

Return to: Diane Stuehmer, Title I Director  
Nebraska Department of Education  
301 Centennial Mall South  
Lincoln, NE 68509

NDE 04-\_\_\_\_  
Due: \_\_\_\_\_

## ESEA Section 1003(g) School Improvement Grants (SIG)

District Name: Crawford School District  
County-District Number: 23-0071

### **Introduction**

School Improvement Grants, authorized under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEA = Nebraska Department of Education or NDE), to local educational agencies (LEA = districts) for use in eligible schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010, these school improvement funds are to be used to implement identified Intervention Models in the persistently lowest-achieving schools identified as:

**Tier I Schools** means the five (5) lowest-achieving Title I schools identified to be in school improvement, corrective action, or restructuring plus any Title I served secondary school with a graduation rate of less than 75% over the three latest years that was not captured in the above five schools.

**Tier II Schools** shall mean the 15 (which is equal to 5%) lowest ranked secondary schools where the “all students” group meets the minimum n-size for AYP that are eligible for, but do not receive, Title I funds plus any secondary school that is eligible for, but does not receive, Title I funds that has a graduation rate of less than 75% over the three latest years and was not captured in the above 15 schools.

**Tier III Schools** means any Title I school identified to be in school improvement, corrective action, or restructuring that is not a Tier I School and any school that is ranked as low as the Tier I and Tier II schools but has no groups of at least 30 students.

The procedure used to identify the persistently lowest-achieving schools, including the definitions used, is found in Appendix A of this application.

If a district has a Tier I school, it must apply to serve that school or explain how it lacks the capacity to serve it. If a district has a Tier I and Tier II school(s), it may elect to serve schools in both Tiers, but if it elects to serve only the Tier II school(s) and not the Tier I school(s), it must explain how it lacks the capacity to serve the Tier I school(s). Districts may submit applications that contain Tier III schools but all Tier I and Tier II schools in the state must be served, or demonstrate that districts lack the capacity to serve them, prior to any Tier III school being approved for funds.

Nebraska has received a waiver from section 1116(b)(12) of the ESEA. This waiver allows Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. Nebraska has also received a waiver of the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit Title I schools to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

To ensure commitment and support, the Cover Page of the district application must be signed by the President of the School Board and the Superintendent or Authorized Representative.

The guidance from the U. S. Department of Education for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and should be studied prior to completing this application. The guidance is on NDE's American Recovery and Reinvestment Act (ARRA) and the Title I homepage at: [http://www.nde.state.ne.us/ARRA/School\\_Improvement\\_Grants.html](http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html) or <http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

All district applications that are approved will be posted at the above cited locations within 30 days of being approved. Additional information on the ESEA Section 1003(g) School Improvement Grants is also available on the U. S. Department of Education website at: <http://www2.ed.gov/programs/sif/index.html>.

### **Use of Funds**

In the Tier I and Tier II schools a district chooses to serve, the district must use these funds to implement one of these four school intervention models: turnaround model, restart model, school closure, or transformation model. Section 2 of this application contains the description of the four intervention models taken from the U. S. Department of Education. This description identifies all the requirements to be implemented and some permissible activities for each of the four models. These are the only activities that can be funded with the ESEA Section 1003(g) School Improvement Grants in Tier I and Tier II schools. Tier III schools that are Title I schools currently identified to be in school improvement, corrective action or restructuring can apply to use ESEA Section 1003(g) funds to implement one of these models or for other school improvement activities designed to support, expand, continue or complete school improvement activities approved in the school's Title I Accountability Funds application. Tier III schools that are eligible for, but do not receive, Title I funds can apply for these funds to implement a variation of the Transformation intervention model. This variation of the Transformation model allows, but does not require, a school to replace the principal or the staff (Sections A and C of part (1)(i) of the model as defined in this application. This is also indicated on the Action Plans.

Districts must demonstrate capacity to fully implement the selected intervention model within the three years of funding of these grants.

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager. The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assisting with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and report progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

### **Available Funds**

For the three year grants that begin in 2010-11, Nebraska received \$14,753,171 from the American Recovery and Reinvestment Act (ARRA) and \$2,684,135 from ESEA for these Section 1003(g) funds. The ARRA funds are a one-time allocation to the State. Depending on future appropriations from Congress, the State should continue to receive similar ESEA amounts in future years. Both the ARRA and ESEA funds available now must follow the requirements of this application which includes a waiver for use over three years – 2010-11, 2011-12 and 2012-13. Districts receiving ARRA funds must complete all reporting requirements of that Act.

A district may apply for the amount of funds needed to fully and effectively implement one of the four intervention models in a Tier I or Tier II school not to exceed two (2) million dollars a year for three years per school. There is a minimum of \$500,000 per year per school. Applications must contain a budget for each of the three years identifying the costs of implementing an intervention model in each school. The NDE will award grants based on the proposals by school(s) within a district. This means a district could apply for funds for more than one school but may not be funded for all the schools included in the application. The amount requested may also be reduced based on funds availability. Districts with Tier III schools can apply for the same or a lesser amount of funds per school. However, the State cannot award a grant to a district for a Tier III school unless and until all Tier I and Tier II schools in the State, that are eligible and have the capacity, receive funds.

### **Continued Funding**

While the application will be approved for the full three years, it must be reviewed and approved for continued funding each year. There are three considerations for approval for continued funding in years two and three that will be applied on a school level basis: (1) demonstrating progress in student achievement and leading indicators, (2) being on target, or close to, meeting the timelines identified in the Action Plans and (3) spending the approved funds in a timely fashion. Each year's budget must reflect the amount of funds needed in that year. Budget forms are found in a separate EXCEL file at: [http://www.nde.state.ne.us/ARRA/School\\_Improvement\\_Grants.html](http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html) or <http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

### **Supplement, not supplant**

ESEA Section 1003(g) School Improvement Funds are supplemental funds (see page 29 of USDE guidance) and as such must be in addition to the regular state and local funding provided to the school. Schools that are not currently Title I schoolwide projects must become a schoolwide project in order to implement one of the intervention models. A waiver that allows this is included in the application. The waiver also allows the planning for this application to replace the required year of planning for a schoolwide project.

### **Letter of Intent to Apply**

After notification of eligibility for an ESEA Section 1003(g) School Improvement Grant, a district must submit the Intent to Apply letter by May 15, 2010 notifying the Title I Office whether or not it will apply for every Tier I school or for a grant for a Tier II or Tier III school(s). The Intent to Apply letter must identify the school(s) the district intends to serve with the SIG funds. Letters of Intent must be signed by the authorized representative and submitted to Diane Stuehmer, Title I Director, electronically at [diane.stuehmer@nebraska.gov](mailto:diane.stuehmer@nebraska.gov) or faxed to 402-471-0117.

### **Application Writing Assistance**

NDE will provide a one-day application writing conference. The date and location will be announced once the Letters of Intent are all submitted. All districts that intend to apply must attend this workshop.

Districts are encouraged to review the Reviewers Rating and Checklist designed for application reviewers to ensure that all components are addressed. The Reviewers Rating and Checklist is found in Appendix B of this application.

### **Application Approval Process**

Nebraska will convene a panel of district and NDE staff with experience and expertise in Title I and school improvement activities to review all applications. Each application will be reviewed and rated by two panelists. The scoring checklist is included as an appendix to the district application. Each school's application will be reviewed and rated individually. Districts may submit an application that includes more than one school and may include schools from any or all of the three Tiers. To ensure that

the schools with the highest need are selected, the following process will be used to determine the applications to recommend to the State Board of Education for approval.

After the panel has reviewed and rated all applications, the score from Section 1 District information will be added to the score received by the school for Section 2 School Information for a “total score”. For applications containing multiple schools, the district's score will be added to the score of each school for a “total score” for each school. The schools will be rank ordered by the total scores. The highest ranking Tier I and Tier II schools will determine the finalists, considering the amount of funds requested and the amount of funds available. NDE reserves the right to adjust budget requests, if needed, to increase the number of finalists or to ensure more equitable distribution relative to size of school or geographic location.

Schools that are finalists must participate in a team interview with NDE staff either on-site or via polycom. This interview is an opportunity for NDE staff to validate application responses and evaluate school staff commitment and capacity before making the recommendations for final approval.

### **Applications Timelines**

Applications are due by midnight (Central Daylight Savings Time) on June 24, 2010 and should be submitted electronically to: [diane.stuehmer@nebraska.gov](mailto:diane.stuehmer@nebraska.gov). In addition, the district must submit a paper copy of the cover page signed by the district’s authorized representative and the president of the school board to the address listed below.

Diane Stuehmer, Title I Director  
Nebraska Department of Education  
301 Centennial Mall South  
PO BOX 94987  
Lincoln, NE 68509

### **Application Contents**

The ESEA Section 1003(g) School Improvement Grant application consists of

- Introduction
- Cover Page
- Section 1 – District Level Information
- Section 2 – School Level Information
- Appendix A – Definition of Persistently Lowest-Achieving Schools
- Appendix B – Checklist for Reviewers
- Appendix C – Sample Budget Forms. The link to all Budget Forms is found at:  
[http://www.nde.state.ne.us/ARRA/School\\_Improvement\\_Grants.html](http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html) or  
<http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

A completed application includes:

- A cover page signed by the president of the school board and the authorized representative of the district.
- Section 1. District Information
- Section 2. School Information (A Section 2 completed for each school in the application)
- Budget pages (EXCEL spreadsheet) for each school for each year of the grant
- A copy of each school’s Profiles from the State of the Schools Report for 2007-08 and 2008-09.

# ESEA Section 1003(g) School Improvement Grants

## APPLICATION COVER SHEET

District Name: Crawford Elementary  County/District Number: <u>23-0071</u>	District Mailing Address: CRAWFORD PUBLIC SCHOOLS 908 5TH ST CRAWFORD, NE 69339-1204 Phone: (308)665-1537 Fax: (308)665-1909
District Contact for the School Improvement Grant  Name: Dick Leshner  Position and Office: Superintendent  Contact's Mailing Address: CRAWFORD PUBLIC SCHOOLS 908 5TH ST CRAWFORD, NE 69339-1204  Telephone: (308)665-1537  Fax: (308)665-1909  Email address: dlesher@panesu.org	
President of the School Board : Calvin Dodd	Telephone:
Signature of the President of the School Board  X _____	Date:
Authorized Representative of the District (Printed Name):	Telephone:
Signature of the Authorized Representative:  X _____	Date:
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
Crawford Elementary	X						X

A.2. ~~If the district has determined that a Tier I or Tier II school has implemented, in whole or in part, one of the intervention models within the last two years, the district must list that school here. Districts must also complete the Action Plans and Budgets required in Part B of this application to provide evidence to demonstrate that this school has met, or is in the process of meeting, each of the requirements of that model and will have the model fully implemented within the period of availability of these funds.~~ **NA**

**PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL**

**Analysis of Need and Capacity**

ESEA Section 1003(g) requires an analysis of need at the district level and a determination of district’s capacity to provide support to use these funds to provide adequate resources and related support to each Tier I and Tier II School in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Districts are encouraged to look at existing sources of information while conducting the Analysis of Need for each school and the district. These might include profiles developed through a North Central/Advanced Accreditation or Rule 10 Continuous Improvement accreditation process, Title I Accountability plan development, schoolwide plans, or other improvement processes or plans.

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can only be used to implement one of four intervention models in any Tier I or Tier II school. Each intervention model has specific requirements that must be implemented. In Section 2 Descriptive Information School Level, Action Plans and Budget forms have been designed to ensure that all the requirements of the model selected are addressed for Tier I and Tier II schools. Action Plans and Budget forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school.

**Current Analysis of District Need and Capacity**

**Crawford Public Schools is a Class 3 K-12 district located in rural northwestern Nebraska. The district is comprised of two buildings. The Elementary houses K-6, the Jr. /Sr. High building houses 7-12. There are no rural attendance centers in the Crawford District. Crawford Elementary School provides a School-wide Title 1 program. Intervention resources for targeted students include; a full time reading intervention teacher, classroom**

assistants, summer school in June and July, ESY services for qualifying students, extended day tutoring beginning 09-10, and a 21st Century Learners grant for after-school programming. In addition, a collaborative pre-K program for 3-5 year olds is in its 4th year of operation in the building.

In an effort to accommodate the needs of the 6-8 students, a modified middle school was created to allow students longer instructional time in the area of reading/language arts. In the elementary building, the 6th grade is departmentalized in the areas of mathematics and science and shares staff with the Jr. High. 6th grades students participate in mathematics and science in the 7-12 building. While the graduation rate has been above the state average in prior years, it met the state average in 2008-09.

A review of the district data from the 2009 Nebraska State of the Schools Report (SSR) indicates that Crawford has a stable, slightly declining population in its two buildings. Fewer than 10% of the students are non-white. The district average of students who meet the poverty index that allows participation in the National School Lunch Program (NSLP) is nearly 10% above the state average. At the Sr. High, that rate is 13.5 % higher than the state. Crawford has a high percentage of students receiving special education services. That percentage is growing and at 21.4% is more than 6% higher than the state average.

Reading scores in all grades tested are improving, but they continue to score consistently below the state average. The gap between Crawford student performance and the statewide average is growing. In mathematics, the trend is similar. There continues to be a gap between the performance of Crawford students and the state average with the exception of grades 8 and 11 where students met the state average. In grades 4 and 7, scores dropped in 2009 which is something we will continue to address. While full comparisons cannot be made from the data on the SSR, it appears that females are outscoring males in both reading and mathematics.

One of the first activities the district will begin in September 2010 is to conduct a more thorough needs assessment. This assessment will include surveys, interviews and focus groups of teachers, classified staff, administrators and parents. This will give us qualitative, perceptual data necessary that can directly or indirectly affect student performance. It will also help us understand the needs of the parent community and will provide a vehicle to improve two-way communication between the home and school. It will include a complete analysis of data including local assessments, grades, grade retention rates, and parent/community participation, teacher attendance and school climate survey data. We will also conduct classroom walkthroughs of every classroom and do an analysis of the curriculum used as well as student engagement strategies practiced by staff. . This will allow us to drill down our analysis of teaching and learning at Crawford Elementary so we focus our goals and implement the activities that will most quickly and effectively improve student outcomes.

- 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 district will support Crawford Elementary in every aspect of the implementation of the intervention model. One key way is to assist school staff to move to more data guided**

**decision making. School and district staff identified as one of the top priorities the need to have common, standards based, formative and benchmark assessments. We all acknowledge the need to monitor student mastery of standards over time. To this end, the district will purchase the Datawise data management and standardized test creation tool. Datawise 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 and state assessments. 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. This tool must be maintained by the district.**

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 might 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.

**The Crawford School District is well positioned to use the SIG funds to support our elementary school. We have been fortunate, given our remote, rural location, to be able to attract and retain qualified teaching and classified staff. As part of the improvement model, we are selecting a new principal for the site and have several interested candidates. Our Superintendent, Dick Leshner, has had 20 years of successful experience improving student achievement in the Toltec Elementary District in Pinal County, Arizona. He graduated from Chadron State and taught in Nebraska for 19 years before moving to Arizona. In Arizona he worked at the district level as Director of Personnel, Director of State and Federal Project and Special Education Director before becoming the Superintendent of Toltec Elementary. This well rounded background gives him insight and skills in all levels of district leadership. He is both an instructional leader and an effective manager and is well qualified to supervise the intervention work at Crawford Elementary School.**

**Crawford enjoys a positive working relationship with the teacher's association and there is full support from them and from the classified staff. The parent community is encouraged by this opportunity for improvement. An essential part of our work will be to expand the opportunities for students' families to meaningfully participate in the work of the school.**

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 might address the same factors listed above.

**Crawford has only one Tier 1 school which is the subject 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 turnaround 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 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.

**While working in Arizona, Superintendent Leshner had the opportunity to work with WestEd, a private, non-profit educational research and staff development agency. Crawford has elected to utilize the services of WestEd to support the school transformation model at Crawford Elementary. For over 10 years, WestEd has been highly successful in turning around low-performing schools and districts in several states. These experiences, combined with its reputation for high-quality research and evaluation over the past 40 years, make WestEd a valuable guide and partner in improving student achievement. 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 action plan and the needs assessment 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.**

**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. A more thorough description of WestEd's scope of work with Crawford can be found in Appendix B of this application.**

**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 direct in September 2010. The WestEd Team Lead, Beth Anselmi, has extensive background in student assessment and school reform.**

**Anselmi 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 Crawford Elementary school improvement work will be to head up the 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 secure other services the district may need to improve student learning. Most importantly, by involving district and site administrators and ESU 13 staff in all of the activities, she will work to build capacity among all the stakeholders serving Crawford Elementary School's students to ensure the sustainability of the work when WestEd 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 Crawford Elementary. Crawford Elementary began reform efforts in the 2008-09 school year. Staff determined**

that the inconsistent reading/language arts curriculum in place at the elementary grades was negatively impacting student achievement. That year, the district adopted and purchased the MacMillan-McGraw Hill (2009) Treasures series for grades K-6. This is the first time in many years that the school has had a consistent reading 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 will create a language arts committee with teachers from primary, intermediate, middle and high school grades to work on mapping the curriculum K-12.

In mathematics, the district realizes the need for common assessments, both formative assessments and benchmark assessments to monitor student progress and to inform instruction. To guide this work, the district has created a School Support Team consisting of mathematics teachers, parents, administrators and a consultant from the Leadership and Learning Center in Denver, CO. This group, in consultation with the WestEd team will continue to develop standards based assessments and will train the teaching staff to form 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.

- 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, with full agreement of the teacher's association and the Governing Board, would like to work with NDE to create and pilot the new evaluation system. For the first year, we will continue to use our current evaluation system with an additional component that adds the consideration of student achievement data per the recommendation of the vendor selected by NDE. During the second year of the project (2011-12), Crawford will pilot the evaluation system that NDE creates with their vendor. In the third year, 2012-13, the district will fully implement the new system. The results of the staff evaluations will be included in the annual report of progress and project evaluation provided to NDE and the US Department of Education each year. This plan is supported by all stakeholders in the district.

We will work with the association, the parent community and the Governing Board to alter the school day, if needed, to ensure that teachers have time for Professional Learning Communities (PLCs) by grade level, subject level and vertical alignment. This is a process that we believe is essential to developing a culture of data driven, reflective teaching practice.

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).

**Crawford 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 and our professional development staff from ESU 13 who work with our schools. We will be implementing many new, evidenced based practices with staff from WestEd and Datawise 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.**

**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 of this proposal contains a chart that describes 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.**

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.

NOTE: Districts applying for ESEA Section 1003(g) funds will need to submit goals for increasing the student performance in Reading by October of 2010 after baseline data is established for each school and group using NeSA-R (Reading) and NeSA-AAR (alternate assessment Reading). Districts will establish goals for Math for the 2010-11 school year using existing assessment results. The statewide averages for Math gains are provided below the Goals chart.

**See below:**

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.	Crawford’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 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.	Crawford’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 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	Crawford’s goal is to meet all measures of AYP. Each year we will measure our progress toward that goal and we expect that our growth will exceed the state average growth for all students and each significant subgroup.
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 Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	NA-Crawford has no English language learners at this time.
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy)	Measurable 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

<b>Statewide Average Gain – Math (2008-09 AYP Data)</b>	
<b>Group</b>	<b>Percentage points</b>
All Students	1.37
American Indian/Alaska Native	1.80
Asian or Pacific Islander	-.01
White, Not Hispanic	1.26

Black, Not Hispanic	3.39
Hispanic	1.49
Students eligible for free and reduced lunch	2.03
Special Education Students	3.12
English Language Learners	2.33

- 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 as many stakeholders as could be gathered during the short time period we were given to prepare it. These included site and district administrators, ESU staff, 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 actual application was written with input and edits from all members of the Crawford SIG Team. These include Superintendent Leshar, Kathy Griesse, former Principal, Penny Businga, ESU 13 Staff Development Coordinator, Cherokee Kennedy, 4<sup>th</sup> grade teacher, Brett Gies, Superintendent of Sioux County School District and Data Team Consultant to Crawford and Beth Anselmi, Senior Program Associate from WestEd. The intervention model will be supported by Superintendent Leshar, the staff from ESU 13, WestEd and Datawise.**

**In addition, the district plans to create two new staff positions as part of this effort, the Intervention Project Manager and Family Liaison/Counselor. The Intervention Project Manager will work with site leadership to monitor the implementation of the intervention activities and will direct the Professional Learning Communities. This includes 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 Crawford adopts and will work closely with the Coordinator of Technology and Assessment at the district office. This position, because of its leadership role, requires a Principal endorsement. The Parent Liaison/Counselor will be responsible for the family involvement activities including outreach, home visits and crisis intervention. This position requires a counseling endorsement.**

### **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 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.
- 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.nde.state.ne.us/ARRA/School\\_Improvement\\_Grants.html](http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html) or  
<http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

#### **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.

- “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**

Each school must conduct and complete the Analysis of Need (A.1.). That information should be used to select an intervention model. Action Plans (A.2.) and Budget forms are designed for each intervention model. Applicants should duplicate forms as needed and delete unnecessary forms before submitting.

#### School Level Information for Tier III Schools

- Tier III schools that are Title I schools in school improvement, corrective action, or restructuring have the option to use these funds to support, expand, continue or complete the plan approved for the school's Title I Accountability funds under Section 1003(a). These schools must complete the Action Plan (A.3.).
- Tier III schools that are eligible for, but do not receive, Title I funds can only apply to use these funds for a variation of the Transformation intervention model. The school must meet all of the requirements EXCEPT requirements A1 and C1. The Action Plans note this option for these Tier III schools.

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager. The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assisting with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and report progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Prior to completing the school Level Information, it is important to read the Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and is on NDE's American Recovery and Reinvestment Act (ARRA) and the Title I homepage at:

[http://www.nde.state.ne.us/ARRA/School\\_Improvement\\_Grants.html](http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html) or

<http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

#### 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 2007-08 and 2008-09. 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>

Complete the table below using 2008-09 data. Provide an explanation if any data is not available.

<b>Reporting Metrics for the School Improvement Grants</b>	
<b>Student Achievement not captured on the Profile from the State of the Schools Report</b>	
(1) <b>Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA</b>	N/A
(2) <b>Graduation rate (AYP graduation rate for high schools only)</b>	N/A
(3) <b>College enrollment rate (high schools only)</b>	N/A
<b>Leading Indicators</b>	
(4) <b>Number of minutes within the school year (405 per day x 178)</b>	72,090
(5) <b>Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)</b>	N/A
(6) <b>Dropout rate (total for high schools only)</b>	N/A
(7) <b>Student attendance rate</b>	92.2
(8) <b>Discipline incidents (suspensions, expulsions as reported to NDE)</b>	0
(9) <b>Truants (although this is a required Metric, districts do not need to report baseline data at this time)</b>	
(10) <b>Distribution of teachers by performance level on district's teacher evaluation system (will be collected in Spring 2011)</b>	
(11) <b>Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)</b>	

- 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).

**A review of the district data from the 2009 Nebraska State of the Schools Report (SSR) indicates that Crawford Elementary has a stable, slightly declining population. Fewer than 10% of the students are non-white. The district average of students who meet the poverty index that allows participation in the National School Lunch Program (NSLP) at 43.85% is 5.5% above the state average. Crawford has a high percentage of students receiving special education services. That percentage is growing and at 21.4% is more than 6% higher than the state average.**

**Reading scores in all grades tested are improving, but they continue to score consistently below the state average. The gap between Crawford student performance and the statewide average is growing. In mathematics, the trend is similar. There continues to be a gap between the performance of Crawford students and the state average. In grade 4, scores dropped in 2009 which is a concern for us and something we will continue to address. While full comparisons cannot be made from the data on the SSR, it appears that females are outscoring males in both reading and mathematics. Understanding that this is a growing phenomenon nation-wide, we will continue a further analysis to explore this issue.**

**The staff at Crawford and the other SIG team members believe that the most effective intervention model for our elementary site is the Transformation Model. One of our chief concerns is improving teacher and school leader effectiveness. To achieve this goal we plan to hire a new principal to begin in August 2010. We will work with the NDE to design and implement a new, rigorous, transparent and equitable evaluation system for teachers. We will work with the design vendor that NDE selects to develop this system in the 2010-11 school year, to pilot during the 2011-12 school year and fully implement during the 2012-13 school year. Because we believe in teacher accountability, during the first year, we will work under advisement of the NDE identified design team to modify our current evaluation and we will evaluate all non-tenured staff at least once during the school year. Non-tenured staff will be evaluated at least twice during the first year. In the second and subsequent years, we will evaluate staff according to the guidelines developed by the design team.**

**With support from WestEd and ESU-13, we will develop evidence based classroom walkthrough protocols and train all staff on those protocols to better monitor teaching practice. Walkthroughs will provide data on the implementation of the professional development given to staff. The data collected on these walkthroughs will help evaluate the effectiveness of the professional development and identify areas of strength and need among the staff. It will also reinforce the mutual accountability necessary to effective implementation of any change effort. The district and its support providers must be held accountable for providing the training that teachers need to improve student learning. Teachers must be held accountable for utilizing the strategies taught.**

**Crawford believes strongly in the need to use data wisely to improve instructional practice. One of our three professional development focus areas will be to train teachers to use student achievement data more effectively. We will include a discussion of student achievement as part of the evaluation process for every teacher. These conversations and the regular review of student achievement data will assist us to identify staff leaders who can serve as mentors and coaches to their colleagues. Teachers who are not successful at improving student achievement will be provided coaching and support. If, after being provided support to improve, teachers who are still not successful at improving student achievement will be either reassigned or proceedings to remove will begin.**

**Professional development is a critical component of the transformation intervention for Crawford Elementary. We have identified three focus areas for the first year. These are: 1) the effective use of standards based student achievement data to inform instruction, monitor student progress and communicate that progress with students and parents, 2) academic vocabulary instruction and 3) materials based training for the full implementation of the reading/language arts and mathematics curriculum. An evaluation**

**of the professional development plan will be a component of the annual evaluation of the transformation intervention. The results of that evaluation will determine whether these focus areas need to continue to the next year, or whether staff practice has improved sufficiently to move to other areas of need.**

**Crawford, along with ESU-13 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 *Datawise*, a comprehensive assessment creation and data analysis tool that will allow teachers to create 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 professional learning communities (PLCs).**

**Crawford will be implementing data team professional learning communities beginning in the fall of 2010. In collaboration with the parent community and the teacher's association, we established three time blocks each month for teacher collaboration. There are two one-hour blocks after school every other week and one three hour block each month. The Crawford 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 Crawford 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 Intervention Project Manager. 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.**

**To improve students' mastery of academic vocabulary, the district will utilize services from WestEd's professional development program called English Learners in the Language Arts (ELLA) project. ELLA is a comprehensive, school-wide professional development program that focuses on academic literacy and language development for all students with a focus on students from low socio-economic backgrounds as well as students learning English as their second language. It is systematic, research-based and targeted with very practical strategies for students from grades K-8. It includes workshops and follow-up coaching. ELLA staff will work with the curricular materials the district has**

**adopted so that the academic language instruction is embedded in teaching of all content areas and is not a separate instructional block. Administrators and teachers in support positions as well as the professional development staff from ESU-13 will participate in the training so that the work can be sustained over time.**

**The final professional development focus will be materials based to ensure fidelity of implementation of the district's adopted reading/language arts and mathematics programs. Crawford 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. Staff from each of the publishers together with staff from ESU-13 and WestEd will facilitate this training.**

- (a) **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?**

**The district will expand its after school and summer intervention opportunities for students who are struggling. The programs 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. This way, more students can be served and students who have multiple needs can have those met in a more efficient way.**

**The staff that teach in the extended day/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 Family Liaison/Counselor 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 at Crawford Elementary and we believe that having a staff person available to make home visits and meet with families at times convenient to them would do much to improve the understanding of the importance of regular school attendance.**

**We are also planning to expand the services offered in our Parent Information Resource Center (PIRC). We would like to be able to offer classes to parents and other adults in the community. Many of our families are unable to own computers or have access to the internet so we want to purchase a mobile computer lab with internet access for their use independently or with classes we will offer at the Center. To support that work and to accompany the Parent Liaison on home visits, we would like to have a paraprofessional position as part of the PIRC. That person could staff the Center when the Parent Liaison is unavailable, train parents to work in the classrooms and help with other parent activities.**

**Our hope is to be able to hire a member of the Crawford community who is familiar with the local culture and the needs of the residents for this position.**

- (b) 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?

**Crawford is fortunate to have a stable, veteran staff. The 12 Pre-6<sup>th</sup> grade teachers have an average of 20.75 years of experience and all meet the federal Highly Qualified Teacher criteria. The high level of experience of Crawford teachers is an asset, but our remote location and limited resources for staff development have resulted in a staff that 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. Our WestEd partners have the experience and the capacity to provide high quality, long-term training and coaching in all the areas of focus we have selected for our staff.**

- (c) 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?

**Crawford has not had either a common mathematics or a reading/language arts curricular program in many years. While teachers strived 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 adopted a new R/LA program, Treasures (MacMillan-McGraw Hill, 2009) during the 2008-09 school year and Envisions (Scott Foresman-Pearson, 2010) to be implemented beginning in the fall of 2010. 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 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, most 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 Crawford and build capacity within the Crawford staff and the supporting ESU-13 staff. This work will impact many students for years to come.**

- (d) 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 Title 1 Improvement Plan, our Plan of Improvement for Mathematics and our school and district Continuous Improvement Plans. 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.**

- (e) 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 could be gathered during the short time period we were given to prepare it. These included site and district administrators, ESU staff, 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 actual application was written with input and edits from all members of the Crawford SIG Team. These include Superintendent Lesher, Kathy Griesse, former Principal, Penny Businga, ESU 13 Staff Development Coordinator, Cherokee Kennedy Counselor/Parent Liaison, Brett Gies, Superintendent of Sioux County School District and Data Team Consultant to Crawford 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.**

When the analysis of need is completed, the school must select one of the four intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, within the three years of this grant. It is critical to read and understand the requirements of each model before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the four models provided below.

#### **Four School Intervention Models (from USDE Guidance)**

(a) Turnaround model:

(1) A turnaround model is one in which a district must--

- (i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- (ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,  
(A) Screen all existing staff and rehire no more than 50 percent; and  
(B) Select new staff;
- (iii) 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 the turnaround school;
- (iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- (vi) 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;
- (vii) 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;
- (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
- (ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) A turnaround model may also implement other strategies such as--

- (i) Any of the required and permissible activities under the transformation model; or
- (ii) A new school model (e.g., themed, dual language academy).

(b) Restart model: A restart model is one in which a district converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

- (A) Replace the principal who led the school prior to commencement of the transformation model;
- (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;
- (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;
- (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; and
- (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.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

- (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
- (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

- (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; and
- (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.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

- (A) *Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;*
- (B) *Implementing a schoolwide “response-to-intervention” model;*
- (C) *Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;*
- (D) *Using and integrating technology-based supports and interventions as part of the instructional program; and*
- (E) *In secondary schools--*
  - (1) *Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;*
  - (2) *Improving student transition from middle to high school through summer transition programs or freshman academies;*
  - (3) *Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or*
  - (4) *Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.*

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

- (A) *Establish schedules and strategies that provide increased learning time (as defined in this notice); and*
- (B) *Provide ongoing mechanisms for family and community engagement.*

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

- (A) *Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs;*
- (B) *Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;*
- (C) *Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or*
- (D) *Expanding the school program to offer full-day kindergarten or pre-kindergarten.*

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

- (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; and*
- (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).*

(ii) *Permissible activities.* The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

- (A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- (B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

## Completing the Action Plans

Since all requirements of the intervention model selected must be implemented, Action Plans have been designed to ensure that each requirement is addressed. Each requirement in the intervention model selected for this school has an Action Plan. Add tables for permissible activities if implementing more than one for each requirement. Delete the Action Plans for the other intervention models.

Activity – Not all requirements will need a “new” activity. If the school has already started implementing an activity, **within the last two years**, that meets the intervention requirement, it should be described. Instead of new Start and Implementation dates, it should be noted that it is or was already being implemented. Existing activities may or may not have costs from this School Improvement Grant. See question G-1 of the U. S. Department of Education Guidance.

The Key Steps must identify the short- and long-term steps needed to implement the intervention model. Major “Activities” should have sufficient detail in the Key Steps to allow a reviewer to determine whether the school has given serious consideration to the pieces that need to be accomplished in order to implement the intervention.

The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The three year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire three years. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate the school will be able to fully implement the intervention model within the three years of funding.

In addition to asking schools to identify, by position, the person(s) responsible for each activity, the Action Plans ask for a description of how the school will monitor progress and evaluate the process of implementation. Each school is required to have an Intervention Project Manager who would, most likely, be the person to monitor and report progress on implementation activities.

Each Action Plan contains a field for an estimated cost over the three years. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to help schools identify costs by requirement since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

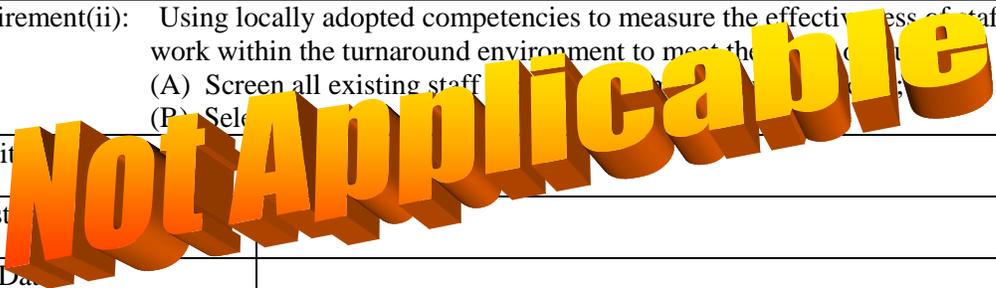
**Turnaround Intervention Model - 1**

Requirement(i): Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

**Turnaround Intervention Model - 2**

Requirement(ii): Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of the students in the turnaround school  
 (A) Screen all existing staff  
 (P) Select



Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

**Turnaround Intervention Model - 3**

Requirement (iii): 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 the turnaround school

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	

Monitor and evaluate	
Cost for three years	
<b>Turnaround Intervention Model - 4</b>	
Requirement (iv): Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
<b>Turnaround Intervention Model - 5</b>	
Requirement (v): Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the district or State, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the district or State to obtain added flexibility in exchange for greater accountability	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
<b>Turnaround Intervention Model - 6</b>	
Requirement (vi): 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	
Activity	
Key steps	
Start Date	
Full implementation date	

**Not Applicable**

Person(s) responsible	
Monitor and evaluate	
Cost for three years	
<b>Turnaround Intervention Model - 7</b>	
Requirement (vii): 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	
Key steps	
Start Date	
Full impl	
Person(s)	
Monitor and evaluate	
Cost for three years	
<b>Turnaround Intervention Model - 8</b>	
Requirement (viii): Establish schedules and implement strategies that provide increased learning time (as defined in the USDE Guidance)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
<b>Turnaround Intervention Model - 9</b>	
Requirement (ix): Provide appropriate social-emotional and community-oriented services and supports for students	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	

**Not Applicable**

Cost for three years	
<b>Turnaround Intervention Model Permissible Activities – Copy and complete as many as needed.</b>	
Permissible activity:	
Activity	<b>Not Applicable</b>
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

<b>Restart Intervention Model - 1</b>	
Requirement: Convert a school or close and reopen a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process	
Activity	<b>Not Applicable</b>
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

<b>Education Model - 1</b>	
Requirement: Close and enroll the students who attended that school in other schools in the district that are higher achieving	
Activity	<b>Not Applicable</b>
Key steps	
Start Date	

Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

<b>Transformation Intervention Model - 1</b>	
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 <b>NOTE: This requirement is an option for Tier III schools.</b>	
Activity	Principal will be replaced.
Key steps	Advertise position, interview candidates, select candidate.
Start Date	June 1, 2010
Full implementation date	August 2, 2010
Person(s) responsible	Dick Leshner, Superintendent
Monitor and evaluate	Will be completed by August 2, 2010. The candidate will be evaluated each year. If the evaluation is unsatisfactory, the position will be reopened.
Cost for three years	Salary and benefits cost for three years-\$258,750
<b>Transformation Intervention Model - 2</b>	
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	
Activity	Work with NDE to design, pilot and implement the new evaluation system.
Key steps	Assist with the NDE identified design team to develop, pilot and implement the state evaluation system.
Start Date	August 2010
Full implementation date	August 2012
Person(s) responsible	Dick Leshner, Superintendent
Monitor and evaluate	Under the direction of NDE, ongoing monitoring, input and evaluation throughout the process.
Cost for three years	Travel costs for staff to attend meetings in Lincoln and Omaha are estimated at \$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

**NOTE: This requirement is an option for Tier III schools.**

Activity	The school has identified school wide student achievement goals. Teachers will be held accountable for participation in all of the activities identified in the intervention model and for implementing the strategies and practices taught in the professional development work.. If the school meets its goals, each teacher who has successfully participated in all the required activities will receive a stipend of \$2,000. If the school does not meet its goals, no one will receive the stipend.
Key steps	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	August 2010
Full implementation date	School year 2010-2011 and throughout the 3 years of the project.
Person(s) responsible	Dick Leshner, Superintendent, Elementary Principal, Intervention Project Manager, WestEd Lead, Bret Gies, Data Team Consultant
Monitor and evaluate	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	The costs for this work are embedded in the salaries of the leadership staff, the data consultant, WestEd support and professional development providers. The cost for the teacher incentive stipends for three years is \$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	Our professional development activities will focus on 1) the effective use of data, 2) academic language instruction and 3) materials based training in reading/language arts and mathematics. This will include on-site workshops, modeling, coaching and opportunities for reflection with coaches and as part
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	of a PLC.
Key steps	Implement Datawise and train staff to use the tool and reports. Implement academic language training (ELLA) with ongoing coaching and monitoring, conduct onsite workshops with publisher representatives on the full implementation of the reading/language arts and mathematics materials
Start Date	August 2010
Full implementation date	All staff will be familiar with the Datawise tool and reports by January 2011. PLCs will be in place by October 2010. ELLA training will begin during the 2010-2011 school year and will be fully implemented by August 2012. Curriculum implementation with fidelity will be in place by December 2011 in reading/language arts and August 2012 for mathematics.
Person(s) responsible	Dick Leshner, Superintendent, Elementary Principal, Intervention Project Manager, WestEd Lead, Bret Gies, Data Team Consultant
Monitor and evaluate	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	Datawise software license, loading of local assessments, scanners and additional computers, training for 3 years-\$72,000  WestEd-Coaching, professional development, on-line action plan, project management-\$540,000  Data Team Consulting-\$9,000  Intervention Project Manager Salary-\$258,750
<b>Transformation Intervention Model - 5</b>	
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	The school has identified school wide student achievement goals. Teachers will be held accountable for participation in all of the activities identified in the intervention model and for implementing the strategies and practices taught in the professional development work.. If the school meets its goals, each teacher who has successfully participated in all the required activities will receive a stipend of \$2,000. If the school does not meet its goals, no one will receive the stipend.  Through the evaluation process which includes a discussion of student achievement, teachers who are not improving student achievement will be identified for additional support. If, after ample opportunities to improve instructional practice are provided and the teacher is still not succeeding in improving student outcomes, that teacher will be dismissed.

Key steps	Communicate the school goals and individual expectations to each teacher including the evaluation process and the accountability system. 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	August 2010
Full implementation date	School year 2010-2011 and throughout the 3 years of the project.
Person(s) responsible	Dick Leshner, Superintendent, Elementary Principal, Intervention Project Manager, WestEd Lead, Bret Gies, Data Team Consultant
Monitor and evaluate	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	The costs for this work are embedded in the salaries of the leadership staff, the data consultant, WestEd support and professional development providers. The cost for the teacher incentive stipends for three years is \$75,000.
<b>Transformation Intervention Model - 6</b>	
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	
Activity	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.  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.
Key steps	Implement Datawise and train staff.  Hold workshops on curriculum mapping and the creation of pacing plans.
Start Date	August 2010
Full implementation date	August 2011
Person(s) responsible	Dick Leshner, Superintendent, WestEd Lead, Elementary Principal, Intervention Project Manager
Monitor and evaluate	This will be monitored at least monthly throughout the school year. The annual project evaluation will reflect the level of implementation and results on student learning and will be completed by June 30, 2011.

Cost for three years	The costs are embedded in the staff salaries and the costs of WestEd, Datawise and other professional development consultants. See costs under Activity 4.
<b>Transformation Intervention Model - 7</b>	
Requirement (2B): Comprehensive Instructional reform strategies (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	August 2010
Full implementation date	August 2011
Person(s) responsible	Dick Leshner, Superintendent, WestEd Lead, Elementary Principal, Intervention Project Manager
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, 2011.
Cost for three years	The costs are embedded in the staff salaries and the costs of WestEd, Datawise and other professional development consultants. See Activity #4.
<b>Transformation Intervention Model - 8</b>	
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	The district has increased the school day by 15 minutes each day. Increased opportunities for extended day and year will be provided to offer targeted intervention to students who are struggling.
Key steps	<p>The daily schedule has been adjusted.</p> <p>Intervention classes with clear entry and exit criteria will be created. Students who require intervention will be identified.</p> <p>Assessments will be created or selected to monitor students' progress in intervention classes.</p>

	Staff teaching the intervention classes will be trained and closely monitored to ensure that students' specific academic needs are targeted.
Start Date	October 2010
Full implementation date	December 2010
Person(s) responsible	Elementary Principal, Intervention Project Manager, WestEd Lead, Parent Liaison/Counselor, Reading Intervention Teacher
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 of the students who participated in the intervention and will be completed by June 30, 2011.
Cost for three years	Costs are embedded in the cost of staff salaries and WestEd services. The staff training and additional materials needed for this program for three years will cost \$6,000. See Activity #4.
<b>Transformation Intervention Model - 9</b>	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	Crawford is creating a new position, Parent Liaison/Counselor. It will be the responsibility of this person to manage the Parent Information Resource Center, offer parent classes and workshops, provide crisis intervention for families and promote improved school attendance. To support this work, a classified position will be added to maximize the availability of the Center for families and to accompany the Parent Liaison/Counselor on home visits. 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	Hiring begins in July 2010. Center opens and begins activities August 2010.
Full implementation date	Immediately
Person(s) responsible	Elementary Principal, Superintendent Leshner, Parent Liaison/Counselor, WestEd Lead
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 2011 as part of the project evaluation.
Cost for three years	Salary and benefits for Parent Liaison/Counselor-\$194,700 Salary and benefits for Parent Center Assistant-\$41,100 Materials, equipment and supplies for Center- \$21,000
<b>Transformation Intervention Model - 10</b>	
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 1 hour biweekly and for 3 hours once per month.
Key steps	Work with Governing Board, parent community and teacher’s association to modify teaching day.
Start Date	August 2010
Full implementation date	School year 2010-2012
Person(s) responsible	Superintendent Leshner, Elementary Principal, Intervention Project manager
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 Crawford 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 Leshner, WestEd Lead
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 and evaluation-\$540,000. These are the same costs as those identified in Activity #4—not additional costs

**Transformation Intervention Model - Copy and complete as many as needed.**

<b>Permissible Activities</b>	
Activity	
Key steps	
Start Date	

Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

**Appendix A**

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

<p style="text-align: center;"><b>TYPE 1</b> <b>PARENTING</b> Help all families establish home environments to support children as students.</p>
<p style="text-align: center;"><b>Sample Practices</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Suggestions for home conditions that support learning at each grade level.</li><li><input type="checkbox"/> Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level.</li><li><input type="checkbox"/> Parent education and other courses or training for parents (e.g., GED, college credit, family literacy.)</li><li><input type="checkbox"/> Family support programs to assist families with health, nutrition, and other services.</li><li><input type="checkbox"/> 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.</li></ul>
<p style="text-align: center;"><b>Challenges</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> 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.</li><li><input type="checkbox"/> Enable families to share information with schools about culture, background, children's talents and needs.</li><li><input type="checkbox"/> Make sure that all information for and from families is clear, usable, and linked to children's success in school.</li></ul>
<p style="text-align: center;"><b>Redefinitions</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <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></li></ul>
<p style="text-align: center;"><b>Results for Students</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Awareness of family supervision; respect for parents.</li><li><input type="checkbox"/> Positive personal qualities, habits, beliefs, and values, as taught by family.</li><li><input type="checkbox"/> Balance between time spent on chores, on other activities, and on homework.</li><li><input type="checkbox"/> Good or improved attendance.</li><li><input type="checkbox"/> Awareness of importance of school.</li></ul>
<p style="text-align: center;"><b>Results for Parents</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school.</li><li><input type="checkbox"/> Awareness of own and others' challenges in parents.</li><li><input type="checkbox"/> Feeling of support from school and other parents.</li></ul>
<p style="text-align: center;"><b>Results for Teachers</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Understanding families' background, cultures, concerns, goals, needs, and views of their children.</li><li><input type="checkbox"/> Respect for families' strengths and efforts.</li><li><input type="checkbox"/> Understanding of student diversity.</li><li><input type="checkbox"/> Awareness of own skills to share information on child development.</li></ul>

**TYPE 2**

**COMMUNICATING**

Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

**Sample Practices**

- 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.

**Challenges**

- 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.

**Redefinitions**

- "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.*

**Results for Students**

- 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.

**Results for Parents**

- 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.

**Results for Teachers**

- 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.

### **TYPE 3**

#### **VOLUNTEERING**

Recruit and organize parent help and support.

##### **Sample Practices**

- 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.

##### **Challenges**

- Recruit volunteers widely so that *all* 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.

##### **Redefinitions**

- "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.*

##### **Results for Students**

- 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.

##### **Results for Parents**

- 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.

##### **Results for Teachers**

- 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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## TYPE 4

### LEARNING AT HOME

Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

#### Sample Practices

- 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.

#### Challenges

- Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives *students* 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.

#### Redefinitions

- "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.*
- "Help" at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing -- not "teaching" school subjects.*

#### Results for Students

- 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.

#### Results for Parents

- 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.

#### Results for Teachers

- 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.

## TYPE 5

### DECISION MAKING

Include parents in school decisions, developing parent leaders and representatives.

#### Sample Practices

- 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

- 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

- "Decision making" to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas.*
- Parent "leader" to mean a real representative, with opportunities and support to hear from and communicate with other families.*

#### Results for Students

- 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

- 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

- 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.

## 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.

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## **School Transformation: The WestEd Approach**

For over 10 years, WestEd has been highly successful in turning around low-performing schools and districts in several states. These experiences, combined with its **well-earned** reputation for high-quality research and evaluation over the past 40 years, make WestEd a valuable guide and partner in improving student achievement. WestEd staff work within the culture and context of each school and district, adapting its school transformation or turnaround approach to take advantage of existing assets and to address specific challenges while building on evidence-based strategies to support student learning.

### **Partners in Innovation**

The federal School Improvement Grants (SIG) program provides an unprecedented opportunity to transform or turn around persistently low-performing schools. We believe that chronically failing schools can be turned around, but only if they undergo bold, systemic change to reverse embedded practices that are detrimental to student learning. This includes putting a clear focus on the success of all students and subgroups of students, especially students with disabilities and students who live in poverty. We stand ready with the expertise and the experience to partner with districts and schools to undertake such efforts. As a turnaround/transformation partner, the WestEd team works on the ground with the school principal and staff to identify, guide, organize, and ensure the successful implementation of the change strategy, ensuring that all change efforts are guided by research-based approaches to school improvement.

Any successful transformation or turnaround effort will require close collaboration among the school, its district, and WestEd. This collaborative effort relies on a commitment to making significant, comprehensive, and often difficult changes to produce real and lasting improvements in student outcomes. Most of the work takes place at the school level, led by an effective principal who can build trust, a team environment, and a commitment toward a common vision (Duke et al., 2005; Kowal and Hassel, 2005, Bryk and Schneider, 2002). The district office also plays a key support role in such areas as human resources, curriculum, technology, data analysis, student safety, facilities management, and learning materials. In order to create a lasting impact, WestEd works closely with district staff to ensure that they create sustainable systems of support so that they can sustain progress after the partnership with WestEd ends.

We also know that a successful transformation depends on collaborative evaluation. With this as the goal, WestEd continuously evaluates and reports progress to school and district staff.

This reporting enables all involved to identify and celebrate successful practices and make the critical, real-time course corrections needed to achieve long-term goals. This process also promotes transparency and buy-in, as stakeholders are made aware of the activities and results along the way.

Our 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 students in poverty 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, essential to dramatic and rapid improvement, form the basis for the needs assessment and action planning phases of WestEd's improvement process. This improvement process, described in detail later, must coalesce into a clear strategy that targets the unique needs of a school and leads to improved student learning (Bryk, et al., 2010)

### **Our Operating Principles**

Three key principles, stakeholder support, effective implementation, and reciprocal accountability, guide our school transformation and turnaround work. We believe these principles are necessary to ensure significant and rapid school improvement.

#### **Local stakeholder support is essential**

Making schools better for students requires adults to act differently. This demands high levels of commitment and trust among school staff, district staff, parents, and the school's external partner (Bryk, et al., 2010; Johnson and Asera, 1999; Zargarpour, 2005). Parents, often left out of school improvement efforts, must understand and believe in the improvement

plan and the people executing it (Comer, 1995). Their interests and their expectations for their children must be considered as the strategic plan is developed. They must also receive necessary support and guidance so they can participate meaningfully in their children's education.

### **Effective implementation is key**

While a well-crafted action plan, based on a thorough assessment of needs, is crucial, it must be implemented effectively for the goals of the plan to be achieved. Research, along with our extensive experience working in schools, tells us that many school improvement plans fail to achieve their goals because the plans were not fully or effectively implemented. WestEd's approach to implementation is based on the work of Dean Fixsen and his colleagues at the National Implementation Research Network, who have identified the key stages of implementation that must be executed to achieve the desired outcomes. According to Fixsen's research, a majority of staff must implement evidence-based intervention on a daily basis (that is consistent with the research-based properties of the intervention design) for there to be any impact on student achievement. Districts and schools that complete this full implementation effort, while following the program's guiding principles, will make powerful, system-wide improvements.

### **Mutual accountability matters**

The concept of "reciprocal accountability" builds on the understanding that to dramatically and quickly improve student learning requires a community-wide effort in which all stakeholders –the principal, teachers, other school and district staff, and WestEd as the partner – take individual and joint responsibility for executing the improvement plan. All people involved must be held accountable for meeting high, clearly defined expectations. Too often, accountability operates punitively from the top-down, but when accountability is reciprocal, all parties are responsible to each other and to achieving their common goals. In our partner schools and districts, all staff, parents, students, and external support providers must work together to identify expectations for performance for each group and individual. Everyone's work must be evaluated so that appropriate action can be taken to improve when performance is lacking (Bryk, 2010; Elmore, 2000; Futernick, 2010).

## **WestEd's Improvement Process**

WestEd's approach to rapid and significant school improvement involves guiding a school through four distinct phases: 1) needs assessment; 2) action planning; 3) implementation and monitoring; and 4) evaluation.

### **Needs assessment**

Any significant and rapid school improvement effort must start with a thorough analysis of what a school needs to succeed. To perform this analysis, WestEd staff have developed a

systematic needs assessment protocol that focuses on the above-mentioned six characteristics, or indicators, of successful schools.

With each partner school, WestEd collects and analyzes data from at least two sources for each of the six indicators. Among the sources are state and local student achievement data, teacher and staff surveys, focus groups and interviews, district and school plans and evaluation reports, site and district budgets, board policies, and curriculum documents. Because the quality of instruction and curriculum are central to school success, trained observers from WestEd conduct classroom observations in every classroom as part of the needs assessment.

The intent of the needs assessment phase is to provide the school, district staff, and WestEd with an objective and comprehensive view of the school. This view, coupled with what the school and district staff know about the school's strengths and weaknesses, provides the basis for action planning.

### Action plan

Using the results from the needs assessment, WestEd collaborates with district and school staff in developing an action plan for turning around the school. The plan identifies goals, objectives, strategies, tasks, budgets, timelines, and the people responsible for completing specific tasks.

A proprietary online web-based planning and implementation tool called the Planning and Monitoring Tracker (PMT) is used to house and monitor the action plan. PMT, developed by WestEd, is used by school, district staff, and the WestEd team to describe all elements of the action plan, to update progress, and to keep stakeholders informed about the status of the turnaround work. The action plan includes timelines, budget allocations, funding sources, and identifies specific implementation benchmarks that are monitored as the plan is put into practice. PMT enables stakeholders to catch implementation problems early and to make necessary corrections. It also highlights critical "wins" – instances where the achievement of important objectives might be celebrated. Drawing attention to these wins is particularly important for people working in persistently low-performing schools (Bryk et al., 2010; Fullan, 2001).

While the specific steps in an action plan will vary based on each school's needs assessment, our experience suggests that with any persistently low-performing school, action is likely needed in each of the six characteristic areas of successful schools: leadership, teaching, curriculum and assessment, professional development, school environment and climate, and alignment of resources to goals. The types of interventions provided by WestEd in each area are broadly described below.

## **Effective school leadership**

A key WestEd priority is to assist in the recruitment and selection of a highly effective school principal. WestEd staff will assist with the writing and dissemination of job announcements, prepare materials describing the school and the transformation or turnaround effort, encourage staff to recruit candidates, and conduct a national search. WestEd then assists with the screening and selection process, drawing from *School Turnaround Leaders: Competencies for Success* (Public Impact, 2008), an excellent guide describing the competencies of effective turnaround leaders, and the related toolkit for selecting a school principal.

A strong principal is crucial to the school improvement process, but leadership must also be distributed to build a solid commitment among all staff and stakeholders. To this end, WestEd works with the new principal to redefine the school's leadership structures and to broaden and deepen leadership capacity at the school by building a school leadership team (Bryk, et al., 2010; US Department of Education, 2010). Over the course of its partnership with the school, WestEd offers continuous leadership training and support for the principal and other leaders.

## **High-quality teaching.**

In our partner schools, WestEd's goal is to ensure there is a critical mass of effective educators committed to a common vision. Because many low-performing schools have difficulty attracting and retaining well-qualified teachers, WestEd implements a multifaceted recruitment strategy designed to attract a large pool of applicants. Prospective candidates are apprised of the opportunity to work in a highly collaborative environment in which they will receive strong support from administrators, colleagues, and parents.

Supplementing this recruitment effort, WestEd pays particular attention to factors that are associated with high rates of teacher retention, including positive school climate, collaborative leadership, high-quality professional development, and support for special needs students including ELLs and students with disabilities. Additional supports include a robust formative and summative evaluation system for all staff and a coherent professional development program targeted to each teacher's needs (US Department of Education, 2010; Ingersoll, 2004).

WestEd works with the administration, staff, and teachers' association to ensure the teacher and administrator evaluation systems contain clear and agreed-upon expectations. These evaluations have multiple measures of performance, so that improvement can be tracked and ongoing and targeted professional development can be provided to address needs identified in the evaluation process (Bryk, et al., 2010).

## **Rigorous standards-based curriculum and assessment to guide instruction and monitor student progress.**

To ensure that our partner schools use a rigorous standards-based curriculum, WestEd works with school teams to identify essential standards aligned to state frameworks and to review the quality of existing assessments and assessment practices at the district and school. As needed,

WestEd will work with district and school staff to improve the assessments and assessment practices. In addition, if the district is in the process of adopting the National Common Core Standards, WestEd will work with staff to align their current materials and assessments to these standards. These essential standards then form the foundation for a "minimum guaranteed curriculum" to be learned by all students in the school.

Working with district and school teams, WestEd staff update, augment, or, in some cases, develop a curriculum that includes instructional materials mapped to essential standards with supplemental resources for adequate practice, along with instructional pacing calendars, and an assessment calendar for common formative and benchmark assessments. In addition, the curriculum describes essential questions to guide the teacher's development of the concepts behind the standards.

In order to ensure that the curriculum is being taught effectively in every classroom and for every student, WestEd helps school staff regularly collect and analyze multiple forms of student achievement data. With strong assessment tools in place, WestEd helps to "triangulate" data from student assessments and assignments, classroom observations, and other reports to calibrate the impact of the curriculum and instruction on student learning for all students and the appropriate sub-groups. This will enable adjustments to be made that will improve the quality of curriculum and instruction at the school (Herman, et al, 2008).

WestEd offers a wealth of knowledge and expertise in effective instruction for students with disabilities. Special education teachers and general education teachers who instruct students with disabilities will be supported with classroom strategies, accommodations, and modifications to best meet the needs of their students. If necessary, WestEd staff will help Individualized Education Program (IEP) teams create effective, appropriate, and standards-based goals for the students and work with teachers to implement these plans.

### **Targeted, ongoing professional development.**

To ensure high-quality, standards-based instruction in each classroom, teachers in WestEd partner schools receive focused, substantive, and ongoing professional development in research-based instructional practices. Collective professional development needs (e.g., schoolwide improvement in teachers' ability to provide differentiated instruction) are initially identified through the needs assessment, while individual needs are more often identified through the teacher evaluation process (Herman, et al., 2008; Johnson and Asera, 1999; US Department of Education, 2010). In all cases, WestEd works with school staff to create a professional development plan that provides intensive assistance to improve classroom instruction. Once core instructional practices are solidly in place (e.g., high student engagement and use of classroom assessments), WestEd can tap into its own vast array of specific professional development services that address such areas as secondary literacy strategies, instruction for English language learners and students with disabilities, and content area expertise.

In all cases, the staff at the partner schools are trained in procedures for observing and discussing classroom instructional practices. Group professional development sessions are

supplemented by regular classroom observations and on-going mentoring and coaching. This ensures that professional learning is situated in the realities of day-to-day instructional practice and provides teachers with substantial and targeted support. The goal is to encourage all educators to reflect critically and continuously on their practice.

### **Safe school environment and supportive climate**

WestEd employs multiple strategies to promote a positive learning environment for students, teachers, and staff, starting with the needs assessment that examines school climate and teaching conditions (Hanson and Austin, 2003). WestEd also administers student surveys to evaluate elements of the students' school experience, including classroom climate and the quality of relationships between adults and students. Teachers and administrators, in collaboration with WestEd, use this information to develop structures, programs, and practices to strengthen the learning environment and the quality of relationships between students and teachers. The aim is to create an environment that is safe, caring, and engaging.

### **Alignment of fiscal and human resources to support student achievement**

WestEd assists schools in performing priority-driven resource allocation centered on student achievement by aligning general and categorical resources to the school's priorities (US Department of Education, 2010). All funds and human resource allocations are subject to effectiveness reviews and all administrators are accountable for monitoring the use of resources. The allocation and use of funds is reported to the school staff, community, and stakeholders to maintain transparency and ensure ongoing support for school initiatives.

### **Implementation and monitoring**

Using the implementation benchmarks established and agreed upon in the action plan, WestEd staff closely monitor whether tasks and objectives are completed as planned. Progress is monitored using PMT, WestEd's web-based planning tool, which produces on-demand reports for the school's leadership team. Analysis of these reports allows for increased focus on uncompleted tasks and for midcourse modifications to the action plan when necessary. Here, the focus is on ensuring that the action plan is being implemented effectively.

WestEd's PMT also allows parents, district administrators, local school board members, and staff at the state education agency to obtain up-to-date information about the turnaround effort. WestEd staff work with the school leadership team to design a communications plan to keep all stakeholders informed about how the effort is proceeding and to celebrate successes.

### **Evaluation**

WestEd staff prepare an annual evaluation report for its partner schools. While the implementation and monitoring reports describe the *process* of the turnaround effort, the annual evaluation report focuses on outcomes so that key stakeholders (e.g., local school board, parents, community members, and the state department of education) are apprised of the progress being made. The annual evaluation looks at two sets of outcomes: student outcomes and progress on the six characteristics of high performing schools.

- **Student outcomes.** During development of the school's action plan, WestEd staff work with the school district and the school leadership team to establish annual, obtainable, and realistic goals for student achievement in key curricular areas. Depending on school level, other goals should include attendance, disciplinary actions, graduation rates, and college readiness.
- **Six characteristics of high performing schools.** One of WestEd's goals is that, at the end of their work with us, our partner schools will operate like other high-performing schools. To gauge the school's progress in becoming a high-performing organization, we include a section in the annual evaluation that reports on the school's progress along a continuum of implementation on each dimension of the six characteristics.

## **Our Timeline**

WestEd's school transformation and turnaround approach is designed to be carried out over a period of three years. The first two phases, needs assessment and action planning, can be accomplished in two months. The action plan is implemented in Year 1, with adjustments to the plan based on the results of frequent and focused progress monitoring as indicated above in Years 2 and 3.

Fixsen and colleagues (2005) warn that "because the status quo is so thoroughly entrenched, the implementation of evidence-based practices and programs may take persistent efforts over long periods of time" (72). However, they also note that the time to implement may be reduced by using systematic implementation methods and by collecting and analyzing outcome information to guide implementation. Our three-year time frame assumes systematic implementation methods and collection and analysis of meaningful data along the way to guide and adjust implementation. Our track record of success with other schools and districts confirms that this can be achieved.

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**Appendix B**

**ESEA Section 1003(g) School Improvement Grants**

**REVIEWERS RATING AND CHECKLIST**

District Name: \_\_\_\_\_

County/district Number: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Section 1. District Level Information</b>		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						
<b>Part A. Schools To Be Served</b>							
A.1.	List of schools with a Tier identified for each						
A.2.	Optional – Tier I or Tier II school from list already started						
<b>Part B. Descriptive Information District Level</b>							
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						
<b>Part C. Budget</b>							
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 \_\_\_\_\_

<b>Section 2 – School Level Information</b>		Yes	No	NA	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
Part A. Descriptive Information School Level							
A.1. Analysis of Need							
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 <b>TURNAROUND INTERVENTION MODEL</b> *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<b>Required Activities</b>						
(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						
<b>Permissible Activities:</b>						
(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						
<b>AVERAGE POINTS FOR REQUIREMENTS</b>						

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

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

Checklist for <b>TRANSFORMATION INTERVENTION MODEL</b> *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<b>Required Activities</b>						
(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						
<b>Permissible Activities:</b>						
(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						
<b>Required Activities</b>						
(d)(2)(i)(A) use of data for implementing program						
(d)(2)(i)(B) continuous use of student data						
<b>Permissible Activities:</b>						
(d)(2)(ii)(A) conducting periodic reviews						
(d)(2)(ii)(B) implementing schoolwide RTI model						
(d)(2)(ii)(C) provide additional supports/prof. Development						
(d)(2)(ii)(D) technology based supports/interventions						
(d)(2)(ii)(E)(1) increase rigor in secondary schools						
(d)(2)(ii)(E)(2) student transition						
(d)(2)(ii)(E)(3) increase graduation rates						
(d)(2)(ii)(E)(4) early-warning systems for at-risk students						
<b>Required Activities</b>						
(d)(3)(i)(A) strategies to increase learning time						
(d)(3)(i)(B) ongoing family/community engagement						
<b>Permissible Activities:</b>						
(d)(3)(ii)(A) partnering to create safe school environments						
(d)(3)(ii)(B) restructuring the school day						
(d)(3)(ii)(C) improve school climate and discipline						
(d)(3)(ii)(D) full-day kdg or pre-kdg						
<b>Required Activities</b>						
(d)(4)(i)(A) flexibility to increase graduation rates						
(d)(4)(i)(B) ongoing, intensive TA/support						
<b>Permissible Activities:</b>						

(d)(4)(ii)(A) new governance arrangement						
(d)(4)(ii)(B) budget weighted based on student needs						
<b>AVERAGE POINTS FOR REQUIREMENTS</b>						

Checklist for <b>Tier III Schools with Title I Accountability Plans</b> *AI = Already started or implemented Briefly list activities from the Action Plans	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<b>AVERAGE POINTS</b>						

**2007-2008 State of the Schools Report**

**A Report on Nebraska Public Schools**

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Reading Performance

SCHOOL DISTRICT: CRAWFORD PUBLIC SCHOOLS



SCHOOL BUILDING: CRAWFORD ELEMENTARY SCHOOL

► School Profile

## School Profile

2007 - 2008

### School Characteristics

School Data	State Statistics	District Statistics	School Statistics
<a href="#">Poverty Percentage</a>	37.33%	56.27%	54.84%
<a href="#">English Language Learners Percentage</a>	6.47%	0.00%	0.00%

<a href="#">All Students</a>	<a href="#">Mobility Percentage</a>	12.38%	5.44%	3.00%
<a href="#">Special Education-Alternate</a>	<a href="#">Enrollment</a>	290,767	239	100
<a href="#">Gender</a>	[REDACTED]			
<a href="#">Race/Ethnicity</a>	[REDACTED]			
<a href="#">Free/Reduced Price Meals</a>	[REDACTED]			
<a href="#">Migrant</a>	[REDACTED]			
<a href="#">Special Education</a>	[REDACTED]			
<a href="#">English Language Learners</a>	[REDACTED]			
<b>Math Performance</b>	[REDACTED]			
<a href="#">All Students</a>	[REDACTED]			
<a href="#">Special Education-Alternate</a>	[REDACTED]			
<a href="#">Gender</a>	[REDACTED]			
<a href="#">Race/Ethnicity</a>	[REDACTED]			
<a href="#">Free/Reduced Price Meals</a>	[REDACTED]			
<a href="#">Migrant</a>	[REDACTED]			

Percentage of Students Meeting Standards - Reading				
Grades	03	04	05	06
<a href="#">All Students (including ELL and Special Education)</a>	*	58.33%	60.00%	58.33%
<a href="#">Special Education Students</a>	*	*	*	*
<a href="#">English Language Learners</a>	▲	▲	▲	▲
<b>Gender</b>				
<a href="#">Male</a>	*	*	*	*
<a href="#">Female</a>	*	*	41.67%	*
<b>Race / Ethnicity</b>				
<a href="#">American Indian / Alaska Native</a>	▲	▲	▲	▲
<a href="#">Asian or Pacific Islander</a>	▲	▲	▲	▲
<a href="#">White, Not Hispanic</a>	*	58.33%	57.89%	58.33%
<a href="#">Black, Not Hispanic</a>	▲	▲	▲	▲

<a href="#">Special Education</a>	<a href="#">Hispanic</a>	▲	▲	*	▲
<a href="#">English Language Learners</a>	<a href="#">Free / Reduced Priced Meals</a>	*	*	50.00%	*
	<a href="#">Migrants</a>	▲	▲	▲	▲
<b>Science Performance</b>					

[All Students](#)

**Percentage of Students Meeting Standards - Mathematics**

	Grades	03	04	05	06
<a href="#">Special Education-Alternate</a>					
<a href="#">Gender</a>					
<a href="#">Race/Ethnicity</a>	<a href="#">All Students (including ELL and Special Education)</a>	*	66.67%	75.00%	41.67%
<a href="#">Free/Reduced Price Meals</a>	<a href="#">Special Education Students</a>	*	*	*	*
<a href="#">Migrant</a>	<a href="#">English Language Learners</a>	▲	▲	▲	▲
<a href="#">Special Education</a>	<b>Gender</b>				
<a href="#">English Language Learners</a>	<a href="#">Male</a>	*	*	*	*
	<a href="#">Female</a>	*	*	66.67%	*
<b>Writing Performance</b>	<b>Race / Ethnicity</b>				
<a href="#">All Students</a>	<a href="#">American Indian / Alaska Native</a>	▲	▲	▲	▲
	<a href="#">Asian or Pacific Islander</a>	▲	▲	▲	▲
<a href="#">Special Education</a>	<a href="#">White, Not Hispanic</a>	*	66.67%	73.68%	41.67%

<a href="#">English Language Learners</a>	<a href="#">Black, Not Hispanic</a>	▲	▲	▲	▲
<a href="#">Gender</a>	<a href="#">Hispanic</a>	▲	▲	*	▲
<a href="#">Race/Ethnicity</a>	<a href="#">Free / Reduced Priced Meals</a>	*	*	66.67%	*
<a href="#">Free/Reduced Priced Meals</a>	<a href="#">Migrants</a>	▲	▲	▲	▲
<a href="#">Migrant</a>					

**Percentage of Students Meeting Standards - Science**

	Grades	04	05
<a href="#">AYP-Adequate Yearly Progress by Grade Range</a>	<a href="#">All Students (including ELL and Special Education)</a>	83.33%	45.00%
<a href="#">NCLB Qualified Teachers</a>	<a href="#">Special Education Students</a>	*	*
<b>Student Characteristics</b>	<a href="#">English Language Learners</a>	▲	▲
<b>Enrollment</b>	<b>Gender</b>		
<a href="#">Free/Reduced Priced Meals</a>	<a href="#">Male</a>	*	*
<a href="#">Mobility Rate</a>	<a href="#">Female</a>	*	25.00%
<a href="#">English Language Learners</a>	<b>Race / Ethnicity</b>		
<a href="#">Race/Ethnicity</a>	<a href="#">American Indian / Alaska Native</a>	▲	▲
	<a href="#">Asian or Pacific Islander</a>	▲	▲
	<a href="#">White, Not Hispanic</a>	83.33%	42.11%



<a href="#">Black, Not Hispanic</a>	N / A
<a href="#">Hispanic</a>	N / A
<a href="#">Free / Reduced Priced Meals</a>	*
<a href="#">Migrants</a>	N / A

- \* Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 students were reported in the grade or standard.
  - 2) All students were reported in a single performance category.

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

Student Performance Decision used for AYP	
AYP	Elementary
<b>Reading</b>	
<a href="#">All students</a>	NOT MET
<a href="#">American Indian/Alaska Native</a>	*

<a href="#">Asian or Pacific Islander</a>	*
<a href="#">White, Not Hispanic</a>	NOT MET
<a href="#">Black, Not Hispanic</a>	*
<a href="#">Hispanic</a>	*
<a href="#">Students eligible for free and reduced lunch</a>	NOT MET
<a href="#">Special Education Students</a>	~
<a href="#">English Language Learners</a>	*
<b><u>Math</u></b>	
<a href="#">All students</a>	MET
<a href="#">American Indian/Alaska Native</a>	*
<a href="#">Asian or Pacific Islander</a>	*
<a href="#">White, Not Hispanic</a>	MET
<a href="#">Black, Not Hispanic</a>	*
<a href="#">Hispanic</a>	*
<a href="#">Students eligible for free and reduced lunch</a>	NOT MET
<a href="#">Special Education Students</a>	~
<a href="#">English Language Learners</a>	*

<a href="#">No Child Left Behind Qualified Teachers</a>	100.00%
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- \* Data was masked to protect the identity of students using one of the following criteria:
  - 1) Fewer than 10 students were reported in the grade or standard.
  - 2) All students were reported in a single performance category.

~ To be included for AYP determinations, a group must have at least 30 students.



SCHOOL DISTRICT: **CRAWFORD PUBLIC SCHOOLS**

SCHOOL BUILDING: **CRAWFORD ELEMENTARY SCHOOL**

Printer Friendly version

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► School Profile

## School Profile

2008 - 2009

School Characteristics			
School Data	State Statistics	District Statistics	School Statistics
<a href="#">Poverty Percentage</a>	38.35%	47.52%	43.85%
<a href="#">English Language Learners Percentage</a>	6.31%	0.00%	0.00%

<a href="#">All Students</a>	<a href="#">School Mobility Rate</a>	12.02%	11.36%	10.19%	
<a href="#">Special Education-Alternate</a>	<a href="#">Enrollment</a>	292,030	242	130	
<a href="#">Gender</a>					
<a href="#">Race/Ethnicity</a>	<b>Percentage of Students Meeting Standards - Reading</b>				
<a href="#">Free/Reduced Price Meals</a>					
<a href="#">Migrant</a>	<b>Grades</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>
<a href="#">Special Education</a>	<a href="#">All Students (including ELL and Special Education)</a>	73.68%	72.73%	61.54%	76.19%
<a href="#">English Language Learners</a>	<a href="#">Special Education Students</a>	*	*	*	*
<b>Math Performance</b>	<a href="#">English Language Learners</a>	▲	▲	▲	▲
<a href="#">All Students</a>	<b>Gender</b>				
<a href="#">Special Education-Alternate</a>	<a href="#">Male</a>	84.62%	*	*	*
<a href="#">Gender</a>	<a href="#">Female</a>	*	*	*	61.54%
<a href="#">Race/Ethnicity</a>	<b>Race / Ethnicity</b>				
<a href="#">Free/Reduced Price Meals</a>	<a href="#">American Indian / Alaska Native</a>	▲	▲	▲	▲
<a href="#">Migrant</a>	<a href="#">Asian or Pacific Islander</a>	▲	▲	▲	▲
	<a href="#">White, Not Hispanic</a>	73.68%	72.73%	61.54%	75.00%
	<a href="#">Black, Not Hispanic</a>	▲	▲	▲	▲

<a href="#">Special Education</a>	<a href="#">Hispanic</a>	▲	▲	▲	*
<a href="#">English Language Learners</a>	<a href="#">Free / Reduced Priced Meals</a>	*	*	*	66.67%
	<a href="#">Migrants</a>	▲	▲	▲	▲
<b>Science Performance</b>					
<a href="#">All Students</a>					
	<b>Percentage of Students Meeting Standards - Mathematics</b>				
<a href="#">Special Education-Alternate</a>					
	<b>Grades</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>
<a href="#">Gender</a>	<a href="#">All Students (including ELL and Special Education)</a>	68.42%	54.55%	84.62%	66.67%
<a href="#">Race/Ethnicity</a>	<a href="#">Special Education Students</a>	*	*	*	*
<a href="#">Free/Reduced Price Meals</a>	<a href="#">English Language Learners</a>	▲	▲	▲	▲
<a href="#">Migrant</a>	<b>Gender</b>				
<a href="#">Special Education</a>	<a href="#">Male</a>	76.92%	*	*	*
<a href="#">English Language Learners</a>	<a href="#">Female</a>	*	*	*	61.54%
<b>Writing Performance</b>	<b>Race / Ethnicity</b>				
<a href="#">All Students</a>	<a href="#">American Indian / Alaska Native</a>	▲	▲	▲	▲
	<a href="#">Asian or Pacific Islander</a>	▲	▲	▲	▲
<a href="#">Special Education</a>	<a href="#">White, Not Hispanic</a>	68.42%	54.55%	84.62%	70.00%

<a href="#">English Language Learners</a>	<a href="#">Black, Not Hispanic</a>	▲	▲	▲	▲
<a href="#">Gender</a>	<a href="#">Hispanic</a>	▲	▲	▲	*
<a href="#">Race/Ethnicity</a>	<a href="#">Free / Reduced Priced Meals</a>	*	*	*	58.33%
<a href="#">Free/Reduced Priced Meals</a>	<a href="#">Migrants</a>	▲	▲	▲	▲
<a href="#">Migrant</a>					

**Percentage of Students Meeting Standards - Science**

	Grades	04	05
<a href="#">AYP-Adequate Yearly Progress by Grade Range</a>	<a href="#">All Students (including ELL and Special Education)</a>	N / A	42.86%
<a href="#">NCLB Qualified Teachers</a>	<a href="#">Special Education Students</a>	N / A	*
<a href="#">Student Characteristics</a>	<a href="#">English Language Learners</a>	N / A	▲
<a href="#">Enrollment</a>	<b>Gender</b>		
<a href="#">Free/Reduced Priced Meals</a>	<a href="#">Male</a>	N / A	*
<a href="#">School Mobility Rate</a>	<a href="#">Female</a>	N / A	*
<a href="#">English Language Learners</a>	<b>Race / Ethnicity</b>		
<a href="#">Race/Ethnicity</a>	<a href="#">American Indian / Alaska Native</a>	N / A	▲
	<a href="#">Asian or Pacific Islander</a>	N / A	▲
	<a href="#">White, Not Hispanic</a>	N / A	42.86%

Teachers	<a href="#">Black, Not Hispanic</a>	N / A	▲
<a href="#">Teacher Count</a>	<a href="#">Hispanic</a>	N / A	▲
<a href="#">Race/Ethnicity</a>	<a href="#">Free / Reduced Priced Meals</a>	N / A	*
<a href="#">Master's Degrees</a>	<a href="#">Migrants</a>	N / A	▲
<a href="#">Experience</a>			
<a href="#">Teacher Salaries</a>			
<b>Schools</b>			<b>04</b>
<a href="#">Accreditation</a>	<a href="#">All Students (including ELL and Special Education)</a>	90.91%	
<b>Reports</b>	<a href="#">Special Education Students</a>	*	
<a href="#">Printed Report</a>	<a href="#">English Language Learners</a>	*	
	<b>Gender</b>		
	<a href="#">Male</a>	*	
	<a href="#">Female</a>	*	
	<b>Race / Ethnicity</b>		
	<a href="#">American Indian / Alaska Native</a>	N / A	
	<a href="#">Asian or Pacific Islander</a>	N / A	
	<a href="#">White, Not Hispanic</a>	90.91%	

<a href="#">Black, Not Hispanic</a>	N / A
<a href="#">Hispanic</a>	N / A
<a href="#">Free / Reduced Priced Meals</a>	*
<a href="#">Migrants</a>	N / A

- \* Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 students were reported in the grade or standard.
  - 2) All students were reported in a single performance category.

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

Student Performance Decision used for AYP	
AYP	Elementary
<b>Reading</b>	
<a href="#">All students</a>	MET
<a href="#">American Indian/Alaska</a>	*

<a href="#">Native</a>		
<a href="#">Asian or Pacific Islander</a>	*	
<a href="#">White, Not Hispanic</a>	MET	
<a href="#">Black, Not Hispanic</a>	*	
<a href="#">Hispanic</a>	*	
<a href="#">Students eligible for free and reduced lunch</a>	NOT MET	
<a href="#">Special Education Students</a>	~	
<a href="#">English Language Learners</a>	*	
<b><u>Math</u></b>		
<a href="#">All students</a>	NOT MET	
<a href="#">American Indian/Alaska Native</a>	*	
<a href="#">Asian or Pacific Islander</a>	*	

<a href="#">White, Not Hispanic</a>	NOT MET	
<a href="#">Black, Not Hispanic</a>	*	
<a href="#">Hispanic</a>	*	
<a href="#">Students eligible for free and reduced lunch</a>	NOT MET	
<a href="#">Special Education Students</a>	~	
<a href="#">English Language Learners</a>	*	
<a href="#">No Child Left Behind Qualified Teachers</a>	N / A	

\* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

~ To be included for AYP determinations, a group must have at least 30 students.



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 (2010-11)**

NDE County District No.: 23-0071  
 District Name: Crawford  
 NDE School No.:  
 School Name:

Activity  (See Instructions for Full Descriptions of Required and Permissible Activities)	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
Intervention Project Manager (Required)	75,000	11,250					\$86,250
<u>Required Activities</u>							
(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	4,000					4,000	\$8,000
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
<u>Permissible Activities:</u>							
(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
<u>Required Activities</u>							
(d)(2)(i)(A) use of data for implementing program			20,000	10,000	4,000	5,000	\$39,000
(d)(2)(i)(B) continuous use of student data	3,000						\$3,000
<u>Permissible Activities:</u>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model				3,000			\$3,000
(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

<u>Required Activities</u>							
(d)(3)(i)(A) strategies to increase learning time				2,000			\$2,000
(d)(3)(i)(B) ongoing family/community engagement	68,000	11,200			2,000		\$81,200
<u>Permissible Activities:</u>							
(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
<u>Required Activities</u>							
(d)(4)(i)(A) flexibility to increase graduation rates							\$0
(d)(4)(i)(B) ongoing, intensive TA/support							\$0
<u>Permissible Activities:</u>							
(d)(4)(ii)(A) new governance arrangement							\$0
(d)(4)(ii)(B) budget weighted based on student needs							\$0
Totals by Object Code	\$175,000	\$22,450	\$20,000	\$15,000	\$4,000	\$193,000	\$429,450

**TRANSFORMATION MODEL BUDGET FOR YEAR 2 (2011-12)**

NDE County District No.: 23-0071  
 District Name: Crawford  
 NDE School No.: 0  
 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)	77,812	11,672					\$89,484
<u>Required Activities</u>							
(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	4,000					4,000	\$8,000
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
<u>Permissible Activities:</u>							
(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
<u>Required Activities</u>							
(d)(2)(i)(A) use of data for implementing program			5,000	5,000	5,000	4,000	\$19,000
(d)(2)(i)(B) continuous use of student data	3,000						\$3,000
<u>Permissible Activities:</u>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model				3,000			\$3,000
(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
<u>Required Activities</u>							
(d)(3)(i)(A) strategies to increase learning time				2,000			\$2,000
(d)(3)(i)(B) ongoing family/community engagement	70,550	11,629				2,000	\$84,179
<u>Permissible Activities:</u>							
(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
<u>Required Activities</u>								
(d)(4)(i)(A) flexibility to increase graduation rates								\$0
(d)(4)(i)(B) ongoing, intensive TA/support								\$0
<u>Permissible Activities:</u>								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$180,362	\$23,301	\$5,000	\$10,000	\$5,000	\$192,000		\$415,663

**TRANSFORMATION MODEL BUDGET FOR YEAR 3 (2012-13)**

NDE County District No.: 23-0071  
 District Name: Crawford  
 NDE School No.: 0  
 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)	80,496	12,110					\$92,606
<u>Required Activities</u>							
(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	4,000					4,000	\$8,000
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
<u>Permissible Activities:</u>							
(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
<u>Required Activities</u>							
(d)(2)(i)(A) use of data for implementing program			5,000	5,000	5,000		\$15,000
(d)(2)(i)(B) continuous use of student data							\$0
<u>Permissible Activities:</u>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model				3,000			\$3,000
(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
<u>Required Activities</u>							
(d)(3)(i)(A) strategies to increase learning time				2,000			\$2,000
(d)(3)(i)(B) ongoing family/community engagement	73,195	12,056				2,000	\$87,251
<u>Permissible Activities:</u>							
(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
<u>Required Activities</u>								
(d)(4)(i)(A) flexibility to increase graduation rates								\$0
(d)(4)(i)(B) ongoing, intensive TA/support								\$0
<u>Permissible Activities:</u>								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$182,691	\$24,166	\$5,000	\$10,000	\$5,000	\$188,000		\$414,857

**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 (2010-13)**

NDE County District No.: 23-0071  
 District Name: Crawford  
 NDE School No.: 0  
 School Name: 0

Activity  (See Instructions for Full Descriptions of Required and Permissible Activities)	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
Intervention Project Manager (Required)	233,308	35,032	0	0	0	0	\$268,340
<b>Required Activities</b>							
(d)(1)(i)(A) replace principal	0	0	0	0	0	0	\$0
(d)(1)(i)(B) evaluation systems for teachers & principals	0	0	0	0	0	6,000	\$6,000
(d)(1)(i)(C) reward school leaders	75,000	0	0	0	0	0	\$75,000
(d)(1)(i)(D) ongoing professional development	12,000	0	0	0	0	12,000	\$24,000
(d)(1)(i)(E) recruit/retain staff with necessary skills	0	0	0	0	0	0	\$0
<b>Permissible Activities:</b>							
(d)(1)(ii)(A) attract/retain staff with necessary skills	0	0	0	0	0	0	\$0
(d)(1)(ii)(B) institute a system for measuring changes	0	0	0	0	0	0	\$0
(d)(1)(ii)(C) mutual consent for hiring teachers	0	0	0	0	0	0	\$0
<b>Required Activities</b>							
(d)(2)(i)(A) use of data for implementing program	0	0	30,000	20,000	14,000	9,000	\$73,000
(d)(2)(i)(B) continuous use of student data	6,000	0	0	0	0	0	\$6,000
<b>Permissible Activities:</b>							
(d)(2)(ii)(A) conducting periodic reviews	0	0	0	0	0	0	\$0
(d)(2)(ii)(B) implementing schoolwide RTI model	0	0	0	9,000	0	0	\$9,000
(d)(2)(ii)(C) provide additional supports/prof. Development	0	0	0	0	0	540,000	\$540,000
(d)(2)(ii)(D) technology based supports/interventions	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(2) student transition	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(3) increase graduation rates	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
<b>Required Activities</b>							
(d)(3)(i)(A) strategies to increase learning time	0	0	0	6,000	0	0	\$6,000
(d)(3)(i)(B) ongoing family/community engagement	211,745	34,885	0	0	0	6,000	\$252,630
<b>Permissible Activities:</b>							
(d)(3)(ii)(A) partnering to create safe school environments	0	0	0	0	0	0	\$0

(d)(3)(ii)(B) restructuring the school day	0	0	0	0	0	0	\$0
(d)(3)(ii)(C) improve school climate and discipline	0	0	0	0	0	0	\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg	0	0	0	0	0	0	\$0
<b>Required Activities</b>							
(d)(4)(i)(A) flexibility to increase graduation rates	0	0	0	0	0	0	\$0
(d)(4)(i)(B) ongoing, intensive TA/support	0	0	0	0	0	0	\$0
<b>Permissible Activities:</b>							
(d)(4)(ii)(A) new governance arrangement	0	0	0	0	0	0	\$0
(d)(4)(ii)(B) budget weighted based on student needs	0	0	0	0	0	0	\$0
Totals by Object Code	\$538,053	\$69,917	\$30,000	\$35,000	\$14,000	\$573,000	\$1,259,970

**SEE NOTES BELOW REFERENCING BUDGET**

**TRANSFORMATION MODEL BUDGET FOR YEAR 1 (2010-11)**

(d)(1)(ii)(A) attract/retain staff with necessary skills	These	activities	are covered	under	WestEd's	charge	\$0
(d)(1)(ii)(B) institute a system for measuring changes	See	Line	(d)(2)(i)(A)				\$0
(d)(2)(ii)(B) implementing schoolwide RTI model	These	activities	are covered	under	WestEd's	charge	\$0
(d)(2)(ii)(D) technology based supports/interventions	See Line	(d)(2)(i)(A)					\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students	See Line	(d)(2)(i)(A)					\$0

**TRANSFORMATION MODEL BUDGET FOR YEAR 2 (2011-12)**

(d)(1)(ii)(A) attract/retain staff with necessary skills	These	activities	are covered	under	WestEd's	charge	\$0
(d)(2)(ii)(A) conducting periodic reviews	These	activities	are covered	under	WestEd's	charge	\$0

**TRANSFORMATION MODEL BUDGET FOR YEAR 3 (2012-13)**

(d)(1)(ii)(A) attract/retain staff with necessary skills	These	activities	are covered	under	WestEd's	charge	\$0
(d)(2)(ii)(A) conducting periodic reviews	These	activities	are covered	under	WestEd's	charge	\$0