

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: | | Pueblo City Schools | |
| Mailing Address: 315 West 11 th Street, Pueblo, Colorado 81003 | | | |
| District Turnaround Project Manager: | | Beverly Johnson | |
| Mailing Address: 315 West 11 th Street, Pueblo, Colorado 81003 | | | |
| Telephone: 719 423-3075 | | E-mail: beverly.johnson@pueblocitieschools.us | |
| Signature: <i>Dr. Beverly Johnson</i> | | | |
| Program Contact Person (if different): | | | |
| Mailing Address: | | | |
| Telephone: | | E-mail: | |
| Signature: | | | |
| Fiscal Manager: | | Jolene Schaack | |
| Telephone: 719 549-7147 | | E-mail: joleen.schaake@pueblocitieschools.us | |
| Signature: <i>Karen Anderson for Jolene Schaack</i> | | | |
| Region: Indicate the region(s) this proposal will directly impact | | | |
| <input type="checkbox"/> Metro <input checked="" type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> 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 |
| \$663,975.00 | \$663,975.00 | \$663,975.00 | \$1,991,925.00 |

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.

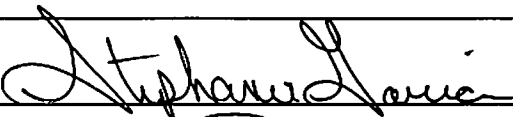
| Please provide the following information for each participating school (additional rows may be added), starting with Tier I schools: | | | | | | | | |
|--|-----------|--------|---------|----------|-------------------------------------|---------|---------|----------------|
| SCHOOL NAME | NCES ID # | TIER I | TIER II | TIER III | INTERVENTION (TIER I AND II ONLY) | | | |
| | | | | | Include requested amount per school | | | |
| | | | | | Turnaround | Restart | Closure | Transformation |
| Spann Elementary School | | X | | | | | | X |
| | | | | | | | | |
| | | | | | | | | |
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| | | | | | | | | |

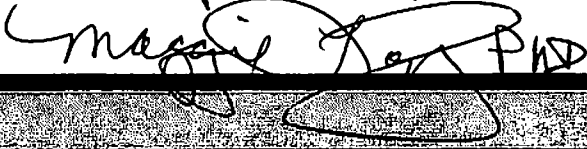
PART IB: LEA/School Information and Signature Page

(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: Pueblo City Schools

School Board President Signature: 

Superintendent Signature: 

School Information

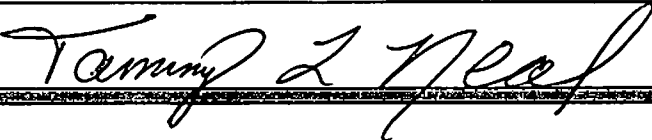
School #1 Name: Spann Elementary School

Principal Name: Tammy Neal

Telephone: 719-253-6115

E-mail: tammy.neal@pueblocitieschools.us

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

Principal Signature: 

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 July 13, _____, 2011 the Board of Pueblo City Schools # 60 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:

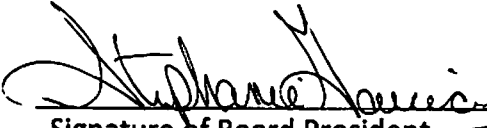
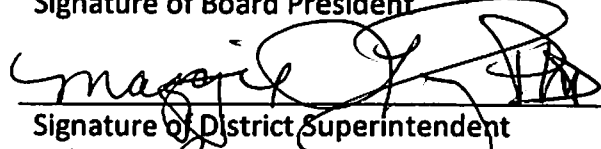
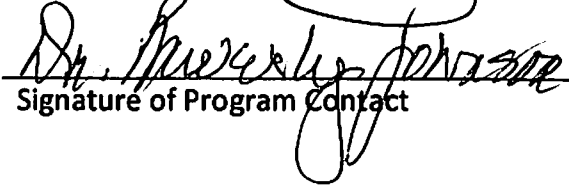
- To use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- To establish annual goals for student achievement on the state's assessments in both reading/language arts 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.

| | |
|---------------------------------|--|
| Stephanie Garcia |  |
| Name of Board President | Signature of Board President |
| Dr. Margarita Lopez |  |
| Name of District Superintendent | Signature of District Superintendent |
| Dr. Beverly Johnson |  |
| 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.

PART ID: WAIVERS *(Complete and attach as the sixth page of proposal)*

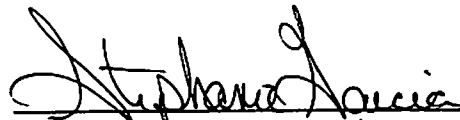
Pueblo City Schools # 60 requests a waiver of the requirements it has selected below. *Please note:* If the district does not intend to implement the waiver with respect to each participating school, then it must indicate for which schools it will implement the waiver.

"Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Stephanie Garcia

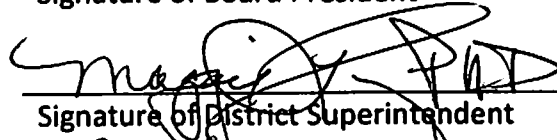
Name of Board President



Signature of Board President

Dr. Margarita Lopez

Name of District Superintendent



Signature of District Superintendent

Dr. Beverly Johnson

Name of Program Contact



Signature of Program Contact

PART I:

Executive Summary:

Spann Elementary School is a school wide Title I school located on the east side of Pueblo, Colorado. It was built in 1946 and closed for a brief time in 1994. In 2002, Spann was reopened as a k-8 School, and reconfigured in 2007 to a K-5 School. Since reopening there has been significant turnover in leadership and staff. Currently the average length of teaching experience is 4.6 years, with a significant change of principal and staff two years ago. The school population is composed of approximately 94% free and reduced lunch, with 80% of the students from a minority background, of which 28% are identified as English Language Learners. The school has a mobility rate of 57%. Academic performance in the last 3 years shows increasing scores that indicate unsatisfactory performance on the CSAP. AYP performance shows the school as having missed AYP in reading for 2 years and math for one year as of SY2010-2011. Spann has been identified by the Colorado Department of Education as a Tier I school and designated as Turnaround Status, eligible for application for the Tiered Intervention Grant, 1003g.

Please note that 2011 data are not included in this application. Considering the release date and time for analysis, it will be included in the USIP revision this fall. We would like to note that Spann did achieve AYP as a result of Safe Harbor and demonstrated greater than the state average growth in 5th grade math and writing for all students and girls, as a sub group.

PART II: NARRATIVE:

Preliminary Processes:

Pueblo City Schools received notification from CDE in December 2010 that Spann Elementary School would fall into the category of a Tier I school and would be eligible to receive intense support through the Federal Title I School Improvement Grant funding. Spann would then join the other schools in Pueblo City Schools already receiving support through a Tiered Intervention Grant, Title I 1003G funding. At that time, Spann was identified as a Turnaround School, however since the principal was replaced in SY 2009-2010, with a majority of the staff, the district requested and received the Transformation status for this school.

Upon initially learning of the Tiered Intervention opportunity, Pueblo City School District began to engage its key stakeholders to ensure that the implementation of the program was set up for success should Pueblo receive the requested support for Spann

Elementary School. In December, 2010, the following stakeholders received preliminary notification: 1) Spann staff members, 2) Board of Education, and 3) Pueblo Education Association. At this point, Spann administration applied for and received a Tiered Intervention Grant Support Review Grant to allow for the state diagnostic review team to evaluate the program in preparation for application of the Tiered Intervention Grant. In addition, the office of public relations has been working closely with the local news media to ensure that all information regarding this addition to our turnaround and transformation schools is clear and up to date. As part of the diagnostic review grant, Spann developed and followed a Communication Plan calendar that began in December 2010 and carried through the grant phase.

All stakeholders were made aware of the comprehensive review and were involved in an orientation meeting that occurred after contract hours and described the purpose of the SST visit.

Findings from the SST team were disseminated to all stakeholders by a CDE certified implementation support services provider upon completion of the review. In addition, a day long orientation and training occurred for all staff and district supervisors. The strengths and challenges for Spann were presented, as well as initial suggestions for resolution for the deficits. Note that the attached Unified School Improvement Plan addresses the major points in the comprehensive review.

Feedback from the School Support Team (SST) served as a catalyst for the BLT to review the results, align the current improvement plan and ultimately apply for this Tiered Intervention Grant to support the school and community constituents in the ultimate goal of increasing student learning and achievement.

District Assurances:

The district is currently working with an Education Management Organization (GPS) to provide support for the other schools identified as Transformation and Turnaround. The district remains committed to support the schools and their staff in doing the hard work of transformation and turnaround. Currently the district works in tandem to collaborate and share knowledge and expertise provided by the EMO. The District has in place an Office of Transformation and Turnaround Schools, with an Executive Director and Secretary. The Pueblo City Schools Board of Education has adopted the Colorado Academic Standards, and is beginning the 2011-2012 school years with a full schedule of professional development support focused on instruction planning focused on teaching & learning. The practice of using Professional Learning Communities as a vehicle for teacher communication and collaboration is at the forefront of staff development. In addition the district currently works with NISL as another outside provider to build leadership capacity for aspiring or current administrators.

The district has also adopted a Balanced Assessment Plan to assure that the monitoring of student progress is completed on a regular basis with feedback being given to teachers and parents in a timely basis. The adoption of Alpine Achievement as a vehicle to disaggregate data will be used for driving instruction, and adds to the district assessment portfolio. The district will continue the use of benchmark assessments and progress monitoring with this data being used in the Professional Learning Committee's to stimulate teacher planning and practice regarding instruction and achievement.

The Office of Transformation and Turnaround Schools will be responsible for monitoring and evaluating the progress of the program. The Director of Transformation and Turnaround will share the results of these monitoring efforts with the CDE on a regular basis.

The Human Resources Department is currently revising the teacher evaluation process bringing it more closely aligned with SB191 legislation. The focus of teacher walk throughs and feedback will be on explicit, systematic instruction and methods of determining how to focus instruction based on student learning needs.

All Tier 1 and 2 schools in the district will be served through TIG Cohort 1 or TIG Cohort 2 (this grant).

In addition to the information regarding collaboration with stakeholders in the earlier part of the narrative, the district administration and the educational provider work in tandem to support the designated schools in meeting the needs of their respective communities. The Executive Director sits on the District Leadership Team for the purpose of coordination and information dissemination regarding the operations of the Turnaround and Transformation Schools. These designated schools serve often as pilots for strategies and develop processes and systems that may in turn be implemented in the district as "best practices". Issues of personnel hiring, budget use, etc. are often negotiated items and are the subject of weekly collaborative meetings between the district, the teacher's organization and the educational management organization. The intent is that all parties are involved and informed of actions that are being proposed and implemented.

Selection of an Educational Partner:

In an effort to be as prepared as possible, the district issued an RFP for an educational management organization (EMO) to design a plan to *transform* Spann based on the Expedited Diagnostic Review completed by the State Support Team in April. Ten vendors were solicited, with five expressing interest. Two actual RFP's were submitted and read against a rubric modified from the state format and the Mass Insight model. Global Partnership Schools (GPS) was again successful as the EMO should the grant be awarded.

Since GPS designed the “cure” systems for the other schools, the RFP includes specific supports and strategies based on the state review. The focus will continue to be on the five areas of Transformation/Turnaround work: organizational management and leadership; academic performance, learning environment, financial management and comprehensive planning. Spann’s particular needs- instructional quality and parent supports are emphasized and identified in the USIP attached. The selection through competitive RFP process is seen positively by the district, as consistency and congruency is critical in supporting the district’s mission to build and sustain these reform efforts in all PCS schools.

Resource Alignment:

Currently Spann is a school wide Title I School. Her Unified School Plan will include both Title I funded activities as well as Tiered Intervention Funds. Since the inception of the Unified Plan, all funds, including general funds, are aligned to school goals and needs. The school district is assisting, based on the needs of the community, with a Parent Liaison and Full Day kindergarten, as well as a preschool program housed in the school. Services provided by the Educational Management Company also include the preschool teachers.

Sustainability:

The sustainability plan for Spann includes spending the first of the three years of the grant focusing on intensive development of teacher skills both in content development and strategies for teaching. This will be accomplished by providing intensive staff development for teachers and staff with on site coaching 2 times a month from a master teacher. This will allow for the development and practice of intensive instruction provided through high quality, grade level or above expectations based on standards driven instruction. Grant monies will be used to purchase an instructional coach who will work with the teachers in supporting their efforts.

The district intent is that Spann will develop a focus around the Primary Years International Baccalaureate Program over the next 3 years. The principal would begin the investigation during the first year of the grant, with teachers receiving training during the second year, and the initial application and beginning of implementation during the 3rd year. The school would apply for recognition during the 3rd year, with the intent of recognition either the 4th or 5th year. The district would assume the cost of the IB membership and maintenance of skills by the 4th year.

In addition to the academic focus the school will continue the effort to involve and educate their parents to the needs of the students through the Parent Program currently housed in the school.

The support provided by GPS targets sustainability in its focus to build the capacity of principals and teachers and to create specific structures of professional practice such as functional Building Leadership Teams, and operative PLC's that, once established in the schools culture, can be maintained over time for higher performance and productivity.

Budget Narrative:

Administrative Costs:

The current budget for year 1 is aligned to providing the service as identified in the USIP. Administrators receive a \$15,000 stipend which extends their year to 12 months from the regular school district salaries. In addition a common data analyst and the executive director's salaries are divided over the 6 schools (5 in Cohort 1 and Spann in Cohort 2).

In addition to the above administrative costs, Spann is buying part of the Counselor (the school only generates a .5 FTE counselor by district formula) based on school needs and an instructional coach.

Extended year, summer school, enrichment and intercession:

Spann is on an extended year calendar with intercessions. The grant proposal includes salaries to pay for intercession teachers and an intercession teacher, which will allow for an extended year for the students. Materials and supplies for these activities are also included.

Stipends & Extra Pay:

The first year of the grant is rich with staff development for the teachers, as recommended by the comprehensive review. The grant included stipends, extra pay and benefits for teachers to attend training beyond normal school hours to stay after hours for Building Leadership Team, and to pay for substitutes when teachers need to be in training or meeting with their coaches.

Staff development and training:

Continuation of a Writing Program will occur for teachers, since data collected indicates that these strategies haven proven effective. In addition, as Spann looks toward sustainability, the principal will begin the investigative year of the International Baccalaureate Program (PYP and MYP) with the support of GPS. She will receive training and start developing plans to include the cadre of teachers for years 2 and 3. Additional training is identified in the USIP and below in the GPS documentation.

Provider Consultant Costs:

Global Partnership Schools serves as the general contractor for all the staff development, coaching (executive leadership, instructional, and budgetary) for the school, in addition to providing support in budgeting, management and parental engagement. Executive coaching is provided weekly to the principal, as well as daily on-

site support and coaching for the principal, leadership team and teachers. Instructional coaching and curriculum/instructional leadership is provided to teachers by CORE (subcontractor specializing in language arts and math) and GPS staff, as well as district personnel. Opportunities in district are provided for staff development for teachers in developing positive relationships with parents and children (Charlie Applestein and Ruby Payne trainers) as well as data analysis, PLC training, Lesson Planning, and developing effective strategies and teaching techniques.

Summary:

Currently we have reduced the costs of the original budget submitted. We have maintained the requested costs for the 3 years at this level as it is difficult to project the costs of IB training for years 2 and 3. Certainly it would not exceed the request. We have noted that since elementary teachers teach all subjects, it doubles the costs for their substitutes and coaching time. We do have a proposal from Global Partnership Schools that illustrates these costs, which would be submitted with the revised USIP.

School Profile

Community Characteristics

Spann School serves a community on the eastern boundary of the city of Pueblo. The community is bordered to the east by open prairie, north by US Highway 50, south by East Fourth Street, and west by Reading Avenue.

This Eastside community has been described as a high-risk neighborhood plagued by unemployment, low socioeconomic status, high mobility, and single parent households. There are few businesses and churches in the Spann service area. The area consists mainly of single and multi-family dwellings for single and blended families.

Located one block north of Spann School is the Mesa Garden Apartment complex where a large percentage of students reside. The complex is privately owned and consists of 140 government subsidized, low-income housing units. In addition, a large percentage of Spann students live in one of the two mobile home developments located on the Southside of the school.

The following statistical information was obtained from the U.S. 2000 Census Summary Files. In the Spann service area there are 1000 people in the labor force with a 13.1% unemployment rate. The average unemployment rate for the city of Pueblo is 7.2%. An additional 1,026 people are not reflected in the labor statistics. The individuals in this group are not employed and are not actively seeking employment. Of the adult population in this area, approximately 30% have less than a high school education. The median family income in Pueblo is \$35,620, while the median family income in the Spann area is \$21,404 with 17% of the families making less than \$10,000 per year. Currently, 94% of Spann's student population qualify for free lunch.

Of the student population at Spann, 53% of students come from married-couple families and 47% from single parent families. The ethnic demographics of the community mirror the ethnic breakdown of the school. The Hispanic population of the service community is 71.2% reflected as 85% in the school community; the white population of the service community is 25% reflected as 15% in the school community; the black population is 1% of the service community reflected as 4% in the school community. The Native American demographics are 1% in both the service area and school. The population by age data shows less than the average for all adult population groups over 21 years of age with greater numbers in the less than 21 years of age population in the Spann service area. In the city of Pueblo, 26.4 % of the population is younger than 21 years of age. In the Spann service area, 39.6% of the entire population is under the age of 21. The under 5 years of age population is nearly double the city average with 11.2% in the Spann area compared to the 6.7% for Pueblo.

Health care is readily available to citizens and students in the Spann service area. Pueblo East High School and Risley Middle School provide wellness centers for community health. Within the greater Eastside community are churches, locally owned businesses, city and state agencies, and recreational opportunities.

School Characteristics

School Location:

Spann School is located at 2300 East 10th street on the east side of Pueblo, Colorado. Originally built in 1952, Spann served as an elementary school until it was closed in 1994 due to declining enrollment. With the support of the community, Spann was reopened in 2002, as a PreK-8 grade site. In 2007, the Board of Education discontinued the middle school program. Currently, Spann School serves 296 students in grades PreK-5.

Building Layout:

The school consists of three main hallways. The first hallway runs in a north to south direction and contains several classrooms, a science lab, a computer lab, vocal music room, as well as, a teacher workroom and offices. The second hallway intersects the main hallway and leads to a pod of five classrooms. A third hallway leads you to a new addition that was built in 2004. This addition contains six classrooms, a bathroom unit, computer lab, and conference room. The building also contains a gymnasium at the south end of the main hallway and a cafeteria and media center just east of the main hallway.

Staff Configuration:

The Spann administrative team consists of one instructional leader, a half-time counselor and one administrative secretary. The instructional staff at Spann consists of 15 classroom teachers encompassing two teachers per grade level across K-5 and 3 PreK teachers. The support staff consists of the following staff members: exceptional student services teacher, an interventionist, one English as a Second Language instructor, a part-time media specialist, one physical education teacher as well as vocal music instructor. At this time according to the NCLB criteria we are in compliance as 100% of our teachers are considered to be Highly Qualified.

| Name | Position | Certified | Classified | Ethnicity | | | Gender | | # of Years | Levels of Education | | |
|---|-----------------------|-----------|------------|-----------|----------|-------|--------|--------|------------|---------------------|-----------|-----------|
| | | | | White | Hispanic | Black | Male | Female | | in education | Bachelors | Masters |
| Esther Graval Rosales | Group Leader | | X | | X | | | X | 7 | | | A |
| Cara Nava | Preschool | X | | | X | | | X | 2 | X | | |
| JoAnn Garbiso | Group Leader | | X | X | | | | X | 10 | | | A |
| Celestina Arteaga | Preschool | X | | X | | | | X | 1 | X | | |
| Amadita Baca | Group Leader | | X | | X | | | X | 2 | | | A |
| Tiffany Reno | Preschool | X | | X | | | | X | 2 | X | | |
| Markie Feltault | Kindergarten | X | | X | | | | X | 2 | X | | |
| Tania Holley | Kindergarten | X | | X | | | | X | 9 | X | | |
| Nicole McDowell | 1 st Grade | X | | X | | | | X | 3 | X | | |
| Lynn Whitmire | 1 st Grade | X | | X | | | | X | 4 | X | X | |
| Tiffanie Adams | 2 nd Grade | X | | X | | | | X | 2 | X | | |
| Stacy Mooney | 2 nd Grade | X | | X | | | | X | 10 | | X | |
| Michelle Lucero | 3 rd Grade | X | | | X | | | X | 1 | X | | |
| Allison Taylor | 3 rd Grade | X | | X | | | | X | 9 | X | X | |
| Stacey Hart | 4 th Grade | X | | X | | | | X | 4 | X | | |
| JoAnne Mohan | 4 th Grade | X | | X | | | | X | 3 | X | X | |
| Toni Ortiviz | 5 th Grade | X | | | X | | | X | 11 | X | | |
| Sarah Burris | 5 th Grade | X | | X | | | | X | 0 | X | | |
| Sarah Kastendieck | Intervention | X | | X | | | | X | 27 | X | | |
| Patty Crowder | PE | X | | X | | | | X | 19 | X | | |
| Katherynn Hamm | Music | X | | X | | | | X | 0 | X | | |
| Vicki Landis | ESS | X | | X | | | | X | 4 | X | X | |
| Lousie Sullinger | ESS Aide | | X | X | | | | X | 11 | | | |
| Kathleen Rogers | ELL | X | | X | | | | X | 14 | X | X | |
| Patricia Elizondo-Zinanti | Counselor .5 | X | | X | | | | X | 20 | X | X | |
| Stacey Hill | Admin Assistant | | X | | X | | | X | 1 | X | | |
| David May | Media Aide | | X | X | | | X | | 15 | | | |
| Patty Ham | Aide | | X | X | | | | X | 15 | | | |
| Karen Wilson | Media Specialist .5 | X | | | X | | | X | 0 | X | X | |
| Tammy Neal | Principal | X | | X | | | | X | 11 | X | X | Principal |
| Average Years of Teaching Experience of Certified Staff | | | | | | | | | | 6.6 yrs | | |
| Average Years of Teaching of K-5 Classroom Teachers | | | | | | | | | | 4.8 yrs | | |

Student Characteristics

Student Demographics:

Student enrollment at Spann is approximately 232 students in grade PreK-5. Nearly 80% of the student population at Spann are minority, predominately of Hispanic descent, 28% are White, 3% African American and .01% Native American. Ninety-four percent (94%) of all students at Spann qualify for free lunch. This percentage (94%) reflects the highest average in the district of students who are eligible for the free lunch program. Twenty-five percent (25%) of the student population at Spann is considered homeless as defined by

the McKinney Vento Act. In 2009-2010, Spann had an attendance average of 92.77 % and a mobility rate of nearly 57%. Both attendance and mobility continue to present great challenges for Spann. Nevertheless, the staff has remained committed to the belief that every student can learn.

English as a Second Language:

About 28% of the students of the students at Spann speak English as a second language. Twenty percent (20%) of these students speak very limited English with the rest of the students demonstrating an intermediate or advanced level of language proficiency. The native language for all ESL students is Spanish. About 2% of the students at Spann are identified as Migrant students.

Exceptional Student Services Fall 2010

Approximately 9% of the students at Spann are part of the Exceptional Student Services program. The handicapping condition that is predominate is Specific Learning Disabilities and speech and language.

| Grade Level | Total 2008/2009 | Total 2009/2010 | Total 2010/2011 |
|-----------------------------|------------------------|------------------------|------------------------|
| Kindergarten | 1 | 0 | 4 |
| 1st Grade | 2 | 1 | 3 |
| 2nd Grade | 6 | 4 | 8 |
| 3rd Grade | 5 | 6 | 5 |
| 4th Grade | 4 | 3 | 5 |
| 5th Grade | 5 | 9 | 2 |
| Total | 23 | 22 | 27 |

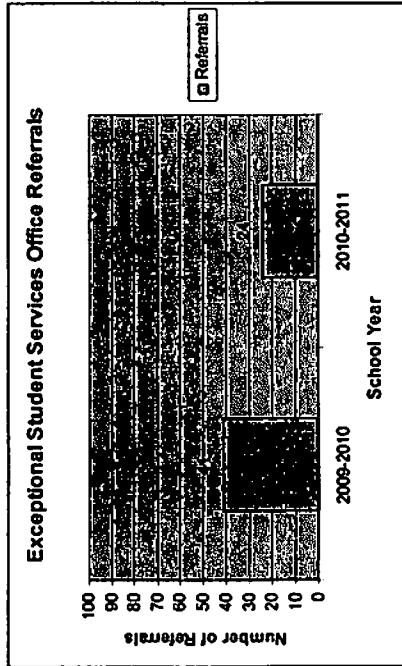
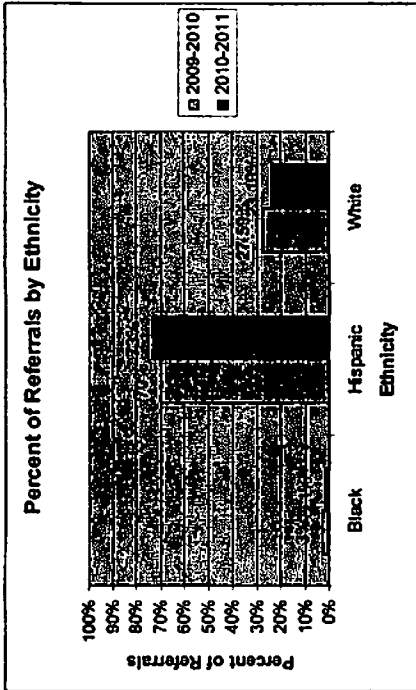
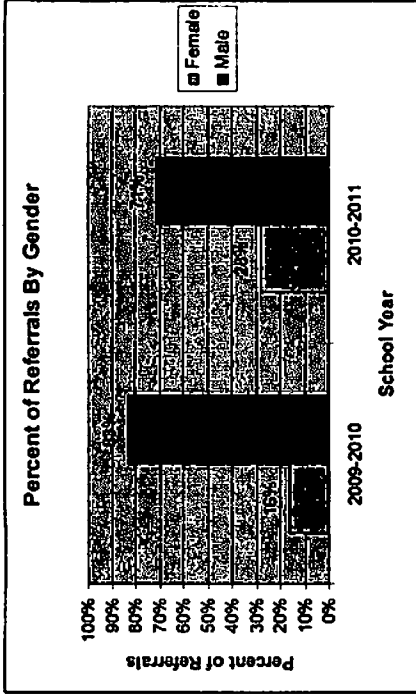
| Discipline & Attendance Data Spann ES | | |
|--|-----------------------------------|----------------------------|
| School Year | Referral & Suspensions | Attendance Rates |
| 2008-2009 | Referral: 171; Suspension: 44 | <u>School-wide: 92.77%</u> |
| 2009-2010 | Referral: 145; Suspension: 29 | <u>School-wide: 92.78%</u> |
| 2010-2011 | Referral: 69; Suspension: 13 | <u>School-wide: 91.78%</u> |

Demographic Data Spann ES

| School Year | Grade Level | Ethnicity / Minority Population | October 1 Total Enrollment | Average Daily Attendance (Percentage) | Total Suspensions | Total Free / Reduced Lunch (Percentage) | Total Student Mobility Rate (Percentage) |
|--------------------|--------------------|--|-----------------------------------|--|--------------------------|--|---|
| 2008-2009 | PreK -5 | 85% | 226 | 91.78% | 44 | 95.6% | 33.17% |
| 2009-2010 | PreK -5 | 80% | 256 | 92.78% | 29 | 94.3% | 57.7% |
| 2010-2011 | PreK -5 | 82.24% | 232.5 | 92.77% | 13 | 94.2% | |

Students Enrolled Kindergarten – Fifth Grade

| School Year | Percent of students enrolled K-5 |
|------------------------|---|
| 2009-2010 | 24% |
| 2010-2011 | 23% |
| 2011-2012 (projection) | 29% |



SPANN SCHOOL MASTER SCHEDULE 2011-2012

| 10-11 | Kindergarten | | 1 st Grade | | 2 nd Grade | | 3 rd Grade | | 4 th Grade | | 5 th Grade | | Music | PE |
|-------------|---|---|---|---|---|---|---|---|---|---|---|---|-------|---|
| | Feltault | Holley | McDowell | Whitmire | Adams | Mooney | Lucero | Taylor | Hart | Mohan | Burris | Ortiz | Hamm | Crowder |
| 8:00-8:40 | | | | | | | PE/MUSIC M-F | PE/MUSIC M-F | | | | | | 8:00-8:40 M-F 3 rd |
| 8:40-9:20 | PE/MUSIC M-F | PE/MUSIC M-F | | | | | | | | | | | | 8:40-9:20 M-F KDG |
| 9:20-10:00 | | | | | PE/MUSIC M-F | PE/MUSIC M-F | | | | | | | | 9:20-10:00 M-F 2 nd |
| 10:00-11:00 | PLC Tuesday | PLC Tuesday | | | PLC Wednesday | PLC Wednesday | PLC Thursday | PLC Thursday | | | | | | 10:00-11:00 M-R PLC, Adaptive PE, Social Skills 10:00-10:40 F 1 st |
| 11:00-11:30 | | | | | | | | | | | | | | Mon-Thurs 11:00-11:40 Plan 11:40-12:10 Lunch Friday 10:40-11:20 Plan 11:20-11:40 Duty M,F 11:40-12:10 Lunch |
| 11:30-12:10 | Kdg Cafeteria 11:15-11:35 Reserv 11:35-11:45 | Kdg Cafeteria 11:15-11:35 Reserv 11:35-11:45 | 1 st Cafeteria 11:25-11:45 Reserv 11:45-11:55 | 1 st Cafeteria 11:25-11:45 Reserv 11:45-11:55 | 2 nd Cafeteria 11:35-11:55 Reserv 11:55-12:05 | 2 nd Cafeteria 11:35-11:55 Reserv 11:55-12:05 | 3 rd Reserv 11:35-11:45 Cafeteria 11:45-12:05 | 3 rd Reserv 11:35-11:45 Cafeteria 11:45-12:05 | | | | | | |
| 12:10-12:50 | | | PE/MUSIC M-F | PE/MUSIC M-F | | | | | 4 th Reserv 11:55-12:15 Cafeteria 12:05-12:25 | 4 th Reserv 11:55-12:15 Cafeteria 12:05-12:25 | 5 th Reserv 11:55-12:05 Cafeteria 12:05-12:25 | 5 th Reserv 11:55-12:05 Cafeteria 12:05-12:25 | | 12:10-12:50 1 st M-R 12:10-12:50 4 th F |
| 12:50-1:50 | | | PLC Tuesday | PLC Tuesday | | | | | PLC Wednesday | PLC Wednesday | PLC Thursday | PLC Thursday | | 12:50-1:50 M-R PLC, Adaptive PE, Social Skills 12:50-1:30 F 5 th |
| 1:50-2:30 | | | | | | | | | PE/MUSIC M-F | PE/MUSIC M-F | | | | |
| 2:30-3:10 | | | | | | | | | | | PE/MUSIC M-F | PE/MUSIC M-F | | |

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

Organization Code: 2690 **District Name:** PUEBLO CITY 60 **School Code:** 8143 **School Name:** SPANN ELEMENTARY SCHOOL (E) **Comparison based on:** 1 year

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. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes. The columns highlighted in **Yellow** define the plan comparison as either 1 Year or 3 Year.

| Performance Indicators | Measures/ Metrics | '09-10 Federal and State Expectations | | '09-10 School Results | | Meets Expectations? | | |
|-------------------------------|---|--|---------------------|-----------------------------------|----------------|---------------------|---------------|---------------|
| | | 1-year | 3-years | 1-year | 3-years | E | Overall | |
| Academic Achievement (Status) | CSAP- CSAPA Lectura, Escritura Description: %P-A in reading, writing, math and science Expectation: %P-A is above the 50 th percentile by using 1-year or 3-years of data | Reading | 71.6% | 72.0% | 39.8% | 46.8% | Does Not Meet | Does Not Meet |
| | | Math | 70.9% | 70.1% | 32.4% | 39.9% | Does Not Meet | |
| | | Writing | 53.5% | 54.8% | 20.4% | 30.2% | Does Not Meet | |
| | | Science | 47.5% | 45.5% | 2.9% | 9.5% | 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: 75.0% | | Reading | 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 | | E | Overall | |
| | | Reading | 45 | 45/55 | Median SGP: 28 | Does Not Meet | Does Not Meet | |
| | | Math | 68 | 45/55 | Median SGP: 25 | Does Not Meet | | |
| | | Writing | 71 | 45/55 | Median SGP: 30 | Does Not Meet | | |

Student Performance Measures for State and ESEA Accountability

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

** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), go to: www.schoolview.org/SchoolPerformance/index.asp

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 meet 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. | | See your school's performance frameworks for listing of median growth by each disaggregated group. | | Overall Rating for Growth Gaps: Does Not Meet |
| | Graduation Rate Expectation: 80% or above | 80% or above | | N/A | | N/A |
| Post-Secondary Readiness | Dropout Rate Expectation: At or below State average | 1-year 3.6% | 3-years 3.9% | 1-year N/A | 3-years N/A | N/A |
| | Mean ACT Composite Score Expectation: At or above State average | 1-year 20 | 3-years 20.1 | 1-year N/A | 3-years 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) | Turnaround | The school has not met state expectations for attainment on the performance indicators and is required to adopt, with the Commissioners approval, and implement a Turnaround Plan. The plan must be submitted to CDE by January 15, 2011 using the Unified Improvement Planning Template. Refer to the SchoolView Learning Center for more detailed directions on plan submission, as well as the Quality Criteria and Checklist for State Requirements for School Improvement Plans 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 1 | The school must complete a Title I Improvement Plan using the Unified Improvement Plan template. Completed plans are due to the district within 3 months of identification (Mid-January). The district must use a peer review process to review the plan within 45 days of submission. The Quality Criteria highlights the School Improvement requirements and where they would be included in the UIP. For required elements in the improvement plans, go to www.schoolview.org/UnifiedImprovementPlanning.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. | <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure |
| | Has the school received a School Improvement grant? When was the grant awarded? | |
| School Support Team or Expedited Review | Has (or will) the school participated in an SST review or Expedited Review? When? | SST Review to be completed between January and March 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. | |

Improvement Plan Information

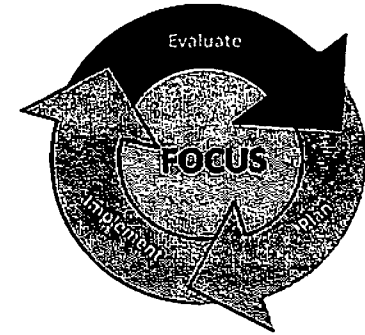
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA
 Tiered Intervention Grant
 School Improvement Grant
 Other: _____

| School Contact Information (Additional contacts may be added, if needed) | | |
|--|-----------------|--|
| 1 | Name and Title | Tammy Neal |
| | Email | tammy.neal@pueblocitieschools.us |
| | Phone | (719)253-6115 |
| | Mailing Address | Spann Elementary 2300 East 10 th Street Pueblo, CO 81001 |
| 2 | Name and Title | |
| | Email | |
| | Phone | |
| | Mailing Address | |

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 the key data sources posted on SchoolView (www.schoolview.org/SchoolPerformance/index.asp), 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), and (4) Post Secondary Readiness data.
- *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 |
|---|--|--|---|
| <ul style="list-style-type: none"> • Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency) | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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.

| Performance Indicators | Description of Significant Trends (3 years of past data) | Priority Needs | Root Causes |
|--|---|---|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Academic Achievement (Status)</p> | <p>CSAP scores declined in Reading from 62.7% proficient or above in 07-08 to 39.8% in 09-10 overall (grades 3-5)</p> <p>70% of 3rd graders in 07-08, 37% of 4th graders in 08-09 and 32% of 5th graders in 09-10 were proficient or above in reading.</p> | <p>Dramatic decrease in performance in grades 4-5 in Standard 1 (Reading Comprehension) across all disaggregated groups.</p> <p>70% of 3rd graders in 07-08, 37% of 4th graders in 08-09 and 30% of 5th graders in 09-10 were proficient or above in Standard 1.</p> | <p>READING</p> <p>Lack of quality reading instruction as evidenced by:</p> <ul style="list-style-type: none"> ▪ Lack of on-going highly effective job-embedded professional development ▪ Lack of use of assessment data to make informed instructional decisions ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies |
| <p>Increase in number of students scoring unsatisfactory and decrease in number of students scoring advanced proficient.</p> | | | |

| | | |
|--|---|---|
| | | <p>Limited understanding and use of the Response to Intervention (RTI) process to provide a multi-tiered continuum of student supports in the area of academics and social/emotional that meet the needs of individual students. Students are not provided a range of instructional strategies by which to become engaged in the learning process. Modification of the classroom environment to decrease problem behavior including teaching and reinforcing new skills to increase appropriate behavior and preserve a positive classroom climate occurs on a limited basis. Students are not treated as learners (A learner is a person who intentionally engages in activity that helps them to develop understanding, knowledge or skills.)</p> |
| <p>CSAP scores declined in Math from 62% proficient or above in 07-08 to 32.4% in 09-10 overall (grades 3-5)</p> <p>83% of 3rd graders in 07-08, 36% of 4th graders in 08-09 and 15% of 5th graders in 09-10 were proficient or above in Math.</p> <p>Increase in number of students scoring unsatisfactory and decrease in number of students scoring advanced proficient.</p> | <p>Dramatic decrease in performance in grades 4-5 in Standards 6 across all disaggregated groups. 95% of 3rd graders in 07-08, 74% of 4th graders in 08-09 and 20% of 5th graders in 09-10 were proficient or above in math.</p> | <p>MATH</p> <p>Lack of quality math instruction as evidenced by:</p> <ul style="list-style-type: none"> ▪ Lack of on-going highly effective job-embedded professional development ▪ Lack of student exposure to academic vocabulary ▪ Lack of use of assessment data to make informed instructional decisions ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies ▪ Clear grade-level performance expectations are not driving learning outcomes or lessons |

| | | | |
|------------------------|--|--|--|
| | <p>CSAP scores declined in Writing from 52.1% proficient or above in 07-08 to 20.4% in 09-10 overall (grades 3-5)</p> <p>64% of 3rd graders in 07-08, 24% of 4th graders in 08-09 and 10% of 5th graders in 09-10 were proficient or above in writing.</p> <p>Increase in number of students scoring unsatisfactory and decrease in number of students scoring advanced proficient.</p> | <p>Dramatic decrease in performance in grades 4-5 in Standard 2 (Write for a Variety of Purposes) and Standard 3 (Write Using Conventions) across all disaggregated groups.</p> <p>Standard 2: 64% of 3rd graders in 07-08, 26% of 4th graders in 08-09 and 25% of 5th graders in 09-10 were proficient or above in writing.</p> <p>Standard 3: 64% of 3rd graders in 07-08, 32% of 4th graders in 08-09 and 8% of 5th graders in 09-10 were proficient or above in writing.</p> | <p>WRITING</p> <p>Students have not received sufficient time and effective writing instruction as evidenced by:</p> <ul style="list-style-type: none"> ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies ▪ Lack of common curriculum/program for writing ▪ Lack of common assessments to continually inform instruction ▪ Lack of professional development in writing ▪ Clear grade-level performance expectations are not driving learning outcomes or lessons |
| | <p>CSAP scores declined in Science from 15% proficient 07-08 to 3% in 09-10</p> | <p>Low Achievement in Science</p> | <p>SCIENCE</p> <p>Lack of instruction in science in all grade levels</p> |
| <p>Academic Growth</p> | <p>Reading: Median Growth Percentile: Fluctuating (28 in 09-10, 11 08-09, 23 in 07-08)</p> | <p>72% of our 4th and 5th graders scoring U and PP on CSAP are not making enough growth to catch up to proficient within three years</p> | <p>READING</p> <p>Lack of quality reading instruction as evidenced by:</p> <ul style="list-style-type: none"> ▪ Lack of on-going highly effective job-embedded professional development ▪ Lack of use of assessment data to make informed instructional decisions ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies ▪ Clear grade-level performance expectations are not driving learning outcomes or lessons |

| | | | |
|--|--|---|--|
| | | <p>94% of our 4th and 5th graders scoring U and PP on CSAP are not making enough growth to catch up to proficient within three years (0% of 5th graders are catching up)</p> <p>18% of students of students in 4th and 5th grade are keeping up</p> | |
| <p>Math: Median Growth Percentile: Fluctuating (25 in 09-10, 5 08-09, 20 in 07-08)</p> | | <p>MATH Lack of quality math instruction as evidenced by:</p> <ul style="list-style-type: none"> ▪ Lack of on-going highly effective job-embedded professional development ▪ Lack of student exposure to academic vocabulary ▪ Lack of use of assessment data to make informed instructional decisions ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies ▪ Clear grade-level performance expectations are not driving learning outcomes or lessons | |

| | | | |
|-----------------------------|--|---|--|
| | <p>Writing: Median Growth Percentile: Fluctuating (30 in 09-10, 13 08-09, 29 in 07-08)</p> | <p>Only 14% of our 4th and 5th graders scoring U and PP on CSAP are making enough growth to catch up to proficient within three years</p> <p>Less than 20 students are in the Percent Keeping Up and Percent Moving Up Category</p> | <p><u>WRITING</u> Students have not received sufficient time and effective writing instruction as evidenced by:</p> <ul style="list-style-type: none"> ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies ▪ Lack of common curriculum/program for writing ▪ Lack of common assessments to continually inform instruction ▪ Lack of professional development in writing ▪ Clear grade-level performance expectations are not driving learning outcomes or lessons |
| <p>Academic Growth Gaps</p> | <p>Reading: Median Adequate growth was 45 and the Median Growth Percentile was 28.</p> | <p>Priority need is Students needing to Catch up: 09-10 Median Adequate Growth Percentile was 58 and the Median Growth Percentile was 31</p> | <p><u>READING</u> Lack of quality reading instruction as evidenced by:</p> <ul style="list-style-type: none"> ▪ Lack of on-going highly effective job-embedded professional development ▪ Lack of use of assessment data to make informed instructional decisions ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies ▪ Clear grade-level performance expectations are not driving learning outcomes or lessons |
| | <p>Math: While all gaps are significant, the greatest gaps are: Students needing to catch up: in 09-10 Median Adequate Growth was 73 and the Median Growth Percentile was 24 English Language Learners: in 09-10 Median Adequate Growth was 67 and the Median Growth Percentile was 18</p> | <p>Priority need is ELL Students: 09-10 Median Adequate Growth Percentile was 67 and the Median Growth Percentile was 18</p> | <p><u>MATH</u> Lack of quality math instruction as evidenced by:</p> <ul style="list-style-type: none"> ▪ Lack of on-going highly effective job-embedded professional development ▪ Lack of student exposure to academic vocabulary ▪ Lack of use of assessment data to make informed instructional decisions ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based |

| | | | |
|------------------------------|---|--|--|
| Post Secondary Reading | | | <p>instructional strategies</p> <ul style="list-style-type: none"> ▪ Clear grade-level performance expectations are not driving learning outcomes or lessons ▪ ELL students performing at PP or U level in math in grades 3 to 5 have not received additional or appropriate support in math instruction. |
| | <p>Writing: While all gaps are significant, the greatest gap is with minority students in 09-10 Median Adequate Growth was 72 and the Median Growth Percentile was 27</p> | <p>Priority need is minority students: 09-10 Median Adequate Growth was 72 and the Median Growth Percentile was 27</p> | <p>WRITING</p> <p>Students have not received sufficient time and effective writing instruction as evidenced by:</p> <ul style="list-style-type: none"> ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies ▪ Lack of common curriculum/program for writing ▪ Lack of common assessments to continually inform instruction ▪ Lack of professional development in writing ▪ Clear grade-level performance expectations are not driving learning outcomes or lessons |
| | 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: Spann's Building Leadership team met for 4 days and considered three years of data related to academic performance trends; then the team presented the data to the entire staff. That data included not only state CSAP results but also district administered interim assessments (Galileo) results, DIBELS K-5, BEAR K-2. Trends in achievement were consistent across **ALL** measures.

CSAP: Our scores are below the state average in all content areas. Third grade scores show an increase in all content areas. In grades four and five, scores continue to decline.

| | Reading | | | Writing | | | Math | | | Science | | |
|--|---------|------|------|--|------|------|---|------|------|---|------|------|
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| Grade 3 | 70% | 44% | 55% | 64% | 20% | 38% | 83% | 29% | 58% | | | |
| Grade 4 | 35% | 37% | 31% | 29% | 24% | 13% | 41% | 46% | 27% | | | |
| Grade 5 | 67% | 37% | 33% | 51% | 21% | 10% | 51% | 23% | 15% | 15% | 10% | 3% |
| 1 Year results for all grades Reading: 39.8% | | | | 1 Year results for all grades Writing: 20.4% | | | 1 Year results for all grades Math: 32.4% | | | 1 Year results for all grades Science: 2.9% | | |

Growth Summary:

Reading: Our students showed growth from the 11th percentile in 2009 to the 28th percentile in 2010 in reading. Our students scored at the 28th percentile and the district average is the 36th percentile and the state average is the 50th percentile in Reading. While 28% of the students are catching up in Reading, 72% of our students scoring Unsatisfactory and Partially Proficient are not making enough growth to catch up to proficient in 3 years.

Writing: Our students overall showed growth from the 13th percentile in 2009 to the 30th percentile in 2010 in writing. 5th grade showed a decrease in the median percentile growth. While 14% of the students are catching up in Writing, 86% of our students scoring Unsatisfactory and Partially Proficient are not making enough growth to catch up to proficient in 3 years.

Math: Again, our students showed growth from the 5th percentile in 2009 to the 25th percentile in 2010 in Math. Only 6 % of students in grades four and five are on track to catch up in the next 3 years. A significant amount of students are behind in their math skills.

Overall: It is important to note that 93% of all students at Spann qualify for free lunch. The enrollment is approximately 245 students in grades PreK-5 and nearly 80% of the student population is minority. When we looked at subgroups we noted that all subgroups are not performing at a rate which will allow them to catch up in 3 years. Since our community is high minority and high poverty, we will continue to place our focus on our entire student population. We did note that English Language Learners were performing equally with the district in Writing; however, our ELL's are far behind in math.

| Median Growth Percentile - Reading | | | | Median Growth Percentile - Writing | | | | Median Growth Percentile - Math | | | |
|------------------------------------|-------|------|-------|------------------------------------|-------|-------|-------|---------------------------------|-------|------|-------|
| | 2008 | 2009 | 2010 | | 2008 | 2009 | 2010 | | 2008 | 2009 | 2010 |
| Total | 23 | 11 | 28 | Total | 29 | 13 | 30 | Total | 21 | 5 | 25 |
| Grade 4 | 12 | 10 | 31 | Grade 4 | 14 | 13 | 34 | Grade 4 | 22 | 5 | 30 |
| Grade 5 | 51 | 11 | 25 | Grade 5 | 63 | 19 | 15 | Grade 5 | 20 | 5 | 18 |
| Min/Non | 20/- | 8/- | 27/- | Min/Non | 32/- | 16/- | 27/- | Min/Non | 23/- | 5/- | 24/- |
| FRL/Non | 22/- | 11/- | 28/- | FRL/Non | 29/- | 13/- | 29/- | FRL/Non | 22/- | 5/- | 25/- |
| IEP/Non | -/23 | -/11 | -/25 | IEP/Non | -/30 | -/18 | -/29 | IEP/Non | -/21 | -/5 | -/24 |
| ELL/Non | 17/25 | 7/11 | 33/25 | ELL/Non | 18/35 | 13/19 | 41/27 | ELL/Non | 21/21 | 5/5 | 18/27 |
| Girls/Boys | 27/13 | 8/13 | 22/33 | Girls/Boys | 28/29 | 18/13 | 26/37 | Girls/Boys | 21/22 | 5/5 | 18/28 |

| Percent Catching Up - Reading | | | | Percent Catching Up - Writing | | | | Percent Catching Up - Math | | | |
|-------------------------------|------|------|-------|-------------------------------|------|------|-------|----------------------------|------|------|------|
| | 2008 | 2009 | 2010 | | 2008 | 2009 | 2010 | | 2008 | 2009 | 2010 |
| Total | - | 19 | 28 | Total | 22 | 8 | 14 | Total | 25 | 8 | 6 |
| Grade 4 | - | - | 24 | Grade 4 | - | - | 13 | Grade 4 | - | - | 11 |
| Grade 5 | - | - | 32 | Grade 5 | - | 10 | 16 | Grade 5 | - | - | 0 |
| Min/Non | -/- | 21/- | 28/- | Min/Non | 21/- | 9/- | 11/- | Min/Non | -/- | 10/- | 4/- |
| FRL/Non | -/- | 19/- | 29/- | FRL/Non | 23/- | 8/- | 14/- | FRL/Non | -/- | 8/- | 6/- |
| IEP/Non | -/- | -/- | -/36 | IEP/Non | -/29 | -/12 | -/16 | IEP/Non | -/- | -/- | -/5 |
| ELL/Non | -/- | -/- | -/26 | ELL/Non | -/- | -/10 | -/15 | ELL/Non | -/- | -/- | -/6 |
| Girls/Boys | -/- | -/- | 18/36 | Girls/Boys | -/- | -/- | 15/13 | Girls/Boys | -/- | -/- | 0/13 |

| Percent Keeping Up - Reading | | | | Percent Keeping Up - Writing | | | | Percent Keeping Up - Math | | | |
|------------------------------|-------|------|------|------------------------------|------|------|------|---------------------------|------|------|------|
| | 2008 | 2009 | 2010 | | 2008 | 2009 | 2010 | | 2008 | 2009 | 2010 |
| Total | 43 | 25 | 56 | Total | 41 | 23 | - | Total | 22 | 4 | 18 |
| Grade 4 | 25 | 19 | - | Grade 4 | - | 20 | - | Grade 4 | 20 | 4 | - |
| Grade 5 | - | - | - | Grade 5 | - | - | - | Grade 5 | - | - | - |
| Min/Non | 38/- | 16/- | 50/- | Min/Non | 45/- | 25/- | -/- | Min/Non | 27/- | 5/- | -/- |
| FRL/Non | 43/- | 25/- | 56/- | FRL/Non | 41/- | 23/- | -/- | FRL/Non | 22/- | 4/- | 18/- |
| IEP/Non | -/43 | -/26 | -/56 | IEP/Non | -/41 | -/23 | -/- | IEP/Non | -/22 | -/5 | -/18 |
| ELL/Non | -/46 | -/32 | -/- | ELL/Non | -/45 | -/20 | -/- | ELL/Non | -/17 | -/6 | -/- |
| Girls/Boys | 55/30 | 30/- | -/- | Girls/Boys | -/- | -/- | -/- | Girls/Boys | -/- | 0/10 | -/- |

| Percent Moving Up - Reading | | | | Percent Moving Up - Writing | | | | Percent Moving Up - Math | | | |
|-----------------------------|------|------|------|-----------------------------|------|------|------|--------------------------|------|------|------|
| | 2008 | 2009 | 2010 | | 2008 | 2009 | 2010 | | 2008 | 2009 | 2010 |
| Total | 10 | 5 | 0 | Total | 14 | 4 | - | Total | 0 | 0 | 10 |

| | | | | | | | | | | | |
|------------|------|-----|-----|------------|------|-----|-----|------------|-----|-----|------|
| Grade 4 | 4 | 4 | - | Grade 4 | - | - | - | Grade 4 | - | - | - |
| Grade 5 | - | - | - | Grade 5 | - | - | - | Grade 5 | - | - | - |
| Min/Non | 13/- | 7/- | 0/- | Min/Non | 19/- | 5/- | -/- | Min/Non | -/- | 0/- | -/- |
| FRL/Non | 10/- | 5/- | 0/- | FRL/Non | 14/- | 4/- | -/- | FRL/Non | 0/- | 0/- | 10/- |
| IEP/Non | -10 | -5 | -0 | IEP/Non | -14 | -4 | -/- | IEP/Non | -0 | -0 | -10 |
| ELL/Non | -4 | -6 | -/- | ELL/Non | -/- | -5 | -/- | ELL/Non | -/- | -0 | -/- |
| Girls/Boys | 15/- | 0/- | -/- | Girls/Boys | -/- | -/- | -/- | Girls/Boys | -/- | -/- | -/- |

In addition to considering the performance of disaggregated groups of student, we also considered student performance by standard area. We analyzed CSAP results by standard as well as Galileo. We found the lowest performance across all groups and across all grades in Standard 1 (Read and Understand a Variety of Materials). We looked at cohort groups and saw that students went from 70% proficient in 3rd grade, to 37% proficient in 4th grade, to 13% proficient in 5th grade. This drastic decrease clearly needs to be addressed. We also analyzed math and found similar results.

AYP: We have failed to make AYP in Reading for the past 2 years and in Math for the 2009-2010 school year. Our AYP data further confirms that we need to place an emphasis on Reading and Math instruction for all minority students and those that qualify for free and reduced lunch.

| AYP Trends | | | |
|------------|-------|-------|-------|
| | 07-08 | 08-09 | 09-10 |
| Reading | Yes | No | No |
| Math | Yes | Yes | No |

| AYP Free/Reduced Lunch Trends | | | |
|-------------------------------|-------|-------|-------|
| | 07-08 | 08-09 | 09-10 |
| Reading | Yes | Yes | No |
| Math | Yes | Yes | No |

| AYP Hispanic Trends | | | |
|---------------------|-------|-------|-------|
| | 07-08 | 08-09 | 09-10 |
| Reading | Yes | No | No |
| Math | Yes | Yes | No |

| AYP ELL Trends | | | |
|----------------|-------|-------|-------|
| | 07-08 | 08-09 | 09-10 |
| Reading | Yes | Yes | Yes |
| Math | Yes | Yes | Yes |

A notable lack of student achievement in quasi cohort groups is displayed in the following table showing an increase in unsatisfactory scores and a decrease in advanced scores:

| | Reading | Writing | Math | | Reading | Writing | Math |
|------------------------|---------|---------|------|------------------------|---------|---------|------|
| 3 rd (2008) | 8% | 5% | 5% | 3 rd (2008) | 3% | 18% | 48% |
| 4 th (2009) | 32% | 13% | 13% | 4 th (2009) | 0% | 0% | 0% |
| 5 th (2010) | 25% | 16% | 38% | 5 th (2010) | 0% | 0% | 0% |

Root Cause: Low Achievement and Growth: Reading

We considered additional data as we engaged in root cause analysis. In particular, we collected data from teachers about: Professional knowledge of reading, amount of time spent on teaching environmental and academic vocabulary. In addition we utilized feedback from the Site Support Review.

Our analysis lead us to identify the following root causes:

- 1) Lack of exposure to environmental and academic vocabulary,
- 2) Lack of instructional plans based on assessment data,
- 3) Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies

Low Achievement and Growth: Math

Math achievement across the school is very low. Our team spent a tremendous amount of time talking about math instruction in our school and we collected additional data regarding the following: are we using the curriculum maps with fidelity, what skills should be mastered at each grade level, what instruction looks like in an exemplary math classroom and how do we know that students have mastered skills and concepts.

Our analysis lead us to identify the following root causes: 1) Lack of quality professional development in Math, 2) Lack of student exposure to academic vocabulary, 3) Lack of instructional plans based on assessment data, and 4) Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies

Low Achievement and Growth: Writing

The average years of teaching experience for classroom teachers is 4.6 years. When we asked teachers if they knew how to teach writing and if writing was part of their teacher preparation courses the answer was, "no".

Our analysis lead us to identify the following root cause: 1) Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies 2) Lack of common curriculum/program for writing, 3) Lack of common assessments to continually inform instruction, 4) Lack of professional development in writing

Low Achievement and Growth: All content areas

Quality Drift is occurring as students move through the grades (ref. Hollingsworth & Ybarra, 2001). This means that clear grade-level performance expectations are not driving learning outcomes or lessons, and that expected grade-level performance is not clearly understood or articulated throughout the school. ~~Therefore, students scoring advanced proficient in mid-grade are not being continuously challenged because instruction is focusing on the median student rather than the grade level expectations.~~

Verification of Root Cause:

Verification all contents: A contributing factor of a root cause is that Spann has experienced a large turn over in staff in the past 2 years. The average teaching experience of classroom teachers is 4.6 years. There is only 1 teacher that currently teaches a grade level that she taught 2 years ago. Every grade level has teachers that either have 1 or 2 years of experience at that grade level. Teacher inexperience and a lack of knowledge of what is expected at each grade level is a clear cause of underachievement at Spann. In addition, teachers collect a lot of data in regard to student performance, but lack the knowledge of what they need to do to ensure student learning. In addition, all teachers lack consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies in every classroom. Assessments are rarely analyzed in a formative way to inform instructional decision making. Quality Drift is occurring as students move through the grades (ref. Hollingsworth & Ybarra, 2001). This means that clear grade-level performance expectations are not driving learning outcomes or lessons, and that expected grade-level performance is not clearly understood or articulated throughout the school.

Verification of Reading:

Focused instruction in reading has been based on the intervention program. Significant time is devoted to teaching intervention rather than focusing instruction on explicit, systematic instruction with clear learning targets. Vocabulary instruction is lacking in most classrooms. Assessments are administered at the end of the unit but are not utilized formatively to make informed instructional decisions. Reading instruction also has focused on small group instruction while students are at centers that may not be appropriately aligned nor appropriate to meet the skills of students.

Verification of Math:

Walkthrough data supports that students are provided with universal instruction that lacks clear learning targets for students and that teachers lack the knowledge to effectively deliver high quality instruction. Teachers were unable to articulate what was expected of students at each grade level. Walkthrough data also supports that teachers have little knowledge regarding effective math practices. ~~Professional development has not been provided for teachers at Spann in the last 6 years.~~

Verification of Writing:

We simply asked teachers if they knew how to teach writing and the amount of time they were devoting to writing. ~~In a survey, teachers unanimously stated that they were unaware of effective writing practices and therefore were only devoting 10-30 minutes of daily instruction to writing which primarily focused on grammar instruction and not on the recursive writing process.~~ Another factors the lack of a writing curriculum/program at Spann. There has also been inconsistent instruction with high staff mobility for several years.

School Profile

Staff Configuration: The Spann administrative team consists of one instructional leader, a half time counselor and one administrative secretary. The instructional staff at Spann consists of 15 classroom teachers encompassing two teachers per grade level across K-5 and 3 PreK teachers. The support staff consists of the following staff members: exceptional student services teacher, one English as a Second Language instructor, a part-time media specialist, one physical education teacher as well as vocal music instructor, an LBLP teacher, an instructional coach, and a student success advocate. At this time according to the NCLB criteria we are in compliance as 100% of our teachers are considered to be Highly Qualified. The average teaching experience of classroom teachers at Spann is 4.6 years.

School Process Data: Instructional Program K-5:

Spann School offers a comprehensive multi-tiered literacy program that is designed to match instructional supports with the individual needs of each student. The core program consists of Imagine It! literacy Series. Supplemental programs consist of Soar to Success, Early Success, Read Naturally and Developing Metacognition, and Developing Accuracy and Fluency, and Successmaker Enterprise. The primary intervention program is Lindamood-Bell Learning Processes. A Building Leadership Team consisting of a representative group of classroom teachers, support staff and administration meet monthly to evaluate student data in regard to literacy and to evaluate the program effectiveness. The core math program utilized is Scott-Forseman/Addison Wesley. Supplemental programs consist of Successmaker Enterprise. The primary intervention program is Navigator.

Behavior Support:

A comprehensive multi-tiered behavior support program is in place at Spann. Specific Behavior expectations are clearly established, defined, taught to students and prominently displayed throughout the school. The school-wide behavior expectations are defined as P.O.W.E.R.. P- stands for Positive Attitude. O-stands for On Time and Ready. W-Wear Uniform Appropriately. E-stands for Excellence in Academics. R-stands for Respect for Self, School and Others. Students are recognized for adhering to these school-wide expectations. Students receive POWER tickets that make them eligible for weekly prize drawings. A disciplinary infraction policy is in place for students who are in violation of school and classroom rules. Data regarding disciplinary infractions, referrals and suspensions is collected and analyzed by the Positive Behavior Support Team. The team meets monthly to review data and make program improvements. Spann was effective in reducing the number of referrals from 171 in 08-09 to 138 in 09-10 resulting in a 20% reduction in referrals. Spann was also effective in reducing the number of out of school suspensions from 44 in 08-09 to 29 in 09-10 resulting in a 34% reduction in out of school suspensions. Spann has also implemented Second Step, a Violence Prevention Curriculum in grades 1-5 and Incredible years in grades PreK and K. Our most at risk students receive mentoring through our mentoring program.

Support Services (Exceptional Student Services, English as a Second Language):

Spann provides specialized individual services in the area of English as a Second Language, Gifted and Talented, as well as Exceptional Student Services (SLD) for those students who have been identified. Each student that is identified has a tailored Individualized Education Plan that ensures the services are provided in direct alignment with the identified student educational goals.

Early Childhood Programs (Preschool & Kindergarten):

Spann believes in preventative intervention as a means for closing the achievement gap and therefore, works in collaboration with Early Childhood Department. Spann provides three full day preschool programs. Two classrooms are designated 4 year old programs and the other classroom is a full day 3 year old program. These classrooms serve 16 students each for a total of 48.

Student Characteristics

Student Demographics:

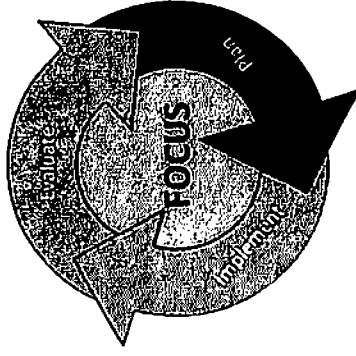
Student enrollment at Spann is approximately 254 students in grades PreK-5. Nearly 85% of the student population at Spann are minority, predominately of Hispanic descent, 14% are White, 1% African American. Ninety-four percent (94%) of all students at Spann qualify for free lunch. This percentage (94%) reflects the highest average in the district of students who are eligible for the free lunch program. In 2009-2010, Spann had an attendance average of 90% and a mobility rate of nearly 57%. Both attendance and mobility continue to present great challenges for Spann. Nevertheless, the staff has remained committed to the belief that every student can learn.

English as a Second Language:

About 28% of the students of the students at Spann speak English as a second language. Twenty percent (20%) of these students speak very limited English with the rest of the students demonstrating an intermediate or advanced level of language proficiency. The native language for all ESL students is Spanish. About 2% of the students at Spann are identified as Migrant students.

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/AYP/prof.asp#table. 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 | OR | 88.46% 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. |
| AYP | IM | 89.09 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. | 94.54 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. |

School Goals Worksheet (cont.)

| Performance Indicators | Measures/Metrics | Annual Targets | | Interim Measures for 2011-12 | Major Improvement Strategies | |
|-------------------------------|---------------------------------------|----------------|--|--|--|--|
| | | 2010-11 | 2011-12 | | | |
| Academic Achievement (Status) | CSAP CSAPA Lectura Escritura | R | By the end of 2010-2011 school year, 50% of the students (grades 3-5) will score proficient or advanced on Reading CSAP. | By the end of 2010-2011 school year, 60% of the students (grades 3-5) will score proficient or advanced on CSAP. | Galileo Assessment (Administered 4 times during the school year) <ul style="list-style-type: none"> Increase the percent of students scoring On Course or Low Risk at each administration by 5% DIBELS Next (Administered 3 times during the school year) <ul style="list-style-type: none"> Increase the percent of students scoring Benchmark at each administration by 10% Unit assessments administered and analyzed. | Strategy 1: Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Reading and Writing Strategy 2: Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Math and Science Strategy 3: Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students |
| | | M | By the end of 2010-2011 school year, 50% of the students will score proficient or advanced overall on Math CSAP. | By the end of 2010-2011 school year, 60% of the students will score proficient or advanced overall on Math CSAP. | Galileo Assessment <ul style="list-style-type: none"> Increase the percent of students scoring On Course or Low Risk at each administration by 5% Common items administered as part of several end-of unit assessments | |
| | | W | By the end of 2010-2011 school year, 35% of the students will | By the end of 2010-2011 school year, 45% of the | Common formative writing assessment administered | |

| | | | | | | |
|-----------------|---|---|--|--|---|---------------|
| | | R | score proficient or advanced overall on Writing CSAP. | students will score proficient or advanced overall on Writing CSAP. | quarterly across classrooms | |
| | | S | By the end of 2010-2011 school year, 20% of the students will score proficient or advanced overall on Science CSAP. | By the end of 2010-2011 school year, 30% of the students will score proficient or advanced overall on Science CSAP. | Galileo Assessment (Administered every 11 weeks during the school year) | |
| | AYP (Overall and for each disaggregated groups) | R | 88.46% 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. Economically disadvantaged Hispanic | 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. Economically disadvantaged Hispanic | Same as above | Same as above |
| | | M | 89.09 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. Economically disadvantaged Hispanic | 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. Economically disadvantaged Hispanic | Same as above | Same as above |
| Academic Growth | Median Student Growth Percentile | R | By the end of the 2010-11 school year, the Median Student Growth Percentile in Reading will be 55. | By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 55. | Same as above | Same as above |
| | | M | By the end of the 2010-11 school year, the Median Student Growth Percentile in Math will be 55. | By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55. | Same as above | Same as above |
| | | W | By the end of the 2010-11 school year, the Median Student Growth Percentile in Writing will be 55. | By the end of the 2011-12 school year, the Median Student Growth Percentile in Writing will be 55. | Same as above | Same as above |

| | | | | | | |
|--------------------------------------|----------------------------------|---|--|--|---------------|---------------|
| Academic Growth Gaps | Median Student Growth Percentile | R | By the end of 2010-2011 school year, the median growth percentile for all subgroups will be the 55 th percentile. | By the end of 2010-2011 school year, the median growth percentile for all subgroups will be the 55 th percentile. | Same as Above | Same as Above |
| | | M | By the end of 2010-2011 school year, the median growth percentile for all subgroups will be the 55 th percentile. | By the end of 2010-2011 school year, the median growth percentile for all subgroups will be the 55 th percentile. | Same as Above | Same as Above |
| | | W | By the end of 2010-2011 school year, the median growth percentile for all subgroups will be the 55 th percentile. | By the end of 2010-2011 school year, the median growth percentile for all subgroups will be the 55 th percentile. | Same as Above | Same as Above |
| Post Secondary & Workforce Readiness | Graduation Rate | | | | | |
| | Dropout Rate | | | | | |
| | Mean ACT | | | | | |

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: Strategy 1: Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Reading and Writing.

Root Cause(s) Addressed: Lack of quality reading instruction as evidenced by: 1) Lack of on-going highly effective job-embedded professional development, 2) Lack of use of assessment data to make informed instructional decisions, 3) Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies, 4) Clear grade-level performance expectations are not driving learning outcomes or lessons

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 |
|--------------------------------|--|-------------------------|--|---|--|
| Leadership for Learning | Partnership with outside governing agency: Global Partnership Schools (GPS) to provide consultation concerning effective action plan for Turnaround process and improvement of leadership skills. Partnership with Consortium of Reading Excellence (CORE). GPS will provide district Education Change Leaders (2.0 FTE), as well as a leadership coach to provide ongoing consultation to administration at Spann in an effort to improve leadership effectiveness. | SY 2011 Through SY 2014 | GPS Personnel | Federal Title I TIG-Grant (District) | Administration will participate in on-going leadership coaching & mentoring that is aligned to GPS essential standards of school excellence. Artifacts: GPS Team Meeting Minutes Quarterly Intensive Review PPT Weekly Leadership Coaching Sessions |
| | Retain Instructional Leader (Principal) in an effort to build a committed staff and ensure selected staff fit the vision and context of the school. | SY 2011 Through SY 2014 | Principal | Principal Stipend/Extra Pay & Benefits (\$17,000) Title I Grant | Administration will fill hard to hire positions prior to June 1 of each year. Artifacts: Performance Evaluations GPS Leadership Frameworks Job Postings |
| | Leadership for Learning: Assemble a Building Leadership Team/Data Team that engages in on-going data analysis that informs the following: <ul style="list-style-type: none"> Development of Unified Plan On-going monitoring of plan implementation and effectiveness On-going data analysis (including CORE reports, student achievement data, walkthrough observation data, etc.) to determine overall program effectiveness | SY 2011 Through SY 2014 | Building Leadership Team Teaching Staff | Extra Pay Salary and Benefits for BLT (\$9,300) Title I Grant | BLT will meet weekly to review, analyze and communicate interim benchmark data. The BLT will monitor the implementation of the USIP. Artifacts: BLT agenda/meeting minutes Unified Plan CORE Reports Achievement data from various sources |

| | | | | | |
|---|---|-------------------------|---|--|--|
| Curriculum Teaching & Learning | <p>Curriculum Teaching & Learning: Develop and utilize lesson plan template to increase deliberate teaching and backward design</p> | SY 2011 Through SY 2014 | Principal, BLT | | <p>Artifacts: Lesson Plan Template form Teacher Lesson Plans (Complete)</p> |
| | <p>Curriculum Teaching & Learning: Deliver high-leverage, focused, engaging, standards-based instruction that is: Explicit-purpose, rationale, instructional targets, guided instruction, practice with feedback Systematic- emphasis on small steps, checks for understanding, achievement of active and successful student participation, provides frequent feedback</p> | SY 2011 Through SY 2014 | Classroom Teachers (Implementation) Coach/Principal (Support & Monitoring) | <p>Extra Pay Salary and Benefits (\$21,792) -TIG Site Support Review Grant</p> <p>PD Cost embedded throughout plan</p> | <p>Teachers will participate in CORE summer training. Teachers will participate in job-embedded PD through on-site coaching & mentoring. Admin will conduct classroom walkthrough observations 1 per week.</p> <p>Artifacts: Lesson Plan Template form Classroom Walkthrough Observation Forms</p> |
| | <p>Curriculum Teaching & Learning:</p> <ul style="list-style-type: none"> Align assessment to learning target (multiple choice, matching, short answer, essay, performance, etc.) Use and analyze assessments FOR Learning (formative assessment) aligned to learning targets on a daily basis to gauge student progress and impact instruction and student learning (during lesson, next day, next unit) Use and analyze assessments OF Learning (summative assessment) to benchmark student achievement at a specific point in time and to evaluate and adjust curriculum | SY 2011-2012 | Classroom Teachers Instructional Coach Principal | <p>Unit Assessments K-5 DIBELS K-5 Check points Galileo Assessment 3-5</p> | <p>Administer Galileo Benchmark (Aug, Oct, Dec., May) Administer DIBELS Benchmark (Aug, Jan, May) Progress Monitor DIBELS K-5 Collect, and analyze student data from various sources to determine and identify student needs and to inform instruction</p> <p>Artifacts: Benchmark Data Classroom Walkthrough observation forms</p> |
| | <p>Curriculum Teaching & Learning: Use of technology to enhance the quality of instruction including document camera, projector, and laptop computer, mobi.</p> | SY 2011 Through SY 2014 | Media Specialist, Principal, Classroom Teachers | <p>Technology Vendor (\$3,000) Title I TIG Grant</p> | <p>Order, procure and utilize all technology equipment. Train teachers in the use of technology equipment.</p> <p>Artifacts: Walkthrough Observations Technology Inventory</p> |
| | <p>Curriculum Teaching & Learning: Implementation of Write Tools Curriculum</p> | SY 2011 Through SY 2014 | Classroom Teachers Instructional Coach | <p>Write Tools Consultant (\$5,000) Title I TIG Grant</p> | <p>Train teachers in the use of Write Tools (Narrative) (New Staff)</p> <p>Artifacts: Consultant Forms Curriculum Materials Common Writing Assessments</p> |
| | <p>Curriculum Teaching & Learning:</p> <ul style="list-style-type: none"> Development and implementation of a Reading scope and sequence, and pacing guide that addresses priority standards. Development and implementation of a Writing scope and sequence, and pacing guide that addresses priority standards | SY 2011-2014 | Instructional Coach District Specialists | <p>District Specialists District Scope and Sequence</p> | <p>Reading Scope and Sequence Document Reading Pacing Guide Writing Scope and Sequence Document Writing Pacing Guide</p> |
| | <p>Curriculum Teaching & Learning: Develop and implementator of writing scope and sequence as well as common writing prompts for the administrator directly. Writing will be done as a team during PLC</p> | SY 2011 through SY 2014 | Instructional Coach Classroom Teacher | <p>Extra Pay Salary and Benefits Professional Learning Title I TIG Grant</p> | <p>Collect and analyze data from common writing assessments to determine appropriate instruction</p> <p>Artifacts:</p> |

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| | | | | | <p>Conduct Writing Prompts Writing Assessments</p> |
| Student Centered Learning | <p>Student Centered Learning: Use of technology to supplement vocabulary instruction and facilitate background knowledge for students and enhance comprehension.</p> | SY 2011 Through SY 2014 | Classroom Teacher | <p>Technology: E-Title (\$5,900) Title I/IG Grant Technology: Writing and Composition Software (\$500) Title I/IG Grant</p> | |
| | <p>Student Centered Learning: Provide targeted or intensive instruction for students scoring below proficiency</p> | SY 2011-2012 | Interventionist | Interventionist Salary and Benefits (\$72,253) Title IA | <p>On-going collection, and analysis of student assessment data from various sources will be utilized to identify students in need of intervention Artifacts: Intervention Schedule Classroom Walk-through observation form Time and Effort Certification</p> |
| | <p>Student Centered Learning: Class size reduced in order to provide targeted instruction to students for students scoring below proficiency.</p> | SY 2011-2012 | 2nd Grade Teacher 3rd Grade Teacher 4th Grade Teacher | <p>2nd Grade Teacher Salary and Benefits (\$46,155) Title IA 3rd Grade Teacher Salary and Benefits (\$45,567) Title IA 4th Grade Teacher Salary and Benefits (\$47,921) Title IA</p> | <p>On-going collection, and analysis of student assessment data from various sources will be utilized to determine student progress Artifacts: Classroom Walk-through observation form Data from various sources Time and Effort Certification</p> |
| | <p>Student Centered Learning: Adoption and implementation of a "Continuous Learning Calendar" will provide a shorter summer break, with 2 intersession breaks during the school year to Provide Extended Learning Opportunities for students. Enrichment will be provided to students in extended day program in the content areas of Math and Science (Review Recommendation).</p> | SY 2011-14 | Principal Extended Learning Teaching Staff | <p>Salary & Benefits Staff for Extended Learning Intersession (\$17,681) Title I IG Grant Salary & Benefits Staff for Extended Learning Summer School (\$14,750) Title I/IG Grant Salary & Benefits Staff for Enrichment Learning (\$2,546) Title I/IG Grant Intersession Coordinator (\$2,966) Title I/IG Grant Materials for Extended Learning (\$5,000) Title I/IG Grant Printing for Extended Learning (\$1,000) Title I/IG Grant</p> | <p>Artifacts: Extended-day/Intersession attendance Rosters Extended Day Referral Form</p> |

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| | Student Centered Learning: GPS to provide training on under resourced students | August 2011 | Principal Teaching Staff | Extra Pay/Salary and Benefits (\$1,200) - TIG | Artifacts: PD Sign in sheets, course evaluation, presentation materials |
| | Student Centered Learning: Provide All-Day Kindergarten for all Kindergarten Students | 2011-2012 SY | Kindergarten Teachers | General Fund | Students scheduled in full day kindergarten |
| Professional Learning: | Professional Learning: Reading: Provide classroom teachers with high-quality job-embedded modeling and mentoring regarding research-based instructional practices in Reading & writing. On-site Instructional Coach (1.0 FTE) GPS provide CORE coach consultant (20 on-visits per year) to provide job-embedded modeling and mentoring of effective instruction. Development and implementation of Individual Support Plans (ISP). These differentiated plans will provide differentiated support and professional development to teachers regarding best practices resulting in improvement of the quality of instruction. ISPs will be reviewed and evaluated every 3 weeks. | SY 2011-2014 | Principal CORE literacy consultant Teaching Staff Instructional Coach | Salary & Benefits for Instructional Coach (1.0 FTE) (\$3,678) - TIG Grant | Collect and analyze data from benchmark assessments and student work to determine appropriate intervention and instruction Artifacts: Coaching Logs CORE Reports PD Sign in Sheets/Agenda Presentation Documents Individual Support Plans (ISP) Time and Effort Certification |
| | Professional Learning: Implementation of Professional Learning Communities (PLC) by grade level teams. PLC teams will meet weekly to assist in the continuous improvement of Teaching and Learning Cycle by answering 4 question: 1) What do students need to know, understand, and be able to do? 2) How will we teach effectively to ensure students learn? 3) How will we know that students have learned? 4) What do we do when students don't learn or reach proficiency before expectation? Attend on-going PLC training sessions (District Sponsored) GPS support to provide Instructional Coaching training to enhance the effectiveness of PLCs | SY 2010-2014 | Principal Teaching Staff Building Leadership Team | Salary and Benefits Extra Pay for Instructional Coach attend Coaching Training (\$1,178) - TIG Grant | Collect and analyze data from benchmark, check point assessments, student work samples to determine instructional focus and intervention Artifacts: PLC Meeting Minutes PLC Product Documents PLC Team Norms |
| | Professional Learning (Reading/Writing): <ul style="list-style-type: none"> GPS sponsored CORE I Summer Institute (Lesson Plan, Effective Teaching) GPS support for Jr. Great Books Write Tools (new teachers, additional modules) | SY 2011-2014 | Principal Teaching Staff Instructional Coach | Extra Pay Salary and Benefits (\$21,792) - TIG Site Support Review Grant Salary/Benefits Extra Pay to attend the Growing Jr. Great Books (\$2,640) - Write Tools (\$1,200) - TIG Grant Supplies, Modules, etc. Write | Artifacts: PD Documents including agenda, presentation, and sign-in sheet Writing progress monitoring data |
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| | | | | 1301 (\$700) Title IA Grant Consistent Family Goals (\$500) Title IA Grant Substitute Costs to attend PE (\$76) Title IA Grant Supplies, J/C materials Grades 4-5 (\$200) Title IA Grant | |
| Parent & Community | Parent and Community Engagement: Grade Level parent activities to promote grade specific skills and support for parents and students School-wide quarterly Parent Involvement activities | SY 2011-2012 | Principal Teaching Staff Parent Involvement Coordinator Support Agencies | Supplies and Refreshments (\$1600) Title IA Printing (\$171) Title IA Stipend & Benefits for Extra Duty Parent Involvement Coordinator (\$589) Title IA | Artifacts: Parent Event Notifications Sign-In Attendance Sheets and Evaluations Presentations Grade Level Compacts for Achievement |
| | Parent and Community Engagement: Provide a 4-component family literacy program | August 2011 | Family Literacy Coordinator K-3 Staff | Family Literacy Coordinator District Title I- \$33,000 | Artifacts: Parent sign-in sheets Begin program August, 2011 Parent and Student Achievement Data |

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

Major Improvement Strategy #2: Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Math and Science

Root Cause(s) Addressed: Lack of quality math instruction as evidenced by: 1) Lack of on-going highly effective job-embedded professional development, 2) Lack of student exposure to academic vocabulary, 3) Lack of use of assessment data to make informed instructional decisions, 4) Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies, 5) Clear grade-level performance expectations are not driving learning outcomes or lessons, and 6) ELL students performing at PP or U level in math in grades 3 to 5 have not received additional or appropriate support in math instruction. Lack of instruction in science in all grade levels

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 |
|--------------------------------|--|-------------------------|--|---|---|
| Leadership for Learning | <p>Leadership for Learning: Partnership with outside governing agency: Global Partnership Schools (GPS) to provide consultation concerning effective action plan for Turnaround process and improvement of leadership skills.</p> <p>Partnership with Consortium of Reading Excellence (CORE). GPS will provide district Education Change Leaders (2.0 FTE), as well as a leadership coach to provide ongoing consultation to administration at Spann in an effort to improve leadership effectiveness.</p> | SY 2011 Through SY 2014 | GPS Personnel | Federal Title I TIG-Grant (District) | <p>Administration will participate in on-going leadership coaching & mentoring that is aligned to GPS essential standards of school excellence.</p> <p>Artifacts: GPS Team Meeting Minutes Quarterly Intensive Review PPT Weekly Leadership Coaching Sessions</p> |
| | <p>Leadership for Learning: Assemble a Building Leadership Team/Data Team that engages in on-going data analysis that informs the following:</p> <ul style="list-style-type: none"> • Development of Unified Plan • On-going monitoring of plan implementation and effectiveness • On-going data analysis (including CORE reports, student achievement data, walkthrough observation data, etc.) to determine overall program effectiveness | SY 2011 Through SY 2014 | Building Leadership Team Teaching Staff | Refer to Major Improvement Strategy #1. | <p>BLT will meet weekly to review, analyze and communicate interim benchmark data. The BLT will monitor the implementation of the USIP.</p> <p>Artifacts: BLT agenda/meeting minutes Unified Plan CORE Reports Achievement data from various sources</p> |
| | <p>Leadership for Learning: Implementation of Professional Learning Communities (PLC) by grade level teams.</p> | SY 2011 - 2014 | Principal Teaching Staff | N/A (See Major Improvement Strategy #1) | <p>PLC meetings will meet weekly for 60 minutes.</p> <p>Artifacts: PLC Meeting Minutes/Agenda PLC Group Norms Team Product Documents</p> |

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| | Leadership for Learning: Use administrative Walk-through observation document. | SY 2011-2014 | Principal | Printing: General Fund | Walkthroughs will be monitored to ensure a minimum of 1 per week per teacher. Artifacts: Walkthrough observation forms |
| Curriculum Teaching & Learning | Curriculum Teaching & Learning: Develop and utilize lesson plan template to increase deliberate teaching and backward design | SY 2011 Through SY 2014 | Principal, BLT | | Artifacts: Lesson Plan Template form Teacher Lesson Plans (Complete) |
| | Curriculum Teaching & Learning: Deliver high-leverage, focused, engaging, standards-based instruction in Math and Science that is: Explicit-purpose, rationale, instructional targets, guided instruction, practice with feedback Systematic- emphasis on small steps, checks for understanding, achievement of active and successful student participation, provides frequent feedback | SY 2011 Through SY 2014 | Classroom Teachers (Implementation) Coach/Principal (Support & Monitoring) | Extra Pay Salary and Benefits (\$21,792) -TIG Site Support Review Grant PD Cost embedded throughout plan | Teachers will participate in CORE summer training. Teachers will participate in job-embedded PD through on-site coaching & mentoring. Admin will conduct classroom walkthrough observations 1 per week. Artifacts: Lesson Plan Template form Classroom Walkthrough Observation Forms |
| | Curriculum Teaching & Learning: Explicitly teach academic vocabulary in Math and Science | SY 2011-2014 | Classroom Teacher Instructional Coach Principal | Academic Vocabulary Journal | |
| | Curriculum Teaching & Learning: <ul style="list-style-type: none"> ▪ Align assessment to learning target (multiple choice, matching, short answer, essay, performance, etc.) ▪ Use and analyze assessments FOR Learning (formative assessment) aligned to learning targets on a daily basis to gauge student progress and impact instruction and student learning (during lesson, next day, next unit) ▪ Use and analyze assessments OF Learning (summative assessment) to benchmark student achievement at a specific point in time and to evaluate and adjust curriculum | SY 2011-2014 | Classroom Teachers Instructional Coach Principal | Check points Galileo Assessment | Administer Galileo Benchmark (Aug, Oct, Dec., May) Collect, and analyze student data from various sources to determine and identify student needs and to inform instruction Artifacts: Benchmark Data Classroom Walkthrough observation forms |
| | Curriculum Teaching & Learning: <ul style="list-style-type: none"> ▪ Development and implementation of a math scope and sequence, and pacing guide that addresses priority standards. ▪ Development and implementation of a science scope and sequence, and pacing guide that addresses priority standards | SY 2011-2014 | Instructional Coach District Specialists | District Specialists District Scope and Sequence | Math Scope and Sequence Document Math Pacing Guide Science Scope and Sequence Document Science Pacing Guide |
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| Student Centered Learning | <p>Student Centered Learning:</p> <ul style="list-style-type: none"> Students are engaged in at least one major activity during lessons in which they perform Higher Order Thinking Skills (HOTS) operations. This activity occupies a substantial portion of the lesson and 100% of students are involved. | SY 2011-2014 | Classroom Teachers Instructional Coach Principal | HOTS resources (General Fund) | Lesson Plan will reflect HOTS intentional planning Artifacts: Lesson Plans |
| | <p>Student Centered Learning: Provide targeted or intensive instruction for students scoring below proficiency</p> <ul style="list-style-type: none"> Utilize Math Navigator Intervention Program | SY 2011-2012 | Interventionist | Interventionist Salary and Benefits (\$72,253) Title IA Navigator Supplies (\$500) Title IA Grant | On-going collection, and analysis of student assessment data from various sources will be utilized to identify students in need of intervention Artifacts: Intervention Schedule Classroom Walk-through observation form Time and Effort Certification |
| | <p>Student Centered Learning: Class size reduced in order to provide targeted instruction to students for students scoring below proficiency.</p> | SY 2011-2012 | 2nd Grade Teacher 3rd Grade Teacher 4th Grade Teacher | 2nd Grade Teacher Salary and Benefits (\$46,155) Title IA 3rd Grade Teacher Salary and Benefits (\$45,567) Title IA 4th Grade Teacher Salary and Benefits (\$47,921) Title IA (See Major Improvement Strategy #1) | On-going collection, and analysis of student assessment data from various sources will be utilized to determine student progress Artifacts: Classroom Walk-through observation form Data from various sources Time and Effort Certification |
| | <p>Student Centered Learning: Adoption and implementation of a "Continuous Learning Calendar" will provide a shorter summer break, with 2 intersession breaks during the school year to Provide Extended Learning Opportunities for students. Enrichment will be provided to students in extended day program in the content areas of Math and Science (Review Recommendation).</p> | SY 2011-14 | Principal Extended Learning Teaching Staff | N/A (See Major Improvement Strategy #1) | Artifacts: Extended-day/Intersession attendance Rosters Extended Day Referral Form |
| | <p>Student Centered Learning: GPS to provide training on under resourced students</p> | August 2011 | Principal Teaching Staff | Extra Pay/Salary and Benefits (\$4,126) - TUSD/FIC | Artifacts: PD Sign in sheets, course evaluation, presentation materials |
| | <p>Student Centered Learning: Provide All-Day Kindergarten for all Kindergarten Students</p> | 2011-2012 SY | Kindergarten Teachers | General Fund | Students scheduled in full day kindergarten |

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| Professional Learning | <p>Professional Learning (Mathematics):</p> <ul style="list-style-type: none"> GPS sponsored CORE Institute Math Workshop Model (new teachers) Data Analysis Training & Consultation | 2011-2014 SY | Core Consultants Teaching Staff District Math Specialist GPS Staff | Salary & Benefits for Extra Duty Pay Professional Development (\$) Title I TIG | <p>Artifacts:</p> <p>PD documents including agenda, presentation and sign in sheet</p> <p>Math Progress monitoring data</p> |
| | <p>Professional Learning:</p> <p>Implementation of Professional Learning Communities (PLC) by grade level teams. Teachers will work in PLCs to solve problems, seek strategies, and develop interventions that result in increased student achievement throughout the teaching/Learning cycle and answer the following questions:</p> <ol style="list-style-type: none"> 1) What do students need to know, understand, and be able to do? 2) How will we teach effectively to ensure students learn? 3) How will we know that students have learned? 4) What do we do when students don't learn or reach proficiency before expectation? <p>Attend on-going PLC training sessions (District Sponsored)</p> <p>GPS support to provide Instructional Coaching training to enhance the effectiveness of PLCs</p> | SY 2010-2014 | Principal Teaching Staff Building Leadership Team | Salary and Benefits for Extra Duty Pay Instructional Coach (1004) Title I TIG | <p>Collect and analyze data from benchmark, check point assessments, student work samples to determine instructional focus and intervention</p> <p>Artifacts:</p> <p>PLC Meeting Minutes</p> <p>PLC Product Documents</p> <p>PLC Team Norms</p> |
| | <p>Professional Learning:</p> <p>Math: Provide classroom teachers with high-quality job-embedded modeling and mentoring regarding research-based instructional practices in Reading & writing. On-site Instructional Coach (1.0 FTE)</p> <p>GPS provide CORE coach consultant (20 on-visits per year) to provide job-embedded modeling and mentoring of effective instruction.</p> <p>Development and implementation of Individual Support Plans (ISP). These differentiated plans will provide differentiated support and professional development to teachers regarding best practices resulting in improvement of the quality of instruction. ISPs will be reviewed and evaluated every 3 weeks.</p> | SY 2011-2014 | Principal CORE Math consultant Teaching Staff Instructional Coach | Salary & Benefits for Instructional Coach (1004) Title I TIG | <p>Collect and analyze data from benchmark assessments and student work to determine appropriate intervention and instruction</p> <p>Artifacts:</p> <p>Coaching Logs</p> <p>CORE Reports</p> <p>PD Sign in Sheets/Agenda</p> <p>Presentation Documents</p> <p>Individual Support Plans (ISP)</p> <p>Time and Effort Certification</p> |
| Parent & Community Engagement | <p>Parent & Community Engagement:</p> <p>Grade Level parent activities to promote grade specific skills and support for parents and students</p> <p>School-wide quarterly Parent Involvement activities</p> | SY 2011-2012 | Principal Teaching Staff Parent Involvement Coordinator Support Agencies | <p>Supplies and Refreshments (\$1600) Title IA</p> <p>Printing (\$171) Title IA</p> <p>Stipend & Benefits for Extra Duty Parent Involvement Coordinator (\$589) Title IA</p> | <p>Artifacts:</p> <p>Parent Event Notifications</p> <p>Sign-In Attendance Sheets and Evaluations</p> <p>Presentations</p> <p>Grade Level Compacts for Achievement</p> |
| | <p>Parent & Community Engagement:</p> <p>Provide a 4-component family literacy program</p> | August 2011 – June 2012 | Family Literacy Coordinator K-3 Staff | Family Literacy Coordinator District Title I- \$33,000 | <p>Artifacts:</p> <p>Parent sign-in sheets</p> <p>Begin program August, 2011</p> <p>Parent and Student Achievement Data</p> |

Major Improvement Strategy #3: Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students

Root Cause(s) Addressed: Limited understanding and use of the Response to Intervention (RTI) process to provide a multi-tiered continuum of student supports in the area of academics and social/emotional that meet the needs of individual students. Students are not provided a range of instructional strategies by which to become engaged in the learning process. Modification of the classroom environment to decrease problem behavior including teaching and reinforcing new skills to increase appropriate behavior and preserve a positive classroom climate occurs on a limited basis. Students are not treated as learners (A learner is a person who intentionally engages in activity that helps them to develop understanding, knowledge or skills.)

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 |
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| Leadership for Learning | Leadership For Learning: Create a school culture & climate of high expectations for student learning and habitual classroom learning behaviors. School-wide discipline to be aligned with Positive Behavior Intervention Support (PBIS) | SY 2011-2014 | School Counselor Teaching Staff Principal PBIS Team | | Develop a staff implementation guide (classroom behaviors/office referable behaviors) to behavior support. Provide training to all staff. |
| | Leadership for Learning: Assemble a Positive Behavior Intervention Support (PBIS) Team | SY 2011-2014 | PBIS Leadership Team | Salary & Benefits for Extra Pay for PBIS Team (\$9,430 Title I/IG Grant) | Team to meet on a monthly basis. This team reviews various data sources concerning behavior (Tableau) to inform next steps and intervention. Artifacts: PBIS Leadership Team Agenda/Minutes PBIS Action Plan |
| Curriculum Teaching & Learning | Curriculum Teaching & Learning: Implement Research-Based Social/Emotional Curriculum Including: Second Steps (Social Skills) 1-5 Incredible Years (Social Skills) PreK-K Olweus Bully Prevention | SY 2011-2014 | Teaching Staff School Counselor | Sub for Olweus Bully Prevention (\$680) Title I/IG Grant | Artifacts: Second Step Teaching Schedule |
| | Curriculum Teaching & Learning: Implement school-wide Positive Behavior Intervention Supports (PBIS) including: <ul style="list-style-type: none"> ▪ Clearly defined behavior expectations for all common areas ▪ Clearly defined behavior expectations for the classroom ▪ Positive behavior reinforcements ▪ Systematic and explicit teaching and ongoing reinforcement of behavior expectations. | SY 2011-14 | Spann Staff | Positive Behavior Incentives \$500 (Local General Fund) | Artifacts: Behavior Expectation Matrix Behavior Expectations Posted in all identified Areas Positive Behavior Reinforcement Process Clearly defined and implemented School-wide Re-teaching of Behavior Expectations at the return of each extended break. |

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| Student Centered Learning | <p>Student Centered Learning: Implement Mentoring Program for most at-risk students. Mentoring Activities to include:</p> <ul style="list-style-type: none"> Weekly student mentoring activities Quarterly Parent activities to build parent capacity | SY 2011-2014 | Mentoring Team | Mentor Team Student Activities Fund for activities | <p>Artifacts: Mentor Log Student Portfolio Activity Sign-In Sheets</p> |
| | <p>Student Centered Learning: Secure .5 Counselor to assist with implementation of Response to Intervention: Provide a multi-tiered continuum of student supports that meets the needs of individual students. Tier 1: Implementation of PBIS Universal Supports Tier 2: Targeted Intervention Tier 3: Individual supports</p> | SY 2011-2014 | Teaching Staff Principal RTI Facilitator (counselor) | District RTI Specialist Salary & Benefits for Counselor (.5 FTE) \$44,483 Title IA TIG | <p>Artifacts: Site specific Multi-tiered continuum of student supports Matrix</p> |
| | <p>Student Centered Learning: Instructional Coaches to ensure effective implementation and utilization of building-level RTI process including:</p> <ul style="list-style-type: none"> Referral Process Problem Solving Approach Documentation of Universal Supports & Tiered Interventions Progress Monitoring Parent Involvement | SY 2011-14 | Principal Instructional Coach | <p>Stipends/Extra Pay for teachers to attend RTI trainings (\$500 Title IIG Grant) Usd for data training (\$249 Title IIG Grant)</p> | <p>Artifacts: RTI Referral Forms RTI Meeting Minutes</p> |
| | <p>Student Centered Learning: Engage students as owners of their learning by establishing clear profiles for "Learners"</p> | SY 2011-2014 | Principal PBIS Team | <p>Salary & Benefits for Extra Pay for PBIS team (\$9,430 Title IIG Grant)</p> | <p>Artifacts: Learner Profiles taught and posted</p> |
| Professional Learning | <p>Professional Learning: Provide high quality job-embedded professional development in the form of modeling, coaching, and mentoring to identified teachers regarding effective classroom management and active engagement strategies</p> | SY 2011-2014 | Principal Instructional Coach | <p>Stipends/Extra Pay for teachers to attend PD trainings (\$1300 Title IIG Grant)</p> | <p>Artifacts: Classroom Walkthrough Observations Discipline data including incident referrals and suspensions</p> |
| | <p>Professional Learning: District PBIS Processes Ruby Payne (Culture of Poverty & Instructional Strategies)</p> | SY 2011-2014 | Principal PBIS Facilitator | <p>Stipends/Extra Pay for teachers to attend Ruby Payne PD (\$1420 Title IIG Grant)</p> | <p>Artifacts: PD materials</p> |
| Parent & Communi | <p>Parent & Community Engagement::</p> <ul style="list-style-type: none"> Provide quarterly mentor parent activities Provide parent activity to communicate agency support in the community | SY 2011-2014 | Mentor Team Leaders Parent Involvement Coordinator | N/A | <p>Artifacts: Sign-In Sheets</p> |

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| <p>Parent & Community Engagement: Establish School Accountability Committee to support the following:</p> <ul style="list-style-type: none"> ▪ Prioritizing school achievement goals ▪ Coordinate activities to create community buy-in and develop school culture ▪ Assist in development of Parent Involvement Plan, Parent Compacts, USIP ▪ Communicate progress of USIP and Turnaround efforts | <p>SY 2011-2014</p> | <p>Principal</p> | <p>N/A</p> | <p>Artifacts: Agenda Sign-In Sheets</p> |
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Title I Accountability Provision #1: Parent Involvement/Communication

- 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 |
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| NCLB Requirement: Annual Title I parent meeting- explaining our program, answer questions, and invite parent participation | August 2011 | Principal Teachers Parents | N/A | Agenda, Minutes, Meeting sign in sheet – CIFRS |
| Hold Parent/Teacher Conferences each semester with parents to discuss progress of their student (a translator will be available) | October 2011 April 2012 | Principal Teachers Parents | District Translator | Parent/Teacher sign in sheets |
| Establish Certified Team Leader to coordinator Parent Involvement activities, ensure compliance, and organize CIFRS | August 2011-May 2012 | Principal Team Leader | Stipend and Benefits for Extra Duty Certified Team Leader \$500.00 Benefits \$89.00 | Title I Compliance CIFRS Compliance |
| 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 | October 2011 January 2012 April 2012 | Principal Teachers Parents | \$61 Printing (Title I) | Reports sent home Newsletters |
| Grade-Level Parent Activities to promote grade specific skills and support for parents and students | August 2011-May 2012 | Grade level Teachers | Supplies - \$900 (Title I) Refreshments \$300 (Title I) Printing- \$50 (Title I) | Build parent capacity regarding grade level concepts and skills and ways they can support the child(ren) |
| 1 st Quarter Parent Involvement Activity – Workshop for parents on reading to demonstrate how skills are taught to students. | September | Principal Specialists Parents | Supplies - \$75 (Title I) Refreshments- \$25 (Title I) Printing- \$15 (Title I) | Improve Reading skills |
| 2 nd Quarter Parent Involvement Activity – Workshop for parents on math to demonstrate how math skills are taught to students. | November | Principal Specialists Parents | Supplies - \$75 (Title I) Refreshments- \$25 (Title I) Printing- \$15 (Title I) | Improve Math skills |
| 3 rd Quarter Parent Involvement Activity – Workshop for | January | Principal | Supplies - \$75 (Title I) | Improve Writing Skills |

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| parents on writing to demonstrate how writing skills are taught to students. | | Specialists Parents | Refreshments- \$25 (Title I) Printing- \$15 (Title I) | |
| 4 th Quarter Parent Involvement Activity – Workshop for parents by various community agencies to discuss student development, mental health, medical, and other community resources. | April | Principal Specialists Parents | Supplies - \$75 (Title I) Refreshments- \$25 (Title I) Printing- \$15 (Title I) | Create a climate of Partnership |
| Send written notification in English and Spanish to all parents that the school is in the second year of School Improvement and that they have the option to transfer their student to another school in the district that is not on school improvement (Notification of School Choice) | August 2011 | Title I director Principal | Printing \$20 (District Title I) | Letter sent to parents in Spanish and English August 2011 |
| Provide a 4-component family literacy program | August 2011 | Family Literacy Coordinator K-3 Staff | Family Literacy Coordinator District Title I- \$33,000 | Parent sign-in sheets Begin program August, 2011 |
| NCLB Requirement: Meeting with parents to gain input on updating the Parent Involvement Policy/Compact | May 2012 | Principal Teachers Parents | N/A | Involve parents in the planning, review, evaluation, and improvement program |

Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

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

| | | | | |
|---|--------------------------------------|--------------------------|--|---|
| The certification of the Title I teachers and paraprofessionals will be monitored to determine that they are highly qualified | Summer 2011 and ongoing as necessary | Principal | Local Funds Federal Funds Title I | The Title I teachers and paraprofessionals are highly-qualified Principal Attestation Time and Effort certification |
| The principal will work with the Human Resources Department to attract and maintain highly-qualified teachers. | Summer 2012 and ongoing as necessary | Principal PD Director | Title IIA funds (stipends of \$500 to 3 mentors) | Our school will retain 95% of the teachers, including Title I and special education teachers. |
| New teachers are partnered with a mentor teacher starting in August 2011-June 2012 | August 2011- June 2012 | PD Director Principal | Title IIA (stipends of \$500 for mentors) | Monthly meeting provided by the district |

Title I Accountability Provision #3: Transition from Early Childhood Programs:

- 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 |
|--|------------|--|---|--|
| The principal, kindergarten teachers and preschool teachers will meet to discuss: <ul style="list-style-type: none"> Curriculum expectations with a strong focus on early literacy and mathematics skills | April 2012 | Principal Kdg Teachers PreK Teachers | Local funds | Evaluation of the meeting will indicate a heightened awareness and program planning for kindergarten |
| The kindergarten teachers will meet with the preschool teachers each spring and discuss the academic strengths and weaknesses of student moving into kindergarten. | May 2012 | Kdg Teachers PreK Teachers | None | Kindergarten teachers will report that they have a good understanding of the academic strengths and weaknesses of students moving into Kdg and will utilize information as they plan instruction |

Title I Accountability Provision #4: Coordination and Integration of Federal, State and Local Services and Programs.

- 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 |
|---|-----------------------|---------------------------|---|---|
| We coordinate funds in the following ways: <ul style="list-style-type: none"> Title I funds: <ul style="list-style-type: none"> Salaries of Title I teachers Unified Plan planning team TIG Funds <ul style="list-style-type: none"> Instructional Coaches Professional Development Extended Day Title III Funds <ul style="list-style-type: none"> ELL Teacher Title X <ul style="list-style-type: none"> Title X Tutor | School Year 2011-2014 | Principal Leadership Team | Title I TIG Title III Title X Local Funds | Expenditures are reviewed with the staff and stakeholders to evaluate effectiveness and make appropriate adjustments as needed throughout |

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

| | |
|-----------------------|-------------------------|
| District number: | 2690 |
| School District Name: | Pueblo City 60 |
| School Name: | Spann Elementary School |
| | Tier I |
| | Tier |
| | Model |
| | Transformation Model |
| Budget Report: | Revised Budget |
| Revision number: | 1 |
| Date: | August 9, 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: | Angelic A. Trujillo/Beverly Johnson |
| Phone No.: | (719)423-3036 |
| E-mail: | angelic.trujillo@pueblocitieschools.us, beverly.johnson@pueblocitieschools.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 |
|-------------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|
| Pueblo City 60 | \$ 28,766 | \$ 28,766 | \$ 28,766 | \$ - | \$ - | \$ - |
| Spann Elementary School | \$ 605,913 | \$ 635,209 | \$ 635,209 | \$ - | \$ - | \$ - |
| Indirects | \$ 29,296 | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total: | \$ 663,975 | \$ 663,975 | \$ 663,975 | \$ - | \$ - | \$ - |

Tiered Intervention Grant 2011 Grant Review Rubric

Applicant: Pueblo 60

| | | |
|------------------|-----------------------------------|------------------|
| Part I: | Proposal Introduction | No Points |
| Part II: | LEA Commitment and Capacity | 22/52 |
| Part III: | Needs Assessment and Program Plan | 36/63 |
| Part IV: | Budget Narrative | 12/28 |
| | Electronic Budget | <u>No Points</u> |

Total: 70/143

GENERAL COMMENTS

Strengths:

- Demonstrated district commitment to turnaround.
- District has selected a provider.

Weaknesses:

- The TIG process needs to be more inclusive of all stakeholders (parents, community, etc.).
- Services supplied by GPS are not clearly tied to root cause in UIP.

Required Changes:

- More detail is needed regarding how the TIG grant was communicated to parents and community.
- 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.
- More detailed information is needed regarding the services that will be provided by GPS. This should align with the budget detail.
- Provide information about how the district will ensure the school the flexibility/autonomy to implement the TIG, consistent with Transformation requirements.
- Provide evidence to demonstrate that the proposed plan is aligned with the district strategic plan.
- District/school must provide a more specifically detailed timeline to ensure a successful program.
- Consider revising GPS budget to reflect more sustainable practices. For example, to sustain, amount allocated to GPS should decrease over time.
- Overall budget will need to be reduced to \$621,600 over three years. Please revise and submit an electronic budget for each of the 3 years with a total does not exceed \$621,600 for the school, including 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.

Tiered Intervention Grant 2011 Grant Review Rubric

Applicant: Pueblo 60

| | | |
|------------------|-----------------------------------|------------------|
| Part I: | Proposal Introduction | No Points |
| Part II: | LEA Commitment and Capacity | 22/52 |
| Part III: | Needs Assessment and Program Plan | 36/63 |
| Part IV: | Budget Narrative | 12/28 |
| | Electronic Budget | <u>No Points</u> |

Total: 70/143

GENERAL COMMENTS

Strengths:

- Demonstrated district commitment to turnaround.
- District has selected a provider.

Weaknesses:

- The TIG process needs to be more inclusive of all stakeholders (parents, community, etc.).
- Services supplied by GPS are not clearly tied to root cause in UIP.

Required Changes:

- More detail is needed regarding how the TIG grant was communicated to parents and community. *Attached please find the Spann Elementary Communication Plan for Tiered Intervention Grant Support Review 2011. This document identifies a timeline of activities that extends from December 16, 2010 until April 2011 when the Principal provided the SST results to the community. All teachers, except 2, and district staff and State CDE representative attended the Saturday meeting facilitated by the State CDE consultant to provide feedback on the EDR and to provide an initial staff development about setting rigorous achievement expectations.*
- 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. *The district has revised the teacher evaluation system, and aligned the system with the State Teacher Standards. This effort was conducted by a committee inclusive of teacher organization members, principals and district office staff. Teacher feedback regarding the efforts were obtained during this time. The system currently includes a teacher self rubric, a walk through document to be used weekly, an observation document and a process to meet with each teacher regarding the school goals and individual goals. Currently the Principal receives weekly coaching on teacher observations and walk throughs. This coaching is based on the research based systems that identify what good instruction "looks and feels like". The leadership coaching being received is through the GPS "Change Agent on site and a Personal Leadership Coaching session weekly. The GPS Change Agent is the evaluator of the Principal, in coordination with the Superintendent.*
- 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.

As documented in the budget, the principal receives a \$15,000 annual stipend for the additional work they must do in leading "turnaround". In addition, teachers receive stipends for summer training and training time outside the normal contracted time. Building Leadership Teams and PLC leaders are also compensated

for their additional work and leadership. They attended 2 weeks of intensive instructional training in the summer before school started. In addition they will receive a stipend for training during the 2nd week of intercession. As the plan for this school progresses to explore and apply for the International Baccalaureate certification, the teacher training will focus on developing those skills during year 2. The training and monetary support that teachers receive are identified as incentives as we approach the implementation of SB191. The district continues to work with the teachers' organization to allow more flexible opportunities for incentives and rewards for teachers working in high risk areas. Mentors are provided as well as by side coaches to support the new and veteran teachers as they opt to work in a "turnaround" school.

- More detailed information is needed regarding the services that will be provided by GPS. This should align with the budget detail.

Attached please find the GPS projected budget for the next 2 years. During the 2011-2012 year the primary focus of the budget is toward the on site coaching from the GPS CORE consultants around literacy and math achievement.. The current consultant is a specialist in reading and a national expert in the reading series "Imagine It" which is being used by the school During the intersession, the staff will go through math training from the GPS consultants and will receive coaching in math instructional strategies, use of data and math interventions as well as the ongoing literacy coaching.. During the second year of service GPS will provide a focused effort toward teacher development of skills to implement the International Baccalaureate program. Recommendations in the TIG Diagnostic focused on Curriculum, Assessment, Instruction, School Culture, Professional Development and Leadership/Planning. Root causes of low achievement and low growth identified in the USIP focus on inexperienced staff, lack of job embedded professional development, lack of student exposure to academic vocabulary, poor use of assessment data (when available), lack of intense delivery of high leverage, focused engaging, standards based instructional strategies, and clear grade level expectations regarding learning outcomes . The GPS service focuses on professional development; standards based curriculum development; on site teacher coaching for instruction; and leadership support for the principal. It is important to note that all of the services are being provided at no charge, except for CORE and the Educational Change Agent Leader support to the school and principal for IB and instruction for the 1st year and the IB services the second year. The grant will pay the teacher stipends and extra pay for the teachers to attend other training activities that were in the original budget, which GPS is offering at no charge for the service.

- Provide information about how the district will ensure the school the flexibility/autonomy to implement the TIG, consistent with Transformation requirements.

In a period of austerity this school has been supported in allowing teachers to transfer out if they requested. Two 5th grade teachers, 1 counselor and a staff change of placement was allowed, while not being allowed in other schools. TIG funds will be used to provide pay for intercession teachers during one of the breaks. At this point, part of the role of the District Executive Director of Turnaround and Transformation and the GPS Educational Change Leader is to advocate for the school regarding involvement and autonomy. It should be noted that the service provider (GPS) is granted autonomy in contract language to work with the principal to determine the actions regarding time, money, program, and personnel. The reality is the school must still operate within the confines of the district once the grant monies are gone, which for all intent and purposes is a 2 year span. Under these circumstances it is important to front load the school with as much as can be tolerated, considering the research on how much time it takes for "real" change to occur.

- Provide evidence to demonstrate that the proposed plan is aligned with the district strategic plan. The district strategic plan, developed by a community initiative in April 2008, focuses on 6 specific objectives:

1. All Pueblo City Schools' students successfully complete a comprehensive Individualized Educational Plan to prepare to enter the 21 Century academic pursuits or the global work force.

2. All Pueblo City Schools students will meet or exceed international standards and measures of Achievement;
3. Pueblo City Schools will recruit and retain a highly qualified competitive workforce sustained by cutting edge professional development for internationally competitive schools;
4. Pueblo City Schools will provide a system of support for students to be civil, responsible, healthy, and involved members of the global community;
5. All Pueblo City Schools are conducive to superior teaching and learning, and are capable of responding to diverse needs of the 21st Century learners;
6. Pueblo City Schools will secure and utilize 100% of human, financial and physical resources required to create and sustain world class public schools and the strategic plan.

This turnaround/transformational plan touches all 6 objectives at a base level. The budget narrative indicates support for activities in each area by providing activities for student achievement in meeting and exceeding state standards; high leveraged professional development activities to include side by side teacher coaching and then a system of accountability through assessment and progress monitoring of student achievement; Second Step and PIBS activities, as well as staff development in Under-resourced Learners using Ruby Payne research and Engaging Students through the work of Charlie Applestein provide for the strengthening of the relationships with the children and their families- hoping to allow teachers to view these children as quite capable, even though resource challenged, and finally the Family Literacy Center which continues to build community support are all in place at Spann. All these activities, while not directly supported in some instances, make for a comprehensive wrap-around service for the children at Spann.

- District/school must provide a more specifically detailed timeline to ensure a successful program. *The timeline as identified in this plan is for three years with most money allocated in the first 2 years. Intensive coaching and support is being provided for the teachers during the first year, intending that they will be ready to shift to IB training for the second year, still with support. By the third year, they should be ready to apply for admission to IB and move forward under district auspices and funding, except for a small budget residual.*
- Consider revising GPS budget to reflect more sustainable practices. For example, to sustain, amount allocated to GPS should decrease over time. *The modified GPS budget is spread over only 2 years, which reflects the time the services will be available in the other schools. This period of time allows leverage of services being provided in the district, without a grant charge. The grant must pay for the time of the teachers, but the professional development, other than specified in the GPS budget, will be at no charge for these 2 years. The last year of the grant will be for IB costs allowing for maintenance and sustainability of those skills learned in the first 2 years of the grant and projected based on current IB programs in the district.*
- Overall budget will need to be reduced to \$621,600 over three years. Please revise and submit an electronic budget for each of the 3 years with a total does not exceed \$621,600 for the school, including any administrative costs and indirect amounts. Please note: The budgeted amounts need not be the same for each of the three years. *The budget has been decreased to reflect the specified amount \$621,600 over 3 years. The revised TIG budget has been submitted into Tracker. Please see the attached GPS budget detail for the consulting fee of \$130,000. Two years are the same amount and the third year is the IB costs.*
- 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.

Spann Elementary Communication Plan for Tiered Intervention Grant Support Review 2011

| Timeline | Constituents | Purpose/Outcome | Approximate Cost |
|-----------------------|--|---|---|
| 12-16-10 | Superintendent, Director of Title I, Transformation Director, Spann Principal, CDE | Outline opportunity to participate in School Support Team (SST) Review | N/A |
| 12-17-10 | Spann Staff | Inform Spann Team of opportunity of SST Review, Tiered Intervention Grant Opportunity, and Transformation | N/A |
| 12-23-10 | Superintendent, Board of Education President | Inform Board of Education President of opportunity of SST Review, Tiered Intervention Grant Opportunity, and Transformation | N/A |
| 12-27-10 | Title I Director, Pueblo Education Association (PEA) President | Inform PEA President of opportunity of SST Review, Tiered Intervention Grant Opportunity, and Transformation | N/A |
| 1/7/11 | Spann Principal | Submit TIG Support Review to CDE | N/A |
| 1/23/11 | Spann Staff | Communication of completed application for TIG Support Review | N/A |
| 1/26/11 | Spann Staff | Notification to staff of funding approval for TIG Support Review | N/A |
| 1/31/11 | Spann Teachers and PEA President | Transformation process and PEA Support | N/A |
| 2/4/11 | Community | Inform community of SST Review through newsletter | Printing: \$20.00 |
| 2/ /11 | Spann Staff | Orientation Meeting | \$600 (\$20 stipend x 30 staff) \$96 (16% benefits) |
| 2- -11 | Spann Staff – Certified Consultants | SST Review | \$30,000 |
| 3- -11 | Superintendent, Director of Title I, Transformation Director, Spann Principal, CDE | Review of SST Review | N/A |
| 3- -11 through 4- -11 | Facilitated review of the SST report be CDE certified consultant Building Leadership Team (BLT), and School Accountability Committee | Review SST Results – Planning for implementation of the Tiered Intervention Grant and Application Revision of Unified plan based on SST | \$10,000 Consultant \$4800 (\$600 stipend x 8 BLT members \$768 (16% benefits) \$150 Printing Results to share |
| 3- -11 | Spann Staff, BLT | Communication of SST Results | \$600 (\$20 stipend x 30 staff) \$96 (16% benefits) |
| 4- -11 | Community | Communicate SST Results to Community | Supplies: \$200.00 |