

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:	Adams County School District 50		
Mailing Address: 6933 Raleigh Street, Westminster, CO 80030			
District Turnaround Project Manager:	Dr. Oliver Grenham		
Mailing Address: 6933 Raleigh Street, Westminster, CO 80030			
Telephone: 303.657.3813	E-mail: ogrenham@adams50.org		
Signature:			
Program Contact Person (if different):	Chadwick Anderson		
Mailing Address: 7001 Lipan Street, Denver, CO 80221			
Telephone: 303.657.3823	E-mail: canderson@adams50.org		
Signature:			
Fiscal Manager:	Dr. James Duffy		
Telephone: 720.542.5085	E-mail: jduffy@adams50.org		
Signature:			
Region: <i>Indicate the region(s) this proposal will directly impact</i>			
<input checked="" type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
Total LEA Request: <i>Indicate the total amount of funding you are requesting. Please note: An individual budget will be required for each school site totaling to the amount listed below.</i>			
Year 1	Year 2	Year 3	Total
\$888,567.00	\$770,875	\$655,875	\$2,315,317

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.

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			
		Include requested amount per school			
		Turnaround	Restart	Closure	Transformation
M. Scott Carpenter Middle School	080723001241				X

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: **Adams County School District 50**

School Board President Signature:

Superintendent Signature:

School Information

School #1 Name: **Scott Carpenter Middle School**

Principal Name: **Chadwick Anderson**

Telephone: 303-657-3823

E-mail: canderson@adams50.org

Is currently receiving a School Improvement Grant funded through 1003(a) funds Yes No

Principal Signature:

School #2 Name:

Principal Name:

Telephone:

E-mail:

Is currently receiving a School Improvement Grant funded through 1003(a) funds Yes No

Principal Signature:

School #3 Name:

Principal Name:

Telephone:

E-mail:

Is 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 June 19, 2013 the Board of Adams County School District 50 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 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 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;
- 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:

- To 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; <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 district 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 the intervention models;
- Provide a district level contact whose primary responsibility is the oversight and coordination of interventions in the schools;
- 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, CSPP) 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.

Dr. Marilyn Flachman

Name of Board President

Signature of Board President

Dr. Pamela Swanson

Name of District Superintendent

Signature of District Superintendent

Dr. Oliver Grenham

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

Adams County School District 50 (Adams 50) currently serves approximately 10,000 learners in 19 schools. One of these schools is an Early Childhood Center another is a K-8 Charter School, 12 are elementary, three are middle and two are High Schools (with one of these being our Alternative High School). Beginning in August 2013, the District will open its first Innovation School as a STEM School that will serve students in a grade 3 through 6 configuration growing to grade 8 in two years. The District is currently exploring the possibility of creating a pK-8 school at the Scott Carpenter Middle School site by incorporating FM Day Elementary School. Planning for this new configuration is slated to occur over the course of the 2013 – 14 school year.

The District has considerable experience in successfully implementing Tiered Intervention Grants (TIG's). Five elementary schools (Fairview, FM Day, Mesa, Sherrelwood and Westminster) qualified for a TIG in 2011. Currently three of these schools are accredited in the "Performance" category and the other two are designated as "Improvement" category. All five schools anticipate they will achieve higher scores on their School Performance Frameworks in August 2013 based on increased results as evidenced through local assessments.

Over the last decade the district has experienced a 14% decline of learners enrolled. Eighty one percent of the district's learners qualify for free or reduced lunch and 45% of the learners come to school with a primary language other than English.

Although the most common second language is Spanish, twenty-five additional languages are spoken. The district employs a staff of 1,138. Six hundred nine are licensed teachers and 462 are educational support professionals.

The economic and demographic shifts of the past ten years have added new complex challenges that the district as a traditional social promotion educational system was ill-prepared to handle thus the District began first implementation of its authentic Learner-centered, [Competency Based System \(CBS\)](#) in the 2009-10 school year following two years of systemic planning. Currently finishing the fourth year of implementation, the CBS now exists from preschool through the third year of high school and is showing promising results as demonstrated by the positive change in Accreditation Plan Designations over the last three years (see table).

Accreditation Plan Designations

2009 - 2010		2010 - 2011		2011 - 2012	
Schools	Points	Schools	Points	Schools	Points
Crown Pointe	82.0	Crown Pointe	80.0	Sunset Ridge ES	87.3
Sunset Ridge ES	66.7	Mesa ES	71.8	Mesa ES	79.2
Flynn ES	53.4	Harris Park ES	59.4	Flynn ES	74.0
Tennyson Knolls ES	51.6	Sunset Ridge ES	58.2	Crown Pointe	72.8
Metz ES	50.6	Metz ES	51.1	Skyline Vista ES	71.6
Shaw Heights MS	46.0	Skyline Vista ES	51.1	Fairview ES	64.4
Harris Park ES	44.5	Hodgkins ES	50.1	FM Day ES	63.5
Skyline Vista ES	43.8	Hidden Lake HS	54.1*	Sherrelwood ES	54.1
Westminster ES	43.8	Tennyson Knolls ES	46.9	Harris Park ES	49.2
Westminster HS	39.5	Shaw Heights MS	45.3	Westminster ES	48.9
Ranum MS	39.1	Fairview ES	43.8	Tennyson Knolls ES	48.2
Scott Carpenter MS	36.8	FM Day ES	43.3	Hidden Lake HS	57.0*
Hidden Lake HS	29.6	Flynn ES	40.3	Hodgkins ES	44.4
Mesa ES	27.1	Scott Carpenter MS	37.6	Shaw Heights MS	43.6
Sherrelwood ES	26.7	Westminster ES	37.6	Westminster HS	43.2
Fairview ES	26.6	Westminster HS	36.1	Metz ES	39.7
FM Day ES	26.3	Sherrelwood ES	28.2	Scott Carpenter MS	38.6
Hodgkins ES	26.3	Ranum MS	26.3	Ranum MS	38.2
District	30.9	District	40.2	District	46.4

K-8 Plan Assignment	Points	High School Plan	Points	District Plan	Points
Performance	> 59	Performance	> 60	Performance	> 64
Improvement	47 - 59	Improvement	47 - 60	Improvement	52 - 64
Priority Improvement	37 - 47	Priority Improvement	33 - 47	Priority Improvement	42 - 52
Turnaround	< 37	Turnaround	< 33	Turnaround	< 42

*Hidden Lake High School is designate an Alternative Education Campus and lives under a separate accreditation.

Our Competency-based System reform is framed upon the following core tenets:

Learning is the Constant (Learning Matters Most)

- Learners are taught at their appropriate developmental instructional level (Performance Level) in all content areas.
- Curriculum is "guaranteed and viable" where the Measurement Topics, Learning Targets (standards) and supporting materials are made explicit and available to teachers, students and parents.

- Evidence toward proficiency is measured and recorded over time where the learner must score proficient or better prior to beginning the next Performance Level.
- Learning progress is scored and reported on a proficiency scale from 0.0 through 4.0. and finally converted to GPA and what colleges look for on transcripts in high school.

Time is the Variable (Time Matters Least)

- Learners are typically in different Performance Levels for different content areas.
- Learners advance (progression) to the next Performance Level in a content area once proficiency or better has been achieved.
- Because we have so many learners below grade level, it is important that learners progress at any time during the course of the year for any content area. In other words, we cannot afford for students to take a full year to complete a grade level's worth of work. You will still hear us talk about 1st, 2nd, 3rd graders in this non-traditional sense.
- At the beginning of the traditional school year, learners resume their learning at the point where they left off the previous year in each content area to avoid social promotion.
- Learners are typically in different Performance Levels for different content areas.
- Multi-age classrooms are the norm not the exception.

Personalized Delivery

- Learners progress purposefully at their own pace with teacher guidance based on demonstrating proficiency or better on the Learning Targets.
- Learning is personalized through goal setting, choice and voice with appropriate instruction.
- Multiple opportunities over time are provided to demonstrate and verify competency of Learning Targets (standards).
- Support and scaffolding for any struggling learner is provided through collaborative intervention services to meet the area of need. There is no retention.

Systemic and Systematic

- Universal structures, support systems, and standard operating procedures across the District to provide for flexibility, but also a level of standardization.
- Policies and resources should align and support our system.

Definition of a Learner-centered Classroom

Our CBS model includes four major components (Shared Vision, Leadership, Standard-based Design and Continuous Improvement) that work dynamically to create and support a true learner-centered classroom.

A true Learner-centered classroom is where "learners and teachers respond to and reflect on progress in order to build ownership and independence by involving teachers and other learners to become problems solvers, move through levels, meet their goals and figure out their own path to success; learners have the opportunity to make choices and demonstrate proficiency throughout the learner-centered classroom. Teachers instruct and guide individual learners, small groups, as well as the whole class to set high expectations for all learners and determine the most effective instructional strategies for each learner in the classroom."

Developed by Adams County School District 50 teachers (Spring 2011)

Over the past three years the competency based practices utilized in a Learner-centered classroom have had more traction and success at the elementary level and consequently have been implemented at a deeper level. Implementation has been more difficult and complicated at the secondary level and thus slower. However, the rising momentum at the elementary level is pushing forward in the system. Nevertheless, teachers at the middle level need more support to enhance and deepen their instructional practices with regard to meaningfully implementing competency based instructional practices. The possibility of creating a pK-8 school configuration at the Scott Carpenter Middle School site by incorporating FM Day Elementary School thus reducing and possibly eliminating the learning loss that is currently evident when elementary students move to the middle school level coupled with the successful

implementation of the interventions described in the attached UIP will create a dramatic increase in student achievement.

Part II: Narrative

Section I: LEA Readiness

- a) Adams County School District 50 continues to successfully implement large scale systemic and systematic reform efforts districtwide. The Tiered Intervention Grant (TIG) application for Scott Carpenter Middle School would extend the successful Transformative competency based improvement efforts to middle school students. These improvement efforts have already proved successful as evidenced in the District’s five TIG elementary schools (FM Day, Fairview, Mesa, Sherrelwood and Westminster Elementary Schools) and can easily be used to create a coherent K-8 school model configuration as well as extending the tenets of our CBS educational delivery model in grades 6 through 8 in a more judicious manner.

The funds from this particular grant opportunity would be used to complete the following at Scott Carpenter Middle School:

1. Execution of the Transformation Intervention Model
2. Implementation of the tenets of a “mature” Professional Learning Community (PLC) to support a deeper and faster deployment of the District’s Competency Based System (CBS)
3. Development of administrative and teacher leadership and support;
4. Expansion of professional development and instructional support to establish rigorous classroom practices; and
5. Extension of family and community engagement.
6. Completion of a rigorous review of school practices by an external provider during the second year of grant implementation.

- b) The district leadership including the Board of Education have been very clear and transparent in communicating a sense of urgency regarding the dramatic increase of student achievement at all levels over the past three years as part of the implementation of the District’s Competency Based System known as CBS.

The effect and evidence of this clear and transparent communication and support is more notable at the elementary level. The table on the right showing the “Accreditation Plan Designations” over the past three years clearly demonstrate the statistically significant improvements the elementary schools and the District have made when using the one-year Performance Frameworks.

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District	30.9	District	40.2	District	46.4
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Turnaround	< 37	Turnaround	< 33	Turnaround	< 42

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The urgency to increase achievement dramatically is continually reinforced in regular Board and leadership meetings, in the data driven dialogue processes used at the district and school levels, at the Building Advisory and Accountability Committees (BAAC’s) and the District Advisory Accountability Committee (DAAC) meetings most notably in October when schools report

out progress made on their updated (Unified Improvement Plans) UIP's and gains achieved on both local and state assessments. Annually in February, principals predict their success on the School Performance Framework by triangulating the results of their local data. This February, all schools have predicted that they will score above the cut point for "Priority Improvement."

On the afternoon of Monday, May 6, the Superintendent of Schools, Chief Human Resources Officer and the Chief Education Officer announced to staff that new leadership was already appointed to the school and that a proposal for a TIG was being submitted to the CDE. The Superintendent of Schools introduced the new principal and informed staff of his qualifications in leading a school out of Turnaround as well as navigating the TIG process. The Chief Education Officer shared information about what a TIG is, how schools qualified, the key actions of the four Intervention Models and consequent sanctions and the amount of money involved. Dr. Grenham, the Chief Education Officer with lead and coordinate any and all Central Officer support.

- c) Beginning in the 2010 school year the District began building awareness about the TIG requirements and its benefits to schools with the Board of Education, staff and the wider community given that five elementary schools were identified as eligible. The planning, deployment and progress monitoring of each school's grant was overseen and led by the Chief Education Officer which comprised a major portion of that role. However, no funds from the grant were used to support neither that role nor the role of the Administrative Assistant in that office as all funds were deployed to schools.

Subsequently, the District has successfully implemented the TIG at each of these five elementary schools using the Transformation Intervention Model. These schools are Fairview, FM Day, Mesa, Sherrelwood and Westminster Elementary Schools. Each school qualified for a Tiered Intervention Grant in 2011 based on their CSAP results from the prior year. Currently three of these schools are accredited in the "Performance" category and the other two are accredited in the "Improvement" category. All five school principals anticipate they will achieve higher scores on their School Performance Frameworks in August 2013. Their improvement efforts have been monitored monthly by District leadership as well as the CDE Performance Manager. Three of these elementary schools began the implementation with a new principal while the other two principals remained in their role. Other strategic staff changes were also accomplished.

For the purposes of this TIG at Scott Carpenter Middle School circumstances have evolved to where Mr. Chadwick Anderson has been appointed as the new principal. Mr. Anderson has already garnered considerable experience as a "Turnaround Principal" at FM Day Elementary School where among other important improvements he moved the achievement from "Turnaround" to the "Performance" category in two years. Mr. Anderson has great credibility with the Board of Education given his experience leading the turnaround process at FM Day. They unanimously supported his appointment as well as the application for the TIG.

At this point in time, the District is exploring the possibility of creating a pK-8 school at the Scott Carpenter Middle School site. For the next school year, Mr. Anderson would be principal at the Scott Carpenter/FM Day campus and have additional administrative support to conduct the daily operations at each building.

- d) All community members' parents, PTO's, BAAC's, and the DAAC are fully briefed regarding the achievement of each school and the district in general. The district has made a concerted effort over the past three years to be completely transparent with all stakeholders regarding where improvements in student achievement need to be made and where they have occurred. Results are consistently publicized and highly visible in all schools. Annually in the fall, a public "science fair" of the results, trends and next steps is scheduled for parents, Board members and the community in the fall. This event has been attended by various CDE personnel who have praised the District's effort in this regard. District leadership also meets regularly with all school principals to review their results, accreditation ratings and have held courageous conversations as needed when necessary improvements are not occurring. Scott Carpenter Middle School has fully participated in all these events and expectations. The relatively flat achievement not only at Scott Carpenter but also at the other two middle schools has been at the center of many discussions this

year and prompted the former principal to engage parents differently in Parent Teacher Conferences through a partnership with the Colorado Statewide Parent Coalition.

Scott Carpenter Middle School parents have been notified of the change in leadership by means of a letter and they were also solicited about their interest in becoming a coherent K-8 configuration school. They were informed about the schools eligibility and subsequent application for a TIG via the school website, the 13-14 welcome back letter.

- e) The District and each school's UIP are fully vetted by each school's BAAC and later the DAAC who receive intensive training and support in the process. Board members also receive copies of all UIP's for review and comment prior to approving them. Additionally, the School Board members and the members of the DAAC have also received in depth information regarding the "sudoku math" behind the District and School Performance Frameworks. The UIP process continues to become more meaningful for schools and their stakeholders and is used as leverage to drive school improvement throughout the school year. Again, this has been more evident at the elementary level.

In October 2013 school and community members will be invited to speak directly to Mr. Anderson and provide feedback and input regarding the school's UIP and improvement initiative.

- f) This TIG opportunity aligns well with the strategic direction of the District in terms of dramatically improving student achievement through the Competency Based delivery approach for learning. Implementation of CBS has been more difficult at the secondary level due to a number of factors that include cumulative learning gaps for students, lack of sufficient and aligned curricular resources and ineffective instructional practices for students performing below their expected levels. Funds from this grant will support and further the District's Shared Vision, Leadership Development, Standards Based Design and Continuous Improvement at Scott Carpenter Middle School.
- g) The District already has data to demonstrate that dramatic change is already occurring. The data patterns over the last three years demonstrate much less variance in results as compared to the preceding years. However, these improvements are most easily seen at the elementary school level. Secondary schools have been less eager to engage in the CBS reform at a meaningful sustained level for students but that has begun to change this year for all three middle schools. Each middle school is poised to see increased growth on the most recent administration of the TCAP. Funds from the TIG would act as a catalyst to help managed change occur faster at Scott Carpenter Middle School and also serve to lead the way for the other two middle schools.

In partnership with ENI, the District will frequently monitor TIG implementation. Dramatic results have already been evident at five TIG elementary schools utilizing the same improvement processes. It is anticipated that we will see similar dramatic change in student achievement at Scott Carpenter MS given that the principal has been replaced by one who has successfully implemented and administered a TIG. The new principal is bilingual, biliterate and bicultural and has garnered great support and credibility with the community.

Section II: LEA COMMITMENT & CAPACITY

- a) Given the recent history Adams County School District 50 has with implementing the TIG Transformational Intervention Model at five elementary schools (FM Day, Fairview, Mesa, Sherrelwood and Westminster Elementary Schools), it is well positioned to implement, manage, and monitor the Tiered Intervention Grant for Scott Carpenter Middle School. It is the District's intention to pursue the Transformation Intervention Model in partnership with the Colorado Department of Education for Scott Carpenter Middle School. This model most closely aligns with the shared vision and the core tenets of our Learner-centered, Competency Based System.

In early May, the Superintendent, Chief Education Officer and the Chief Human Resources Officer met with the school staff and announced that Mr. Anderson would be the new principal. Staff was also made aware that the school was eligible for a TIG and that a preliminary application had been submitted to the Colorado Department of Education but would most likely need to be revised given that the possibility of creating a pK-8 needed to be explored during the 2013-14 school year. Staff learned about the four Intervention Models, the key actions of each and the next steps. Currently, staff is providing pertinent information to Mr. Anderson regarding the response to the guiding questions for the following areas:

- Curriculum and Instruction
- Extended Learning Time
- Teacher and Leaders Effectiveness
- Community Oriented Schools

The Board of Education and the Westminster Education Association (WEA) is fully aware of the TIG process and the success it has brought to the five elementary schools as wish the same success to Scott Carpenter MS.

- b) Parents have received written notice regarding the school's leadership change and eligibility for a TIG, many parents are already aware of the benefits of the grant as FM Day is one of Scott Carpenter's feeder schools which received a TIG in 2011. Once the TIG funding stream has been confirmed as being awarded, the District will ensure that the parents and community will be fully notified and informed through the school website. In looking forward, the school will conduct special community meetings at the beginning of next school year to update parents regarding the TIG award, its requirements, why it's needed and what they can do to support the school's goals in addition to their child's education. Furthermore, any waiver requests will be made available at that time as well as published on the school and district websites.
- c) The District has a track record for implementing interventions that are consistent with final requirements. At this point in time, new principal leadership has been appointed and is already working with staff to revise and update the grant application. Teacher and leader effectiveness has been evaluated annually for the past four years on a standards based evaluation rubric that aligns with the Competency Based System. At this time the District is considering adopting the new state rubrics for evaluation when they are finalized give that they are quite similar to the ones currently used. Curriculum is fully aligned to the Colorado Academic Standards (CAS) and is continually refined for each content area. The standards (Measurement Topics and Learning Targets) are available to all stakeholders at <http://wiki.adams50.org> in addition to the instructional and teacher resources. The District has created and validated a common Instructional Model that is used widely throughout the District. The District has also partnered with the Colorado Statewide Parent Coalition (CSPC) where the goal is to empower and assist teams of parents, teachers and principals in implementing family engagement programs to support and focus on student's academic learning in the home and in the classrooms. This goal is achieved primarily in two phases: 1. Development of Parent Leadership Teams (PLT) at each school; and 2. Conducting Parent Teacher conferences in a data driven format known as Academic Parent-Teacher Teams (APTT). Extending Learning Time has been more challenging, nevertheless the District has managed to add 6 instructional days to the school calendar and schools have also increased the quantity on instructional time within the school day by simply scheduling more efficiently and effectively. Extended Learning Time is also made available to students through afterschool and Saturday tutoring as

well as providing access from home to web based instructional programs, one example is IXL Math. The school will also offer extended learning time in the form of afternoon tutoring, 5th summer interventions and the transition to a more academic intervention focused advisory class. SCMS will utilize the Senate Bill 191 State Teacher Evaluation tool for licensed staff. 50% of teacher accountability under this evaluation system is weighted on improving student growth data. SCMS will utilize TIG funds to set up a system of financial incentives to compensate instructional staff on an increasing scale for individual students' TCAP Median growth percentile scores in excess of 55. Also the planned transformation of SCMS' campus to a PK-8 school for the 2014-15 school year includes a wonderful opportunity to take part in the beginning of a new, community backed school with increased conditions for student success.

- d) The district has already selected and engaged with an external provider in 2011 as part of the TIG application process for the five elementary schools subsequent to a thorough review process. Evans Newton Inc. (ENI) was identified and chosen as a viable partner for the following reasons:
1. ENI was approved by the state as a "Turnaround Provider" with demonstrated comprehensive expertise in all five improvement areas (academics, learning environment, operations, leadership, and planning) that were identified by CDE.
 2. ENI's was and still is committed to aligning all their efforts to support the implementation of our Learner-centered, Competency Based System.
 3. ENI is very familiar with the Federal requirements of each of the four federal Intervention Models as well as the requirements of Colorado's Educational Accountability Act of 2009.
 4. ENI had the most significant positive gains in achievement results as compared to the seven other "Turnaround Providers" at that time working with schools within Colorado.
 5. ENI's approach to school improvement for each of our five TIG schools was differentiated based on the identified needs in each school's UIP and yet they were able to provide a level of common support to all schools.
- As an early intervention a consultant from ENI has already been working with some staff at Scott Carpenter Middle School and it is the District's intention to continue working with ENI at this time.
- e) During the past two years, the District has amassed considerable experience in aligning existing resources and funding sources (school budget, Title 1, TDIP, and local grants) to maximize the use of TIG funds as exemplified with the five TIG elementary schools. This alignment is captured in each school's UIP. Given Mr. Anderson's experience in this area, he is adept at maximizing funds from many sources and ensures they are expended and recorded appropriately. Next year will be the fourth year SCMS will receive Title I funds and currently will leverage the two FTE to support interventions in literacy and math.
- f) The District has worked with each elementary TIG school to grant operational flexibility to the extent possible. For instance, each school, has been granted the flexibility by the District to determine how best to expend TIG funds to support specific initiatives at the school while ensuring alignment with districtwide initiatives as outlined in the respective UIP's. While the TIG funds are overseen by the Chief Education Officer and managed by the District Finance Department, schools are allowed to determine the best use of funds based on their individual school needs. In addition, schools are given the flexibility to determine building staffing within an allocation by the District General Fund, the Special Education Department, Title 1 funds, and any staffing paid for out of the TIG. Schools are also heavily supported in working with and exiting staff members that have not demonstrated growth from the support structures and practices that were established. These support structures, practices and expectations would also be implemented at Scott Carpenter Middle School and as new needs and situations present themselves they will be resolved in the most flexible manner possible.
- g) To implement the TIG at Scott Carpenter Middle School, the District will continue to use the role of the Chief Education Officer to enforce, monitor and determine next steps for improvement. The Chief Education Officer will also be able to take the lessons and practices learned at Scott Carpenter Middle School to support the other two

middle schools. The District has always maintained that all TIG funds are to be used at the school level to build capacity amongst all staff members given that our belief is, “school improvement is really people improvement.” Furthermore, given Mr. Anderson’s successful experience of carrying out the TIG interventions at FM Day Elementary School, he already has the capacity to engage, develop, implement and monitor significant improvements at School Carpenter Middle School.

- h) Given the magnitude of change the district has implemented as part of its Competency Based System reform, it is imperative that the professional development provided, the expertise developed and the lessons learned are sustained. To accomplish this, the district has created various stakeholder groups that provide feedback, ideas for improvement and refinement opportunities for all the components of a Learner-centered, Competency-based System as part of the Continuous Improvement process. SCMS will strategically build the staff capacity to take leadership roles and continue the initiatives and interventions begun during the TIG process. The school is requesting more funds for year one and decreasing thereafter.
- i) Feasible, attainable, and measurable objectives for each project goal have been established and can be found in the attached Unified Improvement Plan (UIP). Similarly, benchmarks and the timeline are provided in the UIP that is now recently updated by Mr. Anderson and contains more additional action steps and clearer implementation benchmarks and very specific timelines with respect to TIG initiatives.
- j) It is the District’s intention to follow the process for disaggregating and reporting data that has already been established by the Colorado Department of Education for the 5 elementary schools. It is anticipated that data will be submitted quarterly in the four core content areas.

The District has well developed processes and expectations to close achievement and growth gaps. Data are routinely generated by the District Assessment Office and processes are well established at SCMS and at all district schools to address learning gaps, drive instruction and provide equitable educational opportunities for all subgroups.

- k) For the purpose of TIG implementation at Scott Carpenter Middle School; the school principal, Mr. Anderson, teacher leaders, Chief Education Officer, Dr. Oliver Grenham and the CDE Performance Manager, Ms. Cindy Ward will meet on a monthly basis to monitor progress and determine next steps per the approved UIP. The principal along with the Chief Education Officer will be responsible for evaluating progress, sharing results, and completing any required reports.
- l) One of the key tenets of the Competency Based System is continuous improvement. The District has established formal processes and developed tools that appraise current practice, measure results, reveal improvements and help determine next steps which are now part of the ongoing Unified Improvement Planning process. Various reports, processes and tools provide systemic and systematic feedback at periodic intervals. An example of a process that is used more frequently and informally is our PDCA (Plan, Do, Check and Adjust) cycle. Other examples include monthly visits by CDE, district leadership, ENI consultants and triweekly data cycles for reviewing the efficacy and the implementation judiciousness of the UIP. As a part of this cycle the Instructional Leadership Team will determine missing implementation drivers and recommend actions to remedy the situation.

All proposed interventions will be executed according to the approved action steps outlined in the school’s continuously updated UIP and checked to ensure alignment with the CBS reform. As is the case for all district schools, teacher teams must begin the school year with a thorough Data Driven Dialogue involving all staff and all achievement data from the previous year. The outcome of this process is to determine the impact and efficacy of last year’s instructional efforts as well as further identification/refinement of root causes. This process continues throughout the school year by way of monthly team meetings where teachers share their data regarding the impact of their efforts on focused goals and strategies. Disaggregated data are displayed on data walls for all staff to see and schools make a beginning of year presentation to the DAAC in a science fair format of their overall achievement data, goals, and methods to reach them in addition to any other relevant information about their schools UIP.

Current disaggregated data are available in the attached UIP. Summative progress is measured via TCAP and the School Performance Frameworks. Benchmarks along the way are evaluated using Scantron which is administered three times a year for intermediate, middle and high school students in math, literacy and science. Many reports are easily available to teachers and principals that show how students achieve as compared to various groups and rates.

Section III: Needs Assessment and Program Plan

A-C. The Unified Improvement Plan Addendum (Attachment E) has been updated and included below. A copy of the most recent UIP for Scott Carpenter Middle School is also included in the application submission. Scott Carpenter Middle School is utilizing the existing UIP, which was collaboratively developed by the school's Instructional Leadership Team during the 2012-13 school year. Being a continuous work in progress, the UIP in its current stage of development represents the best thinking of SCMS staff leaders and stakeholders and includes ownership and buy-in from these individuals. For the TIG application to reflect the current high level of urgency for school transformation and improvement, additional *action steps* including highlighted budget expenditures, justifications, modifications and refinements have been added under each corresponding Major Improvement Strategy. The following 4 Major Improvement Strategies and addressed Root causes are the highlights of the school's Unified Improvement Plan:

Major Improvement Strategy #1: Implement and monitor the use of effective strategies to support and evaluate English language acquisition.

Root Cause(s) Addressed: Lack of building wide focus on effective use of instructional strategies to monitor student growth and support English language acquisition. School culture is not intentionally focused on creating conditions for success for all students.

Major Improvement Strategy #2: Train teachers to provide vertically aligned research based and standards based math instruction using Progressive Math Initiative (PMI) resources.

Root Cause(s) Addressed: Lack of resources in math that are vertically aligned, that are standards based, and that are researched based.

Major Improvement Strategy #3: Train teachers to provide writing instruction that is research based and standards based using Write from the Beginning (WFTB) resources.

Root Cause(s) Addressed: Lack of resources in literacy that are vertically aligned, that are standards based, and that are researched based.

Major Improvement Strategy #4: Create a school culture focused on conditions for success for all students.

Root Cause(s) Addressed: School culture is not intentionally focused on creating conditions for success for all students.

D. The need to conduct an Expedited Diagnostic Review (EDR) is recognized as clear and apparent, however as Scott Carpenter Middle School could possibly be transformed into a PK-8 school to begin the 2014-15 school year it has been determined that it would not be logical to conduct a formal EDR until the after the switch takes place in the fall of 2014 which will be year 2 of TIG implementation. The reasoning behind this determination is that the current UIP articulates some of the "quick wins" that need to be accomplished in year 1 and it would not be cost effective to perform an EDR on a school environment prior to the school transitioning and the requisite changes to staff and students. Given this possible reality, for the 2013-2014 school year an internal needs assessment will be conducted on the existing middle school and will involve the Chief Education Officer, Cindy Ward, the school's CDE Performance Manager, ENI, the school's turnaround partner/ consultancy and school administration. This internal review will identify further improvements that the school will need to address as part of the ongoing Unified Improvement Planning process.

Once the review(s) are completed and the results shared and analyzed the program plan will be to build capacity in all staff by the development of various teacher leader teams, such as:

1. Building Leadership Team to monitor the UIP/TIG implementation;
2. Assessment team to determine appropriate interim measures and to ensure the validity and reliability of assessment data;
3. Data teams to conduct the data driven dialogue process in an ongoing manner as well as displaying student data in a prominent way;

4. Teacher evaluation team to include student growth and on-going collections of professional practice reflective of student growth and achievement;
5. Parent involvement teams to lead groups of parents and work collaboratively with the Colorado Statewide Parent Coalition as well as the school's PTA/BAAC;
6. A coaching cadre of residence experts in specific areas and contents to take responsibility for leading the learning of other staff member so as all staff are responsible for teaching their colleagues and leadership capacity within the school is built;

These teacher leader teams will create structures, such as PLCs and practices, such as learning walks that will become embedded across the school to be utilized by all teachers. Classroom instructional practices will also be supported and strengthened through the use of Evans Newton Inc via "elbow to elbow" coaching, modeling and co-teaching based on individual teacher needs.

Tiered Intervention Grant initiatives and expenditures are categorized under the following 4 required elements: **1. Curriculum and Instruction, 2. Extended Learning Time, 3. Teacher & Leader Effectiveness, and 4. Community-Oriented Schools.** What follows is a general summary list of TIG initiatives and expenditures under each required element:

- 1. Curriculum and Instruction-** partnerships with various consultancies, professional development activities, procurement of technology, educational resources, assessments and supplies
- 2. Extended Learning Time-** after school tutoring, summer intervention program, academic and intervention focused advisory classes
- 3. Teacher & Leader Effectiveness-** job-embedded, differentiated professional development opportunities, monetary incentive program for teachers showing high rates of student growth, communities of professional practice (PLCs), learning walks, data teams, professional literature
- 4. Community-Oriented Schools-** partnership with CSPC, continuance, growth and refinement of Academic Parent Teacher Teams (APTTs), parent leadership opportunities, English classes for parents

All current school performance data, performance challenges and root causes are described and included in the attached version of the school's most recent UIP beginning on page 25 (see below).

The following TELL Survey link provides comprehensive information on relevant school culture data:

<http://www.tellcolorado.org/results/report/19/7611>

A few immediate areas of concern from the TELL Survey perceptual responses at SCMS that must be addressed using TIG resources are the as follows:

- Only 32 % agree that teachers have sufficient access to appropriate instructional materials and resources.
- A mere 29% agree that teachers have sufficient access to instructional technology, including computers, printers, software, and internet access.
- Only 32% agree that professional development is differentiated to meet the needs of individual teachers.

E.

Academic Area	Goals	Performance Targets
Reading	<p>Year 1: begin implementation of consistent small group instruction, use student data (benchmark results) to inform instruction and individually monitor student progress, Examine and refine current PLC practices, focus on student engagement</p> <p>Year 2: use data from EDR to identify high-leverage areas to improve reading instruction, utilize student data (including benchmark and local data) to</p>	<p>Year 1: 70 MGP Year 2: 73 MGP Year 3: 75 MGP</p>

	continuously improve instructional delivery, continue to individually monitor student progress, continue PLCs to build teacher capacity to lead their own teams, continue to value and focus on high levels of student engagement Year 3: revisit and re-evaluate EDR high-leverage areas of focus to support and maintain previous initiatives build and assure the continuance of sustainable and teacher lead structures for continuous improvement and collaboration	
Writing	Year 1: work with WFTB consultants to improve writing instruction and data focus school-wide, implement school-wide data cycles for writing featuring benchmark assessments of common writing prompts, begin implementation of small group instruction, use student data (benchmark results) to inform instruction and individually monitor student progress, Examine and refine current PLC practices, focus on student engagement Year 2: use data from EDR to identify high-leverage areas to improve writing instruction, determine whether to continue work with WFTB consultants, continue school-wide writing prompts as benchmark assessments, utilize student data (including benchmark and local data) to continuously improve instructional delivery, continue to individually monitor student progress, continue PLCs to build teacher capacity to lead their own teams, continue to value and focus on high levels of student engagement Year 3: revisit and re-evaluate EDR high-leverage areas of focus to support and maintain previous initiatives build and assure the continuance of sustainable and teacher lead structures for continuous improvement and collaboration	Year 1: 70 MGP Year 2: 73 MGP Year 3: 75 MGP
Math	Year 1: Provide common benchmark assessments for math, begin implementation of small group instruction and math stations, use student data (benchmark results) to inform instruction and individually monitor student progress, Examine and refine current PLC practices, focus on student engagement Year 2: use data from EDR to identify high-leverage areas to improve math instruction, utilize student data (including benchmark and local data) to continuously improve instructional delivery, continue to individually monitor student progress, continue PLCs to build teacher capacity to lead their own teams, continue to value and focus on high levels of student engagement Year 3: revisit and re-evaluate EDR high-leverage areas of focus to support and maintain previous initiatives build and assure the continuance of sustainable and teacher lead structures for continuous improvement and collaboration	Year 1: 70 MGP Year 2: 73 MGP Year 3: 75 MGP

SCMS goals and performance targets are also included in attachment E- the school's UIP

F.

Activities related to developing and increasing teacher and school leader effectiveness	
Required actions	Scott Carpenter Transformation Initiatives
Replace the principal who led the school prior to commencement of the transformation model	SCMS' previous principal has been replaced by Chadwick Anderson. Mr. Anderson has successfully lead the school transformation process and has managed a TIG grant for 2 years at neighboring F.M. Day Elementary.
Use rigorous, transparent, and equitable evaluation systems for	SCMS will utilize the Senate Bill 191 State Teacher Evaluation tool for licensed staff. 50% of teacher accountability under this evaluation system is weighted on

teachers and principals that	improving student growth data.
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so	Leaders and highly effective teachers on SCMS staff will be identified and recognized with increased leadership opportunities as well as the below mentioned financial incentives. Increased leadership opportunities include, but are not limited to facilitation of professional development sessions, representation of colleagues on leadership teams, and representation of the school on various district-level committees. The above mentioned State Teacher Evaluation Tool allows for dismissal of ineffective staff after a 2 year period of below proficient evaluation results.
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 they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	Multiple job-embedded, differentiated professional development opportunities including retreats, PLCs, book studies, workshops, collaborative sessions, learning walks, data team meetings, leadership committees and trainings are prevalent throughout SCMS' TIG planned initiatives.
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model	SCMS will utilize TIG funds to set up a system of financial incentives to compensate instructional staff on an increasing scale for individual students' TCAP Median growth percentile scores in excess of 55. Also the planned transformation of SCMS' campus to a PK-8 school for the 2014-15 school year includes a wonderful opportunity to take part in the beginning of a new, community backed school with increased conditions for student success.

TIG interventions, activities, expenditures and initiatives are categorized in the attached budget narrative by the 4 required TIG elements: Curriculum & Instruction, Extended Learning Time, Teacher & Leader Effectiveness and Community-oriented Schools. Section D (above) also summarizes the initiatives under these categories. They are also further explained, justified and divided among the 4 corresponding and above listed UIP Major Improvement Strategies under Action Steps.

G. The district has made a concerted effort to ensure SCMS's UIP aligns with the District's UIP. This alignment has been verified by the current CDE Performance Manager.

Given that the majority of the funds will be utilized to build capacity among school leaders and teachers, a new norm for meaningfully supporting the conditions for learning and ensuing best instructional practices in Scott Carpenter classrooms will be created that will be sustained over time. These conditions and best practices will be monitored by consistent classroom walk-throughs and evaluated using the new state adopted evaluation tool, which includes student growth and achievement during the implementation of the TIG to measure the degree of success.

Scott Carpenter Middle School students, staff and stakeholders will greatly benefit from the generous resources included in the Tiered Intervention Grant. On behalf of the entire school community I would like to express fond and genuine appreciation for the CDE's consideration of this application. Speaking from experience, it's not just the money, which is obviously substantial, it's the opportunity to network and collaborate with state department experts in turnaround as well as colleagues state wide who are in the same urgent situation to transform and turnaround a school. Scott Carpenter appreciates your guidance, support and kind consideration.

Part IV: Budget Narrative

This narrative reflects Scott Carpenter Middle School's year one expenditure requests for the Tiered Intervention Grant. All requested funds are to go immediately to the school with the exception of the required "indirect costs." Given the immediate urgency to improve instructional conditions and academic results at the school, there are no *pre-implementation* expenses associated with this request. More in-depth narrative and justification of these expenditures can be found both in the Excel Budget Spreadsheet as well as in the Action Steps of the school's updated Unified Improvement Plan.

Budget Object	Amount	Narrative	Year
Curriculum and Instruction:			
Support - Other Purchased Services (0500)	190,000	ENI Consultant fees for instructional support in classrooms (4 day visits every other week)	1
Support - Other Purchased Services (0500)	60,000	Thinking Maps(TM)/ Write From the Beginning (WFTB) consultant fees (visits every 3 weeks at \$1000 per day)	1
Inst.- supplies (0600)	10,000	Additional TM & WFTB manuals, Path to Proficiency and Response to Literature guides, associated writing curriculum materials	1
Support - Other Purchased Services (0500)	10,000	Literacy Squared/ SIOP PD trainer	1
Support - Salaries (0100)	4,925	Time sheets to compensate off-contract Literacy Squared/ SIOP PD activities (30 teachers, 6 hours at \$27.36 per hour)	1
Support - Employee Benefits (0200)	1,231	benefits for line above	1
Inst.- other purchased services (0500)	18,125	ALEKS- Math intervention and assessment program (subscription: \$31.25 per student, 580 students)	1
Support - Salaries (0100)	1040	Time sheets to compensate ALEK administrator- 1 hour off contract per week to manage above program (1 hour per week, 38 weeks at \$27.36 per hour)	1
Support - Employee Benefits (0200)	260	benefits for line above	1
Inst.- supplies (0600)	13,120	Carolina Curriculum for science- Human body systems kits (4 classroom at \$3,000 per kit plus books and manipulatives)	1
Equipment	120,000	480 Chromebooks- (10 per classroom including electives and counseling department at \$250 per machine)	1
Equipment	13,500	20 document cameras @ \$300 per and 15 LCD projectors @ \$500 per	1
Inst.- supplies (0600)	80,000	Common benchmark assessments for reading which include progress monitoring options (pending collaborative investigation of which system(s) will most closely match our learning targets and be most cost-effective)	1
Inst.- supplies (0600)	8,000	IPT English Language Acquisition (ELA) benchmark assessment system	1
Inst.- supplies (0600)	3,325	<i>Success Highways</i> bully prevention and positive behaviour support curriculum	1
Support - Salaries (0100)	3,283	Time sheets to compensate off-contract PD activities supporting the implementation of above listed assessments, curriculums and interventions (20 teachers, 6 hours at \$27.36 per hour)	1
Support - Employee Benefits (0200)	821	benefits for line above	1
Support - Salaries (0100)	19,700	Time sheets to compensate for 3 off-contract summer PD retreats- Data Dig, SIOP PD and PBIS workshop (30 teachers, 3	1

		days, 8 hours each at \$27.36 per hour)	
Support - Employee Benefits (0200)	4,925	benefits for line above	1
Extended Learning Time:			
Inst. - Other Purchased Services (0500)	36,000	Tutoring service to provide 75 students with 40 sessions each (the provider will be selected in accordance with Title I SES parent-driven selection process)	1
Support - Salaries (0100)	6,567	Time sheets for "5 th Quarter" Intensive summer intervention program for 100 struggling students in either literacy or math-to be determined by local data (4 staff members, 10 days, 6 hours per day at \$27.36 per hour)	1
Support - Employee Benefits (0200)	1,641	benefits for line above	1
Inst.- supplies (0600)	1,500	Instructional supplies and materials to support above "5 th quarter" summer school initiative	1
Support - Salaries (0100)	9,850	Time sheets to compensate for off contract work to establish and support the transition to academic and intervention focused advisory classes (20 teachers, 18 hours at \$27.36 per hour)	1
Support - Employee Benefits (0200)	2,463	benefits for line above	1
Support - Salaries (0100)	14,446	Time sheets to compensate staff for off contract work to run after-school interventions by core departments. (132 one-hour shifts, 4 days a week, 4 departments at \$27.36 per hour)	1
Support - Employee Benefits (0200)	3,612	benefits for line above	1
Support - Other Purchased Services (0500)	10,824	Bus transportation to support above after-school intervention endeavor (132 days, \$41 per bus, 2 buses-includes mileage)	1
Teacher & Leader Effectiveness:			
Support - Salaries (0100)	50,000	Financial incentive to compensate instructional staff on an increasing scale for individual students' TCAP Median growth percentile scores in excess of 55.	1
Support - Employee Benefits (0200)	12,500	benefits for line above	1
Support - Salaries (0100)	59,100	Time sheets to compensate for off contract PLC (departmental, cross-curricular and interventionist/ general ed.) collaboration. (36 teachers, 2 weekly 1 hour meetings, 30 weeks at \$27.36 per hour)	1
Support - Employee Benefits (0200)	14,775	benefits for line above	1
Support - Other Purchased Services (0500)	*190,000	ENI Consultant fees for training in effective PLC sessions (4 day visits every other week at \$1,500 per day) <i>*this expenditure has been listed above under Curriculum and Instruction</i>	1
Support - Supplies (0600)	1,500	Professional Literature for book studies- staff will be provided a menu of several titles and will form study groups based upon selection	1
Support - Salaries (0100)	7,880	Time sheets to compensate off-contract transition activities supporting the transformation of SCMS to a PK-8 school in August, 2014 (36 teachers, 2 half-days at \$27.36 per hour)	1

Support - Employee Benefits (0200)	1,970	benefits for line above	1
Support - Salaries (0100)	18,900	substitute coverage for release time throughout the year to support learning walks, classroom observations and data meetings (5 subs, 3 days per month, \$140 per day)	1
Support - Employee Benefits (0200)	4,725	benefits for line above	1
Community-Oriented Schools:			
Support - Other Purchased Services (0500)	10,000	Partner with Colorado Statewide Parent Coalition to continue Academic Parent Teacher Teams (APTT), provide parent leadership training and English classes	1
Support - Supplies (0600)	5,000	Supplies and materials to support home academic activities and games provided by teachers during APTT conferences	1
Support - Supplies (0600)	3,000	Supplies and services to engage and draw families (give aways, fliers, activity materials, catering, etc.)	1
Total Year 1	\$838,508		

Please refer to SCMS' Xcel Budget spreadsheet included in the application submission to view expenditures for years 2 and 3. Use of funds for years 2 and 3 will take into consideration the results of a needs assessment to be conducted, teacher perception data, community feedback and of course, student achievement and growth data.