).	<p>LEA</p> <ul style="list-style-type: none"> • Provide district process for monitoring and supporting the implementation of the selected improvement model which may include: <i>Professional Development and Curriculum/Assessment Calendars, Parent Requirements, Monitoring and Evaluation Systems, Leadership Support, Data Review, Special Population Review, and Fiscal Monitoring.</i> • Provide rationale for any new jobs added to SIG grant (IDOE discussed possible addition of assistant principal or more focused behavior specialist position at last onsite.) <p>External Provider</p> <ul style="list-style-type: none"> • Provide list of deliverables from External Provider for 2014-2015 school year. Focus work with Scholastic to true goals of Raymond Brandes and be sure to begin building capacity for year 3 and beyond. 	

Narrative and Documentation

2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement

(Need from district)

3. Reward school leaders, teachers, staff who, in implementing this model increased student achievement or high graduation rates; remove those who after professional development have not.

- Incentive rubrics will be revised to include school-wide and individual class data targets based on DIBELS, Acuity, 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.
- 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 have and document data discussions with students.
- 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. (See attached example)
- The district evaluation system will be adhered to and teachers who fail to make improvement and raise student achievement will be terminated.

4. Provide high quality, job-embedded professional development.

**Raymond Brandes Elementary School
2014-2015 Professional Development Calendar**

Note: During the first staff meeting of each month the principal will provide an update on the School Improvement Grant and she will give a data report. The topics listed below will be focused on during Staff Meetings or Trainings that are currently on the calendar. Additional Professional Development activities will take place during grade level team meetings and afterschool workshops. Data discussions will be held during weekly team meetings and integrated into all professional development activities)

Month	Activity
July	<ul style="list-style-type: none"> • Leadership Team Training (Full Day) • Math Strategies to increase Student Achievement (1 ½ days) • Overview and discussion of the 2014-2015 SIG goals, expectations for changes, and individual goal setting (1/2 day) • Planning and writing effective literature questions and units (2 days)
August	<ul style="list-style-type: none"> • RISing to the Winner's Circle with an overview of RISE, Effective Planning and Writing Ambitious Student Learning Objectives (Domain 1) • Promethean Board Training (Full Day) • Mentoring Minds Training (1/2 day for 2nd-6th grades)
September	<ul style="list-style-type: none"> • RISing to the Winner's Circle with Effective Data-Based Instruction and Classroom Management (Domain 2) • Focus Book Study (Chapters 1-3) • Effectively using Diagnostic Assessments to Inform Instruction • Reading & Writing In All Content Areas that Increases Student Achievement (1/2 day per grade level)
October	<ul style="list-style-type: none"> • RISing to the Winner's Circle by Documenting Leadership, Professional Learning, and Family Engagement Activities-review (Domains 3 & 4) • Strategies to dealing with students with ADD, ADHD, ODD and other concerns in the classroom • Focus Book Study (Chapters 4 & 5) • Visit to Miami School
November	<ul style="list-style-type: none"> • Focus Book Study (Chapters 6 & 7) • Data is a Awesome Four Letter Word: What We Learned from our Visits to Other Schools • Visit to Ron Clark Academy
December	<ul style="list-style-type: none"> • Math Training will focus on strategies from Diagnostic Assessment needing remediation or enrichment • Sharing and Planning how to use what we've learned from our School Visits • Blended Learning (Effectively integrating technology)

January	<ul style="list-style-type: none"> • RISING to the Winner's Circle with Progress on Student Learning Objectives & Effective Instruction for Long Observation (Domain 1) • Book Study (Teachers will choose from one of three books on student engagement or differentiation) • Smekens Writing Training
February	<ul style="list-style-type: none"> • Blended Learning (Effectively Integrating Technology) • Book Study & Review of RISE (Domain 2) • Project Based and Service Learning Projects that Integrate Literacy and Technology
March	<ul style="list-style-type: none"> • Book Study • RISING to the Winner's Circle by Documenting Leadership, Professional Learning, and Family Engagement Activities-review of RISE (Domains 3 & 4) • Student Engagement Activities that Increase Learning in Math
April	<ul style="list-style-type: none"> • Book Study • Project Based Reading and Math Strategies • Smekens Writing Training
May	<ul style="list-style-type: none"> • Final Pit Stop-Evaluating and Wrapping Up the Year • At the Winner's Circle-We Have Met our Goals (SLO's and Summative Conferences)
June	<ul style="list-style-type: none"> • Planning for Next Year and PD that will allow us to start the school year with Power!

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 evaluations with follow-up discussions. Scholastic's math coach and a district math coach will support teachers on effective instruction during the core and intervention times.

Raymond F. Brandes #65
Proposed Professional Learning Cycle
Scholastic Achievement Partners 2014-15

Timeline	Areas of Focus
August – November 2014	<ul style="list-style-type: none"> • Create a safe and caring environment that supports high expectations for student learning, including effective organization and management techniques • Introduce program procedures, instructional routines and balanced-literacy objectives • Understand the foundational student learning targets for each program (<i>READ 180</i>, <i>System 44</i> and <i>iRead</i>) and begin using data to monitor student progress and to differentiate instruction (including Differentiation Checkpoints, Groupinator, SAM/Scholastic Central Dashboards/Reports) • • Build foundations in rigor and relevance • Utilize the Collaborative Instructional Review (CIR)—self assessment, baseline data (including SRI, SPI and <i>iRead</i> screener), goal setting, individualized coaching action plans • Develop understanding of the interrelationships of the Rigor/Relevance Framework and the Indiana Academic Standards • Create a culture of academic achievement (student engagement)
December 2014 – February 2015	<ul style="list-style-type: none"> • Continue to structure learning environments that support individual and collaborative learning, active engagement, and self motivation • Continue to focus on building solid foundations in rigor, relevance, and student engagement • Plan instruction to meet more rigorous and relevant learning goals that align with the new standards (backwards planning). Use SAM/ Scholastic Central Resources • Effectively analyze and use data to monitor student progress and to differentiate instruction (including Differentiation Checkpoints, Groupinator, SAM/Scholastic Central Dashboards/Reports) • Celebrate successes and progress with dashboards, tracking charts, accomplished goals, conferencing and other motivational strategies • Model lessons using program resources and instructional strategies that focus on specific student learning targets • Utilize the CIR (mid-year snapshot of teachers' Indiana Academic Standards practices; focusing on individual needs)

<p>March 2015 – May 2015</p>	<ul style="list-style-type: none"> • Plan instruction that requires application of rigor and relevance across disciplines and that draws on content expertise, deeper program knowledge, knowledge of learners, and assessment data • Utilize the CIR (focusing on needs, EOY snapshot) • Effectively analyze and use data to monitor student progress, make adjustments and to differentiate instruction • Provide feedback on lesson/strategies focused on specific student learning targets • Personalize student learning by varying instructional strategies, selecting appropriate materials/resources, and accommodating learning styles • Using student observations and data, reflect on teaching strategies and processes for future growth and planning
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6. Provide increased learning time for students and staff.

Students

- Extended learning opportunities, “Learning Clubs” will begin on September 2nd. Before and afterschool programs will include remediation and enrichment. Students will be invited to participate in the first quarter clubs based on DIBELS, SRI, and ISTEP+ 2014 EOY data. Clubs will meet for 1 hour at least twice a week. They will be taught by Raymond Brandes staff and community partners. Transportation will be provided for afterschool learning clubs.
- Lunchtime learning (including behavior) clubs will also be offered. University of Indianapolis staff and students and community volunteers will work with all third grade students at least once a week. Community volunteers and staff will work with the other grades.
- Raymond Brandes Elementary School will offer a fall and spring intersessions with remediation and enrichment classes. All classes will include literacy, math, and engaging hands-on activities.
- Students who are intensive and strategic will be invited to specific learning clubs that target their needs. Students who are benchmarked will participate in the enrichment activities that target their needs. There will also be at least 2 learning clubs that will be open to all students. These will occur on days that the other learning differentiated learning clubs don’t meet.
- Students will receive a written invitation to the learning clubs.
- The school’s literacy coach will track the data of students participating in learning clubs.

Staff

- Teachers will meet weekly with the principal for at least ½ hour of planning/PLC time. Teachers will also meet for an additional 15 minutes with the literacy or math coach.
- Professional development activities including curriculum planning and writing activities will be offered before and after school. These will be facilitated by the principal or

leadership team members. A part of teacher's bonus will include participating in these activities.

- The principal is working with the district on opportunities for teachers to earn college credits.
- During the staff retreat which will take place on July 29th & 30th teachers will have an opportunity to discuss and recommend any revisions. Teachers will also be given their data and have opportunities to begin setting individual class goals.

7. Use data to implement an aligned instructional program (see #8 also)

- During the 2013-2014 school year iRead, Read 180, Systems 44, and Do the Math were implemented to address the needs of struggling students.
- iRead, Read 180, Systems 44, and Do the Math will continue with the addition 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.
- Progress monitoring will take place at least every 3-4 weeks. Professional development will take place during staff meetings, and individual coaching sessions. Teachers will create an instructional calendar/plan to target areas identified as needing growth.
- 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.

8. Promote the use of data to inform and differentiate instruction

- During the 2014-2015 school year the district is providing diagnostic assessments that Raymond Brandes will implement. Each teacher will set data 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.
- 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. Each week will focus on a specific subject.
- Staff incentives will be based on reaching individual and schoolwide data goals. Teachers will provide input on ways to improve.
- Parents will be informed of data goals and progress on data through newsletters, social media, Connect-Ed messages, and during monthly parent meetings.

9. Provide mechanisms for family and community engagement.

Raymond Brandes Elementary School#65
School, Family, and Community Activities for 2014-2015 School Year

July 27 – Picnic in the Park at 2:30 p.m.

All families will be invited to join the staff of Raymond Brandes Elementary for a Picnic in the Park. It will be a bring your own picnic event.

Parent Pit Crew Meetings will take place on the 1st Friday of every month at 8:30 a.m. The meeting will be led by Amy Cannon our Pit Crew Leader.

Family activities will take place on the 2nd Tuesday and 4th Thursday of the month from 5:00-6:00 p.m. 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.

August 8 – Parent Pit Crew Meeting
August 12 – IPS Online Technology Night
August 28 – PreK Activity to be decided by teacher
September 5 – Pit Crew Meeting
September 9 – Math Make and Take
September 25 – KDF Grade Activity to be decided by teachers
October 3 – Pit Crew Meeting
October 23 – 1st Grade Activity to be decided by teachers
November 7 – Pit Crew Meeting
November 11 – Veterans Day Writing Activity
November 20 – 2nd Grade Activity to be decided by teachers
December 5 – Pit Crew Meeting
December 9 – Holidays Around the World Multicultural Activity
December 18 – 3rd Grade Activity to be decided by teacher
January 9 – Pit Crew Meeting
January 13 – “I have a dream” writing activity
January 22 – 4th Grade Activity to be decided by teacher
February 6 – Pit Crew Meeting
February 10-Healthy Heart Nutrition Activity
February 26-5th Grade Activity to be decided by the teacher
March 6 – Pit Crew Meeting
March 10 – Family Game Night
March 26 – 6th Grade Activity to be decided by teacher
April 10 – Pit Crew Meeting
April 14 – Family Kite Activity
April 23 – PE Activity to be decided by teacher
May 1 – Pit Crew Meeting
May 15 – Phenomenal Women Celebration
May 28 – Music Activity to be decided by teacher
June 2 – Art Activity to be decided by teacher
June 5 – Distinguished Dad/Male Role Model Celebration

One Wednesday a month we will invite families of College 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.

We will be collaborating with community partners to build sustainable relationships. We plan to host family activities at Apostolic Christian Church, Laurelwood Apartments, Keenan-Stahl Boys and Girls Clubs, Little Piney Neighborhood and Garfield Park. We are waiting for a calendar from these partners to schedule events.

We will be inviting different athletic groups from University of Indianapolis to read with our students. These groups will visit our school during their off season. We are reaching out to Indianapolis Speedway and different racing teams to read or speak as our theme is "Racing to The Winner's Circle".

We will focus on a career of the month. During that month we will invite a community member in that profession to speak to our children.

10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).

- IPS will provide supports and flexibility to maximize resources for the school
- Grant funds will be used to hire an additional teacher to reduce class sizes. Sixth grade will have two teachers since trend data shows 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 evaluation system will be followed.
- Grant funds will be used to hire a full-time counselor/behavior coach. This person will provide ongoing training for all staff members and individual training and support for the behavior adjustment 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.
- See next section of Scholastic Achievement Support for 2014-2015 followed by their budget and their EOY Summary

Scholastic Achievement External Partners Will Provide

Training Focus	Program/SAP Partner	Total number of training days
Leadership	NA/ICLE	2
<i>READ 180, System 44, iRead</i>	<i>READ 180/Literacy Solutions</i>	3
Math- Non-program specific	Math Expressions is core/ Math Solutions	2

Coaching Focus	Program/SAP Partner	Number of visits per month	Total number of coaching days
Leadership	NA/ICLE	1.5 days biweekly for 10 months; additional 6 days over the school year	36
Literacy-Program specific	<i>READ 180/Literacy Solutions</i>	1 day per week for 10 months	40
Supporting Literacy coach	NA/ICLE	2 days per month for 10 months	20
Math- Program specific	FASTT Math, Fraction Nation, Do the Math/Math Solutions	1 day per month for 9 months	11 (7 are carried over from 2013-14 SY)
Math- Non-program specific	Math Expressions is core/ Math Solutions	2 days per month for 10 months	20

Raymond F. Brandes School #65 - Proposed Services for SIG
Year 2

Focus Area	Total Investment
#1: Data Driven Needs Assessment	N/A
#2: Literacy Intervention Support <ul style="list-style-type: none"> • 40 coaching (program dependent) days • 3 training (program dependent) days • Hosting services for <i>iRead</i>, <i>READ 180</i>, <i>System 44</i>, and <i>SRI</i> 	\$88,732
#3: Math Intervention Support <ul style="list-style-type: none"> • 4 coaching (program dependent) days • Hosting services for <i>Do the Math</i>, <i>Fastt Math</i>, and <i>SMI</i> 	\$11,436
#4: Blended Professional Learning <ul style="list-style-type: none"> • 20 math (program independent) coaching days • 20 literacy (program independent) coaching days 	\$136,000
#5: Deepen Building Wide Leadership Capacity <ul style="list-style-type: none"> • 31 executive coaching days • 1 leadership institute day 	\$108,800
Total: \$346,683 (originally proposed for year 2)	Total: \$344,968 total (under \$1715)

SCHOLASTIC ACHIEVEMENT PARTNERS

Raymond Brandes Elementary School #65 Indianapolis Public Schools End-of-Year Status Report June 2014

Prepared by SAP Support Team:

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OVERVIEW

SAP and Brandes Elementary School Collaboration

During the 2013-2014 school year, Scholastic Achievement Partners (SAP) began a partnership with the Raymond Brandes Elementary School to drive school-wide change by increasing instructional leadership, providing interventions in literacy and math for students who are below-proficient, and incorporating a blended learning model to include online and in-person professional development around strategies to increase student engagement.

The SAP team provided ongoing support to all K-6 teachers, special education faculty, and the building administrator. In addition, SAP collaborated with district leadership to provide support and recommendations during implementation meetings.

Project Goals

Brandes Elementary and SAP established the following project goals for the 2013-2014 school year partnership:

- **1** **Data Driven Needs Assessment/Collaborative Planning**
Using the WE Survey results, the instructional leadership team will collaborate to develop a strategic plan focused on increased student engagement, improvement in reading/math proficiency, and instructional leadership within the building.
- **2**
- **3** **Improve Instructional Effectiveness**
Faculty will participate in a blended professional learning model using Scholastic U (an online professional development tool), in person professional development, and classroom coaching to increase student engagement in the classroom.

Pers

Literacy and Math Intervention

Personalized, data-driven, strategic reading and math interventions will be implemented and monitored to increase student performance

INSTRUCTIONAL LEADERSHIP RESULTS

Job-Embedded Support Results

During the school year, SAP team members provided Brandes' school leaders with a range of professional support. Leaders received executive coaching and training.

SAP Support Services Provided

The principal and instructional leadership team received leadership support from the SAP team this year. The total support days provided is listed in the chart below:

Support Type Provided	Outcome	Total Days Provided
Executive Leadership Coaching	<ul style="list-style-type: none">• Develop action plan to lead and support effective instruction• Facilitate effective walk-throughs• Support ILT through the data-driven strategic planning process	26
TOTAL		26

TEACHING RESULTS

Job-Embedded Support Results

During the school year, SAP team members provided Brandes Elementary's teachers with a range of professional support. Teachers received in-classroom coaching support, PLC facilitation, and online professional development through Scholastic U.

SAP Support Services Provided

A total of **15 teachers** received support from the SAP team this year. The total support days provided is listed in the chart below:

Support Type Provided	Total Days Provided
PLC Facilitation	15
Classroom Coaching (non-program specific)	18
Classroom Coaching (program specific, literacy)	30
Classroom Coaching (program specific, math)	29
TOTAL	92

LITERACY RESULTS

Student Performance Results

Students enrolled in *iRead*, *READ 180*, *System 44*, and Scholastic Reading Counts participated in the program for $\frac{3}{4}$ of the school year.

- *READ 180* student progress is measured through gains in reading comprehension, tracked through Scholastic Reading Inventory (SRI) growth.
- *System 44* student progress is measured through gains in decoding and fluency, tracked through Scholastic Phonics Inventory (SPI) growth.
- *iRead* student progress is measured through foundational literacy content mastered, measured through software topics completed.

***READ 180* Student Results**

READ 180 is a literacy curriculum designed to support students who are reading two or more years below grade level. Students' reading progress is tracked through a variety of software components included within the program. This report includes results from the SRI, which tracks students' overall reading comprehension, measured by Lexile. This report also includes information about students' *READ 180* software usage, providing information about overall implementation. A full analysis of *READ 180* student learning gains can be reviewed in the district's gains analysis or through the *READ 180* Leadership Dashboard.

READ 180: SRI Growth

The graph below displays the average SRI Lexile growth for students enrolled in Scholastic Reading Program

Grade Level	Total <i>READ 180</i> Students	Mean Pre-Test SRI Lexile	Mean Post- Test SRI Lexile	Change in Lexile
3rd Grade	11	385	593	208
4th Grade	14	439	680	240
5th Grade	10	599	761	162
6th Grade	11	689	723	34
<i>READ 180</i> SRI Totals	46	521	687	166

Grade Level	Total <i>System 44</i> Students	Mean Pre-Test SRI Lexile	Mean Post- Test SRI Lexile	Change in Lexile
3rd Grade	12	48	282	234
4th Grade	5	119	445	327
5th Grade	5	229	610	381
6th Grade	1	166	430	264
<i>System 44</i> SRI Totals	23	108	395	288

Grade Level	Other Students	Mean Pre-Test SRI Lexile	Mean Post- Test SRI Lexile	Change in Lexile
2nd Grade	30	296	301	5
5th Grade	1	680	834	154
Other Student SRI Totals	31	309	319	10

rams.

Software Usage Results

Schools typically achieve strongest results when Programs are implemented regularly and with fidelity. One way to measure implementation is by reviewing student software usage results.

Grade Level	Mean <i>iRead</i> Sessions	Mean <i>iRead</i> Series Completed	Mean <i>READ 180</i> Sessions	Mean <i>READ 180</i> Segments Completed	Mean <i>System 44</i> Sessions	Mean <i>System 44</i> Series Completed
Kindergarten	78	13				
1st Grade	79	10				
2nd Grade	92	12				
3rd Grade			51	10	83	5
4th Grade			40	4	68	4
5th Grade			49	5	79	7
6th Grade			48	7	88	11
Reading Use Total	82	11	47	6	78	5

- Scholastic recommends 100+ sessions of program usage in a calendar year
- Students completing Series and Segments have learned new concepts and demonstrated mastery of content through assessments built in to intervention software
- Scholastic recommends 10 Segments of *READ 180* per year – each Segment takes ~ 10 days
- Scholastic recommends 10 + Series in *System 44* per year – each Series takes ~12 days to complete (varies by placement in Series 1 or Series 4; later Series take less time)
- Scholastic recommends 14+ Series in *iRead* per year – each Series takes ~ 10 days to complete (varies by Level of material; Level B content takes slightly longer)

System 44 Student Results

System 44 is a literacy curriculum designed to support students who are struggling with foundational literacy. Students' reading progress is tracked through a variety of software components included within the program. This report includes results from the SPI, which tracks students' overall fluency and decoding ability. This report also includes information about students' software usage, providing information about overall implementation. A full analysis of *System 44* student learning gains can be reviewed in the district's gains analysis or through the *System 44* Leadership Dashboard.

System 44: SPI Growth

To achieve one year's growth on the SPI, students need to gain 4 points in overall fluency. The graph below displays the change in SPI decoding status from beginning to end of the year.

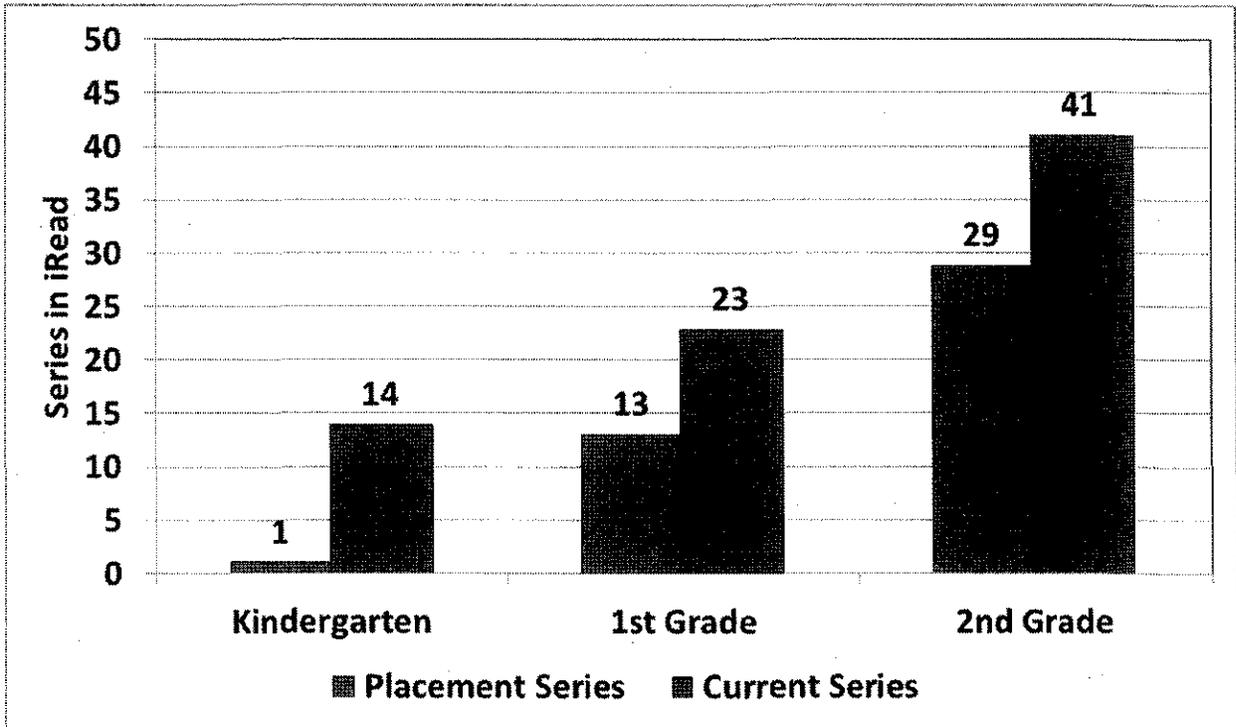
Grade Level	Total System 44 Students	Pre-Test Accuracy	Post-Test Accuracy	Accuracy Growth	Pre-Test Fluency	Post-Test Fluency	Fluency Growth
3rd Grade	13	34	40	6	7	11	4
4th Grade	6	32	38	6	7	7	0
5th Grade	5	40	40	1	10	11	1
6th Grade	1	33	45	12	11	15	4
System 44 SPI Totals	25	35	40	5	8	10	2

***iRead* Student Results**

iRead is a literacy curriculum designed to support all K-2 students in mastering foundational literacy skills. Students' reading progress is tracked through software topic completion. A full analysis of *iRead* student results can be reviewed in the district's gains analysis or by accessing *iRead* results on the Leadership Dashboard.

***iRead*: Software Progress Results**

Students are placed within the software scope and sequence based on initial screening results and can then progress through the software at their own pace; the software adapts to address each student's specific needs. The graph below indicates the total number of Series students completed in *iRead*.



Classroom Implementation Results

During the 2013-2014 school year, SAP Consultants provided the educators at Brandes Elementary with a range of professional support, with a focus on providing strong literacy instruction aligned with each reading program implemented. Teachers received training and ongoing classroom coaching in *READ180*, *System 44*, *iRead*, and Scholastic Reading Counts.

SAP Support Services Provided

A total of **8 teachers** received literacy instructional support from the SAP team this year, including:

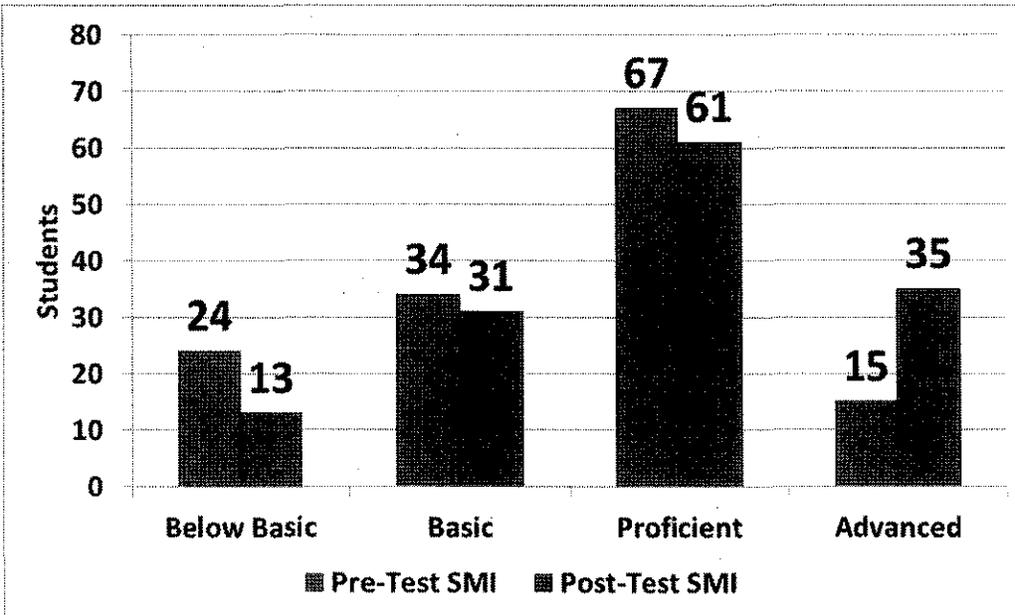
- 2 *READ 180* and *System 44* teachers and support staff
- 6 *iRead* teachers

Classroom Type Supported	Total Days Provided
<i>READ 180</i> and <i>System 44</i>	4
<i>iRead</i>	1
TOTAL	
Instructional Coaching Provided	
<i>READ 180</i> and <i>System 44</i>	20
<i>iRead</i>	10
TOTAL	35

MATH RESULTS

Student Performance Results

Students enrolled in *FASTT Math*, *Fraction Nation*, *Math Reads*, and *Do the Math Now* participated in the program for half of the school year. This year, 12 classrooms implemented math support programs. Student progress is measured through gains in math, tracked through Scholastic Math Inventory (SMI) growth. The chart below shows changes in SMI Quantile Performance Levels.



Classroom Implementation Results

During the 2013-2014 school year, SAP Consultants provided Brandes Elementary educators with a range of professional support, with a focus on providing strong mathematics instruction. Teachers received training and in classroom coaching in the following math programs: SMI, Math Reads, Do the Math Now, FASTT Math, and Fraction Nation.

SAP Support Services Provided

A total of **12 teachers** received mathematics instructional support from the SAP team this year. The total support days provided is listed in the chart below:

Support Type Provided	Total Days Provided
Math Program Specific Professional Learning Sessions	5
Math Job-Embedded Coaching	29
TOTAL	34

All Job-Embedded Coaching Results

At the end of the year, SAP collected anonymous survey results from all teachers to gather feedback about SAP support services provided during the 2013-2014 school year. A total of 8 teachers (52% of the total teachers) completed the survey. Overall, teachers found SAP support services to be effective and are requesting additional support to deepen their practice next year. Survey results are outlined below.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	N/A	Responses
1. The <i>READ 180</i> and/or <i>System 44</i> trainings I attended were well-organized to maximize my learning.	50.0% 1	50.0% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	2
2. The <i>READ 180</i> and/or <i>System 44</i> trainings I attended prepared me to successfully implement the programs.	0.0% 0	100.0% 2	0.0% 0	0.0% 0	0.0% 0	0.0% 0	2
3. I have learned more about providing structured reading instruction through my training and implementation of <i>READ 180</i> and/or <i>System 44</i> .	50.0% 1	50.0% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	2
1. The session(s) I attended were well-organized to maximize my learning.	80.0% 4	0.0% 0	20.0% 1	0.0% 0	0.0% 0	0.0% 0	5
2. The session(s) I attended provided useful information that I could immediately begin implementing in my classroom.	80.0% 4	20.0% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	5
4. My SAP consultant provided personalized support based on my unique needs.	100.0% 2	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	2
5. My implementation questions were answered in	100.0% 2	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	2

a clear and complete manner.

6. The follow-up notes I received from my consultant were clear and helpful.

100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2
2	0	0	0	0	0	0	

3. My SAP consultant provided personalized support based on my unique needs.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	N/A	Responses
80.0%	0.0%	20.0%	0.0%	0.0%	0.0%	5
4	0	1	0	0	0	

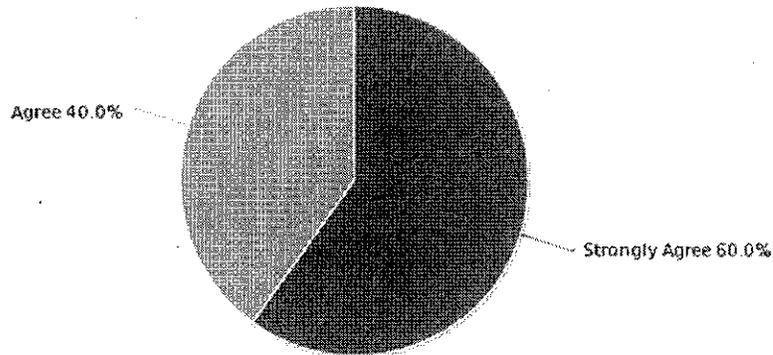
4. My instructional questions were answered in a clear and complete manner.

75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	4
3	1	0	0	0	0	

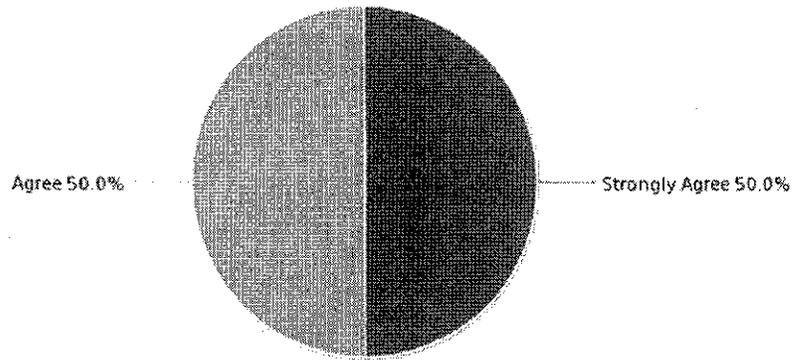
5. The instructional content provided by SAP is relevant to my daily work.

60.0%	40.0%	0.0%	0.0%	0.0%	0.0%	5
3	2	0	0	0	0	

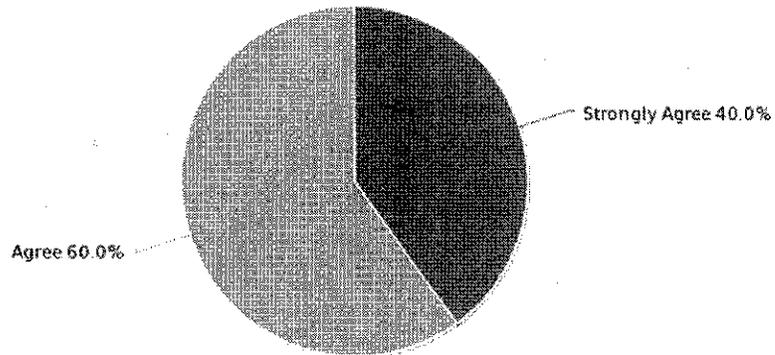
6. The follow-up notes I received during coaching visits from my SAP consultant were clear and helpful.



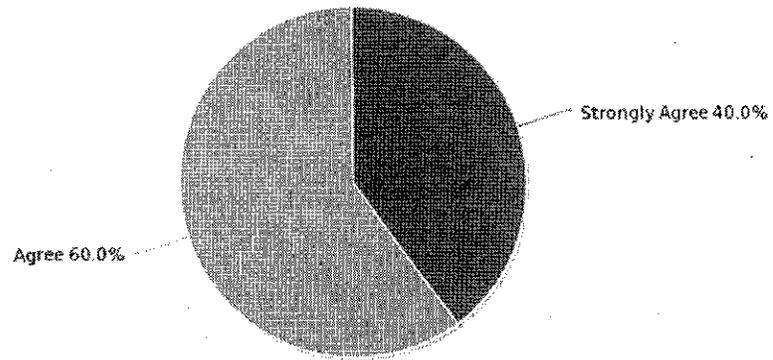
7. The instructional strategies I learned and implemented successfully throughout the year strengthened my classroom instruction.



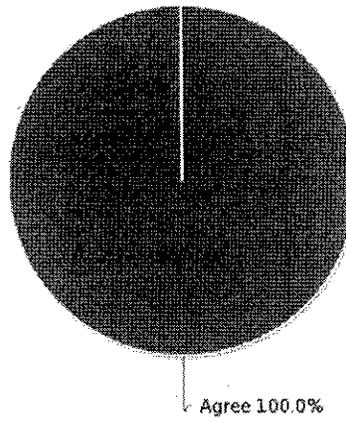
7. The notes taken during SAP-led training and/or PLC have been referenced and used to raise the level of instruction in my classroom.



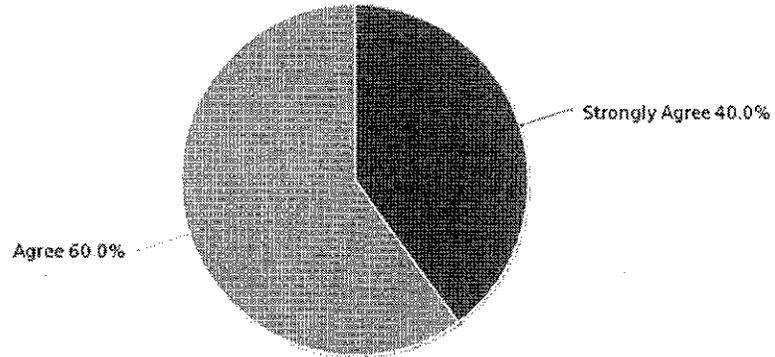
8. The instructional strategies I learned and implemented successfully throughout the year strengthened my classroom instruction.



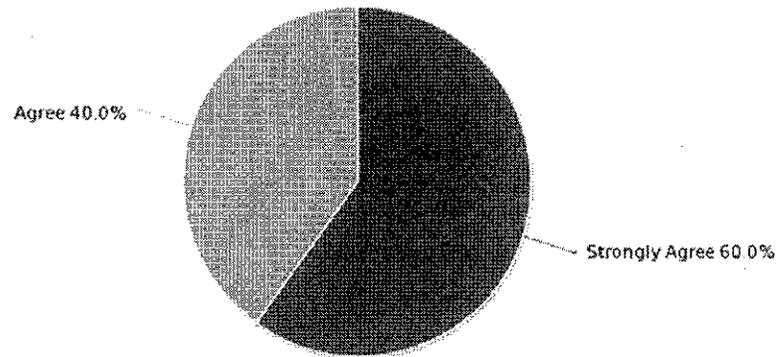
8. I am more confident in my ability to deliver effective instruction as a result of the support I received from SAP.



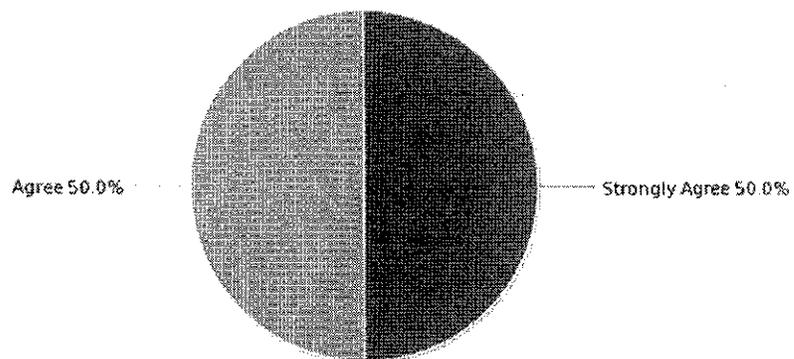
9. I am more confident in my ability to deliver effective instruction as a result of the support I received from SAP.



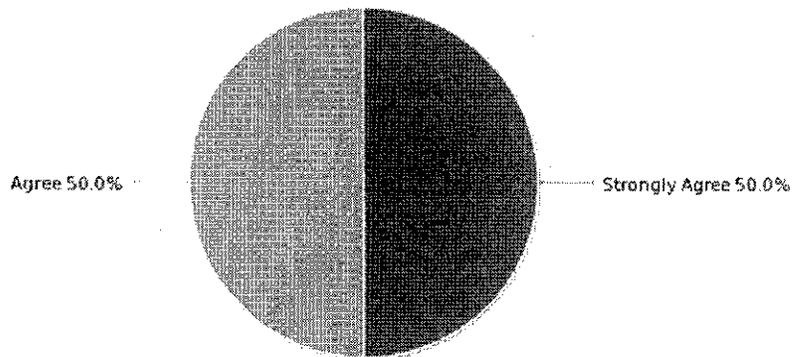
10. I believe that my students' learning gains are stronger as a result of the professional learning support I received from SAP.



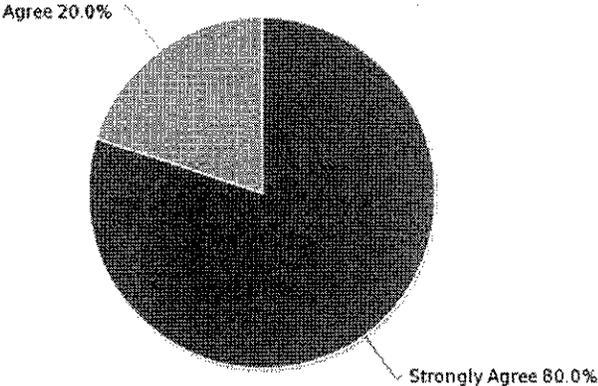
9. My students are making reading gains as a result of using READ 180 and/or System 44.



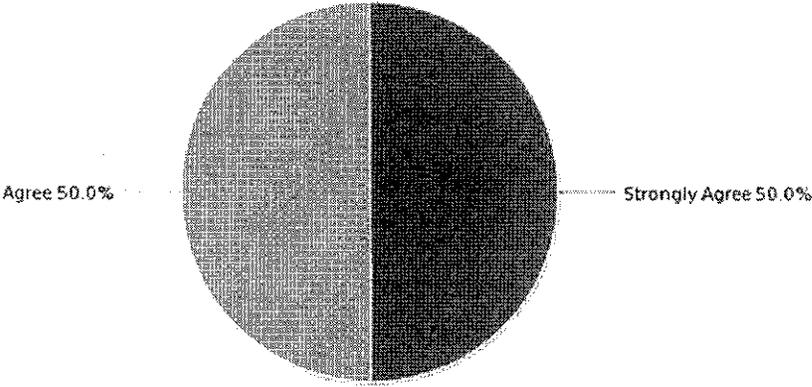
10. My SAP Consultant demonstrates deep understanding of instructional practices.



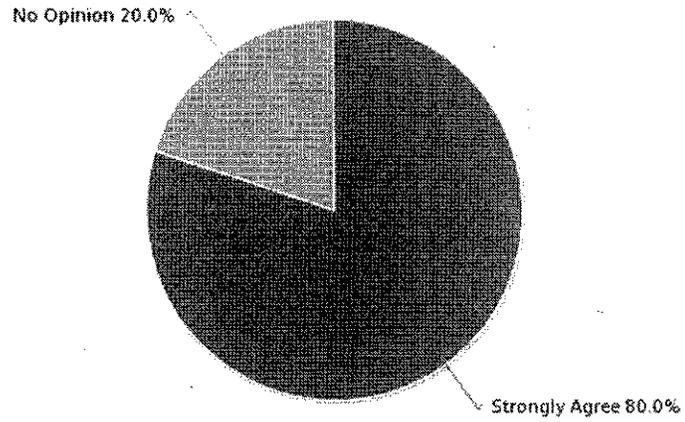
11. My SAP Consultant demonstrates deep understanding of instructional practices.



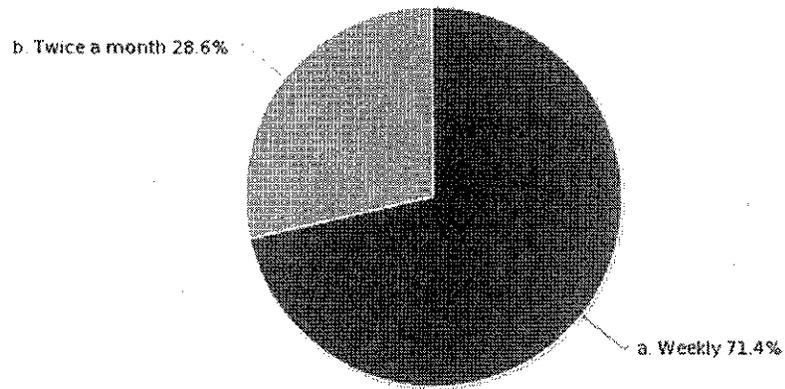
11. I would be likely to recommend SAP support to a colleague.



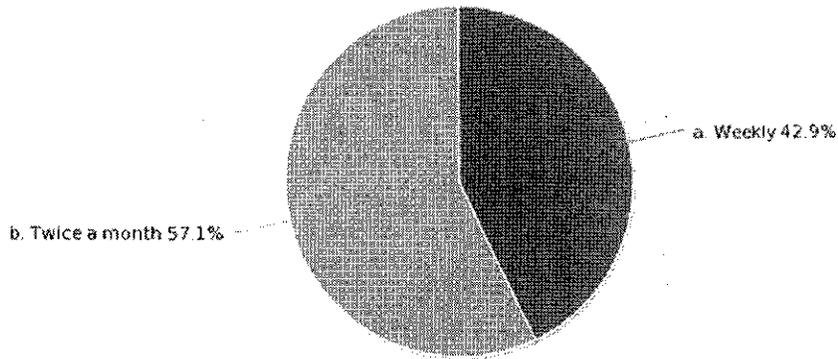
12. I would be likely to recommend SAP support to a colleague.



1. This year, I have seen my SAP consultant at this level of frequency:

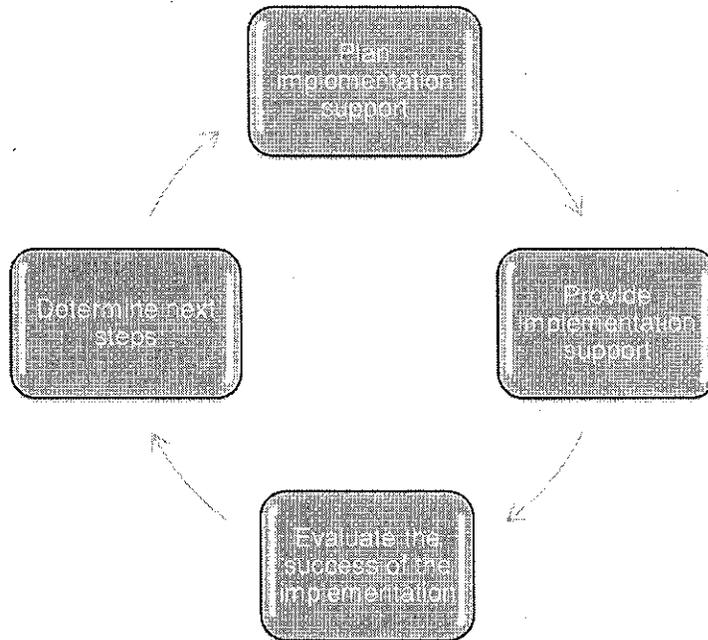


3. During the next school year, I would like to receive SAP consultant support with this level of frequency:



NEXT STEPS

Scholastic Achievement Partners believes in a continuous model of improvement in supporting effective classroom instruction. The results included in this end-of-year implementation report are shared to help district leadership evaluate the success of the implementation and determine next steps.



Recommended Instructional Leadership Next Steps

1. Effectively use the CIR to evaluate the level or rigor in the classrooms in an effort to devise a plan to increase the level of student achievement.

2. Fully develop an Instructional Leadership Team that will use data to develop a strategic plan to provide professional development to meet the needs of the faculty and raise student achievement.

Recommended Literacy Next Steps

1. Continue literacy coaching for all programs in use (*iRead*, *READ 180*, *System 44*, and *SRC*) as well as program independent coaching.
2. Introduce program procedures, instructional routines and balanced- literacy objectives.
3. Use the Collaborative Instructional Review (CIR)-to assess classroom instruction.
4. Support staff on the use of data to inform instruction.

Recommended Math Next Steps

1. Since we started the math programs mid-year and literacy was a primary focus, we recommend continuing with math program-specific coaching as well as a broad based 'best practices' in math instruction approach to coaching.
2. Align support of mathematical practice to the Indiana Academic Standards
3. Use formative and summative data to adjust instruction to fit student needs.

Part 5: Budget

Complete the attached budget worksheet for the 2014-2015 school year. The original school budget has been included with the application for reference.

(See attached)