

### **EXECUTIVE SUMMARY (narrative)**

Fairview Elementary School is located just southwest of downtown Denver, serving students in grades ECE – 5 in the Sun Valley neighborhood. Currently serving 304 students, the original Fairview school building was constructed in 1902, making it one of the three oldest public schools in the metro Denver area. Fairview serves a high needs population; 98% of students qualify for Free or Reduced Lunch. Students at Fairview have diverse cultural heritages and linguistic backgrounds; 33% are English Language Learners. In addition to K-5 classes, Fairview offers full day preschool, full day kindergarten and two Multi-Intensive classrooms for students with special needs. A unique feature of Fairview is the city garden, which sits adjacent to the school. Here Fairview students grow, harvest and sell vegetables at the Fairview Youth Farmers Market. Fairview is currently rated as “Accredited on Probation” (red) on the district’s School Performance Framework. The overall rating dropped by ten percentage points from 2012 to 2013, due to a significant drop in student growth and overall achievement.

In the 2013-14 school year, Fairview was identified for “Intensive Supports” through Denver Public School’s tiered support process, a data driven process that identifies struggling schools and matches them with the needed level of support. A new principal, Antoinette Hudson, was hired for the 2013-2014 school year to lead the transformation process at Fairview Elementary School. Antoinette participated in leading a transformation for two years as Assistant Principal at Smith Elementary. Prior to the principalship, Antoinette participated in the DPS Learn to Lead program and demonstrated her turnaround leadership competencies as a Principal Resident at Carson Elementary School in 2012-2013. Antoinette has had extensive training in educational leadership, has earned two masters’ degrees in curriculum and instruction and in administration and supervision, and is currently pursuing a doctoral degree in diversity and higher education.

Fairview participated in the district’s 2013-2014 UIP Plus strategic planning process, identifying the school’s vision, mission, and goals, and using these to create a strategic improvement plan. An external consultant was hired to facilitate the strategic planning process. The school’s leadership team and faculty were engaged in this process and community outreach was conducted along the way. The Fairview team conducted in depth data analyses, root cause analyses, and identified priority performance challenges to be the focus for the 2013-2014 and 2014-15 years. Major improvement strategies and action steps to address the priority performance challenges were identified by the instructional leadership team and confirmed with the full staff. The result of this process was not only a deep understanding of the school’s priority performance challenges, but a clear plan for improvement that lays out goals for the next three years. Having completed this phase of the work during the 2013-14 school year, Fairview is especially well positioned to begin a turnaround effort in 2014-15.

## **SECTION I: Needs Assessment and Program Plan**

### **A. *Submit the Unified Improvement Plan Addendum (Attachment E)- Transformation Model***

Based on the needs assessment, the transformation intervention model was selected for Fairview. See Attachment E for details.

### **B. *Analyze the current conditions in the proposed school(s) by providing student performance and other relevant data in relation to intervention selected for each school site.***

As a part of the UIP Plus process, the leadership and staff at Fairview engaged in an in depth data analysis to diagnose the school's current performance. This process resulted in identifying key performance concerns related to significant low academic achievement. Between 2009 and 2013, the percent of students at Fairview who scored proficient or advanced on Reading TCAP increased from 28% to 33%; still significantly below the 2013 district average of 56% and the state average of 71%. Between 2009 and 2013, the percent of students who scored proficient or advanced on Math TCAP slightly increased from 34% to 36%; still significantly below the 2013 district average of 57% and the state average of 70%. Writing achievement is very low and has shown a decline. Between 2009 and 2013, the percent of students who scored proficient or advanced on writing TCAP moved from 18% to 14%. In addition, Hispanic and FRL groups consistently score well below their peers.

In October of 2013, Fairview had a two-day external quality review conducted by SchoolWorks. The review team found the following areas of concern:

- "While the curriculum is standards-based and classroom instruction is intentional and engaging, it is not challenging for all students."
- "Assessments are not used to adjust instruction."
- "The school does not provide effective services for English language learners and at-risk students."
- "While the school provides a safe environment for students and families, it has not yet established a culture of high academic expectations."
- "While there is an intentional decision to focus on professional development, it is not yet high quality and multi-faceted."
- "While all staff are committed to the students, school, and community, the school does not have a safe, transparent, and trustworthy professional climate."

The data analysis revealed positive trends as well, which indicate that with the right supports in place for teachers, instruction and culture will be able to improve. The October 2013 School Quality Review included the following positive findings:

- "The learning environment is structured; students understand behavioral expectations and learning time is maximized through effective planning and guidance."
- "School leaders ensure that the school has a coherent, comprehensive and aligned curriculum."
- "School leaders provide conditions that support a school-wide data culture."

These findings indicate that the new leadership at Fairview has already begun to drive positive improvements to school culture, and is properly positioned to make dramatic gains with the current staff if provided the appropriate resources and support. The priority performance challenges identified at Fairview indicate that the best match for a school intervention model is the transformation model.

**C.** *Analyze the current conditions in the proposed school(s) by identifying root causes. What is preventing the school from increased academic performance? To what does the district attribute the failure of student academic growth over time?*

Three root causes are preventing Fairview from improving student achievement: there isn't a culture of accountability and feedback, there is a lack of consistent and rigorous expectations for instruction, and the infrastructure for professional development, collaboration, and effective communication is not in place.

Fairview needs a culture of accountability and feedback to push its staff to grow and to implement reforms with urgency and fidelity. Data analysis revealed there was a significant lack of feedback for teachers last year. In 2012-2013 school year, only 7 full evaluations were completed, and no partial or walkthrough evaluations were completed by school leadership. Only one third of staff received a full evaluation, and no teachers were rated as low-performers. A root cause of Fairview's low student achievement is a lack of high expectations for teachers as well as the feedback and accountability that can move their professional practices to the next level.

For student achievement to improve, Fairview needs clear and high expectations around instructional best practices. Students can thrive in a school culture where teachers and students have consistent expectations and routines for data driven instruction and intervention. Linked to this root cause is the lack of high quality professional development and structures for collaboration. To learn instructional best practices and have true consistency and alignment in the school, Fairview needs to design systems to deliver targeted professional development as well as protocols for teacher collaboration and communication.

**D.** *Provide evidence to demonstrate that overall goals and performance targets are included by year. Annual math and reading/language arts academic goals are set for each school site the grant will serve. Expectations for growth after one year must be clear.*

The leadership and staff at Fairview engaged in a goal setting process as a part of the UIP Plus. As a result, clear annual targets are in place and can guide the turnaround effort; specific goals for student achievement and growth will be used as an annual measure of whether Fairview is on track. Fairview has also set some long term goals that don't directly address student achievement, but rather address the root causes of low student achievement, lack of: consistent and rigorous instruction, communication and collaboration, and accountability and feedback. LEAP evaluation indicators I.2 (rigorous tasks), I.5 (checks for understanding), and I.8 (communication and collaboration) have been identified as among those that have the highest impact on student outcomes. The table below is Fairview's long term goal setting tool, included in the UIP Plus strategic plan.

	<b>2012-2013 Actual</b>	<b>2013-14 Goal</b>	<b>2014-15 Goal</b>	<b>2015-16 Goal</b>
Academic Achievement on TCAP (Status)	Reading: 36% P/A Math: 36% P/A Writing: 21% P/A Science: 21% P/A	Reading: 46% P/A Math: 46% P/A Writing: 36% P/A Science: 33% P/A	Reading: 56% P/A Math: 56% P/A Writing: 41% P/A Science: 41% P/A	Reading: 66% P/A Math: 66% P/A Writing: 51% P/A Science: 51% P/A
Academic Growth on TCAP (Growth)	Reading: 42 MGP Math: 44 MGP Writing: 44 MGP ELP: 50 MGP	Reading: 55 MGP Math: 55 MGP Writing: 55 MGP ELP: 55 MGP	Reading: 60 MGP Math: 60 MGP Writing: 60 MGP ELP: 60 MGP	Reading: 60 MGP Math: 60 MGP Writing: 60 MGP ELP: 60 MGP
Attendance	92.7% average student attendance	95% average student attendance	96% average student attendance	Maintain 96% average student attendance
LEAP Framework for Effective Teaching	Not Available LEAP scores from 2012-2013 did not provide a valid baseline	90% of teachers will be rated 4 or higher on LEAP Indicators I.2, I.5, I.8	90% of teachers will be rated 5.5 or higher on LEAP Indicators I.2, I.5, I.8	90% of teachers will be rated 5.5 or higher on LEAP Indicators I.2, I.5, I.8
Families "choicing out" of school boundary	38% of families "choiced out"	Less than 30% of families "choicing out"	Less than 25% of families "choicing out"	Less than 20% of families "choicing out"

In addition to these annual goals, Fairview set benchmarks to check in on throughout the year and ensure that the school is on track. Leadership and staff will closely monitor STAR Reading interims, Math interims and LEAP data to measure interim progress toward meeting the above goals.

	<b>Oct 2013 Baseline</b>	<b>2013-14 Goal</b>	<b>2014-15 Goal</b>	<b>2015-16 Goal</b>
Reading Interims	STAR Early Literacy 37% Reading Literacy 27%	STAR Early Literacy 57% Reading Literacy 60%	A-Net Reading 60%	A-Net Reading 80%
Math Interims	DPS Interim Math K-2 58% Math 3-5 13%	DPS Interim Math K-2 77% Math 3-5 35%	A-Net Math 55%	A-Net Math 80%
LEAP Monthly Averages	I.2= 4.19 I.5= 4.29 I.8= 4.03	I.2= 4.50 I.5= 4.50 I.8= 4.50	I.2= 5.00 I.5= 5.00 I.8= 5.00	I.2= 5.50 I.5= 5.50 I.8= 5.50

DPS created a progress monitoring tool to effectively monitor UIP goals, interim targets, and action steps. Fairview uses the UIP Tracker and holds two monthly progress monitoring meetings. The UIP Tracker includes the high leverage action steps for each Major Improvement Strategy and lays out measures, metrics, and benchmark goals by action step in order to assess whether the step is on track on a monthly basis. By having the UIP Tracker in Google docs, it is accessible to all stakeholders – leadership, staff, and district support partners – and can be updated on an ongoing basis. In the first of two monthly progress monitoring meetings, the School Leadership Team (which includes staff) meets to share the data they’ve collected for the action steps they are responsible for, and updates the tracker to reflect the current status of each action step. In the second of each progress monitoring meeting, school leadership meets to trouble shoot mid-course corrections to the strategies and action steps that are not on track. This meeting is facilitated by a strategic planning consultant and includes the Instructional Superintendent (IS), who uses the updated tracker and current school data and observations to determine the priority focus areas for the meeting.

**E. Provide evidence to demonstrate interventions are consistent with the final requirements.**

Please see the attached UIP Transformation addendum to see how Denver Public Schools and Fairview Elementary are in compliance with the required components of the transformation model.

In addition, the improvement plan developed by the school in the UIP Plus process shows how the Major Improvement Strategies and the associated Action Steps are indeed a plan for dramatic improvement. The “UIP Plus” process, a new process developed by DPS, provided Fairview with an external consultant to guide the school through a strategic planning process. The consultant met with the School Leadership Team consistently throughout the fall of 2013 to engage in this process. The team discussed the school’s mission, vision, values, and goals; conducted quantitative and qualitative data analyses; identified priority performance challenges and their root causes, and brainstormed major improvement strategies and action steps. In addition, Fairview engaged in a school quality review conducted by SchoolWorks and used the findings as a key source of data. The Diagnostic Review Grant awarded by CDE supported this process. Fairview now seeks to secure funding to implement the major improvement strategies identified through this diagnostic process.

Through the UIP Plus process, schools identified high level goals that will lead to dramatic improvement, a theory of action for how to reach the goal, and strategies that are aligned to the theory of action.

<b>Goal</b>
Significantly increase student achievement in reading and math: 66% of our students will score proficient or advanced in READING on the 2016 TCAP; and 66% of our students will score proficient or advanced in MATH on the 2016 TCAP.
<b>Theory of Action</b>
If we clarify rigorous expectations around data-driven instructional practices, provide high

quality PD on those practices, and create systems of accountability to ensure delivery of these practices, then reading and math proficiency will increase significantly for students.

**Major Improvement Strategies**

<p><b>1. Data Inquiry Cycle:</b></p> <p>a. Create a schedule for collaborative planning time w/grade level teams and TEC</p> <p>b. Provide teachers sub days for unit planning and backwards planning for literacy &amp; math units.</p> <p>c. Implement weekly lesson planning sessions w/TEC a week in advance to make sure teachers are organized and in line with pacing and planning.</p> <p>d. Develop mid-unit formative assessments, using STAR and interim data to create small group, differentiated instruction.</p> <p>e. Use Bloom’s Taxonomy to increase rigor of instruction.</p>	<p><b>2. Rigorous Instruction:</b></p> <p>a. Define expectations for rigorous instruction: define platooning strategy for 2<sup>nd</sup>-5<sup>th</sup> grades, define rigor, define 3-5 high yield instructional practices, define grade level CCSS expectations, define standards-based instruction, and define content language objectives.</p> <p>b. Deliver high quality PD at weekly PD meetings to increase teachers’ content knowledge in literacy and math instruction</p> <p>d. Provide opportunities for teachers to observe effective instruction within building and at other schools.</p> <p>e. Hold teachers accountable through LEAP observations, feedback, and coaching focused on: I.2, I.5 &amp; I.8; bimonthly partials and fulls for every teacher, entered into School Net, and data shared in weekly school bulletin;</p> <p>f. Conduct weekly classroom walkthroughs for every teacher using “Classroom Walkthrough Checklist,”</p>	<p><b>3. Response to Intervention:</b></p> <p>a. Establish the RtI process, Tier 1 instructional expectations and referrals to SIT.</p> <p>b. Develop Tiers 2 and 3 of RtI, including staff and interventions.</p> <p>c. SIT: Establish process, clear systems and expectations to address student needs.</p> <p>PBIS:</p> <p>d. Conduct needs assessment and planning (spring);</p> <p>e. Create tiered discipline management w/NNN to match district structure (August);</p> <p>f. Distribute weekly SOAR recognition of positive behavior; creation of touchstone; monthly SWAG awards for academic and behavior.</p> <p>Parent/Student Engagement:</p> <p>g. Post progress in graphic form on bulletin boards;</p> <p>h. include data in parent newsletters;</p> <p>i. share results with each grade level at Morning Meetings;</p> <p>j. maintain student assessment folders with Body of Evidence and monthly student set goals</p>
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The needs assessments for all four elementary schools that are being supported by the EED transformation network reveal gaps in the use of data and consistent structures for supporting instruction throughout the building. Therefore, the new network will be specifically designed to

support improvements in these two areas: use of data to drive instruction and literacy instruction. The network will provide support at scale, making the partnership with Achievement Network and the implementation of Guided Reading Plus strategies more efficient and economical.

**F. *Provide evidence to demonstrate proposed plan is aligned with the district Unified Improvement Plan.***

One of the Major Improvement Strategies in the district UIP is to differentiate support to schools, with a focus on the equitable distribution of resources in order to improve our lowest performing schools. Fairview's transformation plan helps the district to fulfill this mission by contributing significant additional resources and supports to one of our lowest performing schools. DPS seeks to provide support to these schools that leads to both dramatic improvement and sustainable change. We believe the proposed plan will lead to both of these results, by immediately beginning to build the capacity of Fairview's leaders, teachers, and systems.

The district UIP also includes "Help our educators grow" and "Shift our teaching practices with students" as Major Improvement Strategies. The proposed plan at Fairview is very much aligned to this strategy. The "School Development Teams" initiative provides financial incentives and additional responsibilities to highly performing teachers in order to attract and retain them in turnaround schools; these teachers will be leveraged to help the rest of the faculty improve their instructional practices. Additionally, the partnership with Achievement Network and other providers ensures job-embedded, high quality professional development for all teachers in a turnaround school.

**G. *Provide evidence to demonstrate sustainability after the implementation of the changes.***

Since Tiered Intervention Grant funding expires in three years, the bulk of efforts focus on developing capacity within these schools. During the three year time period, the goal of the district is to use these additional funds to make dramatic improvements in school culture and the instructional practices of teachers, which will in turn increase staff retention. This stability and increased capacity will allow the school to function effectively when the funding ends, because the right systems and structures have been put in place. The district structures for turnaround work show how our system has oriented operationally in support of our lowest performing schools. Since the beginning of the grant, the focus has been to start with intensive interventions – and the most costly supports related to those interventions – and then to scale back over time as more students are brought to grade level and the school moves out of intervention and into continuous improvement.

**SECTION II: Budget Narrative**

Fairview Elementary is requesting TIG funds to implement the major improvement strategies and high leverage actions included in its UIP and transformation plan in order to significantly increase student achievement and turn around the school's persistent low performance.

### **Major Improvement Strategy 1: Data Inquiry Cycle**

**Achievement Network (\$34,000)** – Grant funds will be used to contract with the Achievement Network to provide high quality formative assessments and analysis of the results in a user-friendly platform. These assessments are aligned to DPS curriculum and CCSS, and are designed to provide meaningful data on progress toward grade level proficiency and TCAP growth. In addition to the data and assessments, A-Net will provide on the ground training and coaching, in order to empower teachers to use the data to drive instruction. Data teams at the school site, led by School Development Team teachers, will enhance and sustain this work.

### **Major Improvement Strategy 2: Rigorous Instruction**

**Literacy Facilitator (\$70,000)** – Grant funds will be used to hire a literacy facilitator to provide professional development, coaching, and modeling of research-based instruction aligned to CCSS for teachers. This position is a short-term position focused on developing sustainable systems and building the capacity of teachers to provide effective literacy instruction.

**Guided Reading Support/PD Supplies (\$1500)** – Grant funds will be used to purchase materials and supplies related to Guided Reading Plus, including network-based materials. Some funds will support the literacy coordinator’s PD, so she can lead network-wide trainings.

**Release Time Substitutes (\$22,000)** – Grant funds will be used to provide opportunities for teachers to observe effective instruction within the building and in other schools. Peer observations will focus on increasing expectations for rigorous instruction and providing professional learning opportunities for teachers.

**Extra Duty Pay (\$7500)** – Grant funds will be used to compensate teachers for additional professional development time

**Conferences/Training (\$5,000)** - Grant funds will be used to send teachers to training on high-impact instructional practices (e.g. reciprocal teaching, Thinking Maps, etc.). Teachers will share what they learn with the rest of the staff during weekly professional development.

### **Major Improvement Strategy 3: Response to Intervention**

**Tutoring (\$80,000)** – Grant funds will be used to hire part time paraprofessionals to provide tutoring in math and literacy. Currently, only 20 3<sup>rd</sup> graders are receiving a double dose of literacy after school by pre-service teachers through a partnership with Metro State University and 27 4<sup>th</sup> graders are receiving math tutoring during the school day through the Math Fellows program. Fairview will extend the literacy and math tutoring to all students who demonstrate the need, an estimated 130 students. Paraprofessionals will be trained and will work staggered schedules to support before and after school tutoring as well as for a portion of the school day. When more students are achieving grade level standards, the need for additional tutoring will be reduced or eliminated.



**Tutoring Materials (\$6,000)** – Grant funds will be used to purchase *Do the Math* tutoring materials for use throughout the school day and in after school tutoring.

**Transportation for Extended Day (\$1,000)** – Fairview will extend the day for the majority of students by providing tutoring and enrichment programs. Grant funds will be used to purchase district transportation for students at the end of the extended day / after school activities. If extended day is maintained after the grant period, Title I funds will be reallocated to this expense.

**Dean of Culture & Equity (\$70,00)** – Grant funds will be used to hire a full time Dean of Culture & Equity (DCE) to develop systems and structures that support a positive student culture and foster the social and emotional learning of students. The DCE will work with teachers to design systems and structures for proactive teaching of positive behaviors, incentives, and interventions. In addition, the DCE will provide real time coaching cycles with teachers around No Nonsense Nurturing. This position is a short term position focused on developing sustainable systems and building the capacity of teachers to effectively implement positive school culture behavior support and intervention systems.

**Extended Learning Opportunities and Community Engagement Liaison (\$53,978)** – Grant funds will be used to hire an administrative assistant (AA) to coordinate extended learning and community engagement activities. The ELO/CE Liaison will foster external partnerships; supervise and run after school programs and activities for students and families; supervise paras, tutors, and enrichment providers; and facilitate related communications. This position is a short-term position focused on extending the day for the large numbers of students who currently need more intensive support to close achievement gaps and on developing sustainable systems and partnerships to support parent and community involvement.

**TIG Administration Costs:**

**Turnaround Admin (\$16,000)** 5%

**Indirect Costs – (\$15,358)** Based on a rate of 7.76%.

**ATTACHMENTS**

- Unified Improvement Plan Addendum
- Electronic Budget Form