2011 TIERED INTERVENTION GRANT

PART I: COVER PAGE (*Complete and attach as the first page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it with the application.*)

Name of Lead Local Education Agency (LEA)/Organization: **Aurora Public School District**

Mailing Address: 15701 E. 1st Avenue, Suite 217, Aurora, CO 80011

District Turnaround Project Manager: Paul A. Coleman

Mailing Address: 15701 E. 1st Ave. -- Suite 217 - Aurora, CO

Telephone: 303-340-0864

E-mail: pacoleman@aps.k12.co.us

Signature:

Program Contact Person (if different): D. Miles Pimentel

Mailing Address: 15701 E. 1st Avenue, Suite 217, Aurora, CO 80011

Telephone: 303-340-0864

E-mail: dmpimentel@aps.k12.co.us

Signature:

Fiscal Manager: D. Miles Pimentel / Paul COleman

Telephone: 303-340-0864

E-mail: dmpimentel@aps.k12.co.us

Signature:

Region: *Indicate the region(s) this proposal will directly impact*

× **Metro** ☐ **Pikes Peak** ☐ **North Central** ☐ **Northwest** ☐ **West Central**
☐ **Southwest** ☐ **Southeast** ☐ **Northeast**

Total LEA Request: *Indicate the total amount of funding you are requesting. Please note: An individual budget will be required for each school site totaling to the amount listed below.*

Year 1	Year 2	Year 3	Total
$ 1,344,000	$ 1,424,325	$ 1,382,650	$ 4,150,975

Please note: If the grant is approved, funding will not awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

PART IA: SCHOOLS TO BE SERVED

Complete the following information with respect to the schools that will be served with a School Improvement Grant and attach as the second page of proposal.

Please provide the following information for each participating school (additional rows may be added), starting with Tier I schools:

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY) Include requested amount per school			
					Turnaround	Restart	Closure	Transformation
Fulton Elementary School	080234000062	x						

PART IB: LEA/School Information and Signature Page

(Complete and attach as the third page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it after page 3.)

District Signatures

District Name: Aurora Public School District

School Board President Signature: Amy Prince **Amy Prince**

Superintendent Signature: **John Barry**

School Information

School #1 Name: Fulton Elementary School

Principal Name: Jill Lliteras

Telephone: 303-364-8078 | E-mail: jalliteras@aps.k12.co.us

Is currently receiving a School Improvement Grant funded through 1003(a) funds ☐ Yes ☐ No

Principal Signature: Jill A Lliteras

School #2 Name:

Principal Name:

Telephone: | E-mail:

Is currently receiving a School Improvement Grant funded through 1003(a) funds ☐ Yes ☐ No

Principal Signature:

School #3 Name:

Principal Name:

Telephone: | E-mail:

Is currently receiving a School Improvement Grant funded through 1003(a) funds ☐ Yes ☐ No

Principal Signature:

PART IC: Certification and Assurance Form

(Complete and attach as the fourth and fifth pages of proposal)

The School Board President and Board- Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On ____August 8__, 2011 the Board of Aurora Public Schools hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools. In addition, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention Grant** agree to the following assurances:

Federal Assurances:

- To use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- To establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive School Improvement funds;
- That if the applicant implements a restart model in a Tier I or Tier II school, it will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- To report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements.

State Assurances:

- To provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant (e.g., CSAP by State Assigned Student IDs, school level non-performance data). The district will report to CDE, at least quarterly, the school level formative and summative assessment data required under section III of the final requirements;
- To align current and future funding sources in support of improvement goals, including commitment to identify and reallocate existing district funds for the purpose of sustaining the improvement work after federal funds expire;
- To commit to developing a plan that demonstrates how the district will increase overall student achievement in the identified schools and share that plan with CDE;
- To agree to an external review by a School Support Team and address the findings outlined in the School Support Team's report to collaboratively, with CDE, select the appropriate reform model based on the needs outlined in the report;

- To provide the leadership capacity to oversee the implementation of turnaround interventions;
- To provide a district level contact whose primary responsibility is the oversight and coordination of turnaround interventions in the schools;
- To participate in quarterly Professional Learning Communities focused on turning around schools;
- To monitor and evaluate the impact of all turnaround interventions;
- That by accepting grant funds, applicants agree to participate in the federal and state evaluation of Turnaround School Initiatives;
- To participate in networking time during each year of the grant cycle to discuss implementation issues and access technical assistance. In addition, there will be an orientation meeting for all approved applicants;
- To submit to CDE a UIP for each identified school updated as needed as a requirement for securing continued funding from year to year during the three-year term of this grant;
- Attainment of performance targets will be considered for continued funding.
- To develop a detailed budget for each school and submit a revised budget at least annually, as well as an annual financial report;
- To participate fully in on-site visits conducted by CDE to every funded Tier I, Tier II, or Tier III school during the grant cycle;
- To work collaboratively with CDE, as appropriate, in the selection of a strong school leader or partner, such as a Charter Management Organization (CMO), Education Management Organization (EMO) or other provider;
- Agree to work cooperatively with the CDE and provider(s), if applicable, in waiving district policies, procedures or practices that are deemed to be impediments to improvement, such as scheduling of the school day and year; staffing decisions; budgeting; and/or to obtain innovation school status for identified schools;
- Commit to engaging in significant mid-course corrections in the school if the data do not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation, such as replacing key staff, leadership or external providers;
- To maintain sole responsibility for the project even though subcontractors may be used to perform certain services; and
- To notify the community of the intent to submit an application and that any waiver request will be made available for public review prior to submission of the application.
- Funded sites will be expected to cooperate with CDE in the development and submission of certain reports to meet statutory requirements. All grantees must work with and provide requested data to CD for the Tiered Intervention Grant Program within the time frames specified.
- In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit.
- Budget revision(s), if applicable are to be submitted to CDE on a **quarterly** basis for review and subsequent approval.
- LEAs are required to submit Annual Financial Reports as part of their annual review with CDE. CDE will utilize the information as a measure of performance and leading indicator of performance in subsequent year(s).
- Fully participate in on-site reviews and monthly achievement calls conducted by CDE; and

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award with thirty (30) days notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Amy Prince	
Name of Board President	Signature of Board President
John Barry	
Name of District Superintendent	Signature of District Superintendent
D. Miles Pimentel	
Name of Program Contact	Signature of Program Contact

State Education Agency assurances – As a partner in the Tiered Intervention Grant, CDE agrees to provide the LEA with support and tools to foster successful implementation of the School Improvement Grant program. Specifically, CDE will:

- Provide the LEA with guidance about the specific types of changes and interventions each of the models require;
- Conduct School Support Team reviews in identified schools and/or provide the LEA with approved criteria for diagnostic reviews to be conducted by another entity;
- Provide the LEA with descriptions and examples of special district governance structures that will ensure necessary freedom and support for interventions in identified schools;
- Provide the LEA with a description of the changes in policy or practice that may be required to ensure necessary flexibility for dramatic improvement in identified schools;
- Provide the LEA with a model budget and/or set of principles to guide allocation of 1003(g) and other funds in support of dramatic improvement of achievement in the school(s); and
- Define a set of leading indicators and overall performance targets that the identified school(s) and external providers, if applicable, will be required to demonstrate during the course of the reform effort; and suggest interim performance targets that the LEA may use to hold school(s) and provider(s) accountable.

Colorado Department of Education: 2011 Tiered Intervention Grant
Fulton Elementary School

Vision: *Fulton students will be proficient in all areas, at each grade level, and prepared to start middle school without remediation.*

Part II: Narrative

What methods did the district use to consult with relevant stakeholders regarding the LEA's application and implementation of school intervention models in its Tier I and/or Tier II schools (e.g., stakeholder meetings (PTA, teacher unions, school board), print/web-based communication, surveys)? The transformation to a Pilot School Model was selected as a method for Fulton Elementary School to promote educational innovation and increase student success and achievement while offering a choice to teachers and parents. The goal of a Pilot School is to provide schools with autonomy and maximum control over their resources in exchange for increased accountability. Pilot Schools have collaborative cultures that support staff and administration working together to best meet the needs of students and families of their school. The expectations, practices, and responsibilities that govern Pilot Schools are mutually agreed upon by the Aurora Public Schools Board of Education and the Aurora Education Association in the Collective Bargaining Agreement and are monitored by a Joint Steering Committee that includes teachers, administrators, support staff, parents and community members. A two-thirds majority vote of teachers and administrators is required for a school to become a Pilot School. Parents and support staff must also confirm support. **Detail how the community was given notice of intent to submit an application and how any waiver requests will be made available for public review after submission of the application (e.g., newspaper/news releases, posted on the school and/or district Web site).** The Aurora Public Schools website has information related to the philosophy, content and operational guidelines for Pilot Schools (Pilot School Manual is updated annually). When a school requests permission to become a Pilot School, after a review by the Joint Steering Committee, the Board of Education has a meeting where the proposal is presented for information. Two weeks later, the Board takes final action on the proposal to approve status as a Pilot School. The Board agendas are posted on the district website, there is opportunity for public comment at both meetings and the minutes of meetings are posted. In addition, the local newspaper provides coverage. **How is the district able to demonstrate readiness for the Tiered Intervention Grant and what steps have been taken that demonstrate commitment to the specific requirements of this grant (e.g., TIG Diagnostic Review, school board commitment, previous staffing changes)?** The TIG diagnostic review identified that lack of student engagement is a contributing factor in the loss of instructional time. Fulton has high attendance rates and low mobility, so the school will focus on ensuring that students are engaged, self-directed learners who participate fully in their own education. By understanding the learning path (World Class Instruction Design and Assessment/ WIDA) and the Colorado Academic Standards (CAS), teachers will be better able to make instructional decisions to close the achievement gaps. Clearly stated and outlined in the Pilot School proposal is a focus on Standards based teaching and learning and English Language Learning coupled with clearly targeted professional learning plans and goals. **What specific actions has the district taken or will the district take to design and implement interventions consistent with the final requirements?** The staff plan begins with the first step in closing and eliminating achievement gaps: every teacher believing that all kids can be proficient – 90/90/90 is the goal with no excuses and no blame. Next is that teachers must know each student's proximity to proficiency and if he

or she is making progress as identified through the CAS, WIDA and common formative assessments. Teachers must have a common understanding of what proficiency looks like. Within standards based teaching and learning, there will be greater fidelity to agreed upon shared essential learnings to ensure good first instruction. Engaging experiential instructional strategies will be based on research, teacher experience and scaffolding learning. English language learners develop expressive (speaking and writing) and receptive (reading and listening) skills. Fulton staff will continue to use the selected practices from Robert Marzano's work around nonlinguistic representation, setting objectives and providing feedback, reinforcing effort and providing recognition. We will connect Marzano's work with concepts in the book Classroom Instruction that Works (Hill and Flynn) and the Linguistically Diverse Educator Certification program. **Describe the specific actions the district has taken or will take to recruit, screen, and select external providers, if applicable, to ensure their quality (e.g., interviews, screening tools created)?** The selection of providers will be based on the Pilot School proposal (has the TIG diagnostic review as its foundation). The providers will be chosen who can best support the goals and focus identified within this proposal. Based upon other schools, more than one provider can be selected to best connect the identified outcomes with the appropriate supports. **What specific actions has the district taken or will the district take to align other resources with the proposed interventions (e.g., Title I, other state or federal grant funding)?** Pilot Schools receive the same funding as other comparable schools within the district but also have access to identified discretionary income for district services which the Pilot Schools may or may not decide to access. Pilot Schools receive their funding as a lump sum based on the per pupil budget in accordance with equivalent budgets at other district schools with similar enrollment and grade span. This budget includes salaries and all other specified discretionary funds. The lump sum can be used as dictated by the school's vision and mission. Pilots determine how to allocate funds for staffing and scheduling decisions to realize their vision and mission of improved student learning. Discretionary funds might include district allocations to schools for such things as textbooks, instructional coaches, and professional development. **What specific actions has the district taken or will the district take to ensure flexibility, modify its practices, policies or oversight structures, outside of normal district constraints, if necessary, to enable its schools to implement the interventions fully and effectively (e.g., flexible scheduling, principal autonomy over staff hiring/firing and placement, budget autonomy, obtaining innovation school/zone status, teacher/union agreements)?** Fulton is granted autonomy for staffing, budget, curriculum and assessment, professional learning, governance and schedule for students and staff. Pilot Schools utilize shared decision making. Although they must follow state and federal laws, they have the ability to be flexible about how staff is employed and how the daily and yearly calendar and schedule for students and staff are constructed. The schools are expected to follow the required minimum number of teacher contract and student contact time but may organize those days to fit their vision and mission. If staff works more than the number of days set by the district, they do so as outlined in the Annual Election-to-Work Agreement (which must be approved by 2/3 of the licensed staff each year). A Governing Board, comprised of parents, teachers, staff, principal and community has responsibility for hiring and evaluating the principal (with final approval by the superintendent). The Governing Board approves the annual budget and oversees the educational and operational policies at the school. Using a shared decision making model and guided by the school's vision and mission, the Governing Board makes decisions relating to class size, schedule, length of school day and school year and the amount and type of required professional development for teachers at the school. Pilot Schools operating agreements include monitoring provisions and retain for the superintendent and the Joint Steering Committee the appropriate level of oversight to ensure the quality of education offered, the protection of the rights and interests of students and staff, and the expenditure of public funds in educationally sound ways. **Are there Tier I and/or Tier II schools in the district that will not be served through this grant? If so, please provide a detailed explanation for why the district lacks the capacity to serve them (e.g., lack of administrative or support staff to adequately support the implementation, improve academic achievement by focus on fewer schools).** Along with Fulton Elementary, several APS schools are eligible for the TIG grant. These include: Park Lane Elementary, Sixth Avenue Elementary, Laredo Elementary, Peoria Elementary, Elkhart Elementary, Wheeling Elementary, Paris Elementary, Altura Elementary, Vaughn Elementary, Lyn Knoll Elementary, Sable Elementary, Kenton Elementary, Lansing Elementary, North Middle, Aurora West, Aurora Central HS, and William Smith HS. Aurora Public School leadership decided to focus intensive efforts on Fulton Elementary with the intention of making significant changes. With this District's focus on one school in this grant, major academic improvements will be expected with 'lessons learned' to be disseminated throughout the district to the other above schools. **In the schools that are selected, how will the district demonstrate capacity to carry out the proposed interventions (e.g., leadership, detailed strategic or dissolution plans, capacity to administer and track progress monitoring assessments, capacity to engage in significant mid-course connections)?** Pilot Schools are held to higher levels of accountability in exchange for increased autonomy. The accountability requires both internal and external reviews. Pilot Schools are expected to exceed district averages in achievement and show growth toward higher levels of student engagement in areas of attendance, reduction in mobility and fewer discipline concerns. An annual walk-through each spring is conducted by a six member-review team to assess progress of the school, provide the school feedback on strengths and challenges and, if necessary, recommendations for improvement. The areas of focus are school vision and mission; curriculum/ instruction/ assessment; professional development; family/community engagement; student support and leadership/governance. Following three full years of operations, a Pilot School is required to participate in a School Quality Review (SQR) managed by the school's Governing Board. Prominent benchmarks in every SQR should be (1) having in place a strong system of formative assessment of student learning and achievement, (2) progress in attaining high performance in multiple indicators of student engagement (e.g., transfers, suspensions, attendance) and achievement, and (3) how well the governing board and leadership communicates the school's data on student engagement and achievement to staff, students, parents, and community. **What specific actions has the district taken or will the district take to sustain the reforms after the funding period ends (e.g., professional development, trainer of trainer models, district commitment of continuation resources)?** Pilot Schools are part of the larger district but share common features that make them unique. Pilot Schools are expected to promote educational innovation and increase student success and achievement while offering empowerment to staff and parents. Pilot Schools are granted the flexibility to be free from most district policies, such as calendar configuration, schedule, textbook selection, instructional guidelines and district professional learning. These autonomies are not based on money but on philosophy and common purpose. **How will the district measure progress toward the goals both formatively and summatively? Discuss how data will be disaggregated by subgroups on a regular basis (e.g., specific evaluation methods that are feasible and appropriate to the goals and objectives of the proposed project, data reports**

generated monthly and reviewed at both district and school levels, specific assessments administered on a specific assessment schedule). In cooperation with the Aurora Public Schools Office of Assessment and Research, each Pilot School annually tracks progress of students enrolled in its school in order to compare their progress with student outcomes in the other schools with the Aurora Public Schools district. The annual collection and reporting of multiple data indicators on student engagement and achievement will allow the district and the Pilot Schools Joint Steering Committee to monitor progress.

Who will monitor and evaluate the progress of the program? Who will be responsible for sharing those results (leading indicators, quantitative indicators, student performance data) with CDE on a monthly basis (e.g., name of specific company or person with expertise noted)? The monitoring and evaluation of Fulton's Pilot School transition and implementation, as well as the implementation of this Tiered Intervention Grant will be assessed and disseminated via a District and School level team. This team will include Fulton Elementary School leadership team, District level professionals (DOSA, Grants Department, Accountability and Research, and the Pilot School support team. CDE will receive monthly reports from the Grants Department and Fulton Elementary.

Part III: Needs Assessment and Program Plan

Submit a Unified School Plan for each proposed site. Action plans will need to be provided that detail 4 years of program activities (3 years TIG funds and additional year of sustainability). Fulton Elementary School UIP attached. **Analyze the current conditions in the school(s) that would be the recipient of the grant by: Providing student performance and other relevant data in relation to intervention selected for each school site.** Fulton Elementary houses Pre-K through 5th grade with approximately 500 student and 54 staff. Seventy-two percent of the student population are of Hispanic origin, 12% are Black, 6% White, 6% Asian, and 1% Native American. Ninety-two percent of the students are Free & Reduced Lunch eligible. Sixty-seven percent of the students are Limited English Proficient learners and 7% are Special Education students. Fulton Elementary academic growth is described as "Approaching" state expectations, but currently is well below State standards. A three year summary of academic achievement (Table 1) and academic growth (Table 2) is reflected:

Content Area	Rating	% Partially Proficient/Unsat
Reading	Does not meet	63%
Mathematics	Does not meet	57%
Writing	Does not meet	72%
Science	Does not meet	90%

Content Area	Median Growth Percentile	Rating	Met Adequate Growth
Reading	41	Approaching	No
Mathematics	34	Does not meet	No
Writing	42	Approaching	No

The present ESEA status of this Title 1 School is "School Improvement-Year 2". State accountability placement is "Priority Improvement". **Analyze the current conditions in the school(s) that would be the recipient of the grant by: Identifying root causes. What is preventing the school from increased academic performance? To what does the district attribute the failure**

of student academic growth over time? The following topics have been identified through the Tiered Intervention Grant Diagnosis Report as preventing the school from increasing academic performance and are recommended as next steps to impact academic growth. *(Each area below reflects feedback as to the determination of these major themes of the TIG report.)* 1.) Clear focus and building of connections and alignment of all efforts by the school: *Large range of achievement levels in classrooms, frequent changes of instructional practices, teacher support varies, instructional support fluctuates, alignment of professional learning with academic outcomes, concerns over teacher accountability results.* 2.) High expectations, a sense of urgency evidenced by the acceleration of learning, and greater rigor in all learning environments and 3.) Belief that the majority of Fulton Elementary School students can perform at proficient and advanced levels: *lack of transition structures, lack of student engagement contributes to compromised instructional time, lack of increased supports for non-proficient students, evidence of rigorous expectations and strategies.* 4.) Deep understanding and implementation of all components of the Standards-Based Teaching and Learning Cycle: *limited understanding of SBTL Cycle and how to implement.* 5.) Intentional development of English Language Acquisition in all environments, in the four areas of language (Listening, Speaking, Reading and Writing) and of academic vocabulary: *varying degrees of utilization of English Language Development Continuum, lack of strategic analysis of CELA/AMAO results to support progress in language acquisition, difficulty with student acquisition of core content and academic language.* 6.) Effective research-based instructional strategies that engage students and scaffold learning: *variability in the use of effective instructional strategies, unclear how to implement selected strategies, professional development alignment weak, more instructional supports needed, little discussions on the 'how' of making progress* 7.) Leadership that builds systems and systematic implementation of prioritized, high impact initiatives while shepherding the school through major change: *IST supports inadequate, PBIS is not supporting learning environments, communication pathways are not as effective as needed.* **Analyze the current conditions in the school(s) that would be the recipient of the grant by: Demonstrating that the LEA has the capacity to enable each school to implement fully and effectively the required activities of the school intervention model it has selected. (Attach relevant data: diagnostic review, school support team report, or external evaluation, relevant student achievement, school performance and relevant school culture data as an appendix.)** Aurora Public School District provides schools that chose to restructure to a Pilot School model with support in program development, application completion, Board of Education approval process, budget processes, curriculum and provider identification and professional development. Fulton Elementary School has received guidance from a District contracted professional, a Director of Student Achievement and the Department of Grants and Partnership Development. These district resources have provided support in alignment with the Pilot School Model, as well as the TIG Diagnosis Report. See the TIG Report attached as Appendix A. **Provide evidence to demonstrate that overall goals and interim targets are included by year. Annual math and reading/language arts academic goals are set for each school site the grant will serve including Tier I, Tier II, and Tier III. Expectations for growth after one year are clear.** See chart below. **Provide evidence to demonstrate interventions are consistent with the final requirements**. See chart below. **Provide evidence to demonstrate proposed plan is aligned with the district strategic plan.** Fulton Elementary School's Pilot School plan is in alignment with the Aurora Public School District's strategic plan, VISTA 2015. The VISTA 2015 has four Transformational Areas: *People, Achievement, Community and Environment.* These areas include*: People:* •

Recruit, hire, induct, support and retain high-performing staff to promote organizational effectiveness, • Ensure all employees are highly effective and skilled for their positions; *Achievement:* • Accelerate learning and reduce learning gaps, • Increase student achievement and teacher development through precise, individualized professional learning aligned with achievement goals, • Increase choice offerings, access to postsecondary options and postsecondary/workforce readiness (PWR),

Community: • Strengthen collaboration with parents to enhance learning for their children• Incorporate successful school, family and community partnerships to strengthen engagement and foster shared responsibility for our students; *Environment:* • Provide equitable environments that optimize learning and maximize personal potential, • Enhance a professional and high-performing culture based on trust, teamwork and transparency, • Construct and maintain facilities that support 21st Century learning.

Fulton will focus on increasing student achievement, supporting high-performing staff, strengthening parental impacts and providing a learning environment that support Fulton's focus on maximizing student potential.

Provide evidence to demonstrate sustainability after the implementation of the changes. It is imperative to insure the 3 years of improvement is sustained. To guarantee the work continues, the Governing Board and Leadership Team will collaborate to link funding to: professional development for staff and extended learning opportunities for students.

Provide a sequenced timeline of events that will occur in the implementation of this grant.

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
Major Improvement Strategy #1: Provide academic professional development: Deepen understandings of the Standards Based Teaching and Learning Cycle inclusive of delivering the agreed upon curriculum, analyze student data to inform	**What do students need to know and be able to do?** **Strategic Planning**	Begin ongoing collaborative planning to prioritize and determine standards, driving shared learning targets for content and language.	Uses CAS/WIDA, district resources/frameworks and evaluated student data to plan appropriate learning experiences. Plans for all components of the learning block. Uses CAS/WIDA knowledge to plan instruction	Orchestrates the use of resources, strategies, time, experience, & knowledge of students to plan for whole group, small group, & independent experiences	Plans for whole group lessons to be rigorous enough for the most advanced learning & provides entry points for struggling learners Plans effective ongoing	**Ongoing structures to plan and implement full SBTL Cycle** **~Grade Level Meetings** **~Full day plans quarterly** **~Professional Learning bi-monthly** **Instructional Coach and Teacher**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
instruction, integrate highly effective/research based instructional strategies, & differentiation of instruction to meet the needs of learners, provide clarity around proficiency targets & receive support reach/exceed targets.					flexible groups Plans effective relevant learning experiences for students Plans for maximal use of time	**Coaches support staff learning through peer coaching** **Hire consultants and providers to support learning**
	How is do we facilitate the learning? Best Instructional Approaches	Begin posting shared learning targets with the 5 step process of lesson design ~Posting the shared learning target ~Unwrapping the target with the students ~Making the target relevant with the student ~Bring the shared learning target back throughout the lesson. Teacher **feedback**	Instruction is based on a daily plan to meet students needs, evident in posted shared learning targets Scaffolds are in place for all students based on their strengths and next learning steps. Feedback is provided based on next learning steps.	Uses a variety of instructional approaches based on evaluated assessments. Adjusts instructional approaches based on student responses and provides	Teaching is based on a repertoire of approaches that lead to all students learning. Monitors learning using a variety of strategies.	**Ongoing structures to plan and implement the SBTL Cycle** **~Grade Level Meetings** **~Full day plans quarterly** **~Professional Learning bi-monthly** **Instructional**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
		always linked to target ~Debrief the shared learning target with the learner, sharing how close they came to the target and what are their next steps		feedback based on those responses.	Feedback to individuals is precise, timely, and relevant.	**Coach and Teacher Coaches support staff learning through peer coaching** **Hire consultants and providers to support learning**
	How do we know that they have learned? **Checking for Understanding**	Students and teachers are clear on what proficiency looks like, understand where they are, and can communicate to others their next steps Common assessments used throughout all grade levels ~3 week matrix-math ~Running records-reading ~I can/I'm learning organizers in draft books-writing	Uses numerous assessment tools. Uses summative and formative data to understand learners and flexibly group students.	Strategically gathers relevant summative and formative data.	Assessment is ongoing and embedded through all learning.	**Ongoing structures to plan & implement full SBTL Cycle** **~Grade Level Meetings** **~Full day plans quarterly** **~Professional Learning bi-monthly** **Instructional Coach and Teacher Coaches support staff**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
						learning through peer coaching **Hire consultants and providers to support learning**
	What do we do if they didn't get it or already know it? **Intervention**	Teachers meet regularly to design and implement interventions and enrichment for students. Instructional Support Team meets regularly to work with the teacher to design and support classroom interventions Interventionist is hired to work with 1st and 2nd grades pushing them towards reading proficiency.	Scaffolds are in place and planned for all students based on their strengths and next learning steps. After school tutoring and enrichment classes are available to all learners based on need Extended Day calendar in place to give learners more time for learning, including project based experiences	.Teachers adjusts instructional approaches based on student responses and provides feedback based on those responses Expand after school tutoring to a summer program offering experiential learning outside the	Continue with extended year calendar as part of the pilot school status, offering support towards proficiency and experiential learning. Obtain grants to support project-based learning	**Ongoing structures to plan and implement the full SBTL Cycle** **~Grade Level Meetings** **~Full day plans quarterly** **~Professional Learning bi-monthly** **~Quarterly Data Team Meetings** **RtI Coordinator to support a**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
				Aurora boundaries.	without boundaries.	**foundation for Instructional Support Team** **Instructional Coach and Teacher Coaches support staff learning via peer coaching** **Hire experiential learning consultants & providers**
Major Improvement Strategy #2: Create Relevant learning: align opportunities to apply and demonstrate their learning through multiple learning modalities, with the intention of	**Research based effective best practices** **Providing students multiple ways to demonstrate understands.** **Teachers using formative**	Instruction is based on a daily plan to meet students ' learning style needs Scaffolds are in place for all students based on their strengths and next learning steps. **Feedback** is provided based on next learning	Uses a variety of instructional approaches based on evaluated assessments. Adjusts instructional approaches based on student responses and **provides feedback** based on those responses.	Teaching is based on a repertoire of approaches that lead to all students learning. Monitors learning using a variety of strategies. **Feedback to individuals is precise, timely, and relevant.**		**Provide professional learning to support understanding of precise feedback** **Peer coaching through CCL** **Consultant to**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
engaging Unsat/PP students across the grade levels to be able to communicate their learning more effectively. Teachers will be able to identify and adjust for learning gaps to accelerate student growth.	**assessments to adjust learning and provide precise, effective feedback to learners**	steps and is precise and clear to learner.				**train staff on supporting learning through multiple modalities** **Professional learning on Bloom's higher level thinking into practice**
Major Improvement Strategy #3: Provide professional learning in ELA: Sustained, rigorous PD component that helps teachers develop English Language Learners' English acquisition skills to support high expectations for	**What do ELA students need in order to have full access into the learning? Strategically planning for sheltered instruction**	Uses district resources/ frameworks (ELD Continuum and pacing guides) and evaluated student data to plan appropriate learning experiences. Plans for all components of the learning block. Uses content knowledge to plan instruction to include functions and forms of language, content, and language objectives.	Utilizes district approved resources, frameworks, sheltered instructional strategies, time, experience, and knowledge of students to plan for whole group, small group, and independent experiences Uses grade level curriculum frameworks and pacing guides in all content to plan	Demonstrates deep understandings of content & what it looks like/sounds like when learning occurs Plans for whole group lessons to be rigorous enough for the most advanced learner and provides entry points for the most struggling learner. Plans effective ongoing flexible groups. Plans effective experiences for students to use what		**Ongoing ELA learning embedded in every professional learning opportunity.** **ELA Teacher Leaders to support staff learning through peer coaching** **Hire**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
all students, to shelter content /make instruction comprehensible, and to provide adequate feedback around reading, writing, and speaking. Second language learners will have access to grade level content and perform at an increased level of proficiency, with steady growth over time.			effective ELA instruction Planning by connecting big ideas and themes to what students are learning in other parts of their day	they are learning. Plans for maximal use of time. conceptual knowledge, to access background knowledge, and get at big ideas) Precisely monitors learning daily, using a variety of strategies (Anecdotal observation, student work products, student behaviors) Provides oral and written feedback in a format that is precise, timely, and relevant. Utilize technology to max. learning		**consultants and providers to support learning**
	How is do we facilitate the learning for ELLs?	Instructs based on a daily plan to meet students' language and content needs Differentiates/Scaffolds are in place for all students based on their strengths and next learning steps Approximates use of sheltering techniques, interactive participation structures, TPR, visuals	Uses a variety of instructional approaches based on evaluated assessments. Adjusts instructional approaches based on student responses. Uses sheltering techniques, interactive participation structures, TPR, visuals (photos,	Teaching is based on a repertoire of approaches (whole group, small group – guided and shared, and independent) that lead to all students learning. Effectively uses sheltering techniques, interactive participation structures, TPR, visuals (photos, pictures, diagrams, drawings), realia, labels, hands-on, models,		**Ongoing ELA learning embedded in every professional learning opportunity.** **ELA Teacher Leaders to support staff learning through peer**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
		(photos, pictures, diagrams, drawings), realia, labels, hands-on, models, demonstrations, oral rehearsal, assigning peers, mentors, buddies, grouping and regrouping, accessing background knowledge, language models, rate of speech, gestures, graphic organizers, etc Monitors student learning Provides oral and written feedback	pictures, diagrams, drawings), realia, labels, hands-on, models, demonstrations, oral rehearsal, assigning peers, mentors, buddies, grouping and regrouping, accessing background knowledge, language models, rate of speech, gestures, graphic organizers, etc Monitors learning daily, using a variety of strategies (Anecdotal observation, student work products, student behaviors) Provides relevant oral and written feedback	demonstrations, oral rehearsal, assigning peers, mentors, buddies, grouping and regrouping, accessing background knowledge, language models, rate of speech, gestures, graphic organizers, etc Utilizes native language appropriately to support learning (use of primary language to build		**coaching** **Hire consultants and providers to support learning**

Budget Narrative

All expenditures contained in the budget are described in the budget narrative and justified in connection to project goals, activities and specific model. See budget narrative. **Amount of school improvement funds to be used for both pre-implementation (those clearly identified activities which are absolutely necessary to implement the model fully and effectively) and implementation of the selected model and activities in each school the LEA commits to serve is clearly delineated. Amount of school improvement dollars used to *support* implementation of the selected school intervention model and activities are clearly detailed.** Fulton Elementary School's TIG funding will be used for pre-implementation and implementation of the Pilot School

transformation, as well as addressing the findings of the TIG Diagnostic Report. **Demonstrates how district will align current and future funding in support of improvement goals and sustainability (e.g., specific funds identified, how will existing funds be reallocated to sustain grant after federal funding ends).** With the transformation to a Pilot School, the current and future Fulton school operating budget has the ability to be aligned with the improvement goals and sustainability needs as determined via data driven assessments and not predetermined by the District. Title 1 funds will also be aligned with the direction of the school's focus on academic growth. **Details school improvement activities for each Tier III school (if applicable) identified in this application**. N/A. **Details any portion of the plan that will be paid for by grant funds.** See budget narrative.

Salaries (100)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity Focus Area**
AYP Stipends	0	$90,000	$90,000	Major Improvement Strategy #1
RTI Coordinator	$60,000	$61,200	$62,500	Major Improvement Strategy #2
Data Specialist	$60,000	$61,200	$62,500	Major Improvement Strategy #3
Teacher Leaders (3)	$180,000	$183,600	$187,300	
Community Liaison (TOSA)	$60,000	$61,200	$62,500	
Stipends – Extended Day	$35,000	$35,000	$35,000	
Stipends – Saturday School	$35,000	$35,000	$35,000	
Stipends – After School PD @ per diem	$130,000	$130,000	$130,000	
Stipends – 10 days beyond contract @ per diem	$130,000	$130,000	$130,000	
Subs release time:200 days @ $150	$30,000	$30,000	$30,000	
Subtotal	***$720,000***	***$817,200***	***$825,000***	
Employee Benefits (200)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity Focus Area**

@ 25% of above salaries	$180,000	$204,300	$206,200	
Subtotal	***$180,000***	***$204,300***	***$206,200***	
Purchased Professional/ Technical (300)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity Focus Area**
Conferences/Workshops/ Seminars	$50,000	$50,000	$50,000	Major Improvement Strategy #1
Technology Training	$25,000	$25,000	$25,000	Major Improvement Strategy #2
Extended Day – City of Aurora	$85,000	$85,000	$85,000	Major Improvement Strategy #3
External Provider	$100,000	$100,000	$100,000	
External Consultants	$50,000	$50,000	$50,000	
Subtotal	***$310,000***	***$310,000***	***$310,000***	
Other Purchased Services (500)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity**
Experiential Learning	$50,000	$15,000	$10,000	Major Improvement Strategy #2
Subtotal	***$50,000***	***$15,000***	***$10,000***	
Supplies (600)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity**
	$20,000	$10,000	0	Major Improvement Strategy #1,2,3
Subtotal	***$20,000***	***$10,000***	***0***	
	Year One	**Year Two**	**Year Three**	
Subtotal	***$1,280,000***	***$1,356,500***	***$1,351,200***	
Indirect 5%	$64,000	$67,825	$67,560	
TOTAL	**$1,344,000**	**$1,424,325**	**$1,418,760**	$4,187,085

TIERED INTERVENTION GRANT
FY2011-12, 2012-13, 2013-14

District number:	0180		
School District Name:	**Adams-Arapahoe 28 J**	**Tier**	**Model**
School Name:	Fulton Elementary School	Tier I	Transformation Model

Budget Report: **Original Budget**
Revision number:
Date: August 15, 2011

Please Check the year(s) you are applying for:

Year 1	**x**
Year 2	**x**
Year 3	**x**

Name of person completing this information

Name: Tammye Pirie
Phone No.: 303-340-0864
E-mail: tlpirie@aps.k12.co.us

Submit this excel file to : electronic budget@cde.state.co.us; dunaway w@cde.state.co.us; conway e@cde.state.co.us
Grants Fiscal Contact : Elizabeth Conway: (303) 866-6886, conway_e@cde.state.co.us
Program Contact: Wendy Dunaway: (303) 866-6995, dunaway@cde.state.co.us

CDE use only

Funding Summary

School/District	Request- Year 1	Request-Year 2	Request-Year 3	Approved-Year 1	Approved-Year 2	Approved-Year 3
Adams-Arapahoe 28 J	$ -	$ -	$ -	$ -	$ -	$ -
Fulton Elementary School	$ 1,280,000	$ 1,356,500	$ 1,351,200	$ -	$ -	$ -
Indirects	$ 64,000	$ 67,825	$ 67,560	$ -	$ -	$ -
Total:	**$ 1,344,000**	**$ 1,424,325**	**$ 1,418,760**	**$ -**	**$ -**	**$ -**

TIERED INTERVENTION GRANT
PRE-IMPLEMENTATION (YEAR 1) & YEAR 1 BUDGET DETAIL

Adams-Arapahoe 28 J, Fulton Elementary School

August 15, 2011

1	2	3	4	5	6	7a	7b	8a	8b	9a	9b	10	11	12	13
Budget Object	School or district associated with budget line	Budget Year	Tier & Model	Original Quantity Unit	Original Cost	Revision #1 Quantity Unit	Revision #1 Cost	Revision #2 Quantity Unit	Revision #2 Cost	Revision #3 Quantity Unit	Revision #3 Cost	Description/Budget Narrative	FTE (required for all yellow cells)	Expected Date of Completion	MIP PG#
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	60,000							RtI Coordinator	1	2012	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	60,000							Data Specialist	1	2012	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	60,000							Teacher Leader	1	2012	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1-Jan	60,000							Community Liaison	1	2012	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	60,000							Teacher Leader	1	2012	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1-Jan	60,000							Teacher Leader	1	2012	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	35,000							Stipends-Extended Day	1	2012	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	35,000							Stipends-Saturday School	1	2012	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	130,000							Stipends-After School PD	1	2012	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	130,000							Stipends-10 days beyond contract per diem	1	2012	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	30,000							Substitutes release time: 200 days @$150	1	2012	
Inst. - Employee Benefits (0200)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	180,000							Benefits: 25% on all above salaries		2012	
Inst. - Purchased Professional & Technical Services (0300)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	50,000							Conferences/workshops/seminars		2012	
Inst. - Purchased Professional & Technical Services (0300)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	25,000							Technology Training		2012	
Inst. - Purchased Professional & Technical Services (0300)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	85,000							Extended Day-City of Aurora		2012	
Inst. - Purchased Professional & Technical Services (0300)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	100,000							External Providers		2012	
Inst. - Purchased Professional & Technical Services (0300)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	50,000							External Consultants		2012	
Inst. - Other Purchased Services (0500)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	50,000							Experiential Learning		2012	
Inst. - Supplies (0600)	Fulton Elementary Sch	Year 1	Tier I,Transformation Model	1	20,000							Supplies		2012	

TIERED INTERVENTION GRANT
YEAR 2 BUDGET DETAIL

dams-Arapahoe 28 J, Fulton Elementary School

August 15, 2011

1	2	3	4	5	6	7a	7b	8a	8b	9a	9b	10	11	12	13
Budget Object	**School or district associated with budget line**	**Budget Year**	**Tier & Model**	**Original Quantity Unit**	**Original Cost**	**Revision #1 Quantity Unit**	**Revision #1 Cost**	**Revision #2 Quantity Unit**	**Revision #2 Cost**	**Revision #3 Quantity Unit**	**Revision #3 Cost**	**Description/Budget Narrative**	**FTE (required for all yellow cells)**	**Expected Date of Completion**	**MIP PG#**
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	90,000							AYP Stipends	1	2013	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	61,200							RtI Coordinator	1	2013	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	61,200							Data Specialist	1	2013	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1-Jan	61,200							Teacher Leader	1	2013	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	61,200							Community Liaison	1	2013	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1-Jan	61,200							Teacher Leader	1	2013	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	61,200							Teacher Leader	1	2013	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	35,000							Stipends-Extended Day	1	2013	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	35,000							Stipends-Saturday School	1	2013	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	130,000							Stipends-After School PD	1	2013	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	130,000							Stipends-10 days beyond contract per diem	1	2013	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	30,000							Substitutes release time: 200 days @$150	1	2013	
Inst. - Employee Benefits (0200)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	204,300							Benefits: 25% on all above salaries		2013	
Inst. - Purchased Professional & Technical Services (0300)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	50,000							Conferences/workshops/seminars		2013	
Inst. - Purchased Professional & Technical Services (0300)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	25,000							Technology Training		2013	
Inst. - Purchased Professional & Technical Services (0300)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	85,000							Extended Day-City of Aurora		2013	
Inst. - Purchased Professional & Technical Services (0300)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	100,000							External Providers		2013	
Inst. - Purchased Professional & Technical Services (0300)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	50,000							External Consultants		2013	
Inst. - Other Purchased Services (0500)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	15,000							Experiential Learning		2013	
Inst. - Supplies (0600)	Fulton Elementary Sch	Year 2	Tier I,Transformation Model	1	10,000							Supplies		2013	

TIERED INTERVENTION GRANT
YEAR 3 BUDGET DETAIL

Adams-Arapahoe 28 J, Fulton Elementary School

August 15, 2011

1	2	3	4	5	6	7a	7b	8a	8b	9a	9b	10	11	12	13
Budget Object	School or district associated with budget line	Budget Year	Tier & Model	Original Quantity Unit	Original Cost	Revision #1 Quantity Unit	Revision #1 Cost	Revision #2 Quantity Unit	Revision #2 Cost	Revision #3 Quantity Unit	Revision #3 Cost	Description/Budget Narrative	FTE (required for all yellow cells)	Expected Date of Completion	MIP PG#
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	90,000							AYP Stipends	1	2014	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	62,500							RtI Coordinator	1	2014	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	62,500							Data Specialist	1	2014	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	62,500							Teacher Leader	1	2014	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	62,500							Community Liaison	1	2014	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	62,500							Teacher Leader	1	2014	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	62,500							Teacher Leader	1	2014	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	35,000							Stipends-Extended Day	1	2014	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	35,000							Stipends-Saturday School	1	2014	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	130,000							Stipends-After School PD	1	2014	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	130,000							Stipends-10 days beyond contract per diem	1	2014	
Inst. - Salaries (0100)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	30,000							Substitutes release time: 200 days @$150	1	2014	
Inst. - Employee Benefits (0200)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	206,200							Benefits: 25% on all above salaries		2014	
Inst. - Purchased Professional & Technical Services (0300)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	50,000							Conferences/workshops/seminars		2014	
Inst. - Purchased Professional & Technical Services (0300)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	25,000							Technology Training		2014	
Inst. - Purchased Professional & Technical Services (0300)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	85,000							Extended Day-City of Aurora		2014	
Inst. - Purchased Professional & Technical Services (0300)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	100,000							External Providers		2014	
Inst. - Purchased Professional & Technical Services (0300)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	50,000							External Consultants		2014	
Inst. - Other Purchased Services (0500)	Fulton Elementary Sch	Year 3	Tier I,Transformation Model	1	10,000							Experiential Learning		2014	
														2014	

TIERED INTERVENTION GRANT
EQUIPMENT REQUEST AND INVENTORY

ms-Arapahoe 28 J, Fulton Elementary School

August 15, 2011

1	2	3	4	5a	5b	5c	6	7	8	9	10	11
Description of item	Serial Number	Date Acquired	Original Budgeted Cost	Revision #1 Cost	Revision #2 Cost	Revision #3 Cost	School or district associated with budget line	Year	Tier & Model	Describe Use of Equipment	Expected Date of Completion	MIP PG#

TIERED INTERVENTION GRANT
BUDGET SUMMARY - PRE-IMPLEMENTATION & YEAR 1
FY2011-12

Adams-Arapahoe 28 J, Fulton Elementary School **08/15/11**

Line	DESCRIPTION	J	School	Total
	INSTRUCTIONAL PROGRAM			
1	Salaries (0100)	0	720,000	720,000
2	Employee Benefits (0200)	0	180,000	180,000
3	Purchased Professional & Technical Services (0300)	0	310,000	310,000
4	Other Purchased Services (0500)	0	50,000	50,000
5	Travel, Registration, and Entrance (0580)	0	0	0
6	Supplies (0600)	0	20,000	20,000
7	**Subtotal-Instructional Program**	0	1,280,000	1,280,000
	SUPPORT PROGRAM			
8	Salaries (0100)	0	0	0
9	Employee Benefits (0200)	0	0	0
10	Purchased Professional & Technical Services (0300)	0	0	0
11	Other Purchased Services (0500)	0	0	0
12	Travel, Registration, and Entrance (0580)	0	0	0
13	Supplies (0600)	0	0	0
14	**Subtotal- Support Program**	0	0	0
15	**Grand Total - Instructional and Support Programs**	0	1,280,000	1,280,000
16	Equipment (0730)	0	0	0
17	Indirect Cost Rate	0.0540		
18	Indirect Costs	69,120		
19	Indirect Costs Override	64,000		
21	**TOTAL BUDGET**			1,344,000

TIERED INTERVENTION GRANT
BUDGET SUMMARY - YEAR 2
FY2012-13

Adams-Arapahoe 28 J, Fulton Elementary School **08/15/11**

Line	DESCRIPTION	J	School	Total
	INSTRUCTIONAL PROGRAM			
1	Salaries (0100)	0	817,200	817,200
2	Employee Benefits (0200)	0	204,300	204,300
3	Purchased Professional & Technical Services (0300)	0	310,000	310,000
4	Other Purchased Services (0500)	0	15,000	15,000
5	Travel, Registration, and Entrance (0580)	0	0	0
6	Supplies (0600)	0	10,000	10,000
7	**Subtotal-Instructional Program**	0	1,356,500	1,356,500
	SUPPORT PROGRAM			
8	Salaries (0100)	0	0	0
9	Employee Benefits (0200)	0	0	0
10	Purchased Professional & Technical Services (0300)	0	0	0
11	Other Purchased Services (0500)	0	0	0
12	Travel, Registration, and Entrance (0580)	0	0	0
13	Supplies (0600)	0	0	0
14	**Subtotal- Support Program**	0	0	0
15	**Grand Total - Instructional and Support Programs**	0	1,356,500	1,356,500
16	Equipment (0730)	0	0	0
17	Indirect Cost Rate	0.0500		
18	Indirect Costs	67,825		
19	Indirect Costs Override			
21	**TOTAL BUDGET**			1,424,325

TIERED INTERVENTION GRANT
BUDGET SUMMARY - YEAR 3
FY2013-14

Adams-Arapahoe 28 J, Fulton Elementary School 08/15/11

Line	DESCRIPTION	J	School	Total
	INSTRUCTIONAL PROGRAM			
1	Salaries (0100)	0	825,000	825,000
2	Employee Benefits (0200)	0	206,200	206,200
3	Purchased Professional & Technical Services (0300)	0	310,000	310,000
4	Other Purchased Services (0500)	0	10,000	10,000
5	Travel, Registration, and Entrance (0580)	0	0	0
6	Supplies (0600)	0	0	0
7	**Subtotal-Instructional Program**	0	1,351,200	1,351,200
	SUPPORT PROGRAM			
8	Salaries (0100)	0	0	0
9	Employee Benefits (0200)	0	0	0
10	Purchased Professional & Technical Services (0300)	0	0	0
11	Other Purchased Services (0500)	0	0	0
12	Travel, Registration, and Entrance (0580)	0	0	0
13	Supplies (0600)	0	0	0
14	**Subtotal- Support Program**	0	0	0
15	**Grand Total - Instructional and Support Programs**	0	1,351,200	1,351,200
16	Equipment (0730)	0	0	0
17	Indirect Cost Rate	0.0500		
18	Indirect Costs	67,560		
19	Indirect Costs Override			
21	**TOTAL BUDGET**			1,418,760

TIERED INTERVENTION GRANT
AFR EXPENDITURE DETAIL

Adams-Arapahoe 28 J, Fulton Elementary School

August 15, 2011

1	2	3	4	5	6	7	8	9
Budget Object	School or district associated with expense line	Expenditure Year	Tier & Model	Quantity Unit	Actual Cost	Description/Budget Narrative	Actual FTE (required for all yellow cells)	Actual Date of Completion

TIERED INTERVENTION GRANT
EQUIPMENT REQUEST AND INVENTORY

Adams-Arapahoe 28 J, Fulton Elementary School

August 15, 2011

1	2	3	4	5	6	7	8	9
Description of item	Serial Number	Date Acquired	Actual Cost	School or district associated with Expense line	Year	Tier & Model	Describe Use of Equipment	Actual Date of Obligation

TIERED INTERVENTION GRANT

ANNUAL FINANCIAL REPORT PRE-IMPLEMENTATION & YEAR 1

Date ____

Charter School Name Adams-Arapahoe 28 J

Revision # ____

	Program Categories	**Adams-Arapahoe 28 J**		**Fulton Elementary School**	
	Instructional Program	**Budget**	**Actual Expenditures**	**Budget**	**Actual Expenditures**
1	Salaries (0100)	-	-	720,000	-
2	Employee Benefits (0200)	-	-	180,000	-
3	Purchased Professional & Technical Services (0300)	-	-	310,000	-
4	Other Purchased Services (0500)	-	-	50,000	-
5	Travel, Regristration & Entrance (0580)	-	-	-	-
6	Supplies (0600)	-	-	20,000	-
7	**Subtotal Instructional Program**	-	-	1,280,000	-
	Support Program				
8	Salaries (0100)	-	-	-	-
9	Employee Benefits (0200)	-	-	-	-
10	Purchased Professional & Technical Services (0300)	-	-	-	-
11	Other Purchased Services (0500)	-	-	-	-
12	Travel, Regristration & Entrance (0580)	-	-	-	-
13	Supplies (0600)	-	-	-	-
14	**Subtotal Support Program**	-	-	-	-
15	Equipment (0730)	-	-	-	-
16	**School/District Total**	-	-	**1,280,000**	-
17	**Indirect costs**	**64,000**			
18	**Year 1 Total (all schools and district obligations)**	**1,344,000**	-		

Typed Name of Person Preparing Report ____ Date

Signature of School District Authorized Representative ____ Date

*check with your school district budget office for the signature of the school district authorized representative

TIERED INTERVENTION GRANT

ANNUAL FINANCIAL REPORT YEAR 3

Date:

Charter School Name Adams-Arapahoe 28 J

Revision #

	Program Categories	Adams-Arapahoe 28 J		Fulton Elementary School	
	Instructional Program	Budget	Actual Expenditures	Budget	Actual Expenditures
1	Salaries (0100)	-	-	825,000	-
2	Employee Benefits (0200)	-	-	206,200	-
3	Purchased Professional & Technical Services (0300)	-	-	310,000	-
4	Other Purchased Services (0500)	-	-	10,000	-
5	Travel, Regristration & Entrance (0580)	-	-	-	-
6	Supplies (0600)	-	-	-	-
7	**Subtotal Instructional Program**	-	-	1,351,200	-
	Support Program				
8	Salaries (0100)	-	-	-	-
9	Employee Benefits (0200)	-	-	-	-
10	Purchased Professional & Technical Services (0300)	-	-	-	-
11	Other Purchased Services (0500)	-	-	-	-
12	Travel, Regristration & Entrance (0580)	-	-	-	-
13	Supplies (0600)	-	-	-	-
14	**Subtotal Support Program**	-	-	-	-
15	Equipment (0730)	-	-	-	-
16	**School/District Total**	-	-	**1,351,200**	-
17	**Indirect costs**	**67,560**			
18	**year 3 Total (all schools and district obligations)**	**1,418,760**	-		

Typed Name of Person Preparing Report Date

Signature of School District Authorized Representative Date

*check with your school district budget office for the signature of the school district authorized representative

Error Checking

TIERED INTERVENTION GRANT

August 15, 2011

	Detail Sheets	5-Budget Summary	
3a-Budget Detail-Year 1	1,280,000	1,280,000	equal
3b-Budget Detail-Year 2	1,356,500	1,356,500	equal
3c-Budget Detail-Year 3	1,351,200	1,351,200	equal
4-Equipment	0	0	equal
Total	3,987,700	3,987,700	equal

If the subtotals do not equal each other, the most likely problem is on the detail sheet. All required entries may not have been entered.

Required
(To Obtain Benefit)
FORM # SPS-135
EDAC APPROVED
Approved [illegible] for 2010-2011

Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11

Organization Code: 0180 District Name: Adams-Arapahoe 28J School Code: 3272 School Name: Fulton Elementary School

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in blue text which was used to determine whether or not the school met the 2010-11 accountability expectations. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference data from the School Performance Framework and AYP (available through CDE reports shared with the districts).The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?	
			1-year	3-years	1-year	3-years		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	Reading	71.6%	72.0%	37.9%	37.2%	Does Not Meet	
		Math	70.9%	70.1%	41.6%	42.6%	Does Not Meet	
		Writing	53.5%	54.8%	29.8%	28.1%	Does Not Meet	
		Science	47.5%	45.4%	9.8%	10.1%	Does Not Meet	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 24			% of targets met by School: 67%		Reading	No
							Math	No
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate growth, then median SGP is at or above 45 If school did not meet adequate growth, then median SGP is at or above 55		Median Adequate SGP	Median SGP				
		Reading	55	45/55	Median SGP: 53		Approaching	
		Math	63	45/55	Median SGP: 40		Approaching	
		Writing	68	45/55	Median SGP: 53		Approaching	

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/danda/ayprof.asp

** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.

Student Performance Measures for State and ESEA Accountability (cont.)

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		Median student growth percentiles for all disaggregated groups were met in reading and writing. No disaggregated groups met medial adequate growth percentiles in math.		Overall Rating for Growth Gaps: Reading, Writing, and Math Growth Gaps scored: Approaching
Post Secondary Readiness	Graduation Rate Expectation: 80% or above	80% or above		N/A		N/A
	Dropout Rate Expectation: At or below State average	1-year	3-years	1-year	3-years	N/A
		5.09%	5.74%	N/A	N/A	
	Mean ACT Composite Score Expectation: At or above State average	1-year	3-years	1-year	3-years	N/A
		19	20	N/A	N/A	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Priority Improvement	The school has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement a Priority Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. More detailed directions on the submittal process will be shared at a later date. Refer to the Checklist of State Requirements for School improvement Plans available at www.schoolview.org/UnifiedImprovementPlannig.asp to ensure that all required elements are captured in the school's plan.
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	School Improvement – Year 2	The school must complete a Title I Improvement Plan using the Unified Improvement Plan template within 3 months of identification (mid-January). The district must use a peer review process to review the plan within 45 days of plan submission. For required elements in the improvement plans, go to: www.schoolview.org/UnifiiedImprovemtnPlannig.asp

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	☐ Turnaround ☐ Restart X **Transformation** ☐ Closure
	Has the school received a School Improvement grant? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Yes February 18-24, 2011
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

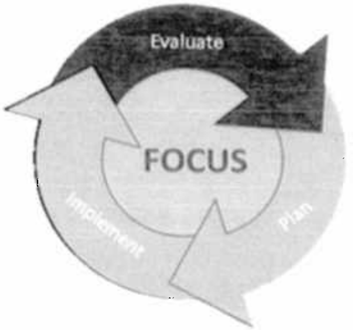
Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

X **State Accountability** X **Title IA** X **Tiered Intervention Grant** ☐ School Improvement Grant ☐ Other: ____________

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jill Lliteras/Principal
	Email	jlliteras@aps.k12.co.us
	Phone	303-364-8078
	Mailing Address	755 Fulton Street, Aurora, CO 80010
2	Name and Title	Nilda Lewis/Student Coordinator
	Email	nllewis@aps.k12.co.us
	Phone	303-364-8078
	Mailing Address	755 Fulton Street, Aurora, CO 80010

Section III: Narrative on Data Analysis and Root Cause Identification



This section corresponds with the "evaluate" portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.

Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference key data sources including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), (4) Post Secondary Readiness, and (5) CELApro data. This information is available either on SchoolView (www.schoolview.org/SchoolPerformance/ index.asp) or through CDE reports shared with the district.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
• Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency)	• School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates	• Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a "root cause" if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

<table>
<tr><th>Performance Indicators</th><th>Description of Significant Trends (3 years of past data)</th><th>Priority Needs</th><th>Root Causes</th></tr>
<tr><td>Academic Achievement (Status)</td><td>Reading 2008-39% P /A ; 2009 34% P / A ; 2010 37% P/A ; 2011 30% P/A
Writing 2008-26% P /A ; 2009 29% P / A ; 2010 29% P/A ; 2011 24% P/A
<table>
<tr><td>DRA2</td><td>2008-09</td><td>2009-10</td><td>2010-11</td><td>2011-12</td></tr>
<tr><td>K</td><td>60%</td><td>84%</td><td>75%</td><td></td></tr>
<tr><td>1st</td><td>38%</td><td>27%</td><td>47%</td><td></td></tr>
<tr><td>2nd</td><td>47%</td><td>34%</td><td>47%</td><td></td></tr>
</table></td><td>Reading Achievement across grades 3-5 and all disaggregated groups has decreased to 30% P/A, with a significant decrease of 10.1% over the past 5 years.
In primary, we notice a similar trend with our DRA2 Reading Data</td><td></td></tr>
</table>

<table>
<tr><td></td><td>Proficiency of all English Language Learners dropped significantly from 2010 to 2011
LEP 23% to 20%, FEP 90% to 79%</td><td>Writing achievement across grades 3-5, and all disaggregated groups has decreased to 24% P/A, with a decrease of 1.3% Proficient over the past 5 years</td><td>We have not provided intentional development of English Language Acquisition across all content areas and grade levels. Additionally, we have not set expectations for, nor supported students in, the application of reading, writing and speaking. Adequate feedback has not been given as to reading, writing and speaking proficiency.</td></tr>
<tr><td rowspan="2">Academic Growth</td><td></td><td></td><td></td></tr>
<tr><td><table><tr><th colspan="4">Math Growth</th></tr><tr><td>2008</td><td>2009</td><td>2010</td><td>2011</td></tr><tr><td>26</td><td>38</td><td>40</td><td>45</td></tr></table></td><td>Over the past 4 years, the average for math median growth percentile is only 37. Although there has been a steady increase in math growth data, we are still well below the state median percentile of 50. Only 14% of our Unsatisfactory and Partially Proficient students are on track to catch up with adequate growth in math.</td><td>We do not yet have a deep understanding of, nor are we implementing, all of the components of the Standards Based Teaching and Learning Cycle. Specifically, there is a lack of math articulation across the grade levels in the area of number sense. We need a better understanding of grade level proficiency as it relates to number sense and how that builds P-5.</td></tr>
<tr><td>Academic Growth</td><td></td><td></td><td></td></tr>
</table>

Gaps	In the area of reading, only 16% of our Unsat and Partially Proficient students are on track to catch up at their current rate of growth.	Over the past two years, students who score Unsat or Partially Proficient on CSAP are not making adequate growth to catch up in three years.	We are not yet systematically using effective research-based instructional strategies that engage students and scaffold learning. Specifically those students who are below proficiency in reading are not receiving instruction that is relevant and engaging to their needs and interests. Multiple modalities and consistent scaffolding with feedback are not being considered in planning for instruction.
Post Secondary Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems.* Larchmont, NY: Eye on Education

Step 4: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school? ⇨ **Root Cause Analysis:** Why do we think our school's performance is what it is? ⇨ **Verification of Root Cause:** What evidence do you have for your conclusions?

Narrative:

Trends and Priority Needs

We considered both one year of data and data over time related to academic performance trends. That data included not only state CSAP results, but also district administered interim assessment results and assessments specific to K-2. Trends in achievement were consistent across these two measures.

CSAP: We did not meet the state targets in reading, writing, math or science. Our CSAP scores are well below the state averages and have stayed stagnant over the past 5 years and decreased this year. We continue having difficulty moving students out of Unsatisfactory to Partially Proficient.

	2008	2009	2010	2011
Reading	39%	34%	37%	30%
Writing	26%	29%	29%	24%
Math	42%	43%	42%	36%

Growth Summary:

Although last year our students exceeded the state median growth percentile in reading and writing, we were well below in all three content areas this year. Only 16% of our Unsat/PP learners are on track to catch up in reading, 14.5% are on track to catch up in writing, and 31% are on track to catch up in math.

In addition to considering the performance of disaggregated groups of students, we also considered student performance by standard area. We analyzed CSAP results by standard as well as the district's quarterly interim results and then considered classroom assessment results. We found the lowest performance across all groups and across all grades were in Standard 1 (Number Sense). The majority of students, regardless of disaggregated group, missed CSAP items related to number sense. This was evident in our analysis of district interim results and as we examined a sample of classroom-level assessments.

Median Growth Percentile					
		2007-08	**2008-09**	**2009-10**	**2010-11**
Reading		41	29	53	47
Writing		33	35	53	43
Math		26	38	40	45
	FRL/Non	26/-	38/-	40/-	45/-
	Min/Non	26/-	38/-	41/-	46/-
	IEP/Non	-/26	28/38	-/40	45/-
	ELL/Non	28/26	38/33	42/38	49/39
	Girls/Boys	36/21	38/37	38/47	47/42

Percent Catch Up					
		2007-08	**2008-09**	**2009-10**	**2010-11**
Reading		21	20	42	16
Writing		19	27	33	14
Math		7	16	23	30
	FRL/Non	4/-	16/-	24/-	10/-
	Min/Non	6/-	16/-	22/-	21/-
	IEP/Non	-/8	-/22	-/25	-/21
	ELL/Non	7/-	16/-	23/-	21/17
	Girls/Boys	9/5	21/11	28/18	22/18

AYP: We have failed to make Reading AYP targets in previous years based on low achievement of minority, ELL and Free/Reduced Lunch students. This past year we did not meet AYP targets in both math and reading

AYP Trends					
	06-07	**07-08**	**08-09**	**09-10**	**10-11**
Reading	Yes	No	No	No	
Math	Yes	Yes	Yes	No	
AYP Free/Reduced Lunch Trends					
	06-07	**07-08**	**08-09**	**09-10**	**10-11**
Reading	Yes	No	No	No	
Math	Yes	Yes	Yes	No	
AYP Minority Trends					
	06-07	**07-08**	**08-09**	**09-10**	**10-11**
Reading	Yes	No	No	No	
Math	Yes	Yes	Yes	No	
AYP ELL Trends					
	06-07	**07-08**	**08-09**	**09-10**	**10-11**
Reading	Yes	No	No	No	
Math	Yes	Yes	Yes	No	

Root Cause:

As a leadership team we met to examine our most current data more closely, in order to determine the cause of low achievement in reading, writing, and math, as well as low growth in math.

Low Math Growth

We determined our growth for all learners was less than adequate, in particular our Unsat/Partially Proficient students are not making enough adequate growth to catch up in mathematics.

Primary teachers at Fulton have worked intensely to develop clear understandings of what the learners need to know and be able to do in order to achieve number sense proficiency K-2. Independent practices in most rooms are in place, and used with a focus on numeracy. When drilling down to the root cause, our leadership team began the discussion as to whether each grade level was clear on what number sense proficiency looks like at each level, especially K-2. We believe it is imperative to have a solid foundation of numeracy in grades K-2 in order to be successful in the intermediate grades. When children are tangled with number sense in grades 3-5, we struggle with appropriate approaches to move them to the next level. Intermediate teachers struggle with which math assessment to use to determine a child's misunderstanding, and then what appropriate intervention to use. We believe there needs to be a common understanding on number sense K-5, so we may meet the child at their current level, in order to excel them. Thus, we need to work at understanding proficiency levels, providing exemplars of proficiency and provide adequate feedback.

Low Growth-Reading
We have determined that structures that accelerate student learning, secure mastery of essential learning targets and provide "catch up-keep up" growth are not always in place to intentionally guide planning and instruction. Staff report spending most of their meeting time looking at data, talking about content standards, and developing matrices and checklists, but little time addressing the skills, scaffolding, and acceleration of learning needed to bring students to proficiency. In addition some teachers express a belief that the importance of developmental stages for learning is being diminished.

Growth Gaps
Although all students have equal access to the curriculum, rigorous expectations and strategies that elicit the highest quality of skills from all students were rarely observed. The difficulty English language learners have to master academic language for the acquisition of core content and grade level information and skills is a concern. Thus the gap of Fulton's English language learners remains a high priority.

Considering the gaps in growth, we determined our Unsat and Partially Proficient students will not catch up at their current growth rate. We determined this group of students, across all grade levels, is not receiving instruction that is relevant and engaging to their needs and interests.

Achievement

We have consistently and historically had low achievement in reading, writing, math, and science. We have evidence throughout the building that our learners can clearly explain and defend their thinking at proficient levels. When the children are asked to take their thinking into writing, their proficient understandings are not reflected. We have determined we have not established clear expectations or supported students in the application of reading, writing, and speaking across all content areas. Also, adequate feedback has not been given as to reading and writing proficiency in all contents.

Academic Performance
A thorough understanding of what it means to be standards based in planning, instruction and, assessment is not in place throughout the school

- Collaboration to identify requirements of proficient work and key learning targets has not occurred
- Staff report an ongoing lack of communication regarding curriculum alignment across academic programs
- A lack of scaffolding for underperforming students presents inequitable access to the curriculum
- Teaching higher order thinking and problem solving skills is a strategy not widely used in classroom instruction

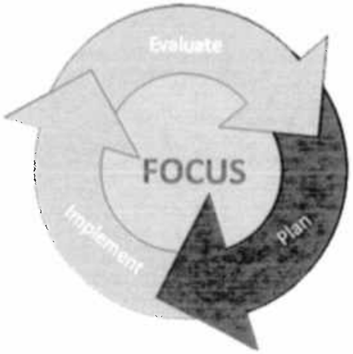
Verification of Root Cause:

Our initial discussions with the school leadership team led us to examine more closely what was happening in classrooms with regards to reading, writing, and math. Through the data at the end of last year, we became aware of the need to focus on reading, writing, and speaking. We had collected evidence, through Leadership Walkthroughs, that learners were not writing throughout the content. We had determined a building focus, in the spring, **"Students will skillfully communicate, orally and in written form, across the curriculum to reach proficiency."**

Lack of student engagement is a contributing factor in the loss of instructional time. From classroom to classroom varying degrees of engaging instructional strategies were observed. When engaging structures and practices are limited, unproductive student behavior is evident. During instruction many students are disengaged in learning. Students are out of their seats or away from the learning area, engaging in conversations with other students, and otherwise participating in off-task behavior. Not only does their behavior inhibit their own ability to learn, but also that of other students. Routines and procedures such as bell-to-bell instruction and quick transitions vary throughout the building.

Section IV: Action Plan(s)

This section focuses on the "plan" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.



School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/ayprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.

Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics		Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
			2010-11	2011-12		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	30% of the students scored proficient or advanced overall on the reading CSAP for the 2010-11 school year. Goals for proficiency in reading were not met.	By the end of the 2011-12 school year, 41% of the students will score proficient or advanced overall on the reading CSAP.	District Quarterly Interims (administered 3 times in Oct, Dec, and May), Three week assessment matrices, based on CAS Quarterly proficient data monitoring NWEA MAPS DRA2 Running Records	1,2, 3
		W	24% of the students scored proficient or advanced overall on the writing CSAP for the 2010-11 school year. Goals for proficiency in writing were not met.	By the end of the 2011-12 school year, 35% of the students will score proficient or advanced overall on the writing CSAP.	District Quarterly Interims (administered 3 times in Oct, Dec, and May), Three week assessment matrices, based on CAS Quarterly proficient data monitoring Rubrics linked to a common short constructed response rubric to assess writing in science journals and	1, 2,3

					math journals. NWEA MAPS	
		S				
	AYP (Overall and for each disaggregated groups)	R	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient. Our school as a whole scored 69% PP and above in reading during 09-10. We were in the 6th percentile for the state. Our goal in 10-11 will be to make safe harbor in order to make AYP. We will focus on reducing our Unsatisfactory students in reading by 10%, to 27%. Our goal will be for 73% of continuously enrolled students to be PP, P or A. Our goal will also be for each disaggregated group to make Safe Harbor and make at least a 10% reduction.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient. Our school will again work towards making Safe Harbor in order to make AYP. At a maximum, we will have 27% of students Unsatisfactory in reading, with 73% PP, P or A. Again, our goal will also be for each disaggregated group to make Safe Harbor and make at least a 10% reduction. These goals will be revisited with the 10-11 results.	District Quarterly Interims (administered 3 times in Oct, Dec, and May), Three week assessment matrix DRA2 Mondo Benchmark assessments Ongoing running records NWEA MAPS	1, 3
		M	94.54% of all students and by each disaggregated group will be PP and above OR will show a	94.54% of all students and by each disaggregated group will be PP and above OR will show a	District Quarterly Interims Three week	1, 2

			10% reduction in percent of students scoring non-proficient. Our school as a whole scored 80% PP and above in math during 09-10. We were in the 7th percentile for the state. Our goal in 10-11 will be to make safe harbor in order to make AYP. We will focus on reducing our Unsatisfactory students in math by 10%, to 14%. Our goal will be for 86% of continuously enrolled students to be PP, P or A.	10% reduction in percent of students scoring non-proficient. Our school will again work towards making Safe Harbor in order to make AYP. At a maximum, we will have 14% of students Unsatisfactory in math, with 86% PP, P or A. Again, our goal will also be for each disaggregated group to make Safe Harbor and make at least a 10% reduction. These goals will be revisited with the 10-11 results.	assessment matrix Pre/Post Investigation assessments NWEA MAPS	
Academic Growth	Median Student Growth Percentile					
		M	Although the 2010-2011 math goal for Median Student Growth Percentile was 50, the actual MGP was only 45.	By the end of the 2011-2012 school year, the median Student Growth Percentile in math will be at least 55.	District Quarterly Interims (administered 3 times in Oct, Dec, and May), Three week assessment matrices, based on CAS Quarterly proficient data monitoring Rubrics linked to a common short constructed response rubric to assess writing in math journals. NWEA MAPS Critical Learning Phases	1, 2

					District Quarterly Interims, three week assessment matrix, end of unit Investigation assessments, NWEA Maps	
		W				
Academic Growth Gaps	Median Student Growth Percentile	R	In order for our Unsat and Partially Proficient students to catch up in reading, they would have needed to make adequate growth at the 69%tile. Only 16% of these students made adequate growth in the 2010-2011 school year.	By the end of the 2011-12 school year, 50% of Unsat/PP students will make adequate growth in order to begin catching up in the area of reading.	District Quarterly Interims Three week assessment matrix Mondo benchmark assessment DRA2 Running Records NWEA MAPS	1, 3
		M				
		W				
Post Secondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A
	Mean ACT		N/A	N/A	N/A	N/A

Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Human Capital Development: If we provide professional learning that will deepen the understandings of the standards based teaching and learning cycle (inclusive of delivering the agreed upon curriculum, analyzing of the student data to inform instruction, integrating highly effective/research based instructional strategies, and differentiation of instruction to meet the needs of our learners), then students will have clarity around proficiency targets and receive the necessary support and feedback to reach and exceed these targets.

Root Cause(s) Addressed: A coherent standards-based system for teaching and learning does not exist, resulting in low-level tasks, instruction that is not differentiated, and a lack of agreement on what makes work proficient.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☒ School Plan under State Accountability ☒ Title IA School Improvement/Corrective Action Plan ☒ Application for a Tiered Intervention Grant
☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Develop principal leadership goals and schedule monthly coaching sessions	August 2010 2011-2012	Principal Executive Coach		The principal will meet consultant to collaborate on professional leadership goals and offer support and next steps on an every other month basis
Develop a schedule for weekly grade-level Data Team/PLC meetings identifying step in the data cycle in Year 1-Focus Reading/Math In Year 2, develop explicit data team functions, reporting expectations-Focus Reading/Writing/Math	Weekly beginning August 2011	Principal, Leadership Team, Teacher Coaches, Instructional Coach, Teachers	Instructional Coach (1.0 TE Title I = $35,000)	Each grade level team will define the essential skills, the progression of instruction, and an assessment matrix prior to the start of each of the seven writing units, as well as levels of a reader. The principal, Instructional Coach and Teacher Coach will monitor this and provide

				feedback one week prior to the start of each writing unit. Adjustments to instructional plans will be made throughout each unit based on collected student data for growth.
Develop a schedule for monthly whole-staff development aligning focuses to address SBTLC instructional issues that emerge from work in PLCs	August 2011 Ongoing	Principal, Leadership Team, Teacher Coaches, Instructional Coach, Teachers		The Instructional Leadership Team will develop a yearlong focus on professional learning focused on the SBTLC, based on a needs assessment by staff and leadership walk throughs.
Conduct ongoing assessment of the teachers understandings and implementation of the SBTLC	2011-12	Principal, Teachers	Local	The Instructional Leadership Team will develop a needs assessment for the staff reflection on their needs as supports surrounding the SBTLC
Offer professional development units for teachers in the implementation of Understanding by Design	August 2011	Principal Consultant	Title Funds $3500	The Leadership Team will hire a consultant knowledgeable in supporting staff development with Understanding by Design at the beginning of the school year 2011-12
Implement a New Teacher Institute to support new teachers on developing their understandings of best instructional practices with SBTLC	August-May 2011	Principal Instructional Coach Teacher Coach		The principal and coaches will implement a bi-monthly institute, before school to train new teachers in the SBTLC, ELA, and Marzano's nine best practices.

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #2: Growth Gaps: If we give students opportunities to creatively apply and demonstrate their learning through multiple learning modalities, then our Unsat/PP students across the grade levels will be more engaged, be able to communicate their learning more effectively, and teachers will be able to identify and adjust for learning gaps to accelerate their growth.

Root Cause(s) Addressed: we are not yet systematically, or systemically, using effective research-based instructional strategies that engage students and scaffold learning.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☒ School Plan under State Accountability ☒ Title IA School Improvement/Corrective Action Plan ☒ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Teachers will meet monthly to use strategic lesson design and unit planning for higher order Bloom's and Depth of Knowledge. Teachers will identify and plan for common vocabulary in writing and math.	Jan-May 2011	Teachers, Teacher Leaders, District Coach, Principal	6 half day planning session 3 subs ($150) x 3 days = $900 (local) Teacher Leader (0.5 TE Title I = $35,000)	Each grade level team will define the common vocabulary, essential skills, the progression of instruction linked to higher level thinking skills, and an assessment matrix (based on the state's DOK) prior to the start of each of the seven writing units and math Investigation units. The principal and teacher coach will monitor this and provide feedback one week prior to the start of each writing unit. Adjustments to instructional plans will be made throughout each unit based on collected student data for growth.
Teachers will be provided with professional learning that focuses on feedback linked to the 3 week math matrix. The expectation will then be to meet with the learner consistently to provide direct feedback and next steps to ensure proficiency.	Jan-March 2011	Teachers, Teacher Leaders, District Coach, Principal	Teacher Leader (0.5 TE Title I = $35,000) Yearlong consultant = $8000 (federal)	Leadership Team will provide professional learning through planning and implementation with the Instructional Coach and Teacher Coach. LT and teachers will conduct bi-monthly learning walks focused on the benchmarks

				above (e.g., assessment matrices, exemplars, etc.)
Teachers will understand and use daily the 5 Step Process for Posting Objectives: post, unwrap with learners, make it relevant, bring it back throughout the lesson, and personal debrief inclusive of individual written transference of learning objective. By the end of each lesson, learners will be clear on how they did in meeting the targets.	Jan-March 2011	Teachers, Teacher Leaders, District Coach, Principal	None	Each grade level team will use the 5 Step Process before of each writing unit. Principal will observe and provide feedback on the process in each classroom a minimum of one time per writing unit.

Major Improvement Strategy #3: If we ensure there is a sustained, rigorous component in professional learning that helps teachers develop English language learners' English acquisition skills so that they have high expectations for all students, use strategies to shelter content/make instruction comprehensible, and provide adequate feedback around reading, writing, and speaking, then our second language learners will have access to grade level content and perform at an increased level of proficiency, with steady growth over time.

Root Cause(s) Addressed: We have not provided intentional development of English language acquisition across all content areas and grade levels. Specifically, we have not set expectations for, nor supported students in the application of reading, writing, and speaking. Adequate feedback has not been given as to reading, writing, and speaking proficiency.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☒ School Plan under State Accountability ☒ Title IA School Improvement/Corrective Action Plan ☒ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Teachers will plan and implement opportunities for learners to transfer new knowledge at the end of every lesson. A focus will be on the written reflection and personal understanding.	August-May 2012	Teachers, Teacher Leaders, District Coach, Principal	Teacher Leader (0.5 TE Title I = $35,000)	Each grade level will plan for students' transference of knowledge on a daily basis. The students will demonstrate their understanding "on their own" through a written task and reflection of where they are in their understanding. Teachers will use this to plan for learning.

				Leadership Team and teachers will conduct bi-monthly walk-throughs to collect evidence of students' ability to transfer new learning.
Teachers will post exemplars for students to use in order to identify proficient examples of writing elements. Students will independently use these to self-assess and add to their writing piece.	August-May 2012	Teachers, Teacher Leaders, District Coach, Principal, Consultant	Yearlong consultant = $8000 (federal)	Each grade level team will compose exemplar pieces prior to the start of each writing unit. Principal and teacher coach will monitor this and provide feedback one week prior to the start of each writing unit.
Teachers will use and model common vocabulary and supportive language structures designed to allow students access to language that supports processing around the essential learnings defined for science, math, and writing.	August-May 2011-12	Teachers ELA Teacher Leaders Instructional Coach		Each grade level team will meet three times per quarter to analyze running records, written responses, and oral language data. They will report the proficiency level and growth of each target student on each of these assessments. The principal will monitor proficiency and growth at each of the three meetings. Each grade level team will compose or identify exemplar pieces prior to the start of each writing and math Investigations unit. Principal, Instructional Coach and Teacher Coach will monitor this and provide feedback one week prior to the start of each writing and math Investigations unit.
Professional learning will be provided on sheltering instruction and comprehensible instruction by the district's ELA Consultant and ELA Teacher Leaders.	August-May 2011-12	ELA Teacher Leaders ELA District Consultant		Leadership Team and teachers will conduct monthly learning walks focused on sheltered instruction and comprehensible instruction.

Because we understand how imperative it is that students are given explicit feedback, professional learning and planning for feedback on reading, writing, speaking will be offered and supported throughout the year.	September-May 2011-12	Principal Instructional Coach ELA Teacher Leaders Teacher Coaches		Leadership Team and teachers will conduct monthly learning walks focused on sheltered and comprehensible instruction.

Title One Accountability Provision #1: Parent Involvement

☒ School Plan under State Accountability ☒ Title IA School Improvement/Corrective Action Plan ☒ Application for a Tiered Intervention Grant
☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Hold a beginning of the year orientation meeting for parents explaining Title 1 programming, answer questions and invite parents to participate in classroom activities.	August 2010	Title 1 Teacher, Family Liaison, Student Coordinator, Principal	None	Meeting will be held no later than August 31, 2010. Evaluation of meeting by parents will show that it was useful and informative.
Hold Parent/Teacher Conferences each semester with parents to discuss progress of their students (a translator will be available if necessary).	October 2010 January 2011	Teachers, Title 1 Teachers	$500 for translation (Title 3 funds)	Conferences with parents regarding student progress.
Monthly Parent Coffees will be held. The purpose of these meetings will be for each grade level to share with their parents current standards their children are working on in math, reading and writing and share activities they can do with their	August-May 2011	Grade Level Teachers, Family Liaison, Student Coordinator,	$500 for pastries and coffee (Title 1/Parent Involvement funds) $500 for copies (Title	Evaluation of meeting by parents will show that it was useful and informative

children at home.		Principal	1/Parent Involvement funds)	
Send home Quarterly Progress Reports in both English and Spanish to inform parents of their child's progress and the concepts and skills being covered.	Oct. 2010 Jan. 2011 March 2011 May 2011	Teachers, Title 1 Teachers	$200 for printing (General funds)	Quarterly reports will be sent home.
Following dinner, we will hold a Parent in the Classroom Night. We will provide Math and Literacy Make and Takes for parents, focusing in on strengthening student math and writing skills.	February 2011	Teachers, Title 1 Teachers, Principal, Student Coordinator	$400 for dinner (Title 1/Parent Involvement funds) $500 for printing and materials (Title 1/Parent Involvement funds)	Parent evaluation of the Parent in the Classroom Night will indicate that parents found it to be enjoyable and informative.
Send written notification in English and Spanish to the parents of low-income students notifying them about supplemental education service opportunities. Provide a list of all supplemental service providers	September 2010	Family Liaison, Principal	$200 for printing (General funds)	Letter sent by September 30th.
The school's Unified Improvement Plan and Parent Involvement Policy will be discussed at the spring Parent Coffee meeting and key points will be communicated in the fall newsletter. The plan and policy will be available for review by all parents upon request.	March 2011	Principal	$200 for printing (General funds) $100 for coffee and pastries (Title 1/Parent Involvement funds)	All parents will be notified of and will have access to the school's Unified Plan and Parent/Student Compact.
A Parent-School Compact has been developed at our school in collaboration with the parents.	2010-11 School Year	Family Liaison, Student Coordinator, Principal	None	The compact is available for review upon request.

Tiered Intervention Grant 2011
Grant Review Rubric

Applicant:	Aurora	
Part I:	Proposal Introduction	No Points
Part II:	LEA Commitment and Capacity	31/52
Part III:	Needs Assessment and Program Plan	43/63
Part IV:	Budget Narrative	11/28
	Electronic Budget	No Points
	Total:	**85/143**

GENERAL COMMENTS

Strengths:

- Application cross-referenced between the budget narrative with the goal/activity focus area and/or major improvement strategy.

Weaknesses:

- Timelines vary between the TIG proposal, UIP and Pilot application. It would strengthen the plan if the district/school streamlined these timelines to the extent possible.
- The major improvement strategies in the UIP are not closely connected to the root causes identified.
- Plan would be strengthened if the school revised the Teacher/Learning Cycle goal into three smaller, more manageable goals (planning, measurement and adjustment based on measurement).

Required Changes:

- Provide more information about screening external providers. Clarify what process the district used to screen/select providers, or what process the district plans to use to screen/select providers.
- Provide specific actions on sustaining reforms after funding period ends. Specifically, include information about the commitment to the continuation of resources (beyond funding).
- Provide an explanation about how the district/school will develop a rigorous, transparent and equitable evaluation system for teachers and principals, consistent with the requirements of the grant.
- A system to identify and reward school leaders, teachers and other staff implementing the TIG program is not evident. Provide an explanation about how the district/school will develop and implement this system consistent with TIG requirements.
- Provide more description in the detail section of the budget (e.g., number of staff, number of days, amount per day, etc.). Budget detail should align closely with budget narrative in TIG application.
- Connect identified root causes to the major improvement strategies within the UIP.

- Revise the Teacher/Learning Cycle goal into three smaller, more manageable goals (planning, measurement and adjustment based on measurement).
- Experiential Learning was included in the budget narrative, but not in the UIP. Provide more detailed information in the UIP.
- Provide a clear description of the role of the teacher leaders as it relates to the root cause(s) and improvement strategies.
- The overall budget will need to be reduced to $1,136,100 over three years. Please revise and submit electronic budget for each of the 3 years with a total that does not exceed $1,136,100 for the school. Include any administrative costs and indirect amounts. Please note: the budgeted amounts need not be the same for each of the three years.
- Please make the specific required changes and submit in an email (you do not need to re-submit the whole proposal) to Kim Burnham at burnham_k@cde.state.co.us as soon as possible, but no later than Tuesday, September 13, 2011.

Recommendation: Application is *Approved with Contingencies*. Funding will be granted upon approval of the required changes. Funds should not be obligated until the required changes have been approved.

Aurora Public School District

2011 Tiered Intervention Grant
Fulton Elementary School

CDE Feedback Questions

- **Provide more information about screening external providers. Clarify what process the district used to screen/select providers, or what process the district plans to use to screen/select providers.**

Fulton staff collaboratively developed a process for making all significant decisions and this process will be used to screen/select providers. The Fulton instructional leadership team, a representative group including administrators and teachers, use the "accordion model" for communicating with the broader Fulton staff and community. The IPDT will screen providers and identify strengths and stretches of each and then solicit input from staff to select the provider in order to take into account the full experience and expertise of the whole Fulton staff. Staff will identify what is not clear, what is missing and if there are any providers that they could not support. Based on that information, the IPDT will make a final recommendation using an agreed upon consensus model. *(See highlights in yellow in the Pilot School Proposal.)*

- **Provide specific actions on sustaining reforms after funding period ends. Specifically, include information about the commitment to the continuation of resources (beyond funding).**

Through the TIG process and the application to become a Pilot School, Fulton staff has collaborated to define its priorities for supporting student achievement and success. Staff is committed to creating a high-performing school as demonstrated through the actions and work of staff over the last several months to set a vision, mission and goals for success. As the grant is ending, we will aggressively seek outside funding to continue what we believe will be a high-functioning program with demonstrated proof of success of the special programs/supports we are developing. We will be building partnerships and creating outreach with our community and hope to continue to seek grants and support from foundations. We will work closely with the Office of Grants and Partnerships. In addition, because of the Pilot School agreements between APS and the teachers association, Fulton receives funds as bottom-line budgeting. This allows a more flexible use of resources than is provided under regular district allocations. In this way, Fulton will be able to align resources with priorities. A lump sum per pupil budget allows the school to decide on spending that provides the best programs and services to students and their families. Though the budget will be organized by categories, this is a bottom-line budget.

Certain funds, such as special education and English language acquisition staffing will remain below the line and may not be used by the Pilot School for any other purposes than those designated. The district identifies services that Pilot Schools may choose either to purchase or not purchase from the district and include them in the school's lump sum per pupil budget. *(See highlights in green in the Pilot School Proposal, TIG Application and the UIP.)*

- **Provide an explanation about how the district/school will develop a rigorous, transparent and equitable evaluation system for teachers and principals, consistent with the requirements of the grant.**

APS assembled a Teacher Evaluation Revision Committee 2½ years ago, before SB191 was even introduced. We spent a year researching and drafting criteria, but then decided to "pause" after SB191 passed and while the State Council on Educator Effectiveness was developing its recommendations. This team has re-engaged the committee in May 2011 to review the SCEE's recommendations to the State Board. We are scheduled to work throughout 2011-12 to develop a teacher evaluation system that can be piloted in a limited manner as early as second semester in a wide manner 2012-12. APS also have formed a Principal Evaluation Revision Committee that began working in May 2011.We refreshed membership on our District Performance Evaluation Advisory Council that will be reviewing each of these committee's work and making recommendations to our Board of Education. A Memorandum of Understanding has been developed with the Aurora Education Association to address SB191 requirements in our Master Agreement and revise accordingly by spring 2012.

- **A system to identify and reward school leaders, teachers and other staff implementing the TIG program is not evident. Provide an explanation about how the district/school will develop and implement this system consistent with TIG requirements.**

Fulton will provide all staff a stipend based on the School Performance Framework. In 2012-2013 and 2013-2014 $60,000 has been budgeted for each to provide a reward for moving from improvement to improvement performance and then to performance. All staff will receive an equitable stipend based on per diem of position (teachers, classified, administration) and work assignment (full, part-time, partial). Performance criteria will be coordinated with the District's Office of Research and Accountability and the Grants Office to ensure equitable distribution. *(See highlights in teal in the TIG Application.)*

- **Connect identified root causes to the major improvement strategies within the UIP.**

Root causes of low achievement and performance are due to the large range of achievement levels in classrooms, frequent changes of instructional practices, varying teacher support, fluctuating instructional support, alignment of professional learning with academic outcomes, concerns over teacher accountability results. The strategies for improvement outlined in the UIP and Pilot School application include: Setting high expectations for student performance, accelerating learning, greater rigor in all learning environments and deeper understanding and implementation of all components of the Standards-Based Teaching and Learning Cycle coupled with intentional development of English Language Acquisition in all environments, supported by experiential engaging learning experiences. The professional learning plan supports these actions. *(See highlights in dark green in the Pilot School Proposal, TIG Application and the UIP.)*

- **Revise the Teacher/Learning Cycle goal into three smaller, more manageable goals (planning, measurement and adjustment based on measurement).**

The staff has collaboratively agreed that in order to effectively implement these agreements, professional development will be designed for the year. This will include coaching support for all. This support will be differentiated based on needs of teachers.

PLANNING:

- Implement ongoing collaborative planning to prioritize and determine standards, driving shared learning targets for content and language.
- Develop and apply shared learning targets by:
    - Posting the shared learning target
    - Unwrapping the target with the students
    - Making the target relevant with the student
    - Bring the shared learning target back throughout the lesson. Teacher feedback always linked to target
    - Debrief the shared learning target with the learner, sharing how close they came to the target and what are their next steps

MEASUREMENT:

- Provide professional development and deepen understanding so that students and teachers are clear on what proficiency looks like, understand where they are, and can communicate to others their next steps
- Collaboratively develop common assessments used throughout all grade levels.

- 3 week matrix-math
- Running records-reading
- I can/I'm learning organizers in draft books-writing

ADJUSTMENT BASED ON MEASUREMENT:

- Develop schedule and provide support so teachers meet regularly to design and implement interventions and enrichment for students.

(See highlights in pink in the Pilot School Proposal, TIG Application and the UIP.)

- **Experiential Learning was included in the budget narrative, but not in the UIP. Provide more detailed information in the UIP.**

The TIG diagnostic review identified lack of student engagement as a contributing factor in the loss of instructional time. To ensure students are engaged, self-directed learners who participate fully in their own education, experiential learning will be the framework that guides the school's instructional core practices. School-wide focus on experiential learning provides student-centered, engaging instruction designed to meet a variety of student needs, including English Language Learners. Students will be involved in experiential opportunities that support and extend their learning, during and outside the school day. Students will understand how to be prepared and accountable for their own learning and actions. Enrichment opportunities for students may happen throughout the day, not just after school. The goal is to allow Fulton students access and opportunities to learn skills specified in the Colorado Academic Standards (CAS). The standards will guide instruction through Pre/K-5 vertical articulation. Portfolios and student-led conferences will ensure students are active, engaged learners who take responsibility for their own learning. *(See highlights in turquoise in the Pilot School Proposal, TIG Application and UIP.)*

- **Provide a clear description of the role of the teacher leaders as it relates to the root cause(s) and improvement strategies.**

Because of budget constraints and strategic decisions, teachers leaders are no longer included in the budget as part of the improvement strategies. The focus will be planning, measurement, adjustment based on measurement that is supported through professional learning and collaboratively implemented by all staff.

- **The overall budget will need to be reduced to $1,136,100 over three years. Please revise and submit electronic budget for each of the 3 years with a total that does not exceed $1,136,100 for the school. Include any administrative costs and**

indirect amounts. Please note: the budgeted amounts need not be the same for each of the three years. Provide more description in the detail section of the budget (e.g., number of staff, number of days, amount per day, etc.). Budget detail should align closely with budget narrative in TIG application.

Salaries (100)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity Focus Area**
Performance Framework Stipends	0	0	0	Major Improvement Strategy #1
RTI Coordinator	0	0	0	Major Improvement Strategy #2
Data Specialist	$60,000	$61,200	$62,500	Major Improvement Strategy #3
Teacher Leaders (3)	0	0	0	
Community Liaison (TOSA)	$15,000	$30,000	$30,000	
Stipends – Extended Day	$35,000	$35,000	$35,000	
Stipends – Saturday School	0	$30,000	$25,000	
Stipends – After School PD @ per diem	$30,000	$40,000	$40,000	
Stipends – 10 days beyond contract @ per diem	0	$50,000	$50,000	
Subs release time:200 days @ $150	$15,000	$20,000	$25,000	
Subtotal	***$155,000***	***$266,200***	***$267,500***	

Employee Benefits (200)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity Focus Area**
@ 25% of above salaries	$38,750	$66,550	$66,875	
Subtotal	***$38,750***	***$66,550***	***$66,875***	

Purchased Professional/ Technical (300)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity Focus Area**
Conferences/Workshops/ Seminars	$10,000	$10,000	$9,100	Major Improvement Strategy #1
Technology Training	0	0	0	Major Improvement Strategy #2
Extended Day – City of Aurora	0	0	0	Major Improvement Strategy #3
External Provider	$35,000	$45,000	$35,000	
External Consultants	$20,000	$20,000	0	
Subtotal	***$65,000***	***$75,000***	***$44,100***	
Other Purchased Services (500)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity**
Experiential Learning	$15,000	$12,000	$10,000	Major Improvement Strategy #2
Subtotal	***$15,000***	***$12,000***	***$10,000***	
Supplies (600)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity**
	0	0	0	Major Improvement Strategy #1,2,3
Subtotal	***0***	***0***	***0***	
	Year One	**Year Two**	**Year Three**	
Subtotal	*$273,750*	*$419,750*	*$388,475*	
Indirect 5%	$13,688	$20,988	$19,424	
TOTAL	**$287,438**	**$440,738**	**$407,899**	$1,136,075

Colorado Department of Education: 2011 Tiered Intervention Grant
Fulton Elementary School

Vision: *Fulton students will be proficient in all areas, at each grade level, and prepared to start middle school without remediation.*

Part II: Narrative

What methods did the district use to consult with relevant stakeholders regarding the LEA's application and implementation of school intervention models in its Tier I and/or Tier II schools (e.g., stakeholder meetings (PTA, teacher unions, school board), print/web-based communication, surveys)? The transformation to a Pilot School Model was selected as a method for Fulton Elementary School to promote educational innovation and increase student success and achievement while offering a choice to teachers and parents. The goal of a Pilot School is to provide schools with autonomy and maximum control over their resources in exchange for increased accountability. Pilot Schools have collaborative cultures that support staff and administration working together to best meet the needs of students and families of their school. The expectations, practices, and responsibilities that govern Pilot Schools are mutually agreed upon by the Aurora Public Schools Board of Education and the Aurora Education Association in the Collective Bargaining Agreement and are monitored by a Joint Steering Committee that includes teachers, administrators, support staff, parents and community members. A two-thirds majority vote of teachers and administrators is required for a school to become a Pilot School. Parents and support staff must also confirm support. **Detail how the community was given notice of intent to submit an application and how any waiver requests will be made available for public review after submission of the application (e.g., newspaper/news releases, posted on the school and/or district Web site).** The Aurora Public Schools website has information related to the philosophy, content and operational guidelines for Pilot Schools (Pilot School Manual is updated annually). When a school requests permission to become a Pilot School, after a review by the Joint Steering Committee, the Board of Education has a meeting where the proposal is presented for information. Two weeks later, the Board takes final action on the proposal to approve status as a Pilot School. The Board agendas are posted on the district website, there is opportunity for public comment at both meetings and the minutes of meetings are posted. In addition, the local newspaper provides coverage. **How is the district able to demonstrate readiness for the Tiered Intervention Grant and what steps have been taken that demonstrate commitment to the specific requirements of this grant (e.g., TIG Diagnostic Review, school board commitment, previous staffing changes)?** The TIG diagnostic review identified that lack of student engagement is a contributing factor in the loss of instructional time. Fulton has high attendance rates and low mobility, so the school will focus on ensuring that students are engaged, self-directed learners who participate fully in their own education. By understanding the learning path (World Class Instruction Design and Assessment/ WIDA) and the Colorado Academic Standards (CAS), teachers will be better able to make instructional decisions to close the achievement gaps. Clearly stated and outlined in the Pilot School proposal is a focus on Standards based teaching and learning and English Language Learning coupled with clearly targeted professional learning plans and goals. **What specific actions has the district taken or will the district take to design and implement interventions consistent with the final requirements?** The staff plan begins with the first step in closing and eliminating achievement gaps: every teacher believing that all kids can be proficient – 90/90/90 is the goal with no excuses and no blame. Next is that teachers must know each student's proximity to proficiency and if he

or she is making progress as identified through the CAS, WIDA and common formative assessments. Teachers must have a common understanding of what proficiency looks like. Within standards based teaching and learning, there will be greater fidelity to agreed upon shared essential learnings to ensure good first instruction. Engaging experiential instructional strategies will be based on research, teacher experience and scaffolding learning. English language learners develop expressive (speaking and writing) and receptive (reading and listening) skills. Fulton staff will continue to use the selected practices from Robert Marzano's work around nonlinguistic representation, setting objectives and providing feedback, reinforcing effort and providing recognition. We will connect Marzano's work with concepts in the book Classroom Instruction that Works (Hill and Flynn) and the Linguistically Diverse Educator Certification program. **Describe the specific actions the district has taken or will take to recruit, screen, and select external providers, if applicable, to ensure their quality (e.g., interviews, screening tools created)?** The selection of providers will be based on the Pilot School proposal (has the TIG diagnostic review as its foundation). The providers will be chosen who can best support the goals and focus identified within this proposal. Based upon other schools, more than one provider can be selected to best connect the identified outcomes with the appropriate supports. **What specific actions has the district taken or will the district take to align other resources with the proposed interventions (e.g., Title I, other state or federal grant funding)?** Pilot Schools receive the same funding as other comparable schools within the district but also have access to identified discretionary income for district services which the Pilot Schools may or may not decide to access. Pilot Schools receive their funding as a lump sum based on the per pupil budget in accordance with equivalent budgets at other district schools with similar enrollment and grade span. This budget includes salaries and all other specified discretionary funds. The lump sum can be used as dictated by the school's vision and mission. Pilots determine how to allocate funds for staffing and scheduling decisions to realize their vision and mission of improved student learning. Discretionary funds might include district allocations to schools for such things as textbooks, instructional coaches, and professional development. **What specific actions has the district taken or will the district take to ensure flexibility, modify its practices, policies or oversight structures, outside of normal district constraints, if necessary, to enable its schools to implement the interventions fully and effectively (e.g., flexible scheduling, principal autonomy over staff hiring/firing and placement, budget autonomy, obtaining innovation school/zone status, teacher/union agreements)?** Fulton is granted autonomy for staffing, budget, curriculum and assessment, professional learning, governance and schedule for students and staff. Pilot Schools utilize shared decision making. Although they must follow state and federal laws, they have the ability to be flexible about how staff is employed and how the daily and yearly calendar and schedule for students and staff are constructed. The schools are expected to follow the required minimum number of teacher contract and student contact time but may organize those days to fit their vision and mission. If staff works more than the number of days set by the district, they do so as outlined in the Annual Election-to-Work Agreement (which must be approved by 2/3 of the licensed staff each year). A Governing Board, comprised of parents, teachers, staff, principal and community has responsibility for hiring and evaluating the principal (with final approval by the superintendent). The Governing Board approves the annual budget and oversees the educational and operational policies at the school. Using a shared decision making model and guided by the school's vision and mission, the Governing Board makes decisions relating to class size, schedule, length of school day and school year and the amount and type of required professional development for teachers at the school. Pilot Schools operating agreements include monitoring provisions and retain for the superintendent and the Joint Steering Committee the appropriate level of oversight to ensure the quality of education offered, the protection of the rights and interests of students and staff, and the expenditure of public funds in educationally sound ways. **Are there Tier I and/or Tier II schools in the district that will not be served through this grant? If so, please provide a detailed explanation for why the district lacks the capacity to serve them (e.g., lack of administrative or support staff to adequately support the implementation, improve academic achievement by focus on fewer schools).** Along with Fulton Elementary, several APS schools are eligible for the TIG grant. These include: Park Lane Elementary, Sixth Avenue Elementary, Laredo Elementary, Peoria Elementary, Elkhart Elementary, Wheeling Elementary, Paris Elementary, Altura Elementary, Vaughn Elementary, Lyn Knoll Elementary, Sable Elementary, Kenton Elementary, Lansing Elementary, North Middle, Aurora West, Aurora Central HS, and William Smith HS. Aurora Public School leadership decided to focus intensive efforts on Fulton Elementary with the intention of making significant changes. With this District's focus on one school in this grant, major academic improvements will be expected with 'lessons learned' to be disseminated throughout the district to the other above schools. **In the schools that are selected, how will the district demonstrate capacity to carry out the proposed interventions (e.g., leadership, detailed strategic or dissolution plans, capacity to administer and track progress monitoring assessments, capacity to engage in significant mid-course connections)?** Pilot Schools are held to higher levels of accountability in exchange for increased autonomy. The accountability requires both internal and external reviews. Pilot Schools are expected to exceed district averages in achievement and show growth toward higher levels of student engagement in areas of attendance, reduction in mobility and fewer discipline concerns. An annual walk-through each spring is conducted by a six member-review team to assess progress of the school, provide the school feedback on strengths and challenges and, if necessary, recommendations for improvement. The areas of focus are school vision and mission; curriculum/ instruction/ assessment; professional development; family/community engagement; student support and leadership/governance. Following three full years of operations, a Pilot School is required to participate in a School Quality Review (SQR) managed by the school's Governing Board. Prominent benchmarks in every SQR should be (1) having in place a strong system of formative assessment of student learning and achievement, (2) progress in attaining high performance in multiple indicators of student engagement (e.g., transfers, suspensions, attendance) and achievement, and (3) how well the governing board and leadership communicates the school's data on student engagement and achievement to staff, students, parents, and community. **What specific actions has the district taken or will the district take to sustain the reforms after the funding period ends (e.g., professional development, trainer of trainer models, district commitment of continuation resources)?** Pilot Schools are part of the larger district but share common features that make them unique. Pilot Schools are expected to promote educational innovation and increase student success and achievement while offering empowerment to staff and parents. Pilot Schools are granted the flexibility to be free from most district policies, such as calendar configuration, schedule, textbook selection, instructional guidelines and district professional learning. These autonomies are not based on money but on philosophy and common purpose. **How will the district measure progress toward the goals both formatively and summatively? Discuss how data will be disaggregated by subgroups on a regular basis (e.g., specific evaluation methods that are feasible and appropriate to the goals and objectives of the proposed project, data reports**

generated monthly and reviewed at both district and school levels, specific assessments administered on a specific assessment schedule). In cooperation with the Aurora Public Schools Office of Assessment and Research, each Pilot School annually tracks progress of students enrolled in its school in order to compare their progress with student outcomes in the other schools with the Aurora Public Schools district. The annual collection and reporting of multiple data indicators on student engagement and achievement will allow the district and the Pilot Schools Joint Steering Committee to monitor progress.

Who will monitor and evaluate the progress of the program? Who will be responsible for sharing those results (leading indicators, quantitative indicators, student performance data) with CDE on a monthly basis (e.g., name of specific company or person with expertise noted)? The monitoring and evaluation of Fulton's Pilot School transition and implementation, as well as the implementation of this Tiered Intervention Grant will be assessed and disseminated via a District and School level team. This team will include Fulton Elementary School leadership team, District level professionals (DOSA, Grants Department, Accountability and Research, and the Pilot School support team. CDE will receive monthly reports from the Grants Department and Fulton Elementary.

Part III: Needs Assessment and Program Plan

Submit a Unified School Plan for each proposed site. Action plans will need to be provided that detail 4 years of program activities (3 years TIG funds and additional year of sustainability). Fulton Elementary School UIP attached. **Analyze the current conditions in the school(s) that would be the recipient of the grant by: Providing student performance and other relevant data in relation to intervention selected for each school site.** Fulton Elementary houses Pre-K through 5th grade with approximately 500 student and 54 staff. Seventy-two percent of the student population are of Hispanic origin, 12% are Black, 6% White, 6% Asian, and 1% Native American. Ninety-two percent of the students are Free & Reduced Lunch eligible. Sixty-seven percent of the students are Limited English Proficient learners and 7% are Special Education students. Fulton Elementary academic growth is described as "Approaching" state expectations, but currently is well below State standards. A three year summary of academic achievement (Table 1) and academic growth (Table 2) is reflected:

Content Area	Rating	% Partially Proficient/Unsat
Reading	Does not meet	63%
Mathematics	Does not meet	57%
Writing	Does not meet	72%
Science	Does not meet	90%

Content Area	Median Growth Percentile	Rating	Met Adequate Growth
Reading	41	Approaching	No
Mathematics	34	Does not meet	No
Writing	42	Approaching	No

The present ESEA status of this Title 1 School is "School Improvement-Year 2". State accountability placement is "Priority Improvement". **Analyze the current conditions in the school(s) that would be the recipient of the grant by: Identifying root causes. What is preventing the school from increased academic performance? To what does the district attribute the failure**

of student academic growth over time? The following topics have been identified through the Tiered Intervention Grant Diagnosis Report as preventing the school from increasing academic performance and are recommended as next steps to impact academic growth. *(Each area below reflects feedback as to the determination of these major themes of the TIG report.)* 1.) Clear focus and building of connections and alignment of all efforts by the school: *Large range of achievement levels in classrooms, frequent changes of instructional practices, teacher support varies, instructional support fluctuates, alignment of professional learning with academic outcomes, concerns over teacher accountability results.* 2.) High expectations, a sense of urgency evidenced by the acceleration of learning, and greater rigor in all learning environments and 3.) Belief that the majority of Fulton Elementary School students can perform at proficient and advanced levels: *lack of transition structures, lack of student engagement contributes to compromised instructional time, lack of increased supports for non-proficient students, evidence of rigorous expectations and strategies.* 4.) Deep understanding and implementation of all components of the Standards-Based Teaching and Learning Cycle: *limited understanding of SBTL Cycle and how to implement.* 5.) Intentional development of English Language Acquisition in all environments, in the four areas of language (Listening, Speaking, Reading and Writing) and of academic vocabulary: *varying degrees of utilization of English Language Development Continuum, lack of strategic analysis of CELA/AMAO results to support progress in language acquisition, difficulty with student acquisition of core content and academic language.* 6.) Effective research-based instructional strategies that engage students and scaffold learning: *variability in the use of effective instructional strategies, unclear how to implement selected strategies, professional development alignment weak, more instructional supports needed, little discussions on the 'how' of making progress* 7.) Leadership that builds systems and systematic implementation of prioritized, high impact initiatives while shepherding the school through major change: *IST supports inadequate, PBIS is not supporting learning environments, communication pathways are not as effective as needed.* **Analyze the current conditions in the school(s) that would be the recipient of the grant by: Demonstrating that the LEA has the capacity to enable each school to implement fully and effectively the required activities of the school intervention model it has selected. (Attach relevant data: diagnostic review, school support team report, or external evaluation, relevant student achievement, school performance and relevant school culture data as an appendix.)** Aurora Public School District provides schools that chose to restructure to a Pilot School model with support in program development, application completion, Board of Education approval process, budget processes, curriculum and provider identification and professional development. Fulton Elementary School has received guidance from a District contracted professional, a Director of Student Achievement and the Department of Grants and Partnership Development. These district resources have provided support in alignment with the Pilot School Model, as well as the TIG Diagnosis Report. See the TIG Report attached as Appendix A. **Provide evidence to demonstrate that overall goals and interim targets are included by year. Annual math and reading/language arts academic goals are set for each school site the grant will serve including Tier I, Tier II, and Tier III. Expectations for growth after one year are clear.** See chart below. **Provide evidence to demonstrate interventions are consistent with the final requirements.** See chart below. **Provide evidence to demonstrate proposed plan is aligned with the district strategic plan.** Fulton Elementary School's Pilot School plan is in alignment with the Aurora Public School District's strategic plan, VISTA 2015. The VISTA 2015 has four Transformational Areas: *People, Achievement, Community and Environment.* These areas include*: People:* •

Recruit, hire, induct, support and retain high-performing staff to promote organizational effectiveness, • Ensure all employees are highly effective and skilled for their positions; *Achievement:* • Accelerate learning and reduce learning gaps, • Increase student achievement and teacher development through precise, individualized professional learning aligned with achievement goals, • Increase choice offerings, access to postsecondary options and postsecondary/workforce readiness (PWR),

Community: • Strengthen collaboration with parents to enhance learning for their children• Incorporate successful school, family and community partnerships to strengthen engagement and foster shared responsibility for our students; *Environment:* • Provide equitable environments that optimize learning and maximize personal potential, • Enhance a professional and high-performing culture based on trust, teamwork and transparency, • Construct and maintain facilities that support 21st Century learning.

Fulton will focus on increasing student achievement, supporting high-performing staff, strengthening parental impacts and providing a learning environment that support Fulton's focus on maximizing student potential.

Provide evidence to demonstrate sustainability after the implementation of the changes. It is imperative to insure the 3 years of improvement is sustained. To guarantee the work continues, the Governing Board and Leadership Team will collaborate to link funding to: professional development for staff and extended learning opportunities for students.

Provide a sequenced timeline of events that will occur in the implementation of this grant.

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
Major Improvement Strategy #1: Provide academic professional development: Deepen understandings of the Standards Based Teaching and Learning Cycle inclusive of delivering the agreed upon curriculum, analyze student data to inform	**What do students need to know and be able to do?** **Strategic Planning**	Begin ongoing collaborative planning to prioritize and determine standards, driving shared learning targets for content and language.	Uses CAS/WIDA, district resources/frameworks and evaluated student data to plan appropriate learning experiences. Plans for all components of the learning block. Uses CAS/WIDA knowledge to plan instruction	Orchestrates the use of resources, strategies, time, experience, & knowledge of students to plan for whole group, small group, & independent experiences	Plans for whole group lessons to be rigorous enough for the most advanced learning & provides entry points for struggling learners Plans effective ongoing	**Ongoing structures to plan and implement full SBTL Cycle** **~Grade Level Meetings** **~Full day plans quarterly** **~Professional Learning bi-monthly** **Instructional Coach and Teacher**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
instruction, integrate highly effective/research based instructional strategies, & differentiation of instruction to meet the needs of learners, provide clarity around proficiency targets & receive support reach/exceed targets.					flexible groups Plans effective relevant learning experiences for students Plans for maximal use of time	**Coaches support staff learning through peer coaching** **Hire consultants and providers to support learning**
	How is do we facilitate the learning? Best Instructional Approaches	Begin posting shared learning targets with the 5 step process of lesson design ~Posting the shared learning target ~Unwrapping the target with the students ~Making the target relevant with the student ~Bring the shared learning target back throughout the lesson. Teacher **feedback**	Instruction is based on a daily plan to meet students needs, evident in posted shared learning targets Scaffolds are in place for all students based on their strengths and next learning steps. Feedback is provided based on next learning steps.	Uses a variety of instructional approaches based on evaluated assessments. Adjusts instructional approaches based on student responses and provides	Teaching is based on a repertoire of approaches that lead to all students learning. Monitors learning using a variety of strategies.	**Ongoing structures to plan and implement the SBTL Cycle** **~Grade Level Meetings** **~Full day plans quarterly** **~Professional Learning bi-monthly** **Instructional**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
		always linked to target ~Debrief the shared learning target with the learner, sharing how close they came to the target and what are their next steps		feedback based on those responses.	Feedback to individuals is precise, timely, and relevant.	**Coach and Teacher Coaches support staff learning through peer coaching** **Hire consultants and providers to support learning**
	How do we know that they have learned? **Checking for Understanding**	Students and teachers are clear on what proficiency looks like, understand where they are, and can communicate to others their next steps Common assessments used throughout all grade levels ~3 week matrix-math ~Running records-reading ~I can/I'm learning organizers in draft books-writing	Uses numerous assessment tools. Uses summative and formative data to understand learners and flexibly group students.	Strategically gathers relevant summative and formative data.	Assessment is ongoing and embedded through all learning.	**Ongoing structures to plan & implement full SBTL Cycle** **~Grade Level Meetings** **~Full day plans quarterly** **~Professional Learning bi-monthly** **Instructional Coach and Teacher Coaches support staff**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
						learning through peer coaching **Hire consultants and providers to support learning**
	What do we do if they didn't get it or already know it? **Intervention**	Teachers meet regularly to design and implement interventions and enrichment for students. Instructional Support Team meets regularly to work with the teacher to design and support classroom interventions Interventionist is hired to work with 1st and 2nd grades pushing them towards reading proficiency.	Scaffolds are in place and planned for all students based on their strengths and next learning steps. After school tutoring and enrichment classes are available to all learners based on need Extended Day calendar in place to give learners more time for learning, including project based experiences	.Teachers adjusts instructional approaches based on student responses and provides feedback based on those responses Expand after school tutoring to a summer program offering experiential learning outside the	Continue with extended year calendar as part of the pilot school status, offering support towards proficiency and experiential learning. Obtain grants to support project-based learning	**Ongoing structures to plan and implement the full SBTL Cycle** **~Grade Level Meetings** **~Full day plans quarterly** **~Professional Learning bi-monthly** **~Quarterly Data Team Meetings** **RtI Coordinator to support a**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
				Aurora boundaries.	without boundaries.	**foundation for Instructional Support Team** **Instructional Coach and Teacher Coaches support staff learning via peer coaching** **Hire experiential learning consultants & providers**
Major Improvement Strategy #2: Create Relevant learning: align opportunities to apply and demonstrate their learning through multiple learning modalities, with the intention of	**Research based effective best practices** **Providing students multiple ways to demonstrate understands.** **Teachers using formative**	Instruction is based on a daily plan to meet students ' learning style needs Scaffolds are in place for all students based on their strengths and next learning steps. **Feedback** is provided based on next learning	Uses a variety of instructional approaches based on evaluated assessments. Adjusts instructional approaches based on student responses and **provides feedback** based on those responses.	Teaching is based on a repertoire of approaches that lead to all students learning. Monitors learning using a variety of strategies. **Feedback to individuals is precise, timely, and relevant.**		**Provide professional learning to support understanding of precise feedback** **Peer coaching through CCL** **Consultant to**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
engaging Unsat/PP students across the grade levels to be able to communicate their learning more effectively. Teachers will be able to identify and adjust for learning gaps to accelerate student growth.	**assessments to adjust learning and provide precise, effective feedback to learners**	steps and is precise and clear to learner.				**train staff on supporting learning through multiple modalities** **Professional learning on Bloom's higher level thinking into practice**
Major Improvement Strategy #3: Provide professional learning in ELA: Sustained, rigorous PD component that helps teachers develop English Language Learners' English acquisition skills to support high expectations for	**What do ELA students need in order to have full access into the learning? Strategically planning for sheltered instruction**	Uses district resources/ frameworks (ELD Continuum and pacing guides) and evaluated student data to plan appropriate learning experiences. Plans for all components of the learning block. Uses content knowledge to plan instruction to include functions and forms of language, content, and language objectives.	Utilizes district approved resources, frameworks, sheltered instructional strategies, time, experience, and knowledge of students to plan for whole group, small group, and independent experiences Uses grade level curriculum frameworks and pacing guides in all content to plan	Demonstrates deep understandings of content & what it looks like/sounds like when learning occurs Plans for whole group lessons to be rigorous enough for the most advanced learner and provides entry points for the most struggling learner. Plans effective ongoing flexible groups. Plans effective experiences for students to use what		**Ongoing ELA learning embedded in every professional learning opportunity.** **ELA Teacher Leaders to support staff learning through peer coaching** **Hire**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
all students, to shelter content /make instruction comprehensible, and to provide adequate feedback around reading, writing, and speaking. Second language learners will have access to grade level content and perform at an increased level of proficiency, with steady growth over time.			effective ELA instruction Planning by connecting big ideas and themes to what students are learning in other parts of their day	they are learning. Plans for maximal use of time. conceptual knowledge, to access background knowledge, and get at big ideas) Precisely monitors learning daily, using a variety of strategies (Anecdotal observation, student work products, student behaviors) Provides oral and written feedback in a format that is precise, timely, and relevant. Utilize technology to max. learning		consultants and providers to support learning
	How is do we facilitate the learning for ELLs?	Instructs based on a daily plan to meet students' language and content needs Differentiates/Scaffolds are in place for all students based on their strengths and next learning steps Approximates use of sheltering techniques, interactive participation structures, TPR, visuals	Uses a variety of instructional approaches based on evaluated assessments. Adjusts instructional approaches based on student responses. Uses sheltering techniques, interactive participation structures, TPR, visuals (photos,	Teaching is based on a repertoire of approaches (whole group, small group – guided and shared, and independent) that lead to all students learning. Effectively uses sheltering techniques, interactive participation structures, TPR, visuals (photos, pictures, diagrams, drawings), realia, labels, hands-on, models,		**Ongoing ELA learning embedded in every professional learning opportunity.** **ELA Teacher Leaders to support staff learning through peer**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
		(photos, pictures, diagrams, drawings), realia, labels, hands-on, models, demonstrations, oral rehearsal, assigning peers, mentors, buddies, grouping and regrouping, accessing background knowledge, language models, rate of speech, gestures, graphic organizers, etc Monitors student learning Provides oral and written feedback	pictures, diagrams, drawings), realia, labels, hands-on, models, demonstrations, oral rehearsal, assigning peers, mentors, buddies, grouping and regrouping, accessing background knowledge, language models, rate of speech, gestures, graphic organizers, etc Monitors learning daily, using a variety of strategies (Anecdotal observation, student work products, student behaviors) Provides relevant oral and written feedback	demonstrations, oral rehearsal, assigning peers, mentors, buddies, grouping and regrouping, accessing background knowledge, language models, rate of speech, gestures, graphic organizers, etc Utilizes native language appropriately to support learning (use of primary language to build		**coaching** **Hire consultants and providers to support learning**

Budget Narrative

All expenditures contained in the budget are described in the budget narrative and justified in connection to project goals, activities and specific model. See budget narrative. **Amount of school improvement funds to be used for both pre-implementation (those clearly identified activities which are absolutely necessary to implement the model fully and effectively) and implementation of the selected model and activities in each school the LEA commits to serve is clearly delineated. Amount of school improvement dollars used to *support* implementation of the selected school intervention model and activities are clearly detailed.** Fulton Elementary School's TIG funding will be used for pre-implementation and implementation of the Pilot School

transformation, as well as addressing the findings of the TIG Diagnostic Report. **Demonstrates how district will align current and future funding in support of improvement goals and sustainability (e.g., specific funds identified, how will existing funds be reallocated to sustain grant after federal funding ends).** With the transformation to a Pilot School, the current and future Fulton school operating budget has the ability to be aligned with the improvement goals and sustainability needs as determined via data driven assessments and not predetermined by the District. Title 1 funds will also be aligned with the direction of the school's focus on academic growth. **Details school improvement activities for each Tier III school (if applicable) identified in this application**. N/A. **Details any portion of the plan that will be paid for by grant funds.** See budget narrative.

Salaries (100)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity Focus Area**
Performance Framework Stipends	0	0	0	Major Improvement Strategy #1
RTI Coordinator	0	0	0	Major Improvement Strategy #2
Data Specialist	$60,000	$61,200	$62,500	Major Improvement Strategy #3
Teacher Leaders (3)	0	0	0	
Community Liaison (TOSA)	$15,000	$30,000	$30,000	
Stipends – Extended Day	$35,000	$35,000	$35,000	
Stipends – Saturday School	0	$30,000	$25,000	
Stipends – After School PD @ per diem	$30,000	$40,000	$40,000	
Stipends – 10 days beyond contract @ per diem	0	$50,000	$50,000	
Subs release time:200 days @ $150	$15,000	$20,000	$25,000	
Subtotal	***$155,000***	***$266,200***	***$267,500***	
Employee Benefits (200)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity Focus Area**

@ 25% of above salaries	$38,750	$66,550	$66,875	
Subtotal	***$38,750***	***$66,550***	***$66,875***	
Purchased Professional/ Technical (300)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity Focus Area**
Conferences/Workshops/ Seminars	$10,000	$10,000	$9,100	Major Improvement Strategy #1
Technology Training	0	0	0	Major Improvement Strategy #2
Extended Day – City of Aurora	0	0	0	Major Improvement Strategy #3
External Provider	$35,000	$45,000	$35,000	
External Consultants	$20,000	$20,000	0	
Subtotal	***$65,000***	***$75,000***	***$44,100***	
Other Purchased Services (500)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity**
Experiential Learning	$15,000	$12,000	$10,000	Major Improvement Strategy #2
Subtotal	***$15,000***	***$12,000***	***$10,000***	
Supplies (600)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity**
	0	0	0	Major Improvement Strategy #1,2,3
Subtotal	***0***	***0***	***0***	
	Year One	**Year Two**	**Year Three**	
Subtotal	*$273,750*	*$419,750*	*$388,475*	
Indirect 5%	$13,688	$20,988	$19,424	
TOTAL	**$287,438**	**$440,738**	**$407,899**	$1,136,075

Required
(To Obtain Benefit)
FORM # SPS-135
EDAC APPROVED
Approved [illegible] for 2010-2011

Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11

Organization Code: 0180 District Name: Adams-Arapahoe 28J School Code: 3272 School Name: Fulton Elementary School

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in blue text which was used to determine whether or not the school met the 2010-11 accountability expectations. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference data from the School Performance Framework and AYP (available through CDE reports shared with the districts).The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?	
			1-year	3-years	1-year	3-years		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	Reading	71.6%	72.0%	37.9%	37.2%	Does Not Meet	
		Math	70.9%	70.1%	41.6%	42.6%	Does Not Meet	
		Writing	53.5%	54.8%	29.8%	28.1%	Does Not Meet	
		Science	47.5%	45.4%	9.8%	10.1%	Does Not Meet	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 24			% of targets met by School: 67%		Reading	No
							Math	No
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate growth, then median SGP is at or above 45 If school did not meet adequate growth, then median SGP is at or above 55		Median Adequate SGP	Median SGP				
		Reading	55	45/55	Median SGP: 53		Approaching	
		Math	63	45/55	Median SGP: 40		Approaching	
		Writing	68	45/55	Median SGP: 53		Approaching	

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/danda/ayp/prof.asp

** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.

Student Performance Measures for State and ESEA Accountability (cont.)

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		Median student growth percentiles for all disaggregated groups were met in reading and writing. No disaggregated groups met medial adequate growth percentiles in math.		Overall Rating for Growth Gaps: Reading, Writing, and Math Growth Gaps scored: Approaching
Post Secondary Readiness	Graduation Rate Expectation: 80% or above	80% or above		N/A		N/A
	Dropout Rate Expectation: At or below State average	1-year	3-years	1-year	3-years	N/A
		5.09%	5.74%	N/A	N/A	
	Mean ACT Composite Score Expectation: At or above State average	1-year	3-years	1-year	3-years	N/A
		19	20	N/A	N/A	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Priority Improvement	The school has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement a Priority Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. More detailed directions on the submittal process will be shared at a later date. Refer to the Checklist of State Requirements for School improvement Plans available at www.schoolview.org/UnifiedImprovementPlannig.asp to ensure that all required elements are captured in the school's plan.
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	School Improvement – Year 2	The school must complete a Title I Improvement Plan using the Unified Improvement Plan template within 3 months of identification (mid-January). The district must use a peer review process to review the plan within 45 days of plan submission. For required elements in the improvement plans, go to: www.schoolview.org/UnifiiedImprovemtnPlannig.asp

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	☐ Turnaround ☐ Restart X **Transformation** ☐ Closure
	Has the school received a School Improvement grant? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Yes February 18-24, 2011
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

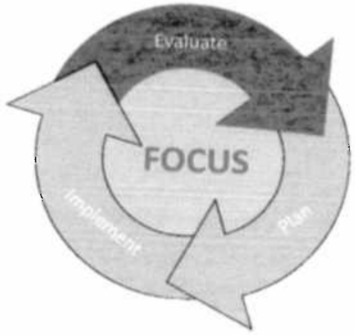
Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

X **State Accountability** X **Title IA** X **Tiered Intervention Grant** ☐ School Improvement Grant ☐ Other: ____________

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jill Lliteras/Principal
	Email	jlliteras@aps.k12.co.us
	Phone	303-364-8078
	Mailing Address	755 Fulton Street, Aurora, CO 80010
2	Name and Title	Nilda Lewis/Student Coordinator
	Email	nllewis@aps.k12.co.us
	Phone	303-364-8078
	Mailing Address	755 Fulton Street, Aurora, CO 80010

Section III: Narrative on Data Analysis and Root Cause Identification



This section corresponds with the "evaluate" portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.

Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference key data sources including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), (4) Post Secondary Readiness, and (5) CELApro data. This information is available either on SchoolView (www.schoolview.org/SchoolPerformance/ index.asp) or through CDE reports shared with the district.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
• Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency)	• School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates	• Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a "root cause" if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

<table>
<tr><th>Performance Indicators</th><th>Description of Significant Trends (3 years of past data)</th><th>Priority Needs</th><th>Root Causes</th></tr>
<tr><td>Academic Achievement (Status)</td><td>Reading 2008-39% P /A ; 2009 34% P / A ; 2010 37% P/A ; 2011 30% P/A
Writing 2008-26% P /A ; 2009 29% P / A ; 2010 29% P/A ; 2011 24% P/A
<table>
<tr><th>DRA2</th><th>2008-09</th><th>2009-10</th><th>2010-11</th><th>2011-12</th></tr>
<tr><td>K</td><td>60%</td><td>84%</td><td>75%</td><td></td></tr>
<tr><td>1st</td><td>38%</td><td>27%</td><td>47%</td><td></td></tr>
<tr><td>2nd</td><td>47%</td><td>34%</td><td>47%</td><td></td></tr>
</table>
</td><td>Reading Achievement across grades 3-5 and all disaggregated groups has decreased to 30% P/A, with a significant decrease of 10.1% over the past 5 years.
In primary, we notice a similar trend with our DRA2 Reading Data</td><td></td></tr>
</table>

<table>
<tr><td></td><td>Proficiency of all English Language Learners dropped significantly from 2010 to 2011
LEP 23% to 20%, FEP 90% to 79%</td><td>Writing achievement across grades 3-5, and all disaggregated groups has decreased to 24% P/A, with a decrease of 1.3% Proficient over the past 5 years</td><td>We have not provided intentional development of English Language Acquisition across all content areas and grade levels. Additionally, we have not set expectations for, nor supported students in, the application of reading, writing and speaking. Adequate feedback has not been given as to reading, writing and speaking proficiency.</td></tr>
<tr><td rowspan="2">Academic Growth</td><td></td><td></td><td></td></tr>
<tr><td><table><tr><th colspan="4">Math Growth</th></tr><tr><td>2008</td><td>2009</td><td>2010</td><td>2011</td></tr><tr><td>26</td><td>38</td><td>40</td><td>45</td></tr></table></td><td>Over the past 4 years, the average for math median growth percentile is only 37. Although there has been a steady increase in math growth data, we are still well below the state median percentile of 50. Only 14% of our Unsatisfactory and Partially Proficient students are on track to catch up with adequate growth in math.</td><td>We do not yet have a deep understanding of, nor are we implementing, all of the components of the Standards Based Teaching and Learning Cycle. Specifically, there is a lack of math articulation across the grade levels in the area of number sense. We need a better understanding of grade level proficiency as it relates to number sense and how that builds P-5.</td></tr>
<tr><td>Academic Growth</td><td></td><td></td><td></td></tr>
</table>

Gaps	In the area of reading, only 16% of our Unsat and Partially Proficient students are on track to catch up at their current rate of growth.	Over the past two years, students who score Unsat or Partially Proficient on CSAP are not making adequate growth to catch up in three years.	We are not yet systematically using effective research-based instructional strategies that engage students and scaffold learning. Specifically those students who are below proficiency in reading are not receiving instruction that is relevant and engaging to their needs and interests. Multiple modalities and consistent scaffolding with feedback are not being considered in planning for instruction.
Post Secondary Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems.* Larchmont, NY: Eye on Education

Step 4: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?	⇨	**Root Cause Analysis:** Why do we think our school's performance is what it is?	⇨	**Verification of Root Cause:** What evidence do you have for your conclusions?

Narrative:

Trends and Priority Needs

We considered both one year of data and data over time related to academic performance trends. That data included not only state CSAP results, but also district administered interim assessment results and assessments specific to K-2. Trends in achievement were consistent across these two measures.

CSAP: We did not meet the state targets in reading, writing, math or science. Our CSAP scores are well below the state averages and have stayed stagnant over the past 5 years and decreased this year. We continue having difficulty moving students out of Unsatisfactory to Partially Proficient.

	2008	2009	2010	2011
Reading	39%	34%	37%	30%
Writing	26%	29%	29%	24%
Math	42%	43%	42%	36%

Growth Summary:

Although last year our students exceeded the state median growth percentile in reading and writing, we were well below in all three content areas this year. Only 16% of our Unsat/PP learners are on track to catch up in reading, 14.5% are on track to catch up in writing, and 31% are on track to catch up in math.

In addition to considering the performance of disaggregated groups of students, we also considered student performance by standard area. We analyzed CSAP results by standard as well as the district's quarterly interim result and then considered classroom assessment results. We found the lowest performance across all groups and across all grades were in Standard 1 (Number Sense). The majority of students, regardless of disaggregated group, missed CSAP items related to number sense. This was evident in our analysis of district interim results and as we examined a sample of classroom-level assessments.

Median Growth Percentile

		2007-08	2008-09	2009-10	2010-11
Reading		41	29	53	47
Writing		33	35	53	43
Math		26	38	40	45
	FRL/Non	26/-	38/-	40/-	45/-
	Min/Non	26/-	38/-	41/-	46/-
	IEP/Non	-/26	28/38	-/40	45/-
	ELL/Non	28/26	38/33	42/38	49/39
	Girls/Boys	36/21	38/37	38/47	47/42

		Percent Catch Up			
		2007-08	**2008-09**	**2009-10**	**2010-11**
Reading		21	20	42	16
Writing		19	27	33	14
Math		7	16	23	30
	FRL/Non	4/-	16/-	24/-	14/-
	Min/Non	6/-	16/-	22/-	15/-
	IEP/Non	-/8	-/22	-/25	-/17
	ELL/Non	7/-	16/-	23/-	15/13
	Girls/Boys	9/5	21/11	28/18	13/16

AYP: We have failed to make Reading AYP targets in previous years based on low achievement of minority, ELL and Free/Reduced Lunch students. This past year we did not meet AYP targets in both Math and Reading

AYP Trends

	06-07	07-08	08-09	09-10	10-11
Reading	Yes	No	No	No	
Math	Yes	Yes	Yes	No	

AYP Free/Reduced Lunch Trends

	06-07	07-08	08-09	09-10	10-11
Reading	Yes	No	No	No	
Math	Yes	Yes	Yes	No	

AYP Minority Trends

	06-07	07-08	08-09	09-10	10-11
Reading	Yes	No	No	No	
Math	Yes	Yes	Yes	No	

AYP ELL Trends

	06-07	07-08	08-09	09-10	10-11
Reading	Yes	No	No	No	
Math	Yes	Yes	Yes	No	

Root Cause:

As a leadership team we met to examine our most current data more closely, in order to determine the cause of low achievement in reading, writing, and math, as well as, low growth in math.

Low Math Growth

We determined our growth for all learners was less than adequate, in particular our Unsat/Partially Proficient students are not making enough adequate growth to catch up in Mathematics

Primary teachers at Fulton have worked intensely to develop clear understandings of what the learners need to know and be able to do in order to achieve number sense proficiency K-2. Independent practices in most rooms are in place, and used with a focus on numeracy. When drilling down to the root cause, our leadership team began the discussion as to whether each grade level was clear on what number sense proficiency looks like at each level, especially K-2. We believe it is imperative to have a solid foundation of numeracy in grades K-2, in order to be successful in the intermediate grades. When children are tangled with number sense in grades 3-5, we struggle with appropriate approaches to move them to the next level. Intermediate teachers struggle with which math assessment to use to determine a child's misunderstanding, and then what appropriate intervention to use. We believe there needs to be a common understanding on number sense K-5, so we may meet the child at their current level, in order to excel them. Thus, we need to work at understanding proficiency levels, providing exemplars of proficiency and provide adequate feedback.

Low Growth-Reading

We have determined that structures that accelerate student learning, secure mastery of essential learning targets and provide "catch up-keep up" growth are not always in place to intentionally guide planning and instruction. Staff report spending most of their meeting time looking at data, talking about content standards, and developing matrices and checklists, but little time addressing the skills, scaffolding, and acceleration of learning needed to bring students to proficiency. In addition some teachers express a belief that the importance of developmental stages for learning is being diminished.

Growth Gaps

Although all students have equal access to the curriculum, rigorous expectations and strategies that elicit the highest quality of skills from all students were rarely observed. The difficulty English language learners have to master academic language for the acquisition of core content and grade level information and skills is a concern. Thus the gap of Fulton's English language learners remains a high priority.

Considering the gaps in growth, we determined our Unsat and Partially proficient students will not catch up at their current growth rate. We determined this group of students, across all grade levels, is not receiving instruction that is relevant and engaging to their needs and interests.

Achievement

We have consistently and historically had low achievement in reading, writing, math and science. We have evidence, throughout the building that our learners can clearly explain and defend their thinking at proficient levels. When the children are asked to take their thinking into writing, their proficient understandings are not reflected. We have determined we have not established clear expectations or supported students in the application of reading, writing and speaking across all content areas. Also, adequate feedback has not been given as to reading and writing proficiency in all contents.

Academic Performance

O A thorough understanding of what it means to be standards based in planning, instruction and assessment is not in place throughout the school
o Collaboration to identify requirements of proficient work and key learning targets has not occurred
o Staff report an ongoing lack of communication regarding curriculum alignment across academic programs
o A lack of scaffolding for underperforming students presents inequitable access to the curriculum
o Teaching higher order thinking and problem solving skills is a strategy not widely used in classroom instruction

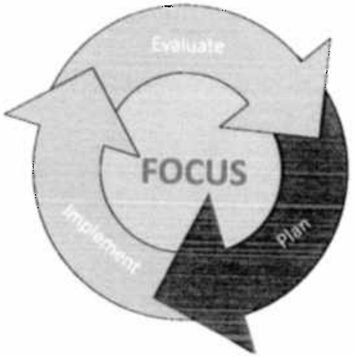
Verification of Root Cause:

Our initial discussions with the school leadership team led us to examine more closely what was happening in classrooms with regards to reading writing and math. Through the data at the end of last year, we became aware of the need to focus on reading, writing and speaking. We had collected evidence, through Leadership Walkthroughs, learners were not writing throughout the content. We had determined a building focus, in the spring, **"Students will skillfully communicate, orally and in written form, across the curriculum to reach proficiency."**

Lack of student engagement is a contributing factor in the loss of instructional time. From classroom to classroom varying degrees of engaging instructional strategies were observed. When engaging structures and practices are limited, unproductive student behavior is evident. During instruction many students are disengaged in learning. Students are out of their seats or away from the learning area, engaging in conversations with other students, and otherwise participating in off-task behavior. Not only does their behavior inhibit their own ability to learn, but also that of other students. Routines and procedures such as bell-to-bell instruction and quick transitions vary throughout the building.

Section IV: Action Plan(s)

This section focuses on the "plan" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.



School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.

Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics		Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
			2010-11	2011-12		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	30% of the students scored proficient or advanced overall on the reading CSAP for the 2010-11 school year. Goals for proficiency in reading were not met.	By the end of the 2011-12 school year, 41% of the students will score proficient or advanced overall on the reading CSAP.	District Quarterly Interims (administered 3 times in Oct, Dec, and May), 3 week assessment matrices, based on CAS Quarterly proficient data monitoring NWEA MAPS DRA2 Running Records	1,2, 3
		W	24% of the students scored proficient or advanced overall on the writing CSAP for the 2010-11 school year. Goals for proficiency in Writing were not met.	By the end of the 2011-12 school year, 35% of the students will score proficient or advanced overall on the writing CSAP.	District Quarterly Interims (administered 3 times in Oct, Dec, and May), 3 week assessment matrices, based on CAS Quarterly proficient data monitoring Rubrics linked to a common short constructed response rubric to assess writing in Science journals and Math journals. NWEA MAPS	1, 2,3

		S				
	AYP (Overall and for each disaggregated groups)	R	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient. Our school as a whole scored 69% PP and above in Reading during 09-10. We were in the 6th percentile for the State. Our goal in 10-11 will be to make safe harbor in order to make AYP. We will focus on reducing our Unsatisfactory students in Reading by 10%, to 27%. Our goal will be for 73% of continuously enrolled students to be PP, P or A. Our goal will also be for each disaggregated group to make Safe Harbor and make at least a 10% reduction.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient. Our school will again work towards making Safe Harbor in order to make AYP. At a maximum, we will have 27% of students Unsatisfactory in Reading, with 73% PP, P or A. Again, our goal will also be for each disaggregated group to make Safe Harbor and make at least a 10% reduction. These goals will be revisited with the 10-11 results.	District Quarterly Interims (administered 3 times in Oct, Dec, and May), 3 week assessment matrix DRA2 Mondo Benchmark assessments Ongoing running records NWEA MAPS	1, 3
		M	94.54% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.54% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	District Quarterly Interims 3 week assessment matrix Pre/Post Investigation	1, 2

			Our school as a whole scored 80% PP and above in Math during 09-10. We were in the 7th percentile for the State. Our goal in 10-11 will be to make safe harbor in order to make AYP. We will focus on reducing our Unsatisfactory students in Math by 10%, to 14%. Our goal will be for 86% of continuously enrolled students to be PP, P or A.	Our school will again work towards making Safe Harbor in order to make AYP. At a maximum, we will have 14% of students Unsatisfactory in Math, with 86% PP, P or A. Again, our goal will also be for each disaggregated group to make Safe Harbor and make at least a 10% reduction. These goals will be revisited with the 10-11 results.	assessments NWEA MAPS	
Academic Growth	Median Student Growth Percentile	M	Although the 2010-2011 math goal for Median Student Growth Percentile was 50, the actual MGP was only 45.	By the end of the 2011-2012 school year, the median Student Growth Percentile in Math will be at least 55.	District Quarterly Interims (administered 3 times in Oct, Dec, and May), 3 week assessment matrices, based on CAS Quarterly proficient data monitoring Rubrics linked to a common short constructed response rubric to assess writing in Math journals. NWEA MAPS Critical Learning Phases District Quarterly Interims, 3 week assessment matrix, end	1, 2

					of unit Investigation assessments, NWEA Maps	
		W				
Academic Growth Gaps	Median Student Growth Percentile	R	In order for our Unsat and Partially Proficient students to catch up in reading, they would have needed to make adequate growth at the 69%tile. Only 16% of these students made adequate growth in the 2010-2011 school year.	By the end of the 2011-12 school year, 50% of Unsat/PP students will make adequate growth in order to begin catching up in the area of reading.	District Quarterly Interims 3 week assessment matrix Mondo benchmark assessment DRA2 Running Records NWEA MAPS	1, 3
		M				
		W				
Post Secondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A
	Mean ACT		N/A	N/A	N/A	N/A

Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: If we provide professional learning that will deepen the understandings of the standards based teaching and learning cycle (inclusive of delivering the agreed upon curriculum, analyzing of the student data to inform instruction, integrating highly effective/research based instructional strategies, and differentiation of instruction to meet the needs of our learners), then students will have clarity around proficiency targets and receive the necessary support and feedback to reach and exceed these targets.

Root Cause(s) Addressed: A coherent standards-based system for teaching and learning does not exist, resulting in low-level tasks, instruction that is not differentiated, and a lack of agreement on what makes work proficient.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☒ School Plan under State Accountability ☒ Title IA School Improvement/Corrective Action Plan ☒ Application for a Tiered Intervention Grant
☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Develop principal leadership goals and schedule monthly coaching sessions	August 2010 2011-2012	Principal Executive Coach		The principal will meet consultant to collaborate on professional leadership goals and offer support and next steps, on an every other month basis
Planning: Develop a schedule for weekly grade-level Data Team/PLC meetings identifying step in the data cycle in Year 1- Focus Reading/Math **Measurement:** Provide professional development and deepen understanding of proficiency and develop common assessments. **Adjustment:** Develop schedule/support	Weekly beginning August 2011	Principal, Leadership Team, Teacher Coaches, Instructional Coach, Teachers	Instructional Coach (1.0 TE Title I = $35,000)	Each grade level team will define the essential skills, prioritize and determine standards driving shared learning targets, develop and apply shared learning targets, the progression of instruction, and an assessment matrix prior to the start of each of the 7

teachers to meet regularly to design and implement interventions and enrichment for students. In Year 2, develop explicit data team functions, reporting expectations-Focus Reading/Writing/Math				writing units, as well as levels of a reader. The principal, Instructional Coach and Teacher Coach will monitor this and provide feedback one week prior to the start of each writing unit. Adjustments to instructional plans will be made throughout each unit based on collected student data for growth.
Develop a schedule for monthly whole-staff development aligning focuses to address SBTLC instructional issues that emerge from work in PLCs	August 2011 Ongoing	Principal, Leadership Team, Teacher Coaches, Instructional Coach, Teachers		The Instructional Leadership Team will develop a yearlong focus on professional learning focused on the SBTLC, based on a needs assessment by staff and leadership walk throughs.
Conduct ongoing assessment of the teachers understandings and implementation of planning, measurement and adjustment in the SBTLC	2011-12	Principal, Teachers	Local	The Instructional Leadership Team will develop a needs assessment for the staff reflection on their needs as supports surrounding the SBTLC
Offer professional development units for teachers in the implementation of Understanding by Design	August 2011	Principal Consultant	Title Funds $3500	The Leadership team will hire a consultant knowledgeable in supporting staff development with Understanding by Design at the beginning of the school year 2011-12
Implement a New Teacher Institute to support new teachers on developing their understandings of best instructional practices with SBTLC	August-May 2011	Principal Instructional Coach Teacher Coach		The principal and coaches will implement a bi-monthly institute, before school to train new teachers in the SBTLC, ELA, and Marzano's 9 best practices.

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #2: Growth Gaps: If we give students opportunities to creatively apply and demonstrate their learning through multiple learning modalities, then our Unsat/PP students across the grade levels, will be more engaged, be able to communicate their learning more effectively, and teachers will be able to identify and adjust for learning gaps to accelerate their growth.

Root Cause(s) Addressed: We are not yet systematically , nor systemically, using effective research-based instructional strategies that engage students and scaffold learning.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☒ School Plan under State Accountability ☒ Title IA School Improvement/Corrective Action Plan ☒ Application for a Tiered Intervention Grant
☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Teachers will meet monthly to use strategic lesson design and unit planning for; higher order Bloom's and Depth of Knowledge. Teachers will identify and plan for common vocabulary in writing and math.	Jan-May 2011	Teachers, Teacher Leaders, District Coach, Principal	6 half day planning session 3 subs ($150) x 3 days = $900 (local) Teacher Leader (0.5 TE Title I = $35,000)	Each grade level team will define the common vocabulary, essential skills, the progression of instruction linked to higher level thinking skills, and an assessment matrix (based on the states DOK) prior to the start of each of the 7 writing units and math Investigation units. The principal and teacher coach will monitor this and provide feedback one week prior to the start of each writing unit. Adjustments to instructional plans will be made throughout each unit based on collected student data for growth.
Teachers will be provided with professional learning that focuses on feedback linked to the 3 week math matrix. The expectation will then be to meet with the learner, consistently, to provide direct feedback and next steps to ensure proficiency.	Jan-March 2011	Teachers, Teacher Leaders, District Coach, Principal	Teacher Leader (0.5 TE Title I = $35,000) Yearlong consultant = $8000 (federal)	Leadership Team will provide professional learning through planning and implementation with the Instructional Coach and Teacher Coach. LT & teachers will conduct Bi-monthly learning walks focused on the benchmarks above (e.g. assessment matrices, exemplars, etc.)

Teachers will understand and use daily the 5 Step Process for Posting Objectives: Post, unwrap with learners, make it relevant, bring it back throughout the lesson, and personal debrief inclusive of individual written transference of learning objective. By the end of each lesson, learners will be clear on how they did in meeting the targets.	Jan-March 2011	Teachers, Teacher Leaders, District Coach, Principal	None	Each grade level team will use the 5 Step Process before of each writing unit. Principal will observe and provide feedback on the process in each classroom a minimum of one time per writing unit.

Major Improvement Strategy #3: If we ensure there is a sustained, rigorous component in professional learning that helps teachers develop English Language Learners' English Acquisition skills so that they have high expectations for all students, use strategies to shelter content/make instruction comprehensible, and provide adequate feedback around reading, writing and speaking, then our Second Language Learners will have access to grade level content and perform at an increased level of proficiency, with steady growth over time.

Root Cause(s) Addressed: We have not provided intentional development of English Language Acquisition across all content areas and grade levels. Specifically, we have not set expectations for, nor supported students in the application of reading, writing and speaking. Adequate feedback has not been given as to reading, writing and speaking proficiency.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☒ School Plan under State Accountability ☒ Title IA School Improvement/Corrective Action Plan ☒ Application for a Tiered Intervention Grant
☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Teachers will plan and implement opportunities for learners to transfer new knowledge at the end of every lesson. A focus will be on the written reflection and personal understanding and application to real-life experiences. Teachers will incorporate experiential learning in lessons to provide student-centered, engaging instruction designed to meet a variety of student needs, including English Language Learners.	August-May 2012	Teachers, Teacher Leaders, District Coach, Principal	Teacher Leader (0.5 TE Title I = $35,000)	Each grade level will plan for students' transference of knowledge on a daily basis. The students will demonstrate their understanding "on their own" through a written task and reflection of where they are in their understanding. Experiential opportunities will support and extend their learning. Teachers will use this to plan for learning.

				Portfolios and student-led conferences will demonstrate students taking responsibility for their own learning. Leadership Team and teachers will conduct bi-monthly walk throughs to collect evidence of students' ability to transfer new learning.
Teachers will post exemplars for students to use in order to identify proficient examples of writing elements. Students will independently use these to self assess and add to their writing piece.	August-May 2012	Teachers, Teacher Leaders, District Coach, Principal, Consultant	Yearlong consultant = $8000 (federal)	Each grade level team will compose exemplar pieces prior to the start of each writing unit. Principal and teacher coach will monitor this and provide feedback one week prior to the start of each writing unit.
Teachers will use and model common vocabulary and supportive language structures designed to allow students access to language that supports processing around the essential learnings defined for science, math and writing.	August-May 2011-12	Teachers ELA Teacher Leaders Instructional Coach		Each grade level team will meet 3 times per quarter to analyze running records, written responses, and oral language data. They will report the proficiency level and growth of each target student on each of these assessments. The principal will monitor proficiency and growth at each of the three meetings. Each grade level team will compose or identify exemplar pieces prior to the start of each writing and math Investigations unit. Principal Instructional Coach and Teacher Coach will monitor this and provide feedback one week prior to the start of each writing and math Investigations unit.

Professional learning will be provided on sheltering instruction and comprehensible instruction by the District's ELA Consultant and ELA Teacher Leaders.	August-May 2011-12	ELA Teacher Leaders ELA District Consultant		Leadership Team & teachers will conduct monthly learning walks focused on sheltered instruction and comprehensible instruction.
Because we understand it is imperative students are give explicit feedback, professional learning and planning for feedback on reading, writing, speaking will be offered and supported throughout the year.	September-May 2011-12	Principal Instructional Coach ELA Teacher Leaders Teacher Coaches		Leadership Team & teachers will conduct monthly learning walks focused on sheltered and comprehensible instruction.

Title One Accountability Provision #1: Parent Involvement

☒ School Plan under State Accountability ☒ Title IA School Improvement/Corrective Action Plan ☒ Application for a Tiered Intervention Grant
☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Hold a beginning of the year orientation meeting for parents explaining Title 1 programming, answer questions and invite parents to participate in classroom activities.	August 2010	Title 1 Teacher, Family Liaison, Student Coordinator, Principal	None	Meeting will be held no later than August 31, 2010. Evaluation of meeting by parents will show that it was useful and informative.
Hold Parent/Teacher Conferences each semester with parents to discuss progress of their students	October 2010 January 2011	Teachers, Title 1 Teachers	$500 for translation (Title 3 funds)	Conferences with parents regarding student progress.

(a translator will be available if necessary).				
Monthly Parent Coffees will be held. The purpose of these meetings will be for each grade level to share with their parents current standards their children are working on in Math, Reading and Writing and share activities they can do with their children at home.	August-May 2011	Grade Level Teachers, Family Liaison, Student Coordinator, Principal	$500 for pastries and coffee (Title 1/Parent Involvement funds) $500 for copies (Title 1/Parent Involvement funds)	Evaluation of meeting by parents will show that it was useful and informative
Send home Quarterly Progress Reports in both English and Spanish to inform parents of their child's progress and the concepts and skills being covered.	Oct. 2010 Jan. 2011 March 2011 May 2011	Teachers, Title 1 Teachers	$200 for printing (General funds)	Quarterly reports will be sent home.
Following dinner, we will hold a Parent in the Classroom Night. We will provide Math and Literacy Make and Takes for parents, focusing in on strengthening student math and writing skills.	February 2011	Teachers, Title 1 Teachers, Principal, Student Coordinator	$400 for dinner (Title 1/Parent Involvement funds) $500 for printing and materials (Title 1/Parent Involvement funds)	Parent evaluation of the Parent in the Classroom Night will indicate that parents found it to be enjoyable and informative.
Send written notification in English and Spanish to the parents of low-income students notifying them about supplemental education service opportunities. Provide a list of all supplemental service providers	September 2010	Family Liaison, Principal	$200 for printing (General funds)	Letter sent by September 30th.
The school's Unified Plan and Parent Involvement Policy will be discussed at the spring Parent Coffee meeting and key points will be communicated in the fall newsletter. The plan and policy will be available for review by all parents upon request.	March 2011	Principal	$200 for printing (General funds) $100 for coffee and pastries (Title 1/Parent Involvement funds)	All parents will be notified of and will have access to the school's Unified Plan and Parent/Student Compact.
A Parent-School Compact has been developed at our school in collaboration with the parents.	2010-11 School Year	Family Liaison, Student Coordinator,	None	The Compact is available for review upon request.

		Principal		

PILOT SCHOOL APPLICATION – September 2011

The Aurora Public Schools (APS) requests proposals for the creation of Pilot Schools in accordance with the conditions for becoming a Pilot School as stipulated in the APS Pilot Schools Request for Proposals and the APS Pilot Schools Manual. The proposals must be organized in the following format and be accompanied by a Power Point presentation that will be presented to the Pilot Schools Joint Steering Committee as part of the recommendation process.

1. **Overview of the Pilot School**
    - A. **Name of the school** – Fulton Elementary
    - B. **Type of Pilot School** – Conversion of an existing school
    - C. **Location** – 755 Fulton Street, Aurora, CO 80010
    - D. **Narrative describing how the autonomies granted to Pilot Schools will make this school unique**

The autonomies of Pilot Schools allow for creativity around curriculum and instruction. It is important to have the ability to organize time and instruction differently to fit our students rather than only that which is provided by District curriculum. The school must organize time, staff and students in a way that can best support learning. By reorganizing the instructional day for students and the work day for teachers, Fulton can provide more time for instruction. One possible approach is to integrate content throughout the day. Teachers would not have to comply with rigid blocks of time. With connectedness for content and time, teachers can better plan for sheltered instruction so that second language learners have access and are integrated into the instructional program. But in order to deliver well, teachers need time to plan collaboratively. Teachers need time to build this type of program and require time to be allotted for vertical planning as well as individual and grade level planning. The school year will be organized so that teachers are able to engage in collaborative planning and professional learning.

With autonomy to organize time, the work day for teachers could be differentiated to better match the needs of students and extend the instructional day. One strategy is that teaching could be more departmentalized and teachers could alternate between the morning and afternoon and split up the content. For example, math and science would be taught in the morning and afternoon by the same teacher who would alternate with the literacy teacher.

A different schedule and calendar allow for teachers to develop students academically, emotionally and socially. Coupling autonomy for time with budget autonomy, Fulton will be able to provide experiences for students that they would not necessarily have (especially for children of poverty who have more limited opportunities). Music, sports, field trips, tutoring, and a variety of real-life experiences can be incorporated into the school day as well as being offered after school or on Saturdays. Some of these activities could be provided by non-licensed staff as well as licensed staff to enrich the instructional program and extend time and opportunity for students. The school needs control over its budget in order to focus on putting resources where they need to be allocated to support student success.

The small school size allows teachers to better develop individual learning strategies and track students' needs and progress. That is why it is important that Fulton does not exceed the 500 student limit required of Pilot Schools. This means that, once approved as a Pilot School, Fulton must be very cautious about approving any open enrollment requests because of program capacity.

E. Narrative describing a typical student day

Fulton students will be engaged and active learners who are taught by staff that has high expectations and believes in their ability to be successful. The school-wide focus on experiential learning will provide student-centered, engaging instruction designed to meet a variety of needs in the classroom, including English Language Learners. Students will be involved in experiential opportunities that support and extend their learning, both during and outside of the school day. Students will understand how to be prepared and accountable for their own learning and actions. Enrichment opportunities for students may happen throughout the day, and not just after school. For example, non-licensed experts such as artists –in-residence would be part of the student's day. The goal of all experiences is to allow our students access and opportunities to learn skills specified in the Colorado Academic Standards (CAS). The standards will guide instruction through Pre/K-5 vertical articulation.

Students will have access to best first instruction as well as targeted interventions in the classrooms and through extended learning. The ELD block will prevent students from being pulled out of regular classrooms. All students will have equal access to the curriculum and high expectations and strategies will focus on every student developing high quality skills.

Assessment will inform instruction and students will be the ***primary users*** of assessment information in collaboration with teachers and parents. Portfolios and student-led conferences will ensure that students are active, engaged learners who are able to take responsibility for their own learning.

2. Design Team Profile and Planning Process

A. Identify who is on the Design Team to establish this Pilot School.

Stella Cypher	Teacher
Carol Dallas	Art Teacher
Catrina R. Hernandez	Teacher
Laura Kelley	Fourth-grade Teacher/ELA Teacher Leader
Mara Lehman	Teacher
Nilda Lewis	Student Coordinator
Jill Lliteras	Director of Instruction
Mirella Ochoa	Paraprofessional/Parent
Cassie L. Parra	Director, Student Achievement
Della Taylor	Fourth-grade Teacher/ELA Teacher Leader
Elizabeth Young	Mild/Moderate Special Education Teacher

B. Timeline and feasibility of opening by the target date – 2012-2013 opening allows sufficient time to plan.

C. Include written information that confirms date and outcome of meeting with Chief of Support Services to determine estimated facility costs related to becoming a Pilot School – *No extra facility costs anticipated.*

3. School Vision

A. Statements of the vision and mission

VISION

Fulton learners are engaged and empowered to reach academic proficiency and are prepared emotionally and socially for life-long success.

MISSION

The mission of Fulton Elementary is to ensure relevant, authentic, inclusive, and rigorous education in a safe, supportive environment that motivates learners and provides the time and opportunity to:

- *Communicate effectively*
- *Be problem solvers and critical thinkers*
- *Reflect and act on their own learning*
- *Build relationships with students and adults, and*
- *Engage in a variety of enriching experiences.*

B. Provide narrative of the school's core values and principles.

CORE VALUES

All Fulton learners are:

- *Respectful – treating others as they would like to be treated*
- *Responsible – being prepared and accountable for their own learning and actions*
- *Excelling – willing to set high goals and do their best*
- *Team players—working together and including others in words and actions*

4. Key Characteristics

A. Describe the programmatic scope of school and, if applicable, community interest and participation in establishing this Pilot School.

Fulton Elementary has a unique opportunity because of the Tiered Intervention Grant (TIG). Over the next three years, Fulton will receive at least $1.2m to implement a design that will increase student achievement. The first step in fulfilling the grant expectations will be to become a Pilot School. The Pilot School autonomies provide the foundation that is required for the TIG. Once Fulton receives funding, the next step in Fall 2011 will be for the staff to review "providers" who can help the school develop structures, processes and procedures as well as provide coaching throughout implementation. Based on the experience of other TIG recipients, the school may decide to select more than one provider.

The selection of the provider will be based on the Pilot School proposal and who can best support the goals and focus identified within this proposal. That is why the programmatic scope and the elements within the proposal are about outcomes and expected actions since no provider has been selected.

The TIG diagnostic review identified that lack of student engagement is a contributing factor in the loss of instructional time. Fulton has high attendance rates and low mobility, so the challenge is to focus on ensuring that students are engaged, self-directed learners who participate fully in their own education. Experiential learning will be the framework that guides the school's instructional core practices. The common core standards (Colorado Academic Standards) are linked with rich and meaningful experiences that support and extend learning. Experiential learning is the process through which students develop knowledge, skills, and values from direct experiences both outside and within the classroom. In addition, the application of instructional technology can open up the classroom to resources and experiences that will take students "outside" of the Fulton community. Experiential learning happens in the classroom and through field study. Ideally, learning is connected throughout with clear targets and expectations that are identified and agreed upon by all staff so they are able to provide challenging, engaging and intentional instruction.

Students will have opportunities to engage intellectually, creatively, emotionally, socially, and/or physically in their learning. Student portfolios with rubrics tied to standards allow students to own their own learning. Reflection, critical analysis and synthesis will be part of the learning experience. This will engage learners on a more personal level and address the needs and interests of the individual. As a result, staff will be able to provide engaging structures and practices as well as addressing the skills, scaffolding and acceleration of learning needed to bring students to higher levels of proficiency. All learners will benefit. Teachers will be able to create an intentional focus on supporting English language learners as a result of explicit planning directed to the needs of the student.

A calendar that supports time for collaborative planning and professional learning will allow teachers to deliver standards-based instruction that is enriched through experiential learning. Budget resources will support and extend opportunities for students to engage in a variety of enriching experiences. Professional learning can also provide opportunities for teachers to extend their own knowledge on how to use new technology in the delivery of instruction.

B. How the school will be organized and structured

Fulton's academic calendar will be organized to support more instructional time and opportunity for students. In addition to 167 days that students will attend school, 37 additional days of intensive instruction will be offered throughout the school year. These additional days will be referred to as PAWS. PAWS stands for "Proficiency and Advancement Work Sessions." These are the times when teachers depart from the classroom routine and plan strategic interventions and enrichment instruction. Twenty-seven of these hours (3 eight-hour days, plus 3 hours of planning time) are included in the 1496 total contract hours that teachers are required to work in an academic year. Teachers will be paid per diem for the PAWS hours they choose to work in excess of 1496 through an Agreement for Services (AFS) contract. Teachers will not report to work during PAWS days which exceed those in their 27-hour proposal, unless they choose to do so and are paid in addition to their salary. Non-licensed experts in their field (i.e. artists-in-residence) may also be contracted to provide instruction during PAWS days and before/after school.

Teachers will submit a proposal, including a first, second and third choice of dates, at the beginning of the school year for 27 hours of PAWS instruction. This proposal may include, for instance, small group instruction, fieldwork or cultural enrichment. Teachers might even choose to schedule a Saturday session, if they want to include parents who cannot attend during the week. PAWS days are the time structure which supports intensive intervention and differentiation in order to meet the on-going and current needs of students, as indicated by the data. In essence, what is currently "5th block" will occur throughout the school year (i.e. after each quarter). This supports teachers in meeting the needs of students in a timelier manner, allowing a more flexible on-going grouping of students throughout the year.

The advantages of the proposed academic calendar for students will be more time in school, more opportunities for intervention and enrichment, more flexible school hours and days, fieldwork and real-life experiences which will extend classroom instruction, and increased exposure to cultural/social/scientific disciplines. The bottom line is that PAWS and extended school days are more time and opportunity/instruction for kids and more flexibility for teachers in meeting the needs of students. Although this extends the school year into June, teachers would acquire larger chunks of time during the school year to accomplish a variety of professional tasks, such as quarterly planning.

In addition, the school day will be extended by 20 minutes, not including the tutoring/intervention and enrichment programs that may be offered to students preceding and/or following the school day. Students will receive 6 hours and 20 minutes of daily instruction. Teachers will be given 325 minutes of weekly personal planning time and an additional 225 minutes of structured, non-student contact time, which may include: staff meetings, grade level planning, committee work, or personal plan. This time will be while their classes attend specials. Staff will also collaborate to develop a structure that supports vertical planning. Specials schedules will be organized so that teachers may plan vertically as often as needed within the duty day.

Through the TIG grant extra days will be scheduled at the beginning of the 2012-2013 academic year, in addition to the 8 professional development days included in

Through the TIG grant extra days will be scheduled at the beginning of the 2012-2013 academic year, in addition to the 8 professional development days included in the proposed calendar, to involve all staff in important discussions about what is needed to support the expectations included in this Pilot School proposal. Because of the TIG Fulton has the opportunity to designate time and pay teachers/staff per diem to be a part of these critical decisions.

C. The school calendar and daily schedule for both staff and students

(Calendar and attached.)

- 167 days @ 6 hr. 20 min. student contact hours per day = **1057.75** (This total includes specials and citizenship class, but does not include student lunch.)*
    - 1016 of these are teacher contact hours
    - 41.75 of these are citizenship class hours

- 167 days @ 65 min. daily planning, 40 min. daily duty-free lunch, 10 min. after school for a total of 320 hours. (Teachers will receive an additional .75 hours during the day while their classrooms attend specials.)

- 64 hours for professional learning days (Teachers will be compensated above their salary for hours exceeding 64.)

- 32 hours for flexible days (student non-contact work days for filling out report cards, individual/collaborative planning)

- 26 hours for parent conferences (which will be student-led)

- 11 hours for staff meetings

- 27 PAWS hours (24 student contact, 3 planning hours)*

1016	student contact hours (including specials) for teachers*
320	teacher (minimum) non-contact hours**
64	professional learning hours
32	flexible work days in hours
26	parent conference hours
11	staff meeting hours
27	PAWS hours for teachers
____________	
1496	total teacher contract hours

- **PAWS hours for students are not added to student contact totals, but must be added for an accurate number of student contact hours for the year.**

- **This does not include teacher planning time during specials, since this time is already included in student contact hours.

Numbers are rounded.

Teacher and Student Schedule

Working under the Pilot School design, each teacher will work a total of 1496 hours in the school year. Each grade level's schedule will vary, but there will be a minimum of 6.25 hours weekly of personal plan time weekly.

Daily Schedule for Teacher and Student

Teacher 7:30 a.m.-3:30 p.m. 480 minutes (8 hr.)	**Student** 8:20 a.m.-3:20 p.m. 420 minutes (7 hr.)
Before school-65 min.(7:30-8:35) Planning, staff meetings, co planning with instructional coaches, data team, or grade level as needed. Pick up students/breakfast(8:35-8:45)-10 min Specials-planning-45 min. Literacy-135 min. Reading-55 Writing -55 Word Study-25 Math-90 min. Content-45 ELD- 40 min- Lunch-40 min Afterschool time-10 min. Total time: 480 minutes	Citizenship class in gym-8:20-8:35 15 min. Breakfast-8:35-8:45- 10 minutes Specials-45 minutes Literacy-135 min. Reading-55 Writing -55 Word Study-25 Math-90 min. Content-45 ELD- 40 min- Lunch-40 min Total time: 420 minutes

This schedule will vary during weeks that include vertical planning time.

The combination of 65 minutes before school, plus 45 minutes daily for specials is a total of 550 non contact times during the duty week. The Pilot School Proposal is designed to give teachers a minimum of 375 minutes (6.25 hours) weekly of this guaranteed as personal planning time.

The proposed class sizes:

The goal is 18-20 to 1 for Student/Teacher Ratio in K-1 grades and 23 to 1 for grades 2-5.

These are general averages taking into account needs of students being served, learning goals, support staff provided and joint classrooms.

5. Pilot School Governance Structure

A. How the governance structure will support the goals and objectives of the plan

The Governing Board will act as the oversight group that ensures fidelity to the vision and mission. It will monitor the outcomes and expectations of the school and ensure that the shared decision making model outlined in "D" (below) is adhered to. The Instructional Planning and Design Team (IPDT) will be responsible for representing the staff and making certain that they have voice, input and vote when needed on important issues affecting the school and staff. Once the Team is formed (during the 2011-2012 school year), it will develop the continuum for decision making that will identify who makes what decisions, how and when. The entire staff will then review, revise and confirm the continuum.

B. Governing Board membership and responsibilities

The membership and responsibilities will be directly aligned with the expectations outlined in the Pilot School Manual 2011. The Instructional Planning and Design Team will work closely with the Governing Board to ensure coordination.

C. Matrix for the structures that will be in place to make decisions with identification of who is responsible for which decisions

Working with the IPDT, the staff will collaborate to determine who should make what decisions and how. The process will follow the design described in A, B and D.

D. Description of process for staff input into decisions

Please note that this process was developed by the staff at the beginning of this school for input into this Pilot School proposal as well as to begin operationalizing this school year.

The Fulton Instructional Planning and Design Team (IPDT) will be comprised of:

- The Director of Instruction (*formerly principal*)
- One teacher representative for each of the following grade pairs: Preschool/K/1, 2/3, and 4/5
- The Instructional Coach
- English Language Acquisition (ELA) lead teachers
- One special education teacher representative
- One teacher representative from the specials areas

Membership selection

Each group of teachers at the grade levels, specials and special education will agree on who will represent them. If they have more than one person under consideration and cannot reach consensus, they will take a vote on the representative and majority will determine membership.

Frequency of meetings/areas of focus

The IPDT will meet twice per month to address matters including but not limited to:

- Instruction, assessment, student learning outcomes, and student success
- Professional culture and professional development

The Fulton

IPDT will use an agenda-driven discussion and decision making process designed to foster productive, proactive dialogue on the areas identified above. This process begins with the development of team norms and operating agreements that include expectations for member participation and interaction, meeting facilitation, record keeping/reporting, and process refinement. Team members will receive training on the strategies needed to be high functioning team. Members of the IPDT will be responsible for adhering to and supporting what we call the "accordion model" for communicating with the broader Fulton staff and community. Imagine an accordion in the "compressed" mode, which would represent the IPDT and the work that it does during its meetings. In the "expanded" mode, IPDLT members are reaching out to all staff to communicate what the IPDT is working on and then soliciting input from staff (and the broader community when appropriate) to help craft decisions that take into account the full experience and expertise of the whole Fulton staff.

The Fulton IPDT will utilize a "continuum for decision making" that is designed to identify what decisions are made by the school administrative team with input from the IPDT and which decisions are made by the IPDT itself. For those decisions made by the IPDT, the team will first try to reach full consensus on an approach or solution to be pursued.

Fulton defines consensus as:

Consensus is a condition in a group in which every member is willing to go along with the decision without sabotaging it. This does not mean that the decision gives everyone his or her first choice. It only means that a sufficient number of people are sufficiently in favor of the decision to get it carried out and no one will make himself or herself an obstacle to carrying it out. (Members of the group will have sufficient opportunity to express their points of view in attempt to influence others to their point of view.)

For issues or decisions where full consensus cannot be reached, the IPDT will use a three option voting system. The three options are: 1) I support the solution/decision, 2) I support with the following specified reservations, or 3) I do not support the solution/decision for the following reasons. The vote will pass with a 2/3 majority when 1) and 2) are combined.

To actually address items of business, the IPDT will utilize a decision making sequence that begins with a framing of the issue, problem, or decision to be addressed. It should be noted that only under urgent circumstances will decisions be made by the IPDT during the first meeting that an issue, problem, or decision arises. Nevertheless, once all IPDT members are clear on the matter for consideration, the first discussion will focus on ILT members' interests with regard to the matter, i.e. what is important to them, what do they want, what do they need. This discussion will avoid solutions so that the team can fully understand the range of interests represented by team members. At this point, members will normally operationalize the accordion model to obtain other interests from their colleagues. Once all members have expressed their interests, possible solutions or options will be generated based on those interests (normally at a subsequent meeting). Once all of the solutions/options have been identified, they will be evaluated by the team. From this evaluation, a solution/option, or combination, will be proposed for agreement. The accordion model may well be applied at this point as well. Once overall agreement is reached (either through consensus or the three option vote), a confirmation of commitment to the decision will be obtained.

6. Budget

A. Proposed budget – see attached budget.

This draft budget for 2012-2013 is based on 2011-2012 figures for bottom-line budgeting supplied by the APS Budget Office. Also included are the projected funds from the Tiered Intervention Grant (TIG). Once actual numbers become available from the state for the TIG and from the district in February 2012 for 2012-2013, a final budget will be developed.

Fulton ES Budget 2012-13
Includes General and Title I

Licensed Salaries	1,335,206
Classified Salaries	173,345
Extra Duty Pay	2,000
Assemblies	
Repairs and Maintenance Services	-
Field Trips - External	
Telephone - Cellular	600

Printing	1,500
Copier Service	11,000
General Supplies	-
Co-curricular Supplies	-
Textbooks - Building Level	-
Library Books	1,000
Periodicals	-
Electronic Media	1,600
Non-print Materials	1,000
Equipment-Instructional Technology	7,500
Equipment	7,500
Field Trips - Internal	2,000
Maintenance - Internal	-

Total Elementary School Programs: 1,544,251

Part-time Help	-
Extra Duty Pay	-
Employee Benefits - In-service	-
Professional - Educational Services	5,000
Travel and Registration	5,000
Books and Periodicals	-

Total Professional Learning: 10,000

Office Staff Salaries	225,098
Overtime	400
Maintenance - Internal	300
Administrative Equipment	400

Total Office of the Principal: 226,198

Location Total: 1,780,449

2011 TIG: Fulton Elementary School

Salaries	Year One
RTI Coordinator	$60,000
Data Specialist	$60,000
Teacher Leaders (3)	$180,000
Community Liaison (TOSA)	$60,000
Stipends – Extended Day	$35,000
Stipends – Saturday School	$35,000
Stipends – After School PD @ per diem	$130,000

Stipends – 10 days beyond contract @ per diem	$130,000
Substitutes for release time: 200 days @150	$30,000
Subtotal	$720,000
Employee Benefits (200)	
@25% of above salaries	$180,000
Subtotal	$180,000
Purchased Professional/Technical (300)	
Conferences/Workshops/Seminars	$50,000
Technology Training	$25,000
Extended Day – City of Aurora	$85,000
External Provider	$100,000
External Consultants	$50,000
Subtotal	$310,000
Other Purchased Services (500)	
Experimental Learning	$25,000
Subtotal	$25,000
Supplies (600)	
Experiential Learning Supplies	$25,000
Subtotal	$25,000
Subtotal	
Indirect 5%	
Total	

B. Strategies for additional fundraising

Fulton is fortunate to have the Tiered Intervention Grant that will provide the school with approximately $6 million over three years. This money will be used to pay teachers, develop student supports and help us fulfill our vision and mission. As the grant is ending, we will aggressively seek outside funding to continue what we believe will be a high-functioning program with demonstrated proof of success of the special programs/supports we are developing. We will be building partnerships and creating outreach with our community and hope to continue to seek grants and support from foundations. We will work closely with the Office of Grants and Partnerships.

7. Curriculum and Instruction

A. The school's instructional core practices and what teaching will look like

Engaging, experiential instructional strategies, increased focus on rigor and critical thinking will help students become learners who are invested in their own learning. Teachers will have essential shared learning targets to guide planning and instruction. Structures will be developed that accelerate learning, secure mastery and provide catch-up and keep-up growth for all students. Instruction will be organized to address the skills, scaffolding and acceleration of learning that is necessary to bring each student to proficiency. By understanding the learning path (*World Class Instruction Design and Assessment/* WIDA) and the Colorado Academic Standards (CAS), teachers will be better able to make instructional decisions to close the achievement gaps. A fundamental belief is that good instructional strategies can be applicable to any student.

Scheduled planning meetings will focus on how to assess student learning based on specific outcomes and rubrics of what instruction should look like. Instruction will increase student engagement because students will understand how to take responsibility for setting goals, monitoring their progress and understanding their own performance so that they have an authentic role in the learning process. There will be a coordinated and organized plan to build relationships that develop students academically, emotionally and socially. Fulton will continue and expand its practice of "looping" (when a teacher stays with a group of students more than one year as they advance grade levels).

We will continue to ask ourselves:

What do students need to know and be able to do?
 (Common assessments/WIDA/Colorado Academic Standards)
How do we monitor facilitation of student learning?
 (Feedback, shared instructional strategies)
How will we know it is learned?
 (Common assessments, feedback, rubrics, exemplars, anchor papers, scoring assessments as a team, vertical and/or grade level)
What will we do if it wasn't learned or they already know it?
 (Precise intervention, First good instruction, extended learning, enrichment)

Through these data-driven dialogues around formative assessments as well as CSAP, interims, growth and Annual Measurable Achievement Objectives (AMAO), teachers will be able to evaluate the effectiveness of instruction. Pacing guides and interim assessments will be an important resource. Teachers will also be able to share what is working or not working and discuss why. By scoring student work together, teachers will be able to ensure inter-rater reliability and develop common assessments. This will help ensure that best practices are consistently being used.

Engaged

Engaging instructional strategies will be based on Robert Marzano's Nine Strategies (research demonstrates success with ELLs). The focus is on feedback:

- Student to student
- Teacher to student
- Teacher to teacher
- Parent to student
- Teacher to parent
- Principal to teacher
- To daily learning target
- To the three week matrices for essential learnings

Focused

The following five-step process for classrooms (whole group and stations) will support consistent, high quality instruction:

1. Post the shared learning targets (content and language)
2. Unwrap with the learners and present the student success criteria
3. Make relevant connections that link to their own lives
4. Bring the shared learning targets back up – revisit with continuous checking for understanding
5. Debrief so that the learners are clear about how close they are to being proficient at the daily learning target and then set goals to reach the target if it has not been met.

Critical Thinkers

Through team planning teachers will develop students' critical thinking based on Bloom's hierarchy for higher level critical thinking:

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering

B. A plan for closing and ultimately eliminating the achievement gap for all sub-groups at the school

Key factors to close the achievement gap include:

- Engage students
- Accelerate learning
- Foster student accountability for success (portfolios, student-led conferences)
- Use Standards Based Teaching and Learning
- Identify Proficiency/WIDA
- Use assessment to inform instruction
- Ensure best first instruction
- Develop and use tiered interventions
- Provide focused professional Learning
- Develop shared leadership for success
- Prioritize high impact initiatives

The first step in closing and eliminating achievement gaps is that every teacher must believe that all kids can be proficient – 90/90/90 is the goal with no excuses and no blame. Next is that teachers must know each student's proximity to proficiency and if he or she is making progress as identified through the CAS, WIDA and common formative assessments. Teachers must have a common understanding of what proficiency looks like. A purposeful structure will include classroom teachers, art, music, physical education, computer, library and special education in curriculum articulation and instruction. Learning must be accelerated through the intentional development of English Language Acquisition in all environments and in the four areas of language – listening, speaking, reading and writing –as well as academic vocabulary. Within standards based teaching and learning, there will be greater fidelity to agreed upon shared essential learnings to ensure good first instruction. Engaging experiential instructional strategies will be based on research, teacher experience and scaffolding learning. We will help our English language learners by developing expressive (speaking and writing) and receptive (reading and listening) skills. Fulton staff will continue to use the selected practices from Robert Marzano's work around nonlinguistic representation, setting objectives and providing feedback, reinforcing effort and providing recognition. We will connect Marzano's work with concepts in the book *Classroom Instruction that Works* (Hill and Flynn) and the Linguistically Diverse Educator Certification program.

The plan for closing achievement gaps includes *catch-up students* – those who score unsatisfactory and partially proficient. Every student needs to make adequate growth to catch-up.

C. Specific strategies for addressing the needs of diverse learners including ELA, Gifted and Talented, special needs, etc.

The goal is high expectations, good first instruction and effective interventions. We will focus on proficiency for all students:

- Understand what it is
- How to get there
- How to fill in gaps
- How to extend proficiency

This includes accelerating growth for gifted and talented students.

Planning and instruction will reflect a differentiation of practices and strategies that are designed to move students toward proficiency. Staff will intentionally prioritize higher-order thinking skills and active experiences to develop and foster student engagement. We will focus professional learning on classroom intervention and documentation. We will make certain that teachers have a deeper understanding of English language learners and their learning needs. All staff will be held accountable for ELL instruction and improvement.

Time will be provided for vertical team planning as well as departmentalizing. Teachers will be able to collaborate to develop intervention strategies and monitor progress. We will increase the intensity and time for students who are not yet proficient. After school tutoring and experiences will enhance interventions and extend learning. Clustering and flexible grouping of kids with similar needs can intensify and extend interventions. Planning for student stations will be more strategic based on the individual needs of students. Instructional classified staff will be used strategically, and they will be included in the professional learning for teachers.

The school culture will focus on relationship building, high expectations (teacher to student, student to student, student to self, parent to student and teacher to teacher). Data confirm that when students are bonded with their teachers who have high expectations, they will perform at higher levels.

Progress monitoring will be done using:

- Grade level agreements on proficiency.
- Students knowing what proficiency looks like.
- Student involvement with shared learning targets/the matrices to use in personal goal setting and self assessment
- Students accountable for applying feedback to maintain, increase, or achieve proficiency.
- Content based on rubrics aligned with a Pre/K-5 understanding of proficiency.
- Classroom walkthroughs (learning walks) to provide explicit feedback and teacher to teacher support, as well as administrative to teacher support.
- Unit planning that includes ELL and focus on vocabulary, language forms and functions.

In the book *Focus – Elevating the Essentials to Radically Improve Student Learning,* Mike Schmoker, the author, states that "Literacy is the spine that holds everything together. The branches of learning connect to it, meaning that all core content teachers have a responsibility to teach literacy." The book contends that the most important single goal of schooling in any nation is to impart adequate verbal competence. That is why teachers will plan instruction for English language learners based on a deep knowledge of WIDA standards. Students will focus on the transference of oral language to written language. This includes the development of academic vocabulary. In addition to the ELD block, every teacher will teach writing throughout the day – not just in the writing block. There will be consistent, ongoing and explicit feedback to students to move them toward proficiency. A focus of professional learning will be to improve the best practices for ELLs and to incorporate those practices across all content and environments. Co-planning/co-teaching with ELA teacher leaders and implementing sheltered instruction and continuing the ELD block are essential elements.

Special education students will have a double dip of exposure that reinforces learning. Co-planning with special education teachers will set the same high expectations and provide differentiation for instruction.

D. The core academic curriculum all students must have and the overall curriculum

The core academic curriculum is a set of experiences that allow our students access and opportunities to learn skills specified in the standards. The Colorado Academic Standards (CAS) will be the foundation for the curriculum. (NOTE: Grades K-2 will use the new standards by the 2012-2013 school year. Grades 3-5 will begin using the standards as soon as directed by the state). The standards will prepare students to become 21st century learners because they ensure a challenging and academic core for all students. The standards provide the high points and the finish lines.

The curriculum for all students will be built around the CAS. The standards will guide instruction through Pre/K-5 vertical articulation. The curriculum will increase the depth rather than breadth of knowledge across contents. Students will apply vocabulary, language structures and functions through experience so that they are making connections and engaged in their own learning. Teachers will make content accessible and meaningful through experiential learning.

Through professional learning, teachers will develop a deeper knowledge of the new standards, and strengthen the application of Standards-Based Teaching and Learning. As part of standards-based learning, the school will ensure that standards are understood by teachers, students and parents. It will be clear what every child needs to know, be able to do and perform at a proficient level. Teachers will identify what proficient looks like across all grade levels and across all English proficiency levels. WIDA, coupled with the CAS, will guide in the development of rubrics and exemplars of proficiency for both teachers and students. The WIDA will enable teachers to better understand what a beginning ELL looks like and how to support each student throughout their language acquisition.

The school-wide focus on experiential learning will support constructing a student-centered, engaging instructional plan designed to meet a variety of needs in the classroom, including English Language Learners. Every classroom will provide experiences (e.g. hands-on, field work, problem solving, constructivist) and language forms for access. The ELD block will provide time and opportunity to practice language and focus on listening and speaking.

Standards will be reinforced and deepened as they are part of and connected within multiple content areas. Students will be provided access to Tier 1 instruction and interventions in the classrooms. The continuation of the ELD block prevents students from being pulled out of regular classrooms. Emphasis will be placed on helping ELLs master academic language for the acquisition of core content and grade level expectations. All students will have equal access to the curriculum and rigorous expectations and strategies will focus on every student developing high quality skills.

E. Provide examples of possible framework/structures for curriculum.

What follows is an example of how a unit plan using the new Colorado Academic Standards (CAS) and World Class Instruction Design and Assessment (WIDA) could look like when taught across the curriculum with extended learning/enrichment opportunities to deepen learning within an experiential context.

New Plants - Science

(WIDA ELP 2, 3, 4; CAS Literacy 1, 2, 3, 4; CAS Visual Arts 1, 2)

Possible experiences: visit Botanic Gardens; visit plant nursery; visit a farm; grow your own plants from seeds; create a 'Seed Store' to package and sell seeds to Fulton community; hike in a forest; and or create individual / group greenhouses.

Math *WIDA ELP standard 3: The language of mathematics-number sense; measurement; attributes; graphs.*

Place value through 1,000 – research and track the discovery of 1,000 types of plants/flowers

Track the number the girls find versus the boys each day/week(or two different groups) and add them together (addition and subtraction with place value), then add to the total so far.

Seed Store – addition, subtraction, multiplication, division, counting money, making change, problem solving, visual displays of data (sales), scheduling time (clock) to work store, endless possibilities.

School-wide survey of plant/flower preferences – Collection and display of data

Estimate, Measure and compare measurements of plants grown indoors and out / trees in a forest (circumference)

Shape, dimension, geometric relationships – create mini working greenhouses in various shapes

Divide (fractions) each group greenhouse into equal parts so each group member has a place for their plant (perimeter, area)

Look at certain plant attributes – graph according to attributes and subtract the number that have/do not have that attribute

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Language Arts - WIDA ELP standard 2: The language of language arts-All language domains

Reading

Fiction, Non-fiction, Poetry about plant-life

Word bank related to plant-life (vocabulary)

Focus questions before / reflection questions after a 'field study' or experience

Writing

Experiential notebooks / field guides – used for each field experience

Write letters requesting permission and of thanks to the places visited

Pen pals with people from places with different plant-life/habitat (Africa?) or national pen pal

Persuasive letters to people/business detrimental to plant-life

Daily journal / reflection of learning

Writing brief reports on each plant/flower found for our goal of 1,000 plants – make a book for library

Explain the making of their greenhouse – Display during End of Trimester Science Fair / Musical / Theatre / Art Exhibition

Reading, Writing, Communicating

Standard 1.1

- *a* *Reading, Writing, Communicating – Standard 1. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)*
- *b* *Contribute knowledge to a small group or class discussion to develop a topic*
- *c* *Maintain focus on the topic*
- *d* *Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.2.5)*
- *e* *Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)*
- *f* *Use content-specific vocabulary to ask questions and provide information*

Standard 1.2

- *a* *Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS: SL.2.1)*
- *b* *Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a)*
- *c* *Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)*
- *d* *Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)*
- *e* *Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2)*

f Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3)

Standard 2 – Reading for all purposes *- includes specific reading skills needed, and all of them can be addressed within the unit and with guided and shared reading and writing activities around the general topic of plants.*

Standard 3 - Writing and Composition

Standard 3.1

- *a Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (CCSS: W.2.3)*
- *b Organize ideas using pictures, graphic organizers, or story maps*
- *c Write simple, descriptive poems*
- *d Write with precise nouns, active verbs, and descriptive adjectives*
- *e Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts*

Standard 3.2

- *a Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2)*
- *b Write letters and "how-to's" (procedures, directions, recipes) that follow a logical order and appropriate format*
- *c Organize informational texts using main ideas and specific supporting details*
- *d Organize ideas using a variety of pictures, graphic organizers or bulleted lists*
- *e Use relevant details when responding in writing to questions about texts*
- *f State a focus when responding to a given question, and use details from text to support a given focus*
- *g Apply appropriate transition words to writing*

Standard 3.3

- *a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)*
    - *iUse collective nouns (e.g., group). (CCSS: L.2.1a)*
    - *iiForm and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (CCSS: L.2.1b)*
    - *iiiUse reflexive pronouns (e.g., myself, ourselves). (CCSS: L.2.1c)*
    - *ivForm and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (CCSS: L.2.1d)*

vUse adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)

viApply accurate subject-verb agreement while writing

viiProduce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f)

viiiVary sentence beginning

ixSpell high-frequency words correctly

a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)

iCapitalize holidays, product names, and geographic names. (CCSS: L.2.2a)

iiUse commas in greetings and closings of letters. (CCSS: L.2.2b)

iiiUse an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)

ivGeneralize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil). (CCSS: L.2.2d)

vConsult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e)

a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)

b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6)

Standard 4 – Research and Reasoning

Standard 4.1

a Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page)

b Identify a specific question and gather information for purposeful investigation and inquiry

c Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type)

d Use a variety of multimedia sources to answer questions of interest

e Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)

Standard 4.2

a Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (CCSS: W.2.7)

iAsk primary questions of depth and breadth

iiAcknowledge the need to treat all viewpoints fair-mindedly

History/Geography/Ecology (WIDA ELP standard 5: The language of social studies)

Where we live – Plants and their importance on earth and/or plants of Colorado

Our Earth: Working together – People and plants: why and how we can protect them

Our Country(World) Today, Our country(World) long ago – Plant problems / deforestation

People and Places in history – Important botanists in history and what they discovered / careers

Music / Art – A play or musical as culmination of everything learned this trimester (or semester) with

props and costumes made by children (created during the trimester) and musical instruments, singing and dancing (practiced during the trimester / semester) played by children

1. OBSERVE & LEARN TO COMPREHEND

2nd grade benchmark - Make choices that communicate ideas in works of art. (Essential question: How does our set design communicate what we've learned about plants?)

2. INVENT AND DISCOVER TO CREATE

2nd grade benchmark - Create presentation-ready works of art. Choose appropriate materials to make art. The practical aspects of set design would be an interesting student conversation!! "Is my plant going o fall over during the performance?"

A technology component could be added to this unit. For instance, second graders could present a PowerPoint or video presentation to students and staff. Background photos could be added to set design, making a multimedia theater or musical presentation. Students could take the photos as part of their documentation and presentation as well. Older students could film the performance and upload it into SchoolTube for immediate peer critique and feedback. Students could also write the play and/or compose perform the music .

The Promethean Board could be used for graphing during math lessons. Students could videoconference and Skype, as well as email. (This, of course, would be oral language, rather than written.) A lot of technology is now real-time. (For instance, many zoos and museums can be experienced in real time, with on-site cameras.) This makes “visiting” sites possible without traveling.

If dance and/or choreography were added to a performance, physical education standards could be added. A theater presentation would provide authentic connections to literacy.

8. Student Assessment

A. Explain what formative and summative measures you will use to determine student progress and instructional needs

The core philosophy on student assessment is that students are the ***primary users*** of assessment information in collaboration with teachers and parents. It is assessment ***for*** learning not just ***of*** learning. Assessment informs students for their own learning and not just the teacher for their instruction

Portfolios will be used formatively as the body of evidence to confirm student learning. The portfolio will:

- Be maintained by the student.
- Inform student, teacher and parents of precise progress, current understanding, next steps/goals and proximity to proficiency.
- Provide support for student-led conferences
- Reflect progress toward proficiency until reached.
- Attach rubrics to artifacts
- Link CAS and WIDA
- Be student owned.
- Be used in collaboration with teacher.
- Ensure peer review that is structured and strongly supported.

Rubrics will include CAS, WIDA, Interim and other student specific data as well as CSAP expectations. By bringing these together into a unified whole, teachers will be able to focus teacher/teacher, teacher/student and student/student conversations. Teachers will work together to develop these common, standards-based rubrics and determine what specifically must be included. Consecutive rubrics will be fluid and flexible and continuously morph into more current and relevant forms through application and practice. Students will use these rubrics to gauge their proximity to proficiency so that their efforts will be firmly rooted upon rubrics which are adapted to their specific needs at any given point of time.

Teachers will plan vertically and use universal agreements/alignment to ensure that proficiency is achieved and maintained from one grade level to the next. Grade level teams will work collaboratively to look at and score student work to calibrate grade level expectations and agree on proficient work. Teachers will develop common understanding of proficiency across grade levels across the curriculum. Teachers will be able to use assessments to transform and modify instruction for ELLs across content areas. With guidance of the teacher, students will develop understandings of their performance on assessments and be able to monitor their own learning.

As part of the rubrics, assessments will transform and modify instruction for ELLs across content areas. Teachers will be able to integrate highly effective instructional strategies in every classroom. Teachers will differentiate instruction to meet the needs of all learners. Rubrics and exemplars will be posted and clearly defined, visible and useful to students and families.

The framework for teachers includes:

- Vertical planning that is regular, honored and structured.
- Individual and horizontal planning that is regular, honored and structured.
- Rubrics that are tied to CAS and WIDA that are purposeful and strategic, used frequently and regularly throughout content and that are understood by all students, staff and families as part of the culture of the school.
- Creating familiarity and ownership for proficiency.
- Exemplars that are provided early-on, both preliminarily and ongoing, and regularly referred to as the measuring stick (not used as only summative).
- Rubrics that are collaboratively created with the intent that the ***primary user*** of the rubric is the student in collaboration with the teacher.
- Ensuring one or two agreed upon intervention strategies for focused intervention are identified and used.
- Holding learners accountable.

B. Describe how you will prepare your students for all state mandated tests such as CSAP, CELA, ACT

The effective analysis of student data will inform instruction. Portfolios and rubrics will prepare students for summative assessments. Instruction and assessment is blended as teachers construct/unwrap a rubric prior to learning. Students will self-assess and peer-assess throughout the process. It is critical that students are aware of their objectives and the purpose of their learning.

Rubrics will be a natural part of the unit planning as teachers explore, *What do learners need to know and be able to do?* The response becomes part of the rubric. Interims will be used as a resource to help determine what students are missing and this will be included in the rubric. When a teacher asks, *What does third grade need to know about poetry for CSAP?* The response becomes part of the rubric. The rubrics become the organizing focus of instruction.

Data walls will continue to be used as displays of evidence for both summative and formative assessments to evaluate student learning. Interim assessments may be used for students in grades 3-5 to monitor progress and prepare for CSAP and CELA.

Teachers will be actively involved and knowledgeable about their students' CELA scores and their Annual Measurable Achievement Objectives (AMAOs). This will be a responsibility of teachers and not just the district ELA consultant. Sheltered instruction will be provided throughout the day. Teachers will focus on language competence for all learners.

C. For high schools, describe the proposed graduation requirements (they must meet or exceed district requirements) *NOT APPLICABLE*

9. Leadership and Staff Selection

Describe the proposed staffing plan for the school

Director, Instruction
Assistant Administrator
Secretary
Clerk
Family Liaison
Health Para
Nurse
Pre-School Facilitator
Pre-School Para
4 Kindergartens
4 First Grades
3 Second Grades
3Third Grades
3 Fourth Grades
3 Fifth Grades
Music
Art
Technology-EA
Physical Education
Speech/Language
Visually Impaired
2 Special Educators
0.5 Psychologist
Instructional Coach
Reading Interventionist
ESL Educational Assistant
7 Instructional Classified Staff
2.5 Custodial Staff
RTI Coordinator
Data Specialist
2 ELA Teacher Leaders
3Teacher Leader
Community Liaison (TOSA)

B. Explain the proposed leadership structure

The Governing Board will be the coordinating and oversight group. The Instructional Planning and Design Team (IPDT) will represent the interests of staff and ensure their involvement and input into all important decisions relating to:

- Instruction, assessment, student learning outcomes, and student success
- Professional culture and professional development

Decisions such as the development and approval of the annual Election-to-Work-Agreement will be made in accordance with the process outlined in the Pilot School Manual. More details on the role and operations of the IPDT is provided in the section on Governance. The IPDT will:

- Establish a clear selection process for membership
- Use the accordion model
- Be agenda driven
- Focus on the identified areas
- Follow the agreed upon decision making protocol
- Meet no less than twice per month for 90 minutes each
- Operate with full transparency
    - Publish agendas and minutes
    - Allow anyone to observe meetings

C. Describe the evaluation process for teachers and leadership

Evaluation for all staff will follow district-approved guidelines.

D. Describe the plan for recruiting, selecting and retaining staff and leadership.

The majority of staff is expected to come from the current staff at the school. Fulton will establish its new identify through its vision, mission and core values. A renewed sense of working toward a common goal for student success will promote a revitalized school culture and spirit. By promoting a culture that is based on authentic staff collaboration and involvement, teachers will want to be a part of the school – whether it is current staff or new staff. Shared decision making will be valued and be integral to a safe, honest and professional environment.

We will make it clear we are a Pilot School and communicate what that means to staff, students, parents and the community. A family and community engagement plan will be created that links closely with PTO to foster an understanding of the re-envisioned Fulton. Once the provider(s) have been selected, Fulton could consider adding to its name to more clearly identify what type of Pilot School Fulton will be.

10. **Annual Election-to-Work Agreement (See attachment for all required detail.)**
    A. **Complete the template for the Annual Election-to-Work Agreement attached to this application. The agreement must contain the terms of employment including the work day and work year, school schedule and identification of supplemental hours and tasks necessary to complete the mission of the school.**
    B. **Outline job responsibilities in the Agreement**
    C. **Identify a dispute resolution process (or if none is included, the process outlined in the Memorandum of Understanding will govern).**

11. **Professional Learning and Support**
    A. **Explain the goals and process for developing the professional culture of the school**

The TIG review provided Fulton staff with clear understanding about what teachers should know and be able to do. Two priorities were very clear:

- Deep understanding and implementation of components of Standards-Based Teaching and Learning.
- Intentional development of English Language Acquisition in all environments, in the four areas of language (listening, speaking, reading and writing) and of academic vocabulary.

The plan described below will ensure there is a sustained, rigorous component in professional development that helps teachers develop our ELLs by having high expectations for students, using strategies to shelter content and make instruction comprehensible and teaching academic language and literacy along with content instruction. Professional learning will focus on delivering strong first best instruction, using formative assessments and providing effective feedback, conducting data-driven dialogues and providing effective interventions.

Fulton will be narrowing its scope of work to align professional learning with these two key areas of focus. Staff will be involved in identifying professional needs and ensuring that professional learning is differentiated to meet the needs of individuals.

There will be ongoing monitoring and evaluation by staff to ensure the quality and effectiveness of professional development activities and their impact on professional practice and student achievement. Through professional learning staff will be better able to integrate highly effective instructional strategies into every classroom. Differentiating instruction for students will help teachers meet the needs of all learners.

B. Describe the proposed plan for providing staff with professional learning and an outline for how professional learning will occur (specifics for time and schedule must be in the Annual Election-to-Work Agreement)

Any hours that are required for all staff that is beyond the 1,496 hours will be compensated at a teacher's daily rate and will be identified in the annual ETWA.

Professional learning- our two priority needs :	**Professional Learning to support our work with the Standards-Based Teaching and Learning Cycle and English Language Acquisition**				
What structures will support adult learning in the two priority need areas?	*Throughout the Year*	*Semester*	*Quarterly*	*Bi-Monthly*	*Weekly*
	PD around two priority areas		1/2 day ELA PD Plan, Full day Content Planning	Leadership Team	Coaching
How will we support adults in facilitating their shared	*Yearly*	*Semester*	*Quarterly*	*Bi-Monthly*	*Weekly*
		CCLs (semester long with flexible	Data Teams	Vertical teams	Co-teach/Co-plan, Grade Level

learning, linked to the two priority need areas?		schedules) Peer-to-Peer Coaching	Common Agreement Rubrics		Meetings
How will we know that these structures have supported adult learning?	*Yearly*	*Semester*	*Quarterly*	*Bi-Monthly*	*Weekly*
		Reflecting on practice and next steps, Individual Learning Plans, Peer-to-Peer Coaching	Data Teams	Walk-throughs	On-going data, coaching
What structures will support the adult learners' differentiated needs?	*Yearly*	*Semester*	*Quarterly*	*Bi-Monthly*	*Weekly*
		Differentiated Seminars	One on one coaching		Adjusting Personal Goals

12. Student Support

A. Describe both the academic and affective supports that will be provided to students.

The Fulton mission and core values both speak to creating an environment that motivates and supports our learners. We intend to empower learners, help them set and meet goals and challenge themselves to greater success. To do this, PBIS will be more strongly linked to connect both academic and affective supports. All stakeholders, staff, students and parents, will be focused on the "Cs" of Engagement:

- Caring classroom
- Community
- Choice
- Celebration
- Collaboration
- Challenge
- CICO monitoring (check-in and check-out)

Professional learning will be provided to help teachers better understand the individual learning styles of students as well as the impact of gender and culture. The Instructional Support Team will foster the coordination of professional learning so there is alignment and focus to help identify appropriate interventions for behavioral challenges. Culturally diverse materials and native language supports will be provided to better include all students.

One of Fulton's core values is for all learners to be Responsible – being prepared and accountable for their own learning and actions. Teacher to teacher observations, sharing and supports will coordinate efforts to provide interventions that help student take responsibility for improving and developing their own behavior. Parents will also be included in helping students develop as learners. Fulton learners will develop the skills to provide one another with support for academic and affective behaviors. Having students learn the steps in problem solving and ensuring those steps are understood and practiced school wide will develop our learners. This is another core value – Team players – working together and including others in words and actions. Behavioral rubrics for students will be taught and practiced consistently. The key to success is to have a clear focus and plan that is understood by all and followed consistently. Through a collaborative process, Fulton will identify what high expectations look like and develop a culture that expects the best from staff, students and parents and celebrates success to build motivation.

B. Identify how services (nursing, counseling, truancy, liaison with community, etc.) will be provided.

Fulton will continue to provide all the resources currently provided and supported by the district. However, all services will be more focused and applied to fulfill its vision and mission. In addition, the TIG will allow for more support and services that are identified throughout this document.

C. Identify any extra and co-curricular activities that will be provided to students.

The Fulton mission states that students will be involved in a variety of enriching experiences. This means both in the classroom and outside of it. This extended learning and enrichment will help students connect to their school, community, and the world. Through field experiences and trips, as well as using technology, our students will not be limited to what can be experienced within the school house walls. An important component will be to ensure that experiences can be linked to Fulton's expectations for success – whether academic or affective. The TIG provides resources to support the extended learning and enrichment.

Through close links with PTO and identifying available resources and areas of need, Fulton can develop a menu of opportunities for students and parents. These opportunities will not be random but organized and focused on developing our learners as well as engaging our parents.

Once the menu has been developed, we can connect needs through TIG resources.

D. Describe how students will be engaged in character development, diversity and conflict resolution.

Integral to the Fulton vision/mission are engaged and empowered learners who:

- Communicate effectively
- Are problem solvers
- Reflect and act on their own learning
- Build relationships with students and adults, and
- Engage in a variety of enriching opportunities.

The PBIS behavioral matrix will be reviewed and revised collaboratively to create buy-in from staff not involved in the initial process. Second Step implementation will include empathy, anger management and conflict resolution. Every stakeholder will have a responsibility and role. Students will be able to make decisions about their own learning. The student climate survey will provide feedback that identifies target areas and where improvement is needed.

The focus will be on diversity around poverty, language, ethnicity, cultural practices, religion and gender. For example, to address gender discrepancies staff will look at interpersonal styles and provides pathways to re-engage boys and girls. Staff will consider how cultural expectations for masculine identity (the boy code of being strong/tough) and lack of positive male role models can contribute to boys not achieving. Also, we will build our understanding of the cultural aspect that can undermine the success of girls. We will empower girls and encourage them to develop their potential and role as learners.

The goal is to help students shift to intrinsic control and to be able to self assess their own learning and actions. Rubrics and consistency will foster external and internal controls that develop the character of our students. Portfolios will add to their understanding and ability to monitor their success.

13. Family and Community Engagement

A. Explain how families will be involved in their children's education

First, we want to make the school more welcoming so that parents feel comfortable being at the school and involved. We will develop a contract for parents so that they can choose the level of involvement they are able to provide. The first level can be to agree to make sure their child is at school every day, on time and ready to learn with homework completed. In addition, every parent will choose which PAWs days his or her child will attend. The next level can be to participate in volunteer activities, and then escalate to involvement in PTO, school committees and ultimately be a member of the Governing Board. This way we can respect each parent's capacity for involvement.

We also understand that we can build the capacity and comfort level of parents by offering training and classes on leadership development, volunteerism and how to support their students. In this way we can also develop a cadre of volunteers to support Fulton's vision and mission. Surveys of parents will provide information on what they want and need and how we can support that.

TIG resources will allow Fulton to provide more classes and workshops for our families. For example, we can expand family literacy classes as well as adding other areas that will support adults. We will have more school events and functions that allow parents to be part of regular, well-planned academic celebrations that are engaging and involving. Family events, meetings and celebrations will reflect the interests and needs of parents and students. Student-led conferences for portfolios will be an integral part of parent engagement. These activities will help build an environment that is built on trust, collaboration and communication. Resources will be provided, as possible, for our non-native speakers so they are able to participate more fully. The construction of the calendar provides parents with more choices and greater flexibility for involvement.

B. Describe the proposed community engagement plan.

The plan will be developed collaboratively with our parents, PTO and identify resources and areas of need to support our students and families. The plan will focus on high interest and results that engage and develop partnerships with parents and community members. The goal is to offer activities that are connected to the school's goals and vision/mission. In building the plan, every action must be to answer the question, *how will this help our students and families*. The role of the community liaison will be to support and be actively involved in developing and implementing the plan (and will work closely with the Fulton family liaison).

C. Outline the anticipated community partnerships at the school

The first step will be to inventory what is already in place. Then we will need to identify the goals we have for students and parents and determine what resources we already have and what will be needed. Because of the TIG, we will be able to provide some supports in the initial years of implementation, but we must be able to develop partnerships to provide sustainability. That is why our plans must include how to build capacity of parents and foster connections for our community. We will strategically link the Pilot Schools initiative to community partnerships and take advantage of local companies and partnerships. We believe that because of the Pilot School model, we will be able to leverage support for a clear and focused vision and mission that demonstrates levels for involvement and resources for support.

14. Safe and Secure Campus

Safety and security will be maintained through continued adherence to Aurora Public Schools district-wide plans, including Safe Schools policies, district protocols for safe campuses (secured doors, lockdown drills, etc.) and training for staff in appropriate procedures and responses to support school safety.

Colorado Department of Education: 2011 Tiered Intervention Grant
Fulton Elementary School

Vision: *Fulton students will be proficient in all areas, at each grade level, and prepared to start middle school without remediation.*

Part II: Narrative

What methods did the district use to consult with relevant stakeholders regarding the LEA's application and implementation of school intervention models in its Tier I and/or Tier II schools (e.g., stakeholder meetings (PTA, teacher unions, school board), print/web-based communication, surveys)? The transformation to a Pilot School Model was selected as a method for Fulton Elementary School to promote educational innovation and increase student success and achievement while offering a choice to teachers and parents. The goal of a Pilot School is to provide schools with autonomy and maximum control over their resources in exchange for increased accountability. Pilot Schools have collaborative cultures that support staff and administration working together to best meet the needs of students and families of their school. The expectations, practices, and responsibilities that govern Pilot Schools are mutually agreed upon by the Aurora Public Schools Board of Education and the Aurora Education Association in the Collective Bargaining Agreement and are monitored by a Joint Steering Committee that includes teachers, administrators, support staff, parents and community members. A two-thirds majority vote of teachers and administrators is required for a school to become a Pilot School. Parents and support staff must also confirm support. **Detail how the community was given notice of intent to submit an application and how any waiver requests will be made available for public review after submission of the application (e.g., newspaper/news releases, posted on the school and/or district Web site).** The Aurora Public Schools website has information related to the philosophy, content and operational guidelines for Pilot Schools (Pilot School Manual is updated annually). When a school requests permission to become a Pilot School, after a review by the Joint Steering Committee, the Board of Education has a meeting where the proposal is presented for information. Two weeks later, the Board takes final action on the proposal to approve status as a Pilot School. The Board agendas are posted on the district website, there is opportunity for public comment at both meetings and the minutes of meetings are posted. In addition, the local newspaper provides coverage. **How is the district able to demonstrate readiness for the Tiered Intervention Grant and what steps have been taken that demonstrate commitment to the specific requirements of this grant (e.g., TIG Diagnostic Review, school board commitment, previous staffing changes)?** The TIG diagnostic review identified that lack of student engagement is a contributing factor in the loss of instructional time. Fulton has high attendance rates and low mobility, so the school will focus on ensuring that students are engaged, self-directed learners who participate fully in their own education. By understanding the learning path (World Class Instruction Design and Assessment/ WIDA) and the Colorado Academic Standards (CAS), teachers will be better able to make instructional decisions to close the achievement gaps. Clearly stated and outlined in the Pilot School proposal is a focus on Standards based teaching and learning and English Language Learning coupled with clearly targeted professional learning plans and goals. **What specific actions has the district taken or will the district take to design and implement interventions consistent with the final requirements?** The staff plan begins with the first step in closing and eliminating achievement gaps: every teacher believing that all kids can be proficient – 90/90/90 is the goal with no excuses and no blame. Next is that teachers must know each student's proximity to proficiency and if he

or she is making progress as identified through the CAS, WIDA and common formative assessments. Teachers must have a common understanding of what proficiency looks like. Within standards based teaching and learning, there will be greater fidelity to agreed upon shared essential learnings to ensure good first instruction. Engaging experiential instructional strategies will be based on research, teacher experience and scaffolding learning. English language learners develop expressive (speaking and writing) and receptive (reading and listening) skills. Fulton staff will continue to use the selected practices from Robert Marzano's work around nonlinguistic representation, setting objectives and providing feedback, reinforcing effort and providing recognition. We will connect Marzano's work with concepts in the book Classroom Instruction that Works (Hill and Flynn) and the Linguistically Diverse Educator Certification program. **Describe the specific actions the district has taken or will take to recruit, screen, and select external providers, if applicable, to ensure their quality (e.g., interviews, screening tools created)?** The selection of providers will be based on the Pilot School proposal (has the TIG diagnostic review as its foundation). The providers will be chosen who can best support the goals and focus identified within this proposal. Based upon other schools, more than one provider can be selected to best connect the identified outcomes with the appropriate supports. **What specific actions has the district taken or will the district take to align other resources with the proposed interventions (e.g., Title I, other state or federal grant funding)?** Pilot Schools receive the same funding as other comparable schools within the district but also have access to identified discretionary income for district services which the Pilot Schools may or may not decide to access. Pilot Schools receive their funding as a lump sum based on the per pupil budget in accordance with equivalent budgets at other district schools with similar enrollment and grade span. This budget includes salaries and all other specified discretionary funds. The lump sum can be used as dictated by the school's vision and mission. Pilots determine how to allocate funds for staffing and scheduling decisions to realize their vision and mission of improved student learning. Discretionary funds might include district allocations to schools for such things as textbooks, instructional coaches, and professional development. **What specific actions has the district taken or will the district take to ensure flexibility, modify its practices, policies or oversight structures, outside of normal district constraints, if necessary, to enable its schools to implement the interventions fully and effectively (e.g., flexible scheduling, principal autonomy over staff hiring/firing and placement, budget autonomy, obtaining innovation school/zone status, teacher/union agreements)?** Fulton is granted autonomy for staffing, budget, curriculum and assessment, professional learning, governance and schedule for students and staff. Pilot Schools utilize shared decision making. Although they must follow state and federal laws, they have the ability to be flexible about how staff is employed and how the daily and yearly calendar and schedule for students and staff are constructed. The schools are expected to follow the required minimum number of teacher contract and student contact time but may organize those days to fit their vision and mission. If staff works more than the number of days set by the district, they do so as outlined in the Annual Election-to-Work Agreement (which must be approved by 2/3 of the licensed staff each year). A Governing Board, comprised of parents, teachers, staff, principal and community has responsibility for hiring and evaluating the principal (with final approval by the superintendent). The Governing Board approves the annual budget and oversees the educational and operational policies at the school. Using a shared decision making model and guided by the school's vision and mission, the Governing Board makes decisions relating to class size, schedule, length of school day and school year and the amount and type of required professional development for teachers at the school. Pilot Schools operating agreements include monitoring provisions and retain for the superintendent and the Joint Steering Committee the appropriate level of oversight to ensure the quality of education offered, the protection of the rights and interests of students and staff, and the expenditure of public funds in educationally sound ways. **Are there Tier I and/or Tier II schools in the district that will not be served through this grant? If so, please provide a detailed explanation for why the district lacks the capacity to serve them (e.g., lack of administrative or support staff to adequately support the implementation, improve academic achievement by focus on fewer schools).** Along with Fulton Elementary, several APS schools are eligible for the TIG grant. These include: Park Lane Elementary, Sixth Avenue Elementary, Laredo Elementary, Peoria Elementary, Elkhart Elementary, Wheeling Elementary, Paris Elementary, Altura Elementary, Vaughn Elementary, Lyn Knoll Elementary, Sable Elementary, Kenton Elementary, Lansing Elementary, North Middle, Aurora West, Aurora Central HS, and William Smith HS. Aurora Public School leadership decided to focus intensive efforts on Fulton Elementary with the intention of making significant changes. With this District's focus on one school in this grant, major academic improvements will be expected with 'lessons learned' to be disseminated throughout the district to the other above schools. **In the schools that are selected, how will the district demonstrate capacity to carry out the proposed interventions (e.g., leadership, detailed strategic or dissolution plans, capacity to administer and track progress monitoring assessments, capacity to engage in significant mid-course connections)?** Pilot Schools are held to higher levels of accountability in exchange for increased autonomy. The accountability requires both internal and external reviews. Pilot Schools are expected to exceed district averages in achievement and show growth toward higher levels of student engagement in areas of attendance, reduction in mobility and fewer discipline concerns. An annual walk-through each spring is conducted by a six member-review team to assess progress of the school, provide the school feedback on strengths and challenges and, if necessary, recommendations for improvement. The areas of focus are school vision and mission; curriculum/ instruction/ assessment; professional development; family/community engagement; student support and leadership/governance. Following three full years of operations, a Pilot School is required to participate in a School Quality Review (SQR) managed by the school’s Governing Board. Prominent benchmarks in every SQR should be (1) having in place a strong system of formative assessment of student learning and achievement, (2) progress in attaining high performance in multiple indicators of student engagement (e.g., transfers, suspensions, attendance) and achievement, and (3) how well the governing board and leadership communicates the school’s data on student engagement and achievement to staff, students, parents, and community. **What specific actions has the district taken or will the district take to sustain the reforms after the funding period ends (e.g., professional development, trainer of trainer models, district commitment of continuation resources)?** Pilot Schools are part of the larger district but share common features that make them unique. Pilot Schools are expected to promote educational innovation and increase student success and achievement while offering empowerment to staff and parents. Pilot Schools are granted the flexibility to be free from most district policies, such as calendar configuration, schedule, textbook selection, instructional guidelines and district professional learning. These autonomies are not based on money but on philosophy and common purpose. **How will the district measure progress toward the goals both formatively and summatively? Discuss how data will be disaggregated by subgroups on a regular basis (e.g., specific evaluation methods that are feasible and appropriate to the goals and objectives of the proposed project, data reports**

generated monthly and reviewed at both district and school levels, specific assessments administered on a specific assessment schedule). In cooperation with the Aurora Public Schools Office of Assessment and Research, each Pilot School annually tracks progress of students enrolled in its school in order to compare their progress with student outcomes in the other schools with the Aurora Public Schools district. The annual collection and reporting of multiple data indicators on student engagement and achievement will allow the district and the Pilot Schools Joint Steering Committee to monitor progress.

Who will monitor and evaluate the progress of the program? Who will be responsible for sharing those results (leading indicators, quantitative indicators, student performance data) with CDE on a monthly basis (e.g., name of specific company or person with expertise noted)? The monitoring and evaluation of Fulton's Pilot School transition and implementation, as well as the implementation of this Tiered Intervention Grant will be assessed and disseminated via a District and School level team. This team will include Fulton Elementary School leadership team, District level professionals (DOSA, Grants Department, Accountability and Research, and the Pilot School support team. CDE will receive monthly reports from the Grants Department and Fulton Elementary.

Part III: Needs Assessment and Program Plan

Submit a Unified School Plan for each proposed site. Action plans will need to be provided that detail 4 years of program activities (3 years TIG funds and additional year of sustainability). Fulton Elementary School UIP attached. **Analyze the current conditions in the school(s) that would be the recipient of the grant by: Providing student performance and other relevant data in relation to intervention selected for each school site.** Fulton Elementary houses Pre-K through 5th grade with approximately 500 student and 54 staff. Seventy-two percent of the student population are of Hispanic origin, 12% are Black, 6% White, 6% Asian, and 1% Native American. Ninety-two percent of the students are Free & Reduced Lunch eligible. Sixty-seven percent of the students are Limited English Proficient learners and 7% are Special Education students. Fulton Elementary academic growth is described as "Approaching" state expectations, but currently is well below State standards. A three year summary of academic achievement (Table 1) and academic growth (Table 2) is reflected:

Content Area	Rating	% Partially Proficient/Unsat
Reading	Does not meet	63%
Mathematics	Does not meet	57%
Writing	Does not meet	72%
Science	Does not meet	90%

Content Area	Median Growth Percentile	Rating	Met Adequate Growth
Reading	41	Approaching	No
Mathematics	34	Does not meet	No
Writing	42	Approaching	No

The present ESEA status of this Title 1 School is "School Improvement-Year 2". State accountability placement is "Priority Improvement". **Analyze the current conditions in the school(s) that would be the recipient of the grant by: Identifying root causes. What is preventing the school from increased academic performance? To what does the district attribute the failure**

of student academic growth over time? The following topics have been identified through the Tiered Intervention Grant Diagnosis Report as preventing the school from increasing academic performance and are recommended as next steps to impact academic growth. *(Each area below reflects feedback as to the determination of these major themes of the TIG report.)* 1.) Clear focus and building of connections and alignment of all efforts by the school: *Large range of achievement levels in classrooms, frequent changes of instructional practices, teacher support varies, instructional support fluctuates, alignment of professional learning with academic outcomes, concerns over teacher accountability results.* 2.) High expectations, a sense of urgency evidenced by the acceleration of learning, and greater rigor in all learning environments and 3.) Belief that the majority of Fulton Elementary School students can perform at proficient and advanced levels: *lack of transition structures, lack of student engagement contributes to compromised instructional time, lack of increased supports for non-proficient students, evidence of rigorous expectations and strategies.* 4.) Deep understanding and implementation of all components of the Standards-Based Teaching and Learning Cycle: *limited understanding of SBTL Cycle and how to implement.* 5.) Intentional development of English Language Acquisition in all environments, in the four areas of language (Listening, Speaking, Reading and Writing) and of academic vocabulary: *varying degrees of utilization of English Language Development Continuum, lack of strategic analysis of CELA/AMAO results to support progress in language acquisition, difficulty with student acquisition of core content and academic language.* 6.) Effective research-based instructional strategies that engage students and scaffold learning: *variability in the use of effective instructional strategies, unclear how to implement selected strategies, professional development alignment weak, more instructional supports needed, little discussions on the 'how' of making progress* 7.) Leadership that builds systems and systematic implementation of prioritized, high impact initiatives while shepherding the school through major change: *IST supports inadequate, PBIS is not supporting learning environments, communication pathways are not as effective as needed.* **Analyze the current conditions in the school(s) that would be the recipient of the grant by: Demonstrating that the LEA has the capacity to enable each school to implement fully and effectively the required activities of the school intervention model it has selected. (Attach relevant data: diagnostic review, school support team report, or external evaluation, relevant student achievement, school performance and relevant school culture data as an appendix.)** Aurora Public School District provides schools that chose to restructure to a Pilot School model with support in program development, application completion, Board of Education approval process, budget processes, curriculum and provider identification and professional development. Fulton Elementary School has received guidance from a District contracted professional, a Director of Student Achievement and the Department of Grants and Partnership Development. These district resources have provided support in alignment with the Pilot School Model, as well as the TIG Diagnosis Report. See the TIG Report attached as Appendix A. **Provide evidence to demonstrate that overall goals and interim targets are included by year. Annual math and reading/language arts academic goals are set for each school site the grant will serve including Tier I, Tier II, and Tier III. Expectations for growth after one year are clear.** See chart below. **Provide evidence to demonstrate interventions are consistent with the final requirements**. See chart below. **Provide evidence to demonstrate proposed plan is aligned with the district strategic plan.** Fulton Elementary School's Pilot School plan is in alignment with the Aurora Public School District's strategic plan, VISTA 2015. The VISTA 2015 has four Transformational Areas: *People, Achievement, Community and Environment.* These areas include*: People:* •

Recruit, hire, induct, support and retain high-performing staff to promote organizational effectiveness, • Ensure all employees are highly effective and skilled for their positions; *Achievement:* • Accelerate learning and reduce learning gaps, • Increase student achievement and teacher development through precise, individualized professional learning aligned with achievement goals, • Increase choice offerings, access to postsecondary options and postsecondary/workforce readiness (PWR),
Community: • Strengthen collaboration with parents to enhance learning for their children• Incorporate successful school, family and community partnerships to strengthen engagement and foster shared responsibility for our students; *Environment:* • Provide equitable environments that optimize learning and maximize personal potential, • Enhance a professional and high-performing culture based on trust, teamwork and transparency, • Construct and maintain facilities that support 21st Century learning.
Fulton will focus on increasing student achievement, supporting high-performing staff, strengthening parental impacts and providing a learning environment that support Fulton's focus on maximizing student potential.
Provide evidence to demonstrate sustainability after the implementation of the changes. It is imperative to insure the 3 years of improvement is sustained. To guarantee the work continues, the Governing Board and Leadership Team will collaborate to link funding to: professional development for staff and extended learning opportunities for students.
Provide a sequenced timeline of events that will occur in the implementation of this grant.

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
Major Improvement Strategy #1: Provide academic professional development: Deepen understandings of the Standards Based Teaching and Learning Cycle inclusive of delivering the agreed upon curriculum, analyze student data to inform	**What do students need to know and be able to do?** **Strategic Planning**	Begin ongoing collaborative planning to prioritize and determine standards, driving shared learning targets for content and language.	Uses CAS/WIDA, district resources/frameworks and evaluated student data to plan appropriate learning experiences. Plans for all components of the learning block. Uses CAS/WIDA knowledge to plan instruction	Orchestrates the use of resources, strategies, time, experience, & knowledge of students to plan for whole group, small group, & independent experiences	Plans for whole group lessons to be rigorous enough for the most advanced learning & provides entry points for struggling learners Plans effective ongoing	**Ongoing structures to plan and implement full SBTL Cycle** **~Grade Level Meetings** **~Full day plans quarterly** **~Professional Learning bi-monthly** **Instructional Coach and Teacher**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
instruction, integrate highly effective/research based instructional strategies, & differentiation of instruction to meet the needs of learners, provide clarity around proficiency targets & receive support reach/exceed targets.					flexible groups Plans effective relevant learning experiences for students Plans for maximal use of time	**Coaches support staff learning through peer coaching** **Hire consultants and providers to support learning**
	How is do we facilitate the learning? Best Instructional Approaches	Begin posting shared learning targets with the 5 step process of lesson design ~Posting the shared learning target ~Unwrapping the target with the students ~Making the target relevant with the student ~Bring the shared learning target back throughout the lesson. Teacher **feedback**	Instruction is based on a daily plan to meet students needs, evident in posted shared learning targets Scaffolds are in place for all students based on their strengths and next learning steps. Feedback is provided based on next learning steps.	Uses a variety of instructional approaches based on evaluated assessments. Adjusts instructional approaches based on student responses and provides	Teaching is based on a repertoire of approaches that lead to all students learning. Monitors learning using a variety of strategies.	**Ongoing structures to plan and implement the SBTL Cycle** **~Grade Level Meetings** **~Full day plans quarterly** **~Professional Learning bi-monthly** **Instructional**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
		always linked to target ~Debrief the shared learning target with the learner, sharing how close they came to the target and what are their next steps		feedback based on those responses.	Feedback to individuals is precise, timely, and relevant.	**Coach and Teacher Coaches support staff learning through peer coaching** **Hire consultants and providers to support learning**
	How do we know that they have learned? **Checking for Understanding**	Students and teachers are clear on what proficiency looks like, understand where they are, and can communicate to others their next steps Common assessments used throughout all grade levels ~3 week matrix-math ~Running records-reading ~I can/I'm learning organizers in draft books-writing	Uses numerous assessment tools. Uses summative and formative data to understand learners and flexibly group students.	Strategically gathers relevant summative and formative data.	Assessment is ongoing and embedded through all learning.	**Ongoing structures to plan & implement full SBTL Cycle** **~Grade Level Meetings** **~Full day plans quarterly** **~Professional Learning bi-monthly** **Instructional Coach and Teacher Coaches support staff**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
						learning through peer coaching **Hire consultants and providers to support learning**
	What do we do if they didn't get it or already know it? **Intervention**	Teachers meet regularly to design and implement interventions and enrichment for students. Instructional Support Team meets regularly to work with the teacher to design and support classroom interventions Interventionist is hired to work with 1st and 2nd grades pushing them towards reading proficiency.	Scaffolds are in place and planned for all students based on their strengths and next learning steps. After school tutoring and enrichment classes are available to all learners based on need Extended Day calendar in place to give learners more time for learning, including project based experiences	.Teachers adjusts instructional approaches based on student responses and provides feedback based on those responses Expand after school tutoring to a summer program offering experiential learning outside the	Continue with extended year calendar as part of the pilot school status, offering support towards proficiency and experiential learning. Obtain grants to support project-based learning	**Ongoing structures to plan and implement the full SBTL Cycle** **~Grade Level Meetings** **~Full day plans quarterly** **~Professional Learning bi-monthly** **~Quarterly Data Team Meetings** **RtI Coordinator to support a**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
				Aurora boundaries.	without boundaries.	**foundation for Instructional Support Team** **Instructional Coach and Teacher Coaches support staff learning via peer coaching** **Hire experiential learning consultants & providers**
Major Improvement Strategy #2: Create Relevant learning: align opportunities to apply and demonstrate their learning through multiple learning modalities, with the intention of	**Research based effective best practices** **Providing students multiple ways to demonstrate understands.** **Teachers using formative**	Instruction is based on a daily plan to meet students ‘ learning style needs Scaffolds are in place for all students based on their strengths and next learning steps. **Feedback** is provided based on next learning	Uses a variety of instructional approaches based on evaluated assessments. Adjusts instructional approaches based on student responses and **provides feedback** based on those responses.	Teaching is based on a repertoire of approaches that lead to all students learning. Monitors learning using a variety of strategies. **Feedback to individuals is precise, timely, and relevant.**		**Provide professional learning to support understanding of precise feedback** **Peer coaching through CCL** **Consultant to**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
engaging Unsat/PP students across the grade levels to be able to communicate their learning more effectively. Teachers will be able to identify and adjust for learning gaps to accelerate student growth.	**assessments to adjust learning and provide precise, effective feedback to learners**	steps and is precise and clear to learner.				**train staff on supporting learning through multiple modalities** **Professional learning on Bloom's higher level thinking into practice**
Major Improvement Strategy #3: Provide professional learning in ELA: Sustained, rigorous PD component that helps teachers develop English Language Learners' English acquisition skills to support high expectations for	**What do ELA students need in order to have full access into the learning? Strategically planning for sheltered instruction**	Uses district resources/ frameworks (ELD Continuum and pacing guides) and evaluated student data to plan appropriate learning experiences. Plans for all components of the learning block. Uses content knowledge to plan instruction to include functions and forms of language, content, and language objectives.	Utilizes district approved resources, frameworks, sheltered instructional strategies, time, experience, and knowledge of students to plan for whole group, small group, and independent experiences Uses grade level curriculum frameworks and pacing guides in all content to plan	Demonstrates deep understandings of content & what it looks like/sounds like when learning occurs Plans for whole group lessons to be rigorous enough for the most advanced learner and provides entry points for the most struggling learner. Plans effective ongoing flexible groups. Plans effective experiences for students to use what		**Ongoing ELA learning embedded in every professional learning opportunity.** **ELA Teacher Leaders to support staff learning through peer coaching** **Hire**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
all students, to shelter content /make instruction comprehensible, and to provide adequate feedback around reading, writing, and speaking. Second language learners will have access to grade level content and perform at an increased level of proficiency, with steady growth over time.			effective ELA instruction Planning by connecting big ideas and themes to what students are learning in other parts of their day	they are learning. Plans for maximal use of time. conceptual knowledge, to access background knowledge, and get at big ideas) Precisely monitors learning daily, using a variety of strategies (Anecdotal observation, student work products, student behaviors) Provides oral and written feedback in a format that is precise, timely, and relevant. Utilize technology to max. learning		**consultants and providers to support learning**
	How is do we facilitate the learning for ELLs?	Instructs based on a daily plan to meet students' language and content needs Differentiates/Scaffolds are in place for all students based on their strengths and next learning steps Approximates use of sheltering techniques, interactive participation structures, TPR, visuals	Uses a variety of instructional approaches based on evaluated assessments. Adjusts instructional approaches based on student responses. Uses sheltering techniques, interactive participation structures, TPR, visuals (photos,	Teaching is based on a repertoire of approaches (whole group, small group – guided and shared, and independent) that lead to all students learning. Effectively uses sheltering techniques, interactive participation structures, TPR, visuals (photos, pictures, diagrams, drawings), realia, labels, hands-on, models,		**Ongoing ELA learning embedded in every professional learning opportunity.** **ELA Teacher Leaders to support staff learning through peer**

Event/Activity/Action Steps	Description	Timeline				Professional Development
		Year One – Developing	Year Two – Implementing	Year Three – Refining	Year Four - Sustaining	
		(photos, pictures, diagrams, drawings), realia, labels, hands-on, models, demonstrations, oral rehearsal, assigning peers, mentors, buddies, grouping and regrouping, accessing background knowledge, language models, rate of speech, gestures, graphic organizers, etc Monitors student learning Provides oral and written feedback	pictures, diagrams, drawings), realia, labels, hands-on, models, demonstrations, oral rehearsal, assigning peers, mentors, buddies, grouping and regrouping, accessing background knowledge, language models, rate of speech, gestures, graphic organizers, etc Monitors learning daily, using a variety of strategies (Anecdotal observation, student work products, student behaviors) Provides relevant oral and written feedback	demonstrations, oral rehearsal, assigning peers, mentors, buddies, grouping and regrouping, accessing background knowledge, language models, rate of speech, gestures, graphic organizers, etc Utilizes native language appropriately to support learning (use of primary language to build		**coaching** **Hire consultants and providers to support learning**

Budget Narrative

All expenditures contained in the budget are described in the budget narrative and justified in connection to project goals, activities and specific model. See budget narrative. **Amount of school improvement funds to be used for both pre-implementation (those clearly identified activities which are absolutely necessary to implement the model fully and effectively) and implementation of the selected model and activities in each school the LEA commits to serve is clearly delineated. Amount of school improvement dollars used to *support* implementation of the selected school intervention model and activities are clearly detailed.** Fulton Elementary School's TIG funding will be used for pre-implementation and implementation of the Pilot School

transformation, as well as addressing the findings of the TIG Diagnostic Report. **Demonstrates how district will align current and future funding in support of improvement goals and sustainability (e.g., specific funds identified, how will existing funds be reallocated to sustain grant after federal funding ends).** With the transformation to a Pilot School, the current and future Fulton school operating budget has the ability to be aligned with the improvement goals and sustainability needs as determined via data driven assessments and not predetermined by the District. Title 1 funds will also be aligned with the direction of the school's focus on academic growth. **Details school improvement activities for each Tier III school (if applicable) identified in this application**. N/A. **Details any portion of the plan that will be paid for by grant funds.** See budget narrative.

Salaries (100)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity Focus Area**
Performance Framework Stipends	0	0	0	Major Improvement Strategy #1
RTI Coordinator	0	0	0	Major Improvement Strategy #2
Data Specialist	$60,000	$61,200	$62,500	Major Improvement Strategy #3
Teacher Leaders (3)	0	0	0	
Community Liaison (TOSA)	$15,000	$30,000	$30,000	
Stipends – Extended Day	$35,000	$35,000	$35,000	
Stipends – Saturday School	0	$30,000	$25,000	
Stipends – After School PD @ per diem	$30,000	$40,000	$40,000	
Stipends – 10 days beyond contract @ per diem	0	$50,000	$50,000	
Subs release time:200 days @ $150	$15,000	$20,000	$25,000	
Subtotal	***$155,000***	***$266,200***	***$267,500***	
Employee Benefits (200)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity Focus Area**

@ 25% of above salaries	$38,750	$66,550	$66,875	
Subtotal	***$38,750***	***$66,550***	***$66,875***	
Purchased Professional/ Technical (300)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity Focus Area**
Conferences/Workshops/ Seminars	$10,000	$10,000	$9,100	Major Improvement Strategy #1
Technology Training	0	0	0	Major Improvement Strategy #2
Extended Day – City of Aurora	0	0	0	Major Improvement Strategy #3
External Provider	$35,000	$45,000	$35,000	
External Consultants	$20,000	$20,000	0	
Subtotal	***$65,000***	***$75,000***	***$44,100***	
Other Purchased Services (500)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity**
Experiential Learning	$15,000	$12,000	$10,000	Major Improvement Strategy #2
Subtotal	***$15,000***	***$12,000***	***$10,000***	
Supplies (600)	**Year One**	**Year Two**	**Year Three**	**Goal/Activity**
	0	0	0	Major Improvement Strategy #1,2,3
Subtotal	***0***	***0***	***0***	
	Year One	**Year Two**	**Year Three**	
Subtotal	*$273,750*	*$419,750*	*$388,475*	
Indirect 5%	$13,688	$20,988	$19,424	
TOTAL	**$287,438**	**$440,738**	**$407,899**	$1,136,075