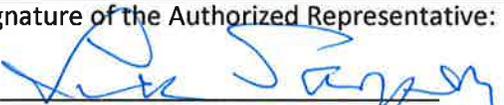


REC'D MAR 22 2011

ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER SHEET

| | |
|---|--|
| District Name: STAPLETON PUBLIC SCHOOLS County/District Number: 57-0501 | District Mailing Address: STAPLETON PUBLIC SCHOOLS 6TH & MAIN BOX 128 STAPLETON, NE 69163-0128 |
| District Contact for the School Improvement Grant Name: LEE SAYER Position and Office: SUPERINTENDENT, STAPLETON PUBLIC SCHOOLS Contact's Mailing Address: 6TH & MAIN BOX 128 STAPLETON, NE 69163-0128 Phone: (308)636-2252 Fax: (308)636-2618 Email address: lsayer@esu16.org | |
| President of the School Board (Printed Name): Steve Schaeffer | Telephone: 308-636-2984 |
| Signature of the President of the School Board X  | Date: 17 Mar 11 |
| Authorized Representative of the District (Printed Name): Lee Sayer, Superintendent | Telephone: 308-636-2252 |
| Signature of the Authorized Representative: X  | Date: 3-17-11 |
| The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application. | |

SECTION 1. DISTRICT INFORMATION

PART A. SCHOOLS TO BE SERVED

A. 1. Complete the information in the table for each school in the district included in this application. From the eligibility letter, identify whether each school is in Tier I, II or III. **When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II school. Add rows as needed.**

| School Name | Tier I | Tier II | Tier III | Intervention Model (Tier I and Tier II Only) | | | |
|----------------------|--------|---------|----------|--|---------|---------|----------------|
| | | | | Turnaround | Restart | Closure | Transformation |
| STAPLETON ELEMENTARY | X | | | | | | X |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
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PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

Analysis of Need and Capacity

Current Analysis of District Need and Capacity

The Stapleton Public School Elementary district is located in Stapleton, NE which is also the county seat for Logan County. The district consists of 596.8 square miles with land in Logan, Blaine, Custer, Lincoln, and McPherson counties. The administration of the district consists of a full time superintendent and a full time K-12 principal. The instructional staff consists of 10 teachers and 5 paraprofessional teacher’s aides. The student body is drawn primarily from Logan County although there is a significant number of Option Students from Lincoln County. The Stapleton Public School District provides transportation to all students who reside outside of the local town boundaries.

The school provides a schoolwide Title 1 program. Intervention services are provided to all students in the area of reading. The district has been developing a Response to Intervention (RtI) model for three years and will be working to ensure that all staff receive the training and implement the model. We will develop a more cohesive program that includes universal screening, targeted instruction and progress monitoring. We will also expand the program from just a reading focus to include student support in mathematics.

B.1. Describe the district’s contribution to assist schools in their analysis of need and selection of an intervention model. A district may request funds for district level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a district level budget (Part C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school’s efforts and activities.

The Superintendent has designated a School Improvement Grant (SIG) Leadership Team comprised of teachers, administrators, parents, Governing Board Members and community members to identify the most appropriate intervention model for Stapleton Elementary. The team considered the achievement and demographic information about the site for the last 3-5 years and determined that the Transformation Intervention Model would best meet the needs of the students. This team will continue to provide input on the implementation and to monitor the progress of the project and make adjustments as necessary throughout the course of the project.

Stapleton will be requesting funding through the SIG application to purchase a district-wide data management and standards-based assessment creation tool called Datawise Measured Progress. This tool is the most robust data system available in its functionality, usability, and data disaggregation. It is designed to aid educators in using data to monitor student progress and to inform and modify instructional strategies. With this tool, teachers will be able to create assessments and enter curriculum embedded assessments aligned to Nebraska standards. When Nebraska moves to using the Common Core State Standards, all of the assessment data will be realigned to those standards. The tool prints reports showing test item analysis, standard mastery analysis and student profiles showing all assessments taken in a student's career. These reports are helpful for explaining student progress to parents and to students themselves. It will help students become more actively involved in their own education and progress. It also holds all state data including NeSA, DIBELS and MAP and allows staff to view student results on these high stakes assessments as well as the local benchmark or curriculum embedded assessments. This tool must be purchased and maintained at the district level and will be available to both buildings.

- B.2. Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors must include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union.

Superintendent Sayer is in his first year with Stapleton. He comes to the district with 27 years as a successful educator including 11 years as a site administrator and superintendent. In his previous assignment, he focused staff development on school improvement and accomplished a great improvement in student achievement in reading. He worked hard to change the culture of his prior district to one that focuses on student achievement through the use of evidence based practices and instruction. He has extensive experience with using technology to support student learning and in effective uses of student achievement data.

The district plans to add staff positions to support the SIG Transformation Model. In addition to the Intervention Project Manager which will be a 0.5 FTE, the Leadership Team has chosen to add a 0.5 FTE Professional Learning Community Coordinator and a 0.5 FTE Community Liaison position to support the work. Superintendent Sayer and Stapleton Elementary have the full support of the staff, the Teacher's Association, The Governing Board and the community as they work to improve student outcomes through the SIG project.

- B.3. If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity must address the same factors listed above: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of

parents, community and the teachers union. A district with both Tier I and Tier III schools may not elect to serve only Tier III schools.

Stapleton has only 1 Tier I School which is the focus of this application.

- B.4. ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turn around may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the reasons for selecting this particular provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; and the procurement method used for securing and selecting the provider(s). Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full- or part-time in the school.

The SIG Leadership Team has elected to utilize the services of WestEd to support the school transformation model at Stapleton Elementary. For over 10 years, WestEd has been highly successful in turning around low-performing schools and districts in several states, including Nebraska. The agency is known for high-quality staff development and coaching, research and evaluation for over the past 40 years. WestEd staff work within the culture and context of the school and district, adapting its school transformation activities to take advantage of existing assets and to address specific challenges while building on evidence-based strategies to support student learning.

WestEd's approach is based on research about schools that typically struggle but have beaten the odds. These schools share the following six characteristics:

- They have effective school leadership (US Department of Education, 2010; Bryk, et al., 2010; Picucci, et al., 2002).
- They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices (Bryk, et al., 2010; Lachat and Smith, 2005).
- They provide a rigorous, standards-based curriculum and use a system of assessments to provide classroom and systemic interventions for students not meeting learning goals. This includes the development of a culture of data use where teachers and administrators have regularly scheduled opportunities to analyze student data together (US Department of Education, 2010; Tung and Ouimette, 2007).
- They incorporate targeted, ongoing professional development to ensure instructional quality and share best practice. This includes strategies that address the unique needs of English language learners and students with disabilities. It also involves ongoing coaching and time for reflection (Bryk, et al., 2010; Johnson and Asera, 1999; Conzemius, 2000, US Department of Education, 2010).
- They have created a safe school environment and a supportive climate of mutual trust (US Department of Education, 2010; Bryk, et al., 2010; Herman, et al., 2008. Johnson and Asera, 1999).
- They align all of their fiscal and human resources to support student achievement (Bryk, et al. 2010).

These six characteristics form the basis for the needs assessment, the action planning and the implementation and monitoring phases of WestEd's improvement process. The key principles of stakeholder support, effective implementation, and reciprocal accountability, guide WestEd's school transformation work. These principles are necessary to ensure significant and rapid school improvement. A complete list of research references that inform this application and our school reform work can be found in Appendix A-2 on pages 34-35.

One unique feature that WestEd provides in school transformation work is an online progress tracking and monitoring system. This tool houses the school's action plan including benchmarks and timelines. It can be updated by any designated staff person and viewed by all staff and the community, if the district chooses. It serves as a communication tool as members can send messages to one another and reminders are sent automatically when deadlines for activities are approaching. It will also house the program evaluation and any other pertinent documents. These can also be printed in standard format as well as viewed electronically. The state of Washington has purchased this tool for use with all of its districts in program improvement status.

WestEd will create a team of staff with expertise in the district areas of need as identified through the comprehensive needs assessment which they will conduct in May 2011. The WestEd Team Lead, Beth Anselmi, has extensive background in student assessment and school reform and currently works with a similar school in Nebraska.

Anselmi's career has focused on school reform efforts and meeting state and federal achievement requirements for many years. She has also provided staff development for teachers and administrators across the western United States in the use of assessment data to inform instruction, monitor student progress, and evaluate programs. She has performed this work in several school districts in California, two in Washington, one in Arizona and one in Colorado.

Anselmi serves as lead for one of WestEd's District Assistance and Intervention Teams, which support districts in the third year of not meeting Adequate Yearly Progress under Title I. In this role, Anselmi helps districts meet and exceed their academic targets and exit Program Improvement status. She helps build district capacity to improve achievement for all students, with a special focus on English learners and students with disabilities.

Prior to joining WestEd, Anselmi was the Assistant Superintendent in the Dixon Unified School District. In addition to other site and district administrative positions, she has also worked for the California Department of Education in the English Learner Accountability Unit. Her role in the Stapleton Elementary school improvement work will begin with the comprehensive needs assessment and the creation of the action plan. She will work with all staff, the community and the Governing Board to ensure clear communication and transparency in the improvement process. She will also research and secure other services the district may need to improve student learning.

She will work in the dual role as facilitator and a monitor throughout the reform process, providing an outside perspective and the resources of an all inclusive staff development and educational research agency to address Stapleton's needs. Most importantly, by involving district and site administrators, other local educational leaders and ESU 16 staff in all of the activities, she will work to build capacity among all the stakeholders serving Stapleton Elementary School's students to ensure the sustainability of the work when the SIG project is finished.

- B.5. Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a schoolwide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.

The district is committed to improving student outcomes at Stapleton Elementary. Stapleton Elementary began reform efforts in the 2009-10 school year. Staff determined that the inconsistent reading/language arts curriculum in place at the elementary grades was negatively impacting student achievement. In addition some students were struggling and there was no comprehensive intervention program in place to address their needs.

That year, the district adopted and purchased the McGraw Hill/SRA Signature Edition of Reading Mastery for language arts, reading and spelling for grades K-6. This is the first time that the school has had a consistent language arts program that has been implemented with fidelity. Prior to this teachers developed their curriculum individually and each classroom was different, making the students' educational experience largely dependent on the teachers s/he was assigned.

Additional professional development in the effective use of these materials and creating pacing charts by grade level and in student engagement strategies is still needed. The district will continue to support the school with professional development using district funds, ESU funding commitments, Title I, Title IIA and Title IID. Also, because we understand the need for vertical alignment of curriculum, the district has begun to work on mapping the curriculum K-6 to ensure complete coverage of all the Nebraska content standards.

The district has also invested time and resources to establish an RtI model in Stapleton. This is in the beginning stages at this point. Some staff have not yet participated in the training and common assessments for screening and progress monitoring have not been identified. We will be continuing this work with WestEd staff from the Center for Prevention and Intervention through the SIG project. The Datawise/Measured Progress tool will assist us in creating standards based assessments to support the RtI model and allow teachers to target instruction to specific student needs.

In mathematics as in reading/language arts, the district realizes the need for common curriculum and assessments, both formative assessments and benchmark assessments to monitor student progress and to inform instruction. To address this, the district will be purchasing the Saxon Math program for all students K-6 and will begin professional development for teachers in the summer of 2011. This training will be done by the Saxon Publisher Training Group. Staff from WestEd will continue to support teachers in implementing the new curriculum including the incorporation of student engagement strategies.

The WestEd team will work with Stapleton staff to develop standards based assessments and will help establish Professional Learning Communities where these assessments are examined and analyzed together and teachers collaborate to identify successful teaching strategies and materials. This work is in line with the Transformation Model requirement to develop and increase teacher and school leader effectiveness and to provide high-quality, job-embedded professional development. An explanation of the WestEd approach to professional development can be found in Appendix A-1 on page 32.

B.6. If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.

The district, in consultation with the SIG Leadership Team, is planning to extend the school year by 141 total hours. Extending the student day will increase 25 hours of instructional time and adding 10 days onto the school calendar adds an additional 76 hours. This will allow for a once weekly early dismissal time to allow for Professional Learning Committees to meet and collaborate. Summer school, beginning in the summer of 2012 will add an additional 40 instructional hours for priority students. This will be presented to the Governing Board for approval before the end of the 2010-11 school year.

B.7. Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the district will institutionalize changes made to meet requirements, adopt changes throughout other schools, or support the school or school(s) throughout the process to fully implement the selected intervention model(s).

Stapleton is committed to using this work to make system-wide changes that become the culture of the way business is done in the district. To that end, we plan to involve key teacher leaders, administrators, area leaders and our professional development staff from ESU 16 who work with our schools. We will be implementing many new, evidenced based practices with staff from WestEd and Datawise/Measured Progress and we feel compelled to share our learning with the ESU staff who will continue to support our work and the work of the other schools in our Region after the SIG funding is finished. While the focus of the activities will be primarily on the elementary school because of its Tier 1 status, we are dedicated to sharing the practices we will be implementing with the Jr./Sr. High School as well. In this way we can ensure a lasting change to the culture of Stapleton Public Schools.

We also have the goal of involving families and community members in more meaningful ways in the work of the schools. There is a significant body of research that demonstrates that the more families are involved in their children's schools, the better they perform. We are planning to utilize Epstein's six types of parent involvement as a framework for our work with the community. Appendix A beginning on page 27 of this proposal contains a series of charts that describe the types of involvement, sample practices, challenges and potential results for students, parents and teachers. We believe that increasing the opportunities for families to participate in our efforts will improve the sustainability of the changes we are undertaking. Our Community Liaison will be key to implementing these activities.

B.8. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for meeting the annual measurable goals established in the Title I Accountability Plan for Section 1003(a) funds or these goals if using the variation of the Transformation model.

Transition to NeSA. As the State transitions to the new statewide tests, the progress goals in Reading and Math will need to transition also since it will take two years of data to determine an average statewide gain for subgroups. Reading will not have an average statewide gain for each subgroup until after the 2010-11 assessments. The goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. In 2010-11, the average statewide gain for each subgroup will be available for NeSA-R. Math will not have an average statewide gain for each subgroup in 2010-11. The goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. In 2011-12, the average statewide gain for each subgroup will be available for NeSA-M. If the district goal will be the same as the State goal, complete the district column with "Same".

| Area | State Goal | District Goal |
|---------|--|---|
| Reading | The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be greater than zero). Progress is MET if a majority of the groups demonstrate an increase. | Stapleton's goal is for all students to be proficient in reading. Each year we will measure our progress toward that goal and we expect that our annual growth will exceed the state average growth for all students and each significant subgroup. |
| Math | The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be greater than zero). Progress is MET if a majority of the groups demonstrate an increase. | Stapleton's goal is for all students to be proficient in mathematics. Each year we will measure our progress toward that goal and we expect that our annual growth will exceed the state average growth for all students and each significant subgroup. |

| | | |
|---|--|--|
| AYP Status (includes both Reading and Math) | Fewer NOT MET AYP decisions | Stapleton's goal is to meet all measures of AYP. Each year we will measure our progress toward that goal and we expect that each year we will have fewer "NOT MET" AYP decisions. We fully expect to be out of Title I Accountability status by the end of the three year period of the project. |
| Graduation rate (high schools only) | Measurable increase from the previous year | NA |
| College enrollment rate (high schools only) | Measurable increase from the previous year | NA |
| English proficiency | Increase in percentage of English | Stapleton currently has one |

| | | |
|--|--|---|
| | Language Learners that reach Levels 4 or 5 on ELDA (if applicable) | English language learner at this time. We are committed to meeting our dual obligation to ensure that ELL students become proficient in English and master all Nebraska content standards. Our one ELL currently scores at level 4 on the ELDA after one year in Stapleton and 3 years in U.S. schools. |
| Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy) | Measureable improvement from previous year (or baseline for initial year of grant) | Same as state goals |
| Teacher attendance and teacher performance | Measurable improvement from previous year (or baseline data for initial year of grant) | Same as state goals |

| Statewide Average Gain – Math (2009-10 AYP Data) | |
|---|--------------------------|
| Group | Percentage points |
| All Students | .81 |
| American Indian/Alaska Native | 3.19 |
| Asian or Pacific Islander | .49 |
| White, Not Hispanic | .84 |
| Black, Not Hispanic | -.08 |
| Hispanic | 1.30 |
| Students eligible for free and reduced lunch | 1.25 |
| Special Education Students | 1.99 |
| English Language Learners | 2.31 |

- B.9. Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.

This application was created with input from all members of the SIG Leadership Team which includes site and district administrators, parents, Board members, some teachers and our prospective Team Lead from WestEd. Several meetings and conference calls were held where the different components of the application were discussed. The key elements and activities were shared with all staff throughout the proposal development and their input was incorporated. The actual application was written with input and edits from all members of the Stapleton SIG Team. The intervention model will be supported by Superintendent Sayer, the staff from ESU 16 WestEd and Datawise/Measured Progress.

In addition, the district plans to create three new staff positions as part of this effort, the Intervention Project Manager, a Professional Learning Community (PLC) Coordinator and a Community Liaison. The Intervention Project Manager will work with site leadership to monitor the implementation of the intervention activities. The Professional Learning Community Coordinator will also serve as the new elementary principal and will work very closely with the Intervention Project Manager and the WestEd staff. The responsibilities of the PLC Coordinator include creating a documentation system to hold PLCs accountable for their time, coordinating the assessment reports to be used for discussion, training staff in the protocol for PLCs and facilitating some of the meetings. She will be fully trained in the PLC model Stapleton adopts and will work closely with the WestEd professional development staff. This position, because of its leadership role, requires a Principal endorsement. The Community Liaison will be responsible for the family involvement activities including outreach, home visits and crisis intervention. This position requires a teaching certificate.

- B.10 **NEW:** Nebraska has elected to expand the project period for the initial year of this grant by establishing an April approval date to allow “pre-implementation” costs to occur within the project period. Districts must identify the amount and provide a description of the use of any funds awarded under this application for Year 1 activities that are proposed to be spent between approval by the State Board (April) and July 1. See page 75 of the new guidance at: <http://www.education.ne.gov/federalprograms/index.htm>

A budget line for “Pre-Implementation Activities” is included on the budget pages.

Pre-Implementation activities will be evaluated based on: (a) relevance to the plan as a whole, (b) whether the activities are reasonable and necessary and directly related to the requirements of the selected model, (c) address the identified needs from the Analysis of Need, (d) have promise for improving student academic achievement, and (e) meet the “supplement not supplant” requirement.

Allowable activities for pre-implementation costs include:

- Family and Community Engagement: holding parent and community meetings to review school performance, discuss intervention models and develop school improvement plans;
- Rigorous review of external providers;
- Staffing: recruiting and hiring a new principal and new teachers;

- **Instructional Programs:** providing remediation and enrichment sessions during the summer of 2011 in schools that will adopt an intervention model at the start of the 2011-12 school year:
- **Professional development and support:** providing professional development to help staff implement new or revised instructional programs aligned with the school's plan and SIG intervention model; and
- **Preparation for Accountability measure:** developing and piloting a data system for use in SIG funded schools, analyzing data, developing and adopting interim assessments, etc.

Stapleton would like to conduct a comprehensive Needs Assessment and report of findings conducted by the Turnaround Center at WestEd. This Needs Assessment, because it is conducted by outside staff, will provide a unique and thorough view of the state of teaching, learning, leadership, and community involvement that will allow us to give a laser like focus on the reform work that needs to begin in the summer of 2011.

The Needs Assessment will include interviews with every staff member, administrator and Governing Board member. It will include focus group interviews of parents and students. It will also include parent and teacher surveys to elicit responses beyond what stakeholders provide verbally. It will entail an exhaustive analysis of local data and classroom observations using a walkthrough protocol designed to measure research based practices currently in use for instruction. It will also include holistic classroom observations to look at curriculum implementation, classroom environment, use of technology to support student learning and student engagement strategies. The qualitative and quantitative data gathered in the Needs Assessment will be compiled into a report of findings and a series of recommendations that will be presented to staff, to the Board and to the local community by the WestEd staff. These recommendations will guide our staff development work which will begin before the start of the 2011-12 school year.

We would also like to begin the work with Datawise/Measured Progress immediately. It takes time for the company to build a bridge from the student information system to the product and clean up the student data. If that can be initiated in May, it will be ready for full implementation in the fall when the 2011-12 school year begins.

PART C. DISTRICT BUDGET

A district budget is needed only if the district is requesting funds for district support for the school(s) to assist in implementing one of the models as identified in question B.1. above. District costs are allowable but cannot cause the entire application to exceed the established funding limitations (\$50,000 to \$2,000,000) per school and must clearly be district level activities and necessary to assist the school(s) to implement one of the models.

- C.1 Describe the proposed activities, including the pre-implementation activities, and how the activities will assist the school(s) to implement, fully and effectively, one of the intervention models within the time period of this grant. See B.10 above for requirements, allowable uses, and evaluation of pre-implementation costs included in district budgets.

Stapleton has planned only one activity that will be implemented districtwide. We are requesting funding through the SIG application to purchase a districtwide data management and standards-based assessment creation tool called Datawise Measured Progress. This tool is the most robust data system available in its functionality, usability, and data disaggregation. It is designed to aid

educators in using data to monitor student progress and to inform and modify instructional strategies. With this tool, teachers will be able to create assessments and enter curriculum embedded assessments aligned to Nebraska standards. When Nebraska moves to using the Common Core State Standards, all of the assessment data will be realigned to those standards. The tool prints reports showing test item analysis, standard mastery analysis and student profiles showing all assessments taken in a student's career. These reports are helpful for explaining student progress to parents and to students themselves. It will help students become more actively involved in their own education and progress. It also holds all state data including NeSA, DIBELS and MAP and allows staff to view student results on these high stakes assessments as well as the local benchmark or curriculum embedded assessments. This tool must be purchased and maintained at the district level and will be available to both buildings. Because the focus of the training on and use of this tool is primarily for the elementary building and these teachers will be piloting its use, the budget for this activity will be included in the school budget section.

- C.2. Complete the District Budget (EXCEL Spreadsheet will contain all budget pages, for all three years, including a summary budget for the entire application. Appendix C contains a sample budget page for the district.) The link to all Budget Forms is found at:
http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

PART D. ASSURANCES

The district assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) 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 NDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, 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
- (4) Report to the NDE the school-level data required under section III of the final requirements.

PART E. WAIVERS

Check each waiver that the district will implement. N/A

- "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.

Section 2. SCHOOL LEVEL INFORMATION

Complete a Section 2 for each school included in the application.

PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL

A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and plans developed for the Title I Accountability Funds application, if available.

Student Achievement and Leading Indicators

This analysis must include information on the following student achievement and leading indicators for each school included in the application. Annual reporting is required of each district receiving an ESEA Section 1003(g) School Improvement Grant on both. The data submitted in this application will be the baseline data for measuring progress in each of the three years of the grant.

The analysis of need for student achievement includes the Profile for each school from the Nebraska State of the Schools Report for 2008-09 and 2009-10. The Profile for each school for both years must be attached to this application. The State of the Schools Report is at:
<http://reportcard.nde.state.ne.us/Main/Home.aspx>

School Level Analysis of Need

A review of data from the Nebraska State of the Schools Report (NSSR) shows a steady increase in student enrollment at Stapleton Elementary with a 25% increase over the last three years. We believe that this is due to the inclusion of “option enrollment” students and to a recent increase in the number of families with young children in our area. We anticipate that this trend will likely continue for the next few years. Fewer than 10% of the students are Non-White and we enroll only one English learner this year. At the same time our enrollment has increased, the number of students eligible for participation in the National School Lunch Program has also increased. From the 2008-09 school year to the 2009-10 school year, that number nearly doubled to its current 45.5%. The impact of poverty on student achievement is an area the staff is concerned about and will be addressing as part of the SIG project.

Currently at nearly 19%, the special education enrollment is also higher than the state average. Part of our work will include an examination of the identification process beginning with good

first instruction, a tiered intervention process and high quality assessment tools to identify students with disabilities.

An examination of the school's achievement data in reading shows that prior to the 2010 common administration of the NeSA reading, Stapleton showed results similar to the state and followed the same percent increase over the past three years as the state. Stapleton students scored as well or higher than the state averages on the NeSA reading with the exception of the 5th grade. A review of mathematics performance since the 2007-2008 school year shows inconsistent growth and scores that continue to lag significantly behind the Nebraska averages. In many grade levels, the gap between the state performance and Stapleton's performance is growing. This is unacceptable and will be a primary curricular focus for the staff next year.

Stapleton Elementary has 10 full time teachers and shares art, music and physical education staff with the secondary building. At this time, only one teacher (8.33%) holds a Masters Degree which is considerably below the 44.10% which is the average for the state of Nebraska. With the exception of the RtI training, there has been no schoolwide, job-embedded professional development effort in the past three years. While teachers have attended conferences individually or in pairs, there has been no follow up coaching, reflection or monitoring for implementation of the practices or strategies learners. In the 2010-11 school year, under the guidance of Superintendent Sayer, staff have been working on inclusion strategies, effective homework and grading practices and intervention. We understand the need for job-embedded professional development with opportunities for staff to reflect on their practice. Research shows that this is the only staff development model that leads to sustained changes in instructional practice. (Joyce and Showers, 2002) Please refer to Appendix A-2 on page 38. We will utilize the services of WestEd staff to assist us in this endeavor.

Stapleton, along with ESU-16 and WestEd, has developed a multi-faceted plan to train staff in the use of standards-based assessment and achievement data. The district will purchase and use *Datawise /Measured Progress* which is a comprehensive assessment creation and data analysis tool. This instrument will allow teachers to create Nebraska standards-based assessments using a 34,000+ item bank provided with the tool. They will also have their curriculum embedded assessments from the adopted mathematics and reading/language arts materials put into the system and, eventually, the results from the Nebraska state assessments. The tool also creates multiple reports of student performance analysis including results by standard on individual assessments or over several different assessments and item analysis. These reports can be created by individual student, by class, by grade level, by school or by AYP subgroups. These reports become important vehicles for discussion in PLCs.

Stapleton will be implementing PLCs beginning in the fall of 2011. In collaboration with the parent community and the teacher's association, we will establish weekly time blocks for teacher collaboration. The Stapleton definition of a PLC is taken from the Richard DuFour model. It is a team of professionals who work together with a focus on and commitment to the learning of each student at Stapleton Elementary. The members work together to clarify what each student must learn, monitor each student's learning on a timely basis, develop and provide systematic interventions that ensure that students receive extra support when they struggle and extend and enrich learning when students have already mastered the expected outcomes. They also work to allow teachers to support each other by sharing practices and strategies that have been effective with the focus always on student learning. The PLC is dedicated to the idea that all students can and will learn the essential knowledge and skills required of all students in Nebraska.

The PLCs will be coordinated by the PLC Coordinator. Site and district administrators will be in attendance at each meeting. The tasks of the PLC will change throughout the year, but the members will be held accountable for the use of their time through protocols developed collaboratively by the site and district administrators, WestEd and teacher leaders. These protocols will include documentation of the work including goals, student work or data examined, decisions made and next steps. Each PLC meeting will build on the work of the previous meeting. The work and the outcomes of the PLC will also be included in the conversations that occur during each teacher’s evaluation.

The final professional development focus will be materials based to ensure fidelity of implementation of the district’s adopted reading and mathematics programs. Stapleton administrators agree with the findings from the most recent Stapleton School External Evaluation report that indicated that the lack of full implementation of the reading program was limiting the benefits of the program. Specifically, the Evaluation Team noted:

1. *“While it is truly commendable to implement a new reading series in the elementary, it is extremely important to have fidelity to this program. Time and effort will be critical factors to effectively implement this series. The suggested SRA time frame is 90 minutes for reading.*
2. *“When the elementary Reading Mastery placement tests are given, be sure to place students correctly to achieve optimal student success. Early and direct communication with parents and staff to understand the new reading series and how it will benefit the students are essential steps for the success of the elementary reading program at Stapleton Public Schools. “*

WestEd professional development will include a thorough exploration of all components of the reading program and the development of pacing charts to ensure that all students fully benefit from the program. Staff from Saxon Math and WestEd will collaborate to provide initial and ongoing support in the use of the new materials with effective instructional strategies. Stapleton believes that these programs must be implemented as designed and documented to be in daily use in every classroom with materials for every student. This will ensure a consistent program for all students. Site administrators and our WestEd lead will monitor the implementation of the new program and hold staff accountable for its use.

Complete the table below using 2009-10 data. Provide an explanation if any data is not available.

| Reporting Metrics for the School Improvement Grants | |
|---|--------|
| Student Achievement not captured on the Profile from the State of the Schools Report | |
| (1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA | 100 |
| (2) Graduation rate (AYP graduation rate for high schools only) | NA |
| (3) College enrollment rate (high schools only) | NA |
| Leading Indicators | |
| (4) Number of minutes within the school year | 65,061 |
| (5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only) | NA |
| (6) Dropout rate (total for high schools only) | NA |
| (7) Student attendance rate | 94.68 |
| (8) Discipline incidents (suspensions, expulsions as reported to NDE) | 0 |
| (9) Truants (although this is a required Metric, districts do not need to report | |

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| baseline data at this time) | |
| (10) Distribution of teachers by performance level on district's teacher evaluation system (will be collected in Spring 2011) | |
| (11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time) | |

- (a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

An examination of the school's achievement data in reading shows that prior to the 2010 common administration of the NeSA reading, Stapleton showed results similar to the state and followed the same percent increase over the past three years as the state. Stapleton students scored as well or higher than the state averages on the NeSA reading with the exception of the 5th grade. A review of mathematics performance since the 2007-2008 school year shows inconsistent growth and scores that continue to lag significantly behind the Nebraska averages. In many grade levels, the gap between the state performance and Stapleton's performance is growing. This is unacceptable and will be a primary curricular focus for the staff next year.

We believe that the implementation of the required and optional activities in the School Transformation Intervention Model that are described in this application will address the student needs identified in our achievement data. We fully trust that employing these activities will lead to improvement in student achievement within the first year.

- (b) Programs/Services Profile – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?

Beginning in the summer 2012, the district will expand its summer intervention opportunities for students who are struggling. Because we believe that it is important to be thoughtful in the planning of this intervention so as to ensure maximum student benefit, we will take the coming school year to plan it purposefully. The programs to be offered will be coordinated with, but not repetitive of the students' regular curriculum and will target the specific skills the students have not yet mastered. We will monitor the students' progress with frequent assessment and exit students who have met their goals.

The staff that teaches in the extended year programs will be trained and supervised by the Intervention Project Manager. It will be one of the responsibilities assigned to this position to closely monitor the progress of all students who need extra support, both during the regular day and after school.

We want to create a new position of Community Liaison to better meet the needs of our at-risk students and their families and to create more meaningful opportunities for families to become

involved in the work of the schools. We envision this person working directly with families utilizing the strategies identified in Joyce Epstein's 6 Types of Parent Involvement as the framework for this effort (See Appendix A). We also plan to utilize this staff member for crisis intervention and to promote better student attendance. Attendance has been a concern for the school and we hope to use this person for community outreach to inform families of the importance of regular school attendance.

- (c) Staff Profile – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?

Stapleton Elementary has 10 full time teachers and shares art, music and physical education staff with the secondary building. At this time, only one teacher (8.33%) holds a Masters Degree which is considerably below the 44.10% which is the average for the state of Nebraska. The elementary staff has an average of 14.75 years of teaching experience which is slightly below the state average of 15.19 years.

The remote and rural location of Stapleton Elementary combined with the difficulty of obtaining substitute teachers has made schoolwide professional development very challenging. This has meant that the staff has had few opportunities to keep current with research based teaching strategies and practices. For this reason, we have placed job-embedded, evidence based professional development as a priority for our intervention work. Because research indicates strongly that professional development with opportunities to practice, receive ongoing coaching and reflection leads to sustained changes in practice (Joyce and Showers, 2002), we will use this model in our professional development activities.

Our WestEd partners have the experience and the capacity to provide high quality, long-term training and coaching in all the areas we identify as necessary for our staff. The support of WestEd, because they will bring the professional development to our teachers and will follow up with ongoing coaching and monitoring, will allow us to have professional development that leads to meaningful changes in classroom practice. It will allow us to have a schoolwide focus on strategies that will improve student achievement.

- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to new content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?

Stapleton has not had a common mathematics curricular program in many years. While teachers strive to teach to the content standards, with each teacher using different materials and approaches, the result was an inconsistent program for students. To address this, the district will adopt a new mathematics program, Saxon Math, during the 2011-12. We will be working with our WestEd partners to map the curriculum K-6 in both of these areas and develop pacing guides that ensure that teachers:

- understand the standards taught at the grades below and above their own and the developmental progress that is expected of students, and
- create a vertically aligned, consistent curriculum with no repeated activities or gaps in standards mastery
- use focus questions to integrate the curriculum within and among the core subject areas to maximize students' ability to make connections and improve learning outcomes
- pace the curriculum to meet the requirements of the Nebraska state assessment system. They must ensure that all essential standards are addressed before students are tested to allow students to equitably demonstrate their knowledge on the high stakes tests.

We will also work with our partners at Datawise /Measured Progress to create common, standards based benchmarks and formative assessments. The formative assessments will guide student placement and instructional practice. The benchmarks provide periodic progress monitoring and identify need for intervention and enrichment. These assessments will also serve as data around which teachers collaborate to identify successful teaching strategies. While there is only one teacher at each grade level, many elementary content standards repeat from year to year with increasing depth and complexity. Using standards based assessment allows teachers to target common standards, even when the performance expectations differ as a function of the students' grade level.

The Transformation model, with its focus on developing and increasing teacher and school leader effectiveness is the most appropriate model under which our goals of improved student learning can be met. The use of data, program implementation monitoring and evaluation of program and teacher practice effectiveness is the approach we feel will best utilize the current resources in Stapleton and build capacity within the Stapleton staff and the supporting ESU-16 staff. This work will impact many students for years to come.

- (e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

The activities identified in this application support, strengthen and add depth to those identified in our Continuous Improvement Plan and the recommendations of the External Evaluation Team. It is our goal to align all the reform efforts to ensure that the intervention is fully and faithfully implemented. The required and permitted activities under the Transformation are foundational to the success of our reform goals.

- (f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

This application was created with input from as many stakeholders as wanted to participate on the SIG Leadership Team. These included site and district administrators, parents, Board members, teachers and our prospective Team Lead from WestEd. Several meetings and conference calls were held where the different components of the application were discussed. The actual application was written with input and edits from all members of the Stapleton SIG Team. These include Superintendent Sayer, Adam Boettcher, Nicole Recoy, Pat Recoy, Sue

Hauser, Bevin Brown, Bob Harvey, Julie Barger, Amber Rooney, Susan Kramer, Suzanne Jones, Kathy Connell, Barb Tool, Michelene Whitthuhn, and Beth Anselmi, Senior Program Associate from WestEd. We analyzed the state achievement data, demographic data as well as the goals and activities already identified in the Title I Improvement Plan, the Plan of Improvement for Mathematics and our school and district Continuous Improvement Plans to determine both the needs of the school and the intervention model that best utilizes our current resources and builds the capacity we need to improve student learning.

A.2. Action Plans

| Transformation Intervention Model - 1 | |
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| <p>Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model NOTE: This requirement is an option for Tier III schools.</p> | |
| Activity | The district will replace the current principal with a staff member who will work 0.5 Elementary Principal and 0.5 Professional Learning Community Coordinator. |
| Key steps | <ul style="list-style-type: none"> • Advertise for the position • Interview candidates in collaboration with members of the SIG Leadership Team • Select candidate. Begin training with district leadership and WestEd |
| Start Date | Immediately |
| Full implementation date | June 1, 2011 |
| Person(s) responsible | Superintendent Sayer |
| Monitor and evaluate | NA |
| Cost for three years | \$132,462.78 Note: This cost will be absorbed by the general fund budget and is not an expense item for the SIG application. |
| Transformation Intervention Model - 2 | |
| <p>Requirement (1B): Developing and increasing teacher and school leader effectiveness (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement</p> | |
| Activity | We will work with consultants from the Danielson group to develop a new teacher and principal evaluation instrument that will use student achievement growth as a measure. An evaluation team with |

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| | representatives from all stakeholder groups will be involved in this work. |
| Key steps | <ul style="list-style-type: none"> • Form Evaluation Team • Contract with Danielson Group • Develop evaluation protocols • Pilot protocols • Refine protocols • Adopt protocols |
| Start Date | September 1, 2011 |
| Full implementation date | Pilot in May 2012 for full implementation during the 2012-13 school year. |
| Person(s) responsible | Superintendent Sayer, Intervention Project Manager, Elementary Principal |
| Monitor and evaluate | Minutes from each meeting will be submitted to staff and WestEd Lead Evaluation of process will be one component of each quarterly implementation review by WestEd Lead |
| Cost for three years | \$6,000 |
| Transformation Intervention Model - 3 | |
| Requirement (1C): Developing and increasing teacher and school leader effectiveness (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so | |
| Activity | Staffs who succeed in increasing student achievement in the course of the 2011-12 school year as measured by state and local assessments will be compensated with a \$2,000 yearly stipend. Art, music and PE staff will be compensated at a rate that is commensurate with their participation in and implementation of the professional development strategies undertaken by the elementary staff. |
| Key steps | Develop language that describes the teacher and leader rewards Communicate the school goals and individual expectations to each teacher. Implement the identified activities. Monitor the implementation of the activities. Collect artifacts documenting the accountability requirements for all staff. Reward staff when conditions are met. |
| Start Date | April 2011 |
| Full implementation date | June 2012 |
| Person(s) responsible | Superintendent Sayer |

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| Monitor and evaluate | This process will be reviewed and evaluated by the SIG Leadership Team and the WestEd consultant in June 2012. Revisions to the process will be made if the team determines that the process was ineffective. |
| Cost for three years | \$75,000 |
| Transformation Intervention Model - 4 | |
| Requirement (1D): Developing and increasing teacher and school leader effectiveness (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies | |
| Activity | Saxon Math Publisher Training WestEd Achievement for All (A* 4 *A) comprehensive tiered intervention professional development series. |
| Key steps | Contract with agencies. Schedule training. Conduct training. |
| Start Date | August 2011 |
| Full implementation date | June 2012 |
| Person(s) responsible | Superintendent Sayer, Beth Anselmi, WestEd Senior Program Associate |
| Monitor and evaluate | Staff will be monitored for implementation of strategies taught by the site administrator and WestEd Lead. Documentation of all professional development activities, PLC work, parent involvement activities and curriculum implementation will be kept and reviewed on a monthly basis. The WestEd on-line action planning tool will house this evidence. All parties, including WestEd and other consultants will be held accountable for the implementation and success of the planned activities. Services with any outside support provider will be terminated if student learning gains cannot be documented. |
| Cost for three years | There is no cost for Saxon Math. The costs of WestEd professional development is embedded in the total support provider contract. See Transformation Intervention Model, Requirement 11. |
| Transformation Intervention Model - 5 | |
| Requirement (1E): Developing and increasing teacher and school leader effectiveness (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school | |
| Activity | Professional development in effective school reform, professional learning communities and the use of data to monitor student progress and inform instruction will be provided to the new principal. |

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| | A site Leadership Team will be developed to support and guide the work of less experienced teachers. |
| Key steps | Once principal is selected, we will begin working with WestEd and district leadership to ensure that the person is well prepared to take the leadership of a school in transformation when school begins in the fall 2011. |
| Start Date | Upon hiring of the new principal. |
| Full implementation date | This activity is ongoing throughout the life of the project. |
| Person(s) responsible | Superintendent Sayer, Beth Anselmi, WestEd Senior Program Associate |
| Monitor and evaluate | Anselmi will provide ongoing monthly coaching for the new principal. Progress will be noted in quarterly implementation monitoring reports. |
| Cost for three years | This cost is embedded in the WestEd support provider contract. Please see Transformation Intervention Model requirement 11. |

Transformation Intervention Model - 6

Requirement (2A): Comprehensive Instructional reform strategies

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards

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| Activity | <p>The district will purchase Datawise to create and house common, standards-based formative and benchmark assessments. Teachers will be taught to use the reports of student progress to inform their instruction. They will use these reports during PLC time and to communicate progress to parents and teachers.</p> <p>Teachers, with support from WestEd will create curriculum maps and pacing guides for core curriculum to ensure that instruction is vertically aligned and addresses all the Nebraska academic standards.</p> |
| Key steps | <p>Implement Datawise and train staff.</p> <p>Hold workshops on curriculum mapping and the creation of pacing plans.</p> |
| Start Date | May 2011 |
| Full implementation date | December 2011 |
| Person(s) responsible | Superintendent Sayer, Beth Anselmi, WestEd Senior Program Associate |
| Monitor and evaluate | The implementation and management of Datawise will be the responsibility of the Intervention Project Manager. The PLC work will be documented and reviewed by The IPM, the Principal and WestEd Lead monthly. Adjustments will be made as needed. |
| Cost for three years | \$60,000 for Datawise, related equipment and training. |

Transformation Intervention Model - 7

Requirement (2B): Comprehensive Instructional reform strategies

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| (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students | |
| Activity | <p>The district will purchase Datawise to create and house common, standards-based formative and benchmark assessments. Teachers will be taught to use the reports of student progress to inform their instruction. They will use these reports during PLC time and to communicate progress to parents and teachers.</p> <p>Teachers will learn how to monitor student progress on standards mastery, conduct test item analysis and identify elements of teaching and testing that support or impede student learning.</p> |
| Key steps | <p>Implement Datawise and train staff.</p> <p>Train staff on effective PLCs. Hold teachers accountable for the use of PLC time.</p> |
| Start Date | May 2011 |
| Full implementation date | December 2011 |
| Person(s) responsible | Superintendent Sayer, WestEd Lead Anselmi, IPM, PLC Coordinator |
| Monitor and evaluate | This will be monitored at least monthly throughout the school year. Documentation, including artifacts, will be housed in the on-line action plan. The annual project evaluation will reflect the level of implementation and results on student learning and will be completed by June 30, 2012. |
| Cost for three years | The costs are embedded in the staff salaries and the costs of WestEd, Datawise and other professional development consultants. See Transformation Intervention Model Requirement 11. |
| Transformation Intervention Model - 8 | |
| Requirement(3A): Increasing learning time and creating community-oriented schools | |
| (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance) | |
| Activity | Stapleton will extend the school year by 141 total hours. Extending the student day will increase 25 hours of instructional time and adding 10 days onto the school calendar adds an additional 76 hours. |
| Key steps | <ul style="list-style-type: none"> • Present plan to Governing Board and Teacher’s Association for approval. • Implement new schedule. • Plan for Summer School • Implement Summer School in June 2012 |
| Start Date | April 2011 |
| Full implementation date | August 2011 for new schedule. June 2012 for the summer school |

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| | intervention. |
| Person(s) responsible | Superintendent Sayer, Beth Anselmi, WestEd Senior Program Associate, Elementary Principal |
| Monitor and evaluate | The schedule change will be implemented in the fall 2011. Plans for summer school will be supervised by WestEd and evaluated at its completion in July 2012. |
| Cost for three years | \$20,000 |
| Transformation Intervention Model - 9 | |
| Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement | |
| Activity | Stapleton is creating a new position, Community Liaison. It will be the responsibility of this person to offer parent classes and workshops, provide crisis intervention for families and promote improved school attendance. The activities will be based on the Epstein framework for family involvement in schools. |
| Key steps | Hire staff. Survey community regarding workshop and service needs. Plan workshops and meetings. Purchase needed equipment and materials for Center. Implement program. |
| Start Date | June 2011 |
| Full implementation date | September 2011 |
| Person(s) responsible | Superintendent Sayer, Beth Anselmi, WestEd Senior Program Associate, Elementary Principal |
| Monitor and evaluate | Schedule of activities, home visits, meetings will be kept. Participation and attendance at all activities will be kept. Parents and teachers will be surveyed in May 2012 as part of the annual project evaluation. |
| Cost for three years | Salary and benefits for Community Liaison-\$66,00 Materials, equipment and supplies for Center- \$25,000. |
| Transformation Intervention Model - 10 | |
| Requirement(4A): Providing operational flexibility and sustained support (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates | |
| Activity | The calendar has been adjusted to allow time for teachers to meet for collaborative work for a minimum of 2 hours weekly. |
| Key steps | Work with Governing Board, parent community and Teacher's Association to modify teaching day. |
| Start Date | April 2011 |

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| Full implementation date | August 2011 |
| Person(s) responsible | Superintendent Sayer, Beth Anselmi, WestEd Senior Program Associate, Elementary Principal |
| Monitor and evaluate | PLCs will be provided protocols and will be held accountable for the use of their time during each PLC meeting. |
| Cost for three years | No additional cost. |
| Transformation Intervention Model - 11 | |
| Requirement(4B): Providing operational flexibility and sustained support (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO) | |
| Activity | Contract with WestEd to provide coaching for administrators and teacher-leaders, project management, intensive professional development, on-line action plan monitoring and comprehensive project evaluation. |
| Key steps | Hire WestEd. WestEd Lead will be an active participant in all activities and will broker needed services for Stapleton for the duration of the project. WestEd Lead is responsible for overseeing the monitoring and implementation of the project activities. |
| Start Date | Upon receipt of funding. |
| Full implementation date | Immediate |
| Person(s) responsible | Superintendent Sayer |
| Monitor and evaluate | Ongoing monitoring of all activities will be kept in the on-line action plan. |
| Cost for three years | All professional development, coaching, monitoring, the use of the Action Plan Tracker and annual project evaluation-\$540,000. |
| Transformation Intervention Model - Copy and complete as many as needed. | |
| Permissible Activities | |
| Activity | <p>Stapleton would like to conduct a comprehensive Needs Assessment and report of findings conducted by the Turnaround Center at WestEd. This Needs Assessment, because it is conducted by outside staff, will provide a unique and thorough view of the state of teaching, learning, leadership, and community involvement that will allow us to give a laser like focus on the reform work that needs to begin in the summer of 2011.</p> <p>The Needs Assessment will include interviews with every staff member, administrator and Governing Board member. It will include focus group interviews of parents and students. It will also include parent and teacher surveys to elicit responses beyond what stakeholders provide verbally. It will entail an exhaustive analysis of</p> |

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| | <p>local data and classroom observations using a walkthrough protocol designed to measure research based practices currently in use for instruction. It will also include holistic classroom observations to look at curriculum implementation, classroom environment, use of technology to support student learning and student engagement strategies. The qualitative and quantitative data gathered in the Needs Assessment will be compiled into a report of findings and a series of recommendations that will be presented to staff, to the Board and to the local community by the WestEd staff. These recommendations will guide our staff development work which will begin before the start of the 2011-12 school year.</p> |
| Key steps | <ul style="list-style-type: none"> • Contract with WestEd • Conduct Needs Assessment • Present Report of Findings and Recommendations to administration, the Board and the community • Refine professional development plan according to the recommendations of the report |
| Start Date | April 2011 |
| Full implementation date | June 2011 |
| Person(s) responsible | Superintendent Sayer, Senior Program Associate Anselmi |
| Monitor and evaluate | This activity will be complete in June 2011. The effectiveness of the resulting action plan will be evaluated as part of the annual project evaluation. |
| Cost for three years | These costs are part of the WestEd support provider contract. |

PART B. BUDGETS—See attached spreadsheets

Appendix A

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

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| <p>TYPE 1 PARENTING</p> |
| <p>Help all families establish home environments to support children as students.</p> |
| <p>Sample Practices</p> |
| <ul style="list-style-type: none"> • Suggestions for home conditions that support learning at each grade level. • Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level. • Parent education and other courses or training for parents (e.g., GED, college credit, family literacy.) • Family support programs to assist families with health, nutrition, and other services. • Home visits at transition points to pre-school, elementary, middle, and high school. Neighborhood meetings to help families understand schools and to help schools understand families. |
| <p>Challenges</p> |
| <ul style="list-style-type: none"> • Provide information to <i>all</i> families who want it or who need it, not just to the few who can attend workshops or meetings at the school building. • Enable families to share information with schools about culture, background, children's talents and needs. • Make sure that all information for and from families is clear, usable, and linked to children's success in school. |
| <p>Redefinitions</p> |
| <ul style="list-style-type: none"> • <i>"Workshop" to mean more than a meeting about a topic held at the school building at a particular time. "Workshop" may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read any where, any time, in varied forms.</i> |
| <p>Results for Students</p> |
| <ul style="list-style-type: none"> • Awareness of family supervision; respect for parents. • Positive personal qualities, habits, beliefs, and values, as taught by family. • Balance between time spent on chores, on other activities, and on homework. • Good or improved attendance. • Awareness of importance of school. |
| <p>Results for Parents</p> |
| <ul style="list-style-type: none"> • Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school. • Awareness of own and others' challenges in parents. • Feeling of support from school and other parents. |
| <p>Results for Teachers</p> |
| <ul style="list-style-type: none"> • Understanding families' background, cultures, concerns, goals, needs, and views of their children. • Respect for families' strengths and efforts. • Understanding of student diversity. • Awareness of own skills to share information on child development. |

Organization of Schools 3505 North
Charles Street
Baltimore, MD 21218-3843

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

| |
|---|
| <p>TYPE 2 COMMUNICATING</p> |
| <p>Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.</p> |
| <p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • Conferences with every parent at least once a year, with follow-ups as needed. • Language translators to assist families as needed. • Weekly or monthly folders of student work sent home for review and comments. • Parent/student pickup of report card, with conferences on improving grades. • Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. • Clear information on choosing schools or courses, programs, and activities within schools. • Clear information on all school policies, programs, reforms, and transitions. |
| <p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint communications. • Consider parents who do not speak English well, do not read well, or need large type. • Review the quality of major communications (newsletters, report cards, conference schedules, and so on). • Establish clear two-way channels for communications from home to school and from school to home. |
| <p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Communications about school programs and student progress" to mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community.</i> |
| <p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Awareness of own progress and of actions needed to maintain or improve grades. • Understanding of school policies on behavior, attendance, and other areas of student conduct. • Informed decisions about courses and programs. • Awareness of own role in partnerships, serving as courier and communicator. |
| <p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Understanding school programs and policies. • Monitoring and awareness of child's progress. • Responding effectively to students' problems. • Interactions with teachers and ease of communication with school and teachers. |
| <p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • Increased diversity and use of communications with families and awareness of own ability to communicate clearly • Appreciation for and use of parent network for communications. • Increased ability to elicit and understand family views on children's programs and progress. |

Joyce L. Epstein, Ph.D., et. al.,
Partnership Center for the Social
Organization of Schools 3505 North
Charles Street
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Epstein's Framework of Six Types of Involvement
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| |
|---|
| <p>TYPE 3 VOLUNTEERING Recruit and organize parent help and support.</p> |
| <p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • School and classroom volunteer program to help teachers, administrators, students, and other parents. • Parent room or family center for volunteer work, meetings, resources for families. • Annual postcard survey to identify all available talents, times, and locations of volunteers. • Class parent, telephone tree, or other structures to provide all families with needed information. • Parent patrols or other activities to aid safety and operation of school programs. |
| <p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Recruit volunteers widely so that <i>all</i> families know that their time and talents are welcome. • Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate. • Organize volunteer work; provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive. |
| <p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Volunteer" to mean anyone who supports school goals and children's learning or development in any way, at any place, and at any time -- not just during the school day and at the school building.</i> |
| <p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Skill in communicating with adults. • Increased learning of skills that receive tutoring or targeted attention from volunteers. • Awareness of many skills, talents, occupations, and contributions of parent and other volunteers. |
| <p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Understanding teacher's job, increased comfort in school, and carry-over of school activities at home. • Self-confidence about ability to work in school and with children or to take steps to improve own education. • Awareness that families are welcome and valued at school. • Gains in specific skills of volunteer work. |
| <p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • Readiness to involve families in new ways, including those who do not volunteer at school. • Awareness of parents' talents and interests in school and children. • Greater individual attention to students, with help from volunteers. |

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| |
|--|
| <p>TYPE 4</p> <p>LEARNING AT HOME</p> <p>Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.</p> |
| <p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • Information for families on skills required for students in all subjects at each grade. • Information on homework policies and how to monitor and discuss schoolwork at home. • Information on how to assist students to improve skills on various class and school assessments. • Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class. • Calendars with activities for parents and students at home. • Family math, science, and reading activities at school. • Summer learning packets or activities. • Family participation in setting student goals each year and in planning for college or work. |
| <p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives <i>students</i> responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork. • Coordinate family linked homework activities, if students have several teachers. • Involve families and their children in all-important curriculum-related decisions. |
| <p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Homework" to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life.</i> • <i>"Help" at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing -- not "teaching" school subjects.</i> |
| <p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Gains in skills, abilities, and test scores linked to homework and classwork. • Homework completion. • Positive attitude toward schoolwork. • View of parents as more similar to teacher and of home as more similar to school. • Self-concept of ability as learner. |
| <p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Know how to support, encourage, and help student at home each year. • Discussions of school, classwork, and homework. • Understanding of instructional program each year and of what child is learning in each subject. • Appreciation of teaching skills. • Awareness of child as a learner. |
| <p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • Better design of homework assignments. • Respect for family time. • Recognition of equal helpfulness of single-parent, dual-income, and less formally educated families in motivating and reinforcing student learning. • Satisfaction with family involvement and support. |

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Epstein's Framework of Six Types of Involvement
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| |
|--|
| TYPE 5 DECISION MAKING Include parents in school decisions, developing parent leaders and representatives. |
| Sample Practices |
| <ul style="list-style-type: none"> • Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation. • Independent advocacy groups to lobby and work for school reform and improvements. • District-level councils and committees for family and community involvement. • Information on school or local elections for school representatives. • Networks to link all families with parent representatives. |
| Challenges |
| <ul style="list-style-type: none"> • Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school. • Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents. • Include students (along with parents) in decision-making groups. |
| Redefinitions |
| <ul style="list-style-type: none"> • <i>"Decision making" to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas.</i> • <i>Parent "leader" to mean a real representative, with opportunities and support to hear from and communicate with other families.</i> |
| Results for Students |
| <ul style="list-style-type: none"> • Awareness of representation of families in school decisions. • Understanding that student rights are protected. • Specific benefits linked to policies enacted by parent organizations and experienced by students. |
| Results for Parents |
| <ul style="list-style-type: none"> • Input into policies that affect child's education. • Feeling of ownership of school. • Awareness of parents' voices in school decisions. • Shared experiences and connections with other families. • Awareness of school, district, and state policies. |
| Results for Teachers |
| <ul style="list-style-type: none"> • Awareness of parent perspectives as a factor in policy development and decisions. • View of equal status of family representatives on committees and in leadership roles. |

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TYPE 6

COLLABORATING WITH COMMUNITY

Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Sample Practices

- Information for students and families on community health, cultural, recreational, social support, and other programs or services
- Information on community activities that link to learning skills and talents, including summer programs for students.
- Service integration through partnerships involving school; civic, counseling, cultural, health, recreation, and other agencies and organizations; and businesses.
- Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others).
- Participation of alumni in school programs for students.

Challenges

- Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities.
- Inform families of community programs for students, such as mentoring, tutoring, business partnerships.
- Assure equity of opportunities for students and families to participate in community programs or to obtain services.
- Match community contributions with school goals, integrate child and family services with education.

Redefinitions

- "Community" to mean not only the neighborhoods where students' homes and schools are located but also any neighborhoods that influence their learning and development.
- "Community" rated not only by low or high social or economic qualities, but by strengths and talents to support students, families, and schools.
- "Community" means all who are interested in and affected by the quality of education, not just those with children in the schools.

Results for Students

- Increased skills and talents through enriched curricular and extracurricular experiences.
- Awareness of careers and of options for future education and work.
- Specific benefits linked to programs, services, resources, and opportunities that connect students with community.

Results for Parents

- Knowledge and use of local resources by family and child to increase skills and talents or to obtain needed services
- Interactions with other families in community activities.
- Awareness of school's role in the community and of community's contributions to the school.

Results for Teachers

- Awareness of community resources to enrich curriculum and instruction.
- Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practices.
- Knowledgeable, helpful referrals of children and families to needed services.

Appendix A-1

The table below shows the impact of four different types of staff development on increase of knowledge, understanding of skills implementation of strategies in classroom practice.

| TRAINING COMPONENTS | Knowledge | Skill Demonstration | Use in the Classroom |
|---|------------------|----------------------------|-----------------------------|
| Theory and Discussion | 10% | 5% | 0% |
| ..+Demonstration in Training | 30% | 20% | 0% |
| ...+ Practice & Feedback in Training | 60% | 60% | 5% |
| ...+ Coaching in Classroom | 95% | 95% | 95% |

The first model, Theory and Discussion, represents the typical conference or workshop situation where a teacher or two attend a training session. Research shows that participants retain approximately 10% of the information shared and are able to repeat about 5% of any skills discussed by the presenter.

When live demonstration of the target skills or strategies is added to the training, 30% of the information presented is retained and teachers are able to reproduce about 20% of the skills taught in the session. Both of these professional development models result in virtually no implementation in the classroom.

When opportunities for practice with feedback are added to the professional development model, retention of knowledge and the ability to replicate the skills learned increases to 60% of the content presented. Still, only 5% of the content learned is utilized in the classroom.

It is only when coaching and reflection are added to the training model does the retention of skill and knowledge reach 95% and implementation of the skills in classrooms also increases to 95% of the content taught. That is why WestEd delivers job-embedded professional development that includes coaching and opportunities for teachers to reflect and get feedback on their practice.

Vernez et al., 2006; Elmore and Burney, 1999; Fullan, 2001

Appendix A-2

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Appendix B

ESEA Section 1003(g) School Improvement Grants

REVIEWERS RATING AND CHECKLIST

District Name: _____
 County/district Number: _____
 Reviewer: _____
 Date: _____

Reviewer: _____

| Section 1. District Level Information | | | | | | |
|---|-----|----|----|-----------------------|-------------------------|------------------------|
| | Yes | No | NA | Limited 1-5 points | Moderate 6-10 points | Strong 11-15 points |
| Cover page signed by School Board President and Authorized Representative | | | | | | |
| Part A. Schools To Be Served | | | | | | |
| A.1. List of schools with a Tier identified for each | | | | | | |
| A.2. Optional – Tier I or Tier II school from list already started | | | | | | |
| Part B. Descriptive Information District Level | | | | | | |
| B.1. District Contribution | | | | | | |
| B.2. District Capacity | | | | | | |
| B.3. Lack of capacity to serve a Tier I school | | | | | | |
| B.4. External Providers | | | | | | |
| B.5. Alignment of Programs and Services | | | | | | |
| B.6. Modify Practices and Policies | | | | | | |
| B.7. Sustain interventions after availability of funds | | | | | | |
| B.8. Annual Goals | | | | | | |
| B.9. District support for planning and intervention | | | | | | |
| Part C. Budget | | | | | | |
| C.1. Optional description of proposed activities | | | | | | |

| | | | | | | | | | |
|--------------|-----------------------------------|--|--|--|--|--|--|--|--|
| C.2. | Optional Budget page for district | | | | | | | | |
| D. | Assurances | | | | | | | | |
| E. | Waivers checked as appropriate | | | | | | | | |
| TOTAL POINTS | | | | | | | | | |
| Comments: | | | | | | | | | |

Complete Section 2 for each school included in the application.

Name of School _____ Tier _____ Intervention Model _____

| Section 2 – School Level Information | | | | | | | | | |
|--|--|-----|----|----|-----------------------|-------------------------|------------------------|--|--|
| Part A. Descriptive Information School Level | | | | | | | | | |
| A.1. Analysis of Need | | | | | | | | | |
| | | Yes | No | NA | Limited 1-5 points | Moderate 6-10 points | Strong 11-15 points | | |
| a) | Student Achievement and Leading Indicators | | | | | | | | |
| b) | Programs/Services Profile | | | | | | | | |
| c) | Staff Profile | | | | | | | | |
| d) | Curriculum/Instructional Practices | | | | | | | | |
| e) | System Profile | | | | | | | | |
| f) | Process | | | | | | | | |
| A.2. Action Plans Complete by Intervention Model | | | | | | | | | |
| A. 3 Action Plan for Tier III | | | | | | | | | |
| Part B. Budget | | | | | | | | | |
| | 3 years for each model | | | | | | | | |
| | Summary Budget | | | | | | | | |

| Checklist for TURNAROUND INTERVENTION MODEL | | | | | | |
|---|-----|----|-----|-----------------------|-------------------------|------------------------|
| * AI = Already started or implemented | Yes | No | AI* | Limited 1-5 points | Moderate 6-10 points | Strong 11-15 points |
| Pre-Implementation Activities | | | | | | |
| Activities are reasonable and necessary | | | | | | |
| Activities are directly related to the implementation of the Turnaround model | | | | | | |
| Activities address the identified needs | | | | | | |
| Activities have promise for improving student academic achievement | | | | | | |
| Activities meet the "supplement not supplant" requirement | | | | | | |
| Required Activities | | | | | | |
| (a)(1)(i) operational flexibility | | | | | | |
| (a)(1)(ii) measure effectiveness | | | | | | |
| (a)(1)(iii) increased opportunities | | | | | | |
| (a)(1)(iv) ongoing prof. development | | | | | | |
| (a)(1)(v) new governance | | | | | | |
| (a)(1)(vi) data driven instructional program | | | | | | |
| (a)(1)(vii) continuous use of student data | | | | | | |
| (a)(1)(viii) increased learning time | | | | | | |
| (a)(1)(ix) services & supports for students | | | | | | |
| Permissible Activities: | | | | | | |
| (a)(2)(i)(A) additional compensation | | | | | | |
| (a)(2)(i)(B) system for measuring changes | | | | | | |
| (a)(2)(i)(C) consent to accept teacher | | | | | | |
| (a)(2)(ii) new school model | | | | | | |
| AVERAGE POINTS FOR REQUIREMENTS | | | | | | |

| Checklist for RESTART INTERVENTION MODEL | | | | | | |
|---|-----|----|-----|-----------------------|-------------------------|------------------------|
| *AI = Already started or implemented | Yes | No | AI* | Limited 1-5 points | Moderate 6-10 points | Strong 11-15 points |
| <u>Required Activities</u> | | | | | | |
| (b) Convert school or reopen as a charter | | | | | | |

| Checklist for SCHOOL CLOSURE INTERVENTION MODEL | | | | | | |
|--|-----|----|-----|-----------------------|-------------------------|------------------------|
| *AI = Already started or implemented | Yes | No | AI* | Limited 1-5 points | Moderate 6-10 points | Strong 11-15 points |
| <u>Required Activities</u> | | | | | | |
| (c) School Closure | | | | | | |

| Checklist for TRANSFORMATION INTERVENTION MODEL | | | | | | |
|---|-----|----|-----|-----------------------|-------------------------|------------------------|
| *AI = Already started or implemented | Yes | No | AI* | Limited 1-5 points | Moderate 6-10 points | Strong 11-15 points |
| <u>Pre-Implementation Activities</u> | | | | | | |
| Activities are reasonable and necessary | | | | | | |
| Activities are directly related to the implementation of the Transformation model | | | | | | |
| Activities address the identified needs | | | | | | |
| Activities have promise for improving student academic achievement | | | | | | |
| Activities meet the "supplement not supplant" requirement | | | | | | |
| <u>Required Activities</u> | | | | | | |
| (d)(1)(i)(A) replace principal | | | | | | |
| (d)(1)(i)(B) evaluation systems for teachers & principals | | | | | | |
| (d)(1)(i)(C) reward school leaders | | | | | | |
| (d)(1)(i)(D) ongoing professional development | | | | | | |
| (d)(1)(i)(E) recruit/retain staff with necessary skills | | | | | | |
| <u>Permissible Activities:</u> | | | | | | |
| (d)(1)(ii)(A) attract/retain staff with necessary skills | | | | | | |
| (d)(1)(ii)(B) institute a system for measuring changes | | | | | | |
| (d)(1)(ii)(C) mutual consent for hiring teachers | | | | | | |
| <u>Required Activities</u> | | | | | | |
| (d)(2)(i)(A) use of data for implementing program | | | | | | |
| (d)(2)(i)(B) continuous use of student data | | | | | | |
| <u>Permissible Activities:</u> | | | | | | |

Use this budget for only one school implementing the Transformation Model.
 Additional Transformation Budgets are provided for additional schools that will be implementing this model.

TRANSFORMATION MODEL BUDGET FOR YEAR 1 (2011-12)

NDE County District No.: 57-0501-002
 District Name: Stapleton Public Schools
 NDE School No.: 57-0501-002
 School Name:

| Activity | 100 Salaries | 200 Employee Benefits | 300 Purchased Service / Lease Agreement | 400 Supplies & Materials / Computer Software | 500 Computer Hardware / Equipment | 600 Travel Professional Development | Total for Listed Activity |
|--|-----------------|-----------------------------|--|--|--|--|------------------------------|
| (See Instructions for Full Descriptions of Required and Permissible Activities) | | | | | | | |
| Intervention Project Manager (Required) | 36,435 | 14,378 | | | | | \$50,813 |
| Pre-Implementation Activities (Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures) | | | 190,000 | | | | |
| Required Activities | | | | | | | |
| (d)(1)(i)(A) replace principal | | | | | | | \$0 |
| (d)(1)(i)(B) evaluation systems for teachers & principals | 2,000 | | | | | | \$2,000 |
| (d)(1)(i)(C) reward school leaders | 25,000 | | | | | | \$25,000 |
| (d)(1)(i)(D) ongoing professional development | 5,000 | | | | | | \$5,000 |
| (d)(1)(i)(E) recruit/retain staff with necessary skills | | | | | | | \$0 |
| Permissible Activities: | | | | | | | |
| (d)(1)(ii)(A) attract/retain staff with necessary skills | | | | | | | \$0 |
| (d)(1)(ii)(B) institute a system for measuring changes | | | | | | | \$0 |
| (d)(1)(ii)(C) mutual consent for hiring teachers | | | | | | | \$0 |
| Required Activities | | | | | | | |
| (d)(2)(i)(A) use of data for implementing program | 32,500 | 11,654 | 10,000 | 2,000 | 2,000 | | \$58,154 |
| (d)(2)(i)(B) continuous use of student data | | | | | | | \$0 |
| Permissible Activities: | | | | | | | |
| (d)(2)(ii)(A) conducting periodic reviews | | | | | | | \$0 |
| (d)(2)(ii)(B) implementing schoolwide RTI model | | | | | | | \$0 |
| (d)(2)(ii)(C) provide additional supports/prof. Development | | | | | | | \$0 |
| (d)(2)(ii)(D) technology based supports/interventions | | | | | | | \$0 |
| (d)(2)(ii)(E)(1) increase rigor in secondary schools | | | | | | | \$0 |
| (d)(2)(ii)(E)(2) student transition | | | | | | | \$0 |
| (d)(2)(ii)(E)(3) increase graduation rates | | | | | | | \$0 |
| (d)(2)(ii)(E)(4) early-warning systems for at-risk students | | | | | | | \$0 |
| Required Activities | | | | | | | |
| (d)(3)(i)(A) strategies to increase learning time | | | | | | | \$0 |
| (d)(3)(i)(B) ongoing family/community engagement | 14,300 | 7,700 | | 8,340 | | 2,000 | \$32,340 |
| Permissible Activities: | | | | | | | |
| (d)(3)(ii)(A) partnering to create safe school environments | | | | | | | \$0 |
| (d)(3)(ii)(B) restructuring the school day | | | | | | | \$0 |
| (d)(3)(ii)(C) improve school climate and discipline | | | | | | | \$0 |
| (d)(3)(ii)(D) full-day kdg or pre-kdg | | | | | | | \$0 |
| Required Activities | | | | | | | |

TRANSFORMATION MODEL BUDGET FOR YEAR 3 (2013-14)

NDE County District No.: 57-0501-002
 District Name: Stapleton Public Schools
 NDE School No.: 57-0501-002
 School Name: 0

| Activity | 100 Salaries | 200 Employee Benefits | 300 Purchased Service / Lease Agreement | 400 Supplies & Materials / Computer Software | 500 Computer Hardware / Equipment | 600 Travel Professional Development | Total for Listed Activity |
|---|-----------------|-----------------------------|--|--|--|--|------------------------------|
| (See Instructions for Full Descriptions of Required and Permissible Activities) | | | | | | | |
| Intervention Project Manager (Required) | 38,661 | 15,253 | | | | | \$53,914 |
| Required Activities | | | | | | | |
| (d)(1)(i)(A) replace principal | | | | | | | \$0 |
| (d)(1)(i)(B) evaluation systems for teachers & principals | 2,000 | | | | | | \$2,000 |
| (d)(1)(i)(C) reward school leaders | 25,000 | | | | | | \$25,000 |
| (d)(1)(i)(D) ongoing professional development | 5,000 | | | | | | \$5,000 |
| (d)(1)(i)(E) recruit/retain staff with necessary skills | | | | | | | \$0 |
| Permissible Activities: | | | | | | | |
| (d)(1)(ii)(A) attract/retain staff with necessary skills | | | | | | | \$0 |
| (d)(1)(ii)(B) institute a system for measuring changes | | | | | | | \$0 |
| (d)(1)(ii)(C) mutual consent for hiring teachers | | | | | | | \$0 |
| Required Activities | | | | | | | |
| (d)(2)(i)(A) use of data for implementing program | 34,479 | 12,364 | 10,000 | 2,000 | 2,000 | | \$60,843 |
| (d)(2)(i)(B) continuous use of student data | | | | | | | \$0 |
| Permissible Activities: | | | | | | | |
| (d)(2)(ii)(A) conducting periodic reviews | | | | | | | \$0 |
| (d)(2)(ii)(B) implementing schoolwide RTI model | | | | | | | \$0 |
| (d)(2)(ii)(C) provide additional supports/prof. Development | | | 180,000 | | | | \$180,000 |
| (d)(2)(ii)(D) technology based supports/interventions | | | | | | | \$0 |
| (d)(2)(ii)(E)(1) increase rigor in secondary schools | | | | | | | \$0 |
| (d)(2)(ii)(E)(2) student transition | | | | | | | \$0 |
| (d)(2)(ii)(E)(3) increase graduation rates | | | | | | | \$0 |
| (d)(2)(ii)(E)(4) early-warning systems for at-risk students | | | | | | | \$0 |
| Required Activities | | | | | | | |
| (d)(3)(i)(A) strategies to increase learning time | 10,000 | | | | | | \$10,000 |
| (d)(3)(i)(B) ongoing family/community engagement | 15,171 | 8,169 | | 8,333 | | 2,000 | \$33,673 |
| Permissible Activities: | | | | | | | |
| (d)(3)(ii)(A) partnering to create safe school environments | | | | | | | \$0 |
| (d)(3)(ii)(B) restructuring the school day | | | | | | | \$0 |
| (d)(3)(ii)(C) improve school climate and discipline | | | | | | | \$0 |
| (d)(3)(ii)(D) full-day kdg or pre-kdg | | | | | | | \$0 |
| Required Activities | | | | | | | |
| (d)(4)(i)(A) flexibility to increase graduation rates | | | | | | | \$0 |
| (d)(4)(i)(B) ongoing, intensive TA/support | | | | | | | \$0 |
| Permissible Activities: | | | | | | | |
| (d)(4)(ii)(A) new governance arrangement | | | | | | | \$0 |
| (d)(4)(ii)(B) budget weighted based on student needs | | | | | | | \$0 |
| Totals by Object Code | \$130,311 | \$35,786 | \$190,000 | \$10,333 | \$2,000 | \$2,000 | \$370,430 |

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.

TRANSFORMATION MODEL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2011-14)

| Activity | 100 | | 200 | | 300 | | 400 | | 500 | | 600 | | Total for Listed Activity |
|---|--------------------------|-------------------|-------------------------------------|--|-------------------------------|----------------|--------------------------|-----------------|----------------|----------------|----------------|----------------|---------------------------|
| | Salaries | Employee Benefits | Purchased Service / Lease Agreement | Supplies & Materials / Computer Software | Computer Hardware / Equipment | Travel | Professional Development | | | | | | |
| NDE County District No.: | 57-0501-002 | | | | | | | | | | | | |
| District Name: | Stapleton Public Schools | | | | | | | | | | | | |
| NDE School No.: | 57-0501-002 | | | | | | | | | | | | |
| School Name: | 0 | | | | | | | | | | | | |
| (See Instructions for Full Descriptions of Required and Permissible Activities) | | | | | | | | | | | | | |
| Intervention Project Manager (Required) | 112,631 | 44,440 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$157,071 |
| Pre-Implementation Activities | 0 | 0 | 190,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$190,000 |
| Required Activities | | | | | | | | | | | | | |
| (d)(1)(i)(A) replace principal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(1)(i)(B) evaluation systems for teachers & principals | 6,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$6,000 |
| (d)(1)(i)(C) reward school leaders | 75,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$75,000 |
| (d)(1)(i)(D) ongoing professional development | 15,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$15,000 |
| (d)(1)(i)(E) recruit/retain staff with necessary skills | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Permissible Activities: | | | | | | | | | | | | | |
| (d)(1)(ii)(A) attract/retain staff with necessary skills | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(1)(ii)(B) institute a system for measuring changes | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(1)(ii)(C) mutual consent for hiring teachers | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Required Activities | | | | | | | | | | | | | |
| (d)(2)(i)(A) use of data for implementing program | 100,454 | 36,022 | 30,000 | 6,000 | 6,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$178,476 |
| (d)(2)(i)(B) continuous use of student data | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Permissible Activities: | | | | | | | | | | | | | |
| (d)(2)(ii)(A) conducting periodic reviews | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(2)(ii)(B) implementing schoolwide RTI model | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(2)(ii)(C) provide additional supports/prof. Development | 0 | 0 | 360,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$360,000 |
| (d)(2)(ii)(D) technology based supports/interventions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(2)(ii)(E)(1) increase rigor in secondary schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(2)(ii)(E)(2) student transition | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(2)(ii)(E)(3) increase graduation rates | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(2)(ii)(E)(4) early-warning systems for at-risk students | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Required Activities | | | | | | | | | | | | | |
| (d)(3)(i)(A) strategies to increase learning time | 20,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$20,000 |
| (d)(3)(i)(B) ongoing family/community engagement | 44,200 | 23,800 | 0 | 25,006 | 0 | 0 | 0 | 0 | 0 | 0 | 4,000 | 0 | \$97,006 |
| Permissible Activities: | | | | | | | | | | | | | |
| (d)(3)(ii)(A) partnering to create safe school environments | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(3)(ii)(B) restructuring the school day | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(3)(ii)(C) improve school climate and discipline | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(3)(ii)(D) full-day kdg or pre-kdg | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Required Activities | | | | | | | | | | | | | |
| (d)(4)(i)(A) flexibility to increase graduation rates | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(4)(i)(B) ongoing, intensive TA/support | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Permissible Activities: | | | | | | | | | | | | | |
| (d)(4)(ii)(A) new governance arrangement | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(4)(ii)(B) budget weighted based on student needs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Totals by Object Code | \$373,285 | \$104,262 | \$580,000 | \$31,006 | \$6,000 | \$4,000 | \$4,000 | \$31,006 | \$6,000 | \$4,000 | \$4,000 | \$4,000 | \$1,098,553 |