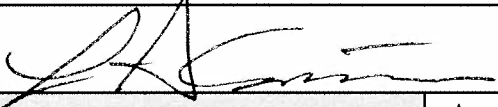
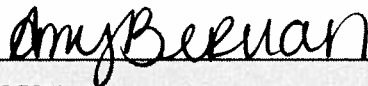
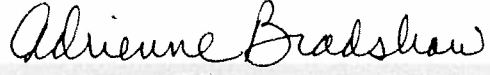


2014 TIERED INTERVENTION GRANT

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

Name of Lead Local Education Agency (LEA)/Organization:		Adams-Arapahoe 28J(Aurora Public Schools)	
Mailing Address: 15701 E. 1st Ave., Suite 217, Aurora, CO 80011			
District Code: 0180		DUNS #: 010621852	
District Turnaround Project Manager:		Lisa Escarcega	
Mailing Address: 15751 E. 1st Avenue Aurora, CO 80011			
Telephone: 303-34-0864		E-mail: laescarcega@aps.k12.co.us	
Signature: 			
Program Contact Person (if different):		Amy J. Beruan	
Mailing Address: 15701 E. 1st Ave., Suite 217, Aurora, CO 80011			
Telephone: 303-340-0864		E-mail: ajberuan@aps.k12.co.us	
Signature: 			
Fiscal Manager:		Adrienne Bradshaw	
Telephone: 303-365-5813		E-mail: ahbradshaw@aps.k12.co.us	
Signature: 			
Region: Indicate the region(s) this proposal will directly impact			
<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: Indicate the total amount of funding you are requesting. Please note: An individual budget will be required for each school site totaling to the amount listed below. This section will be completed for submission with Part B of the application.			
Year 1 (May 30, 2014 – September 30, 2015)	Year 2 (July 1, 2015 – September 30, 2016)	Year 3 (July 1, 2016 – September 30, 2017)	Total
\$ 723,713	\$ 800,198	\$ 616,216	\$ 2,140,127

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.

In Addition: The Year 1 grant period may include pre-implementation costs from May 30, 2014 to June 30, 2015 (see Attachment B). The duration of Year 1 will be May 30, 2014 to September 30, 2015.

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1. Part B Narrative
2. Attachment A: TIG Addendum
3. Attachment B: Major Improvement Strategies, Action Steps and Intended Student and Teachers Outcomes
4. Budget
5. Part A Feedback Responses

Part B Section I: Needs Assessment and Program Plan

a) Unified Improvement Plan TIG Addendum: See Attachment A.

b) Current Conditions in Relation to the Selected Intervention.

Crawford Elementary is a highly impacted school of 723 students from a multitude of different cultural backgrounds. Seventy seven percent (77%) of students are second language learners, while close to 20% are refugee students. These demographics offer wonderful experiences and opportunities for the entire building, but also some unique and pronounced challenges. A new instructional leader took the helm at Crawford for the 2013-2014 school year. During this year, she has made tremendous strides in identifying programs and practices to continue, add and/or discontinue in order to accelerate student learning. She has also infused a clear vision and mission for the school, one that is, as reported in Chalkbeat Colorado, literally front and center throughout the building and embraced as a roadmap by teachers and staff (<http://co.chalkbeat.org/2014/03/03/for-low-performing-schools-a-crucial-roadmap/>).

The new principal's first task was to use historical data to determine the instructional focus for Crawford. The building leadership team looked at student quarterly achievement data over a three year period from Acuity (district interim assessment), TCAP, ACCESS and DRA2. The team also looked at qualitative data such as observations during walkthroughs and teacher self-reports (from the evaluation process). Lastly, an RMC Instructional Audit (Audit) revealed two high needs areas in relation to instruction. First, teachers' ability to routinely differentiate instruction to meet the learning needs of all students. Second, supplementing general classroom instruction with interventions and extensions.

As a result of this data analysis, Crawford infused a data-driven focus into instructional planning. First, second and third grade staff met multiple times over the course of the year with a reading consultant to help analyze student data and develop appropriate interventions. All grade levels meet weekly in Communities of Practice (COP). A main focus for COPs has been planning standards based math lessons and assessments to measure student knowledge. The assessment data is analyzed in the subsequent COP meeting to plan standards-based interventions or enrichments. The planning and assessment cycle then continues.

Lastly, the school has identified a need to create a official framework for how Crawford supports refugee families and students. The acculturation needs of refugee students have oft been unattended to, with the assumption that students would naturally blend into the school. However, it has become clear now that there are specific social and academic skills these students must be explicitly 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. Crawford is committed to assisting these families and creating the conditions for academic success.

Finally, Crawford has been very intentional about discontinuing several well intentioned activities that were interfering with and distracting from instruction and learning. In previous years every teacher was required to sit on at least one committee. The school realized that this was not the most effective use of personnel, expertise or time. Additionally, there was a mentoring program that every single student participated in one morning a week. The scheduling and coordinating effort to simply get every child to the right room was enormous. This also disrupted routines that classroom teachers established. Lastly, there were several community programs housed at Crawford that were competing for attention from staff and therefore becoming disruptive. Crawford is scaling back its programing to focus solely on the strategies outlined in its UIP and the TIG transformation plan.

c) Current Conditions in Relation to Root Causes.

Crawford’s leadership team took the lead in analyzing the school’s data and formulating priority performance challenges. Building on this initial work, the whole staff gathered to identify root causes and major improvement strategies. Through this process three areas emerged as top priorities: (1) writing across all grade levels and content areas; (2) math growth; and (3) reading growth for students with disabilities and catch-up students.

Crawford’s writing scores are significantly and consistently below state expectations (15-20% proficiency across grade levels). Students must be able to write at proficient levels in order to synthesize and communicate their learning. The root cause identified for the low writing scores was that teachers cannot identify what proficiency in writing looks like at each grade levels. Nor do teachers understand how to develop students as writers through all content areas. Teachers indicated that there has been little to no professional learning around writing in several years, and because of high staff turnover rates it is possible that some teachers have never participated in professional development for teaching writing. Lastly, Crawford teachers do not have a consistent measure for assessing student writing proficiency.

Math growth was identified as the second priority performance challenge. The median growth percentile in math has decreased steadily for the last three years. Math is also the content area with the largest gap between the median growth percentile and the adequate growth percentile. Because students are not growing at an adequate rate they are losing proficiency levels. The identified root cause is that math instruction is based on available resources rather than standards and student data. Leadership walkthroughs and professional learning in the first quarter of the 2013-2014 confirmed this root cause as many learning targets were based on activities and not connected to standards or student data. This resource driven approach also became evident during weekly math planning session.

Crawford’s third priority performance challenge is around growth gaps in reading, specifically for students with disabilities and catch up students. Students with disabilities are the only subgroup in which Crawford did not meet growth standards. There is also a very large gap between the median growth percentile and adequate growth percentile for that subgroup. Although catch up students are approaching standards in growth, this subgroup is rather large and there is also a significant gap between the median growth percentile and the adequate growth percentile. In order for students to experience overall academic success, students must be proficient readers.

The identified root cause for the school’s reading performance challenge is that teachers do not know how to integrate the five components of reading into their instruction and cannot diagnose or identify specific student need as it relates to the components. Professional learning around the five components of reading was introduced in the 2012-2013 school year but the program was not fully implemented or supported. Teachers’ instructional focus still remained heavily weighted toward comprehension. To wit, fall 2013 reading data from DRA2 and PALS showed that students not reading at grade level had deficits in phonological awareness and phonics skills. Crawford reading instruction will shift toward full implementation of the five components of reading, with a short term emphasis on building missing skills.

d) Overall Goals and Performance Targets by Year.

Table A below displays the performance and growth targets for writing, math and reading for each year of the grant. The table also details how the goals will be measured, responsible parties, communication plan and progress monitoring procedures.

Table A: Goals and Performance Targets

	Writing			Math			Reading					
Performance Targets*		2014 -15	2015 -16	2016 -17		2014 -15	2015 -16	2016 -17		2014 -15	2015 -16	2016 -17
	K	80%	85%	90%	K	75%	80%	85%	K	80%	85%	90%
	1 st	75%	85%	90%	1 st	70%	75%	85%	1 st	80%	85%	90%
	2 nd	45%	80%	85%	2 nd	70%	75%	80%	2 nd	50%	85%	90%
	3 rd	45%	55%	85%	3 rd	55%	75%	80%	3 rd	50%	60%	90%
	4 th	45%	55%	60%	4 th	55%	60%	80%	4 th	50%	60%	65%
	5 th	45%	55%	60%	5 th	55%	60%	65%	5 th	50%	60%	65%
	*Proficiency Measures: PK-2: Body of Evidence; 3-5: PARCC											
Growth Targets**	2014-15			2015-16			2016-2017					
	4 th and 5 th	65 th Growth Percentile		65 th Growth Percentile		65 th Growth Percentile						
	**Growth will be measured by TCAP/PARCC											
Measuring Goals	<ul style="list-style-type: none"> • TCAP/PARCC • Quarterly School Wide Writing Prompts • Writing Matrices 			<ul style="list-style-type: none"> • TCAP/PARCC • Critical Learning Phase Charts/Place Value Continuum • Formative Assessments • Math Matrices 			<ul style="list-style-type: none"> • TCAP/PARCC • PALS Diagnostic Assessments (August, December and May) • Phonological and Phonics Screener every 6 weeks • Reading Assessment Matrices focused on Grade Level Comprehension Standards 					
Parties responsible for gathering and analyzing data	Teachers will administer a quarterly writing prompt and analyze responses against grade level rubrics with their grade level team. Teams will track learning on the matrices.			Teachers will update critical learning phase charts and place value continuums on a quarterly basis. Teams will track learning on the matrices.			All classroom teachers will gather and analyze reading data. The Phonological and Phonics Screener data will be reviewed every 6 weeks with the support of a reading consultant.					
Communicating data with staff	Writing, Math and Reading data will be shared on a quarterly basis with all staff during the quarterly data meetings											
Progress Monitoring	<ul style="list-style-type: none"> • Teachers will give students a weekly prompt in one of the content areas to assess their writing against the district grade level writing rubric. • Writing Assessment Matrices turned in mid quarter and at the end of each quarter. 			<ul style="list-style-type: none"> • Teachers will give formative assessments throughout the math unit and debrief the learning at math meetings to determine interventions and enrichment. • Math Assessment Matrices turned in mid quarter and at the end of each quarter. 			<ul style="list-style-type: none"> Phonological and Phonics Screener every 6 weeks. Teachers will meet to review this data and determine flexible student groups and identify appropriate interventions. • Reading Assessment Matrices turned in mid quarter and at the end of each quarter. 					

e) Interventions and Program Plan Design.

Table 1 in Attachment B provides a comprehensive plan for addressing Crawford's performance challenges, with strategies designed to address root causes. This plan, consistent with program guidance and requirements, outlines specific actions steps and intended outcomes over the three year grant period. Additionally, the plan projects a year out beyond the grant to ensure that throughout the grant period the entire school is working toward sustainability. Lastly, the plan is organized around four domains of teaching practices: strategic planning, facilitating learning, accessing learning and interventions and enrichment. The most salient and common aspects of the plan are described below. Readers are encouraged to review the chart in its entirety alongside this narrative response.

Crawford's first major improvement strategy is to provide opportunities for students to write across the content areas and hold students accountable for grade level writing standards. Crawford will couple several intensive professional development days with ongoing coaching to support teachers in implementing standards based teaching and learning cycles. Specifically, teachers will participate in an in-service day dedicated to Step Up to Writing which will be followed up with quarterly planning days. The Teaching Partners will provide ongoing coaching to support implementation.

For math, Crawford's major improvement strategy is to connect learning targets and instruction with math standards. Teachers will engage in ongoing, job embedded professional learning on a weekly and monthly basis. Facilitated by the Teaching Partners and other instructional leaders, whole staff will meet twice a month to work on unpacking the standards. Weekly math planning meetings will focus on creating common formative assessments.

Crawford's major improvement strategy for reading is building teacher's understanding of the five components of reading (and the three additional components for English Language Learners) and how to teach and assess students around these reading components. Again, specific and targeted professional development, as well as follow up support, will be critical for implementing this strategy. Professional learning will focus on developing common practices for reading instruction, data analysis and student grouping practices. Crawford began some of this work in the 2013-2014 school year with funding from the School Improvement Support (SIS) grant. Given this initial work, Crawford will contract on an as needed basis to support teachers based on their current understanding and practices. In other words, the programs will be customized to specific needs of individual teachers, or groups of teachers. Lastly, through TIG Crawford will be able to expand this reading work to include fourth and fifth grade teachers, grade levels currently not participating in this professional learning.

In undertaking all of this work, Crawford has intentionally thought out the progression of what teachers must learn and do, as well as what students must learn and be able to do. Table B below captures that continuum. (Table 1 in Attachment B provides more specific detail based on each content area and major improvement strategy.)

Table B: Teacher and Student Knowledge Progression

Developing (year 1)..Implementing (year 2)..Refining (year 3)	Sustaining - year 4
<i>Strategic Planning</i>	
<ul style="list-style-type: none"> • Unpack standards to determine what students need to do and know. • Identify power standards within the Colorado Academic Standards/Common Core. • Create vertical alignment of standards for grade level continuums. 	<ul style="list-style-type: none"> • Lesson plans will be based on power standards, demonstrate an understanding of how students will apply the learning and be accessible to all language learners.
<i>Facilitating Learning</i>	
<ul style="list-style-type: none"> • Communicate the learning using a 5 step process: <ul style="list-style-type: none"> ○ Post it ○ Unwrap it with students ○ Make it relevant ○ Bring it back throughout the lesson ○ Debrief it • Utilize effective lesson planning components. 	<ul style="list-style-type: none"> • Students can articulate what they need to know and do and why that learning is important. • Integration of effective lesson planning components. • Every student will have daily opportunities to write in order to demonstrate learning.
<i>Assessing Learning</i>	
<ul style="list-style-type: none"> • Assessment Matrices to monitor student’s understandings of standards in all areas. • Quarterly school-wide writing prompt analyzed using district rubrics. • Implement one weekly writing prompt that is assessed using the short constructed response rubric. 	<ul style="list-style-type: none"> • Student learning is monitored daily and drives instruction. • Students can articulate their strengths and next steps in the learning process.
<i>Interventions and Enrichment</i>	
<ul style="list-style-type: none"> • Use weekly math planning time to develop interventions or enrichments for identified students. Interventions and enrichments will happen during the math block. • Teachers meet with a reading consultant every 6 weeks to look at student reading data. This data will be used to identify and plan for interventions to happen during the school day or during extended learning opportunities. 	<ul style="list-style-type: none"> • Interventions and Enrichment opportunities will happen throughout the day and will be based on student data.

In addition to transforming best first instruction at Crawford, the school will develop an Extended Learning Opportunities (ELO) program to accelerate learning for students and close gaps. The ELO program will run in 6 week sessions (3 days a weeks for 30 minutes) of targeted after school intervention for first, second and third quarter. The leadership team is creating a system to identify and target students who would most benefit from participating in ELO. Students scoring unsatisfactory or partially proficient on TCAP reading will be targeted for ELO. However, other students can be referred by classroom teachers or identified through the Multi-Tiered System of Support. The team will also recruit teachers who have the necessary skill set to staff the ELO program and work intensively with students to identify academic needs and develop skills.

The last major component of the transformation plan is to provide appropriate social-emotional and community-oriented services and supports. Recognizing the large refugee population that the school serves, efforts will be focused on acculturation to American systems. Crawford will build relationships with other similarly situated schools to learn best practices and develop an intake process. Teachers also need to build their skills to

effectively address student needs in the classroom. Accordingly, Crawford will contract with the Colorado African Organization (CAO) to provide professional learning for staff on how to meet the needs of these students and families. CAO will also provide onsite translation services for individual meetings and community events.

To further develop home-school connections, Crawford will implement in Academic Parent Teacher Teams (APTT). APTT is a systematic approach to family engagement focused on student academic goals. APTT increases student academic achievement by improving the quality and quantity of parent-teacher interactions and lays the foundation for practicing academic skills at home.

Lastly, Crawford staff will establish a performance incentive program based on the school's performance framework results. All staff will be eligible for a stipend as acknowledgement of their collaborative effort in accelerating learning for all students every day. This will also incentivize staff to remain at Crawford, securing the investment the school is making in the professional skills of teachers. Given the traditionally high staff turnover, it is crucial for the staff to stabilize and commit to this work.

f) Alignment with District Unified Improvement Plan (UIP)

Several of the priority performance challenges outlined in the district's UIP mirror that of Crawford. Across APS, proficiency in all content areas is significantly below the state average and has not increased substantially in the past four years. Crawford has experienced that same trend, most notably in writing. Looking at growth and growth gaps for the district, the median growth percentiles for subgroups is low and substantially below the median adequate growth percentiles for these groups. Similarly, Crawford identified the gap between median growth percentile and adequate growth percentile as a performance challenge for students with disabilities and "catch up" students.

Given the similar performance challenges between the district and Crawford, there is an aligned focus on major improvement strategies (MIS). The district's second MIS is to "ensure strong alignment between the Colorado Academic Standards, grade-level expectations...and formative assessments so that ... these resources will both inform and support effective planning, teaching and learning...and build students' mastery of the standards at each grade level." Crawford is committed to this same strategy to improve writing, math and reading scores. Both the district and the school are taking steps to redefine and confirm core instructional practices that represent the foundation for teaching and learning. Crawford's work with Step Up to Writing and the five components of reading is designed to create common understanding and instructional practices throughout the building.

APS's third MIS is to "provide high quality, job embedded, differentiated professional learning based on the Colorado Academic Standards and data-driven teaching and learning cycle to teachers." This aligns fully with Crawford's implementation of a data-driven planning and monitoring process. COPs will plan standard based lessons based on student data and create common assessments to monitor student learning. Teachers will also receive individualized coaching support on how to use data to make instructional decisions.

Lastly, as articulated in the district's fifth MIS, both APS and Crawford are creating structures for parents "to understand and participate in the learning process, and that there are opportunities for community involvement in order to accelerate the learning of our students." As described above, the large and fluctuating refugee population at Crawford

necessitates a concerted and targeted community outreach strategy. Crawford, in conjunction with the district efforts, is creating a framework for serving these families in a meaningful and strategic manner.

g) Sustainability

The focus of this grant is building the capacity of Crawford Elementary to more effectively meet the needs of students. Table 1 in Attachment B outlines the expected outcomes of all action steps through four years to ensure sustainability of this grant.

The first year of grant funding will support differentiated professional development for the staff in reading and writing. Teachers will engage in professional learning on Step Up to Writing to provide all staff with a common and consistent approach to writing instruction. Similarly, the 95% Group will work with teachers to develop common practices for reading instruction, data analysis and student grouping, as well as building an understanding of the five components of reading. A reading consultant will work with individuals and small groups (during COP time) to help teachers implement their learning in their classrooms. Accordingly, this grant is making an investment in teachers that will have a long lasting impact on teaching and learning at Crawford. To protect this investment in teachers and minimize turnover of well trained teachers, the grant will provide performance incentives building wide.

Lastly, the grant will fund the creation of a framework to support refugee students and families. Crawford will collaborate with CAO for their expertise in assisting immigrants and refugees with the cultural transitions. The grant is also funding a community specialist who will be an integral part of building sustainability. The specialist will be the lead on implementing the framework and training the building family liaison and several other certified staff to continue this work. In April 2013 Crawford used building space to create a Community Center to better align community services. This grant will allow Crawford to scale up this work and create sustainable structures and practices for serving the community.

Part B Section II: Budget Narrative

TIG will support a minimal amount of staff (1.2 TE) for the duration of the grant to strategically build the capacity of teachers and staff, as well as ensure successful implementation. The grant will fund a community specialist to work with the school's refugee population to support cultural and social transitions [\$55,000 in salary and \$14,850 in benefits (27%) = \$69,850, each year, all three years.] The specialist will also manage the state required data submissions, freeing up the administrative leadership team to be instructional leaders. The community specialist position will build upon nascent work in the Community Center and intentionally and systematically train others to sustain the efforts. CAO will bring its expertise with refugee and immigrant acculturation to these efforts [\$15,000 a year, all three years].

Additionally, Crawford's TIG will partially fund a project manager who will monitor TIG implementation [\$11,700 in salary and \$3,160 benefits (27%) = \$14,860 each year]. This will be a district level position that reports to 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.

Family-school-community connections are vital to the success of Crawford. APPT will help Crawford establish a system for meaningful home-school communication. APTT will begin in the spring of 2015 and continue through the duration of the grant. The community specialist will be heavily involved in the implementation phase, as well as creating the structures to sustain this model. [\$2000 training fee; \$100 per classroom for supplies for each participating family, for a total of \$6,000 per year, all three years.]

Crawford is investing strategically in professional learning opportunities to address identified root causes of performance challenges. Several different professional learning opportunities for reading instruction will be leveraged together. First, 95% Group will provide six days of whole staff training to focus on developing common practices for reading instruction, data analysis and student grouping [\$2000 per day x 6 days, and \$6000 in travel = \$18,000]. To compliment this whole staff opportunity, Crawford will also contract with a reading consultant who will provide individual, targeted support [\$1,200 per day for 25 days = \$30,000, per year, years one and two]. The consultant will facilitate COP time, as well as work one-on-one with teachers based their individual implementation continuum. Writing was identified as another performance challenge and an area where professional learning has been sporadic and haphazard. Crawford will contract with Step Up to Writing for two days of training and materials for teachers [\$25,000, year one]. Also included in the budget is funding for various workshops and networking opportunities with school, locally and nationally, engaged in the intensive work of school turnaround [\$25,000 per year, all three years = \$75,000].

To compensate teachers for their training time outside contract hours, teachers will receive a stipend at their per diem rate [\$32/hr]. Other professional learning opportunities will occur during the day and require substitute coverage [\$130 per day for subs, benefits \$25 (19%) = \$155]. Substitute coverage will extend the length of time for COP meetings. COP time allows grade level teachers to collaborate on a regular basis to build common lesson plans, assessments and rubrics. Teachers find this time to be very valuable in improving their professional practices and creating consistency across grade levels. The school implemented extended COP times with its SIS grant and saw a marked improvement in the functioning of teams and the resultant instructional planning. The school sees this as a practice worth sustaining through TIG.

Crawford will create an ELO program that selectively recruits teachers and students to match the most highly effectively teachers with the student with largest academic need. Teachers will receive \$40 for academic tutoring and instructional planning.

Lastly, Crawford is creating an incentive package tied directly to student performance to recruit, place and retain staff with the skills necessary to work in a turnaround environment. The challenges at Crawford are significant and teachers must be committed to the work. Crawford is also investing heavily in building their professional skills and would like to retain these highly trained teachers. Accordingly, all staff will be eligible for a performance incentive bonus based on school performance framework. [\$500 for classified staff, \$1000 for certified staff, totaling \$75,000 plus \$14,250 in benefits (19%) = \$89,250, each year, years two and three.]

The budget has a minimal amount [\$2,500 each year; total \$7,500] of supplies built in to support the various trainings, initiatives and meetings.

No funds will be spent on pre-implementation activities. All activities and staffing will start after the funding period begins. All salary includes a 2% cost of living increase each year.

Section V: Supporting Addenda Forms – Crawford Elementary

Required For Schools with a Tiered Intervention Grant (TIG) that Selected a Transformation Model

Schools that participate in the Tiered Intervention Grant and selected the Transformation Model must use this form to document grant requirements. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through descriptions of the requirements or a cross-walk of the grant program elements in the UIP.

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Describe how the LEA has granted the school sufficient operational flexibility in the following areas: Staffing, Calendars/Time, and budgeting.</p>	<p>Required TIG Addendum</p>	<p>Leadership will support Crawford applying for Pilot School status with the APS Board of Education, including a waiver to the maximum enrollment. APS established pilot schools as a tool for reform and transformation of schools, giving individual buildings increased autonomy in return for greater accountability for student performance. Pilot school autonomy includes:</p> <ul style="list-style-type: none"> • Staffing — Freedom to hire and release their staff (including the principal) annually in order to ensure a unified school community that supports the vision and mission of the school. • Schedule — implement flexible schedules, including different student days than those identified by the district and different calendar constructs for both staff and students. Pilot Schools should organize the schedule to maximize learning time for students and ensure time for staff planning and professional • Budgeting — Bottom line budgeting provides flexibility to allocate funds for staffing and scheduling decisions to realize their vision and mission of improved student learning.

		<ul style="list-style-type: none"> • Curriculum and Assessment — flexibility to determine the school’s curriculum and assessment practices. Schools are held accountable for all federal and state-mandated tests (e.g. TCAP, WIDA). <p>Outside of Pilot and Innovation status, district structures provide flexibility to leverage people, time, money and programs to support schools and student success.</p> <ul style="list-style-type: none"> • Staffing – Schools can allocate staff and assign personnel based on identified needs and strategies. Schools can seek exceptions from the Master Agreement which governs teacher work rules, scheduling and duty day. • Schedule – autonomy to create daily schedules that best meet the needs of students, such as block scheduling and intervention periods. • Budgeting – 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. • Resources – P-20 Community structure will provide timely and relevant resources to the school
<p>Describe how the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	<p>Section IV: Action Plan or Required TIG Addendum</p>	<p>The new district organizational structure for instruction groups schools preschool through post-secondary into five P-20 Learning Communities. The P-20 School Support Team will be led by a P-20 Learning Community Director and include a wide variety of experts, such as Multi-Tiered System of Support Partners, Student Engagement Advocates, Instructional Coordinators, Educational Technology Coaches, Exceptional Student Services Consultants and English Language Acquisition Consultants. Because each P-20</p>

		<p>community will, on average, consist of ten schools, the P-20 Learning Community Director will be able to offer more extensive direction and guidance to each principal than has traditionally been possible under the current model.</p> <p>The district plans to hire a project manager (PM) to ensure successful implementation at all TIG schools. This individual will be responsible for tracking data and monitoring implementation benchmarks and progress toward goals. The PM will develop a set of protocols and tools to ensure a consistent and valid process. The PM will work collaboratively with the P-20 Director(s) and the P-20 Community to ensure that district leadership is informed of school progress and can intervene in a timely manner if adjustments are necessary. This position will report to the District Turnaround Manager.</p>
Describe the process for replacing the principal who led the school prior to commencement of the transformation model (e.g., use of competencies to hire new principal).	Section IV: Action Plan	<p>The 2013-2014 school year is the first year for the principal at Crawford. Accordingly, the principal will not need to be replaced prior to commencing the TIG transformation model. She was recruited from another elementary school within the district to lead Crawford given her success in in transforming that school. Under her direction, her previous elementary school moved from Priority Improvement to Performance in a span of four years. The district is confident in her ability to lead Crawford on a similar trajectory of student achievement and growth.</p>
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (1) take into account data on student growth as a significant factor as well as other factors (e.g., multiple observation-based assessments) and (2) are designed and developed with teacher and principal	Section IV: Action Plan or Required TIG Addendum	<p>All APS schools are implementing the new Educator Effectiveness Evaluation system (S.B. 191). The new evaluation system includes opportunities for reflection, review, professional development and growth. Per state requirements it includes:</p> <ul style="list-style-type: none"> • Annual evaluations for all principals/assistant principals, teachers.

involvement.	<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 should review the performance of teachers throughout the school year using both informal and formal observations. Observation data should be 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> <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
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		<p>systems must continue to involve all stakeholders in a collaborative process.</p> <p>Educator evaluations must take place within a larger system that is aligned and supportive.</p>
<p>Describe the process for Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Include how staff who have not improved their professional practice, after ample opportunities have been provided, are identified and removed.</p>	<p>Section IV: Action Plan or Required TIG Addendum</p>	<p>Staff will receive performance incentives based on the 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>As described above, the school will implement teacher evaluations per S.B. 191. This system helps teachers identify areas for growth and create a professional learning plan. A teacher whose performance is deemed to be “unsatisfactory” must be given notice of deficiencies. A remediation plan to correct the deficiencies must be developed by the district and the teacher and must include professional development opportunities that are intended to help the teacher or principal to achieve an effective rating in his or her next performance evaluation. Demonstrated effectiveness or ineffectiveness shall be considered in the acquisition or loss of probationary or non-probationary status for all teachers.</p> <p>Further, if the school obtains Pilot status, teachers would operate under an annual Election to Work Agreement. Teachers whose instructional practices are not in alignment with the pilot 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 Pilot application.</p>

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	<p>Section IV: Action Plan</p>	<p>Major Improvement Strategy #1: If we provide opportunities for students to write across the content areas and hold students accountable for grade level writing standards preschool through fifth grade, then students will increase in proficiency in all content areas and especially in writing.</p> <ul style="list-style-type: none"> • In-service day dedicated to Step Up to Writing, followed up by quarterly planning days. The Teaching Partner will provide ongoing coaching to ensure implementation. <p>Major Improvement Strategy #2: If we utilize the standards based teaching and learning cycle to identify, facilitate and monitor power standards in math, then the growth percentile, as well as proficiency, will increase.</p> <ul style="list-style-type: none"> • Extended COP time (through substitute coverage) to enable grade level teachers to collaborate on a regular basis to identify standards and build common lesson plans, assessments and rubrics. <p>Major Improvement Strategy #3: If teachers understand all the components of reading and how to teach and assess students’ needs around these, then the growth percentile for our students with disabilities and catch up students will increase.</p> <ul style="list-style-type: none"> • 95% Group will work with teachers to develop common practices for reading instruction, data analysis and grouping practices. The work will center around continuously developing teachers’ understandings of the five components of reading, with a focus on phonological awareness and phonics.

		<ul style="list-style-type: none"> A reading consultant will work with individuals and small groups (during COP time) to help teachers implement their learning in their classrooms.
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.</p>	<p>Section IV: Action Plan</p>	<p>Staff will receive performance incentives based on school performance framework. All staff will be eligible for a stipend (\$500 for classified and \$1000 for certified positions) to incentivize and reward staff for their commitment to the school, the community and each other. The incentive program will be critical to retaining staff, particularly as the intensity ratchets up with TIG implementation</p>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Crawford’s leadership team took the lead in analyzing the school’s data and formulating priority performance challenges. The team collaboratively considered three years of data related to the academic performance standards. The data included TCAP results, TCAP growth data, TCAP growth gap data, Acuity data, DRA2 data for kindergarten through fifth grade, ACCESS data and our district administered assessments. Building on this initial work, the whole staff gathered to identify root causes and major improvement strategies. Through this process three areas emerged as top priorities: (1) writing across all grade levels and content areas; (2) math growth; and (3) reading growth for students with disabilities and catch-up students.</p> <p>Crawford’s writing scores are significantly and consistently below state expectations (15-20% proficient across grade levels). Students must be able to write at a proficient level so that they can utilize writing to synthesize and communicate their learning. Students need to write in every content area to solidify their understanding of content, as well as practice their writing skills. The root cause identified for the low writing scores was that teachers cannot identify what proficiency in writing looks like at all grade levels. Nor do teachers understand how to develop students as writers through all content areas. Lastly, Crawford teachers do not have a consistent</p>

		<p>measure for assess student writing proficiency.</p> <p>Math growth was identified as the second priority performance challenge. The median growth percentile in math has decreased steadily for the last three years. Math is also the content area with the largest gap between the median growth percentile and the adequate growth percentile. Because students are not growing at an adequate rate they are losing proficiency levels. The identified root cause is that math instruction is based on available resources rather than standards and student data. Leadership walkthroughs and professional learning in the first quarter of the 2013-2014 confirmed this root cause as many learning targets were based on activities and not connected to standards or student data. This same driven approach also became evident during weekly math planning session.</p> <p>Crawford's third priority performance challenge is around growth gaps in reading, specifically for students with disabilities and catch up students. Students with disabilities are the only subgroup in which Crawford did not meet growth standards. There is also a very large gap between the median growth percentile and adequate growth percentile for that subgroup. Although catch up students are approaching standards in growth, this subgroup is rather large and there is also a significant gap between the median growth percentile and the adequate growth percentile. In order for students to experience overall academic success, students must obtain reading proficiency. The root cause identified was that teachers do not know how to integrate all five components of reading into their instruction and cannot diagnose or identify specific student need as it related to the components.</p>
<p>Describe the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the</p>	<p>Section IV: Interim Measures on Target Setting Form</p>	<p>Teachers collect data from multiple sources to inform instruction. Teachers make informal observations about student strengths and needs, based on lesson-level standards and objectives that allow them to make immediate adjustments to instruction within a lesson. Formative data is regularly collected that illuminate student strengths</p>

<p>academic needs of individual students.</p>	<p>and Action Plan</p>	<p>and challenges, to allow for differentiation of instruction, as well as to monitor individual growth. The following assessments are used at Crawford:</p> <p>Writing:</p> <ul style="list-style-type: none"> • School wide writing prompts will be given quarterly and analyzed using district grade level writing rubrics. Students will receive feedback on their writing. • Weekly writing prompts will be given in one content area once a week and analyzed using the district grade level rubrics. Students will also self-assess their writing using rubrics. • Writing Assessment Matrices will be used to monitor students' learning while they are at work. Teachers will use this data to adjust instruction. <p>Math:</p> <ul style="list-style-type: none"> • Math Assessment Matrices will be used to monitor students' learning while they are at work. Teachers will use this data to adjust instruction. • Critical Learning Phase Chart will be updated quarterly. Teachers will use this data to inform their small group instruction and provide differentiated math stations. • Place Value Continuum will be updated quarterly. Teachers will use this data to inform their small group instruction and provide differentiated math stations. • Ongoing Common Formative Assessments (Kindergarten-5th Grade) to assess students' understandings of grade level standards throughout the math unit. Teachers will look at this data at their weekly math meeting in order to plan supports for instruction as well as intervention and enrichment opportunities. <p>Reading:</p> <ul style="list-style-type: none"> • Reading Assessment Matrices will be used to monitor students'
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		<p>learning while they are at work. Teachers will use this data to adjust instruction.</p> <ul style="list-style-type: none"> • PALS Diagnostic Assessments given every 6 weeks for students not reading at benchmark. Teachers will use this data to identify and plan for intervention to happen during the school day or during extended learning opportunities. • Phonological Awareness and Phonics Screener given every 6 weeks for students not reading at benchmark. Teachers will use this data to identify and plan for intervention to happen during the school day or during extended learning opportunities.
<p>Establish schedules and implement strategies that provide increased learning time.</p>	<p>Section IV: Action Plan</p>	<p>Through the use of Extended Learning Opportunities (ELO) students will initially be targeted based on TCAP achievement to attend weekly before or after school tutoring. Sessions will be 3 days a week for half an hour with selected grade teachers; session blocks will rotate every 6 weeks. Interim data from Acuity will be used to look at progress toward targets. Students will be identified to continue, join or discontinue ELO based on the data.</p>
<p>Provide ongoing mechanisms for family and community engagement.</p>	<p>Section IV: Action Plan</p>	<ul style="list-style-type: none"> • Partner with Academic Parent Teacher Teams (APPT) to build meaningful home-school connections. APTT will help bridge classroom learning and home support, creating a framework that can be sustained beyond the grant. • Community specialist will work with the school’s refugee population to help build relationships and connections with community resources to help with the cultural and social transitions. • The community center at Crawford will provide onsite resources, on a weekly and nightly basis, for students and families. • Crawford houses on the district’s two Kids Clinic. APS elementary families can access medical, dental and mental health services for little or no cost.

Table 1: Major Improvement Strategies, Action Steps and Intended Student and Teachers Outcomes

Major Improvement Strategy #1 - Writing: If we provide opportunities for students to write across the content areas and hold students accountable for grade level writing standards preschool through 5 th grade, then students will increase in proficiency in all content areas and especially in writing.				
Event/Activity/Action Steps	Timeline			
	Year 1- Developing	Year 2- Implementing	Year 3- Refining	Year 4- Sustaining
	<i>Strategic Planning</i>			
In-service day focused on Writing before the start of the school year to provide time for teachers to identify power standards in writing. Training for all Teachers in Step Up to Writing Full Day Planning in writing on a quarterly basis Teaching Partner and Teacher Leader coaching	<ul style="list-style-type: none"> Identify power standards within the common core/Colorado Academic Standards Create vertical alignment of standards for grade level continuums Unpack standards to determine what students need to do and know 	<ul style="list-style-type: none"> Use WIDA indicators to identify supports for language learners to access grade level content 	<ul style="list-style-type: none"> Plan for whole groups, small group and independent experiences 	<ul style="list-style-type: none"> Writing lesson plans will be based on power standards, demonstrate an understanding of how students will apply the learning and be accessible to all language learners so that they can access and demonstrate learning
	<i>Facilitating Learning</i>			
	<ul style="list-style-type: none"> Communicate the learning using a 5 step process: <ul style="list-style-type: none"> Post it Unwrap it with students Make it relevant Bring it back throughout the lesson Debrief it. Utilize effective lesson planning components Implement Step Up to Writing Provide daily opportunities to write in all content areas 	<ul style="list-style-type: none"> Facilitate lessons that allow access for all students to grade level content 	<ul style="list-style-type: none"> Uses a variety of instructional approaches based on evaluated assessments Adjusts instructional approaches based on student responses 	<ul style="list-style-type: none"> Students can articulate what they need to know and do and why that learning is important Integration of effective lesson planning components Every student will have daily opportunities to write about their learning in all content areas
	<i>Assessing Learning</i>			
<ul style="list-style-type: none"> Assessment Matrices to monitor student's understandings of standards in all areas Quarterly school-wide writing prompt will be analyzed using district rubrics. 	<ul style="list-style-type: none"> Use data assessment matrices and writing prompts to plan for instruction and provide students with feedback Students will begin to self- 	<ul style="list-style-type: none"> Involve students in monitoring their own learning around their next steps Students will self- assess their 	<ul style="list-style-type: none"> Student learning will be monitored daily and drive instruction Students will be able to articulate their strengths and next steps in the learning process 	

	<ul style="list-style-type: none"> Implement one weekly writing prompt in reading that is assessed using the short constructed response rubric. 	<p>assess their writing prompts using the district writing rubrics</p>	<p>writing prompts using the district rubrics and will be able to articulate their strengths and next steps</p>	
<i>Interventions and Enrichment</i>				
		<ul style="list-style-type: none"> Implement effective writing conferences with students to discuss their strengths in relations to standards and next steps Provide students with actionable feedback to help them develop as writers 	<ul style="list-style-type: none"> Effectively use data from assessment matrices and writing prompt to plan for and facilitated targeted and systematic intervention and enrichment opportunities 	<ul style="list-style-type: none"> Interventions and Enrichment opportunities will happen throughout the day and will be based on data conversations
Major Improvement Strategy #2: If we utilize the standards based teaching and learning cycle to identify, facilitate and monitor power standards in math, then the growth percentile as well as proficiency will increase.				
<i>Strategic Planning</i>				
<p>Half Day Math Unit Planning Sessions</p> <p>Weekly math planning meetings</p> <p>Whole staff professional development (twice a month)</p> <p>Teacher Leader Coaching</p> <p>CCLs (Collaborative Coaching and</p>	<ul style="list-style-type: none"> Identify power standards within the common core/Colorado Academic Standards. Create vertical alignment of standards for grade level continuums Unpack standards to determine what students need to do and know. Use WIDA indicators to identify supports for language learners to access grade level content. 	<ul style="list-style-type: none"> Uses CAS/WIDA, district resources/frameworks and student data to plan appropriate learning experiences 	<ul style="list-style-type: none"> Plan for whole groups, small group and independent experiences 	<ul style="list-style-type: none"> Math lesson plans will be based on power standards and will demonstrate an understanding of how students will apply the learning. The lessons will also be accessible to all language learners so that they can both access and demonstrate the learning
<i>Facilitating Learning</i>				
	<ul style="list-style-type: none"> Communicate the learning using a 5 step process: Post it, Unwrap it with students, Make it relevant, Bring it back throughout the lesson and Debrief it. Provide supports for different level language learners in accessing the grade level content through use of 	<ul style="list-style-type: none"> Involve students in monitoring their own learning around their next steps 	<ul style="list-style-type: none"> Uses a variety of instructional approaches based on evaluated assessments Adjusts instructional approaches based on student responses 	<ul style="list-style-type: none"> Students can articulate what they need to know and do and why that learning is important. Integration of effective lesson planning components.

Learning)	WIDA indicators			
	<i>Assessing Learning</i>			
	<ul style="list-style-type: none"> • Assessment Matrices to monitor student's understandings of math standards • Create common formative assessments for each math unit 	<ul style="list-style-type: none"> • Use data assessment matrices and formative assessments to plan for instruction and provide students with feedback 	<ul style="list-style-type: none"> • Strategically gathers relevant summative and formative data 	<ul style="list-style-type: none"> • Student learning will be monitored daily and drive instruction. • Students will be able to articulate their strengths and next steps in the learning process.
	<i>Interventions and Enrichment</i>			
Collaboratively look at students' work in relation to standards and plan intervention or enrichment opportunities for students who did not meet or were not proficient	<ul style="list-style-type: none"> • Effectively use data from assessment matrices and formative assessments to plan for and facilitated targeted and systematic intervention and enrichment opportunities. 	<ul style="list-style-type: none"> • Refine the effective use of data from assessment matrices and formative assessments to plan for and facilitated targeted and systematic intervention throughout the school day. 	<ul style="list-style-type: none"> • Interventions and Enrichment opportunities will happen throughout the day and will be based on data conversations. 	
Major Improvement Strategy #3: If we understand all the components of reading and how to teach and assess students' needs around these, then the growth percentile for our students with disabilities and catch up students will increase.				
	<i>Strategic Planning</i>			
Professional Learning with the 95% Group Half day Reading Data Meeting every 6 weeks facilitate by a reading consultant	<ul style="list-style-type: none"> • Identify power standards within the common core/Colorado Academic Standards. • Identify what students need to know and do in the area of phonological awareness and phonics • Create vertical alignment of standards for grade level continuums • Unpack standards to determine what students needs to do and know 	<ul style="list-style-type: none"> • Use WIDA indicators to identify supports for language learners to access grade level content. 	<ul style="list-style-type: none"> • Plan for whole groups, small group and independent experiences 	<ul style="list-style-type: none"> • Whole group reading lesson will be based on power standards and will demonstrate an understanding of how students will apply the learning. The lessons will also be accessible to all language learners so that they can both access and demonstrate the learning. • The 5 components of reading will be integrated daily into instruction.
	<i>Facilitating Learning</i>			
In-service Day for Reading before the start of the school year	<ul style="list-style-type: none"> • Communicate the learning using a 5 step process: Post it, Unwrap it with students, Make it relevant, Bring it back throughout the lesson and Debrief it. • Utilize effective lesson planning 	<ul style="list-style-type: none"> • Facilitate lessons that allow access for all students to grade level content. • Provide a balanced reading approach that is systematic in integrating all 5 components of 	<ul style="list-style-type: none"> • Refine balanced reading approach to ensure that all 5 components of reading are implemented in a systematic way 	<ul style="list-style-type: none"> • Students can articulate what they need to know and do and why that learning is important. • Integration of effective lesson planning components. • All 5 components of reading will be

<p>Full Day Planning in reading on a quarterly basis</p> <p>Teaching Partner and Teacher Leader coaching</p>	<p>components for whole group reading lesson and intervention groups</p> <ul style="list-style-type: none"> • Provide weekly opportunities for students to do a short constructed response in reading • Integrate all 5 components of reading into the reading block 	<p>reading</p>		<p>integrated into instruction</p>
<p>CCLs</p>	<p><i>Assessing Learning</i></p>			
<ul style="list-style-type: none"> • PALS Diagnostic Assessments (August, December and May) • Phonological and Phonics Screener every given to students every 6 weeks • Reading Assessment Matrices focused on Grade Level Comprehension Standards 	<p>Use data assessment matrices and formative assessments to plan for instruction and provide students with feedback</p>	<ul style="list-style-type: none"> • Involve students in monitoring their strengths and next steps in reading 	<ul style="list-style-type: none"> • Student learning will be monitored daily and drive instruction. • Students will be able to articulate their strengths and next steps in the learning process. 	
<p><i>Interventions and Enrichment</i></p>				
<ul style="list-style-type: none"> • Teachers will meet with a reading consultant every 6 weeks to look at student reading data. This data will be used to identify and plan for intervention to happen during the school day or during extended learning opportunities. 	<ul style="list-style-type: none"> • Effectively use data from assessment matrices and formative assessments to plan for and facilitated targeted and systematic intervention and enrichment opportunities. 	<ul style="list-style-type: none"> • Refine the effective use of data from assessment matrices and formative assessments to plan for and facilitated targeted and systematic intervention throughout the school day. 	<ul style="list-style-type: none"> • Interventions and Enrichment opportunities will happen throughout the day and will be based on data conversations. 	

TIERED INTERVENTION GRANT COHORT 5

FY2014-15, 2015-16, 2016-17

District number:	0180		
School District Name:	Adams-Arapahoe 28 J	Tier	Model
School Name:	Crawford Elementary	Tier I	Transformation Model
Budget Report:			
Revision number:			
Date:	April 30, 2014		

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

Year 1	X
Year 2	X
Year 3	X

Name of person completing this information

Name:	Amy J. Beruan
Phone No.:	303-326-2000 ext. 28474
E-mail:	AJBeruan@aps.k12.co.us

Submit this excel file to : electronic_budget@cde.state.co.us; bylsma_b@cde.state.co.us; petrov_m@cde.state.co.us

Grants Fiscal Contact : Martin Petrov: (303) 866-6389, petrov_m@cde.state.co.us

Program Contact: Brad Bylsma: (303) 866-6937, bylsma_b@cde.state.co.us

CDE use only

Funding Summary

School/District	Request- Year 1	Request-Year 2	Request-Year 3	Approved-Year 1	Approved-Year 2	Approved-Year 3
Adams-Arapahoe 28 J	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Crawford Elementary	\$ 320,688	\$ 352,568	\$ 318,346	\$ -	\$ -	\$ -
Indirects	\$ 19,241	\$ 21,154	\$ 19,101	\$ -	\$ -	\$ -
Total:	\$ 339,929	\$ 373,722	\$ 337,447	\$ -	\$ -	\$ -

**TIERED INTERVENTION GRANT COHORT 5
2014-15 BUDGET DETAIL**

Adams-Arapahoe 28 J, Crawford Elementary

1	2	3	4	6	7b	8b	9b	10	11	12
Budget Object	School associated with budget line	Budget Year	Tier & Model	Original Cost	Revision #1 Cost	Revision #2 Cost	Revision #3 Cost	Description/Budget Narrative	FTE (required for all yellow cells)	Date of Completion
Support - Salaries (0100)	Crawford Elementary	Year 1	Tier I,Transformation Model	55,000				Community Specialist to assist in Refugee Center and data collection and distribution to all staff and CDE. Benefits for above position at 27%	1	May of 2015
Support - Employee Benefits (0200)	Crawford Elementary	Year 1	Tier I,Transformation Model	14,850						May of 2015
Inst. - Salaries (0100)	Crawford Elementary	Year 1	Tier I,Transformation Model	43,200				Stipends for extended school day, \$40 per hour, for 2.5 hours per week for 6 sessions at 6 weeks each for 12 teachers. Benefits for above position at 19%	Per Hour Rate for 12 teachers	May of 2015
Inst. - Employee Benefits (0200)	Crawford Elementary	Year 1	Tier I,Transformation Model	8,208						May of 2015
Inst. - Salaries (0100)	Crawford Elementary	Year 1	Tier I,Transformation Model	33,500				Stipends for after school PD with 95% Group and Step Up to Writing, at per diem rate, average district per diem rate is \$32 per hour. Benefits for above position at 19%	Per Hour Rate for all certified staff	May of 2015
Inst. - Employee Benefits (0200)	Crawford Elementary	Year 1	Tier I,Transformation Model	6,365						May of 2015
Inst. - Salaries (0100)	Crawford Elementary	Year 1	Tier I,Transformation Model	19,500				Sub release time for 25 days of work with the reading consultant, \$130 per day for 25 days and 6 subs each day. Benefits for above position at 19%	Subs	May of 2015
Inst. - Employee Benefits (0200)	Crawford Elementary	Year 1	Tier I,Transformation Model	3,705						May of 2015
Support - Purchased Professional & Technical Services (0300)	Crawford Elementary	Year 1	Tier I,Transformation Model	30,000				Reading Consultant to work in COP meetings, \$1200 per day for 25 days. Contract with 95% Group for PD for all staff to refine work on 5 components of reading, \$2000 per day for 6 days of PD place \$6000 for travel.		May of 2015
Support - Purchased Professional & Technical Services (0300)	Crawford Elementary	Year 1	Tier I,Transformation Model	18,000						May of 2015
Support - Purchased Professional & Technical Services (0300)	Crawford Elementary	Year 1	Tier I,Transformation Model	6,000				Contract with APTT for PD for all staff to engage and learn strategies on Academic Parent Teacher Teams, \$2500 for 3 days of coaching and PD, \$3500 in supplies for each classroom to run 3 nights of APTT Contract with Colorado African Organization to provide professional development for staff in refugee populations, ongoing throughout the year \$15,000.		May of 2015
Support - Purchased Professional & Technical Services (0300)	Crawford Elementary	Year 1	Tier I,Transformation Model	15,000						May of 2015
Support - Travel, Registration and Entrance (0580)	Crawford Elementary	Year 1	Tier I,Transformation Model	25,000				Travel to conference/workshops/seminars and other TIG implementation sites for Administration and Leadership Team. Step Up to Writing workshop, contract for all teachers to attend 2 day training offered during PD days built in the beginning of the school year.		May of 2015
Support - Purchased Professional & Technical Services (0300)	Crawford Elementary	Year 1	Tier I,Transformation Model	25,000						May of 2015
Inst. - Supplies (0600)	Crawford Elementary	Year 1	Tier I,Transformation Model	2,500				Supplies for teaching staff during professional development. Project Manager to be divided among all TIG sites, Instruction, and Accountability and Research. Position is \$58,466 split 5 ways.		May of 2015
Support - Salaries (0100)	Crawford Elementary	Year 1	Tier I,Transformation Model	11,700						0.2
Support - Employee Benefits (0200)	Crawford Elementary	Year 1	Tier I,Transformation Model	3,160				Benefits for above position at 27%		May of 2015

**TIERED INTERVENTION GRANT COHORT 5
2015-16 BUDGET DETAIL**

Adams-Arapahoe 28 J, Crawford Elementary

1	2	3	4	6	7b	8b	9b	10	11	12
Budget Object	School or district associated with budget line	Budget Year	Tier & Model	Original Cost	Revision #1 Cost	Revision #2 Cost	Revision #3 Cost	Description/Budget Narrative	FTE (required for all yellow cells)	Date of Completion
Support - Salaries (0100)	Crawford Elementary	Year 2	Tier I,Transformation Model	56,100				Community Specialist to assist in Refugee Center and data collection and distribution to all staff and CDE.		May of 2016
Support - Employee Benefits (0200)	Crawford Elementary	Year 2	Tier I,Transformation Model	15,148				Benefits for above position at 27% Stipends for extended school day, \$40 per hour, for 2.5 hours per week for 6 sessions at 6 weeks each for 12 teachers.	1	May of 2016
Inst. - Salaries (0100)	Crawford Elementary	Year 2	Tier I,Transformation Model	43,200				Benefits for above position at 19%	Per Diem Rate	May of 2016
Inst. - Employee Benefits (0200)	Crawford Elementary	Year 2	Tier I,Transformation Model	8,208				Stipends for after school PD at per diem rate, average district per diem rate is \$32 per hour.	Per Diem Rate	May of 2016
Inst. - Salaries (0100)	Crawford Elementary	Year 2	Tier I,Transformation Model	20,000				Benefits for above position at 19%	Per Diem Rate	May of 2016
Inst. - Employee Benefits (0200)	Crawford Elementary	Year 2	Tier I,Transformation Model	3,800				Sub release time for 25 days of work with the reading consultant and in COP's, \$130 per day for 25 days and 6 subs each day.	Subs	May of 2016
Inst. - Salaries (0100)	Crawford Elementary	Year 2	Tier I,Transformation Model	19,500				Benefits for above position at 19%		May of 2016
Inst. - Employee Benefits (0200)	Crawford Elementary	Year 2	Tier I,Transformation Model	3,705				Reading Consultant to work in COP meetings, \$1200 per day for 25 days.		May of 2016
Support - Purchased Professional & Technical Services (0300)	Crawford Elementary	Year 2	Tier I,Transformation Model	30,000						May of 2016
Support - Purchased Professional & Technical Services (0300)	Crawford Elementary	Year 2	Tier I,Transformation Model	6,000				Contract with APTT for PD for all staff to engage and learn strategies on Academic Parent Teacher Teams, \$2500 for 3 days of coaching and PD, \$3500 in supplies for each classroom to run 3 nights of APTT		May of 2016
Support - Purchased Professional & Technical Services (0300)	Crawford Elementary	Year 2	Tier I,Transformation Model	15,000				Contract with Colorado African Organization to provide professional development for staff in refugee populations, ongoing throughout the year \$15,000.		May of 2016
Support - Travel, Registration and Entrance (0580)	Crawford Elementary	Year 2		25,000				Travel to conference/workshops/seminars and other TIG implementation sites for Administration and Leadership Team.		May of 2016
Support - Supplies (0600)	Crawford Elementary	Year 2		2,500				Supplies for teaching staff during professional development.		May of 2016
Support - Salaries (0100)	Crawford Elementary	Year 2		11,935				Project Manager to be divided among all TIG sites, Instruction, and Accountability and Research. Position is \$59,635 split 5 ways.	0.2	May of 2016
Support - Employee Benefits (0200)	Crawford Elementary	Year 2		3,222				Benefits for above position at 27%		May of 2016
Inst. - Salaries (0100)	Crawford Elementary	Year 2		75,000				Incentive Stipends for all staff, \$1000 for certified staff and \$500 for classified staff.	Stipends	May of 2016
Inst. - Employee Benefits (0200)	Crawford Elementary	Year 2		14,250				Benefits for above position at 19%		May of 2016

**TIERED INTERVENTION GRANT COHORT 5
2016-17 BUDGET DETAIL**

Adams-Arapahoe 28 J, Crawford Elementary

1	2	3	4	6	7b	8b	9b	10	11	12
Budget Object	School or district associated with budget line	Budget Year	Tier & Model	Original Cost	Revision #1 Cost	Revision #2 Cost	Revision #3 Cost	Description/Budget Narrative	FTE (required for all yellow cells)	Date of Completion
Support - Salaries (0100)	Crawford Elementary	Year 3	Tier I,Transformation Model	57,222				Community specialist to assist in Refugee Center and data collection and distribution to all staff and CDE.	1	May of 2017
Support - Employee Benefits (0200)	Crawford Elementary	Year 3	Tier I,Transformation Model	15,450				Benefits for above position at 27% Stipends for extended school day, \$40 per hour, for 2.5 hours per week for 6 sessions at 6 weeks each for 12 teachers.		May of 2017
Inst. - Salaries (0100)	Crawford Elementary	Year 3	Tier I,Transformation Model	43,200				Benefits for above position at 19%	Per Diem Rate	May of 2017
Inst. - Employee Benefits (0200)	Crawford Elementary	Year 3	Tier I,Transformation Model	8,208				Stipends for after school PD at per diem rate, average district per diem rate is \$32 per hour.	Per Diem Rate	May of 2017
Inst. - Salaries (0100)	Crawford Elementary	Year 3	Tier I,Transformation Model	15,000				Benefits for above position at 19%	Per Diem Rate	May of 2017
Inst. - Employee Benefits (0200)	Crawford Elementary	Year 3	Tier I,Transformation Model	2,850				Sub release time for 25 days of work in COP's, \$130 per day for 25 days and 6 subs each day.	Subs	May of 2017
Inst. - Salaries (0100)	Crawford Elementary	Year 3	Tier I,Transformation Model	19,500				Benefits for above position at 19%		May of 2017
Inst. - Employee Benefits (0200)	Crawford Elementary	Year 3	Tier I,Transformation Model	3,705				Contract with APTT for PD for all staff to engage and learn strategies on Academic Parent Teacher Teams, \$2500 for 3 days of coaching and PD, \$3500 in supplies for each classroom to run 3 nights of APTT		May of 2017
Support - Purchased Professional & Technical Services (0300)	Crawford Elementary	Year 3	Tier I,Transformation Model	6,000				Contract with Colorado African Organization to provide professional development for staff in refugee populations, ongoing throughout the year \$15,000.		May of 2017
Support - Purchased Professional & Technical Services (0300)	Crawford Elementary	Year 3	Tier I,Transformation Model	15,000				Travel to conference/workshops/seminars and other TIG implementation sites for Administration and Leadership Team.		May of 2017
Support - Travel, Registration and Entrance (0580)	Crawford Elementary	Year 3	Tier I,Transformation Model	25,000				Supplies for teaching staff during professional development.		May of 2017
Support - Supplies (0600)	Crawford Elementary	Year 3	Tier I,Transformation Model	2,500				Project Manager to be divided among all TIG sites, Instruction, and Accountability and Research. Position is \$60,828 split 5 ways.	0.2	May of 2017
Support - Salaries (0100)	Crawford Elementary	Year 3		12,174				Benefits for above position at 27%		May of 2017
Support - Employee Benefits (0200)	Crawford Elementary	Year 3		3,287				Incentive Stipends for all staff, \$1000 for certified staff and \$500 for classified staff.	Stipends	May of 2017
Inst. - Salaries (0100)	Crawford Elementary	Year 3		75,000				Benefits for above position at 19%		May of 2017
Inst. - Employee Benefits (0200)	Crawford Elementary	Year 3		14,250						May of 2017

TIERED INTERVENTION GRANT COHORT 5

BUDGET SUMMARY - YEAR 1

FY 2014-15

Adams-Arapahoe 28 J, Crawford Elementary

04/30/14

Line	DESCRIPTION	Adams-Arapahoe 28 J	Crawford Elementary	Total
<u>INSTRUCTIONAL PROGRAM</u>				
1	Salaries (0100)	0	96,200	96,200
2	Employee Benefits (0200)	0	18,278	18,278
3	Purchased Professional & Technical Services (0300)	0	0	0
4	Other Purchased Services (0500)	0	0	0
5	Travel, Registration, and Entrance (0580)	0	0	0
6	Supplies (0600)	0	2,500	2,500
7	Subtotal-Instructional Program	0	116,978	116,978
<u>SUPPORT PROGRAM</u>				
8	Salaries (0100)	0	66,700	66,700
9	Employee Benefits (0200)	0	18,010	18,010
10	Purchased Professional & Technical Services (0300)	0	94,000	94,000
11	Other Purchased Services (0500)	0	0	0
12	Travel, Registration, and Entrance (0580)	0	25,000	25,000
13	Supplies (0600)	0	0	0
14	Subtotal- Support Program	0	203,710	203,710
15	Grand Total - Instructional and Support Programs	0	320,688	320,688
16	Equipment (0700)	0	0	0
17	Indirect Cost Rate	0		
18	Indirect Costs	19,241		
19	Indirect Costs Override			
21	TOTAL BUDGET			339,929

TIERED INTERVENTION GRANT COHORT 5

BUDGET SUMMARY - YEAR 2

FY 2015-16

Adams-Arapahoe 28 J, Crawford Elementary

04/30/14

Line	DESCRIPTION	Adams-Arapahoe 28 J	Crawford Elementary	Total
<u>INSTRUCTIONAL PROGRAM</u>				
1	Salaries (0100)	0	157,700	157,700
2	Employee Benefits (0200)	0	29,963	29,963
3	Purchased Professional & Technical Services (0300)	0	0	0
4	Other Purchased Services (0500)	0	0	0
5	Travel, Registration, and Entrance (0580)	0	0	0
6	Supplies (0600)	0	0	0
7	Subtotal-Instructional Program	0	187,663	187,663
<u>SUPPORT PROGRAM</u>				
8	Salaries (0100)	0	68,035	68,035
9	Employee Benefits (0200)	0	18,370	18,370
10	Purchased Professional & Technical Services (0300)	0	51,000	51,000
11	Other Purchased Services (0500)	0	0	0
12	Travel, Registration, and Entrance (0580)	0	25,000	25,000
13	Supplies (0600)	0	2,500	2,500
14	Subtotal- Support Program	0	164,905	164,905
15	Grand Total - Instructional and Support Programs	0	352,568	352,568
16	Equipment (0730)	0	0	0
17	Indirect Cost Rate	0.0600		
18	Indirect Costs	21,154		
19	Indirect Costs Override			
21	TOTAL BUDGET			373,722

TIERED INTERVENTION GRANT COHORT 5

BUDGET SUMMARY - YEAR 3

FY 2016-17

Adams-Arapahoe 28 J, Crawford Elementary

04/30/14

Line	DESCRIPTION	Adams-Arapahoe 28 J	Crawford Elementary	Total
<u>INSTRUCTIONAL PROGRAM</u>				
1	Salaries (0100)	0	152,700	152,700
2	Employee Benefits (0200)	0	29,013	29,013
3	Purchased Professional & Technical Services (0300)	0	0	0
4	Other Purchased Services (0500)	0	0	0
5	Travel, Registration, and Entrance (0580)	0	0	0
6	Supplies (0600)	0	0	0
7	Subtotal-Instructional Program	0	181,713	181,713
<u>SUPPORT PROGRAM</u>				
8	Salaries (0100)	0	69,396	69,396
9	Employee Benefits (0200)	0	18,737	18,737
10	Purchased Professional & Technical Services (0300)	0	21,000	21,000
11	Other Purchased Services (0500)	0	0	0
12	Travel, Registration, and Entrance (0580)	0	25,000	25,000
13	Supplies (0600)	0	2,500	2,500
14	Subtotal- Support Program	0	136,633	136,633
15	Grand Total - Instructional and Support Programs	0	318,346	318,346
16	Equipment (0730)	0	0	0
17	Indirect Cost Rate	0.0600		
18	Indirect Costs	19,101		
19	Indirect Costs Override			
21	TOTAL BUDGET			337,447

Tiered Intervention Grant 2014
Grant Feedback – *Part A*

Applicant: Aurora

GENERAL COMMENTS:

Strengths:

- Strong district support of the process
- Clear ownership of improvement efforts
- Differentiated needs of schools are clearly articulated

In addition to Part B questions, please address the following in your final application:

- School plans must articulate clear needs for schools and costs related directly to those needs.
- Provide clarity on whether Crawford and Paris will be pursuing pilot/ innovation status and the timeline for this.
- Clearly define the locus of control and clarity of roles within the site and district (i.e., provide clarity on what decisions the principal will make and what decisions will be led by the district).

Feedback responses:

- **School plans must articulate clear needs for schools and costs related directly to those needs.**

Please refer directly to each Part B proposals for needs and costs.

- **Provide clarity on whether Crawford and Paris will be pursuing pilot/ innovation status and the timeline for this.**

Aurora Public Schools (APS) established Pilot schools as a tool for reform and transformation, giving individual buildings increased autonomy in return for greater accountability for student performance. Schools can apply to the APS Board of Education (Board) for Pilot school status. The APS Board has granted all applications to date. APS currently has four Pilot schools, including Fulton Elementary which is concluding its final year of 1003 grant funding. Pilot school autonomy includes:

- **Staffing** — Freedom to hire and release staff (including the principal) annually in order to ensure a unified school community that supports the vision and mission of the school.
- **Schedule** — Flexible schedules, including different student days than those identified by the district and different calendar constructs for both staff and students.
- **Budgeting** — Bottom line budgeting provides flexibility to allocate funds for staffing and scheduling decisions to realize their vision and mission of improved student learning.
- **Curriculum and Assessment** — Flexibility to determine the school’s curriculum and assessment practices. Schools are held accountable for all federal and state-mandated tests (e.g. TCAP, WIDA and ACT).

Over the course of the 2013-2014 school year, the Crawford Elementary principal, school leadership and district administrators have discussed the considerations and potential benefits of becoming a Pilot school. After almost a full year in the building, the principal and her team believe the additional autonomies Pilot status offers will help facilitate accelerated student growth at Crawford. During the first part of the 2014-2015 school year, the administration team will seek consensus around pursuing Pilot school status and work collaboratively with staff to develop the plan. The school anticipates submitting the Pilot school application to the APS Board in the late fall of 2014 to be effective for the 2015-2016 school year.

One of the many decisions that the new Paris Elementary principal will need to make is whether to pursue Pilot or Innovation status for the school. The P-20 director and other school and district leadership will help the principal through that process. As outline above, Pilot school status provides flexibilities that may be needed to transform Paris. The school will complete the analysis and decision making process in time to apply for either Pilot or Innovation status for the 2015-2016 school year.

As currently structured, only “small schools,” those with a student population of less than 500, can apply for Pilot school status. Crawford Elementary’s student count is above this maximum. APS leadership supports Crawford seeking a waiver from the APS Board from the 500 maximum

student count. Given the positive relationship between APS and the teachers union, Pilot schools are the natural vehicle to provide autonomy and flexibility. If the Pilot school process cannot be made available to Crawford, the district will support Crawford completing the Innovation process with the state.

- **Clearly define the locus of control and clarity of roles within the site and district (i.e., provide clarity on what decisions the principal will make and what decisions will be led by the district).**

APS will utilize a *defined autonomy* model with its TIG schools (Marzano & Waters 2009). The P-20 director (and other district leaders) will work with the principal and building leadership to articulate clear, non-discretionary student achievement goals and the framework for achieving these goals. The Project Manager (PM) associated with TIG grants will be critical for monitoring TIG implementation, as well as holding both the school and the district accountable for the agreed upon goals and actions steps. The PM will report to district Turnaround Manager to communicate with district Leadership Team on the progress at each site. This communication channel will allow everyone to celebrate successes, as well as make any necessary adjustments in a timely manner.

While this will be a collaborative process, the following are initial parameters and experiences the district has had thus far with 1003 grantees:

- School scheduling: schools are expected to follow the required minimum number of teacher contract and student contact time but may organize those days to fit their vision and mission (block schedules, extended day, extended year)
 - Fulton Elementary, grantee of 1003 funds in 2011, used this flexibility to create a schedule which allowed for breaks within the typical calendar for intensive interventions for students identified as unsatisfactory and partially proficient in reading and math. The results and positive impacts on student have been remarkable. Achievement and growth have increased and the school went from Priority Improvement to Performance the first year and narrowly missed Performance again this year.
 - Aurora Central High School, grantee of TIG funds in 2013, has been given district flexibility with their scheduling and calendar. The new principal shifted from block scheduling and moved to a traditional 8 class per day model. He also eliminated “off/free” periods from students’ schedules. This change has resulted in a cultural shift in the building. Students are no longer roaming the halls during off periods; instead they are in class gaining the credits they need for graduation.
- Accountability: schools must demonstrate higher than average achievement and growth (minimum 3% growth annually), but can use of a variety of accountability measures, such as graduation or exit examinations, student portfolio reviews, competency-based pathways, or student and parent accountability contracts.
 - Fulton Elementary has shown higher achievement and growth compared to their Pilot/Innovation counterparts.

- Assessments: Schools must have a standards-based curriculum and quarterly assessments, but the school can use multiple assessments that will allow students to demonstrate what they know and are able to do in a variety of formats.
 - Fulton Elementary was able to opt out of the district interim assessment once they began pilot status in 2011. Instead they have used teacher based classroom assessments, along with PALs, DRA2 and TCAP to inform instructional practices.
 - For the 2014-2015 school year, Aurora Central High School will switch from Acuity (the district assessment) to MAPS for progress monitoring student achievement. MAPS will provide the school with the data they need to diagnose, monitor and adjust teaching and learning.
- Attendance and Discipline: school must demonstrate improvement in areas of attendance, reduction in mobility and fewer discipline concerns, but may implement site based structures and policies to achieve these goals.
 - Aurora Central High School has made tremendous strides in attendance and discipline by focusing professional development days on building teacher capacity to implement culturally responsive teaching. The school has seen significant increases in class attendance and decreases in discipline throughout the 2013-14 school year.
- Staffing: Schools must implement the teacher evaluation system and adhere to mutual consent provisions, but have flexibilities with staffing their building, directing recruitment and creating reward systems.
 - Fulton's principal has attributed success to teacher commitment to the school's vision and mission agreements. Yearly, staff must sign an Election to Work Agreement, establishing performance benchmarks for themselves and their students. Teachers hold themselves accountable to their students' data and their jobs depend on it. If a teacher fails to meet the agreement, they can be removed.
 - Fulton Elementary has implemented incentive pay programs based on School Performance Frameworks. The incentives, have contributed, in part, to less staff turnover the past few years. Aurora Central High School is also considering implementing a staff incentive program to reward teachers for their commitment and dedication.