

2015 TIERED INTERVENTION GRANT

PART I: COVER PAGE *(Complete and attach as the first page of proposal)*

Name of Lead Local Education Agency (LEA)/Organization:	Aurora Public Schools (Adams-Arapahoe 28J)				
Mailing Address: 15701 E. 1 st Avenue, Suite 217					
District Code: 0180			DUNS #: 010621852		
District Turnaround Project Manager:	Lisa Escárcega				
Mailing Address: 15701 E. 1 st Avenue, Suite 112					
Telephone: 303-340-0861			E-mail: laescarcega@aps.k12.co.us		
Program Contact Person (if different):	Amy Beruan				
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Fiscal Manager:	Jesús Escárcega				
Telephone: 303-340-0864			E-mail: jdescarcega@aps.k12.co.us		
Region: <i>Indicate the region(s) this proposal will directly impact</i>					
<input checked="" type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast					
Total LEA Request: <i>Indicate the total amount of funding you are requesting for each year as well as the overall total. Please note: An individual budget will be required for each school site totaling to the amount listed below.</i>					
Year 1 (May 30, 2015 – September 30, 2016)	Year 2 (July 1, 2016 – September 30, 2017)	Year 3 (July 1, 2017 – September 30, 2018)	Year 4 (July 1, 2018 – September 30, 2019)	Year 5 (July 1, 2019 – September 30, 2020)	Total
\$177,836	\$260,896	\$293,111	\$293,864	\$239,012	\$1,264,719

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

The Year 1 grant period may be a pre-implementation year. In this case, the electronic budget would only need to reflect costs for Year 1. The full budget will be required with plan due January, 2016. However, estimated costs for additional years must be reflect in the Total LEA Request above.

PART IA: SCHOOLS TO BE SERVED

Complete the following information by identifying each priority and focus school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each priority and focus school, as applicable.

The models the LEA may include are: (1) turnaround; (2) restart; (3) closure; (4) transformation; (5) state-determined model, if approved; (6) evidence-based whole school reform model; and (7) early learning model.

SCHOOL NAME		PRIORITY	FOCUS (if applicable) ¹	INTERVENTION
Boston K-8 School	080234000055	X	N/A	transformation

¹An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

PART IB: LEA/School Information Page

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

District Name: Aurora Public Schools (Adams-Arapahoe 28J)**District Code: 0180****School Contact Information****School #1 Name: Boston K-8 School****School Code: 0914**

Contact Name and Title: Ruth Baldivia

Telephone: 303-364-6878

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

Is school currently receiving a School Improvement Grant funded through 1003(a) funds?

Yes

No

School #2 Name:**School Code:**

Contact Name and Title:

Telephone:

E-mail:

Is school currently receiving a School Improvement Grant funded through 1003(a) funds?

Yes

No

School #3 Name:**School Code:**

Contact Name and Title:

Telephone:

E-mail:

Is school currently receiving a School Improvement Grant funded through 1003(a) funds?

Yes

No

PART IC: Certification and Assurance Form
(Complete and attach as the fourth and fifth pages of proposal)

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

On August 4, 2015 the Board of Adams-Arapahoe 28J hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools.

In addition, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention Grant** agree to the following:

Federal Assurances:

- Use its Tiered Intervention Grant to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements;
- 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 school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive School Improvement funds;
- Report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements, including baseline data for the year for the year prior to SIG implementation (program guidance can be found at: <http://www.cde.state.co.us/fedprograms/guidance-on-school-improvement-grants>.)
- Each priority and focus school the LEA commits to serve will receive all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions;

State Assurances:

- If the applicant implements a restart model in a priority 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;
- Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to recruit, select and provide oversight to external providers to ensure their quality;
- Monitor and evaluate the actions schools have taken as outlined in the approved School Improvement Grant application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of School Improvement Grant funding;
- Provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant (e.g., CSAP/TCAP by State Assigned Student IDs, school level non-performance data). The district will report to CDE, at least quarterly, the school level interim measures of student learning required under section III of the final requirements (program guidance can be found at: <http://www.cde.state.co.us/fedprograms/guidance-on-school-improvement-grants>);

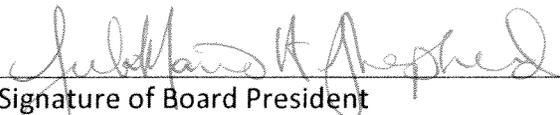
- Align current and future funding sources in support of improvement goals, including commitment to identify and reallocate existing local funds for the purpose of sustaining the improvement work after federal funds expire;
- Participate in ongoing professional learning opportunities focused on school and district improvement;
- Commit to working with CDE to monitor progress on the UIP and make adjustments to the plan accordingly;
- Provide data on attainment of performance targets to CDE to inform decision around the continuation of funding;
- Participate fully in on-site visits conducted by CDE to every funded school during the grant cycle;
- Work collaboratively with CDE, as appropriate, in the selection of a strong school leader or partner, such as a Charter Management Organization (CMO), Education Management Organization (EMO) or other provider;
- Work cooperatively with CDE and provider(s), if applicable, in waiving district policies, procedures or practices that are deemed to be impediments to improvement, such as scheduling of the school day and year; staffing decisions; budgeting; and/or to obtain innovation school status for identified schools;
- Commit to engaging in significant mid-course corrections in the school if the data do not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation, such as replacing key staff, leadership or external providers;
- Notify the community of the intent to submit an application and that any waiver request will be made available for public review prior to submission of the application;
- Participate in the development and submission of any reports necessary to meet statutory requirements (e.g., EdFacts, CSPR) within the time frames specified;
- Maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit;
- Submit budget revision(s), if applicable, to CDE on a **quarterly** basis for review and approval;
- Submit Annual Financial Reports as part of their annual review with CDE. CDE will utilize the information as a measure of performance and leading indicator of performance in subsequent year(s);
- Contracts with education providers must include a performance guarantee to increase student achievement based on services provided.

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

- Provide the LEA with guidance about the specific types of changes and interventions each of the models require;
- Provide the LEA with descriptions and examples of special district governance structures that will ensure necessary freedom and support for interventions in identified schools;
- Provide the LEA with a description of the changes in policy or practice that may be required to ensure necessary flexibility for dramatic improvement in identified schools;
- Periodically review school and district UIPs and provide feedback;
- Meet regularly with School/District to review performance data and implementation of improvement efforts, as defined in the UIP;
- Provide guidance regarding allocation of 1003(g) and other funds in support of dramatic improvement of achievement in the school(s);
- Provide support for quarterly budget revisions;
- Provide ongoing technical assistance; and

- Define a set of leading indicators and overall performance targets that the identified school(s) and external providers, if applicable, will be required to demonstrate during the course of the reform effort; additionally interim measures and implementation benchmarks that the LEA may use to hold school(s) and provider(s) accountable.

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

JulieMarie A. Shepherd, Ph.D. Name of Board President	 Signature of Board President
D. Rico Munn Name of District Superintendent	 Signature of District Superintendent
Amy Beruan Name of Program Contact	 Signature of Program Contact

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

N/A (District) requests a waiver of the requirements it has selected below. *Please note:* If the district does not intend to implement the waiver with respect to each participating school, then it must indicate for which schools it will implement the waiver.

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

Rural Flexibility

The Colorado Department of Education required that any LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP) that proposes to modify one element of the Turnaround or Transformation model, the LEA must describe how it will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model. LEAs intending to modify an element must complete the Rural Flexibility section of the action plan template for the Turnaround or Transformation models. The description must include the following information:

- Identification of the specific element of either the Turnaround or Transformation model that the LEA proposes to modify; and
- LEA's rationale for the need to modify the element identified;

Note: If an LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP) selects the Early Learning Model, it cannot modify the requirement to replace the principal who led the school prior to the implementation of the model. A list of LEAs that are eligible for services under the Rural Education Assistance Program (REAP) can be found at the following U.S. Department of Education site:

<http://www2.ed.gov/programs/reapsrsa/eligible14/index.html>

- The LEA proposes to modify one element of the Turnaround or Transformation Model as described in the action plan section.

Executive Summary

Boston K-8 is one of the highest impacted schools in Aurora Public Schools (APS), with significant numbers of ethnic minorities, students on free and reduced lunch and English language learners. Boston also serves a large population of immigrant and refugee students and has one of the highest student mobility rates in the district. The school has experienced substantial staff turnover over the last several years and continues to score in the 1st-10th percentile of schools in the state in reading, writing, math and science. In short, Boston is a school in need of rapid and dramatic improvement in order to accelerate learning for all students.

For the 2015-16 school year, Boston is welcoming a new principal, assistant principal and sixteen new staff, including seven teachers. Staff and parents are eager to improve the school and are already demonstrating a renewed sense of trust in the school's leadership. Boston's new principal, who previously implemented two TIGs with success, has worked closely with the community to identify three key levers for change that will drive school turnaround and TIG implementation: (1) Strong observation and feedback cycles, (2) Data-driven instruction and (3) Building a positive, learning-centered school culture. Boston is also slated to become part of the district's first ACTION Zone. The ACTION Zone will be a group of 3-5 schools within the Central High School feeder pattern that will seek Innovation status from the state and develop and operate new school designs and performance-based management structures that enable the school to pursue innovative, targeted models for change. Boston seeks to implement the Transformation model with a pre-implementation year. This will afford the new leaders and their staff time to develop concrete, effective strategies for school turnaround and rally the community around these strategies.

APS has several structures in place to provide additional, targeted resources and supports to low-performing schools such as Paris. The district has a strong record of engaging stakeholders, executing successful community partnerships and utilizing grant funds responsibly and effectively. APS's new strategic plan articulates a clear path forward and demonstrates the district's high-level commitment to helping every student shape a successful future. Yet, the substantial commitment of resources that will be required to turn around Boston poses an obstacle to the district, which is tasked with providing support to eighteen Priority Improvement/Turnaround schools.

TIG will provide the infusion of resources needed to accelerate school turnaround at Boston. Grant funds will enable staff and administrators to continually hone their craft, enhance and extend learning opportunities for struggling students, empower the community to seek Innovation status and participate in the development of the ACTION Zone. By rapidly building instructional and leadership capacity at the school level, TIG will position the district to mobilize systems of support to sustain and refine turnaround work after the grant ends. The community, school and district are ready to leverage this important opportunity in order to transform Boston and make it a model for future school turnaround efforts.

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Attachment 4: Principal Selection Process
Attachment 5: Principal Selection Timeline
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Section A: LEA Readiness

1) School and District needs and improvement plans

As articulated in the district UIP, district proficiency in all academic content areas is substantially below the state average and has not significantly increased over the past four years. This trend holds true for Boston, which did not meet proficiency targets for reading, writing, math or science, scoring in the 1st-10th percentile of schools in the state in these content areas. TIG would provide Boston with intensive supports to build teachers' instructional capacity through additional coaching, professional learning and facilitated peer collaboration and planning.

Another performance challenge that emerges at the district level, and at Boston in particular, is ensuring that teachers and staff have the skills to work with immigrant and refugee students, as well as other English Language Learner students. APS students come from 132 countries and speak 133 languages. While this level of diversity presents wonderful opportunities for all APS students, there are numerous cultural and linguistic challenges in the instructional realm. TIG would provide targeted supports to Boston to develop culturally-responsive instructional practices and universal supports that ensure immigrant, refugee and English Language Learner students are making accelerated language and academic growth.

Lastly, it is imperative that teachers participate in differentiated professional learning to rapidly build capacity to meet the needs of students in underperforming schools. Boston will have a new principal, assistant principal and front office staff for the 2015-16 school year. In total, Boston is welcoming sixteen new staff this year, including seven teachers and three other licensed personnel. Moreover, in the 2014-2015 school year, 59% of Boston's teachers were new to the school. This continual staff turnover has been a challenge to the school. However, current staff is committed and excited to be part of Boston's transformation.

As noted in an Instructional Audit (Audit performed by RMC Research (RMC), teachers are at varying levels of ability with regard to differentiated instruction, providing specific, timely feedback to students on an ongoing basis and articulating academic standards vertically and horizontally. Professional development and feedback has been geared toward teachers as a group, rather than toward individual teachers based on their level of experience and precise needs. As a result, veteran teachers do not feel that they receive the supports they need to become more expert at their craft. On the other hand, the staff has welcomed the changes in administration, as many teachers reported feeling mistrusted and disrespected by the previous administration. There is now a sense of cautious optimism among both staff and parents that new leaders with turnaround experience can transform the climate, better support the staff and ultimately accelerate student learning. TIG will create the time and space, especially through the pre-implementation year, for staff and stakeholders to plan targeted, differentiated professional learning, as well as the development of a student-centered culture of learning.

2) Patterns, core issues of academic concern, and possible root causes

For the 2013-2014 school year, the school received an overall "Does Not Meet" rating for academic achievement and "Approaching" for academic growth and academic growth gap performance. Using three-year averages, the school did not meet academic achievement targets, but did receive an "Approaching" rating for academic growth and growth gaps. During the past school year, only 32% of elementary and 35% of middle school students scored proficient or advanced in reading; 37 and 20%, respectively, scored proficient or advanced in mathematics; and 15% and 18% in writing. Median growth percentiles were 40 for elementary and 59 for

middles school students in reading; 42 and 52 in mathematics; 42 and 50 in writing; and 34 and 45 in English language proficiency. Subpopulations performed slightly better than the school overall, with all subgroups of students approaching the median growth percentile in math, and all subgroups but students on free and reduced lunch approaching the median growth percentile in reading and writing.

As part of last year's school UIP process, led by the Instructional Leadership team, staff reviewed a variety of data for patterns and trends. The Boston School Accountability Council (parents, community members and staff) met to review this information. What emerged was a need to systemically address the overall instructional model at the school in light of the similar performance trends across all content areas.

Boston's staff, along with the new administration, will determine the content and focus areas of the instructional model moving forward. The work that has already been done has led Boston to identify Best First Instruction and data analysis as areas in which staff could leverage significant improvements. All staff agreed on the need to develop a deep understanding of what the Colorado Content Standards require students to do as well as how to plan and teach using the standards, make learning clear and comprehensible for all students, use consistent formative assessments and understand each student's needs in order to provide targeted interventions. Root causes for Boston's priority performance challenges included:

- There is a lack of understanding of the Colorado Academic Standards. Teachers do not consistently plan lessons using the standards and there is a lack of understanding of vertical progression within the standards.
- There is a lack of deep understanding of collecting, analyzing and using data to drive instruction. Teachers lack understanding of how to monitor learning using a monitoring matrix and student rubrics. Teachers also lack understanding of how to use formative assessments in daily planning.
- There is a lack of clear understanding of the MTSS structure and process. Interventionists, SPED, classroom teachers and classified staff do not consistently share student data. There is a lack of consistent, quality planning for small group interventions for high- and low-performing students. Moreover, teachers do not know how to implement the MTSS process for students who require additional instructional and/or behavioral support.

3) Consultation with relevant stakeholders about school's performance and identified needs

APS has a strong record of stakeholder participation in planning and strategy development. At the district level, the Divisions of the Superintendent, Instruction, Equity, Finance, Human Resources, Accountability and Research, Grants, and Support Services all collaborated on developing this plan. More importantly, utilizing the existing structures of District and School Accountability Committees, school staff and the community were actively engaged in discussing school performance and identifying performance challenges and needs (See Attachment 1: DAAC Meeting Agenda and Minutes – UIP). Members from the Grants and Federal Programs Office and the Division of Equity in Learning met with staff from Boston on multiple occasions so that their ideas and needs are what is presented in this proposal.

Because the RFP for TIG was not released until after the end of the 2014-15 school year, and Boston's new principal was not hired until the end of June, the school has not yet been able to conduct a robust community engagement process around TIG. However, formal mechanisms for engaging parents, such as parent coffees and PTO meetings, do exist and will be utilized to include families in the TIG planning process. Over the next several weeks, Boston will host

Kindergarten Roundup (August 13), Back to School Night (August 28) and the first formal Stakeholder Meeting of the school year (August 31). The principal plans to use each of these venues to communicate about Boston's TIG application, the intervention model, and the pre-implementation process. Lastly, as Boston is applying for a pre-implementation year, the school plans to formally and informally engage relevant stakeholders continually throughout the year.

Additionally, results from APS's annual Climate and Culture surveys with staff, students and parents, as well as the TELL Colorado data, informed grant development (<http://assessment.aurorak12.org/surveys>). Lastly, RMC conducted an Audit for Boston in the fall of 2014. The Audit was an intensive and comprehensive review of the entire school and included parent focus groups. RMC's written report fully captures all voices in the building. In turn, these voices resonate throughout this grant application.

4) *Stakeholder input for improvement planning*

Annually, parents have multiple venues and avenues to participate in the school improvement planning process. After staff analyze performance data and conduct a trend analysis, the principal convenes the School Accountability Committee in order to review the findings from the data analysis and discuss priority performance challenges and their root causes. Administrators also meet one-on-one with parents to solicit feedback on the school's priorities for the upcoming year. Once the school's leadership team drafts the UIP, the school's goals and strategies are shared with parents for further feedback. Throughout the year, parent coffees and PTO meetings provide venues for ongoing discussion and input regarding the school's UIP and progress made on implementation.

5) *How the community was given notice of intent to submit an application*

As mentioned above, APS is committed to involving all stakeholders in this process. The District Accountability Advisory Committee (DAAC) August meeting agenda included the TIG process and application (See Attachment 2: DAAC Meeting Agenda and Minutes - TIG). Given the timing of the RFP release and due date, the August meeting was the first possible date for this conversation. Similarly, the principal has not yet had adequate time to address all community stakeholders regarding Boston's TIG application, but will notify parents and other community members of the process during the August meetings and back to school events mentioned above as well as through the school newsletter.

APS is not requesting any waivers as part of this application.

6) *District capacity and staffing structure to support lowest performing schools.*

APS restructured its instructional division into five P-20 learning communities for the 2014-2015 school year. Each community consists of approximately ten schools, anchored by a high school, and is staffed by a team of content experts who provide assistance around Multi-Tiered Systems of Support, Postsecondary Workforce Readiness, student engagement, English Language Acquisition, Exceptional Student Services, academic content and technology. These content experts serve as dedicated resources for all the schools in their communities. This model has enabled schools to share and align resources and learn from each other, as well as better integrate services that oftentimes were isolated, such as Exceptional Student Services and English Language Acquisition. This new structure is fostering deeper conversations and stronger collaboration between individual schools and central office personnel.

A Learning Community Director (LCD) heads each of these communities and is the single point of contact for a principal for all instruction-related needs. Collaboratively, the principal and LCD evaluate, assess and monitor the progress and needs of the school. The LCD is also a support for monitoring implementation of strategic initiatives. They are an invested yet objective observer who can help course correct if needed and generally serve as a thought partner. Many of the responsibilities of the LCDs are particularly important for improving the district's lowest performing schools: ensuring the effective development and full implementation of school plans and district/school reciprocal agreements, reviewing and approving principals' resource allocations, interviewing and hiring for school leadership roles and ensuring the implementation of effective hiring and evaluation practices within schools. Each of these supports is differentiated based on the performance and needs of individual schools. For instance, low-performing schools or schools with high rates of probationary teachers will receive more hands-on LCD and Support Team assistance to develop high-quality staff effectiveness programming (evaluation and professional learning) compared to higher-performing schools or those with more veteran leaders and teachers. Lastly, LCDs are expected to maintain a regular presence at low-performing schools in order to monitor progress, provide useful feedback and report concerns to district leaders.

APS has implemented Differentiated Support Structures (DSS) as a new way of looking at managing the organizational risk factors that impact the district's schools and then providing differentiated supports for schools based on these risks. The district identified a series of risk factors (e.g. demographics, achievement, stability of staff and students) by which to group schools into three tiers: Universal, Targeted and Intensive. Each set of schools receives different levels of support according to their overall risk score and can access additional resources to address their specific risks. For example, a group of low-performing schools struggling with student discipline were provided with additional FTE in order to hire paraprofessionals.

For the 2014-15 school year, Boston received several strategic supports based on the school's low performance and identified risk factors and root causes. In order to improve the quality of leadership and staff engagement at Boston, the district allocated DSS funds for targeted professional learning. Boston's LCD spent a considerable amount of time in the school last year in order to monitor UIP implementation and plan for the principal transition. During pre-implementation, the LCD's presence will increase even more as Boston works with Mass Insight around comprehensive school redesign. The district also identified Boston to participate in several opportune grant programs. Boston's new principal for the 2015-16 school year is attending Relay Graduate School of Education through CDE's School Turnaround Leadership Development grant. Boston was also one of two schools selected by the district in 2015 to apply for and receive School Improvement Support funds from CDE.

7) *Organizational structures to support and monitor the implementation of school-level plans*

The systematic restructuring of the Division of Equity in Learning has laid the foundation for dramatic change and is resulting in a renewed ability to provide a significant level of accountability and support to schools. In addition to the changes discussed above, the district has adopted a school-based Teaching Partners model. Each school now has its own Teaching Partner. Principals have more control in utilizing this instructional resource because they are able to choose the content focus. The Teaching Partners will play a critical role in TIG implementation. The Teaching Partner will collaborate with other instructional consultants and resources afforded by the grant to ensure alignment of purpose and fidelity of implementation.

The Teaching Partner will be the in-house, constant and consistent expert to help staff practice and refine their ongoing learning. Boston will have two teaching partners (math and literacy) for the 2015-16 school year, the second of which is split-funded by a SIS grant and the building.

Several initiatives and programs will help schools access and use data to improve instruction. The Educator Evaluation (EE) system is enabling schools to identify high-performing teachers and match educators and students based on skill set and need. Additionally, the EE system is driving professional development opportunities that provide teachers with immediate, specific support. APS has developed and implemented a data reporting tool, Tableau, that provides users both real-time data around metrics that fluctuate daily, weekly and monthly (such as attendance, discipline and interim assessments) and metrics that are static (state-level student achievement data, October count demographics). Tableau will allow Boston to more closely monitor metrics outlined in its UIP.

During the 2014-15 school year, APS leadership began exploring the possibility of establishing ACTION (Aurora Community-Based Transformation, Innovation and Opportunity Network) Zones to address the unique challenges of the district's highest-needs schools. The ACTION Zone concept seeks to build upon the foundation laid by the district's prior work in developing charter, pilot and district-innovation schools, by pairing the ACTION Zone model with the community needs, goals and priorities embodied in the district's new strategic plan, *APS 2020: Shaping the Future*. During the 2015-16 school year, the district and its school will design an ACTION Zone to respond to specific needs of the community served by the Aurora Central High School feeder pattern, which includes Boston. In addition to the flexibility and autonomy state innovation status afforded schools, ACTION Zone schools will benefit from a network of community partners dedicated to supporting high-quality professional development, cross-disciplinary training in social and emotional learning, culturally-responsive instructional methods and community engagement and collaboration. The design and implementation of the ACTION Zone will be coordinated by a lead turnaround partner, Mass Insight Education, with national expertise in achieving rapid, dramatic school turnaround in diverse, high-impact environments.

APS also recognizes the unique opportunity to pair new TIG schools and their leaders with other APS schools that have successfully leveraged TIG funds. One such success story is Crawford Elementary, led by Principal Jenny Passchier. Passchier was recently named the 2015 National Distinguished Principal of the Year for Colorado in recognition of the school's remarkable improvements during the 2014-15 school year, the first year of TIG implementation at Crawford. Passchier will act as a mentor to Boston's principal, providing one-on-one coaching and feedback to help replicate Crawford's turnaround success at Boston, but with Boston's unique needs in mind. Because of the similar demographics, socioeconomic conditions and academic performance challenges at the two schools, the mentorship is a promising strategy that will allow Boston to learn from what has worked at Crawford and apply that learning to its own context.

Lastly, the activities of all APS schools receiving TIG funds are overseen and coordinated by the TIG Project Manager, who reports to the District Turnaround Manager. The Turnaround Manager designs and implements protocols and tools for progress monitoring TIG schools, and ensures that all plans, including UIPs and TIG model strategies, are aligned and implemented with fidelity. The Project Manager is responsible for coordinating the activities of partner organizations and distributing tools and information related to the project. Throughout the life of the grant, the Project Manager works closely with each TIG school to ensure that project deliverables are on time, within budget and are of the highest possible quality, and prepares

grantees to sustain funded activities after the grant ends. During Boston's pre-implementation year, the Project Manager and Turnaround Manager will play a lead role in helping Boston craft an implementation plan that articulates a clear path to raising student achievement and includes robust metrics for determining the success of new initiatives.

8) *Informing community of school performance*

Recognizing the diversity in APS's school communities, information on school performance was provided in numerous ways and venues. Pursuant to statute, Boston notified its parent body of the Priority Improvement plan type designation. Boston's UIP is available at all times on the home page of its website (<http://boston.aurorak12.org/>). Boston also hosts regular parent coffee events to engage the community in ongoing improvement efforts. These meetings help the school progress monitor their UIP and make necessary adjustments.

The APS Board of Education (Board) approves all Turnaround/Priority Improvement school UIPs and receives quarterly updates on student progress at the lowest performing schools (See Attachment 3: Example of Board Update). Public notice is provided for all Board meetings and they are open to the public. School leaders present to the Board on progress toward meeting UIP targets, as well as qualitative and quantitative data on the impact of differentiated supports provided by the district. The Board receives copies of all RMC Audits as additional data points for understanding and monitoring school performance. These various reports and presentations provide the Board and the community with an up to date picture of school performance and predictive information on future achievement and growth.

Section B: LEA Commitment and Capacity

1) *How the district will support its schools to implement the interventions fully and effectively*

In response to the unique challenges and persistently low performance of schools such as Aurora Central High School and Boston, APS began working with Mass Insight in June 2015 to outline plans for the development of an ACTION Zone. ACTION Zones will include 3-5 schools that are connected by a common theme within their community, e.g., high refugee/immigrant population. Each Zone school will pursue CDE Innovation status. Accordingly, in partnership with the community, local business and Mass Insight, ACTION Zone schools will be expected to implement a series of innovations designed to effect school turnaround based on the specific needs of their community. Innovations fall into four categories – people, time, programs and money – and include, but are not limited to: staffing; curriculum, instruction and assessment; class scheduling; accountability measures; provision of services; use of financial and other resources; human capital management (recruitment, preparation/development, retention); school governance; and preparation and counseling of students for transition to higher education or workforce. See question B2 for an outline of how this partnership will ensure that Boston has the flexibility and autonomy it needs to implement the TIG transformation model fully and effectively.

Irrespective of the ACTION Zone, all APS schools also have control around allocating time and money. Each building has autonomy to create daily schedules that best meet the needs of students, such as block scheduling and intervention periods. Priority Improvement and Turnaround schools receive guidance and direction to create a financial plan that provides the principal with the freedom to use funds to improve school climate, student achievement and accelerate learning. As with all district schools, a school's principal and secretary have access to ongoing one-on-one support from the Division of Finance to maximize budget utilization.

Additionally, the district's DSS addresses organizational risk factors and provides differentiated supports for schools based on those risks.

Lastly, schools are able to draw on significant resources from their P-20 Learning Community Support Team to establish the unique programs and supports needed in their individual schools. Beginning in the pre-implementation year, Boston's principal will be guided and supervised by the Support Teams and will work collaboratively with the team to ensure the proposed interventions are implemented in a timely and effective manner. Boston's LCD will be in direct communication with district leadership and other stakeholders to ensure coherence during implementation.

2) *Specific modifications to district policies and practices to allow for implementation of the interventions outlined in the model requirements*

APS's partnership with Mass Insight to design and implement the ACTION Zone will drive the work of making specific modifications to district policies and practices that allow Boston to implement the transformation model with fidelity. Development of the ACTION Zone and the policies and practices to support it will take place in three phases. During Phase I, which will take place during the pre-implementation year, the partnership will focus on identifying desired school design pillars to provide a framework for determining levels of flexibility and autonomy for Zone schools. Using these pillars, the Zone Design Team will conduct readiness assessments at up to five schools, including Boston, to determine the specific conditions and needs to be addressed during the redesign process. The Team will also collaborate with school staff to develop teacher/staff support plans that are responsive to the needs identified and aligned to the overall school design plan and to district-wide teacher evaluation initiatives. The Team will also develop new school-level partnership management plans and performance-based partnership agreements.

Phase II will create conditions within the district for the zone management strategy, including preparing for a central office shift to Zone-based management. During this phase the majority of modifications to district policies and practices will take place. Mass Insight will work with the district to develop new, responsive performance management systems and processes, a strategic plan for the ACTION Zone and its schools, more effective talent management structures, and a resource allocation and development strategy to fund and sustain the ACTION Zone. Mass Insight will also guide APS in creating a process for Internal Lead Partner incubation, leading to the creation of a new organizational unit to support transforming ACTION Zone schools. The Internal Lead Partner will have the primary responsibility for ensuring that ACTION Zone schools are progressing against their student achievement and other goals on time and on budget.

Phase III will focus on growing and sustaining Zone work, as well as replicating best practices throughout the district by scaling zone management practices. This phase will involve creating a long-term strategy with formal structures for strategic collaboration and communication, continuing to support the Internal Lead Partner, and refining management processes and practices. For more detail, see Attachment 4: Timeline for Securing Formal Flexibilities.

3) *Selection of External Providers*

All contracts and MOUs the district or its schools enter into with external providers and vendors establish clear and precise expectations for all parties. Vendors are accountable for specific performance tasks and benchmarks. If a vendor does not meet stated expectations in a

timely and complete manner, the district pursues its recourses under the terms of the contract, up to and including termination. While this is rare, there have been instances of the district ending a contract and relationship with a vendor due to failure to deliver. APS and its students cannot afford to have an external provider overpromise and under deliver.

Additionally, through its collaboration with Mass Insight, APS will significantly improve its policies and practices for recruiting, screening and selecting external providers, as well as reviewing providers to hold them accountable for their performance. During the 2015-16 school year, Mass Insight will guide the district in developing partnership management plans and new partnership charters and contracts. Subsequently, the district will establish performance-based partnership agreements with school-level partners that include robust evaluation metrics aligned with school, district and state goals and standards. In the following year, Mass Insight will lead the development of performance management systems and processes, including dashboards, agendas and protocols, to help streamline the screening, selection and evaluation of partners. This work will also result in performance management documents and tools, such as self-assessment guides and benchmarking information from similar school districts, and resource maps that detail the external resources available for each ACTION Zone school. Ultimately, Mass Insight will enable the district to be more deliberate about how it identifies, engages and evaluates stakeholders so that partner activities are of a high quality and consistently contribute to accelerating learning for all students.

4) *Specific actions the district will take to sustain the reforms after the funding period ends*

APS's model is a capacity building model. The core work of improving culture internally and externally, strengthening instructional practice and accelerating learning will create the capacity to improve outcomes for all students and staff. Beginning during pre-implementation, Boston will collaborate with Mass Insight, its Learning Community Support Team and LCD to develop a sustainability plan and articulate strategies to improve the efficiency of partnership coordination.

With the reorganization of the Division of Equity and Learning, there is a district commitment to build capacity within school level staff and district staff. Any professional learning at Boston will be attended by their LCD, district instructional coaches and school Teaching Partners. This will build capacity at all levels within APS and build an aligned support system. Professional learning will be front-loaded in the grant to provide teachers and staff the necessary skills to make an immediate impact on student learning. This will also give staff the opportunity to practice and refine newly acquired skills while additional resources are available for follow up support.

The primary focus of the partnership between APS and Mass Insight will be on building district capacity to manage, replicate and sustain the ACTION Zone work well beyond the contract period and any grant funding to support that work. In order to create lasting and systemic improvements, Mass Insight concentrates on field- and capacity-building initiatives and leverages multiple entry points for reform. A critical component of this approach is a platform of public engagement strategies that establish outside stakeholders – in particular, parent, advocacy, civic and business communities – as advocates for reform. Their process for school redesign is highly collaborative and capitalizes on local strengths. One of three goals articulated in APS's contract with Mass Insight is to increase APS capacity for both operating successful schools at scale and building excellence in these schools.

5) Implementation Monitoring

Every fall, each school works with the district to establish a Reciprocal Agreement. This document outlines the goals of the school and the activities that will be undertaken to achieve those goals; specifies the level, type and frequency of support that will be provided to the school by their LCD and Support Team; and defines the metrics and monitoring actions, such as annual summative evaluations of performance, weekly presence, and one-on-one feedback with administrators, that will be taken to ensure that interventions and strategies for school improvement are implemented successfully and make a significant, sustained impact on student performance. For TIG schools, the Reciprocal Agreement includes specific items and monitoring actions designed to ensure that the selected intervention model is implemented with fidelity and that it contributes to school improvement. The metrics used to assess school improvement and student outcomes will be aligned with the school's UIP and TIG implementation plan.

Additionally, an in-house Program Evaluator in the Accountability and Research Division, the LCD and the Turnaround Manager will be responsible for monitoring and evaluating TIG schools, focusing on leading and lagging indicators. As indicated above, the Turnaround Manager will be tasked with developing a reliable protocol and associated tools to progress monitor TIG schools. All tools and reports will be widely shared among all district and school stakeholders to foster complete transparency. Expectations for implementation monitoring will be clearly articulated and incorporated into project roles, timelines and objectives during the pre-implementation year.

6) Coordination of partner organizations' activities

APS formally coordinates the activities of partner organizations in several ways. At the school level, the P-20 Learning Community Support Teams are responsible for coordinating the majority of partner activities. For example, Equity and Engagement Specialists collaborate with Resolutionaries and school leaders in order to integrate restorative justice into school discipline policies and procedures. Similarly, MTSS specialists have led the implementation of trauma-informed care in multiple buildings by working with Aurora Mental Health Center and local champions, including teachers and parents. They have also acted as a bridge between principals adopting Check & Connect as a Tier II/III intervention, the APS Department of Mental Health and Counseling, and the Check & Connect program officers. Additional Support Team members, including post-secondary workforce readiness coordinators and Family/Community Liaisons, serve similar roles according to their respective areas of expertise. Within each P-20 Learning Community, LCDs work with individual principals to align partner activities and school plans and facilitate the development of programs that serve students' needs within the framework of the district's strategic plan.

At the district level, partnerships and partner activities are coordinated by individual divisions and departments. The Office of Post-Secondary Workforce Readiness (PWR) works closely with institutions of higher education, local businesses and local and state government to expose students to college and career options, provide opportunities for students to gain work experience and earn credentials and ensure that students receive extensive supports as they pursue academic and career goals. One illustrative example is APS's new Digital Badging Initiative. PWR will be partnering with numerous local businesses in order to provide students with opportunities to earn digital credentials through unique opportunities such as internships and mentorships. The program prepares students to succeed in their chosen path after leaving

APS, while developing a skilled workforce that fits the demands of the local business community.

The District Turnaround Manager and TIG Project Manager, whose duties are described above (See A7 and B5), bear the primary responsibility for coordinating partner activities in all TIG-funded schools. Partners in TIG buildings must have a track record of making a substantial, sustainable impact on student learning. The Turnaround and Project Managers also monitor the performance of schools and their partners in order to maintain implementation fidelity and hold all stakeholders accountable to high standards of performance.

Because of the innovative and complex nature of the work APS will undertake this year to develop an ACTION Zone, Mass Insight will play a lead role in coordinating stakeholder engagement and partner activities at Boston. Not only will Mass Insight provide a high level of expertise in this area, but they will also be well-positioned to identify and engage partners who can help shape a new long-term vision for the school in light of the flexibilities and autonomies requested through the school's Innovation application. Mass Insight will develop and distribute an ACTION Zone communication toolkit for school, district and community partner stakeholders, as well as partner management plans and new partnership management plans. Perhaps most importantly, Mass Insight will secure performance-based partnership agreements with specific evaluation metrics so that APS and the Boston community can ensure the quality and success of stakeholder activities.

7) *How project strategies will be modified if data does not show that targets have been met*

By distributing monitoring and evaluation results at regular intervals with relevant stakeholders, the district can proactively modify any programs or plans that are not showing results within the designated time frame. The Project Manager and building leaders will also collect evidence of classroom practices that demonstrate (or do not demonstrate) fidelity of implementation. If gaps exist between expected and actual student performance, district leadership will work with the school(s) to determine the level of knowledge, understanding and skill development teachers have acquired. Specific professional development will be targeted at teachers' implementation needs.

Section C: Needs Assessment and Program Plan

1) *Academic Conditions*

Over time, because of Boston's Priority Improvement status and the resultant school choice option offered to parents, the school's enrollment has declined. For an overview of academic achievement and growth, see question A2. The school has experienced considerable staff turnover in the past few years, including fifteen new teachers for the 2014-2015 school year and seven for the 2015-2016 school year. Boston's high student mobility rate presents additional challenges for teachers and fellow students. At any time during the year, teachers absorb students into their classrooms who are likely missing skills, or, in the case of Boston's refugee population, are altogether new to the American school system. In addition to the instructional challenges caused by student mobility, classrooms that have already reached or exceeded enrollment capacity are forced to expand further, creating additional stress for teachers striving to provide each student with individual attention and strong classroom management.

Although instructional staff at Boston has strong expertise in specific content areas, teachers do not routinely differentiate their instruction. Many lack the time and skill to differentiate, and as a result, many accelerated students do not receive stretch assignments, while many struggling

students are not able to master material. Similarly, too few teachers provide instruction and assignments designed to help students extend their learning. Teachers reported that they understood the need for differentiation but were overwhelmed with lesson planning and other areas of foci and had little time to work specifically on differentiated assignments. Finally, teachers struggle with providing specific and timely feedback to students on an ongoing basis to help students improve their performance.

Teachers are at varying levels of ability in horizontal and vertical articulation. Teachers meet weekly in communities of practice (COP), grade level teams that are data-driven and focused on learning targets and instructional strategies. COPs have created stronger horizontal articulation and common expectations and standards across the grades. However, at several grade levels, particularly those that experienced significant teacher turnover, teachers are struggling to align proficiency expectations. Teachers do not have common definitions of proficiency established for each grade level/content area. Moreover, Boston does not provide formal opportunities for teachers to engage in vertical articulation. Collaboration time is generally not used to review current levels of achievement for students in adjacent grade levels or course sequences for instructional purposes.

Lastly, the instructional audit revealed there are concerns at Boston about how teachers are provided supports and feedback designed to improve their practices. Professional development is focused primarily on lesson planning and Response to Intervention practices. Several teachers reported that too much focus is placed on lesson planning and learning targets, and not enough on instructional practices. Moreover, several teachers reported a desire for more precise feedback to help them become more expert at their craft. Those teachers reported that some of the feedback was either too general or was not focused on instruction but rather on classroom environment. Accordingly, Boston needs specific and targeted professional development opportunities and timely and meaningful feedback to support teachers in elevating their instructional practices.

2) TIG model

Boston will implement the TIG Transformation model, utilizing a pre-implementation year. The school and district believe that model is bold enough to effectuate dramatic change for the school; both also recognize that Boston's new staff and leaders need additional time to chart the way forward. The building is singularly focused on improving performance and administrators, teachers, paraprofessionals, and other staff are united in the effort to help students succeed academically. In order to promote stability for the Boston community, Boston must invest in building the capacity of existing staff and creating a core of teachers who will watch this year's kindergarten children continue onto to APS high schools. Wholesale disruptions to the staff (in addition to recent turnover) as required by other models would be detrimental to the school.

A core piece of this stability is the new principal, Ruth Baldivia. Previously, Ms. Baldivia served as principal at two TIG schools, West High School and North High School in Denver. Using two different models, she spearheaded successful turnarounds at both schools. Both schools were 85% or more Hispanic and had a significant number of students who were second language learners and/or low socio-economic status. Both schools had struggled with long-term declines in student enrollment and achievement. Through strong student-centered, collaborative leadership, Ms. Baldivia transformed the culture of these schools, established successful partnerships with colleges and universities and renewed the schools' engagement with their communities. As a result, she dramatically increased graduation rates and improved students'

college readiness. Ms. Baldivia also has previous experience as an administrator in APS, including as an assistant principal at another K-8 school. She thus brings valuable experience in turnaround environments and a familiarity with the APS community and district structure. Ms. Baldivia's experience and competencies will enable her to lead a rapid and dramatic transformation at Boston.

The pre-implementation year will provide time for Boston's new leaders to establish themselves in their positions, build staff and community buy-in for TIG's transformational work and identify supports and structures that will contribute to raising student achievement. The immediate charge of the leadership team is to articulate a vision for school transformation and begin to implement evidence-based strategies (described below) that will form the foundation of future improvement efforts. In order to build strong staff and community support for the vision and strategies, Boston's leadership team will work with Mass Insight to facilitate a robust stakeholder engagement process that will address TIG implementation and the development of an ACTION Zone.

The Transformation model's emphasis on ongoing, high-quality job embedded professional development aligns with Boston's vision. As mentioned above, the staff is eager and receptive to improving their craft. This is also true for leadership, as Ms. Baldivia is participating in an intensive leadership development program via the Relay Graduate School of Education. An underlying theme that emerged from the diagnostic review is the need to provide high quality instruction for students by focusing on high academic expectations, engaging pacing, differentiation and culturally-responsive instruction. With the support that a TIG grant can provide, the school can work together to have a more cohesive and focused approach to drive changes in instructional practices and accelerate improvement in academic outcomes.

Three evidence-based strategies form the backbone of Boston's new vision for accelerating student learning: (1) strong observation and feedback cycles, (2) building a positive school culture and (3) data-driven instruction. Ms. Baldivia has already begun to engage her staff in an intensive one-on-one coaching process to build instructional capacity through observation and feedback cycles. Teachers are observed weekly or biweekly, depending on their level of experience and demonstrated expertise, and receive real-time, "bite-sized" feedback designed to encourage immediate reflection and improvement. This process also allows the administration to monitor the instructional pulse of the school, so that they can quickly and effectively identify staff needs and design relevant, focused professional development opportunities.

Ms. Baldivia has charged her leadership team with defining how Boston will establish a positive, learning-centered school culture. Both staff and students will thrive when the school environment is safe, predictable and supportive. Teachers will spend time during the pre-implementation year developing a robust goal-setting and monitoring system that is linked to student achievement and other outcomes (e.g., college and career skills). Because many of the effective strategies for improving school culture are new to Boston's staff, the administrative team will explore the possibility of visiting schools that have successfully implemented such strategies, e.g. Uncommon and Relay schools, during pre-implementation. Seeing and experiencing positive culture firsthand will be the starting point for a discussion of what strategies and professional development opportunities in subsequent years would best fit Boston's unique situation.

Boston will use TIG funds to advance data-driven instruction. The crux of this process is clarifying what students need to learn and ensuring that teachers recognize when learning is, or is not, occurring. Specifically, teachers need to understand what grade-level proficiency looks like

and be able to articulate academic standards vertically. Ultimately, Boston's goal is to design or refine common assessments that link the Colorado Academic Content Standards with the school's own assessment cycles. This will be a time-intensive process, and will build on the previous two evidence-based strategies.

Lastly, the transformation model's emphasis on creating strategies and flexibilities that meet the needs of the students in a turnaround school aligns with the school and district's vision for Boston and the wider geographical area. As discussed in sections A and B, APS is actively engaged in the design phase of an ACTION Zone. In partnership with the community, local business and Mass Insight, ACTION Zone schools will implement a series of school and community specific innovations designed to affect school turnaround based on the specific needs of their community. Of their own volition, Boston's staff has been actively involved in discussion of the ACTION Zone, including advocacy at APS Board of Education meetings. Boston is eager to investigate how operational flexibilities around staffing, scheduling and budgeting can help them accelerate learning for their students.

3) *Additional narrative detail*

Boston K-8 School is located in northwest Aurora and serves approximately 474 students. The student population is majority minority, with 65% and 16% of the student body Hispanic and African American respectively. While the demographics of each school in APS present both wonderful opportunities and unique challenges, the Boston community is distinct on this continuum. For example, 69% of Boston students are English language learners, 33 percentage points higher than the district average of 36%. Boston's free and reduced lunch rate is 88%, 17 percentage points higher than the district average of 71%. Because of the high rate of poverty, APS Nutrition Services will be utilizing the Community Eligibility Provision at Boston, which allows the school to provide free breakfast and lunch to all students, regardless of ability to pay. Universal free meals are a means to reducing one of the barriers that Boston students face.

More than 20% of Boston's students are refugees. These students bring a wealth of diversity, but also a host of unique cultural and instructional challenges. The acculturation needs of refugee students have often not been explicitly addressed, with the assumption that students would naturally blend into the school. However, there are specific social and academic skills these students must be specifically and overtly taught in order to function in the American educational system. Additionally, refugee families as a whole need support to integrate into American society and navigate our many social systems and networks. Boston is committed to assisting these families and creating the conditions for academic success.

Boston's student mobility rate is 30%, meaning that nearly one third of the student population will leave and be replaced throughout the year. Boston's rate is 7 percentage points higher than the district average of 23%. There are also two women's shelters in Boston's neighborhood that require kids to be enrolled in school to receive services, creating a population of transient and often traumatized students who enroll in Boston mid-year only to leave the school before the academic year is complete. Multiple studies have found a significant relationship between mobility early in a child's education and lower school achievement and high dropout rates. The relationship is strongest among low-income students and students whose moves are prompted by negative reasons, such as economic disruption or family turmoil. Mobility also presents a significant challenge for classroom teachers, who may struggle to manage the behavioral and academic needs of already-overcrowded classrooms, while providing each student with individual attention and differentiated instruction. Research indicates that

when schools experience high rates of mobility, particularly in the midst of the school year, achievement levels diminish for all students, including those who are non-mobile. (<http://fcd-us.org/sites/default/files/Student%20Mobility%20Workshop.pdf>).

The Boston community recognizes the need to transform the school and is committed to doing the work necessary to achieve dramatic improvements. Boston is also poised to leverage the pre-implementation year and the district's work with Mass Insight in order to redesign the school to reflect the unique strengths and respond to the specific challenges of the community. The development of an ACTION Zone and the submission of a successful Innovation application to CDE will afford the school with the flexibility and autonomy it needs to adequately serve students who are refugees, mobile, low-income and/or impacted by trauma. Critically, these autonomies will enable Boston's leadership to build staff consensus through MOUs with teachers and allow the school to implement highly impactful strategies. Mass Insight will lead stakeholder engagement efforts so that the community shares ownership for the school improvement and redesign process.

Section D: Budget Narrative

1) Budget Expenditures

Boston will invest strategically in professional learning opportunities to address root causes of their performance challenges while supporting the three improvement areas identified by the school's leadership team: strong observation and feedback cycles, data-driven instruction, and positive school culture. During the pre-implementation year, the leadership team will engage the whole staff in planning professional development for years 2-5 of TIG. Several areas of need have already been identified for the staff's consideration, including ELD, math, literacy, standards-based planning and instruction and MTSS. To compensate teachers for their planning and training time outside contract hours, teachers will receive the district standard rate (\$30/hour plus 21% benefits). For years 2-4, \$54,450 per year will be earmarked for teachers to participate in professional learning; in year five, Boston will "ramp-down" time spent on professional learning (\$27,225) as the learning from the prior years' take hold.

Other professional development opportunities include \$20,208 in year one for the leadership team visit to a school that has been transformed through support from Relay Graduate School of Education and/or Uncommon Schools. Funds will cover roundtrip airfare (\$500/person), per diem (\$71/day) and lodging (\$300/night) for 12 people to travel for four days and three nights. Boston's principal feels strongly that "seeing is believing," and that her leadership team needs to see that this transformational work can be done. This work will build the foundation for positive school culture.

Also during the first year of TIG, \$50,000 will be used to contract with Mass Insight, APS's lead turnaround partner. Mass Insight will support the development of Boston's Innovation application and project manage the school and ACTION Zone design process in year one. In years two and three of TIG, the district will fund Boston's ongoing implementation of Innovation status and the management structures developed under the leadership of Mass Insight. Recognizing the importance of community involvement in the school redesign process, \$20,000 will be allocated to translation services for each year of the grant, enabling Boston to conduct wide-reaching stakeholder engagement around the school redesign and Innovation implementation process.

In addition to investing in the teaching staff, TIG will invest in the school's leadership. Strong leadership has been identified as a key lever for school turnaround. Accordingly, TIG

funds will be used to send Boston's new assistant principal, Kara Kloberdanz, to the Relay Graduate School of Education. Boston's principal is already participating in the program through the School Turnaround Leadership Development Grant, and both the school and district see the value in both administrators building their capacity to effectuate change. Tuition for the program is \$15,000. TIG funds will also cover travel costs associated with the New York, New York-based program: roundtrip airfare (\$665), lodging (\$235/night) and per diem (\$71) for 14 days and 13 nights during the Summer Session; roundtrip airfare (\$480), lodging (\$304/night) and per diem (\$71) for four weekend intersessions throughout the school year, each for five days and four nights. Boston will also contract with an external provider to provide executive coaching to the principal and assistant principal at \$4,000 per administrator per year all five years. This work will seek to developing turnaround leadership capacity and competencies, focusing on the leadership strategies that will best support implementation of the school's three evidence-based areas of focus.

While the school quickly builds the capacity of its staff and leadership, APS recognizes that students need additional learning opportunity to accelerate their growth. Accordingly, pursuant to TIG requirements, the school will offer extended day tutoring to support low performing students during years 2-5 of TIG. Teachers will receive the stipend rate for academic tutoring and instructional planning.

During years 3-5, Boston will offer performance incentives to staff as the school reaches benchmarks for raising student achievement. Licensed staff will receive \$1,000 and classified staff will receive \$500. Incentives will also include benefits at 21%. Incentives are budgeted at \$57,475 per year.

Lastly, Boston's TIG will partially fund a project manager who will monitor TIG implementation [\$26,097 in salary and \$7,829 in benefits (30%) = \$33,926 per year, all five years]. This is a district-level position that reports to the district Turnaround Leader. The district is funding this position with both school improvement dollars and general funds. The project manager will be responsible for working with the school implementation team to monitor progress toward benchmarks and goals and identify any areas where the school is potentially off track or needs to readjust. This position will naturally wind down in conjunction with the grant. The district will assume the remainder of the salary at the conclusion of the grant to continue work on UIP implementation and monitoring of Priority Improvement and Turnaround schools.

All salary includes a 2% cost of living increase each year.

2) School improvement funds for pre-implementation and implementation of the selected model

Boston will be pre-implementation in year one. A total of \$105,056 will be allocated for pre-implementation activities to position Boston to implement the transformation model fully and effectively: \$50,000 to contract with Mass Insight to project manage Boston's school design and stakeholder engagement process, \$34,848 to compensate Boston's leadership team to participate in TIG and ACTION Zone planning sessions outside of contract hours, and \$20,208 in travel costs for the leadership team site visit to an Uncommon or Relay turnaround school. Other year one costs will support both pre-implementation and implementation activities throughout the life of the grant. Total costs for implementation of the transformation model are broken down by budget category below.

Instructional – Salaries and Benefits: \$200,000 for staff time to plan and deliver academic tutoring.

Support – Salaries and Benefits: \$539,556 for staff time to participate in professional development (\$190,575), 0.33 FTE of a TIG Project Manager (\$176,556) and staff performance incentives (\$172,425).

Support – Purchased Professional Services: \$330,000 for professional development through external providers to be determined during pre-implementation (\$175,000), tuition for the assistant principal to attend Relay (\$15,000), translation services for stakeholder engagement (\$100,000) and executive coaching for the principal and assistant principal from PEBC during years 1-4 (\$40,000).

Support – Travel: \$12,918 for airfare, lodging and per diem for the assistant principal to attend a summer and four weekend sessions at Relay.

Indirect Costs at 6.5%: \$77,189

Total Request Amount: \$1,264,719

3) Amount of school improvement dollars used by the LEA to support implementation

APS will use school improvement dollars to support implementation of Boston’s intervention model by covering .33 TE of the Project Manager. The other .66 TE will be shared between Central High School (.33 TE) and Crawford Elementary (.33 TE).

4) Funding alignment in support of improvement goals and sustainability

Currently, district funding is well-aligned to the goals and sustainability of improvement efforts at Boston. As a participant in the Relay Graduate School of Education, the principal is building her capacity to foster rapid school transformation at Boston. The Division of Equity in Learning is fully funding the Social-Emotional Learning Pilot at Boston, which is bolstered by the district’s partnership with Aurora Mental Health Center, who has positioned licensed therapists within the school to support Boston’s MTSS. Lastly, the district pays for a portion of the TIG Project Manager, and will continue to support this position in order to conduct turnaround work in Boston and other schools of need in the district.

In the future, the district will continue to monitor student achievement and organizational risk factors at Boston in order to determine the level and purpose of additional funding. Through DSS, Boston will be able to access additional resources to support TIG implementation that are differentiated according to the school’s particular needs. In 2015-16, the Division of Equity in Learning will begin facilitating a District Turnaround Leadership Team consisting of administrators from the district’s lowest performing schools. This group will share best practices and lessons learned, collaborate to address school- and district-level challenges and contribute to district strategies for systemic reform and school turnaround. The district has also entered into a three-year contract with Mass Insight to build APS capacity to develop and manage ACTION Zones; after the first year of that work, Boston’s participation in ACTION Zone implementation will be paid for with district funds. During years two and three of TIG, Mass Insight will work with Zone schools to develop resource maps, partnership management plans and performance management systems that enable those schools to utilize all resources more effectively and sustainably.

5) Any portion of the plan that will be paid for by grant funds

See D(1) and (2) above

Intervention Model Action Plan: Adopt Tiered Intervention Grant (TIG) Transformation*

Summary of needs analysis this strategy will address (from existing UIP):

Boston is identified as a priority improvement Year 4 and a Title I focus school. For the 2013-2014 school year, the school scored “Does Not Meet” for its overall academic achievement and “Approaching” for its overall rating for academic growth. Boston K-8 also scored “Approaching” for its growth gaps. Over the past 3 years, the percentage of students scoring proficient or advanced has decreased over time in most grades, though increases were seen last year in Grades 3, 4, 7, and 8 in reading/language arts and Grades 3, 5, and 7 in mathematics. Scores on English language proficiency have shown strong increases but Developmental Reading Assessments (DRA2) scores for kindergarten through second grade students have consistently fallen short of the target except for one year and one grade level (kindergarten in 2011-2012.) Median growth percentiles in 2014 ranged from 34 in English language proficiency to 52 for mathematics, Grades 6-8. The school has not met the 50th percentile target for median growth in reading, Grades 3-5; mathematics, Grades 3-5; writing, Grades 3-5; and English language proficiency, Grades 3-5.

Based on Boston’s academic achievement data, all areas - reading, writing, math and science - are equally important to focus on. Root Causes that emerged from this data analysis are:

1. Boston lacks a clear understanding of the Colorado Academic Standards. Teachers do not consistently plan lessons using the standards and there is a lack of understanding of vertical progressions within the standards.
2. Boston lacks a deep understanding of collecting, analyzing, and using data to drive instruction and we lacks understandings for monitoring learning using a monitoring matrix and student rubrics.
3. Teachers we do not have a clear understanding of multi-tiered support systems and the MTSS process and we do not know how to set up MTSS for students who require additional instructional and/or behavioral support, especially students who are refugees and/or enter school mid-year.
4. Boston has not had a strong positive culture to support student achievement, including strong parent and community engagement.

In considering Colorado’s Standards and Indicators for Continuous Student Improvement, Boston will focus on *Best First Instruction* and *Assessment of and for Learning*. Accordingly, Boston will emphasize planning for standards-based, data-driven instruction and building a positive school culture. As a school Boston’s staff needs to:

- understand the standards and what the students are expected to do
- plan and teach using the standards
- make learning clear and comprehensible for students
- assess students in order to monitor progress and determine next steps
- provide focused interventions for identified students.
- adopt strategies that promote a learning-centered culture and high expectations for students and staff

Description of Action Steps to address the requirements of the selected Intervention Model:	Pre-implementation Timeline	Year 2- 5 Timeline	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Key Personnel
LEA replaces the principal who led the school prior to commencement of the transformation model.					
<p>In the spring of 2015, Boston’s then four-year tenured principal decided to resign. While the principal had made some progress in improving student achievement and building school culture, she recognized that she was would not be able to lead the building to reach the next level. The district launched a comprehensive search to find a principal with the skills and experience to turn around Boston’s trajectory. Specifically, APS recruited principals with the following principal quality standards: Instructional Leadership, Cultural and Equity Leadership, Managerial Leadership, Human Resource Leadership, Strategic Leadership and EQ Factors (See Attachment 4 – Principal Selection Process).</p>					
<p>Human Resources and the Division of Equity in Learning collaborated closely in designing the optimal recruitment process. The process consisted of four phases: (1) staff and community meetings; (2) Selection of Advisory Committee for Principal Selection; (3) Interview Process; (4) Finalist Activities – Learning Walk, Community Forum, Deep Reference Check. For a more detailed timeline of the process, see Attachment 5 – Principal Selection Timeline. The Advisory Committee was comprised of two teachers, one classified staff member, two current parents, the HR Director and Learning Community Director, who served as the facilitator. Individuals interested in serving on this committee had to complete a short application expressing their interest in this committee and agreeing to the time commitment (See Attachment 6 – Advisory Committee Application).</p>					
<p>At the conclusion of this robust process, the district confidently offered the position to Ruth Baldivia. Ms. Baldivia has strong roots in the APS community, having served as a high school teacher, Dean of Students, and Assistant Principal at Rangeview High School and Murphy Creek K-8. Most recently Ms. Baldivia served as the principal for Denver West High School. Ms. Baldivia has experience leading TIG-funded turnaround efforts at Denver West High School and North High School.</p>					
<p>LEA uses rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <ul style="list-style-type: none"> • Take into account data on student growth 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 graduation rates, and • Are designed and developed with teacher and principal involvement. 					
<p>All APS schools are implementing the Educator Effectiveness Evaluation system per S.B. 191. The new evaluation system includes opportunities for reflection, review, professional development and growth. Per requirements it includes:</p> <ul style="list-style-type: none"> • Annual evaluations for all principals/assistant principals, teachers and specialized service providers 	<p><i>Self-Assessment:</i> last day of August or within 30 days of hire</p> <p><i>Goal Setting/ Professional Growth Plan:</i> last day of August or within 30 days of hire</p> <p><i>Pre-Observation Conference -</i> At least two (2) working days prior to formal observation</p>		<p>State and Local Funds; RTTT Phase III funds (concluding December 2015)</p>	<p>Conferences and observations scheduled according to implementation timeline at left</p> <p>Mid-year reviews completed by the end of January</p>	<p>Principal, Assistant Principal, Teachers, Special Service Providers</p> <p>HR Director of Educator Effectiveness</p>

<ul style="list-style-type: none"> • Evaluation based on statewide Quality Standards defining what it means to be an effective teacher or principal; the professional practice Quality Standards account for half of an educator's annual evaluation <ul style="list-style-type: none"> ○ All educators are required to complete a self-evaluation and its resulting Professional Learning Plan at the beginning of the year and update it at the end of each year in preparation for the following year. ○ Once the teacher's self-assessment has been completed, the evaluator and the person being evaluated will review the school's annual goals (Unified Improvement Plan), as well as the Teacher Professional Learning Plan for the person being evaluated. ○ Evaluators review the performance of teachers throughout the school year using both informal and formal observations. Observation data is recorded on the rubric • The other half of an educator's annual evaluation is based on the Quality Standard that measures student learning over time based on multiple measures <p>APS's guiding principles for the system include:</p>	<p><i>Formal Observation Probationary:</i> One formal observation prior to the end of first semester. Minimum of three (3) weeks between post observation and next formal observation</p> <p><i>Formal Observation Non-Probationary:</i> One (1) formal observation prior to the end of January.</p> <p><i>Post-Observation Conference:</i> Within five (5) days of formal observation Minimum of 3 weeks between post observation and next formal observation</p> <p><i>Informal Observations:</i> Minimum four (4) informal observations (minimum 1 week between each informal observation) Within two (2) working days teacher / SSP provided with feedback including date, time and quality standards observed.</p> <p><i>Mid-Year Review:</i> prior to the end of January</p> <p><i>Final Evaluation and Goal Setting:</i> Probationary Teachers Recommended for Non-Renewal in March; Evaluations (probationary, non-probationary) April</p>		<p>Final evaluation completed by end of March</p>	<p>Division of Equity in Learning Director of Educator Effectiveness</p>
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<ul style="list-style-type: none"> • The purpose of the system is to provide meaningful and credible feedback that improves performance. • The implementation and assessment of the evaluation system must embody continuous improvement. • Data should inform decisions, but professional judgment will always be a component of evaluations. • The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process. <p>Educator evaluations must take place within a larger system that is aligned and supportive.</p>					
<p>LEA identifies and rewards school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identifies and removes those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>					
<p>Staff will receive incentives for increases on their school performance framework. This will reward staff for their collaborative effort in accelerating the learning for all students every day. The incentive program will be critical to retaining staff, particularly as the intensity ratchets up with TIG implementation.</p>	<p>Explore staff's interest in incentive pay.</p> <p>Create benchmarks and targets for receipt of incentive pay; set amount of incentive</p>	<p>Monitor progress toward set benchmarks and targets</p> <p>Annually reassess incentive program, adjust benchmarks/targets as necessary, adjustment amounts as necessary</p>	<p>\$57,475 per year, starting year 3 - TIG funds</p>	<p>Decision to create incentive pay system (January Year 1)</p> <p>Data Analysis to determine rewards (August/September in years 3-5)</p>	<p>Learning Community Director</p> <p>Principal</p> <p>Instructional Leadership Team</p>
<p>As described above, the school will implement teacher evaluations per S.B. 191. This system helps teachers identify</p>	<p>See Educator Evaluation Information above</p>	<p>See Educator Evaluation Information above</p>	<p>State and Local Funds; RTTT Phase III funds (concluding December</p>	<p>See Educator Evaluation Information above</p>	<p>Principal, Assistant Principal, Teachers,</p>

<p>areas for growth and create a professional learning plan. If this growth plan does not yield result in the next evaluation cycle, the school will follow the procedures for non-renewal.</p>			2015)		<p>Special Service Providers</p> <p>HR Director of Educator Effectiveness</p> <p>Division of Equity in Learning Director of Educator Effectiveness</p>
<p>If the school obtains Innovation status, teachers would operate under an annual Election to Work Agreement. Teachers whose instructional practices are not in alignment with the school's mission, vision and instructional focus may be dismissed. Teachers may also ask to be reassigned if they are not in agreement with the school's practices and goals as defined in the Innovation application. Staff who do not meet benchmarks will first meet with building leadership, then begin meeting with the P-20 Support Team to help in identified needs areas and, finally, will meet with the P-20 Director.</p>	<p>In collaboration with Mass Insight:</p> <ul style="list-style-type: none"> • Manage the implementation of the School Design Team's (SDT) innovation application and redesign plan • Develop teacher/staff support plans to acclimate teachers and staff to new school design and to support their development 	<p>In collaboration with Mass Insight:</p> <ul style="list-style-type: none"> • Develop, implement and train ACTION Zone staff in a performance management system, including goals and indicators • Develop and implement an Election to Work Agreement 	<p>\$50,000 for Mass Insight contract (Pre-implementation year of TIG)</p> <p>Additional TIG funds may be allocated in future years as determined by the ongoing needs assessment and stakeholder engagement</p>	<p>Submission of Innovation Status application to CDE (March Year 1)</p> <p>Implementation of Election to Work Agreement (August Year 2)</p>	<p>Learning Community Director</p> <p>Principal</p> <p>Instructional Leadership Team</p> <p>All Staff</p>
<p>LEA provides 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.</p>					
<p>Observation Feedback Cycles: The school will implement an intensive one-on-one coaching process to build</p>	<p>Observe each teacher weekly or biweekly and provide real-time rapid feedback for immediate reflection and</p>	<p>State and Local funds in existing school budget</p>	<p>Development of benchmarks to measure changes in</p>	<p>Principal</p> <p>Assistant Principal</p>	

<p>instructional capacity by developing robust observation and feedback protocols. The Principal and Assistant Principal will work with teachers to demonstrate and cultivate the art of effective feedback and maintain oversight of the school's instructional needs.</p>	<p>improvement</p> <p>Identify instructional needs of staff and students in order to implement timely, targeted improvements</p> <p>Engage executive leadership coach to improve observation, feedback and other leadership competencies among administration</p>		<p>\$40,000 for executive coaching for Principal and Assistant Principal (TIG funds, years 1-5)</p>	<p>leadership practices due to executive coaching, as well as benchmarks to assess staff and leader growth in observation/feedback practices will be developed during TIG pre-implementation year</p>	<p>Learning Community Director</p> <p>All Staff</p>
<p>Data-driven Instruction: Building on the strong observation feedback protocols, the school will implement differentiated professional development for staff to improve their use of data to plan lessons, assess and monitor student learning and identify future foci for whole school improvement. Boston will also develop and implement a common assessment tool that is responsive to the unique needs and challenges at the school, and is easy for teachers to use to guide instructional decision making.</p>	<p>Plan for future professional development opportunities</p> <p>Explore effective assessment tools used elsewhere in the district, Colorado and nationally, especially tools used effectively in other turnaround schools</p>	<p>Implement differentiated professional development opportunities to improve teachers' use of data to guide instructional planning and student monitoring and assessment</p> <p>Design and/or refine common assessments that link Colorado Content Standards with Boston's local assessment cycles</p>	<p>\$75,000 for purchased professional services + \$63,000 for staff time outside contract hours (TIG funds, years 2-5)</p> <p>Specific outlays, providers and professional development plans will be established during TIG pre-implementation year</p>	<p>Implementation of professional development opportunities that address needs identified in UIP and during year one staff engagement (Years 2-4)</p> <p>Teachers understand what grade-level proficiency looks like and can articulate academic standards vertically (Years 2-4)</p> <p>Implementation of new common assessment tool (Years 2-4)</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Learning Community Director</p> <p>All Staff</p>
<p>Building a positive school culture: The school will identify three areas of focus to guide the development and promotion of a student-centered culture of learning and a safe, predictable and supportive school environment.</p>	<p>Identify focus areas that will enable Boston to establish a student-centered culture of learning</p>	<p>Implement whole staff professional development opportunities to enable teachers to develop and</p>	<p>\$75,000 for purchased professional services + \$63,000 for staff time outside contract hours (TIG funds, years 2-5)</p>	<p>Identified three areas of focus that will shape professional development opportunities and other school reforms</p>	<p>Principal</p> <p>Assistant Principal</p> <p>All Staff</p>

	<p>Observe and research effective strategies and practices in successful turnaround environments, such as Uncommon and Relay schools</p> <p>Identify and engage executive leadership coach to work with Principal</p> <p>Ongoing engagement with executive leadership coach</p>	<p>promote a student-centered culture of learning</p> <p>Replicate and adapt effective strategies and practices observed in successful turnaround environments</p>	<p>Specific outlays, providers and professional development plans will be established during TIG pre-implementation year</p> <p>\$27,918 in tuition and travel costs for Assistant Principal to attend Relay Graduate School of Education (TIG funds, year 2)</p> <p>\$20,000 in TIG funds for executive coaching</p>	<p>to support a culture of learning (May Year 1)</p> <p>Implementation of professional development opportunities that address areas of focus identified in year one (Years 2-4)</p> <p>Implementation of effective turnaround strategies and practices developed through Relay leadership development (Years 2-5)</p>	
<p>Best First Instruction: The administration will work closely with staff in order to identify high-leverage instructional practices and content areas where professional development could make a substantial, long-term impact on student achievement. Several areas have already been identified, including ELD, reading and math. Further, work will be done to identify specific, differentiated professional development opportunities that can best support the instructional needs of the school.</p>	<p>Plan for future professional development opportunities by identifying staff strengths, weaknesses, needs and opportunities</p>	<p>Implement targeted, differentiated professional development opportunities to improve teachers' instructional practices</p>	<p>\$75,000 for purchased professional services + \$63,000 for staff time outside contract hours (TIG funds, years 2-5)</p> <p>Specific outlays, providers and professional development plans will be established during TIG pre-implementation year</p>	<p>List of staff professional development needs and plan for implementing differentiated professional development opportunities that target those needs (May Year 1)</p> <p>Implementation of professional development opportunities that</p>	<p>Principal</p> <p>Assistant Principal</p> <p>All Staff</p>

				address needs identified in year one (Years 2-4)	
LEA implements 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.					
ACTION Zone: In collaboration with Mass Insight, Boston will convene a School Design Team to identify flexibilities and autonomies that will support the implementation of TIG, allow Boston to submit a successful Innovation application to CDE and accelerate student achievement.	Convene School Design Team, to include administrators, staff, parents and community members	Continued implementation and refinement of autonomies outlined in the Innovation application	\$50,000 for Mass Insight contract (TIG) \$100,000 for translation services during stakeholder engagement	School Design Process project plan (Year 1) School Readiness Assessment (Year 1)	Principal Assistant Principal
	Implement the school design process, managed by Mass Insight, to determine readiness for Innovation and articulate design pillars for ACTION Zone	Continued implementation and refinement of performance management strategies Ongoing engagement of community stakeholders to monitor progress and shape school plans	State and local funds for implementation and refinement of management structures and Innovation status in years 2-3	Submission of Innovation Status application to CDE (March Year 1) Implementation of Election to Work Agreement (August Year 2)	All Staff Parents Community Mass Insight
	Develop, in consultation with school leadership, implementation plans for new initiatives that are related to the pursuit of autonomies via the Innovation application			Implementation of autonomies outlined in Innovation application (Years 2-5)	

The Colorado Department of Education requires that any LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP), which proposes to modify one element of the Transformation Model, will describe how it will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model. The description must include the:

- Identification of the specific element of the Transformation model that the LEA proposes to modify:

N/A

- LEA's rationale for the need to modify the element identified:

N/A

A list of LEAs that are eligible for services under the Rural Education Assistance Program (REAP) can be found at the following U.S. Department of Education site: <http://www2.ed.gov/nclb/freedom/local/reap.html>

***For additional information on the Transformation Model see pages 14-20 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965**

<http://www2.ed.gov/programs/sif/index.html>

Attachment 1

DAAC Meeting Agenda and Minutes - UIP



**Division of Accountability & Research
15751 East First Avenue
Aurora, Colorado 80011**

**Phone – 303-340-0861
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Web – www.aps.k12.co.us**

DISTRICT ACCOUNTABILITY ADVISORY COMMITTEE

**November 20, 2014
5:30 – 7:30 PM
ESC#4 – Conference Room C**

A G E N D A

5:30 – Welcome & Introductions

5:40 – 6:10 (P-20 Community Director – Jocelyn Stephens)

6:10 – 7:20 (District Unified Improvement Plan)

7:20 – 7:30 Question & Answer

District Accountability Advisory Committee

Meeting Minutes

November 20, 2014

I. Call to order

Merrie Jones called to order the regular meeting of the **District Accountability Advisory Committee** at **5:41 pm** on **Thursday, November 20** in **Conference Room C (ESC#4 Building)**.

II. Roll call

The following persons were present: **Jeanette Carmany, Merrie Jones, Karen Porter, Lisa Escárcega, Valerie Nesbitt, Julie Rapone, Dan Wright, Janna Youmans.**

Board of Education Liaison: **Amber Drevon**

Speaker(s): **Jocelyn Stephens – Learning Community Director**
John Youngquist – Chief Academic Officer

III. Welcome & Introductions

Merrie welcomed DAAC members and all accompanying guests

IV. P-20 Learning Community Director

Jocelyn introduced herself and explained to the group that the Division of Equity in Learning includes five P-20 Learning Communities led by Learning Community Directors. She handed out the P-20 Learning Communities organizational chart and talked about the multi-tiered systems of support. Each P-20 Learning Community Director supports a group of schools from preschool through post-secondary – She referred to them as clusters in communities; some are true feeders and others contain pilot and innovation schools (Referring to community “L”).

Jocelyn voiced that her job was to empower and support principals in student achievement, and that each community has an assigned P-20 School Support Team:

- RTI, Data Teams, Teaching and Learning
- Equity in Learning Engagement Support
- Post-Secondary Workforce Support
- Family/Community Liaison
- Instructional Coordinators
- Education Technology Coordinators
- ELD Coordinators
- ESS Consultants

Questions –

Q. Laredo has a high poverty population and breakfast before school has been canceled due to the implementation of breakfast in the classroom. Parents counted on dropping their kids at school at 7:30 so they could arrive at work at 8. With BIC they can no longer use this resource. With the constant fluctuation in days off during the school it is difficult for minimum wage earners to get time off to be with their kids, the calendar needs more consistency. I feel we're not supporting families – Many cannot afford daycare and children are left with siblings and sometimes on their own.

A. We recently put together a calendar survey and so hopefully this will help address some of these issues.

Q. Is there an acronym for the learning communities

A. Yes, “A” “P” and “S” are Aurora Public Schools and the “E” and “L” are Equity in Learning.

Q. Do you find that there are conflicting messages in the buildings

A. The structure of the learning communities allows us time to talk together so we have consistency and everyone hears the same message

Q. The school meeting calendar needs to be set at the beginning of the year – Many times I don’t find out about Parent coffees, club meetings and PTO meetings until the day before

A. I appreciate your feedback and I will take this comment back to the school

Q. Some of the schools have parking issues – Which makes it hard for parent involvement. Can we mark some of the parking spots or have designate faculty parking during parent involvement.

A. I appreciate your feedback and I will take it back to the group

Q. At Aurora Central there are 105 teachers and only 3 qualified to teach higher education (college classes). After taking core classes the students’ only alternative is to attend the Community College of Aurora. This is difficult when you have a child that is involved in a sport activity and is gifted and talented

A. We have an agate partner to assure that all students are getting their needs met. It may mean that we would find your student a place to sit in the school to take an online class. There are alternatives.

Merrie voiced that she has started an engineering club at Laredo – However, she would like to see more support from partners like Raytheon, Northrop Grumman, and Comcast. We actually need engineers to come to the schools and participate in learning.

V. District Unified Improvement Plan

John presented the group with a [draft Unified Improvement Plan Summary \(2014-16\)](#). He explained that there are many more pages in the plan, and that for every action a person is assigned the task of working it. He mentioned to the group that he would send out the next revised draft to DAC and Board members on Monday, November 24th.

Questions –

Q. Strategy #5 – What are you going to do different

A. We’re planning on working with communications to clear up and further simplify learning processes for parents

Q. When you have 30 computers to 600 students – How does this work for online assessments

A. We are confident that we can get enough computers. Scores won’t be great the first year, but we’re going to keep up.

Q. I'm a substitute teacher and pacing guides are an issue, if the students do not understand the lesson on day one and day two builds on the lesson, can the substitute revisit the lesson on day one to ensure learning before moving onto the next concept.

A. What we have acknowledged is that it's just a guide – Providing options. We know that the composition of the classroom will need flexibility

Q. Where will the school unified improvement plans be posted

A. Front page of the web sites and hard copies available at the schools

Q. What is CMAS

A. CSAP is now CMAS (Colorado Measures of Academic Success) – It's now online instead of pencil format. The High School CMAS: Science and Social Studies assessments will be administered to 12th graders this fall. At least 95% of the students must participate

A comment was made to revisit the wording "equitable distribution" when revising the District Unified Improvement Plan.

VI. Adjournment

Merrie adjourned the meeting at **7:25 pm**.

Chairperson

ATTEST _____

Secretary

Attachment 2

DAAC Meeting Agenda and Minutes - TIG



Division of Accountability & Research
15751 East First Avenue
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DISTRICT ACCOUNTABILITY ADVISORY COMMITTEE

August 13, 2015

5:30 – 7:30 PM

**Dr. Edward and Mrs. Patricia Lord Boardroom
of Education Service Center 4**

A G E N D A

5:30 – 5:40 Welcome & Introductions

5:40 – 6:40 Tiered Intervention Grant

6:40 – 7:00 Meeting dates for the year

7:00 – 7:15 Member recruitment

7:15 – 7:30 Question and Answer

District Accountability Advisory Committee

Meeting Minutes

August 13, 2015

I. Call to order

Janna Youmans called to order the regular meeting of the **District Accountability Committee** at **5:46 pm** on **Thursday, August 13** in the **Dr. Ed Lord and Patricia Lord Board Room (Educational Services Center, Peoria Building)**.

II. Roll call

The following persons were present: **Lisa Escárcega, Merrie Jones, Karen Porter, Julie Rapone, Dan Wright,**

Board of Education Liaison: **Amber Drevon**

Speaker(s): **Jesús Escárcega – Director, Grants & Federal Programs**
Jocelyn Stephens – P-20 (A) Director

III. Welcome & Introductions

Janna welcomed and gave an introduction to DAC members and guests

IV. Tiered Intervention Grant (TIG)

Jesús handed out the Colorado Department of Education Funding Opportunity packet to members – He further explained that the grant is provided to increase academic student achievement, and is a competitive grant for schools identified as either Title I Schools that are low performing and/or have low graduation rate or Title I Eligible High Schools with low graduation rates. Rules were put in place to identify TIG eligible schools. The following key points were discussed:

Grant Overview:

- Funding for Title I schools identified as chronically low-performing as indicated by state assessment results
- Must implement one of the four federal TIG intervention models: Transformation, Turnaround, Restart, Closure
 - Both Transformation and Turnaround require new building leader if principal would enter third year at the start of 2015-16 school year
 - Turnaround also requires 50% turnover of staff
- \$50,000-\$2 million over grant period

Key Changes for Cohort VI (2015-2016 school year):

- 5 year award (formerly 3 year)
- Several Configurations:

- Year 1 pre-implantation and Year 2-4 full grant implementation, Year 5 ramp off year.
 - Renewal after implementation year based on performance against plan submitted
- Year 1-3 full grant implementation, year 4-5 ramp off

Timeframe:

- RFP release Feb/March
- Part I LEA application and Interview — March
- Part II school application — April

Anticipated focus of RFP:

- District and School(s)'s core challenges and issues related to school turnaround
- District's capacity and staffing structure to support its lowest performing schools
- District's monitoring process for shared accountability for implementation and results
- Process for selecting TIG schools
- Detailed description of how the school will implement the intervention model
- School and District stakeholder input on the application/plan?
- Staff and community engagement in plan development and commitment to school turnaround

Jesús introduced Jocelyn Stephens (P-20 – “A” Community Director). Jocelyn shared with the group her involvement with the Tiered Intervention Grant process. She spoke regarding the development process for Crawford, Boston K-8, and Paris, and the reasons those schools were selected to apply for the grant.

Crawford Elementary School

Jocelyn explained that the grant would provide Intervention resulting in student achievement and closing the gap. She voiced that there would be a deepening understanding around reading, and that bringing in consultants to do some training would help with providing interventions with students during the day and after school - The overall grant just under \$1 million

Boston K-8 School

Jocelyn explained that the grant would provide Intervention resulting in student achievement and closing the gap. She voiced the challenges faced with staff turnover and school culture, and the need to develop a learning community to boost instruction; learning framework around data and school culture. The overall grant close to a \$1 million

Paris Elementary School

Jocelyn explained that the grant would provide Intervention resulting in student achievement and closing the gap. She voiced that challenges were similar to Boston – Retention is a challenge in addition to academic and social/emotional needs. Asking for \$1.1 million over a five year period

Aurora Central High School

Aurora Central is under the 3-year model – Some of the funds were used to hire early warning interventionists who provided literacy development support for ninth and tenth grade students. This year with a new principal, Aurora Central looks to provide additional intervention resulting in student achievement and closing the gap. Principals will be given training in turnaround strategies – In order to do this Aurora Public Schools has partnered with Robert Marzano (Designing & Assessing Educational Objectives)

V. Meeting Dates for the Year

Members received the committee meetings schedule for 2015-16, and Lisa discussed the need to change the meeting times to meet the needs of members. Members agreed that 6:00 P.M. to 7:30 P.M. would best fit the groups individual schedules

Further discussion took place around items pending committee's choice. Members brainstormed and agreed that the following agenda items should be priority

- Equity in Learning
 - School Improvement plans (focusing on Crawford, Kenton, Wheeling and Sable)
- Bond (Enrollment to Capacity)
- Family Liaisons (Focusing on home visits)
- Mental Health
- Bullying

VI. Member recruitment

There is a need to recruit parents from “L” and “S” Learning Communities, and ideally two parents from each learning community would be favorable. The group also voiced that it would be beneficial to have a student recruited.

VII. Questions

Q. What are the limitations of what the TIG grant money can be used for

A. We must indicate which of the following models we will be implementing and the rationale for selecting the model – Transformation, Turnaround, Restart or Closure.

Q. When it says student sub groups what does that mean

A. It's referring to aggregated data

Q. As a school is implementing – How much time goes into implementing and assessing

A. The grant application outlines the planning process. Typically within year two we're looking for changes

Q. What are you going to do if faced with culture barriers – How are you going to support those challenges

A. TIG is the resource and part of the application needs to present a plan that will be looked at by staff and community

Q. Who is doing the tutoring

A. You can set money aside if the school is on a turnaround or priority improvement plan. Crawford, Boston K-8 and Paris have to offer tutoring. If you're a TIG you can have teachers tutor - You don't necessarily have to bring a vendor in to provide the service, but you can

Q. In regards to tutoring - Are students required to do a minimum amount of time

A. 20 hours of tutoring during the duration of October through January. Records of attendance will be provided to verify students tutored

VIII. Adjournment

Janna Youmans adjourned the meeting at **7:39 pm**.

ATTEST _____

Chairperson

Secretary

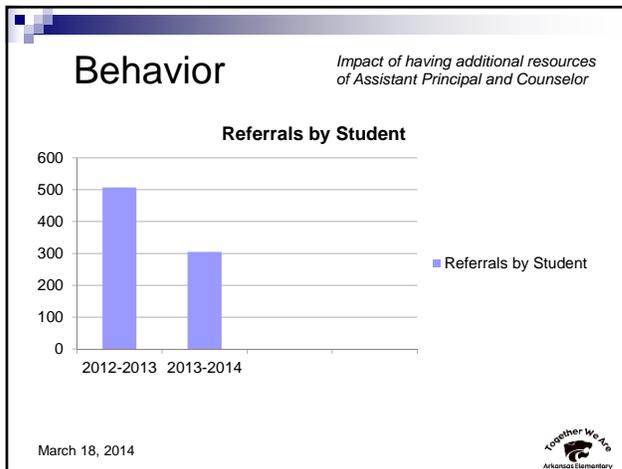
Attachment 3

Example of Board Update

Additional Resources - ARKANSAS

Support	Outcome	Impact
Consultant <i>Chris Hoyos</i>	Build the capacity of ILT Develop lab classrooms	ILT will drive the continuous improvement process Four classrooms will be exemplars of effective practice
Assistant Principal <i>Leah Latta</i>	Develop capacity of teachers to build safe and caring communities focused on teaching and learning	School wide/classroom expectations for safe and caring communities to support acceleration of student learning
Counselor (.7) <i>Lindsey Nyberg</i>	Support the social and emotional needs of students	Increase the capacity of students to solve problems as individuals and as communities
Instructional Coach <i>Crystal Stone</i>	Support the delivery of instruction and coordination of READ Group tutoring	All teachers will develop the capacity to reflect on and change practice based on student data
Para Hours Increased	Support the delivery of instruction and maintain a safe school environment	Increase in the percent of students moving towards proficiency Decrease in behaviors incidents

March 18, 2014

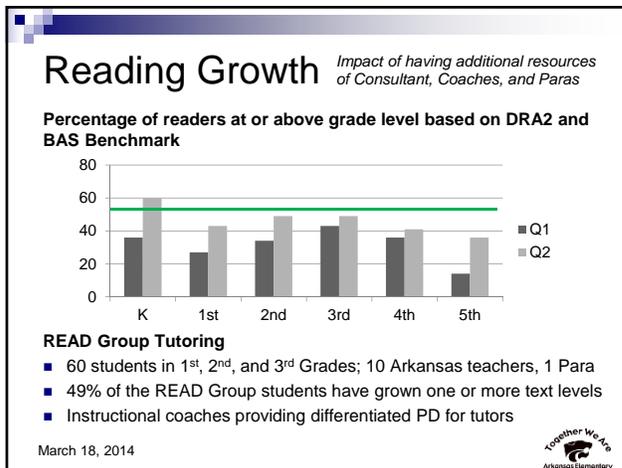



Small Group Instruction - PD

- Components of Small Group Instruction – focus on Reading
 - Learning Target (LT)
 - Text/Resource Selection (TS)
 - Interaction – Teacher and Student (T/S Action)
 - Monitoring (Monitoring)
- ILT develop Success Criteria for the components – building capacity
- Self-identified / differentiated professional learning based on components
- Identifying focus students in each classroom
- Instructional coaching support – focus on selected component

Grade	Language Arts				Mathematics			
	2013 TCAP	2013 Acuity B	2013 Acuity C	2014 Goal	2013 TCAP	2013 Acuity B	2013 Acuity C	2014 Goal
Grade 3	48	58	51	53	43	55	56	51
Grade 4	20	46	45	53	18	60	61	51
Grade 5	30	40	36	53	30	32	36	51

March 18, 2014

Attachment 4
Principal Selection Process

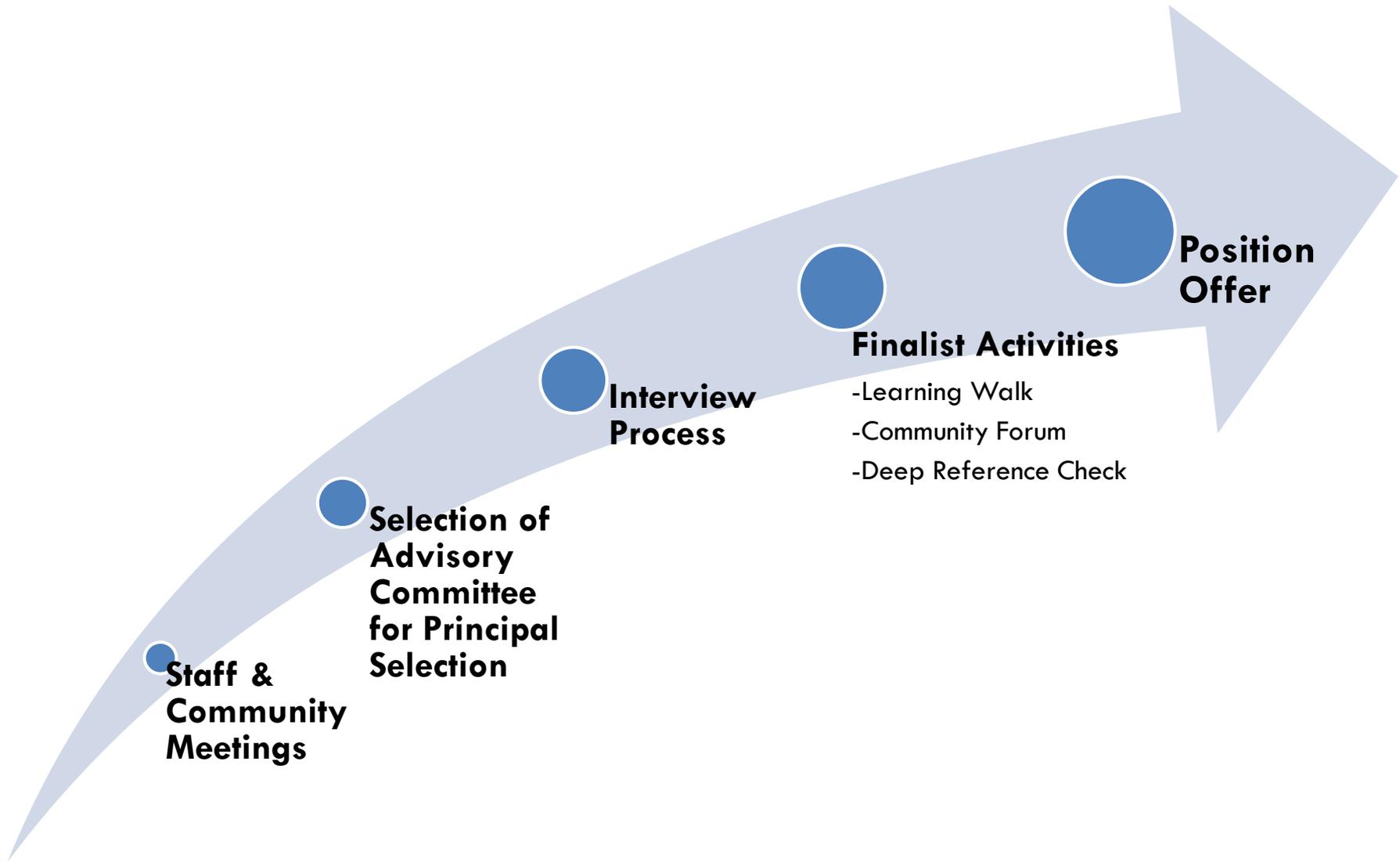
AURORA PUBLIC SCHOOLS

PRINCIPAL

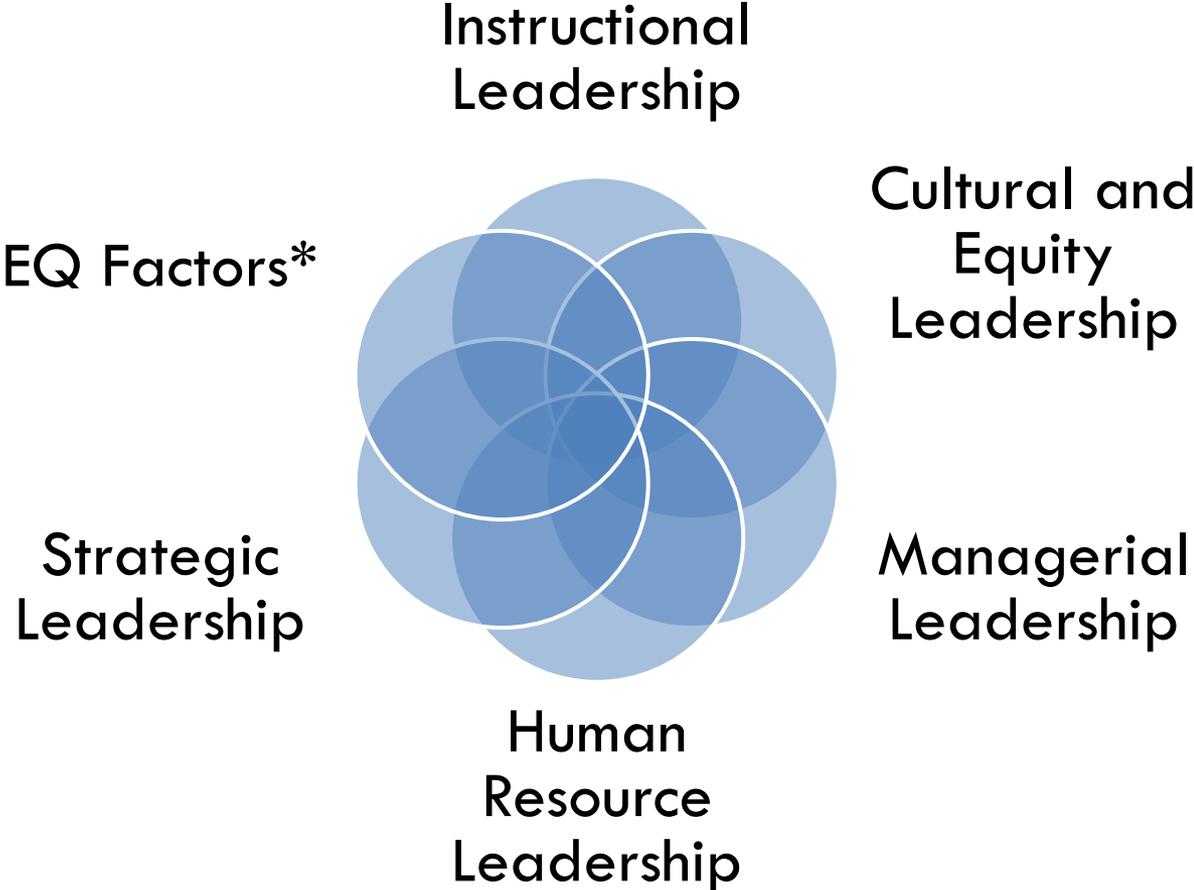
SELECTION PROCESS

BOSTON K-8 3/2/15

Principal Selection Process



Principal Quality Standards



Advisory Committee for Principal Selection

Committee Selection

- The committee will be comprised of:
 - Two Teachers
 - Human Resources Director
 - One Classified Staff Member
 - Two Parents who currently have students at the school and are not staff
 - Facilitator- P20 Learning Community Director
 - 1-2 students may be committee members at the high school level

- P20 LC Director and HR Director receive nominations for committee members and determine participants in the Advisory Committee for Principal Selection

- **Advisory Committee Nominations due to Jocelyn by 4:00 pm on March 20, 2015** (See link below)

[BOSTON K-8 Advisory Committee Nomination Form](#)

Contact Info

Please do not hesitate to contact Jocelyn Stephens, Learning Community Director, with your questions, suggestions, comments and concerns during this process.

Call or text: 303-652-7214

Email: jjstephens@aps.k12.co.us

Attachment 5
Principal Selection Timeline

Finalized Principal Selection Timeline – BOSTON K-8

Event	Date/Time	Location	Outcomes
Staff Input Session – Whole Group	Monday, March 2	Boston Media Center	<i>Identification of Quality-Standards based attributes that are priorities for the staff and community during the selection process</i>
Staff Input – Small Group Session #1	Saturday, April 4 11:30 am – 12:30 pm	Jocelyn’s Office ESC 2 (next to PLCC) 15751 East 1 st Avenue Aurora, CO 80011	
Staff Input – Small Group Session #2	Monday, April 6 3:15 – 4:15 pm	Boston Media Center	
Parent & Community Input Session	Wednesday, April 8 2:45 – 3:30 pm	Boston Media Center	
Advisory Committee Planning/Training	Friday, April 10 3:00 – 4:30 pm	CONFIRMED: Boston Media Center	<i>Calibrated understanding of the selection process, including role and responsibility of team throughout selection process; Development of interview questions based upon identified attributes</i>
Interviews	Friday, April 17 8:00 – 4:00 pm	ESC 4 Conference Room C	<i>Candidates will engage in one hour interviews with Advisory Committee who will advise Learning Community Director regarding final candidates to move to the next phase</i>
Instructional Learning Walk	Tuesday, April 21	Clyde Miller K-8	<i>Candidates will engage in an instructional learning walk in a similar school facilitated by P20 LC Director, one other Equity in Learning Director and one principal at same level</i>
Community Forum	CONFIRMED: Tuesday, April 21 4:30 – 5:30 pm	Boston - Gym	<i>Community Forum</i> <ol style="list-style-type: none"> a. <i>Facilitated by P20 LC Director and HR Director</i> b. <i>Candidates will be introduced to community separately</i> c. <i>Protocol will identify Quality Standards-based questions to be asked</i> d. <i>Observer feedback will be provided directly to the P20 LC Director</i>

Attachment 6
Advisory Committee Application

**Application to serve on the
School Principal Selection Advisory Committee (SPSAC)
For Boston K-8**

I am interested in serving on the SPSAC because: (Please include demographic information about your connection to Harrington such as number of years teaching, grades of children, languages spoken, etc.)

I represent the following group (circle one):

- Teacher Non-teaching staff member Parent CSC Member

Time Commitment – You must be able to attend all session in order to be considered.

- | | |
|---|--|
| Training and question development meeting | 2 – 3 hours after school |
| Planning meeting if necessary | 2 hours after school |
| Interviews | 5 – 8 hours probably after school on two separate days |

I understand that I must be able to attend all sessions in order to be eligible to serve.

Name (Please Print): _____

Contact Information:

Phone:

Email:

I am not able to serve on the SPSAC however; here are some characteristics that I think would be important for the principal of Boston K-8 to possess.
