2010 TIERED INTERVENTION GRANT

PART I: COVER PAGE *(Complete and attach as the first page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it with the application.)*

Name of Lead Local Education Agency (LEA)/Organization:	Mesa County Valley School District 51

Mailing Address: 2115 Grand Avenue, Grand Junction, CO 81501

District Turnaround Project Manager:	Andy Laase

Mailing Address: 930 Ute Avenue, Grand Junction, CO 81501

Telephone: (970) 254-5311	E-mail: andrew.laase@d51schools.org

Signature:

Program Contact Person:	Michelle Mansheim

Mailing Address: 3276 F Road, Clifton, CO 81520

Telephone: (970) 254-4760	E-mail: michelle.mansheim@d51schools.org

Signature:

Fiscal Manager:	Doug Shawcroft

Telephone: (970) 254-5244	E-mail: doug.shawcroft@d51schools.org

Signature:

Region: *Indicate the region(s) this proposal will directly impact*

☐ Metro   ☐ Pikes Peak   ☐ North Central   ☐ Northwest   ✗ West Central
☐ Southwest   ☐ Southeast   ☐ 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.*

$2,273,870.00

PART IA: SCHOOLS TO BE SERVED (Complete the following information with respect to the schools that will be served with a School Improvement Grant and attach as the second page of proposal.)

To ensure success, it is imperative that each site undergo an external review so needs are clearly delineated before an intervention model is chosen, before the plan is prepared and (if applicable) before a provider is selected. If a site has not had an external review, put the amount of funding needed in the 'Evaluation Needed' column below. The individual budget for the site should reflect costs for the evaluation review, but additional costs must be listed as 'TBD' until a plan can be created for specific activities and costs. Districts may only access funds for the cost of the review until the review is completed and an approved plan is in place.

Please provide the following information for each participating school (additional rows may be added), starting with Tier I schools:

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY) Include requested amount per school				
					Turnaround	Restart	Closure	Transformation	Review needed
Clifton Elementary	08043500602	X						$2,273,870.00	

*Please note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

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: Mesa County Valley School District 51

School Board President Signature: *Harry Butler*

Superintendent Signature: *Steven D. Schultz*

School Information

School #1 Name: Clifton Elementary School

Principal Name: Michelle Mansheim

Telephone: (970) 254-4760 | E-mail: michelle.mansheim@d51schools.org

Principal Signature: *Michelle L Ward*

School #2 Name:

Principal Name:

Telephone: | E-mail:

Principal Signature:

School #3 Name:

Principal Name:

Telephone: | E-mail:

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 _____Thursday, April 16_____ , 2010 the Board of _____Mesa County Valley School District 51_____ 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 additional, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention** grant agree to the following assurances:

- To use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- To establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
- That if the applicant implements a restart model in a Tier I or Tier II school, it will 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;
- 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 by State Assigned Student IDs). The district will report to CDE the school level data required under section III of the final requirements;
- To commit to developing a plan that demonstrates how the district will increase overall student achievement in the identified schools;
- To provide the leadership capacity to oversee the implementation of turnaround interventions;
- To provide a district level contact whose primary responsibility is the oversight and coordination of turnaround interventions in the schools;
- To participate in quarterly Professional Learning Communities focused on turning around schools;
- To monitor and evaluate the impact of all turnaround interventions;
- That by accepting grant funds, applicants agree to participate in the federal and state evaluation of Turnaround School Initiatives;

- To participate in a one-day networking conference during each year of the grant cycle to discuss implementation issues and access technical assistance. In addition, there will be an orientation meeting for all approved applicants;
- To submit to CDE an Improvement Plan for each identified school updated annually as a requirement for securing continued funding from year to year during the three-year term of this grant;
- To submit a revised budget annually, as well as an annual financial report;
- To participate fully in on-site visits conducted by CDE to every funded Tier I, Tier II, or Tier III school during the grant cycle;
- To not discriminate against anyone regarding race, gender, national origin, color, disability, or age;
- To maintain sole responsibility for the project even though subcontractors may be used to perform certain services; and
- To notify the community of the intent to submit an application and the application and that any waiver request will be made available for public review after submission of the application.
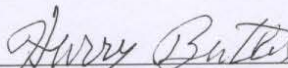
Funded sites will be expected to cooperate with CDE in the development and submission of certain reports to meet statutory requirements. *All grantees must work with and provide requested data to CDE for the Tiered Intervention Grant Program within the time frames specified.*

In addition, funded projects will be required to 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.

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 upon 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.
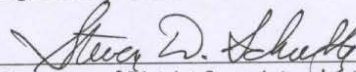

Harry Butler
Name of Board President
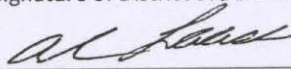
Signature of Board President

Steve Schultz
Name of District Superintendent

Signature of District Superintendent

Andy Laase
Name of Program Contact
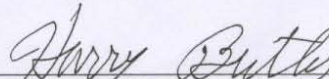
Signature of Program Contact

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

__MCVD #51____ (District) requests a waiver of the requirements it has selected below. *Please note:* If the district does not intend to implement the waiver with respect to each applicable school, then it must indicate for which schools it will implement the waiver.

- X   Extending the period of availability of school improvement funds.

- ❏   "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

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

Harry Butler	*Harry Butler*
Name of Board President	Signature of Board President
Steve Schultz	*Steven D. Schultz*
Name of District Superintendent	Signature of District Superintendent
Andy Laase	*Al Laase*
Name of Program Contact	Signature of Program Contact

Part I: Executive Summary

Mesa County Valley School District #51 encompasses the area known as the Grand Valley, which includes the communities surrounding Grand Junction: Palisade, Clifton, Fruita, Loma, Mack, Gateway, and Glade Park. School District #51 is the twelfth largest school district in the state and has a current K-12 enrollment of 21,952 students. Currently our district has twenty-five elementary schools, eight middle schools, four high schools, one combined middle/high school, one K-12 school, and numerous alternative schools and programs. The Tiered Intervention Grant will not only aid our effort in the Turnaround process at Clifton Elementary, our lowest performing school, it also will be paramount in the growth of the entire school district.

Part II: LEA Commitment and Capacity

Clifton Elementary has involved all relevant stakeholders regarding our application and implementation of the Tier 1 Transformation model in numerous ways. We began by notifying families and the community in late January 2010 with a letter describing the process. That letter was followed by a community meeting and parent survey in early February. Clifton Elementary administration, along with district leadership, has also communicated and consulted with surrounding community members in the form of monthly newsletters, school advisory council meetings, monthly PTA meetings, and weekly staff updates. Mesa County School District executive directors along with Superintendent Steve Schultz have met with the staff at Clifton Elementary three times this winter to share updates and gather information regarding implementation changes. The Mesa Valley Education Association representatives and leadership have attended all the mentioned meetings.

As mentioned above, the Clifton community was apprised of the intent to submit an application to the Colorado Department of Education during a parent/community meeting held on February 1, 2010. On February 2, the local newspaper published a detailed article concerning the application, which was followed by numerous television and radio announcements. During the month of February, the school marquee advertised that Clifton Elementary would be going through the Turnaround process.

Clifton Elementary is fully committed to making the necessary changes in this Tier 1 Intervention Grant. An Expedited Diagnostic School Review (EDR) was completed in early December. After the EDR report was returned, it was then analyzed and synthesized in order to break down the six areas of need: culture, curriculum, instruction, assessment, leadership, and professional development. The Mesa County Valley School District (MCVSD) Board of Education has been a part of this process and is committed to the improvement of Clifton Elementary. A formal presentation was made to the Board of Education on February 2, 2010.

The Clifton leadership team, consisting of district administration, school administration, and building staff, attended CDE's Provider Fair in early February. After two days of discussion, the team narrowed its choice to two specific providers: Pearson and Evans Newton Incorporated (ENI). The leadership team then met and analyzed both providers. Chris Capron, Clifton assistant principal, contacted references for both companies mentioned. Pearson and ENI were then invited to Grand Junction for a final discussion. After much thought and conversation, ENI was selected as the school provider.

MCVSD, along with Clifton Elementary, will work closely with ENI to design specific interventions for students who are in need of remediation. These interventions will address the specific needs that are currently outlined in the EDR. A leadership team from MCVSD comprising district administrators, school administrators, and members of the school leadership team met with ENI Vice President of Implementation and Education Partnerships, Bernice Stafford, and ENI Director of Implementation, Planning, and Support, Susie Meyer, on Friday, April 9, 2010. The purpose of this full-day meeting was to review the EDR, the School

Improvement Plan, and Clifton Elementary School's data to determine the plan for implementing a Turnaround model over the next three years.

Alignment of funds will be a top priority for both the district and Clifton Elementary. This process has already begun with the modification of Title I funds for the 2010–2011 school year. All Title I funding will directly support research-based interventions and specific child-centered needs. Clifton Elementary currently receives two other types of grant funding: a 21st Century Grant and a Conoco Phillips Grant. Both of these funding sources will be aligned to any resources obtained from the Tiered Intervention Grant.

Many specific conversations have revolved around the fact that Clifton Elementary must be ensured the right to have flexibility and be able to modify the current district practices and policies in order to correctly implement the necessary interventions and guarantee sustainability with changes. Superintendent Steven Schultz supports this differentiation, and he has verbally stated many times that the work at Clifton is not only important for the students at Clifton, but it is of paramount importance to the growth of the entire school district. Some of the autonomous structures that are being implemented at this time include flexibility with professional learning and early release times, extended school days and school calendar, and the ability to use district funds to support intervention programming that does not currently take place at any other school in the valley.

The Expedited Review that was completed in December clearly stated that one root cause of low performance can be directly tied to the fact that Clifton Elementary has had over a 50% teacher turnover rate in the last two years. The retention of high performing personnel is a top priority for the administration at Clifton. One way to attract and retain these quality teachers is to provide yearly incentives at Clifton. We have budgeted to give each certified staff member $1,500 and classified $500 per year for three years.

Mesa Valley School District #51 has one Tier II school that will not be served through this grant. R-5 High School is an alternative, three-year (10 – 12) high school that provides students a positive, self-paced learning environment. The instruction at R-5 is individualized so that each enrolled student may progress at his or her own rate. Students in the program attend five academic morning classes and then are either employed or are enrolled in an approved vocational/technical program. This school serves MCVSD #51 potential dropout students and/or students with non-traditional learning styles. Due to the differentiation that already takes place at R-5 we believe that focusing our efforts at Clifton Elementary would be more beneficial.

We believe it is extremely important to create a positive culture of leadership at Clifton Elementary in order to demonstrate the capacity to carry out the proposed interventions. Both Michelle Mansheim and Chris Capron, principal and assistant principal, will be attending the Tointon Principal Leadership Academy this summer. During this academy, Michelle and Chris will gain the skills necessary to work with a staff to build a school vision that focuses on real school reform and long-term strategic plans. Another way that our district will demonstrate the capacity to carry out these interventions is to build data-gathering processes with the help of

our Assessment Department. Clifton will have access to personal data talks and item analysis conversations led by our assessment director.

During the three years of the grant, Clifton Elementary teachers will go through professional development training that will teach them how to deconstruct the standards to truly understand the different aspects of what students are expected to know and be able to do. Teachers will learn how to write effective assessment questions that model the CSAP for use in the classroom and on common formative assessments. ENI educational consultants will work closely with Clifton teachers to enhance the teachers' curriculum and planning knowledge as well as their instructional strategies. The coaching will be focused on standards-based instruction, data-enhanced decision making, and using best practices in the classroom.

Clifton will be hiring two Intervention Specialists/Coaches with their Title I funds. During years 1 and 2 of the grant, the Clifton Coaches will attend the ENI trainings with the teachers to learn about data analysis, curriculum alignment, formative assessments, and much more. During year 3 of the grant they will be trained on best-practice coaching techniques. This training will include: Cognitive Coaching, having reflective dialogue with teachers; data analysis on a school and classroom level; action research; and PLC implementation and commitment. They will then continue working with the teachers in year 4 and beyond.

ENI will develop standards-based incremental assessments that follow the curriculum maps, which will be used as formative, diagnostic assessments throughout the year. This data will be broken down by class, ethnicity, special education classifications, ELL (English language learners), gifted and talented, and any other subgroup that may be necessary. The teachers will participate in a series of post-assessment debriefing seminars so that student data can be adequately analyzed to determine how to most effectively proceed with instruction.

Teachers will also work in effective PLC structures in order to create additional common formative assessments that will be used in the incremental assessments. These formative assessments will accurately pinpoint student performance and guide quality instruction to best meet the needs of all children in the classroom.

ENI Director of Implementation, Planning, and Support, Susie Meyer, and MCVSD Elementary Executive, Andy Laase, both will be responsible for monitoring and evaluating the progress of the program. Susie and Andy will directly share results from Clifton Elementary with CDE on a monthly basis.

Part III: Needs Assessment and Program Plan

Student Performance Data/Goals by Year

CSAP Math Achievement History and Goals

	06-07	07-08	08-09	09-10	10-11	11-12	12-13
3	52	32	40	?	50	55	60
4	63	41	24	?	35	42	50
5	55	42	34	?	42	47	55

CSAP Reading Achievement History and Goals

	06-07	07-08	08-09	09-10	10-11	11-12	12-13
3	63	34	62	?	65	70	75
4	48	56	34	?	50	57	65
5	52	41	35	?	45	52	58

CSAP Writing Achievement History and Goals

	06-07	07-08	08-09	09-10	10-11	11-12	12-13
3	34	18	35	?	40	47	55
4	27	25	12	?	35	42	50
5	23	34	18	?	40	47	55

CSAP Math Growth History and Goals

	06-07	07-08	08-09	09-10	10-11	11-12	12-13
3-4	26	71	17	?	35	45	50
4-5	45	20	13	?	35	45	50

CSAP Reading Growth History and Goals

	06-07	07-08	08-09	09-10	10-11	11-12	12-13
3-4	32	39	58	?	40	48	50
4-5	46	32	25	?	40	48	50

CSAP Writing Growth History and Goals

	06-07	07-08	08-09	09-10	10-11	11-12	12-13
3-4	26	31	28	?	35	45	50
4-5	19	35	36	?	35	45	50

There seem to be multiple root causes for Clifton Elementary School's lack of student achievement. First, the teachers are not currently focusing on the Colorado Academic Standards, which makes it very difficult to achieve academic gains because the Colorado Academic Standards are what the students are measured against. The teachers also tend to have low expectations for their students' achievement due to the poor home environment that many of the students face. The third factor is the high annual teacher turnover, which makes it very difficult to keep staff trained in evidence-based practices. The turnover has also made it difficult for Clifton to have a large percentage of seasoned teachers capable of mentoring first-year teachers, who are often filling the open teaching positions.

The new leadership team, Michelle Mansheim and Chris Capron, is committed to being Instructional Leaders at Clifton Elementary School. To support them in this effort, ENI will mentor them along with the School Turnaround Team throughout the year, in focused work around such areas as vertical and horizontal instructional articulation and data-driven strategies such as Planning for School Improvement and Drive to State Testing.

During the Diagnostic School Review, it was noticed that teachers needed additional support and mentoring through coaching. ENI plans to provide sixty-four days of coaching throughout the year. The coaching will be focused on instructional best practices, framing questions to get at higher-order thinking skills, standards-based teaching, data-enhanced planning, differentiating instruction for varying levels of students, and continuing to build communities of practice (CoP) across the school Within the CoPs or Professional Learning Communities (PLCs), there will be a focus on a deep understanding of the state standards, use of formative assessment data in individual classrooms, between and among grade levels and cross-curricular, and effectively planning together as a team. The coaching will be a combination of classroom visits with reflective debriefings, modeling and/or co-teaching lessons, planning sessions, and grade level meetings as needed. The ENI coaches will also participate in and lead some of the early release Wednesday professional development sessions.

The Post Assessment Debriefing sessions will enhance the coaching. In these sessions, the grade levels will meet as teams to analyze their data and discuss how to effectively use the data to inform their instruction. Grade level collaboration will also be augmented by work across grade-bands and whole school to effectively gain leverage for the improvement effort via vertical and horizontal collaboration.

In addition to the coaching provided by ENI, Clifton Elementary plans to hire two Intervention Specialists/Coaches, using their Title I funds. During year three of the grant, the Clifton Coaches will participate in TargetCoach2Coach™ training to enhance their coaching skills and move the school closer to being able to sustain their transformation. They will have five days of training, participate in webinars with other coaches around the country to enhance their knowledge about educational topics, and have half-day practicum sessions six times during the year.

ENI's building block approach of partnering with Clifton Elementary in a phased implementation will focus on Math in year one and Reading and Writing during year two and continued

throughout the 3 years, as well as sustainability throughout the partnership. During year four (after funding), Clifton will have the knowledge and skills necessary to sustain the school's growth and continue to improve its student achievement.

During the Diagnostic School Review, it was observed that the general belief is that the math program generally aligns with the Colorado Academic Standards. ENI's work will begin with an Alignment of the Math Program to confirm which standards the program addresses and which standards are not covered within the program and will need teacher supplementation. The delivery of the alignment will include sample assessment items so the teachers can see the rigor that is needed to fulfill the requirements of each standard. This will be followed by Fill the Gap Workshops, where the teachers will find and learn to evaluate supplemental resources to teach the standards that are not fully addressed in *Investigations*.

The Reading Program does not utilize a textbook; therefore, the starting point for Reading will be the creation of TargetGuides™, which include a sample assessment item so the teachers can see the rigor needed to fulfill the requirements of each standard, as well as an analysis of the prerequisite skills needed for the students to be ready to learn the specifics of the standard.

For both Math and Reading/Writing, a Curriculum Map will be collaboratively created with the Clifton teachers. This curriculum map will guide the teachers through their year, including all the state standards, showing what resources are available for the units, and delineating how much time is available to spend on the standards in each of the units. This will begin with a collaborative session to present the information that should be presented in a curriculum map and agree on a standard format as well as a general outline of the entire school year, as well as a more specific plan for the first semester. There will be a second collaborative session mid-year to focus on a specific plan for the second semester. At the end of the year, there will be a third collaborative session to reflect on the year and determine what changes should be implemented for the upcoming year.

ENI is also creating additional curriculum pieces to use during classroom instruction. The first is TargetFundamentals™, which are short lessons designed to activate prior knowledge of prerequisite skills. These can be used for large-group, small-group, or individual instruction before teaching the related state standard. The second is TargetStrategies® lessons, which are custom written to align to a specific state standard. Both TargetFundamentals™ and TargetStrategies® are written to incorporate many best practices such as using Backwards Design to structure the lesson, including vocabulary in math lessons, using Graphic Organizers in Reading and Writing lessons, including an anticipatory set, and incorporating multiple intelligences into each lesson. The ENI staff will work with the school's instructional staff to insure they develop the knowledge and skills incorporated in the TargetStrategies® lessons until use of such strategies become second nature.

Another important aspect to the project is the implementation of formative Incremental Assessments. The assessments will address the standards that were focused on in the previous six to nine weeks in order to give the teachers data to determine what they need to accomplish

within their classroom instruction to meet the needs of their students. Using ENI's Web-based assessment scanning and scoring software, Clifton Elementary teachers will be able to access student-specific results by standard. This is the data that will be used during the previously mentioned Post Assessment Debriefing sessions.

One large focus over the next three years will be Teacher Professional Development. Clifton is requesting funding for six additional days of before/after school-year training to help in this effort. The following is a synopsis of these six days; Curriculum alignment, Standards-Based Teaching, and student data (1 day), Math Curriculum, Supplemental "gap" materials (1 day), Deconstructing standards and writing benchmarks assessment (1 day),Differentiating instruction and using building coaches (2 days), and Positive Behavior Systems training (1 day).

Clifton Elementary has a structure in place for meeting in grade-level PLCs for one hour every Wednesday. This practice will continue as we work on school transformation. These PLCs will continue to focus on unpacking the Colorado Academic Standards and move into understanding the horizontal and vertical articulation of how the standards fit together. We believe that one important aspect to focus on in PLCs next year is "What is proficiency? What does on-grade-level student work look like?" Conversations revolving around these two questions, along with examples of on-grade-level student work to analyze and post throughout the school; will help the teachers understand the rigor necessary for their students to be successful. The teachers will also explore their data during their PLC time to make data-informed decisions as a team.

In an effort to transform Clifton's historically low parent involvement, targeted outreach strategies will be put into place to reach parents and actively engage them in the academic growth of their child. This effort will be achieved in a variety of ways, including providing parent/family nights every other month where family dinner, educational strategies, and home-school relationships are the focus. Incentives will be provided to encourage greater participation throughout the school. Further, Clifton will be utilizing the Parent Assisted Learning Packets, which are focused on the state standards and provided by ENI, to engage parents in their child's education through parent-child activities designed to provide the parents with the necessary knowledge and skills needed to become effective teachers at home.

In addition to the parent-school strategies, Clifton will provide an integrated approach to address the issues of poverty, which hinder growth for students and families. Orchestrated through the Family Center, community resources and services will be available to all families, including health care; job assistance; and classes provided for parenting, finance, nutrition, and adult education, such as attaining a GED. Lastly, Clifton will set an unprecedented priority on creating and nurturing relationships with students and parents. This will be accomplished through the integration of home visits for every family. Through this effort, not only will we build relationships, we will also begin to break down those barriers, including conditions of "the poverty attitude", that have prevented involvement and overall health and growth for children and parents alike.

Clifton Elementary will replace its pull-out remedial literacy instruction with a 45-minute period on the master schedule for each grade level. During this intervention block, ALL new instruction stops and students are regrouped by instructional need ACROSS the grade-level team. Students who need additional TIME and SUPPORT in order to master a grade-level skill or concept will move to a classroom to receive structured, small-group intervention instruction with an adult-to-student ratio not exceeding one to eight. By utilizing special education resource staff, interventionists, and an instructional assistant, student-support teams now "flood" services into the team at a regular time each school day. Students mastering skills assessed on common assessments are regrouped for enrichment instruction in a whole-class setting.

A wide variety of instructional practices will be utilized during daily intervention block periods. Additional guided reading time, vocabulary lessons, and mini-lessons in formal writing and mathematical problem solving are among a few of the strategies to be employed by the grade-level teams to enhance the level of mastery for students identified in need of intervention. Likewise, students working in enrichment blocks benefit from differentiated instruction at their appropriate learning level.

All staff will be trained in the school wide Positive Behavior Supports (PBS) systems approach to enhance the capacity of our school to educate all students, especially those with challenging social behaviors, by establishing clearly defined outcomes that relate to academic and social behavior, systems that support staff efforts, practices that support students success, and data utilization that will guide decision making. Five years ago, Clifton was considered a fully implemented PBS school. Due to the high teacher turnover rate, we now have very few teachers who grasp the benefits of a positive behavior management system that focuses on a proactive approach to student behavior.

Clifton will implement the Pearson's Social Skills Improvement System (SSIS) to add a system of checks and balances into the counseling program at Clifton. Currently, our counselor uses the ASCA (Academy of School Counseling Association) recommendations for school counseling programs. But since there is not a single purchased program that is organized around data-driven and benchmarked criteria, it is haphazard and often guesswork. A program like SSIS comes with a Universal Screening, benchmarks, and a set of twelve lessons that meet the overall needs of the school's green zone kids. The SSIS also fits neatly into the PBS system and each supports the other. For every academic skill of which we are going to expect a high level of success and proficiency, we need to expect the same level of behavioral proficiency.

Mesa 51 is partnering with ENI in order to have the capacity to implement this school turnaround quickly and effectively. The majority of the curriculum, instruction, and assessment work in year one will be done with a great deal of support from ENI. Clifton Elementary will also be playing a large role in the turnaround with supports such as PBS, parent nights, and changing the schedule to include an intervention block. Each year the responsibility will shift more to the school/district, and less to ENI, as teachers are trained in curriculum mapping, writing effective assessment items, instructional best practices, standards-based instruction, differentiated instruction, and data-enhanced decision making. In years two and three, there is also a plan to

involve school-level coaches and train them in all these areas as well as how to continue to work with the teachers to drive the ongoing focus on student achievement.

In order to ensure that the curriculum and instruction include culturally responsive practices, ENI will include passages in some of the TargetStrategies® lesson that reflect the diversity of the community. Some of the parent nights will also focus on the different backgrounds that make up the school culture.

Cover Sheet for Colorado's Unified Improvement Plan for Schools

Organization Code: District Name: Mesa County Valley School District 51School Code: School Name: Clifton Elementary

Section I: Summary Information about the District/Consortium

Directions: Complete the form with the appropriate data. Most of this data can be found on SchoolView: www.schoolview.org.

Student Performance Measures for State and NCLB Accountability

Performance Indicators	Measures/ Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?			
Student Achievement (Status)	CSAP -- Reading (% P+A)	State average or above (69%)	43%	No			
	CSAP -- Writing (% P+A)	State average or above (54%)	21%	No			
	CSAP -- Math (% P+A)	State average or above (68%)	27%	No			
	Adequate Yearly Progress (AYP is the % PP+P+A on CSAP in Reading and Math for each subgroup)	Overall number of targets for School: **26**	Overall % of targets met by School: **80.77%** (21/26)		Elem	Mid	High
				Reading	92%	N/A	N/A
				Math	69%	N/A	N/A

Student Growth	Median Student Growth Percentile	50th Percentile or above	Reading = 47 Writing = 30 Math = 16	None
	% on Track to Catch-Up	n/a	Reading = 29 Writing = 14 Math = 10	
	% on Track to Keep-Up	n/a	Reading = 50 Writing = 27 Math = 5	

Student Performance Measures for State and NCLB Accountability (cont.)

Performance Indicators	Measures/ Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?
Achievement Gaps	CSAP	*	**Reading** ELL/Non = -25.8% Minority/Non = -24.5% FRL/Non = -18.9% IEP/Non = -38.1% Girls/Boys = 1.1% **Writing** ELL/Non = -10.7% Minority/Non = -12.1% FRL/Non = -3.2% IEP/Non = -25% Girls/Boys = 9.8% **Math** ELL/Non = -26.1% Minority/Non = -18.5% FRL/Non = -19.1% IEP/Non = -14.8% Girls/Boys = -12.5%	

Growth Gaps	CSAP	*	**Reading** Minority/Non = -13% FRL/Non = 15% Girls/Boys = -3% **Writing** Minority/Non = 0% FRL/Non = 2% Girls/Boys = 5% **Math** Minority/Non = -1% FRL/Non = 2% Girls/Boys = -3%	
Post Secondary Readiness	Graduation Rate	*		
	Mean ACT	*		
	Dropout Rate	*		

* Currently, districts set targets for schools on these indicators. The state will set these targets for schools in the 2010-11 school year.

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
* Not required in SY 2009-10.	Requirements for 2010-11 will be released at a later date. School plan type will be identified based on the state's review of the school's performance.	--	--
NCLB Accountability			
School Improvement or Corrective Action (Title I)	School missed same AYP target for at least two consecutive years**		

** Not sure if the school has been identified under Title I? See http://www.cde.state.co.us/FedPrograms/AYP/results.asp to check this year's list of identified schools.

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the school eligible for a Tiered Intervention grant? If so, which intervention approach has been chosen?	☐ Turnaround ☐ Restart ☒ Transformation ☐ Closure
	Has the school received a School Improvement grant? What was the date of the grant award?	N/A
School Support Team or Expedited Review	Has (or will) the district participated in an SST review or an Expedited Review? If so, when?	Yes, December 1-3, 2009
External Evaluator	Has the district partnered with an external evaluator to provide comprehensive evaluation of the school? If so, include the year and the name of the provider/tool used.	No

Improvement Plan Information

The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):
☐ Accreditation ☐ Title IA ☒ Tiered Intervention Grant ☐ School Improvement Grant ☐ Other: _____

	School Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Michelle Mansheim - Principal
	Email	Michelle.Mansheim@d51schools.org
	Phone	(970) 254-4760
	Mailing Address	3276 F Road, Clifton, CO 81520
2	Name and Title	Andy Laase – District Project Manager
	Email	Andrew.Laase@d51schools.org
	Phone	(970) 254-5334
	Mailing Address	930 Ute Ave., Grand Junction, CO 81501

Section II: Narrative on Data Analysis and Root Cause Identification

Major Improvement Strategy: Implement the Colorado Academic Standards, align, map, and pace curriculum, and create common formative assessment at all grade levels.

With a history of high teacher turnover, this has prevented Clifton Elementary School from building the deep and effective faculty bench strength characteristic of high performing schools. This will be addressed by a program of support designed to build teacher capacity through hands-on workshops and classroom coaching as their knowledge-level of Colorado Academic Standards increases. The training provided by ENI will help teachers learn how to employ standards consistently as the driver of curriculum and instruction. They will use pre-built formative assessments, learn how to develop their own assessments, to better target instruction to learner need and leverage every opportunity to engage all students in high-impact learning activities.

ENI will assist the Clifton Elementary staff in developing a rigorous curriculum through a process of aligning the school's curriculum to standards and assessments, and, filling curricular and instructional gaps with research-based instructional materials. ENI uses the TargetAlign® process to review textbooks and district/school curriculum against state standards and grade level objectives. The result is a comprehensive analysis outlining the specific strengths and weaknesses of the school's instructional materials for teaching Colorado Academic Standards. ENI will also work with the school leadership, the school's Turnaround Team, and others as directed by the principal, to review the rationale for the alignment level and to identify additional, high-impact instructional materials to improve it. Through this process, those participating will be heavily immersed in the standards, and therefore even more aware of how to use them to support daily instruction. Two supplemental resources: TargetStrategies®, highly focused, detailed, and sequential lesson plans aligned to specific math or reading standards and objectives, and TargetFundamentals™, instructional lessons in Reading and Math for grades K-5 based on prerequisite knowledge students need to know to be able to work effectively in specific curricular areas.

The ENI process also includes focusing instructional staff on use of differentiated instructional techniques. It is important that teachers recognize students' backgrounds, learning readiness, and learning preferences, and differentiate their instruction to meet each student where they are and assist them as needed to maximize their growth and individual success (Hall, Strangman, & Meyer, 2003).

To gauge student progress towards mastery of this more rigorous curriculum, teachers will use formative assessments to assess their learning. Formative assessment is a powerful tool that gives teachers the ability to gather evidence of what a student knows and doesn't know in order to identify gaps and misconceptions to inform re-teaching, interventions, and future lesson design (Fisher & Frey, 2007). The power of formative assessment was evidenced by Black and William (1998), who found that the typical effect size of formative assessment was between 0.4 and 0.7. Many of the studies reviewed by Black and William also found that improved formative assessment was even more helpful to low achievers than students working at grade level and above, thus reducing the range of achievement while raising achievement overall.

ENI will work with the school's staff to create curriculum maps for Math and Reading/Writing for grades K-5. TargetAssessments®, formative assessments modeled after the state exam, will also be developed in Math and Reading for grades K-5. The formative assessments will be created directly for Colorado Academic Standards and do not draw from a pre-developed, generic bank of test items. Clifton staff will be trained to understand and use the formative assessment data to guide their re-teaching efforts. The process will include organizing the school's staff in horizontal and vertical teams, by grade band as well as whole school, so that the perspectives of teachers from different content areas and different grade levels informs instructional decision making. Data will also be used to inform decisions regarding professional development offerings. School staff will be able to use ENI's iTargetTeachX® software to disaggregate student results by NCLB categories, demographic characteristics, and education system level (class, building) so they know at all times the progress being made in terms of improving the academic outcomes of students.

Major Improvement Strategy: Build Capacity of Teachers and Administrators through targeted professional development and coaching to ensure consistent quality instruction.

Culture change will not come about without direction and support from school leadership (Schein, 1985). ENI will be heavily involved in training and working with the principal, assistant principal, and school leadership team, engaging them in specific leadership in-services and one-to-one coaching and mentoring. ENI will help school staff develop routines that have them consistently looking at data to guide instructional decisions, resource allocation, and improvement strategies such as Walkthroughs.

The extensive training that ENI provides in data analysis and research-based instructional strategies helps schools develop or modify action steps to meet the unique learning needs of all students. Such information will also be used to monitor progress, make mid-course corrections, and maintain continued focus on goals and objectives. Clifton's principal, assistant principal, School Turnaround Team, teachers and staff will be supported with uniquely designed professional development offerings to ensure the school's instruction is rigorous and standards-based. Through in-services, workshops, and coaching that engages participants in reviewing data and using the TargetTeach® curricular resources, teachers and administrators will become extremely knowledgeable about best practices and professional learning for increased and sustained student achievement.

The plan is for ENI to train the entire staff to understand and use the formative assessment data to guide their re-teaching efforts. ENI's iTargetTeachX® software will be used to disaggregate assessment results by NCLB categories, demographic characteristics, and education system level (class, building). Over 40 report formats are available that fully support a system of instruction that is vertically and horizontally aligned. Groups can be compared, student information can be accessed from different formative assessments, and specific standards can be viewed by group and across groupings of students. This information will be used in the collaborative planning of classroom teachers during regular instruction and intervention for their assigned students. Training in data analysis for instructional decision-making and improved teaching strategies occurs after the first formative assessment and will be supported throughout the year. Because

data is so important to the success of the transformation, training sessions will be held with administrators, the School Turnaround Team, and teachers to continuously build their knowledge and understanding. ENI coaches will also support school staff in the use of data, and strategies such as designing and updating data walls and engaging students, as appropriate, in tracking their own learning and goals.

Major Improvement Strategy: Targeted outreach strategies and an integrated approach to address the issues of poverty, which hinder growth for students and resolve the identification under that provision.

ENI's Parent Assisted Learning (PAL) Packets® consist of activities that help a parent or guardian strengthen their child's learning base and include the tools necessary to communicate with their child about the specific skills he or she is learning in school. These take-home activities can be done in brief 15-30 minute sessions and require no special material or skills. Each standards-based activity is designed to be carried out with minimal preparation by the assigning teacher and little to no preparation by the parent or guardian. PAL Packets® provide research-based strategies and techniques that benefit all students, regardless of their dominant learning styles. Each PAL Packet® is supported by an appropriate best-practice. The materials include a return component for the teacher to document the completion of the activity.

Bi-monthly Parent/Family Nights will assist Clifton Elementary to focus on establishing relationships with as many families as possible which will in turn strengthen the connection between home and school. During these nights staff members will be able to share and create information with parents on subjects such as: defining codes of behavior, setting academic and behavior expectations, creating good parent/child reading habits home, tutorials on helping with homework, teaching math games that can be played at home, GED classes for parents, parenting with Love and Logic classes, and community resource fair, and getting to know the Colorado Academic Standards.

Clifton Elementary is committed to visiting every home one or more times each year. Home visits will assist in creating a bond and common vision between families and the school. When families understand the mission and goals of the school and expectations for students there is an increase in achievement. The home visits will also serve as a means to broaden the scope of our outreach for health and human service needs as well. Involvement of parents as a way of facilitating factors related to student resilience.

Full Implementation of Positive Behavior Supports creates a common purpose and approach to discipline school wide. PBS outlines clear and positive expectations and behaviors that can be carried over to the home and community. It defines procedures for teaching expected behaviors school wide. There are built in procedures for on-going monitoring and evaluation. PBS is based on empirically sound practices and applications in schools. Data guides interventions and management decisions. With consistent behavior expectations academic achievement will increase.

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Black, P. & William D. (1998). *Inside the Black Box: Raising Standards Through Classroom Assessment. Phi Delta Kappan*, 80 (2), 139-148.

Fisher, D. & Frey, N. (2007). *Checking for Understanding, Formative Assessment Techniques for Your Classroom.* Alexandria, VA: Association of Supervision and Curriculum Development.

Hall, T., Strangman, N., & Meyer, A. (2003). *Differentiated Instruction and Implications for UDL Implementation.* Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved from http://www.cast.org/publications/ncac/ncac_diffinstructudl.html.

Schein, E., (1985). *Culture and Leadership.* San Francisco: Jossey-Bass Publishers.
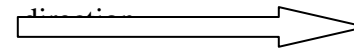
Data Analysis Worksheet
Directions: This chart will help you organize your data for the analysis and identification of root cause for the data analysis narrative. Ultimately your analysis will then guide the major improvement strategies you choose in section III. You may conduct a more comprehensive analysis by examining all of the performance indicators. At a minimum, you must address the performance indicators for the 2008-09 NCLB targets that were not met.

Identify problems from current/past performance
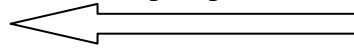
Ensure future activities are headed in proper direction

Performance Indicators	Measures/ Metrics		Trends	Priority Needs	Root Causes	Annual Targets 2009-10 and 2010-11	Interim Targets and Measures	Major Improvement Strategies
Student Achievement (Status)	CSAP (% P+A)	R	**3rd Grade** Slight down (-1.4%) **4th Grade** Downward (-6.8%) **5th Grade** Downward (-8.1%)	Incentives for attracting and keeping experienced teachers Aligning curriculum Create common assessments	Lack of teacher & leader capacity due to the high number of inexperienced teachers Inconsistent, disconnected Pro. Development over past 5 years.	**3rd Grade** 65% or higher **4th Grade** 50% or higher **5th Grade** 45% or higher	ENI/Clifton created benchmark assessments for reading conducted monthly at each grade level	**Strategy 1:** Implement Colorado Academic Standards, align, map, and pace curriculum, and create common formative assessments at all grade levels **Strategy 2:** Build capacity of teachers and administrator through targeted professional development and coaching to ensure consistent, quality instruction

W					
3rd Grade Flat (-.2%) <u>4th Grade</u> Downward (-7.6%) <u>5th Grade</u> Downward (-2.5%)	Develop standards protocol for writing interventions Increase expectations through alignment of standards and benchmarking on a consistent basis	No interventions in place for writing Low expectations and lack of best practice knowledge and research in the area of writing. Lack of experience with standards	**3rd Grade** 40% or higher <u>4th Grade</u> 35% or higher <u>5th Grade</u> 40% or higher	ENI/Clifton created benchmark assessments for writing conducted monthly at each grade level	**Strategy 1:** Implement Colorado Academic Standards, align, map, and pace curriculum, and create common formative assessments at all grade levels **Strategy 2:** Build capacity of teachers and administrator through targeted professional development and coaching to ensure consistent, quality instruction

Attachment D

		M	**3rd Grade** Downward (-6.3%) **4th Grade** Significantly Downward (-20.5%) **5th Grade** Significantly Downward (-20%)	Implement district adopted math curriculum Increase expectations through alignment of standards, benchmarking, and assessment on a consistent basis Coaching to ensure rigor and student placement for interventions	Virtually no PD in the area of math Lack of a core math curriculum school and district wide No interventions in place for math	**3rd Grade** 50% or higher **4th Grade** 35% or higher **5th Grade** 42% or higher	ENI/Clifton created benchmark assessments for math, conducted monthly at each grade level	**Strategy 1:** Implement Colorado Academic Standards, align, map, and pace curriculum, and create common formative assessments at all grade levels **Strategy 2:** Build capacity of teachers and administrator through targeted professional development and coaching to ensure consistent, quality instruction

Overall AYP (%PP+P+A)	R	Trending Down (100%, 85%, 92%)	Recruit and retain experienced teachers Create common assessments Create common instructional strategies and monitor implementation Analyze formative and summative data to drive instruction and place students in interventions Implement literacy and math coaching	Number of inexperienced teachers Lack of common assessments Lack of differentiation Lack of common instructional strategies used throughout the school Lack of data analysis	100% trending up	The district assessment department will assist us to disaggregate benchmark assessments, NWEA data, DRA data for each aggregated group	**Strategy 1:** Implement Colorado Academic Standards, align, map, and pace curriculum, and create common formative assessments at all grade levels **Strategy 2:** Build capacity of teachers and administrator through targeted professional development and coaching to ensure consistent, quality instruction

		M	Trending Down (100%, 82%, 69%)	Recruit and retain experienced teachers Create common assessments Create common instructional strategies and monitor implementation Analyze formative and summative data to drive instruction and place interventions Implement literacy and math coaching	Number of inexperienced teachers Lack of common assessments Lack of differentiation Lack of common instructional strategies used throughout the school Lack of data analysis	100% trending up	The district assessment department will assist us to disaggregate benchmark assessments, NWEA data, DRA data for each aggregated group	**Strategy 1:** Implement Colorado Academic Standards, align, map, and pace curriculum, and create common formative assessments at all grade levels **Strategy 2:** Build capacity of teachers and administrator through targeted professional development and coaching to ensure consistent, quality instruction

AYP for students on IEPs	R	Level (100%, 100%, 100%)	Retain current teachers and continue to increase their knowledge base	Experienced and knowledgeable resource teachers	100%	The district assessment department will assist us to disaggregate benchmark assessments, NWEA data, DRA data for each aggregated group	**Strategy 1:** Implement Colorado Academic Standards, align, map, and pace curriculum, and create common formative assessments at all grade levels **Strategy 2:** Build capacity of teachers and administrator through targeted professional development and coaching to ensure consistent, quality instruction

		M	Level (100%, 100%, 100%)	Retain current teachers and continue to increase their knowledge base Experienced and knowledgeable resource teachers		100%	The district assessment department will assist us to disaggregate benchmark assessments, NWEA data, DRA data for each aggregated group	**Strategy 1:** Implement Colorado Academic Standards, align, map, and pace curriculum, and create common formative assessments at all grade levels **Strategy 2:** Build capacity of teachers and administrator through targeted professional development and coaching to ensure consistent, quality instruction
	AYP for ELLs	R	N/A				
		M	N/A				

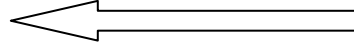| Student Growth | Median Student Growth Percentile | **Reading**
Upward Trend (6.5%)

Writing
Upward Trend (2.5%)

Math
Significantly Downward (-11%) | **Reading**
Continue PD but add coaching, common assessments, curriculum alignment, common strategies school wide, and implementation monitoring.

Writing
Increase PD, continue coaching, add common assessments, curriculum alignment, common teaching strategies school wide, and implementation monitoring.

Math
Implement core curriculum, common assessments, and increase the knowledge of teachers through PD, professional reading, coaching, and data analysis | **Reading**
Professional development at district and school level focused on reading for past 2 years

Writing
School focus and Title 1 funds spent to increase teacher knowledge base from outside classes like Colorado Writing Project, and monthly grade level coaching.

Math
Lack of core curriculum, common assessments, and best practice school and district wide . | **Reading**
50th percentile or higher

Writing
50th percentile or higher

Math
50th percentile or higher | The district assessment department will assist us to disaggregate benchmark assessments, NWEA data, DRA data for each aggregated group | **Strategy 1:**
Implement Colorado Academic Standards, align, map, and pace curriculum, and create common formative assessments at all grade levels

Strategy 2:
Build capacity of teachers and administrator through targeted professional development and coaching to ensure consistent, quality instruction |

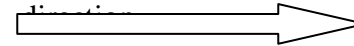| % on Track to Catch-Up | Reading = Flat (29) Math = Trending down (10) | **Reading** Continue PD but add coaching, common assessments, curriculum alignment, common strategies school wide, and implementation monitoring. **Math** Implement core curriculum, common assessments, and increase the knowledge of teachers through PD, professional reading, coaching, and data analysis | **Reading** Professional development at district and school level focused on reading for past 2 years **Math** Lack of core curriculum, common assessments, and best practice school and district wide . | 50% or higher on track to catch up | The district assessment department will assist us to disaggregate benchmark assessments, NWEA data, DRA data for each aggregated group | **Strategy 1:** Implement Colorado Academic Standards, align, map, and pace curriculum, and create common formative assessments at all grade levels **Strategy 2:** Build capacity of teachers and administrator through targeted professional development and coaching to ensure consistent, quality instruction **Strategy 3:** Targeted outreach strategies and an integrated approach to address the issues of poverty, which hinder growth for students and families |

| | % on Track to Keep-Up | Reading = Trending Up (50) Math = Trending significantly down (5) | **Reading**
Retain and recruit experienced teachers. Continue PD but add coaching, common assessments, curriculum alignment, common strategies school wide, and implementation monitoring.

Math
Implement core curriculum, common assessments, and increase the knowledge of teachers through PD, professional reading, coaching, and data analysis | **Reading**
School interventions focused on reading
Experienced ELL and Resource teachers

Math
Lack of core curriculum, common assessments, and best practice school and district wide . | 50% or higher on Track to keep-up | The district assessment department will assist us to disaggregate benchmark assessments, NWEA data, DRA data for each aggregated group | **Strategy 1:** Implement Colorado Academic Standards, align, map, and pace curriculum, and create common formative assessments at all grade levels

Strategy 2: Build capacity of teachers and administrator through targeted professional development and coaching to ensure consistent, quality instruction

Strategy 3: Targeted outreach strategies and an integrated approach to address the issues of poverty, which hinder growth for students and families |

Data Analysis Worksheet (cont.)

Identify problems from current/past performance ⟵

Ensure future activities are headed in proper ⟶

Performance Indicators	Measures/ Metrics	Trends	Priority Needs	Root Causes	Annual Targets 2009-10 and 2010-11	Interim Targets and Measures	Major Improvement Strategies
Achievement Gaps	CSAP	**Reading** **Minority/Non** Downward Trend (-12%) **FRL/Non** Downward Trend (-4%) **IEP/Non** Downward Trend (-5%) **ELL/Non** Downward Trend (-13%) **Writing** **Minority/Non** Downward Trend (-3%) **FRL/Non** Flat Trend (-<1%)	**Reading** Incentives for attracting and keeping experienced teachers Continue PD but add coaching, common assessments, curriculum alignment, common strategies school wide, and implementation monitoring. Training for teachers in SIOP model of instruction Analyze formative and summative data to drive instruction and place interventions	**Reading** Lack of teacher capacity due to the high number of inexperienced teachers Inconsistent, disconnected Pro Development over past 5 years. Lack of common assessments Lack of differentiation Lack of common instructional strategies used throughout the school Lack of data analysis	Less than a 5% gap between disaggregated groups compared to whole student population	The district assessment department will assist us to disaggregate benchmark assessments, NWEA data, DRA data for each aggregated group	**Strategy 1:** Implement Colorado Academic Standards, align, map, and pace curriculum, and create common formative assessments at all grade levels **Strategy 2:** Build capacity of teachers and administrator through targeted professional development and coaching to ensure consistent, quality instruction **Strategy 3:** Targeted outreach strategies and an integrated approach to address the issues of poverty, which hinder growth for students and families

		IEP/Non Flat (>1%) **ELL/Non** Downward Trend (-2%) **Math** **Minority/Non** Downward Trend (-11%) **FRL/Non** Downward Trend (-15%) **IEP/Non** Downward Trend (-2%) **ELL/Non** Downward Trend (-21%)	**Writing** Develop standards protocol for writing interventions Increase PD, continue coaching, add common assessments, curriculum alignment, common teaching strategies school wide, and implementation monitoring. Develop standards protocol for writing interventions Increase expectations through alignment of standards and benchmarking on a consistent basis Analyze formative and summative data to drive instruction and place interventions	**Writing** No interventions in place for writing Low expectations and lack of best practice knowledge and research in the area of writing. Lack of experience with standards Lack of teacher capacity due to the high number of inexperienced teachers Inconsistent, disconnected Pro Development over past 5 years. Lack of common assessments Lack of differentiation Lack of common instructional strategies used throughout the school Lack of data analysis			

			Math Implement district adopted math curriculum Increase expectations through alignment of standards, benchmarking, and assessment on a consistent basis Coaching to ensure rigor and student placement for interventions Recruit and retain experienced teachers Create common instructional strategies and monitor implementation Analyze formative and summative data to drive instruction and place interventions	**Math** Virtually no PD in the area of math Lack of a core math curriculum school and district wide No interventions in place for math Number of inexperienced teachers Lack of common assessments Lack of differentiation Lack of common instructional strategies used throughout the school Lack of data analysis			
Growth Gaps	CSAP	N/A	See above	See above			
Post Secondary	Graduation Rate						

Readiness	Mean ACT						
	Dropout Rate						
English Language Development & Attainment	CELA	**Growth Averages for 2008/2009** <u>**Speaking**</u> 58% <u>**Listening**</u> 39% <u>**Reading**</u> 26% <u>**Writing**</u> 48%	All staff training in SIOP methods Retain current ELL teacher with continued support and professional development in all areas with a focus on reading.	Optional administrator SIOP training by district Mandatory SIOP training for ELL teachers Experienced ELL teacher at Clifton	<u>Speaking</u> 68% <u>Listening</u> 49% <u>Reading</u> 36% <u>Writing</u> 58%	The district assessment department will assist us to disaggregate benchmark assessments, NWEA data, DRA data for each aggregated group	**Strategy 1:** Implement Colorado Academic Standards, align, map, and pace curriculum, and create common formative assessments at all grade levels **Strategy 2:** Build capacity of teachers and administrator through targeted professional development and coaching to ensure consistent, quality instruction **Strategy 3:** Targeted outreach strategies and an integrated approach to address the issues of poverty, which hinder growth for students and families
Highly Qualified Teachers	HQ data	100% last 3 years	Continue to employee HQ staff		100%		

Section III: Action Plan(s)

Major Improvement Strategy #1: Implement the Colorado Academic Standards, align, map, and pace curriculum, and create common formative assessment at all grade levels.

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

☐ School Plan under Accreditation. Describe:

_____

☐ Title I School Improvement/Corrective Action. Describe:

_____

☒ Application for a Tiered Intervention Grant.

☐ School Improvement Grant.

Year 1

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
<u>Math Alignments K-5</u> ENI does a deep alignment of the text to the standards by looking at: ○ Compatibility of Conceptual Knowledge ○ Direct Teaching ○ Student Practice ○ Depth of Coverage An standard by standard analysis is completed to determine if the text contains enough information or if supplemental materials are needed.	Summer 2010			○ ENI reviews *Investigations* ○ Initial Alignment In-service before school begins ○ Coaching occurs on use of Teacher Summary Report and Aligned Teaching Unit Planner to plan lessons ○ Fill the Gaps Workshops takes place in the first 2 months or school

Attachment D

TargetGuides for Reading/Writing K-5 Each standard will be analyzed in order to determine what a sample question would look like (level of rigor), prerequisites needed, and other related Colorado Standards.	July-Oct 2011			○ ENI creates TargetGuides as needed for pacing ○ Coaching occurs on the use of the prerequisite skills and related objectives during planning instruction
Curriculum Map Creation and Collaboration for Math and Reading/Writing K-5 ENI will work collaboratively with teachers to break the standards into units and determine an appropriate timeline for instruction.	July 2010-June 2011 (Math) July 2011-June 2012 (Reading/Writing)			○ Before school collaboration (2-3 days) ○ Mid year collaboration (1-2 days) ○ End of year review (1 day – this occurs at the end of each year)
TargetFundamentals™ Math and Reading K-5 These are short lessons on prerequisite skills to prepare the student for on-grade-level learning	Summer 2010 (Math) Summer 2011 (Reading)			○ ENI delivers TargetFundamentals™ ○ Curriculum Training before school begins
TargetStrategies® Math and Reading K-5 These are extensive lessons focused on the grade-level standards at an exit outcome level.	July 2010-March 2011 (Math) July 2011-March 2012 (Reading)			○ ENI delivers TargetStrategies® ○ Curriculum Training before school begins
PAL Packets® Reading and Math K-5 These include short activities based on the standards that the student and parent complete together at home.	Summer 2010 (Math) Summer 2011 (Reading)			○ ENI delivers PAL Packets® ○ Curriculum Training before school begins

<u>Formative Assessments Reading and Math K-5</u> The formative assessments will be focused on the standards and will provide data to the teachers as to how they need to alter their instruction in the classroom going forward to be most effective.	July 2010-March 2011 (Math) July 2011-March 2012 (Reading)			○ Assessment Schedule is created for the school ○ Formative Assessments are created following the Curriculum Map ○ Benchmarking Workshops takes place in the first 3 months of school
<u>Writing Prompts 3-5</u> Writing prompts will give students practice writing in response to prompts similar to the state and experience with a writing scoring rubric.	July 2012-March 2013			○ ENI creates 4 writing prompts for each grades 3-5 ○ Students practice with the writing prompts every 6-8 weeks throughout the school year

Major Improvement Strategy #2: Build Capacity of Teachers and Administrators through targeted professional development and coaching to ensure consistent, quality instruction

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

☐ School Plan under Accreditation. Describe:

_____

☐ Title I School Improvement/Corrective Action. Describe:

_____

☒ Application for a Tiered Intervention Grant.
☐ School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
PD Trainings ENI will conduct trainings on Curriculum Alignment, Formative Assessments, Data Analysis, Supplemental Curriculum, Differentiated Instruction, etc… throughout the year.	5 days before school and throughout the school year			o PD Schedule is created and signed off on in Summer 2010 o The trainings take place as planned throughout the year
Teacher Coaching ENI Consultants will observe lessons and follow up with reflective dialogue, model lessons, plan with teachers, co-teach lessons, and attend/lead grade-level and early release Wednesday professional development as needed.	Sept 2010-May 2013			o 2-4 day trips throughout the school year (64 days total)

<u>Administrator Support, Site Visits, and Leadership and School Advisory Sessions</u> ENI will mentor the school administrators and leadership team throughout the year.	Monthly throughout the year			○ Monthly visits from ENI to Clifton Elementary
<u>iTTX Setup and Training</u> ENI will set up the internet based scanning and scoring system for the formative assessments and train the school level operators on its use.	Sept-Oct 2010			○ Clifton sends their SIS data to ENI to download in September ○ ENI sets up the school site in the iTTX system in Sept/Oct ○ Operator Training takes place a couple of weeks before the first Formative Assessment – approx early October

Major Improvement Strategy #3: Targeted outreach strategies and an integrated approach to address the issues of poverty, which hinder growth for students and families.

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

☐ School Plan under Accreditation. Describe:

_____

☐ Title I School Improvement/Corrective Action. Describe:

_____

☒ Application for a Tiered Intervention Grant.

☐ School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Monthly Parent/Family Nights Focus on establishing relationships with families. Define academic & behavior expectations, and increase capacity of parent assistance at home for students	Monthly/Continuous	Family Center Coordinator and Clifton Staff		Provide dinner, educational strategies, and incentives for participation, keep data on involvement numbers and feedback through surveys
Parent Assisted Learning Packets These include short activities based on the standards that the student and parent complete together at home.	Weekly/Continuous	ENI, classroom teachers		Monitor for implementation and participation monthly
Family Center Support: health care referrals, job assistance, parenting classes, finance, nutrition, and adult education classes.	Continuous	Family Center Coordinator and Community resources		Weekly, monthly, and quarterly tracking of referrals, support and assistance broken down by type

Home Visits Address parent concerns in a private setting. Share outreach capability of health and human service needs. Facilitate factors related to student resilience.	Monthly/Continuous	Clifton Staff		Documentation and outcomes of visits
Fully Implement Positive Behavior Support Create common purpose & discipline, clear positive expectations, procedures for teaching expected behaviors, using data to monitor and evaluate.	Completion May 2012			District Set Review
Implementation of Pearson's Social Skills Improvement System The counselor will conduct sessions with students on Wednesdays to work on social skills.	Continuous			Monitoring and review of Universal Screenings yearly and observation of lessons

Mesa County School District 51

Clifton Elementary

Addendum to 1003g School Improvement Grant Application

If the district expects to a carry-over of experience from math in the first year to reading in the second year, thus enhancing the implementation and explanation would be helpful.

Research indicates high-quality/high-impact instruction has the potential for having major impact in a school and that is why we expect a carry-over each year. The focus is not so much about a content area as it is about teaching and learning. ENI and Clifton Elementary are partnering to increase student achievement with a focus on the decisive element in the classroom…the teacher. A focus on unwrapping and understanding state standards, teaching to those standards, assessing the standards taught through common assessments, breaking down that data in grade level and cross grade teams, and then planning future instruction for students by using the data as guide. It is the teaching and learning cycle that will become the focus. When the cycle is mastered the carry-over will apply to all content areas.

The process that includes additional subject areas each year is designed to provide a "quick start" framework and instructional support. The deeply aligned curriculum will allow teachers to begin each school year with a rigorous instructional plan as teachers expand the subject areas with the teaching strategies they have been practicing.

Will the formative assessments provided by ENI be sufficient to monitor progress towards success on CSAP? Will these assessments predict success on CSAP? If not, will the school continue to use NWEA along with the ENI developed assessments-(there was some mention of NWEA assessments already being used)? Perhaps a better explanation or justification would add value to the application.

The assessments developed with ENI will be mapped against the standards. These incremental assessments will assist Clifton Elementary as students move towards mastery of the standards as evidenced by CSAP. As another measure of fidelity Clifton Elementary will administer NWEA summative assessments three times per year…fall, winter, and spring in grades three, four, and five. And, ENI will analyze and incorporate the NWEA summative data into the overall improvement plan to better gauge, at a point in time, how the school is doing and where individual teachers are in their own development as well as where the school is with regard to curriculum.

Include a better explanation of the development of the "gap" materials: Who will develop? How often will they be developed? How will these materials be distributed? How will this be managed? And, in keeping with the concepts of magnifying this work throughout the district, how might these materials be of value- assuming that the same (reading or math) textbooks are used district-wide.

ENI's curriculum experts prepare a detailed alignment- the most thorough available anywhere – correlating our instructional materials to Colorado standards and CSAP. The result is a comprehensive analysis outlining the specific strengths and weaknesses of instructional materials. Through ENI's Professional Development division, the Clifton staff is trained to identify appropriate resources to fill the gaps between the core instructional materials and state testing requirements. This will yield detailed instructional plans to ensure all students can learn all concepts.

The process of "Filling the Gaps" is designed to be an ongoing area of curriculum refinement. Each year the Clifton Team will participate in a 2 day workshop to understand the work-plan based on the alignment findings and begin to identify the available resources. The team will continue to work through the PLC meetings that will be held three Wednesday afternoons per month. During most of these monthly meetings an ENI educational consultant, with strength in the subject area being addressed, will be in attendance and participate, adding their experience and support. In addition to the first workshop there is a two day during mid-year and at the end of year to focus on the pacing guide and filling the gaps.

This activity is ongoing each year through the PLCs to incorporate the knowledge and materials that a new teacher to the team can contribute to the alignment and the work of the PLC. As the team continues to address Gaps in all of the subject areas the Fill the Gaps activity will take on the additional instructional needs of subgroups such as, learning disabilities, gifted and talented, second language students and students reading below grade level.

The development of "Gap Materials" is an activity performed by district staff with support from ENI. Incorporated during the Fill the Gaps will be materials that have been previously adopted by the district. These materials belong to Mesa County Schools and are able to be shared with all district elementary schools.

Getting the curriculum right is at the center of ENI's work with Clifton's administrators and teachers because curriculum alignment is a process designed to point a school towards improved achievement. It's directional. Not an event. When curriculum alignment is coupled with the continued and ongoing use of standards-based, formative assessments this results in increased student learning. The process begins with ENI's curriculum experts preparing a detailed alignment study – the most thoroughly available anywhere – correlating Clifton's instructional materials to Colorado standards and CSAP. The result is a comprehensive analysis outlining the specific strengths and weaknesses of instructional materials. Under the watchful eye of ENI's Professional Development staff, the Clifton staff will be trained throughout the school year to identify appropriate high-impact resources to fill the gaps between the core instructional materials and state standards. This will yield detailed instructional plans and model lessons to ensure all students can learn all concepts. But a report is just that – a report – until it's brought to life through daily use. ENI's coaches will work hand-in-glove with the staff at Clifton to insure knowledge transfer through classroom practice.

The detailed curriculum alignment study prepared by ENI will be shared across the school with administrators and teachers in formal professional development sessions designed to provide comprehensive understanding of alignment theory. The reason for this is because it's important for everyone to understand the reason behind the findings and how

to correct them. Other sessions will allow the school team to dig even deeper into alignment theory and explore how to obviate the findings. Through regular coaching sessions both administrators and teachers will become skillful in their use and understanding of the impact of an aligned curriculum to effective instruction.

ENI has the reputation and evidence of being one of the premier "curriculum aligners" in the profession. An explanation of the alignment of developed materials, (i.e. "gap materials", TargetGuides, lesson plans, any formative assessments) with respect to content, context, and rigor of the state assessments would enhance the application.

ENI does not have a corporate set of standards that projects are based upon. Projects are based upon ENI's protocols, research in best practices and the goals and needs of the contracting LEAs. This allows ENI to provide leadership and partnership to be nimble and inventive, reactive and forward thinking to adjust to ever changing needs and the newest research in American education.

ENI has established protocols to address every project as a unique and custom activity. The value behind this is to know the needs and requirements of each project based on the instructional requirements that include the project goals, instructional standards, levels of rigor, and in context of released items on high stakes testing. The baseline of the project is to meet the requirements placed upon the LEA that would determine success. This is what defines all work and development in the project including gap material, TargetGuides™, TargetStrategies™ Lessons and formative assessments. This is the context that determines which materials to include and to what degree they are aligned, developed, trained, coached and evaluated.

The attention to the parent and family is commendable. A justification as to how this will not tend to de-focus attention to the improvement of instruction in the classroom, but supplement it would enhance the application.

Part of Clifton's partnership with ENI is to engage parents in the learning process. Parent involvement is often one of the keys to increasing student achievement. Through a targeted effort to provide parents with the right tools and break down barriers that keep parents disengaged we will foster a positive relationship between home and school. Clifton Elementary is one of four schools in Mesa County School District 51 that is fortunate enough to have a Family Center Coordinator. This position is provided through a partnership with the Department of Human Services. Our coordinator, Daisy O'Dell, has and will continue, to bridge the gap between school and home, so teachers can focus their efforts on academics. We plan to assist our teachers in emphasizing the importance of student achievement and leaving the basic need issues to the Family Center Coordinator through a very simple referral process.

The plan to visit homes and families one or more times each year is commendable. Who will visit? Will an agenda that addresses general issues as well as the unique issues of each family be developed?

In Clifton's plan to visit with every family, our Family Center Coordinator will create an interest inventory that will be given to families. From the information, we will assess the needs and concerns of families. We will use this information to create an agenda that is individualized and focused based on family needs. The Family Center Coordinator, administration, counselor, parents, and available staff members will assist in the home visit effort.

When the contract and the statement of work is developed, more specificity of the coaching and the over-all professional development will be required to provide guidance to both the provider and the school/district. For example, stating a number of professional days is not sufficient. The suggested specificity would outline the work to be done and the expected outcomes. In other words, make certain that the expected results of the professional development are noted. In the evaluation plan the metric for measuring process work will be required, i.e. rubrics

ENI staff development is conducted by both group training sessions, at-the-elbow coaching and through the PLCs. All ENI group trainings have a set of goals established and end of session questionnaires that provide guidance for the continued staff development activity. Coaching support is determined through communication with the principal to establish individual teacher plans to meet the project and school goals. The 64 coaching days will be distributed as 21 visits with the duration being 3 days each. This would accommodate coaching 2-3 weeks each month. The PLC teams will define their goals to determine the support they will receive. The district will evaluate the success of the support through rubric based surveys, formative and summative assessment results, and the monthly and quarterly ENI reports.

Give an explanation as to the alignment of the Tointon Academy and the leadership professional development in the application.

The Tointon Institute for Educational Change has been providing high quality leadership training to K-12 administrators throughout Colorado since 1995. The purpose of the program is to increase the effectiveness of school leaders so that overall student achievement will be increased. Presentations are developed for each Academy based on the needs of the group. The Institute is aware of Clifton's Turnaround status. The Clifton administrative team believes the Tointon Institute will assist in creating a cohesive team focused on improving student achievement. As new administrators we are adding new tools to our repertoire. As a cohesive team with a shared vision and an understanding of our instructional leadership styles we will be able to implement the TargetWalk process with more fidelity and efficiency.

The goals by year have been stated. Perhaps a review of them asking the question as to whether they are sufficiently aggressive is in order. For example, ask whether the achievement (status) goals, if accomplished, will be sufficient, to Clifton from the current list and place it where you wish it be relative to the state. The same question could apply in the growth goals.

ENI is currently reviewing three years of data to determine exact goals. The goals will be designed to meet the 2012 Colorado state expectations.

Student Performance Data/Goals by Year

CSAP Math Achievement History and Goals

	06-07	07-08	08-09	09-10	10-11	11-12	12-13
3	52	32	40	?	55	70	83
4	63	41	24	?	40	62	83
5	55	42	34	?	50	68	83

CSAP Reading Achievement History and Goals

	06-07	07-08	08-09	09-10	10-11	11-12	12-13
3	63	34	62	?	71	81	91
4	48	56	34	?	53	72	91
5	52	41	35	?	53	72	91

CSAP Writing Achievement History and Goals

	06-07	07-08	08-09	09-10	10-11	11-12	12-13
3	34	18	35	?	40	47	55
4	27	25	12	?	40	47	55
5	23	34	18	?	40	47	55

The Evaluation plan must be specific: (1) Identify expected outcomes/targets-interim and annual. (2) How you will measure those outcomes-what metrics will be used? (3) When you will measure the outcomes – both interim targets and annual targets, (4) What implementation activities will be used to accomplish the expected outcomes?

Evaluation Plan

1. Identify expected outcomes/targets.

   Interim – During the first year the school will implement CSAP, have an aligned curriculum mapped to State Standards, pacing guides to support focused, high-quality/high-impact instruction, and common formative assessments to drive student learning. Using the 4-level ENI Turnaround and Transformation Rubric, during the first Program Review cycle, the evaluation will measure the extent to which these areas have been implemented. The 3 subsequent Program Review cycles will be looking for additional evidence in this regard and the extent to which what was initially theory is now being practiced and eventually internalized and

institutionalized. Key findings during each Program Review cycle will revolve around the understanding and use of formative assessment data to drive student learning.

Annual – At the end of the year the evaluation will focus on the extent to which there is evidence that demonstrates consistent capacity building across the school on the part of administrators, School Turnaround Team, Coaches, and Teachers. For teachers a primary piece of evidence will be through use of the coaching rubric that helps them reflect on and understand their own practice. For administrators and the school as a whole, the primary tool used to gain such understanding will be the ENI Turnaround and Transformation Rubric. Results from these tools and student achievement data from formative assessments and NWEA summative assessments will be aggregated into report format and provided to the school in preliminary format for their feedback. A final report will be developed after State Test Scores have been released.

2. How will you measure those outcomes? What metrics will be used?

The evaluation design will encompass both quantitative and qualitative data and information. Four Program Review cycles using the 4-level ENI Turnaround and Transformation Implementation Rubric will be conducted. During each Program Review cycle the following Model components will be assessed: (1) Change Process; (2) Leadership Development; (3) Implementation Action Plan: Goals, Program Design, Implementation Timeline; (4) Professional Development and Coaching; (5) Assessment, Curriculum, Instruction; (6) School, Home, Community Involvement; (7) Implementation Evaluation. An additional self-assessment rubric will be used to assist teachers and coaches in reflecting on their own practice. Students will be administered formative assessments 4 times during the school year to measure academic progress. Three times annually the school will also administer the NWEA summative test and the data results factored into the ongoing implementation. Three to four weeks prior to the administration of the State Test, students will also take the ENI Comprehensive Assessment to support teachers with re-teaching and review strategies.

3. When will you measure the outcomes?

Baseline – Work at Clifton Elementary School will begin with the analysis of historical and summative, individual student assessment data for the three consecutive school years starting with 2007-08 through 2009-10. ENI will also review and use to help understand the school's baseline, data from the NWEA summative tests. This will be done to provide the Principal, Assistant Principal, School Turnaround Team, Coaches, and Teachers with a clear focus as to the school's instructional strengths and weaknesses by grade and curricular area with respect to State Standards. This discrete segmentation of student assessment data enables the more exact pinpointing of needed instructional support by ENI coaches until the first ENI formative assessment is administered, scored, analyzed, and results reported back to the school. Additionally, as indicated above, and concurrent with analysis of these student outcome measures, ENI will also administer the 4-level ENI Turnaround and Transformation

Implementation Rubric to establish a baseline. The design of this tool is to measure the extent to which process components are being internalized and institutionalized at the school.

Interim – The first ENI formative assessment will be administered 6 to 9 weeks after the implementation starts and results reported back almost immediately at which time the ENI Consultant/Coach will conduct the first Post-Assessment Debriefing. There will be three additional formative assessment cycles with each followed by a Post-Assessment Debriefing. The school also will administer the NWEA summative assessment 3 times annually and the results of those data will be folded into the overall data conversation. And the ENI Turnaround and Transformation Implementation Rubric will also be administered in this same period. Together results and evidence collected from the rubric and formative assessments will paint a picture of the status of the implementation for that period.

Annual – Students will be administered the ENI Comprehensive Assessment 3 to 4 weeks prior to the State Assessment. Teachers will be able to use those results to design and implement re-teaching and review strategies. However, ENI will also compare resulting data against historical CSAP data to continue to increase everyone's understanding of the predictability of ENI formative assessments to CSAP. The more analysis can confirm this relationship, experience has taught that this compounds the confidence of teachers and principal in using the assessments as prescribed. Finally, after CSAP scores have been released an additional analysis will be conducted and baselines set for where to begin work in the upcoming school year.

4. What implementation activities will be used to accomplish the expected outcomes?

See the Action Plan from the grant application (attached below).

Section III: Action Plan(s)

Major Improvement Strategy #1: <u>Implement the Colorado Academic Standards, align, map, and pace curriculum, and create common formative assessment at all grade levels.</u>

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

☐ School Plan under Accreditation. Describe:

_____

☐ Title I School Improvement/Corrective Action. Describe:

_____

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Year 1

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Math Alignments K-5 ENI does a deep alignment of the text to the standards by looking at: ○ Compatibility of Conceptual Knowledge ○ Direct Teaching ○ Student Practice ○ Depth of Coverage An standard by standard analysis is completed to determine if the text contains enough information or if supplemental materials are needed.	Summer 2010			○ ENI reviews *Investigations* ○ Initial Alignment In-service before school begins ○ Coaching occurs on use of Teacher Summary Report and Aligned Teaching Unit Planner to plan lessons ○ Fill the Gaps Workshops takes place in the first 2 months or school
TargetGuides for Reading/Writing K-5 Each standard will be analyzed in order to determine what a sample question would look like (level of rigor), prerequisites needed, and other related Colorado Standards.	July-Oct 2011			○ ENI creates TargetGuides as needed for pacing ○ Coaching occurs on the use of the prerequisite skills and related objectives during planning instruction
Curriculum Map Creation and Collaboration for Math and Reading/Writing K-5 ENI will work collaboratively with teachers to break the standards into units and determine an appropriate timeline for instruction.	July 2010-June 2011 (Math) July 2011-June 2012 (Reading/Writing)			○ Before school collaboration (2-3 days) ○ Mid year collaboration (1-2 days) ○ End of year review (1 day – this occurs at the end of each year)
TargetFundamentals™ Math and Reading K-5 These are short lessons on prerequisite skills to prepare the student for on-grade-level learning	Summer 2010 (Math) Summer 2011 (Reading)			○ ENI delivers TargetFundamentals™ ○ Curriculum Training before school begins
TargetStrategies® Math and Reading K-5 These are extensive lessons focused on the grade-level standards at an	July 2010-March 2011 (Math) July 2011-March			○ ENI delivers TargetStrategies® ○ Curriculum Training before school begins

exit outcome level.	2012 (Reading)			
PAL Packets® Reading and Math K-5 These include short activities based on the standards that the student and parent complete together at home.	Summer 2010 (Math) Summer 2011 (Reading)			○ ENI delivers PAL Packets® ○ Curriculum Training before school begins
Formative Assessments Reading and Math K-5 The formative assessments will be focused on the standards and will provide data to the teachers as to how they need to alter their instruction in the classroom going forward to be most effective.	July 2010-March 2011 (Math) July 2011-March 2012 (Reading)			○ Assessment Schedule is created for the school ○ Formative Assessments are created following the Curriculum Map ○ Benchmarking Workshops takes place in the first 3 months of school
Writing Prompts 3-5 Writing prompts will give students practice writing in response to prompts similar to the state and experience with a writing scoring rubric.	July 2012-March 2013			○ ENI creates 4 writing prompts for each grades 3-5 ○ Students practice with the writing prompts every 6-8 weeks throughout the school year

Major Improvement Strategy #2: Build Capacity of Teachers and Administrators through targeted professional development and coaching to ensure consistent, quality instruction

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

☐ School Plan under Accreditation. Describe:

_____

☐ Title I School Improvement/Corrective Action. Describe:

_____

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Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
PD Trainings ENI will conduct trainings on Curriculum Alignment, Formative Assessments, Data Analysis, Supplemental Curriculum, Differentiated Instruction, etc… throughout the year.	5 days before school and throughout the school year			○ PD Schedule is created and signed off on in Summer 2010 ○ The trainings take place as planned throughout the year
Teacher Coaching ENI Consultants will observe lessons and follow up with reflective dialogue, model lessons, plan with teachers, co-teach lessons, and attend/lead grade-level and early release Wednesday professional development as needed.	Sept 2010-May 2013			○ 2-4 day trips throughout the school year (64 days total)
Administrator Support, Site Visits, and Leadership and School Advisory Sessions ENI will mentor the school administrators and leadership team throughout the year.	Monthly throughout the year			○ Monthly visits from ENI to Clifton Elementary
iTTX Setup and Training ENI will set up the internet based scanning and scoring system for the formative assessments and train the school level operators on its use.	Sept-Oct 2010			○ Clifton sends their SIS data to ENI to download in September ○ ENI sets up the school site in the iTTX system in Sept/Oct ○ Operator Training takes place a couple of weeks before the first Formative Assessment – approx early October

Major Improvement Strategy #3: <u>Targeted outreach strategies and an integrated approach to address the issues of poverty, which hinder growth for students and families.</u>

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

☐ School Plan under Accreditation. Describe:

_____

☐ Title I School Improvement/Corrective Action. Describe:

_____

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<u>Parent Assisted Learning Packets</u> These include short activities based on the standards that the student and parent complete together at home.	Weekly/Continuous	ENI, classroom teachers		Monitor for implementation and participation monthly
Family Center Support: health care referrals, job assistance, parenting classes, finance, nutrition, and adult education classes.	Continuous	Family Center Coordinator and Community resources		Weekly, monthly, and quarterly tracking of referrals, support and assistance broken down by type

Home Visits Address parent concerns in a private setting. Share outreach capability of health and human service needs. Facilitate factors related to student resilience.	Monthly/Continuous	Clifton Staff		Documentation and outcomes of visits
Fully Implement Positive Behavior Support Create common purpose & discipline, clear positive expectations, procedures for teaching expected behaviors, using data to monitor and evaluate.	Completion May 2012			District Set Review
Implementation of Pearson's Social Skills Improvement System The counselor will conduct sessions with students on Wednesdays to work on social skills.	Continuous			Monitoring and review of Universal Screenings yearly and observation of lessons