

HELP—The High Expectations Literacy Project

INTRODUCTION: When national sports announcers spoke about Indianapolis at the recent NFL Super Bowl, Indianapolis was referred to as the “Heartland of America.” It is also recognized as the “Amateur Sports Capitol of the Country.” When visitors come to Indianapolis, they can visit the historically-restored stores--married with new glass and steel architecture-- that created a stunning downtown enclosed Simon Mall (with its international headquarters here) , or they can visit the NCAA, the Colts’ Lucas Stadium, or the Indianapolis Motor Speedway—home of the Indy 500. The nationally-famous Children’s Museum, the Eiteljorg Native American Museum, and the Indianapolis Symphony, also, all call Indianapolis home--but this is not the hometown the children living in inner city Indianapolis know-- the unpublicized “Indianapolis” hometown. The *hometown* these children know was recently identified as having 2x the national average for violent crime and 5x, the homicide rate. In the last week, 2 children were shot in drive-by’s, and the Director of Public Safety was let go for lack of public trust. One of the highest crime areas in Indianapolis is where the Charles A. Tindley Accelerated (public charter) School is located—right in the heart of the state’s largest school district, the urban Indianapolis Public Schools (IPS). IPS has been cited twice as the “dropout factory of the nation” with almost 2/3s of its students dropping out between 9th grade & graduation (Balfanz Study, John Hopkins University, ‘Oct 07; Crisis in the Cities." America's Promise Alliance, 2009), and IPS also has had the worst graduation rate in the U.S. for all males—Black, Hispanic, white. (Schott Foundation, ’08) The IPS district (with 77% minority and 82% poverty) has failed to meet NCLB A.Y.P. for 7 years, with 4 schools taken over by the State’s contractors. One of those State contractors, assigned to take over IPS Arlington Community School (grades 7-12), is a 501 (c) 3, NFP, the Charter for Accelerated Learning, Inc., dba the Charles A. Tindley Accel-

erated School (Tindley), the applicant of this proposal. Tindley was chartered by the Mayor of Indianapolis and opened its doors in 2004 as a public LEA in a remodeled grocery store in one of the highest crime areas of Indianapolis. The majority of Tindley students come from IPS and enter Tindley 1-2 grade levels behind; 99% are African American and almost 70% qualify for Free/Reduced Lunch. To address the academic failure and societal barriers IPS students are bringing with them when they enter Tindley, Tindley has made major changes in their approach to education: It has lengthened the school calendar to 196 student days and the school day (with a 7th period required from 3-5:00, 4 days a week, and Saturday morning school for all students scoring below 75% in any class the previous week). Tindley also has modified the teacher calendar to 200 days and has a mandatory 3-week Summer Teacher Institute and 3-4 hours *every* Friday afternoon. Teachers, who may receive merit bonuses, are compensated not based on longevity, but--in great part--on students' academic performance, college enrollment rates, participation in extra professional development, leadership, and family and community engagement (The new IN State teacher evaluation and compensation legislation pre-dating and serving as a national model for reforming teacher effectiveness, evaluation, retention, and pay). Data will be analyzed *weekly* for students' success in the classroom with students who are under-performing are identified and provided extra assistance, with teachers also receiving guidance on improving their skills, so students will make exceptional academic gains. The Uncommon Schools Taxonomy (Dr. Doug Lemov) and Whole Brain Teaching methodologies (Dr. Chris Biffle) are the framework to guide all teachers in constantly becoming better, despite their experience or lack thereof. Teachers learn that every child is "gifted and talented" regardless of his/her previous academic record and that they must demand academic rigor while also providing ample support. As 1 of only 1700 "accelerated" schools in the US, students are accelerated,

rather than being taught in a remedial method. Every 11th grader takes all college-level courses in 11th grade, taught to them by tenured Anderson University (AU) faculty in the AU Early College program on the Tindley campus. Students must pass these college classes in order to receive their high school diploma and may receive dual credit, earning up to 38 college credits by HS graduation. At Tindley, academics always come first, no exceptions, no excuses, for every student. When a visitor first walks in the door at Tindley, they are greeted with the saying “College or Die” in 3-foot high lettering and a wall filled with college acceptance letters to such prestigious universities as Princeton, Vassar, and UCLA. These former IPS students, whether entering at, above, or below grade level, come to believe in their own potential and view themselves as scholars--destined for college. Tindley has been recognized for these efforts by--the Indiana Department of Education--a 4-Star School, also receiving a [REDACTED] incentive award from the IN DOE for “incredible growth” in the graduation rate; and, by US DOE Secretary Arne Duncan when he visited Tindley on April 19, 2011, as a national EPIC Award winning school and a National Blue Ribbon School, with the Secretary stating, “*Our goal is to make these kinds of schools the norm rather than the exception.*” This proposal will bring the Tindley success to an additional, former IPS, 1,600 students—all the same, as the students at Tindley.

A. SIGNIFICANCE: *(i) Extent Project Builds Capacity for Services that Address Needs:*

HELP will address the entire school population at the Charles A. Tindley Accelerated School, grades 6-12, and the all-boys Preparatory Academy, grades 6-8, as well as the taken-over IPS Arlington Community School, grades 7-12, in Year 1; in Year 2, two additional Tindley charter schools will open: the Collegiate--all girls MS, grades 6-8, and the Renaissance elementary school, beginning K-3 (growing a grade level up to 5, each year). This will total 1950 students by Year 2. With 3 new schools just opening, as well as the paucity of sufficient classroom libraries in the two existing schools, the need for additional reference materials and non-fiction

books, improved literacy teaching strategies across content areas, and early intervention strategies are very critical. Technically, all pupils have access to the public library system in Marion County; however, that access is limited for most Tindley students because of financial circumstances (lack of home computers or web access) and transportation issues with the main branch downtown and a near-by branch cutting back on open hours due to budget constraints. Tindley has a required 3-week Summer Institute Professional Development Session for all of its teachers, and a HELP session will be presented every day, including on such topics as cross-curricular collaboration, selecting leveled books for your classroom, working with families on early reading experiences and the Read-to-Me program, using technology to enhance a literacy program, selecting culturally-relevant materials, and providing a wide range of literacy resources spanning a range of both complexity and content. With the majority of books in the Tindley Accelerated Academy, fiction, donated, it becomes even more apparent that the acquisition of appropriate, fiction and non-fiction, grade-level, print and electronic materials, is critical. Even currently available books were not selected by educators, based on State Standards, or aligned with the Tindley curriculum, and deficits in the collection exist in religion, social sciences, language, natural sciences/mathematics, technology, arts, literature, geography and history, biographies, and reference materials. As additional grade levels are in Year 2, the disparity of age-appropriate materials will continue to increase without this grant.

- (ii) ***Extent Project Involves Building On or Developing New Strategies:*** The paucity of non-fiction books, biographies, and research resources does not support the Tindley curriculum. For a school that is 81% low income to have such a lack of books is a huge disservice to the children. Children of poverty have far less access to books than more privileged children. (Neuman, S.B. and Donna Celano, "Access to Print in Low-Income and Middle-Income Communities," *Reading*

Research Quarterly, vol. 36, 2001) Research shows that poverty has profound effects on literacy development, but access leads to more reading and that more reading leads to better literacy development. (Stephen Krashen, "The National Reading Panel Comparison of Whole Language and Phonics: Ignoring the Crucial Variable in Reading," *Talking Points*, 2005). SBR research has shown that students learn more effectively when they acquire information in multiple formats. Krashen's research continues to demonstrate the impact of print, information-rich environments, and the correlations between availability and usage of information resources and improved academic test scores, particularly with children of poverty as well as the importance of collaborative relationships between library/IT and instructional staff, especially true in schools that are predominantly low income. Tindley Accelerated has used a "novels-based" curriculum at the MS level to teach cross-curricular Humanities, with proven results (See Table, pg. 8). Historical fiction and non-fiction materials have been the foundation for the study of history, social studies, English, and literature and will be added at each school through this grant. Tindley Accelerated students have participated in "Drop Everything and Read" for pleasure, and the linkage between reading for pleasure and improving I-STEP scores is demonstrated. Now, Tindley Accelerated wants to provide that linkage for larger groups of students who have not ever had the opportunity or encouragement to think of reading as "pleasurable." Through additional books, educational videos, books on tape/CD and periodicals will help students become more interested and involved in reading. MS and HS students will have the opportunity to read the New York Times, The Wall Street Journal, and the London Times; National Geographic, US News and World Report, Atlantic, and Newsweek—as well as the Discovery Education Series--will also be available, with each of these presenting countless opportunities for classroom lessons, ranging from math to science, from geography to

economics. Expansion of professional development on literacy strategies using such materials across all content areas will greatly improve students' interest and learning opportunities. HELP will allow the expansion of books and literacy materials at each school in order to improve reading skills, the likelihood of reading for pleasure, the ability to read for differentiated purposes at MS and HS, and the acquisition of the 5 basic reading components (phonemic awareness, phonics, vocabulary development, fluency, and comprehension) at the elementary level through classroom libraries with a range of lexile abilities, literacy technology, and take-home libraries, resulting in all students reading on grade level at least by grade 3.

B. QUALITY-PROJECT DESIGN: (i) Goals, Objectives, Outcomes Specified and Measurable

The Measurable Goals, Objectives, and Outcomes of this Project are specifically aligned with the Absolute Priority to improve literacy, grades K-12, through promoting early literacy, as well as older students' reading ability, and motivating older children to read in the attendance boundary of the high-need Indianapolis Public Schools LEA. Additionally, they are aligned with the 3 **Competitive Priorities (#1—Turning Around Persistently Lowest-Achieving Schools** with Arlington Community School a SIG Tier II school in 2009 and 2010, with a 96% minority (91% Black) rate and a 78% poverty rate—yet with 60% of its teachers white. (Also in IPS, 14 other schools are Tier I or II, in the geographical areas that supply students to the Tindley schools).

The HELP program will provide services to those students, improving their achievement, and increasing their graduation and college enrollment rates similar to the rates now evidenced at the Tindley Accelerated School, through staff professional development, including cultural competency, improved materials, additional books, periodicals, reference materials, cross-content collaboration, and intense reading interventions as studies show gap-closing schools are more likely to have a narrow reform focus and provide teachers with frequent professional

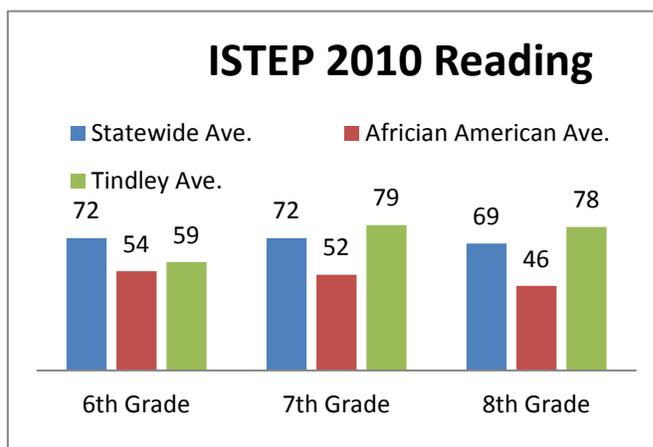
development on literacy instruction (Executive Summary, Learning Point Associates “After the Test”); **Competitive Priority # 2—Improve Readiness/Achievement through Digital Tools** [including using Pearson Learning’s SBRR SuccessMaker and Riverdeep Destination electronic reading program K-grade 8, and digital-driven data for decision-making and lesson planning; both cited in the WWC]; **Competitive Priority #3—Improve Early Learning Outcomes—** through using SuccessMaker, with 2 stations in each primary classroom, Riverdeep Destination and the 5 components of reading, take-home libraries, and leveled reading. The Over-Arching Goal is to improve reading/English academic achievement, leading to increased graduation rates. Without the first part of the goal, the second is not possible. (The Logic Model under the Management Plan Section delineates the objectives, activities, responsible party, timeline, and milestones.) Objectives, aligned with the Goal, are: (1) Increase pupils’ early learning literacy opportunities; (2) Increase staff’s ability to make data-driven decisions about appropriate and innovative Reading/literacy strategies, activities, and programs to improve student outcomes; (3) Increase usage of various modes of technology by staff and students to access written materials and improve academic achievement; (4) Increase teachers’ cultural competency, thus improving lesson relevance and teaching/learning strategies for students; (5) Utilize a variety of reading genres and materials to increase students ability and interest to read; (6) Ensure all students read on grade level by end of grade 3, and maintain grade level reading by grade 8 and as seniors. The expected Outcomes are: (1) Pupils, K-grade 2, will increase vocabulary, word exposure, and the 5 components of early reading skills to make up the deficit with which they enter school; (2) Teachers will be able to use electronic assessments and to enter paper assessments on to the computer, to make data-driven decisions for student academic improvement; (3) Teachers will increase their utilization, including creative use, of technology to engage students and to model

for students multiple methods to access written materials; (4) Teachers, especially since the majority of students are minority and the majority of teachers are not minority, will understand the importance cultural plays in teaching/learning and will make lessons culturally relevant; (5) Teachers will utilize a variety of reading genres and materials, including print, electronic, periodicals, newspapers, fiction/non-fictions, etc; to energize and excite students about reading; (6) The synergistic result from the previous 5 outcomes is that all students, grades 3, 8, and seniors will read on grade level and will increase their academic achievement.

(ii) *Coordinated with Other Appropriate Community, State, Federal Resources:*

HELP will be coordinated with other similar literacy projects/programs in the schools, such as Title I reading programs and reading specialists and special programs for English Language Learners. The Tindley schools work with an area grant writer who will apply for the Federal I-Read grant and the State Early Reading and Early Intervention grants for the elementary school and kindergarten and grades 1 and 2. Additionally, Tindley will apply for the Federal flow-through grant, the State 21st Century Community Learning Centers afterschool grant that promotes academic achievement through afterschool tutoring, technology, and related strategies.

(iii) *Part of a Comprehensive Effort to Improve Teaching/Learning and Support Rigorous Academic Standards:* HELP is a part of a comprehensive program that the Tindley schools have to improve literacy throughout the Tindley system. Tindley holds its students to extremely rigorous standards, striving to exceed the statewide averages on assessments. The various aspects of this Project provide a very comprehensive plan to improve teaching /learning, especially in the area of literacy, supporting the rigorous academic standards already established.



The magnitude of the students'

academic achievement results, due to the variants in the teaching strategies, is shown in the chart to the left. Although students are enrolling with the same inner city barriers stated above and are, on average 2 years behind, by 8th grade

Tindley students significantly outperform both the overall State average and the State African American average on the ISTEP+ or End of Course (ECA) tests, as shown. In fact, the higher the grade level, the greater the difference between State averages for African American students and Tindley scores (99% African American). While students in every community are sometimes "tracked" in high school—they are given less rigorous coursework because administrators assume the children are not college bound—Tindley's founders found this to be especially true for students from disadvantaged communities and refused to participate in "tracking" or "dumbing down" the curriculum. An "accelerated" school, such as Tindley, provides an equitable and effective learning community for all. As an "accelerated" school (1 of only 1700 in the U.S. and 1 of only a few "accelerated" high schools), Dr. Henry M. Levin (Stanford Distinguished professor and founder of the movement) states, that "the school we work in should be good enough for our own children." Three principles when worked in unison make this goal possible: unity of purpose (a set of shared goals and values developed by parents, teachers, and community), empowerment coupled with responsibility, and building on strengths. Those in accelerated schools have stopped blaming circumstances beyond their control for the difficulties they find in school. Many people find it easy to ascribe fault to societal problems, teachers,

parents or state governing bodies. From day one, the faculty and staff at Tindley Accelerated School approach *all* students assuming that they are *gifted and talented*, and they and their families are provided every tool and opportunity to pursue and achieve their dreams.

Tindley provides 3 weeks professional development for its teachers at its Summer Institute where teachers learn to use data from weekly technological assessments in each subject area to make decisions on lesson plans, teaching strategies, re-teaching, and student progress. All students, regardless of prior academic background or test scores, are held to highest standards, aiming for college. Classes are labeled for prestigious colleges, such as Vassar or Princeton. The Summer Institute will provide daily instruction/training for all faculty on increasing literacy achievement at each grade level—adolescents, elementary students, and early intervention.

(iv) Performance Feedback and Continuous Improvement Integral to Project's Design:

HELP was developed by a Proposal Development Team (PDT), composed of Tindley administrators, counselors, teachers, a parent, community partners, and a former IPS teacher and administrator. Upon a grant award, the PDT will “morph” into a Community Advisory Council, with additional members, to oversee the grant, provide on-going feedback, receive Formative Evaluation reports and recommend any needed adjustments or refinements for continuous improvement. The CAC will provide constant oversight, with the CAC participants fully cognizant of the Goals and Objectives from the onset. R & W Educational Consulting will provide on-going leadership to the CAC and serve as a monthly intermediary between CAC and the external evaluator, the Indiana University Purdue University Indianapolis Center for Urban Measurement and Evaluation (CUME) (or a similarly-selected highly-qualified external evaluator). R & W prides itself in working collaboratively with schools to provide the CAC with on-going evaluative reports and the necessary information so that data-driven decisions can be made for continual adjustments and improvement. CUME will provide both the Formative and

Summative Evaluations, working with the Tindley literacy project from the proposal stage and providing intermediate information to R & W. The purpose of the Formative Evaluation is to provide feedback at least semi-annually to the CAC for continuous improvement, refinement, and adjustments to ensure meeting HELP's Over-Arching Goal.

B. QUALITY OF PROJECT SERVICES: (i) *Strategies to Ensure Equal Access and*

Treatment: Tindley has an all inclusive program, including special needs students, English Language Learners, and any other students requiring special assistance. (See GEPA.) To the extent that it is necessary, each Tindley school will promote the HELP program, its resources and strategies to non-English speaking parents and guardians via newsletters sent in native language(s) with translators available at meetings. Signers will also be available, if needed, for the hearing impaired. With Indianapolis recently identified as having a 300% increase in its Hispanic population and one of the fastest growing Hispanic communities in the US, Tindley is prepared to provide Spanish-language materials and programs for Spanish-speaking students also. The Tindley schools will be sensitive to parents' and guardians' extended work schedules. In response to this need, especially for low-income parents, Tindley will hold parent informational meetings before school, during the school day and in the evening in order to provide flexible, yet timely, access to information. Books on tape are available at the Indianapolis/Marion County Public Library, and a collaboration will also be established with the State Association for the Blind for their related benefits, such as on-going taping of books, etc. Additionally, some of the books purchased through this grant will be large-print books, and software purchased will be appropriate for the hearing impaired. Tindley is also committed to a program of responsible inclusion for students with special needs, with the Special Needs staff

providing classroom teachers with strategic modeling, materials and follow-up that elaborates instruction and practice for special education students.

(ii) *Services Appropriate to Needs of Intended Recipients:* As shown by the earlier-stated demographics, the Tindley network of schools are and will be serving the same population as enrolled in IPS. Over 85% of the students will be low-income (based on Free/Reduced Lunch guidelines), and over 90% will be minority (with over 85%, African American). Every strategy and teaching/learning approach is geared for hands-on, involved, engaged, relevant lessons aligned to State Standards. Extensive research demonstrates that especially for children of poverty, these strategies are much more successful, including addressing the multi-learning styles students present in the classroom. Professional development specifically incorporates Culturally-Responsive Teaching (Geneva Gay) and the 7Cs--communication, caring, content, cultural diversity, commitment, competency, and confidence as well as research by the National Council on Educating Black Children and the African American Male Equity Project data. Additionally, special translators and bi-lingual (Spanish/English) materials will be made available for all meetings and as needed for Spanish speakers (or other languages or needs, as needed [i.e. signer for hearing impaired, computer assisted instruction for visually impaired, etc.]).

(iii) *Extent Training/Professional Development Sufficient Quality, Intensity, And Duration To Lead To Improvements In Practice:* The cornerstone of a successful and vibrant teaching /learning program (and students subsequent success) is professional development. For many children, the classroom library is their first experience with a library; this makes the classroom libraries, ordered through this grant, all the more critical. This is where teachers are able to play a decisive role in teaching a child how to select, use and understand information in a variety of formats. Instead of just taking home “some” book, the teacher will be able to offer guidance in the selection of materials for students. His/her role will be to help students use reading to learn;

to teach students to find, evaluate and use information; and for older students, to see how integrating print materials and web-based materials and information resources all fit together for research projects while not plagiarizing. When students are engaged, they learn more, they have fewer discipline problems, and they take more responsibility for what they know. As beliefs, resources, and teaching strategies are changed at Arlington--to support literacy-rich academic and enrichment activities and services aligned with Indiana's college and career-ready academic content standards—students will increase their academic achievement. Regularly, it often takes 10-15 years to develop that type of instructional capacity in a new teacher. Tindley is able to shortcut that learning curve by providing its staff with proven strategies to pull students into the lesson as opposed to letting them be casual observers of the lesson. Additionally, the National Council on Educating Black Children (NCEBC) professional development on reading/writing literacy brings a level of cultural competency not found in other literacy training. The Professional Development Plan within this grant project incorporates (1) the rigorous Tindley Teacher Institute and follow-up Friday afternoon (with no school for students on every Friday) throughout the entire school year, (2) the culturally-relevant responsive training strategies around literacy acquisition presented by the Tindley Chancellor and NCEBC and its Board members and affiliates; the Tindley Summer Institute and Follow-up Fridays schedules are shown below:

Week One

	July 26th	July 27th	July 28th	July 29th	July 30th
8:00-11:30	Introductions Pre-surveys for Evaluation of Tchr Institute Team Building	Taxonomy of Effective Teaching Techniques SBRR Literacy Strategies	SBRR Literacy Strategies (cont) Human Resources & Housekeeping	Taxonomy of Effective Teaching Techniques	Whole Brain Teaching

12:30 – 4:00	Intro to Literacy Plan Cultural Competency	School-wide Writing Requirements & Toulmin Writing Process (with assignment)	Team Meetings New literacy materials (non-fiction, reference, print, electronic, periodicals, take-home & classroom libraries	Taxonomy of Effective Teaching Techniques Teaching Techniques for Reading	Whole Brain Teaching Making Reading fun
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Week Two

	August 2nd	August 3rd	August 4th	August 5th	August 6th
				Breakfast at Tindley	
8:00-11:30	Use of Assessment Developing Interims and analyzing interims	CATs, Units and Learning Ladders Reading Across the Curriculum	Taxonomy of Effective Teaching Techniques Collaboration to improve reading skills	Student Graphing/Tracking of Interim Scores Group work on collaboration to improve reading skills	School Culture & Expectations Yearly Schedule and Activity Development
12:30 – 4:00	Learning to read & reading to learn	Toulmin Revisit Curriculum and Interim Work	Curriculum and Interim Work	Classroom Routines & Expectations	Exceptional Learners, RTI & Differentiated Reading Curriculum and Interim Work

Week Three

	August 9th	August 10th	August 11th	August 12th	August 13th
8:00-11:30	Taxonomy of Effective Teaching Techniques	Interim Assessment & Curriculum Work	Socratic Seminars Technology for	CPI	Teacher Feedback and Evaluation/Mentors and RPTs

	Technology for Literacy	Technology for Literacy (cont)	Literacy (cont)		Pitch-In Lunch
12:30 – 4:00	Tracking Mastery: Providing a Plan	Interim Assessment & Curriculum Work	Technology	IT/Media/Library tours	Preparing Your Space Evaluations/Post-surveys of Institute

Follow-up Friday Afternoon Topics:

- Toulmin Writing/Argumentative Logic Process
- Literacy HELP
- Interim Analysis
- Reviewing Whole Brain Teaching
- Grade Level Content Team Meetings
- Socratic Seminars
- Norming Sessions for Writing
- Reviewing Taxonomy
- Sharing Best Practices
- Review Teacher Expectations

Professional development that will include literacy HELP will be provided to all staff at every Tindley School every week. Since all children go home every Friday afternoon, this allows the addition of other topics in a 3-4 hour time frame to be presented without the need to hire substitutes. Professional development opportunities will also be embedded within classrooms. As Tindley grows and adds 2 more schools next year and hires more teachers, to become the Tindley Network, the need for on-going professional development will multiple. Through this grant, the founder of the Uncommon Schools movement, Dr. Doug Lemov will be brought in for a presentation in Year 1 on “An Uncommon School Taxonomy of Effective Teaching Techniques” (highlighting the “hidden wisdom” of the best teachers in America and in Year 2, “The 49 Techniques that Put Students on the Path to College;’ also in Year 1, Dr. Deborah Loewenberg Ball from Michigan State will present on her content-based taxonomy-like tools developed in conjunction with Dr. Lemov’ Taxonomy. Dr. Chris Biffle, author of the Whole Brain Teaching, will be brought in during Year 2 as will Dr. Carol Lyons, author of

Teaching Struggling Readers: How to Use Brain-based Research to Maximize Learning and

Bridges to Literacy. Diana Daniels, Executive Director, NCEBC will also present on cultural competency as well as Dr. Geneva Gay on Culturally-Relevant Responsive Teaching where in students are part of a more collective effort designed to encourage academic and cultural excellence, and high expectations are clearly expressed, skills taught, and interpersonal relations are valued and exhibited. Students become members of an extended family-assisting, supporting, and encouraging each other and are held accountable as part of a larger group with everyone's task to make certain that each individual member of the group is successful. By promoting this academic community of learners, teachers respond to the students' need for a sense of belonging, respect them as individuals, and promoted their success.

√D. ADEQUACY OF RESOURCES: (i) *Extent Costs Are Reasonable to Objectives, Design and Significance and (ii) to Number Served and Anticipated Results and Benefits:* The projected costs are reasonable and sufficient to achieve the Over-arching Goal and

Objectives at a total cost of [REDACTED]/student (or [REDACTED]/student/per year) for almost 2000 students. HELP, developed by the Proposal Development Team (PDT), specifically allocated sufficient funding to achieve the anticipated results and benefits and carefully analyzed the budget to ensure sufficient funding for teacher training and stipends for teachers during the Summer Institute due to the projected significance of the project. Upon a grant award, the PDT will “morph” into a Community Advisory Council, with other members added. A major responsibility of the CAC will be to oversee the grant, receive Formative Evaluation reports and recommend needed adjustments/refinements to ensure the Goal and Objectives are met.

E. QUALITY OF MANAGEMENT PLAN : *(i) Adequacy of Management Plan to Achieve Objectives on Time, in Budget, with Responsibilities, Timelines, and Milestones*

The Management Plan is structured to achieve the Objectives on time, in budget, and the activities, those responsible, related Performance Measurements and tools for measuring, and Milestones towards the Output and the Timeline are shown in the Logic Model, below:

Objective 1: Improve early learning literacy opportunities for students in grades K-3

Activity	Responsibility	Performance Measurement	Timeline	Milestone/Deliverable
Acquire & provide classrm & take home libraries	Tindley Elem Coordinator	95% of parents attend Child/Parent K-1 st gr orientation with Read to Me practice/demonstration sessions for meaningful opportunities for parent/child engagement, as shown by attendance records	Upon receipt of grant	End of 9-wks, 75% of pupils are taking home bks & parents are signing they have read at least 1/bk/wk to child
Promote parents reading to pupils (Read to Me)	Project Director Pearson Learning		Opening of school	
Install & use Pearson Learning Waterford/SuccessMaker	Principals Ind St ECE Coordinator	75% of K-2 pupils show improvement on pre-literacy, reading skills as shown on baseline assessments, including technology assessments	Prior to school opening	By end of 1 st month, 90% of pupils' photos entered in tech. program & pupils using on a daily basis
Culturally-appropriate strategies are used to teach 5 Basic Components (phonemics, phonics, comprehension, fluency, and vocabulary development)		95% of children participate in take-home projects, as shown by tchr records 100% of children participate learning activities teaching the 5 reading components as shown by teacher weekly computer records	Friday Prof. Dev (Yr. 1) & Summer Tchr Institute & Fridays (Yr. 2)	By end of 1 st 9 wks, all K children know their alphabet and all 1 st graders know minm 100 words on Dolch Basic Sight List

Objective 2: Increase staff’s ability to make data-driven decisions about appropriate and innovative Reading/literacy strategies, activities, and programs to improve student outcomes

<p>Provide Professional Development on literacy strategies during the 3 Wk Summer Institute & Fridays</p>	<p>Grant Project Coordinator Drs. Doug Lemov, Chris Biffle, Deborah Ball & Carol Lyons</p>	<p>95% of the staff will attend the Prof. Dev. Sessions on data-driven decision making, as shown on attendance records 90% of the staff will illustrate increased knowledge & ability on literacy strategies to use in their classes as shown on pre/post Institute surveys</p>	<p>As soon as grant is funded in Yr. 1 Summer- Yr. 2</p>	<p>95% of teachers in Tindley Schools will be reporting weekly assessments on-line by end of 1st 9-weeks 50% of Arlington teachers will be reporting weekly assessments on-line by end of 1st 9-weeks</p>
<p>Provide Professional Development on data-driven decision making as related to academic achievement</p>	<p>Dr. Dina Stephens Pearson Learning</p>	<p>Student academic achievement will increase by 10% in Yr 1; 15% in Yrs 2, as demonstrated on State Assessments, technology assessments and ECA (Baseline-beginning of school year 2012-13)</p>	<p>Yr 1-Oct-Nov Fridays; Yr 2 -Summer Institute with Fridays follow-up</p>	<p>By end of 1st 9 wks, 50% of all teachers are using data weekly to make classroom decisions concerning reading/English lessons and cross-content academics, as shown by computer records w/Project Coordinator responsible for maintaining</p>

(3) Increase usage of various modes of technology by staff and students to access written materials and improve academic achievement

Provide technology and training on new technology for teachers to use to enhance lessons and to demonstrate to their students	Tindley IT Pearson Learning RiverDeep Destination Reading	Staff will demonstrate a minm of 3 lessons for observation or Peer Tape Review (utilizing Michalak & Gomula Process) & review, utilizing technology in innovative & creative methods, as demonstrated on video	School Year	By end of 1 st 9 wks, one lesson will be recorded or observed by other peers
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(4) Increase teachers' cultural competency, thus improving lesson relevance and teaching/learning strategies for students;

Provide Professional Development on cultural competency, Culturally-Relevant Responsive teaching, and non-verbal cultural bearers	Dr. Geneva Gay Dr. Dina Stephens (Tindley) Diana Daniels R & W Educ Consulting	85% of school staff will show an increase in knowledge about creating lessons that are culturally competent, based on pre/post Professional Development workshop surveys	Yr. 1-Oct/Nov Friday workshops Yr. 2-Summer Institute	By end of Nov, there will be 4 Friday workshops related to cultural competency
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(5) Utilize a variety of reading genres and materials to increase students' ability and interest to read

Charter for Accelerated Learning dba
Charles A. Tindley Accelerated School

Innovative Approaches to Literacy

Boys & Girls Prep & Arlington Community HS
Indianapolis, IN

<p>Provide Professional Development on using take-home & classrm libraries, reference materials on line, culturally-appropriate biographies, science & math books, periodicals, newspapers, books on tape/CD, Kindels,etc. to motivate students to read for pleasure as well as for knowledge</p>	<p>Marion County Public Library, Librarian, Dr. Cairo Arlington CS Media Center Director</p>	<p>85% of students will demonstrate increased interest in reading (for pleasure &/or for knowledge) by taking home books, doing extra biographical reports or research papers, reading and composing newspaper stories, etc., as shown by individual student’s portfolios, maintained by classroom teachers</p>	<p>School year</p>	<p>By end of 1st semester, 85% of students will submit a required project that involves reading from a unique genre</p>
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(6) Ensure all students read on grade level by end of grade 3, and maintain grade level reading by grade 8 and as seniors

<p>Professional Development addressing students taking State assessments & on increasing English/LA/Reading abilities</p>	<p>Dr. Dina Stephens Annette de la Llana, Tindley Elem Supervisor</p>	<p>100% of students will score as high or higher than State average on Acquity, I-READ 2 and 3, I-STEP+ 8th grade Language Arts/Reading & ECA for 10th grade English & Senior English</p>	<p>Spring, Yr. 1 & 2</p>	<p>By end of 1st semester, 85% of children are meeting previous year’s State mean English/Language Arts/Reading average</p>
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Additional Non-Teaching Timeline:

<u>Date</u>	<u>Activity---Milestones</u>	<u>Responsible Party</u>
Upon Grant Award	Post Project Grant Director position; interview and hire Merge Proposal Devel Team into Community Advisory Council Order technology & materials; set up related training dates Hire External Evaluator; Set up outside presenters for Friday workshops	Principals, Jimmie Meadows, Naikia Douglas, Dr. Turner, Dr. Dina Stephens CAC Business Manager Grant Project Director
Sept. 2012	Give Pre-surveys for staff, parents, students (as appropriate) and/or gather all baseline data Backward mapping for Evaluation; Install Technology; provide staff training	CUME Evaluation Team IT specialist/installation Grant Director
Sept	1 st Advisory Council Meeting-determine all Performance Measurements; quarterly meetings for reports & refinement, changes; <i>no later than 9/30; 12/15; 3/30; 6/30; and 8/31</i> Develop Check List on utilizations; collect I-STEP mean averages	Principal, Grant Director CAC CUME
Sept-June	Daily utilization of IC and all technology <i>–pre-tests in Sept; post tests in June</i> Conduct weekly training for 10 months for all staff on: (1) <i>differentiated instruction</i> ; (2) <i>RiverDeep Destination Reading training</i> ; (3) <i>data driven decisions</i> ; (4) <i>Reading Companions (take home)</i> ; (5) <i>Traducelo</i> ; (6) <i>Nat'l AALS Conference</i> ; (7) <i>Plaza Comunitario</i> ; (8) <i>Biographies & Autobiographies</i> ; (9) <i>SuccessMaker, etc.</i> (10) <i>Wall St. Journal, NY Times, London Times, US News & World, etc</i>	LMS & Assistant ELL tchr Reading Specialist; IT Specialist & Principals
Jan, July, 2013 Aug., 2014	Formative report Summative Evaluation	Grant Director, CAC, Tindley Board

Nov-June	Develop Family Nights; <i>have quarterly; sign up parents w/ library cards; form Parent Book Clubs; have Read to Me demonstrations w/rocking chair & grandma</i> Promote Hispanic family literacy; <i>meetings on Plaza Comunitarios, Traducelo, & Reading Companion</i>	Grant Project Director ELL tchr Invite Mexican Consul
Apr-June	Plan Summer Institute; invite guest professional consultants Collect post surveys; focus group meetings, etc. <i>Analyze data</i>	LMS, Assistant & principal LMS & Dr. Dare
Summer June- Aug-Sept	Summer Institute Prepare Summative Evaluation Report -- <i>US DOE & Tindley Board of Directors (in addition to CAC)</i>	Dr. Dina Stephens Chancellor Marcus Robinson L/MS, CAC & CUME

(i) Project Director and Investigator Time Commitments Appropriate to Meet Objectives

The Project Director will be hired upon receipt of the grant and will be a full time position. A person with previous grant administration experience will be sought, preferably a candidate also with public school experience. A candidate with a background in reading methodologies would be ideal, although not mandatory, as would a bi-lingual candidate. Good writing and speaking skills and a college degree will be required. The Project Director will oversee the entire project implemented at 5 schools by Year 2. One school is just being built and opened this year (Prep), and one large grade 7-12 community high school (Arlington) is being taken over this year; additionally, both schools (Renaissance and Collegiate) will just be opened next year, the importance of the acquisition of literacy materials, books, classroom libraries, take-home libraries, periodicals, technology, etc. will be a major responsibility, but with the assistance of a part time financial clerk, assisting the Project Director, they will have an appropriate time commitment to ensure the Over-arching Goal and Objectives are met. The Investigator (External Evaluator), the Center for Urban Measurement and Evaluation at Indiana University Purdue University Indianapolis, will be a hired as a contractor and has worked on the development of this project, ensuring that he and his team will have sufficient time and means to assist in the

accomplishment of the Goal and Objectives. The Investigator/Evaluator has an extensive background in research and evaluation and is well-prepared to accomplish this. (See Evaluation.)

(ii) ***Mechanisms for Ensuring High-Quality Products and Services:***

The organization of the Tindley network has been established to ensure only high-quality end products (including demonstrated skills of staff and students) as well as services. Evaluation instruments to be used by the External Evaluator, CUME, and its 2x/year analysis and Formative reporting system as well as the Extended Term Mixed Method Design (ETMM) (Chatterji, 2004) ensure that only high-quality work is produced. Further, the technology employed in the schools, and the professional development for staff on using this technology, for on-going student assessment ensures results are accurate and valid. This will be a quasi-experimental study that will be reliable and replicable.

F.QUALITY OF PROJECT EVALUATION: (i) *Evaluation Methods Include Use of Objective Performance Measures Related to Outcomes and Produces Quantitative and Qualitative Data:* An External Evaluation will be conducted by the Center for Urban

Measurement and Evaluation (CUME) at Indiana University Purdue University Indianapolis, using a quasi-experimental design, following the ETMM Design (Chatterji, 2004). Led by Dr. John Houser, Director of CUME and professor of psychology and research, who has extensive experience in scientifically based research, urban evaluation and inner city school populations. Dr. Houser has conducted numerous external research evaluations and has published and presented nationally and internationally. Both qualitative and quantitative methods will be used to capture and analyze the degree to which the goals and objectives of this proposed project are met. The ultimate goal will be to develop evaluation activities that are sustainable beyond the life of the grant, and also which go further than asking whether the program worked, to explore when and why it works, for whom, and under what conditions (Hohmann, 1999). Qualitative

data will be collected from parents, teachers, and students, including assessment and satisfaction inventories as part of the evaluation as well as pre and post surveys and/or focus groups to measure staff and family knowledge on availability and adequacy of literacy services, as will pre/post surveys for teachers and administrators on cross content collaboration, intervention strategies, and utilizing technology to enhance literacy programs. Also taken into account will be quantitative data that will include End of Course Assessments, chapter and on-line tests and assessments, State assessments, and graduation rates. This data, as part of the Performance Measurements, will be evaluated to determine measurable outcomes. Focused interviews will be conducted with parents, faculty, and business/community partners from Arlington and the Tindley schools, and other partners. Focus groups will also be conducted, comprised of families who have participated in the program. Both interviews and focus groups will include questions designed to describe the intended target population, outcomes, and activities of the program. The resulting data from documents and transcribed interviews will be analyzed in order to develop relevant process and outcome measures.

(ii) Evaluation Provides Performance Feedback and Periodic Progress Assessment:

The ETMM approach to process-product evaluation necessitates stakeholder involvement in order to generate outcomes that focus directly on program refinement and improvement. This in turn creates stakeholder buy-in to the evaluation and allows the evaluators to frontload an effective formative assessment process that anticipates and overcomes unforeseen challenges. The goal of these early efforts in the program is to improve the likelihood of meeting long-term project goals, building into evaluation as part of a cycle of continuous improvement, and ultimately ensuing program sustainability after external funding has ended. To meet these expectations, project partners will work towards meeting specific ***process measures*** by addressing broad evaluation questions regarding the school-based literacy program, such as

“How is the target population now being served?; What barriers are there to involvement of parents/caregivers?; “How is success defined?; To what extent are stakeholders involved?; What type of systemic policy changes have been made or need to be made?” and, “How is this different from business as usual?” The External Evaluation will be both Formative and Summative with a written Formative report at the end of each semester. This report will be provided to both the Tindley leadership and the Community Advisory Council for on-going progress assessment, refinement, adjustments, and/or elimination or addition of specific strategies to ensure progress toward meeting the Over-arching Goal. This approach simultaneously holds grant awardees to account for their stated outcomes, while providing continuous formative assessment of short-term program goals for on-going adjustments and adaptations, possibly necessary to meet the long-range goals. The ETMM design includes 5 inter-related principles: a long-term time-line; an evaluation guided by the program’s purposes; a deliberate incorporation of formative, summative, and follow-up data collection /analysis. Dr. Houser has reviewed the proposal and developed specific data collection approaches and analyses to monitor implementation and measure the extent to which each of the proposal outcomes are met. The evaluation is also designed to measure compliance with, and implementation of the Secretary’s GRPA Performance Measurements, below. The Evaluation also can assist in replication of this program and could be used as valid and reliable evidence for moving the field forward so other urban schools can implement this plan.

GRPA Performance Measures: Specifically, the evaluators will examine the extent to which the project measures the percentage of participating 3rd graders, 8th graders, and high school students who meet or exceed proficiency on State reading/language arts assessments, including State I-STEP+ and I-READ 2 and 3 tests and End-of-Course Assessments.