



2013 TIERED INTERVENTION GRANT

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

Name of Lead Local Education Agency (LEA)/Organization:		Denver Public Schools	
Mailing Address: 900 Grant Street, Denver, CO 80211			
District Turnaround Project Manager:		Rebecca Grant, Director of School Turnaround	
Mailing Address: 900 Grant Street, Denver, CO 80211			
Telephone: 720-423-3995		E-mail: rebecca_grant@dpsk12.org	
Signature: 			
Program Contact Person (if different):		Same as above	
Mailing Address:			
Telephone:		E-mail:	
Signature:			
Fiscal Manager:		Kate Crandall, Turnaround Financial/Data Analyst	
Telephone: 720-423-3574		E-mail: kate_crandall@dpsk12.org	
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.			
Year 1 (May 30, 2013 – September 30, 2014)	Year 2 (July 1, 2014 – September 30, 2015)	Year 3 (July 1, 2015 – September 30, 2016)	Total
\$508,200	\$470,800	\$470,800	\$1,449,800

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, 2013 to June 30, 2013 (see Attachment B). The duration of Year 1 will be May 30, 2012 to September 30, 2014.

PART IA: SCHOOLS TO BE SERVED

Complete the following information with respect to the schools that will be served with a Tiered Intervention Grant and attach as the second page of proposal.

SCHOOL NAME	NCES ID #	INTERVENTION Model Include requested amount per school			
		Turnaround	Restart	Closure	Transformation
Bruce Randolph School	080336001869				\$1,449,800

PART IB: LEA/School Information and Signature Page

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

District Signatures

District Name: Denver Public Schools

District Code: 0880

School Board President Signature:



Superintendent Signature:



School Information

School #1 Name: Bruce Randolph School

School Code: 6350

Principal Name: Cesar Cedillo (principal, Bruce Randolph HS); middle school principal TBD

Telephone: 720-424-1080

E-mail: cesar_cedillo@dpsk12.org

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

Yes No

Principal Signature:



PART IC: Certification and Assurance Form

(Complete and attach as the fourth and fifth pages of proposal)

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

On April 15, 2013, the Board of Denver Public Schools hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools. In addition, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention Grant** agree to the following assurances:

Federal Assurances:

- Use its School Improvement Grant to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements;
- Establish annual targets for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive School Improvement funds;
- (If the applicant implements a restart model in a school) Include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to recruit, select and provide oversight to external providers to ensure their quality;
- Monitor and evaluate the actions schools have taken as outlined in the approved School Improvement Grant application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of School Improvement Grant funding; and
- Report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements (program guidance can be found at: <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf>).

State Assurances:


- Provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant (e.g.,

CSAP/TCAP by State Assigned Student IDs, school level non-performance data). The district will report to CDE, at least quarterly, the school level interim measures of student learning required under section III of the final requirements (program guidance can be found at: <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf>);

- Align current and future funding sources in support of improvement goals, including commitment to identify and reallocate existing local funds for the purpose of sustaining the improvement work after federal funds expire;
- Commit to developing a Unified Improvement Plan that demonstrates how the district will increase overall student achievement in the identified schools and share that plan with CDE;
- Provide the leadership capacity to oversee the implementation of intervention models;
- Provide a district level contact whose primary responsibility is the oversight and coordination of intervention models in the school(s);
- Participate in quarterly Professional Learning Communities focused on school and district improvement;
- Monitor and evaluate the impact of all intervention models;
- Agree to participate in the federal and state evaluation of School and District Improvement Initiatives;
- Submit to CDE the most recent UIP for each identified school.
- Commit to working with CDE to monitor progress on the UIP and make adjustments to the plan accordingly;
- Provide data on attainment of performance targets to CDE to inform decision around the continuation of funding.
- Develop a detailed budget for each school and submit a revised budget at least annually, as well as an annual financial report;
- Participate fully in on-site visits conducted by CDE to every funded school during the grant cycle;
- Work collaboratively with CDE, as appropriate, in the selection of a strong school leader or partner, such as a Charter Management Organization (CMO), Education Management Organization (EMO) or other provider;
- Work cooperatively with CDE and provider(s), if applicable, in waiving district policies, procedures or practices that are deemed to be impediments to improvement, such as scheduling of the school day and year; staffing decisions; budgeting; and/or to obtain innovation school status for identified schools;
- Commit to engaging in significant mid-course corrections in the school if the data do not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation, such as replacing key staff, leadership or external providers;
- Maintain sole responsibility for the project even though subcontractors may be used to perform certain services; and
- Notify the community of the intent to submit an application and that any waiver request will be made available for public review prior to submission of the application.
- Participate in the development and submission of any reports necessary to meet statutory requirements (e.g., EdFacts, CSPR) within the time frames specified.
- Maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit.
 - Submit budget revision(s), if applicable, to CDE on a **quarterly** basis for review and approval.

- Submit Annual Financial Reports as part of their annual review with CDE. CDE will utilize the information as a measure of performance and leading indicator of performance in subsequent year(s).
- Contracts with education providers must include a performance guarantee to increase student achievement based on services provided.

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



Mary Seawell

Name of Board President

Signature of Board President



Tom Boasberg

Name of District Superintendent

Signature of District Superintendent



Rebecca Grant

Name of Program Contact

Signature of Program Contact

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

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

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

Part I: Proposal Introduction – Executive Summary

Denver Public Schools (DPS) is an urban school district serving 81,870 students with the following ethnic/racial composition: .8% American Indian, 3.3% Asian, 24.5% Black, 58% Hispanic, 20.3% White and 2.9% Other. Our 2012 graduation rate was 56.1%. The mission of the Denver Public Schools is “to lead the nation’s cities in student achievement, high school graduation, college preparation, and college matriculation. Our students will be well-prepared for success in life, work, civic responsibility, and higher education.” To achieve our goals, The Denver Plan clearly outlines the strategy to turnaround our lowest performing schools, while welcoming new, high quality schools into our district. As a result, the district has embarked on an aggressive turnaround initiative, which includes strategically focusing resources to schools (and even an entire feeder pattern) with histories of persistent low performance. Thirteen of our fifteen turnaround schools currently receive Tiered Intervention Grant (TIG) 1003g funds totaling nearly \$20 million, with eight schools exiting Cohort 1 this fall, one school in Cohort 2 and four schools in Cohort 3. This year, DPS has eight schools eligible for TIG funding: Barrett Elementary School, Escuela Tlateloco, Colorado High School, Ashley Elementary School, Johnson Elementary School, Bruce Randolph (Middle Grades), Castro Elementary School and Northeast Academy. Based on deep analysis of this opportunity using a framework for making decisions of this nature, DPS determined that Bruce Randolph would be the only school for which we will apply for TIG funding.

Narrative Contents:

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Attachments:

Supporting Addendum for Bruce Randolph School (Attachment E)
Bruce Randolph 2012-13 UIP

Part II: Narrative

Section I: LEA Readiness

a) Clearly articulate what need this grant would fulfill within your school(s) and district.

This grant would provide a perfect opportunity to improve the middle years program at Bruce Randolph, a school that holds an important place in the reform history of Denver Public Schools.

The story of the school is one of a rough start and an impressive upswing after several unique reforms were instituted in the school three years after its opening. Many of these important reforms, including the model for distributed leadership, the empowerment of teachers, and the move to autonomous decision-making ultimately led to new programs and policies statewide. While Bruce continues to lead the district in the preparation of its students for college and career, struggles to engage and improve achievement for the middle grades students remain.

Given Bruce's track record and stature as a leader in school reform, positioning Bruce's effort to improve its middle year program will also have implications for the improvement of middle year programs district-wide, particularly those located in 6-12 schools. The opportunity here is an important one. If we can get this right, we can use the lessons learned at Bruce – just as we have in the past – to better prepare our middle school students for a rigorous and successful experience in high school...and beyond.

b) Describe the role of the district leadership in communicating the importance of achieving dramatic gains, compelling action and being available to strategically support the reform effort.

The Denver Plan outlines four key strategies that will play a role in district/school improvement.

Strategy 4 is "Differentiate Support to Schools: We will provide equitable and differentiated supports and interventions to all schools by sharing best practices and piloting new and exploratory ways to improve upon our core practice." This means:

- We will ensure that all of our schools—whether district-run, charter, contract, or innovation—have equity of opportunity, of access and responsibility, and of accountability.
- We will diagnose gaps at all schools that are not meeting expectations (yellow and below on SPF) and provide targeted and differentiated interventions to create sustainable transformation.

- We will focus on the lowest performing schools, providing immediate and dramatic interventions to improve teaching and learning.
- We will focus on turnaround strategies in our lowest-performing schools and welcome high-quality new programs and schools.

DPS' strategy is to focus resources equitably in order to improve our lowest performing schools and this is communicated by senior leadership to all stakeholders – internal and external – on a routine basis and is endemic in all the work we do. Additionally, our district is organized and staffed to support this work.

c) How is the district able to demonstrate readiness for the Tiered Intervention grant and what steps have been taken that demonstrate commitment to the specific requirements of this grant (e.g., SST Review, school board commitment, previous staffing changes)?

In the event that Bruce is awarded TIG funds, it would join the fifteen other schools receiving these funds – and using them well. DPS has a consistent record in maintaining strong fidelity to a school's selected turnaround approach, ensuring funds are spent on allowable activities, and that all efforts focus on solutions to a school's identified root cause for persistent low performance. DPS has systems set up for ongoing external reviews, internal reviews and analyses by instructional superintendents, and a framework for determining school supports. DPS has supported all of our TIG schools in providing the needed resources, which has been supported by the Board of Education in our efforts to date. As we apply for our fourth TIG cohort, the district is operationalizing and aligning our systems for school reviews, data analyses, and orienting policies to support this important work.

This application is DPS' fourth for the Tiered Intervention Grant. To prepare for the first cohort of schools, DPS fully developed and resourced an initiative to support this work, including two networks of schools and district-level turnaround staff. To date, our schools receiving funds are all improving. We communicate with the school board consistently to update them on our turnaround efforts, challenges, and successes. Fortunately, the DPS School Board has voted in favor of essentially all of our school turnaround recommendations.

A school quality review for Bruce is overdue, as the last SST was in 2005. They will receive one this fall, participating in the developing district structure for school reviews, data review, and action planning support.

d) Describe how you have made the community (SAC parents, business, foundations, etc.), aware of the performance of the school(s) for which you are applying.

The district began using a “School Performance Framework” (SPF) in 2009 to effectively communicate a school’s progress to parents. Every year at the beginning of the year, school leaders use the new SPF rating to formally communicate with stakeholders about the school’s student achievement, as well as plans for improvement for the new school year.

Bruce Randolph’s parent engagement data, one of the measures on the district SPF, is testament to the level at which parents are aware of the school’s performance status. Specifically, the school’s incredibly high rates of parent satisfaction and high rates of re-enrollment demonstrate this high level of engagement.

Bruce utilizes multiple methods for reaching out to parents and during this past spring, they’ve moved forward with a Middle School Task Force (a group of teachers and admin that met April-May 2013) to support the planning for the TIG. This involved teachers and administrators visiting three high performing middle school programs (STRIVE, DSST, Highline Academy) in order to bring a set of recommendations for improving the academic systems and school culture and climate to the instructional team and Collaborative School Committee. In addition, there will be a special parent meeting to share the results, as well as to emphasize the enhanced direction for the middle years program going forward as funded by the TIG.

As described above, Bruce leaders hold regular meetings with the Parent Organizing Committee (meets monthly), which is overseen by a parent-liaison and the CSC. During these meetings, the SPF is deconstructed and analyzed and specific topics include middle school growth, status, attendance, and behavior. In addition, there are several 1:1 opportunities for Bruce parents to continue to learn about the TIG opportunity and the performance concerns (and progress) at the school. These include parent contract meetings at which time each stakeholder group (parents, students, school) commit to a certain set of responsibilities for contributing to the improvement of the school. (These are highlighted as the final page of the UIP.)

In summary, Bruce Randolph parents are well aware of the school’s flatlining performance over the past several years and share the concern and commitment to improving the school for all students. Bruce will continue to utilize the systems it has in place – recognized by the district as “distinguished” – to inform parents of the grant opportunity, of the plans for improvement, and of the progress being made.

Finally, Bruce has allocated a portion of the TIG budget to hire a consultant and set aside funds for materials for enhancing the communications strategies already in place through the development of higher quality marketing and communication materials via mail, website, phone calls, etc.

e) Describe how your community and school board has been involved in improvement planning to date.

The district works hard to ensure strong communication with the school board on key school improvement decisions. Board members are engaged in discussions about important programs we have in place to support school improvement, including our teacher effectiveness work, our shift to the common core, and our programs and initiatives for English Language Learners. In addition, specific examples and needs for school improvement are also brought to the board and discussed in open session, workshop, and public comment settings, depending on the content.

As described above, schools brief parents annually on the improvement planning process and progress to date. Throughout the school year, schools engage the Collaborative School Committee and offer other events to connect parents to school and their children's learning. During these events, schools also learn about the hopes and dreams parents have for children, as well as more about specific interests and needs identified by parents. Our schools open their doors for parents to volunteer, spend time in their children's classroom, and meet with school leaders. School board members visit schools and are welcomed to events to learn more about each individual school's improvement plan.

f) Describe how this grant opportunity fits into the district/schools overall improvement plan.

Bruce's has identified the need to better support middle school in its improvement planning process and its current Unified Improvement Plan (UIP) reflects analysis and planning for this need. The TIG grant provides an opening to take the school to the next level on the fast track with the infusion of much-needed resources.

g) Describe what makes your district/school(s) ready and capable of dramatic change at this point in time.

Our track record for success in this area demonstrates our readiness. Our efforts have been highlighted in multiple publications and our district leaders have been invited to share our lessons learned in a variety of venues, including this year, with United States Secretary of Education Arne Duncan and his team at the United States Department of Education.

Section II: LEA Commitment and Capacity

a) What methods did the district use to consult with relevant stakeholders regarding the LEA's application and implementation

of school intervention models in its schools (e.g., stakeholder meetings (PTA, teacher unions, school board), print/web-based communication, and/or surveys)?

Engagement and collaboration with stakeholders is key in our school improvement efforts. Therefore, the district utilizes multiple methods for reaching out to relevant stakeholders when making decisions about school intervention.

DPS' Office of Community Engagement organizes Regional Community Engagement meetings in seven different geographical areas of our district. Further information about these meetings can be found on the website at <http://communityrelations.dpsk12.org/>. There is a preference for improving traditional neighborhood schools wherever possible. As a member of the near northeast region, Bruce is one of the several schools part of this regional conversation. The purpose of the near northeast process is to develop a neighborhood vision and action steps that will serve to inform the DPS Board of Education and staff about community desires for area schools that will help guide future decisions. All processes are designed for stakeholders to take a close look at school options and performance, to raise concerns, and to identify next steps to improving outcomes for students. These intensive efforts have brought together all members of the community to participate in an extensive problem-solving process to discuss academic improvement, school options, and strategic planning for the future.

Denver Public Schools' senior leaders communicate with the Board of Education on an ongoing basis, providing updates of the status of the district's turnaround efforts. These presentations, dating from October 1, 2009 to the present can be found on the turnaround website, by following the link <http://turnaround.dpsk12.org/presentations>. In addition, DPS regularly shares turnaround progress with the Board, invites them to tour our schools, and shares with them any relevant stories.

Our turnaround initiative also has a strong communications platform. We have a Turnaround Communications Manager whose job it is to specifically support the messaging and dissemination of information about our turnaround efforts. Our school turnaround website acts as a clearinghouse of information on our turnaround initiative, including turnaround district and school strategies, community engagement efforts, recruitment, and turnaround resources. School information can also be found on this website, including updated TIG plans, school accomplishments, and links to revamped school websites. The website address is <http://turnaround.dpsk12.org/> and can also be found following the "School Turnaround" link on the district's homepage.

The turnaround work purposefully focuses on supporting engagement efforts at the school site as well. School leaders at Bruce have a plan in place for engaging staff and parents in the implementation of the TIG plan.

- b) Detail how the community was given notice of intent to submit an application and how any waiver requests will be made available for public review after submission of the application (e.g., newspaper/news releases, posted on the school and/or district website).**

As mentioned above, DPS primary communications regarding turnaround efforts are in our community engagement processes and on our website. These applications, including waiver requests will, as always, be posted on our school turnaround website. In addition, should the efforts included in this application be funded, the district will utilize the community processes to collaborate with the school community on next steps.

- c) What specific actions has the district taken (or will take) to design and implement interventions consistent with the final requirements?**

The district and school have worked collaboratively to ensure fidelity to implementation of the transformation model. This is described completely in Attachment E.

- d) Describe the specific actions the district has taken or will take to recruit, screen, and select external providers, if applicable, to ensure their quality (e.g., interviews, screening tools created)?**

Starting in February 2010, DPS began meeting with potential partners to support our school turnaround work. Through a series of interviews between district and partners, and schools and partners, DPS selected Blueprint Schools Network to partner with the Denver Summit Schools Network (DSSN) and the Metro Center for Urban Education to partner with the West Denver Network (WDN). Both partners are connected to higher education institutions (Harvard University and New York University), have a prominent education reformer and thought leader at the helm (Roland Fryer and Pedro Noguera), and are on the forefront of educational change on the national stage. Blueprint Schools Network and Metro Center for Urban Education have partnered with the two networks since last year and are proving to be critical partners and facilitators in helping us progress monitor and make improvements in our school turnaround efforts.

For the past year, Bruce has partnered with University of Colorado Denver (UCD) to support the school's development around effective practices for English Language Learners and culturally responsive practices. UCD has also provided development sessions on "motivation" for middle grades. Similar to above, UCD is a third university-based partner. They provide thought partnership and leadership at a high level in thinking through key structures and systems to have in place specifically to support ELL needs.

An additional partner in some of our turnaround schools, also proposed for Bruce, is the AmeriCorps City Year program, a nationally-recognized Tier II intervention program that places near-peers at school sites to support student attendance, behavior, and academic achievement.

In addition to research, testimonials, and face-to-face meetings, we seek feedback from our schools on their needs, gaps, and thoughts about partnering. For example, Bruce has already identified some of our highest performing middle schools to serve as key “partners” in their work to improve their middle grades. Strive Prep is an example of one of these schools.

e) What specific actions has the district taken or will the district take to align other resources with the proposed interventions (e.g., Title I, local grants)?

Financial management is one of the great strengths of our turnaround work. DPS employs a turnaround budget manager who works closely with schools to ensure all funding sources are aligned and maximized with the selected program. This includes all Title I funds. Any additional grants schools are receiving are indicated in the “Needs Assessment” for each individual school.

The planning for turnaround intervention aligns with current school improvement planning. The resources are allocated in such a way that activities supplement and do not supplant Title I funding, and also complement the activities previously allocated in Title I and SIG grants. Tiered Intervention Grant funding provides the opportunity for the district to take school improvement to a deeper, more dramatic level through increased professional development and leadership support from external providers, as well as increased materials and resources to provide improved learning opportunities for students.

Since Tiered Intervention Grant funding will expire in three years, the bulk of efforts will focus on developing leadership and teaching capacity internally, while setting up the systems and processes to maintain sustainability in the schools, as well as in the district as a whole. Title I funds are typically recurring funds with which we will continue robust assistance and supports to improve Title I schools.

Several key initiatives that complement and support school turnaround are described in the “Needs Assessment” section for each grant. These include teacher effectiveness/evaluation, teacher leadership, hiring processes, ELA focus schools, incentives, culturally responsive education, and innovation application development, among others. During the past three years, DPS has become organized to strategically support the work of school turnaround in many ways.

- f) What *specific* actions has the district taken (or will take) to ensure flexibility, modify its practices, policies or oversight structures, outside of normal district constraints, if necessary, to enable its schools to implement the interventions fully and effectively (e.g., flexible scheduling, principal autonomy over staff hiring/firing and placement, budget autonomy, obtaining innovation school/zone status, teacher/union agreements)?**

With SB 191, the district can no longer permanently place teachers into vacant school assignments. All placements are considered temporary and last approximately twelve months. In addition, the superintendent determined that schools that are low performing according to the district's School Performance Framework (which includes all of our TIG-funded schools) would not receive temporary placements. Therefore, principals at all TIG-funded schools are free to select their leadership teams and teaching staffs.

Our Board has approved multiple applications to grant innovation status for several of our turnaround schools. Bruce does not have innovation status, but is labeled an autonomous school that has autonomy over people, money, and time – this is a designation that predates “innovation,” and served as a model for the creation of this state policy. Through this status, Bruce has waivers from district policies and the Teacher Employment Compensation and Dismissal Act, which streamlines the process for removing ineffective teachers. In addition, they are given the option to budget their school on actual dollars versus the district's traditional method of budgeting on averages. Finally, Bruce has the ability to utilize a schedule and calendar that is designed to fit the needs of the school.

- g) For schools that are selected, how will the district demonstrate capacity to carry out the proposed interventions (e.g., leadership, detailed strategic or dissolution plans, capacity to administer and track progress monitoring assessments, capacity to engage in significant mid-course connections)?**

In spring 2010, DPS established a turnaround network of schools that proliferated into two turnaround networks of schools for the 2011-2012 school year, the West Denver Network (WDN) and Denver Summit Schools Network (DSSN), which serves far northeast Denver schools. The Denver Summit Schools Network (DSSN) is a regionally-based network of turnaround schools in far northeast Denver, two of which are already supported by Tiered Intervention Grant dollars. All schools in the DSSN operate on an extended day (by one hour) and extended year (by six days), and all of them are innovation schools. In addition, DSSN partners closely with Blueprint Schools Network, who makes monthly site visits to the schools and provides targeted feedback on strengths, weaknesses, and immediate next steps. DSSN principals meet every other week to examine the Five Tenets (Blueprint's model for school turnaround) in action. These five tenets include extended learning time, data-driven decision making, high quality teaching and

leading, high dosage tutoring, and a culture of high expectations. Bruce will become part of the DSSN for the 13-14 school year. The benefit to Bruce of becoming a part of a turnaround network is the opportunity to receive turnaround-specific supports and thought partnership with other turnaround leaders.

Also at the commencement of this grant program, Denver Public Schools established an internal infrastructure for supporting this initiative. This includes district-level turnaround staff that are specifically focused on supporting the grant administration and budget, as well as network-level instructional support teams that are primarily focused on supporting schools in turnaround and/or receiving TIG funds. The DPS Director of School Turnaround and Turnaround Budget Manager works closely with turnaround network teams, school principals and school leadership teams in preparing the TIG application, monitoring progress, and ensuring ongoing plan and budget alignment in accordance with 1003(g) guidance. A communications manager also works to support the two turnaround networks.

Our Assessment, Research, and Evaluation (A.R.E.) Office will administer in-house assessments on a quarterly basis that are aligned with our scope and sequence. These assessments will be used by schools for progress monitoring. They are also responsible for providing schools with student and teacher data on a monthly basis according to what is available (i.e. enrollment, attendance, behavior, etc.) In addition, all of our schools engage in Professional Learning Community work, during which grade/content teams identify common formative assessments, backward map the curriculum, compare student work, and utilize this process to inform their classroom instruction.

Our team of turnaround leaders meets in regular cross-functional collaboration with leaders in the Office of School Reform and Innovation to determine the scope and progress of the initiative, to address any concerns that arise, and to ensure this initiative is resourced and progressing successfully.

If there are schools in the district that will not be served through this grant, please provide a detailed explanation for why the district lacks the capacity to serve them (e.g., lack of administrative or support staff to adequately support the implementation, improve academic achievement by focus on fewer schools).

DPS indeed has a unique infrastructure for supporting this work. We utilize a framework for making school improvement and intervention decisions that creates data systems alignment and provides solid tools for senior leaders to make data-driven decisions about school intervention. Using the decision-making framework to closely review all the relevant details about each school, district leaders were challenged to answer the question as to whether the body of evidence suggested turnaround, restart, transformation

or closure. After thorough and thoughtful consideration of all eligible schools, Bruce was the only school for which TIG dollars are being sought; however, most of the other schools are applying for School Improvement Support (1003a) dollars.

h) What specific actions has the district taken (or will take) to sustain the reforms after the funding period ends (e.g., professional development, trainer of trainer models, district commitment of continuation resources)?

Our model is a capacity building model. Each TIG-funded school hires strategic, unique positions, each meant to lead a portfolio of turnaround work, such as instruction or communications. The role for these individuals – and our external partners – is to set the school up for success by training other leaders and teachers and empowering the school to make these systems a part of their typical operations. The positions are all aimed at building school infrastructure to support and maintain the work after the three-year cycle.

Systems for progress monitoring are being developed and refined; systems for engaging with community and reporting on progress have also improved leaps and bounds. Since DPS' grants are specifically designed for the purpose of building capacity, not adding and becoming dependent on new people or resources, we see no reliance on funding as soon as the grant period ends.

i) Set feasible, attainable, and measurable objectives for each project goal. Identify how progress will be monitored towards each objective. Identify the timeline by which progress targets should be met.

The goals identified in Unified Improvement Planning and the TIG will be monitored on a monthly basis by the turnaround networks during Continuous Improvement meetings. This structure is already in place. Our Assessment, Research, and Evaluation department provides ongoing reports to networks and principals in all data areas to support these conversations. They are also a critical body in helping schools set targets and goals. During the first Continuous Improvement meeting of the year, networks work with school improvement teams to finalize action steps, identify implementation timeline targets, and to connect data points with actions to assist in progress monitoring. Bruce uses a UIP Tracker to bring together these concepts – actions, implementation, timeline, and progress – to simplify and support this work.

j) Discuss how data will be disaggregated by subgroups on a regular basis (e.g., specific evaluation methods that are feasible and appropriate to the goals and objectives of the proposed project, data reports generated monthly and reviewed at both district and school levels, assessments administered on a specific assessment schedule).

A data calendar produced by our Assessment, Research, and Evaluation department provides this level of detail about student progress and this is reflected in our online interface Principal Portal. These data are used at all levels of the district as points for discussion monthly – at the school level in Continuous Improvement meetings and at the district level at network meetings, department meetings, and at our bi-monthly Instructional Leadership Team meetings.

k) Who will monitor and evaluate the progress of the program? Who will be responsible for sharing those results (i.e., leading indicators, quantitative indicators, student performance data) with CDE on a monthly basis (e.g., name of specific company or person with expertise noted)?

Rebecca Grant, Director of School Turnaround, will monitor and evaluate the program in cooperation with the two school turnaround networks and their external partners. This will be her third year in this role.

l) How will the project strategies be modified if the progress monitoring data does not show that targets have been met?

The Continuous Improvement meetings are designed specifically for district teams and school leadership teams to review data and action steps, and determine progress. If the data indicate targets are not being met and/or action steps are not being implemented well, this monthly meeting provides the time, space, and multiple perspectives and expertise to develop a solid plan for course correction together. Progress with that plan would then be addressed during the next monthly meeting. Network leaders also visit schools and observe in classrooms on a weekly basis, and provide feedback to schools based on those observations.

Section III: Needs Assessment and Program Plan for Bruce Randolph School

a) Submit the Unified Improvement Plan Addendum (Attachment E) for each proposed site. Use the template making sure to clearly address the needs assessment. Additional narrative detail may be added if there is not enough clarity within the Plan itself. *Please note:* To ensure success, it is imperative that specific needs are clearly delineated before an intervention model is chosen, before the plan is prepared and (if applicable) before a provider is chosen.

Overview (from 2012-13 UIP):

Bruce Randolph School opened its doors in the fall of 2002 as a middle school. In its first three years the school experienced declining academic trends. A major reform effort called the Challenge 2010 Plan was instituted in the fall of 2005 to ensure students

received a high quality education. The school was reconfigured to serve students in grade six through twelfth. In 2008 the school asked for and received autonomy from both union and district regulations, becoming the district’s first autonomous school – and the state’s only autonomous school. In 2010, the school had its first graduating class with 97% of students graduating. This feat received acknowledgment from President Barack Obama during his State of the Union address. The mission of Bruce Randolph School is to graduate 100% of students prepared to succeed without remediation in a four-year college or university.

Despite this incredible story of success and improvement, the middle grades at Bruce Randolph have long been struggling. Our students realize the benefits of attending Bruce Randolph in the long term – this is clear through our post secondary readiness and graduation data. However, we must address the academic and engagement challenges that persist at the middle level.

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.

Denver Public Schools utilizes multiple tools to analyze data. Please see Bruce Randolph’s UIP for in depth data analysis and graphs that show trends. Below are several important trends that are essential to highlight. The analysis of multiple data categories – not achievement alone – provides a deep, multi-faceted approach to understand Bruce’s successes, challenges, and concerns.

Data Category	Trends
Demographics (school wide)	98% FRL, 90% Hispanic, 7% African-American, 39% English Language Learners, 14% special education Exit data showed that 60% of Bruce parents of graduating students haven’t finished high school, 2% have gone to college
Achievement	In the middle grades, less than one third of students performing at grade level, with 10-28% proficiency in reading, writing and math – higher in math and lowest in writing. (Reading: 28% Math: 21% Writing: 17% Science: 10.5%) Students are 2-4 years behind grade level, but the percentage of students that are partially proficient has increased over the past five years. However, we need our students to grow faster. Our MGP at high school level steady at 60%, compared to MGPs of middle school, declining and

	hover low 40%.												
District and State SPF 2010-2011	<p><u>District:</u> Accredited On Priority Watch – 38% points earned. MS 11% of growth points (red), HS gets 58% (HS green on growth) (Achievement: both red: HS 18% status and MS 6% status (both red/does not meet))</p> <p><u>State:</u> Priority Improvement Plan recommended – 54.4% points earned. (Academic Achievement: 25% (does not meet), Academic Growth: 54: Growth Gaps: 57% PSR Readiness: 67% Test participation: Meets 54.4% possible)</p> <table border="1"> <thead> <tr> <th colspan="3">District SPF Rating</th> <th>SPF 3 year trend</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> <th></th> </tr> </thead> <tbody> <tr> <td>50%</td> <td>46%</td> <td>38%</td> <td>33%</td> </tr> </tbody> </table>	District SPF Rating			SPF 3 year trend	2010	2011	2012		50%	46%	38%	33%
District SPF Rating			SPF 3 year trend										
2010	2011	2012											
50%	46%	38%	33%										
Attendance	<p>HS – 91%, MS – 90.5%</p> <p>Attendance rates remain steady in low 90s. We would like to have 95%.</p>												
Behavior	<p>Middle school suspension numbers are higher than in high school, but middle school suspension have reduced year-to-date (last year: 186, this year: 86 at this time)</p> <p>Disproportionality – large amount behavior referrals going to 5-7% of the MS population, particularly African American boys</p>												
English Language Acquisition (CELA)	<p>30-35% undocumented students at high school level, change in TNLI status for 13-14 (no longer ELA-E)</p> <p>Serve mostly CELA 3s and 4s with low MGP of 40 (very few CELA 1 and 2); challenge to exit students from program</p>												
Postsecondary Readiness	<p>ACT: 14 to 16 (two points over 3 years); more kids into mid-20s than ever before; increase of 15% of qualifying scores from 10-11 to 11-12</p> <p>98% over last three years accepted to college</p> <p>College enrollment rate has increased from 20% to 31%</p> <p>2012-13 projected credits earned in concurrent enrollment is 575 (six teachers are adjuncted through CCD)</p> <p>Approximately 40% of students enrolled in at least one AP course, passing rate has increased</p>												

	Scholarship money earned: 2010: \$86K, 2011: \$500K, 2012: \$1M
Teachers	Relatively stable teaching faculty; new, beginning and more experienced teachers, but most in 1-6 year range. Teachers committed to autonomy and collaboration (required upon hiring). Student perception surveys (indication of teacher managing, challenge, engaging and expectations for effort): “approaching” at MS, “meeting” at HS All teachers participating in LEAP.
Principal/Leadership Team	Cesar Cedillo is in his fourth year as principal. He previously worked as Assistant Principal at commencement of Challenge 2010 and was in that position for three years.
Finances/Grants	Bruce’s main budget has been the student-based district allocation. There have been a few small district-based grants to provide technology and credit recovery opportunities.
Enrollment	Enrollment has remained steady last few years – full at every grade level and at capacity physically (hovering around 900 students, middle school is 450)
Parent and Community Engagement	Bruce Randolph Parent Organizing Committee led by Parent Community Liaison (district-funded); involved with Together Colorado in pushing for education, immigration, and social justice initiatives; district SPF rating of “green” (meets) for MS and “blue” (exceeds) for parent satisfaction

Positive performance trends: There are multiple data trends that reflect Bruce’s strong attributes and place in the community. Attendance is steady, enrollment is strong, and parent satisfaction is high. At the high school level, there is strong growth and postsecondary readiness systems are in place and very strong, with a high graduation rate, low dropout rate, and increasing college enrollment rate.

Performance challenges: Yet challenges at the middle school level persist. Middle school achievement status and growth are low and flat and/or slightly declining, Median Growth Percentiles are low, specifically for students taking CELA (40). These are well below state and district targets.

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?

The following root causes are linked to the performance challenge presented:

Performance challenge: Low middle school academic growth and achievement status

Root cause: The middle school has lacked consistent Tier I instruction and a strong interventions program to support the needs of all students.

Many students entering Bruce Randolph are coming to Bruce from 6 different schools and arrive with differing backgrounds and are far below grade level at 6th grade. About 70 students arrive at the school in 7th grade with the same situation. This is not a root cause, but reveals a need for the Bruce to develop a method for standardizing the curriculum and instructional strategies and for building an interventions program designed to “catch up” students. This has been lacking over the years and as a result, teachers were constantly trying different ways to intervene when a skill deficit was detected. However, these methods were not evenly implemented and sometimes weren’t even research-based, with teachers developing plans in isolation. The teacher-developed curriculum also added to this disjointed academic focus, and made increasing rigor and monitoring progress a very real challenge for teachers. This was especially tricky since the majority of teachers at Bruce have been teaching for fewer than six years, with many new or beginning. That the students are coming with varying skill levels, experiences, and backgrounds, and multiple grade levels behind has made this lack of academic cohesion a serious threat to the success of the school as whole.

Several factors played into this situation. Teachers also did not have common planning time nor were they following a set of common goals and/or instructional strategies. Though the school did have an internal assessment program, the reality is the model was not providing the data on students to inform instruction and help teachers grow. The district also did not provide the guidance or support for interventions program the school could have really used, especially I math. A lack of academic consistency – and therefore rigor – has also resulted in middle school students being less engaged in their education.

An additional factor that creates another layer of challenge is new teachers working with struggling students; teachers utilize inconsistent classroom management abilities or lack well developed culturally responsive educational practices. Teachers are at varying levels of ability, in general. Many teachers’ toolkits consist more of consequences rather than behavior interventions. The school lacks resources to intervene with students before getting to the point of needing consequences.

Performance challenge: Very low growth for English Language Learners (approx. 40%)

Root cause: Supporting ELLs has not been an identified school focus and the structures have not been in place to support ELL instructional strategies.

Teachers at Bruce are not skilled in ELL instruction and the school doesn't have structures in place to support it. Though all teachers are ELA-E certified, they have not been utilizing the strategies or found the courses ineffective in equipping them with the skills to support ELLs. The school had not previously focused on this student group, didn't have common language, nor was the need to support students in Tier I with consistent, research-based strategies and school focus or emphasis. There was not a dedicated English Language Development (ELD) block or an ELD curriculum. CELA data was not heavily used. There was not support from the district in building out this program; there was not an ELL expert on site or a resource teacher.

Summary:

It was not intentional that the school didn't focus on building a strong interventions program, identifying supports for ELLs, or building a strong system for supporting student behavior, such as Restorative Justice. As a new school that was building out grade-by-grade, a lot of time, effort, energy, and money were focused on becoming a strong high school that prepared students for postsecondary opportunities. There was a lot of reflection on what it means to become a high school program. And this phase-in took time. As Bruce just had its first graduating class, recent developments focused on creating time for math interventions and literacy skills interventions. In addition, since teachers had previously created their own curricular materials, a lot of time was spent shifting to the district materials.

With this reflection on the massive amounts of energy poured into building a high school program, and the codification of important structures that were glossed over as a result, it is now time to reorient and bolster middle school to really improve whole school. Bruce is applying for support in addressing these root causes that are preventing the middle school from the success it is most certainly capable of.

- d) Analyze the current conditions in the district by demonstrating that the LEA has the capacity to ensure that the school(s) implements the required activities of the selected school intervention model fully and effectively. (Attach relevant data: external evaluation, relevant student achievement, school performance and relevant school culture data as an appendix.)**

There are multiple structures in Denver Public Schools that make it uniquely positioned to support multiple schools undergoing significant interventions – and specifically, Bruce Randolph School.

Instructional, School Improvement, and Data Supports: DPS instructional leaders provide regular, on-the-ground school improvement and data support, as well as network-based collaborative opportunities and resources for school leaders.

Office of Postsecondary Readiness: District staff provide support with concurrent enrollment processes, postsecondary readiness planning and initiatives, oversight of students Personal Education Plans, and monitor remediation data and college enrollment data. A Transitions Team works to ensure all students are on track and for students struggling the most, will collaborate with school leaders to find the right school setting for that student to be successful.

DPS School Turnaround staff: The DPS Director of School Turnaround and Turnaround Finance/Data Analysis have worked and will continue to work closely with district leaders and the principal of Bruce Randolph in preparing the TIG application, monitoring progress, and ensuring ongoing plan and budget alignment in accordance with 1003(g) guidance. A communications manager will also be available to support the school.

DPS Math Tutoring Program: This initiative expands on the successful math tutoring pilot program so every “unsatisfactory” math student in targeted grades 4, 6, 8 will now receive instructional support in ratios of 2:1 to 4:1 five days a week. To ensure the fidelity of the program, DPS will continue to provide recruiting, hiring, training, supervision, and data support to these targeted schools. Strong accountability measures are tracked at the student, tutor, and school level.

External Partners: DPS supports partnership building where needed. Through this, Bruce will partner with City Year National Service Program. This AmeriCorps program “provide(s) the extra people power to help schools implement intervention research shows to be effective, for the right students at the right times.” Bruce also has a partnership with UCD, a relationship they sought out and developed directly.

Assessment, Research, and Evaluation: District staff provide internally developed interim assessments and data reports to support schools. This department also provides resources, such as research reports that identify best practices in DPS high performing schools.

Principal hiring: Since 2005, DPS has focused on finding the very best principals to lead in our turnaround schools. Our district utilizes a new selection process, Lead in Denver that uses the lens of turnaround competent leadership to select strong leaders for our turnaround efforts.

Empowering Effective Educators: DPS is leading the nation in the development of evaluation systems that incorporate teacher observation, value-add data, common core implementation and professional development into one approach – and it is embedded within a greater context that focuses resources on recruitment and development, as well. Empowering Excellent Educators is a comprehensive set of district initiatives in a commitment to consistently develop, recognize, reward, recruit and retain great teachers and principals. This includes recognizing and rewarding our best teachers as an invaluable resource, and providing opportunities and advancement for highly effective teachers. In terms of recruitment, our district completes early hiring cycles to secure the best available talent and provides multiple pathways into teaching, including the Denver Teacher Residency. Our new evaluation system, LEAP, provides evaluations that are transparent, objective, and complete, uses multiple measures, including peer observation and student achievement data, all of which links to differentiated professional development. This support is meant to create progressive feedback loops at the school site, as well as provide teachers with online tools and resources they need to improve their work.

Incentives: Also on the leading edge in the area of pay-for-performance, DPS began its groundbreaking ProComp compensation system as a way to link teacher pay to the district’s instructional mission. It was designed in partnership with the Denver Classroom Teachers Association and has received national attention because it rewards teachers for their professional accomplishments, while linking pay to student achievement. Additionally, teachers who teach in hard to serve schools or grades receive a stipend for this commitment.

District Opportunities for Teacher Leadership: There are multiple opportunities for teacher leadership in Denver Public Schools. This includes the development of school-based project focused on pedagogical content knowledge, differentiated professional development based on individual needs, frequent formative feedback loops with opportunities for feedback from peers, and teacher leadership pathways. In addition, a key component of LEAP is that teachers are observed by a “peer” as a part of the in-classroom feedback opportunities.

Curriculum and Instruction: The district provides curriculum materials for all content areas and language proficiency levels. District staff is also available to work with schools staffs to problem-solve specific situations.

Diagnostic: If the school is a recipient of TIG funds, the school will collaborate with CDE to have diagnostic and facilitated data analysis performed for the school in October, with assisted improvement planning supports. The district organizes and supports this process.

e) 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.

	2011-12 TCAP Perf	2012-13 Target	2013-14 Target	2014-15 Target	2015-16 Target	2015-16 State Exp		Annual % Increase Needed
Reading								
Grade 6	36.0%	45.1%	54.1%	63.2%	72.2%	72.2%	0.091	9%
Grade 7	24.0%	36.1%	48.1%	60.2%	72.2%	72.2%	0.121	12%
Grade 8	27.0%	38.3%	49.6%	60.9%	72.2%	72.2%	0.113	11%
Math								
Grade 6	32.0%	32.4%	32.8%	33.1%	33.5%	33.5%	0.004	0%
Grade 7	15.0%	19.6%	24.3%	28.9%	33.5%	33.5%	0.046	5%
Grade 8	13.0%	18.1%	23.3%	28.4%	33.5%	33.5%	0.051	5%
Writing								
Grade 6	27.0%	32.7%	38.3%	44.0%	49.6%	49.6%	0.057	6%
Grade 7	14.0%	22.9%	31.8%	40.7%	49.6%	49.6%	0.089	9%
Grade 8	13.0%	22.2%	31.3%	40.5%	49.6%	49.6%	0.092	9%
Science								
Grade 8	15.0%	23.8%	32.5%	41.3%	50.0%	50.0%	0.088	9%

f) Provide evidence to demonstrate interventions are consistent with the final requirements.

Bruce’s root causes indicates that *the best school intervention model for Bruce is transformation*. Based on current analyses, with the right supports in place for teachers, instruction and culture will be able to improve. The district and school have worked collaboratively to ensure fidelity to implementation of the transformation model. This is described completely in Attachment E.

g) Provide evidence to demonstrate proposed plan is aligned with the district Unified Improvement Plan.

Bruce’s current UIP reflects the work that was completed this year in relation to building out the curriculum as related to ELGs and

ensuring there is time in the schedule for interventions classes. The third major improvement strategy does support professional development for teachers gaining competence to address supports for ELLs.

The thoughtful reflection encouraged by the development of a TIG application has resulted in some new, updated content that Bruce will be able to incorporate into their UIP during spring and summer planning. This will inform and shift the data summary, and it will likely cause Bruce to change their Major Improvement Strategies to reflect the following:

Development of a clear and consistent Response to Intervention program, focused on improving Tier I instruction for all students academically and engaging all students in their learning. This will be a way for Bruce to refine its curriculum and short cycle assessments, teacher collaboration structures, interventions, and progress monitoring. The ELG work has jump-started the Tier I improvements by setting a clear and consistent curriculum. An extension of that will be improvement of assessments and the use of daily formative assessment to monitor progress and inform instructional moves. Strong intervention blocks, including literacy and 4:1 math tutoring, will be implemented, with updates to the program based on previous year learning. The tutors and City Year Corps Members will be integrated into the professional development structures of the school. A Restorative Justice Program will also be developed and teachers will be trained in using the strategies in their classroom. There will also be academic and social-emotional supports in place for Tier II and Tier III students, including a partnership with City Year.

There will be time for teachers to improve their practice by observing other teachers – at Bruce and at other schools – implementing best practice in all the areas described above. A permanent interventions teacher will be available to allow teachers to leave their class in good hands, so that no instructional time is wasted. A “middle school task force” of teachers and school leaders will lead this work, and will track middle school improvement, calibrate initiatives, talk through barriers and improve school wide communications. This is representative of Bruce’s emphasis on “participatory leadership.”

Improvements in English language learner instruction will continue to be supported through the collaboration with the UCD. A great deal of the work to date has focused on helping teachers think critically about their students’ cultural backgrounds and improve relationships. The theory work has been helpful in creating a foundation of knowledge and providing time for faculty and staff to examine their own beliefs. The next level of work is shift to a more intensive application of ELL strategies by focusing on the ELL indicators found in the LEAP Framework, as well as utilizing the WIDA framework, which provides guidance on reading, writing, speaking, and listening. This year, UCD will meet with grade-level teams to monitor progress and monitor how well these strategies are being implemented in the classroom, which will ultimately be reflected in LEAP scores – and student achievement. Specifically, the WIDA framework will be used for intentional planning to differentiate instruction. All teachers will use a planning template with

non-negotiables in the use of WIDA, which will ensure that the content language objective, which teachers had practice using this year, is really implemented and that there are ELA strategies evident in classroom instruction.

h) 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 the development of leadership and teaching capacity internally, while setting up the systems and processes to maintain sustainability in the schools. The multiple district systems already set up – as described in Question D. and in LEA Commitment and Capacity – 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 IV: Budget Narrative

a) All expenditures contained in the budget are described in the budget narrative and justified in connection to project goals, activities and specific model. The costs of the proposed project (as presented in the budget and budget narrative) are reasonable and the budget sufficient in relation to the objectives, design, and scope of project activities.

The costs allocated in the attached budget workbook are aligned with the action steps described above and are allowable costs as determined by the guidance.

b) Amount of school improvement funds to be used for both pre-implementation (those activities which are absolutely necessary to implement the model fully and effectively) and implementation of the selected model and activities in each school the LEA commits to serve is clearly delineated.

All funds will be used for implementation.

c) Amount of school improvement dollars used by the LEA to *support* implementation of the selected school intervention model and activities are clearly detailed.

LEA costs are clearly identified and in line with previous TIG allocations.

As requested, please see the following clarifications:

- a. **Do the Math/Do the Math Now:** These materials support the 7th grade math tutoring. This is the tutoring that is above and beyond the district allocation for 6th and 8th grade.
- b. **Technology.** There are two laptop carts for the entire school. The vision for the school is to have a laptop cart for every content team. A purchase of a laptop cart will help the school move in this direction. The use of technology for differentiation strategies to individualize instruction for every student is key to the success of the plan.
- c. **Exemplary School Visits.** Visits that took place as part of the Middle School Task Force work have been powerful for providing a model for teachers and leaders to consider when moving forward with needed changes at the school. This approach has informed the TIG application and UIP work going forward. These funds provide a great opportunity to continue learning about effective implementation in other schools, districts, and states to further build and enhance classroom-level instruction, as well as school-level improvement planning.
- d. **Administrative Costs.** There are two district-level positions written into the grant: Director and Budget Manager. Both of these positions are central-level and provide direct school support. The indirect costs will go to support district-level grant management expenses.
- e. **Interventionist:** Part of the philosophy of the school is to ensure that teachers are improving by observing and viewing best practices. This includes site visits, learning labs, learning walks, model classrooms. In order to be able to do this, instruction must be maintained at a high level. An interventionist that knows the building well will be the best solution for providing teachers with the release time they need to improve their practice.

d) Demonstrates how district will align current and future funding in support of improvement goals and sustainability (e.g., specific funds identified, how will existing funds be reallocated to sustain grant after federal funding ends).

The costs identified are short-term capacity building costs and the district is continually working to establish sustainability options for schools at the end of grant cycles. All funds are focused on leveraging current efforts.

There are multiple ways these funds will be leveraged. Mill Levy funds will be used to support the Denver Math Fellows program. Through the Gear Up grant, 8th grade students will receive an additional math class (030 remediation class) through Adams State in order for them to catch up and be prepared for high school math. Collaborative Strategic Reading (CSR) is a grant that supports

reading in science and social studies in year 1 and language arts in year 2. This grant also provides Promethean white boards for all science and social studies teachers, and language arts teachers.

While the high school is obviously performing at higher levels than the middle school, the high school will certainly benefit from 1) the new resources and related strategies that will accelerate improvement at the middle school and 2) the improved performance of middle school students that will be entering the high school going forward.

e) Details any portion of the plan that will be paid for by grant funds.

All budget items are clearly connected to the improvement strategies identified in the Needs Assessment.

Section V: Supporting Addenda Forms

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)
Describe how the LEA has granted the school sufficient operational flexibility in the following areas: Staffing, Calendars/Time, and budgeting.	Required TIG Addendum	Bruce Randolph is the state's first "autonomous school." This provides the school with operational flexibility as it pertains to <u>recruiting, hiring and retaining teachers, developing a school schedule and calendar designed to fit the needs of students and the school, and financial flexibility.</u>
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).	Section IV: Action Plan (p. 10) or Required TIG Addendum	The district provides regular, on-the-ground school turnaround, school improvement, and data support are available through district-level teams. In addition, the DPS Director of School Turnaround and Turnaround Finance/Data Analysis have worked and will continue to work closely with district leaders and the principal of Bruce Randolph in preparing the TIG application, monitoring progress, and ensuring ongoing plan and budget alignment in accordance with 1003(g) guidance. A communications manager will also be available to support the school. Bruce will also continue to partner with the University of Colorado Denver and will build a partnership with City Year. If there are additional partners needed, those connections will be made.
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. 10)	<p>A <u>new principal</u> will be hired to lead Bruce Randolph Middle School. Prospective candidates are in the process of being identified through our Lead In Denver initiative. Turnaround instructional leaders have met with Lead in Denver staff and incorporated turnaround language into the recruitment, selection, and hiring processes. For example, the job description includes the following:</p> <ul style="list-style-type: none"> ❖ Leads for dramatic improvement <ul style="list-style-type: none"> ▪ Has proven entrepreneurial school leadership experience with demonstrated success driving high performance, raising student achievement, and improving underperforming student achievement ❖ Displays turnaround leadership competence <ul style="list-style-type: none"> ▪ Results-oriented, action-oriented, is aware of impact and influence both inside and outside of the school, leads high-performing teams, is skilled in planning and problem solving, and has the confidence to lead

		<ul style="list-style-type: none"> Brings strong sense of mission and vision, high-level management skills, out-of-the-box thinking, budget acumen, long-term planning focus, problem-solving mindset, ability to connect and communicate with parents and community, and solid ethical commitment to this work. <p>The job description has been posted and in June, a team of district leaders will identify 4 potential candidates. These candidates will participate in a rigorous interview process, that includes Q & A, data analysis, video observations, all of which are designed to find the best leader most aligned to the above description.</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 involvement.	Section IV: Action Plan (p. 10) or Required TIG Addendum	Bruce Randolph piloted all components of Empowering Effective Education and specifically, the teacher-developed LEAP Observation and Feedback tool, which will ultimately become the <u>evaluation system</u> for DPS teachers. The system includes multiple classroom observations, as well as student achievement data. The LEAP system was developed by cross-functional district teams, including principals and teachers.
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.	Section IV: Action Plan (p. 10) or Required TIG Addendum	Incentives are offered through our ProComp compensation system, as well as financial bonuses for teaching in hard-to-serve schools. There are multiple teacher leadership opportunities and professional growth opportunities due to the infusion of additional resources. The LEAP system requires principals to be in classrooms observing instruction, which helps them identify teachers in need of an improvement plan right away in order to take next steps if necessary.

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)
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.	Section IV: Action Plan (p. 10)	Bruce Randolph utilizes a PLC/data team model, as well as coaching to <u>job-embed professional development</u> for teachers. The district developed interim assessments that are administered at the beginning and throughout the school year, which are used in school-based <u>Professional Learning Communities</u> . Roughly 3-4 hours per week are spent in collaborative time, including weekly sessions with UCD on culturally and linguistically responsive practices, grade level data team meetings, content-focused teacher collaborative planning facilitated by instructional coaches, individual coaching cycles, and full-day "data days,"

<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. 10)</p>	<p>Due to Bruce's history and previous success, many teachers reach out directly to teach at Bruce. There is a performance-based component to <u>hiring practices</u> and school leaders observe the prospective teachers' instruction. Bruce has a relationship with Teach for America and many TFAers, who often will leave a placement after two years, will opt to teach longer at Bruce.</p> <p>There are several leadership opportunities for teachers at the school, as it values teacher passion and expertise. Teachers skilled in a particular area, such as classroom management, are provided release time to coach other teachers. There are also several examples of promotion from within, including elevating teachers to instructional coach or administration. Specifically, all current administrators at the school have been promoted. The newest structure in place is for teachers who stand out at each grade level to co-facilitate grade-level teams with a data coach. There is also an "ally team," a group of teachers well-versed in linguistically and culturally responsive practices who lead this work in collaboration with UCD. Bruce also pays above and beyond the district hourly pay for additional time worked.</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 (p. 7) and Section IV: Action Plan (p. 10)</p>	<p>While Bruce was previously using their own teacher-developed <u>curriculum</u>, this year the school moved to utilizing DPS' Essential Learning Goals (ELGs), which are linked directly to the Common Core. Data days provide time to review student progress toward ELGs, review district-wide assessments, review student work, and establish baselines for instruction. The next level of this work, to happen this year, is to provide daily collaborative planning, allowing teachers to plan daily to directly address student needs.</p> <p>Bruce uses DPS curriculum materials, including Springboard, Connected Math, History Alive, Do the Math Now, and Inside.</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 academic needs of individual students.</p>	<p>Section IV: Interim Measures on Target Setting Form (p. 9) and Action Plan (p. 10)</p>	<p>Mentioned above, the daily collaborative time that is built in next year's schedule will allow time for teachers to <u>act directly upon student data</u>, including formative data from SMI and SRI assessments. Quarterly data days offer the opportunity to review summative pieces as related to ELGs. Bruce Randolph uses district interim assessment for five key summative data points throughout the year. District staff will continue to support Bruce in the development of a monitoring system that focuses on more frequent assessment and data collection to determine – and act on – student progress.</p>
<p>Establish schedules and implement strategies that provide increased learning time.</p>	<p>Section IV: Action Plan (p. 10)</p>	<p>For the 2012-13 school year, Bruce Randolph's <u>school day</u> runs from 7:30-3:30 every day for teachers and students, which is at least 30 minutes longer than a typical DPS middle school. The teacher-student contact will remain the same for the 13-14 school year, but the schedule has been revised to accommodate for over 400 minutes of content instruction per week, which exceeds the 12-13 time by 20 minutes. Bruce is also building in collaboration time for all content teams (i.e. 6-12 content-based teachers will have a daily time to strengthen Tier I and ELL instruction. This includes all school staff, including coaches and facilitators.)</p>

		<p>Bruce leaders participated in sessions with National Center on Time and Learning and used multiple tools to assess the maximization of instructional time and that is a key focus of the school. This content has also helped them think through the upgrades to an already extended school day schedule.</p>
<p>Provide ongoing mechanisms for family and community engagement.</p>	<p>Section IV: Action Plan (p. 10)</p>	<p>Bruce Randolph School has a highly evolved approach for <u>engaging parents</u> in the academic life of the school and they will continue to build upon and improve communication efforts to community with support from district school turnaround communications manager. The school would benefit from additional resources to support a communications consultant to update the website and other parent communication materials. (Please see p. 11 for a full description of parent engagement activities).</p>

