

2015 TIERED INTERVENTION GRANT

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

Name of Lead Local Education Agency (LEA)/Organization:	Mapleton Public Schools				
Mailing Address: 591 E. 80 th Ave. Denver, CO 80229					
District Code: 0010			DUNS #: 030442248		
District Turnaround Project Manager:	Karla Allenbach				
Mailing Address: 591 E. 80 th Ave. Denver, CO 80229					
Telephone: 303-853-1047			E-mail: allenbachk@mapleton.us		
Program Contact Person (if different):	Same as above				
					E-mail:
Fiscal Manager:	Shae Martinez				
Telephone: 303-853-1118			E-mail: martinezshae@mapleton.us		
Region: <i>Indicate the region(s) this proposal will directly impact</i>					
<input checked="" type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast					
Total LEA Request: <i>Indicate the total amount of funding you are requesting for each year as well as the overall total. Please note: An individual budget will be required for each school site totaling to the amount listed below.</i>					
Year 1 (May 30, 2015 – September 30, 2016)	Year 2 (July 1, 2016 – September 30, 2017)	Year 3 (July 1, 2017 – September 30, 2018)	Year 4 (July 1, 2018 – September 30, 2019)	Year 5 (July 1, 2019 – September 30, 2020)	Total
\$403,285.00	\$403,770.00	\$400,950.00	\$400,136.00	\$400,769.00	\$2,008,910.00

Please note: If the grant is approved, funding will not awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

The Year 1 grant period may be a pre-implementation year. In this case, the electronic budget would only need to reflect costs for Year 1. The full budget will be required with plan due January, 2016. However, estimated costs for additional years must be reflect in the Total LEA Request above.

PART IA: SCHOOLS TO BE SERVED

Complete the following information by identifying each priority and focus school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each priority and focus school, as applicable.

The models the LEA may include are: (1) turnaround; (2) restart; (3) closure; (4) transformation; (5) state-determined model, if approved; (6) evidence-based whole school reform model; and (7) early learning model.

SCHOOL NAME	NCES ID #	PRIORITY	FOCUS (if applicable) ¹	INTERVENTION
Global Leadership Academy	01860	X		Transformation

¹An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

PART IB: LEA/School Information 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 Name: Mapleton Public Schools**District Code: 0010****School Contact Information****School #1 Name: Global Leadership Academy****School Code: 0263**

Contact Name and Title: Karla Allenbach, Assistant Superintendent

Telephone: 303-853-1047

E-mail: allenbachk@mapleton.us

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

 Yes No**School #2 Name:****School Code:**

Contact Name and Title:

Telephone:

E-mail:

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

 Yes No**School #3 Name:****School Code:**

Contact Name and Title:

Telephone:

E-mail:

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

 Yes No

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 August 11, 2015 the Board of Mapleton Public Schools hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools.

In addition, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention Grant** agree to the following:

Federal Assurances:

- Use its Tiered Intervention Grant to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements;
- 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 school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive School Improvement funds;
- Report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements, including baseline data for the year for the year prior to SIG implementation (program guidance can be found at: <http://www.cde.state.co.us/fedprograms/guidance-on-school-improvement-grants>.)
- Each priority and focus school the LEA commits to serve will receive all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions;

State Assurances:

- If the applicant implements a restart model in a priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to recruit, select and provide oversight to external providers to ensure their quality;
- Monitor and evaluate the actions schools have taken as outlined in the approved School Improvement Grant application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of School Improvement Grant funding;
- Provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant (e.g., CSAP/TCAP by State Assigned Student IDs, school level non-performance data). The district will report to CDE, at least quarterly, the school level interim measures of student learning required under section III of the final requirements (program guidance can be found at: <http://www.cde.state.co.us/fedprograms/guidance-on-school-improvement-grants>);

- Align current and future funding sources in support of improvement goals, including commitment to identify and reallocate existing local funds for the purpose of sustaining the improvement work after federal funds expire;
- Participate in ongoing professional learning opportunities focused on school and district improvement;
- Commit to working with CDE to monitor progress on the UIP and make adjustments to the plan accordingly;
- Provide data on attainment of performance targets to CDE to inform decision around the continuation of funding;
- Participate fully in on-site visits conducted by CDE to every funded school during the grant cycle;
- Work collaboratively with CDE, as appropriate, in the selection of a strong school leader or partner, such as a Charter Management Organization (CMO), Education Management Organization (EMO) or other provider;
- Work cooperatively with CDE and provider(s), if applicable, in waiving district policies, procedures or practices that are deemed to be impediments to improvement, such as scheduling of the school day and year; staffing decisions; budgeting; and/or to obtain innovation school status for identified schools;
- Commit to engaging in significant mid-course corrections in the school if the data do not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation, such as replacing key staff, leadership or external providers;
- Notify the community of the intent to submit an application and that any waiver request will be made available for public review prior to submission of the application;
- Participate in the development and submission of any reports necessary to meet statutory requirements (e.g., EdFacts, CSPR) within the time frames specified;
- Maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit;
- Submit budget revision(s), if applicable, to CDE on a **quarterly** basis for review and approval;
- Submit Annual Financial Reports as part of their annual review with CDE. CDE will utilize the information as a measure of performance and leading indicator of performance in subsequent year(s);
- Contracts with education providers must include a performance guarantee to increase student achievement based on services provided.

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

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

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

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

Kenneth Winslow

Name of Board President



Signature of Board President

Charlotte Ciancio

Name of District Superintendent



Signature of District Superintendent

Karla Allenbach

Name of Program Contact



Signature of Program Contact

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

_____ (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 participating school, then it must indicate for which schools it will implement the waiver.

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

Rural Flexibility

The Colorado Department of Education required that any LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP) that proposes to modify one element of the Turnaround or Transformation model, the LEA must describe how it will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model. LEAs intending to modify an element must complete the Rural Flexibility section of the action plan template for the Turnaround or Transformation models. The description must include the following information:

- Identification of the specific element of either the Turnaround or Transformation model that the LEA proposes to modify; and
- LEA’s rationale for the need to modify the element identified;

Note: If an LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP) selects the Early Learning Model, it cannot modify the requirement to replace the principal who led the school prior to the implementation of the model. A list of LEAs that are eligible for services under the Rural Education Assistance Program (REAP) can be found at the following U.S. Department of Education site:

<http://www2.ed.gov/programs/reapsrsa/eligible14/index.html>

- The LEA proposes to modify one element of the Turnaround or Transformation Model as described in the action plan section.

**Global Leadership Academy
2015 Tiered Intervention Grant
Executive Summary**

For the past five years, academic growth and achievement at Global Leadership Academy, a preschool through 12th grade school in Mapleton Public Schools, Adams County School District 1, have been persistently low. In 2011, the school principal was replaced to address ongoing culture and climate issues, including a high teacher turnover rate and high disciplinary issues. While the replacement was successful in addressing the school's culture and climate, GLA continues to struggle with chronically low academic achievement and little to no student growth. Since 2011, TCAP growth, achievement and growth gaps have been on a steady decline at both the middle and high school level. Also at both the middle and high school level, GLA received only 25 percent of the points earned out of the points eligible, which is the lowest a school can score on the School Performance Framework. To address academic improvement at GLA, in May of 2015 Mapleton replaced the school principal with three new principals to lead reform. GLA is seeking funds from the CDE Tired Intervention Grant to support a strategic five-year plan, introducing rigorous academic instruction, providing additional student support and interventions, and fostering parent engagement in the learning process. Using the Transformation model, GLA hopes to implement significant instructional reform by introducing a new school model that will dramatically accelerate academic achievement and reignite a love of learning at GLA.

Global Leadership Academy 2015 Tiered Intervention Grant Narrative

Section A: LEA Readiness (34 points)

1. Clearly articulate what need this grant would fulfill within your school(s) and district. How does this grant opportunity fit into the district's/school's overall improvement plan? (5 points)

Global Leadership Academy (GLA) was founded in 2006 as part of Mapleton Public Schools' comprehensive reform efforts, which included closing every school in the District and re-opening all schools as small-by-design schools of choice. Since its founding, GLA has served the highest need student population in the District. As of school year 2014-15, 62.2 percent of GLA students are learning English as their second language (21 points higher than the District average) and 82.9 percent of students qualify for free/reduced lunch (14 points higher than the District average).

For the past five years, academic growth and achievement at GLA have been persistently low. The school principal was replaced in 2011 to address ongoing school culture problems, which were reflected in the school's high teacher turnover rate, high rate of disciplinary issues, and low academic achievement. The new school principal successfully addressed many of the culture and climate concerns. Currently, teacher turnover is low and disciplinary issues have decreased significantly. Students and families report that the school feels like a "family." However, academic achievement has not increased.

In order to dramatically accelerate academic achievement at GLA, the school needs to adopt an instructional reform that significantly increases academic rigor and provides supports for students to meet high expectations. A comprehensive, research-based instructional program will be selected which meets the needs of GLA's student community. Regardless of the specific instructional model chosen, the necessary reform will require extensive staff professional development, extended learning time for students, partnership with an external provider, and parental engagement. All of these elements require funding above and beyond that available at the school or District level. Before learning that GLA was TIG-eligible, the District was already planning to replace the principal, implement significant instructional reform, and explore grant and partnership opportunities to provide much needed extended learning opportunities for students. TIG funds would significantly accelerate and deepen the reform the District and school are already committed to.

2. Describe patterns, core issues of academic concern, and possible root causes for academic concerns in identified turnaround schools. (3 points)

In spring 2015, the District appointed a team of three new principals to lead the reform at GLA, each responsible for a specific grade band, preschool through elementary, middle school and high school. During a day-long planning session with the new principals and members of GLA's teaching staff, the team worked to identify core areas of academic concern and possible root causes. Multiple measures (TCAP, MAPs, ACCESS etc.) demonstrate that academic growth and achievement are persistently low across grade levels and content areas, with recent dramatic drops in academic performance at the middle school and high school level. There are few growth gaps. After recognizing that academic issues are school-wide and cross all content areas, the following possible root causes were identified:

- Lack of instructional rigor

- Lack of student buy-in for their own learning
- Lack of parent buy-in (as evidenced by low student attendance and low conference attendance by parents)
- Lack of skill fluency/automaticity among students
- Lack of conceptual understanding and ability to apply concepts among students – teachers are teaching students procedures vs. concepts
- Lack of integration across content areas
- Lack of consistent academic organizational skill instruction (organizational skills are not taught consistently vertically or horizontally, students re-learning systems)
- Lack of Tier II interventions
- Lack of instructional resources (technology, texts, etc.)
- Lack of integration of language arts throughout content areas
- Lack of culture of doing schoolwork outside of school
- Lack of beyond the bell opportunities
- Lack of academic support outside of school
- Math curriculum not aligned to state standards
- Ability grouping/tracking at the middle school level
- Lack of vertical alignment/scaffolding for students

3. What methods did the district use to consult with relevant stakeholders regarding the LEA's application and implementation of school intervention models in its schools (e.g., stakeholder meetings (PTA, teacher unions, school board), print/web-based communication, and/or surveys)? Describe how the LEA analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified. Attach relevant documents and communication that articulate stakeholder engagement. (5 points)

GLA did not know it was eligible to submit a TIG application until after the 2014-15 school year had ended. GLA principals were able to capitalize on end of year teacher leadership meetings to provide information and consult staff about the TIG opportunity. The Board of Education and District leadership also had opportunities to discuss the TIG application during meetings in June and in August. Discussion of the TIG opportunity was a part of a continued conversation around strategies to improve GLA's chronic low achievement rates.

To maximize parent input, the District will be discussing the TIG opportunity and soliciting community feedback early in the fall, beginning with GLA's Back to School night in August.

Recognizing the continued struggle to improve academic achievement at GLA, District leadership and the Board of Education frequently discussed opportunities, including the TIG, as a possible means of introducing necessary academic change. After the TIG Request for Proposal (RFP) was released, District leadership reviewed the RFP during a Board study session in June. Together, with Board members, executive staff reviewed the grant requirements, time and resource commitments, as well as the desired outcome. The Board unanimously agreed pursuing a TIG at GLA is the best way to introduce sustainable, well-researched instructional practices to boost academic rigor and provide appropriate support one of the District's lowest performing schools while engaging families and the community in the academic conversation.

Mapleton introduced its system of small-by-design schools in response to the community's desire to once again engage students and reenergize a culture of learning. District leadership works with families and school staffs to continually evaluate each school model to ensure Mapleton's schools are meeting the diverse academic needs, interests and passions of its students. GLA collects input from families on school culture and performance throughout the school year on several occasions. GLA has a group of parent leaders called Partners in Education. This group of 10-20 parent volunteers assists in classrooms, host fundraising events and coordinate additional supportive activities. Partners in Education volunteers also have opportunities to meet directly with school leadership and discuss areas of concern. Although GLA has not had a chance to discuss the TIG opportunity directly with its Partners in Education parents, the proposed plan does incorporate many services that parents have requested repeatedly, including beyond the bell support programs, additional support staff at the middle and high school level and additional resources in the school and classroom. Parent feedback is also collected during School Advisory and Accountability Committee (SAAC) meetings, where parents and school leadership discuss school culture, climate, curriculum, as well as areas of growth and concern. Lastly, parents share important feedback about GLA during an end of year parent survey.

4. Describe how input from your families, community and school board has been considered for improvement planning, including model selection, as well as ongoing engagement in the implementation of the model. (3 points)

As noted above, because GLA did not know it was eligible to submit a TIG application until after the school year had ended, GLA did not get the opportunity to discuss the application with families before the summer, however GLA will discuss the application and potential opportunities available through TIG in the fall. Families will also be included significantly throughout the initial planning year. The conversations about appropriate supports to foster academic growth at GLA have been ongoing between School District leadership and the Board of Education. District leadership did get the opportunity to discuss the TIG Request for Proposal with the Board of Education during the last school board meeting of the 2014-15 academic year in June, and at the first study session of the 2015-16 year in August. Using information gathered from earlier parent and community meetings, end of year parent and student surveys, community demographics and current GLA achievement data, the Transformation model was determined to be the most beneficial and appropriate model for the GLA community. The Transformation model will build academic rigor into the existing positive school culture by affording GLA and Mapleton the opportunities to develop and implement its own strategies to increase effectiveness of teachers and school leaders. These strategies will be identified during the Planning Year (GLA is selecting TIG option 1), and will be largely driven by the instructional reform of a new school model. This year of planning will include extensive parental, community and staff input and participation. As previously stated, GLA replaced the principal at the end of the 2014-15 school year and appointed a team of three new principals to lead continued reform, each responsible for a specific grade band, preschool through elementary, middle school and high school, The Transformational model will allow the new leadership team to leverage the existing culture and climate supported by the current staff while employing student data to inform instruction, integrating research-based instructional programs to move students seamlessly from one grade to the next, and providing ongoing, job-embedded professional development to staff. A school closure would not have met the needs of the school community, nor would have been in line with the School District's small-by-design initiative. Currently, all other nearby schools are at or near capacity and could not have accommodated GLA's student population of approximately 600.

In terms of ongoing engagement in the implementation of the model, family representatives will be included in the school's TIG monitoring team (also known as the School Support Team, discussed in greater detail below). Additional funds will be used to bring on a full time bilingual parent liaison to ensure families are involved and informed during every step of the process. Families of GLA students will also have opportunities to engage in the implementation of the model through the school's monthly School Advisory and Accountability Committee (SAAC) meetings. SAAC meetings provide families the opportunity to discuss and provide input on school improvement planning, school resources and student achievement. Academic Parent Teacher Teams, or APTT (also discussed in greater detail below) will engage parents in the implementation and evaluation of the model by allowing them to see how new intervention methods are impacting their own child's achievement based on student-specific data. APTT will also help parents to create academic goals for their own child and their child's classroom, to monitor their child's progress on meeting those goals, and to confidently support school work at home.

5. Detail how the community was given notice of intent to submit an application and how any waiver requests will be made available for public review after submission of the application (e.g., newspaper/news releases, posted on the school and/or district website). (3 points)

Because GLA was made aware of its TIG eligibility at the end of the 2014-15 school year, leaders were unable to share information about this opportunity with families. The District has not been successful in recruiting families and community members to attend summer meetings in the past. Hence, to maximize parent input, the District will solicit community feedback on the application in the fall. Specifically, parents will have an opportunity to meet the three new principals and learn more about how the team will continue to lead academic reforms in the GLA community at Back-to-School night in August. Information about the opportunity will also be shared on the District and school website, the first school newsletter, and information sheets will be made available in both English and Spanish in GLA's main office. The District discussed the TIG opportunity at Board of Education meetings in the spring as a possible way of supporting the changes needed at GLA to weave academic rigor into the existing school culture. The TIG opportunity was further discussed at the first Board of Education Study Session on Tuesday, Aug. 11. The Board of Education unanimously supports this opportunity and believes it to be in line with previous discussions about improving academic rigor at GLA. The District will not be seeking any waiver requests. It should also be noted GLA is selecting TIG Option 1 to allow for a full year of planning before implementation. This year of planning will include extensive parental, community and staff input and participation.

6. Describe district capacity and staffing structure to support its lowest performing schools. Describe support (frequency and purpose of site visits, dedicated staff) and technical assistance provided by LEA to low-performing schools. Explain how this is different from support all other schools receive. (5 points)

Going into the District-wide reinvention, all schools struggled with low achievement, low graduation and high drop out rates. The District-wide reform set into motion in 2002 examined student risk factors including Free/Reduced lunch, homeless, special education and ELL, and analyze how to meet the needs of these subpopulations of students. Because all schools were low performing, the strategic plan supporting Mapleton's District-wide reinvention ensured all schools received regular site visits, adequate staffing and technical assistance to provide for the diverse needs to each school's student population. To remain true to the District's mission, all schools remain small-by-design to allow for academic rigor, relevance and relationships to flourish. The District continues to align

resources based on needs specified in each school's Unified Improvement Plan (UIP). Each year, District schools and the Department of Learning Services conduct thorough data and root cause analyses. Each UIP is then resourced using funds from the school's general fund, school wide Title funds and Learning Service Department funds. Schools may also seek and receive private grant funds for priority programs. Additional administrative support is given to the District's highest priority schools to ensure time for strong instructional leadership at the school each day. Additional coaching in reading, writing, math and ELL strategies is also provided through the general fund and Title set-asides.

In addition, Mapleton uses a "weighted" formula to determine school budgets. Schools are given mentor coaching support and FTE allocations based on the following factors:

- Number/percent of English language learners above the District average
- Number/percent of Free/Reduced lunch students above the District average
- Experience of staff (schools with less experienced staff receive more resources for professional development and induction support)
- School size

7. Describe the organizational structures, teams, or other mechanisms (e.g. networks, coaches) to be used to support and monitor the implementation of school-level plans. (5 points)

Oversight of GLA's TIG will be led by the District's Assistant Superintendent, who has also held positions as the Executive Director of Learning Services, Director of Professional Development, and principal at one of the District's high performing schools. She has served on another successful District TIG monitoring team (Meadow Community School K-8) and has extensive background in managing reform efforts at low-performing schools. The Assistant Superintendent will meet at least monthly with GLA's leadership team to monitor TIG progress. The format of GLA's SST will be guided by the framework and rubric developed by the Colorado Department of Education State Review Panel to support schools at the end of the turnaround clock. Factors to be considered at the monthly SST will include:

- Leadership: is school leadership adequate to implement change to improve results?
- Organizational sustainability: is the school infrastructure adequate to support school improvement?
- Action plan: does school personnel have capacity to plan effectively and lead the implementation of the action plan to improve student academic performance?
- Partnerships: are partnerships being effectively leveraged such that the school will benefit from external provider expertise?
- Progress monitoring: is there sufficient availability and use of data to monitor progress toward ultimate goals?

Mapleton's Director of Assessment will also be included in the oversight of GLA's TIG, and will devote her time to reviewing progress on the plan, analyzing achievement data and visiting classrooms to ensure fidelity of implementation and improvement strategies. She has served the District in this capacity for more than a decade and masterfully translates data into workable solutions and actionable items for teachers. She also served on the successful District TIG monitoring team for Meadow Community School K-8.

In addition to central administrative oversight, progress will be monitored by an internal school leadership team composed of the school principals and representatives from each grade span, preschool through elementary, middle school and high school. A half-time grant project manager has been written into the GLA's budget to serve on this committee and track data in relation to TIG funded initiatives. Progress on stated the leadership team at least twice per month during team meetings would monitor activities and TIG goals.

8. Describe how you have made the community (SAC parents, business, foundations, etc.), aware of the performance of the school(s) for which you are applying. (5 points)

GLA takes every opportunity to share its performance and achievement results, as well as what is being done to move the needle in the right direction. Under No Child Left Behind, Districts are required to provide specific school performance information to parents and the community. Each year, GLA shares access to and information about assessment data, accountability data and teacher quality data in its annual report letter. The annual report letter, available in both English and Spanish, is shared in the Maple Leaf, Mapleton's quarterly community newsletter that is disseminated to 22,000 households and businesses. Information about the annual report and the annual report letter is also posted in GLA's school newsletter, is available online and in the school's main office. GLA's SAAC members and Partners in Education volunteers are made aware of GLA's performance through student performance and attendance dashboards shared during meetings with school leadership.

GLA also shares performance data when requesting scholarship or grant funds to address areas of need. GLA applied for and received funds from the Mapleton Education Foundation to support an eight-day college road trip to foster GLA's college-going culture. Receipt of funds depended on GLA's ability to demonstrate a high-impact program in need of additional investment.

In 2014, GLA had an opportunity to share performance data with the community during a bond and mill levy campaign. The mill levy would have focused on expanding and enhancing learning opportunities for all students, improving technology access and availability and recruiting and retaining high quality teachers. A significant portion of the bond would have focused on renovating the existing GLA building to provide more appropriate learning spaces for students.

Section B: LEA Capacity (39 points)

1. Describe the specific actions the district has taken (or will take) to ensure flexibility, modify its practices, policies or oversight structures, outside of normal district constraints, if necessary, to enable its schools to implement the interventions fully and effectively (e.g., flexible scheduling, principal autonomy over staff hiring/firing and placement, budget autonomy, obtaining innovation school/zone status, teacher/union agreements). Please attach documentation including district and/or school schedules, MOUs between schools and district and external partners, district organizational charts, Election to Work agreements, and budget policies. (15 points)

Because Mapleton is a small system, there is inherent flexibility at every District school. For example, schools may allocate their FTE as they see fit. Additionally, they may make appropriate and relevant changes to their calendar as long as their budget allows it and the Board of Education approves the change. There is no forced placement and principals have autonomy over staff hiring. As a result, some of the challenges inherent to TIG in larger systems are not applicable in Mapleton.

Specific to the TIG, the Superintendent, Learning Services Department and GLA leadership will work collaboratively during the TIG planning year to outline a successful and sustainable implementation of the Transformational model. The process will identify appropriate practices and necessary policies needed to support effective data usage and differentiated instruction, will explore research-based and vertically aligned instructional programs and will identify ongoing, high-quality, job embedded professional development for staff based on the chosen school model. If anything is determined to be outside of the normal District constraints, school and central leadership will work closely together to determine a process that enables GLA to implement the request effectively. Strong communication, both in person and in writing, will be a key component to ensuring flexibility for meeting the requests and needs of GLA.

To ensure sustainability of TIG interventions, GLA is anticipating a resource-heavy first year, with additional time and resources carved out for professional development, school and site visits and collaborative planning amongst staff. Modifications the GLA's current transportation schedule will also be explored to better provide for beyond the bell learning needs. Additional staff will also be brought on to support instruction, growth and development during the middle school and high school years to help boost middle and high school academic success and ultimately create the foundation of a strong college-going culture. To benefit fully from the projected professional development and additional FTE, the District will afford GLA all necessary flexibility with scheduling, staffing and budgeting. The specifics of all requested adjustments to school schedules, staffing and MOUs between school, district and external partners will be identified during the planning year when school and District leadership meet with staff, parents and the community to explore possible new school models and next best steps.

2. Describe how specific modifications to district policies and practices will be made to allow for implementation of the interventions outlined in the model requirements. (3 points)(Submit relevant documentation, such as a MOUs, Election to Work agreements, or thin contracts that supports evidence of flexibility for TIG schools (optional, but recommended)

As stated above, Mapleton's small system naturally lends itself to inherent flexibility at the school level. Schools are able to allocate their FTE as they see fit, may make appropriate and relevant changes to their calendar if their budget allows, and are able to address additional needs related to school improvement with District leadership as needed. Relevant and imperative modifications to District policies and practices surrounding District substitute policies, teacher contracts and performance plans, and professional development are expected to be a part of a successful and sustainable TIG implementation. The Superintendent, Learning Services Department and GLA leadership will work closely to identify the policies, practices and structures that need to be implemented and how to best align or adapt existing District policies and practices to allow for successful and sustainable TIG implementation.

3. Describe the actions the LEA has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance (e.g., interviews, screening tools created). Please attach documentation of RFP criteria, external partner evaluation tools, etc. (5 points)

The District will prioritize the following when recruiting, screening, and selecting external providers:

- National and/or international reputation and experience in working with low performing schools

- Ability to provide intensive, job-embedded professional development that encourages critical thinking, self-reflection and dedication to lifelong learning and continuous improvement among teaching staff
- A focus on academic relevance and rigor
- A focus on student character development
- A focus on teaching students to think independently and drive their own learning
- Innovative and diverse education frameworks, unit planners, teaching resources and evaluation tools
- Experience implementing a school “model” while also recognizing the unique qualities of GLA’s community and student population
- A pedagogy known to produce students who are motivated to continue inquiry and lifelong learning, beyond school study.

The District will create MOUs which include specific activity timelines to ensure that providers meet the District’s expectations. Activity timelines will be monitored by the School Support Team (outlined in detail in LEA Readiness Section 7) to ensure compliance.

4. Describe the specific actions the district will take to sustain the reforms after the funding period ends (e.g., professional development, trainer of trainer models, district commitment of continuation resources). (3 points)

Mapleton is committed to sustaining improvement strategies that increase student achievement. A large portion of the TIG funds will be spent on job-embedded, intensive professional development. Two of the TIG-funded staff positions – the instructional guide and the interventionist – are designed to become less critical as instructional capacity is built among core teaching staff. Once instructional capacity is built among staff and effective practices have been embedded into the school culture, GLA staff will be able to sustain a school with high expectations, high growth and high achievement. In addition, most of the supplies and materials purchased using TIG funds will be one-time, start-up expenses. Finally, GLA’s proposed field work and afterschool tutoring programs could be maintained using school funds or private dollars.

It is a District priority to retain teaching staff that has received intensive professional development provided through TIG funds. The District will prioritize teacher retention by offering in-district childcare to employees, a competitive compensation package to teachers, and a one-year induction program to ensure weekly in-the-classroom support.

TIG funds will also be used to build another .5 FTE Parent Liaison, turning this into a full time position. The addition of a full time Parent Liaison will help build a robust Academic Parent Teacher Team (APTT) system at the middle school and high school level. APTT currently exists at this level, but resources have not been available to successfully expand the program and engage parents in a meaningful and impactful way. Academic Parent Teacher Teams are a new, innovative approach to parent/teacher conferences that allow teachers and families to share performance data and set achievable, measureable, student-centered academic goals. APTT takes a systemic approach to engaging families as partners in education by empowering them to share in their child’s academic goals at home. Using mostly one-time funds, this additional FTE will help create the necessary tools and resources for a well-rooted middle school and high school APTT program at GLA.

5. Describe how the district will monitor the implementation of the selected intervention model at each school and how the district will know whether planned interventions and strategies are working. Indicate which data will be used to determine whether improvement efforts are having the desired effects on student outcomes. Describe the process the district will establish to frequently monitor the effectiveness of the school improvement plans. (5 points)

As noted above, oversight of GLA's TIG will be led by the District's Assistant Superintendent, who has also held positions as the Executive Director of Learning Services, Director of Professional Development, and principal at one of the District's highest performing schools. She has served on another successful District TIG monitoring team (Meadow Community School K-8) and has extensive background in managing reform efforts at low-performing schools. The Assistant Superintendent will lead a School Support Team, other members of which include the District's curriculum specialist, a leadership development specialist, and other members of the District's Learning Services team. GLA's liaison from the Colorado Department of Education will also serve on the SST. The SST will meet at least monthly with GLA's leadership team to monitor TIG progress. The format of SST's will be guided by the framework and rubric developed by the Colorado Department of Education State Review Panel to support schools at the end of the turnaround clock (please see LEA Readiness Question 7 for details). Frequent monitoring of data and student work product will take place at SST monthly grade level team meetings. Formative measures monitored during such meetings include grade review, Colorado English Language Proficiency (CELP) standards, attendance data, disciplinary data and mastery for ELL. Additional measures include NWEA, MAPs, curriculum unit based assessment, student work product and AIMSweb. Because Mapleton is a small district and District administration will meet with GLA frequently, mid-course correction can be swift.

In addition to central administrative oversight, progress will be monitored by a school leadership team composed of the school principals and representatives from each grade span, preschool through elementary, middle school and high school. Progress on stated activities and TIG goals will be monitored by the leadership team at least twice per month during team meetings.

6) Describe how the district will formally coordinate the activities of partner organizations. (3 points)

Coordination of activities with partner organizations will be overseen by members of the District's central administrative team. Partner organizations working on instructional or curricular initiatives will be overseen by the District's Executive Director of Learning Services. She will develop MOUs with activity timelines and will work closely with GLA's principal and the District's Assistant Superintendent to ensure that all activities and requirements are completed. Partner organizations working on extended learning opportunities will be overseen by the District's Director of Student Activities and School Safety, who will also develop detailed MOUs and work timelines to ensure that activities are completed as planned.

7) Describe how the project strategies will be modified if the progress monitoring data does not show that targets have been met. (5 points)

As noted above, the District and school will monitor formative assessment data on a monthly basis. If progress-monitoring data does not show that targets have been met, the School Support Team will assess whether implementation benchmarks have been met. If implementation benchmarks have been met, the team will determine if additional support is needed to ensure effective implementation, or if strategies must be modified. If the school team determines that strategies

need to be modified, the school team will use assessment data and staff feedback to determine whether a) the initial strategy did not effectively address or the root cause or b) the root cause was not accurately identified during planning. Once the team determines a new strategy, they will work through their School Support Team to seek approval from the District's executive cabinet, including the Superintendent. Because CDE staff are included in School Support Team meetings, initial CDE feedback will also be sought at that time. If the executive cabinet approves new strategies, new implementation benchmarks and progress monitoring tools will be developed and inserted into the overall plan. At that time, the District will also seek formal approval from CDE program and fiscal staff.

Section C: Needs Assessment and Program Plan (44 points)

1. Analyze the current conditions in the proposed school(s) by providing student performance and other relevant student achievement data. Address what is preventing the school from increased academic performance and to what does the district attribute the failure of student academic growth over time. (7 points)

As mentioned earlier, since its founding, GLA has served the highest need student population in the District. As of 2014-15, 62.2 percent of students are learning English as a second language, which is 21 points higher than the District average, and 82.9 percent of students receive Free/Reduced lunch, which is 14 points higher than the District average. For the past five years, academic growth and achievement at GLA have been persistently low. In 2011, the school principal was replaced to address ongoing culture problems, which were reflected in the high teacher turnover rate, high rate of disciplinary issues and low academic achievement. As a culture carrier, the new principal addressed many of these concerns. Teacher turnover is low, disciplinary issues have decreased significantly, and surveyed students, teachers and staff highly agree the community is supportive of the school, the school does a good job of parent/guardian involvement and student support. Parents, students and staff also agree that school leadership has been effective in improving GLA's culture and climate. However, academic achievement has not increased, specifically at the middle and high school level.

Since 2011, TCAP growth, achievement and growth gaps have been on a steady decline at the middle school and high school level. At both the middle and high school level, GLA received only 25 percent of the points earned out of the points eligible, which is the lowest a school can score on the School Performance Framework.

At the middle school level, GLA students did not meet academic achievement targets in any subject – reading, writing, math or science – on the 2013-14 TCAP tests. At the high school level, students did not meet in any category for achievement or ACT score. In 2014-15, while most District high schools achieved their highest ACT scores in the past decade, GLA trailed behind with a school composite score of 17.1. The District composite ACT score for is 19.2.

At a day-long planning session with GLA's new principals and members of GLA's teacher leadership team, staff identified many core areas of academic concern and possible root causes. Specific areas of intervention to be addressed through TIG support include academic rigor, student and parent engagement/buy-in for learning, beyond the bell learning time and opportunities and staff collaborative/integration across content areas.

Academic Rigor: GLA has experienced a lack of systematic first best instruction across all subject areas, a lack of differentiated instruction to support student growth, and a lack of rigor and high expectations for grade-level appropriate growth. A significant number of GLA students are more than one year below grade level academically in either reading or math.

Lack of extended learning opportunities: Currently at GLA, additional academic interventions and tutoring is limited to students below grade level and is only offered during the school day. GLA does not have the resources to extend learning beyond the school day, despite the success of the Learning Lab, a grant funded after school tutoring program hosted on the Skyview Campus and open to middle school and high school students in Mapleton. The Learning Lab is an after-school tutoring program made possible by a generous grant from Colorado Graduation Pathways. At the Learning Lab, students may receive one-on-one tutoring from one of the three highly qualified teachers on site, or go for a quiet place to catch up, keep up and get ahead. Students receive a snack from Mapleton's Nutrition Services Department and have the opportunity to catch a ride home from Mapleton's Transportation Department. The Learning Lab is open Monday through Thursday only, from 3:45 – 6 p.m. The location of the Learning Lab is one of the biggest barriers preventing GLA students from taking advantage of this opportunity. Getting to the Skyview Campus, which is on the other side of District, is difficult for many of GLA's middle and high school students, many of whom are responsible for younger siblings. As a PreK-12 school, GLA is often a preferred choice for families. GLA students also have specific needs and would benefit from a more focused after school tutoring set up, featuring GLA teachers covering subject-specific areas of interest.

Lack of student and parent engagement and motivation in the educational process: While many parents understand that their child is performing below grade level, they do not have the skills and strategies to help make up that deficit. Mapleton introduced Academic Parent Teacher Teams (APTT) in the 2013-14 school year to replace traditional parent/teacher conferences with "workshops," where teachers meet with all parents in their classroom at once, and one individual conference through the year. Each parent is provided with a spreadsheet of their child's performance on one particular skill compared to the performance of his/her peers. Teachers then provide in-depth coaching sessions on how to interpret this data based on overall classroom performance, grade level expectations, and state standards. Parents are provided with resources and strategies to confidently help support learning at home. Teachers and parents work together to set goals for their students, individually and as a class. This research-based parent engagement strategy is yielding impressive results in Mapleton and around the country as school districts begin to see APTT as the next step toward continued improvement. GLA lacks sufficient resources to integrate this model where it is needed most, at the middle school and high school level. For an age group where parent involvement tends to be low, if present at all, APTT sets goals and empowers families to create learning expectations for the home through demonstrations of activities that empower parents to bring learning home. An example of how students are not engaged in their learning is the myON reading program. Introduced during the 2014-15 school year, myON is a complete digital literacy program providing students access to more than 9,000 enhanced digital books with multimedia supports, as well as real-time reporting and assessments. All students in Mapleton were provide a login and password to access myON for free any time, anywhere, on any device at home or at school. Many schools, including GLA, even set up afterschool myON reading labs to encourage reading. GLA students reported the least amount of books read and spent the least amount of time reading. Schools with similar enrollment almost doubled the amount of books opened by GLA students.

2. Identify the TIG model to be used as an intervention for the school. Describe the factors and data (including diagnostic review data) that make the model a good fit for the needs of the school. Demonstrate and describe how, to the extent practicable, the LEA will implement one or more evidence-based strategies to address the identified needs. (7 points)

The District will be using the transformation model as the selected intervention at GLA. The following factors and data influenced the selection of this model:

- Ongoing need for school at this site: a school closure model would not have met the needs of this school community; all other nearby schools are at or near capacity and could not have accommodated the 600 students currently attending GLA
- Strength of existing school staff and culture: the school's existing certified staff and school culture are strong. Selecting a re-start or turnaround model would have required that GLA abandon the improvements that it has made in these areas over the past several years. Because the District has confidence in the school's existing teaching staff, neither of these models were an appropriate fit for GLA.
- Replacement of the existing principal: the District was already planning to replace the existing principal, which is included as an element of both turnaround and transformation models. Replacement was done in May 2015.
- Need for ongoing, high-quality professional development aligned with a comprehensive instructional plan: Persistently low academic growth and achievement across content areas suggests that a comprehensive instructional plan (which includes job-embedded professional development) is GLA's highest need. This activity is strongly aligned with transformation model requirements.
- Opportunity for professional advancement and financial incentives: all staff at GLA will be required to participate in the professional development activities funded through the TIG, including ongoing training/coaching from an external provider (yet to be identified) and weekly professional development and data meetings. The District will use performance agreements, which include opportunities for bonuses, to incentivize staff to fully take advantage of these training opportunities. Additionally, the District may select an instructional model, which requires additional certification. TIG funds would be used to pay for the certification itself and would also provide funds to compensate teachers for time spent obtaining the certification.
- Weak academic performance across middle and high school grade levels, including low graduation and postsecondary enrollment rates: the transformation model allows GLA to address performance issues across a range of grade levels (in contrast to an early learning model or secondary success model, for example).

3. Submit the Model Requirement Implementation Plan and Target Setting Sheet (Attachment E) for each proposed site. Use the template making sure to clearly address the needs assessment. Additional narrative detail may be added if there is not enough clarity within the Plan itself. Please note: To ensure success, it is imperative that specific needs are clearly delineated before an intervention model is chosen, before the plan is prepared and (if applicable) before a provider is chosen. Provide evidence to demonstrate interventions are consistent with the final requirements. To view the final requirements/program guidance, please visit:

<http://www2.ed.gov/programs/sif/sigguidance02232011.pdf> (30 points)

Section D: Budget Narrative (23 points)

1. Complete a narrative describing how costs contribute to plan goals and the specific model. All expenditures contained in the budget are described in the budget narrative and justified in connection to project goals, activities and specific model. The costs of the proposed project (as presented in the budget and budget narrative) are reasonable and the budget sufficient in relation to the objectives, design, and scope of project activities. (7 points)

Through TIG support, GLA will be able to meet its goal of raising academic achievement and reversing the trend of low – or no – student growth and improvement that has plagued GLA, specifically at the middle school and high school levels, for several years. To that end, first year funds will be targeted toward:

Additional FTE (3.5): Additional FTE will provide extra layers of support and address specific areas of concern, including data analysis, differentiated instruction and parent engagement in the learning process. FTE positions outlined in the first year of TIG funding include an instructional guide, interventionist and health professional to provide additional support and academic growth opportunities for the students in the District’s lowest performing school. Funds are also earmarked for a full time bilingual parent liaison, which will also be a certified teacher, to engage parents in the school and their child’s academic progress. The parent liaison will be instrumental in empowering parents to support learning at home through the APTT program. A grant manager will also be added during the first year to monitor data and assist with program monitoring and direction.

Extended Learning Time: Stipends written into the first year of funding will support beyond the bell learning opportunities, including a site-based after school tutoring lab featuring GLA teachers and subject-specific study groups, a myON reading lab to build literacy skills and encourage individual reading assessments, and instructional supplies and materials to support both after school learning opportunities.

Performance Agreement/Professional Development: A significant amount of the first-year budget will be used for providing staff with ongoing, high quality, job embedded professional development, as recommended in the Transformation model. An intense focus on building staff capacity and academic rigor will ensure GLA staff is equipped to facilitate effective teaching and learning and will allow the school to successfully implement such reform strategies. Included in professional development will be weekly collaborative sessions among staff, data analysis and team planning, as well as Restorative Justice training for middle school and high school teachers.

Model Selection/Training once identified: School site visits will be imperative when determining the best school model to introduce a new culture of academic rigor to GLA. Substitutes are included in the first year budget to allow GLA leadership to see where the selected school model is being implemented effectively. Training based on the selected school model will also be a part of first year budget.

2. Describe the amount of school improvement funds to be used for both pre-implementation (those activities which are absolutely necessary to implement the model fully and effectively) and implementation of the selected model and activities in each school the LEA commits to serve is clearly delineated. (5 points)

The District has elected to use all funds for implementation of the selected model (no pre-implementation activities will use TIG funds).

3. Amount of school improvement dollars used by the LEA to support implementation of the selected school intervention model and activities are clearly detailed. (5 points)

To support implementation of the Transformational model, GLA has targeted first year funds toward the following:

Additional FTE (3.5): Additional FTE will provide extra layers of support and address specific areas of concern, including data analysis, differentiated instruction and parent engagement in the learning process. Additional FTE for the first year is budgeted at \$265,000.

Extended Learning Time: Stipends written into the first year of funding will support beyond the bell learning opportunities, including a site-based after school tutoring lab, a myON reading lab to build literacy skills and encourage individual reading assessments, and instructional supplies and materials to support both after school learning opportunities. Stipends to run the first year of extended learning time opportunities are budgeted at \$16,100.

Performance Agreement/Professional Development: A significant amount of the first-year budget will be used for providing staff with ongoing, high quality, job embedded professional development, as recommended in the Transformation model. An intense focus on building staff capacity and academic rigor will ensure GLA staff is equipped to facilitate effective teaching and learning and will allow the school to successfully implement such reform strategies. Weekly collaborative sessions regarding data analysis and team planning are budgeted at \$75,000, and Restorative Justice training is budgeted at \$1,500.

Model Selection/Training once identified: School site visits will be imperative when determining the best school model to introduce a new culture of academic rigor to GLA. In the first year budget, \$5,000 is reserved for substitutes to allow for site visits, and \$26,800 is reserved for Level 1 training of the selected model.

4. Demonstrates how district will align current and future funding in support of improvement goals and sustainability (e.g., specific funds identified, how will existing funds be reallocated to sustain grant after federal funding ends). (3 points)

The District will support all activities still deemed necessary at the end of the five-year grant period through District, federal and private funds. Specifically, the District anticipates eliminating the need for interventions supported through TIG funds through consistent first best instruction. The School District will sustain the Learning Lab and myON lab, and the school model specific professional development out of local funds in the future. The goal will be to build teacher capacity within the five years TIG funding is available, and decrease the volume of professional development needed. The APTT program will continue with a .5 coordinator, as participation and interest in the program will become a part of the school culture. The second Instructional Guide will be sustained by the School District.

5. Details any portion of the plan that will be paid for by grant funds. (3 points)

Plan Goals	Description	Designated Grant Funds
Additional FTE for Student Support	(1) Full time middle level Instructional Guide	\$70,000
	(1) Full time Middle level Interventionist	\$70,000
	(1) Full time Mental Health Professional	\$70,000
	(1) .5 Parent liaison (added to current .5 for a full time position) certified teacher, bilingual	\$30,000
	(1) .5 Grant manager	\$25,000
Extended Learning Time (Staff stipends)	Site based Learning Lab	\$8,100
	myON Reader Lab	\$4,000
	Instructional supplies/materials	\$4,000
Professional Development/Building staff capacity	Weekly collaborative PD sessions, data analysis, team planning	\$75,000
	Restorative Justice Training	\$1,500
Model Selection/Training	Site visits/Substitutes	\$5,000
	Level 1 training for selected model	\$26,800

Intervention Model Action Plan: Adopt Tiered Intervention Grant (TIG) Transformation*

Summary of needs analysis this strategy will address (from existing UIP):

Description of Action Steps to address the requirements of the selected Intervention Model:	Pre-implementation Timeline	Year 2- 5 Timeline	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Key Personnel
LEA replaces the principal who led the school prior to commencement of the transformation model.					
<p>In the spring of 2015 the Superintendent decided to replace the current Principal at Global Leadership Academy (GLA). A new leadership team was hired in May 2015 to support the restructuring of the school and implement the transformation plan. The new leadership team consists of 3 Principals; one to support each of the three levels of students who attend the school (Elem. MS., and HS).</p> <p>The existing Unified Improvement Plan (UIP) was written in the fall of 2014 by the former principal. The new principals will be redeveloping the UIP this fall to reflect the planned improvement strategies for submission to CDE in January 2016.</p>	<p>Performance of all three Principals will be assessed on a monthly basis through the District's School Support Team (SST) process, in addition to a yearly summative evaluation each spring.</p>	<p>Performance of all three Principals will be assessed on a monthly basis through the District's School Support Team (SST) process, in addition to a yearly summative evaluation each spring.</p>	NA	<p>School Support Team Visits Summary Logs (8 times per year)</p> <p>Summative Evaluations (1 each year in June)</p>	<p>Superintendent</p> <p>Assistant Superintendent</p>
<p>LEA uses rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <ul style="list-style-type: none"> Take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates, and <p>Are designed and developed with teacher and principal involvement.</p>					
<p>In 2011, Mapleton began work on new comprehensive teacher and principal evaluation system, consistent with Colorado statutes. The Colorado Principal Quality Standards were chosen as the basis for the school administrator evaluation system. The <i>Charlotte Danielson Framework for Teaching</i> was</p>	Fall of 2015	Updated annually	NA	Mapleton Public Schools Educator Effectiveness Handbook	<p>Superintendent</p> <p>Deputy Superintendent</p>

<p>chosen as the basis of the teacher evaluation system because:</p> <ul style="list-style-type: none"> • it is aligned to state standards. • it provides a developmental continuum which is supportive of teacher growth. • it has been proven effective through many implementations and research projects over nearly 20 years. <p>Locally developed use rules for data collection, scoring, and documentation were piloted in 2013-2014, and have since become standardized across the District. Beginning in the 2013-2014 school year, measures of student learning were included as 50% of every teacher’s final Effectiveness Rating. Scores for each teacher are calculated using:</p> <ul style="list-style-type: none"> • the most relevant assessment results of their own students (70%), • the accreditation rating for their school (based on student assessment results (20%), • the accreditation rating for Mapleton as a district (10%). <p>Other evidence on which teacher evaluations are based comes from direct classroom observations (for the <i>Classroom Environment</i> and <i>Instruction domains</i>), and from conferences and teacher-provided artifacts (for the <i>Planning and Preparation</i> and <i>Professional Responsibilities</i> domains).</p>					
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<p>From the beginning, Mapleton’s approach to educator effectiveness has been collaborative. At a large convening of teacher representatives from every school, principals, and central administrators, the following guiding principles were agreed upon, to gauge the worth of any potential evaluation system. Mapleton ‘s evaluation system must:</p> <ul style="list-style-type: none"> • <i>Support growth using a developmental continuum</i> • <i>Hold high expectations and provide requisite support</i> • <i>Utilize multiple measures of success</i> • <i>Balance consistency, accountability, and differentiation</i> • <i>Honor and support the art and science of teaching and leadership</i> • <i>Inspire a spirit of collaboration toward student achievement</i> <p>For 2015-2016, a new Educator Effectiveness Handbook will be made available to all licensed employees in Mapleton. It contains the District beliefs, standards (from <i>Danielson</i>), data collection methods, procedures, reporting, and resources related to teacher evaluation. The handbook, too, was developed collaboratively by a representative group of teachers, school administrators, and central administrators.</p>					
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Teachers at the Global campus will continue to have their professional growth supported through the adopted evaluation system.					
LEA identifies and rewards school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identifies and removes those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.					
Teachers and Principals have the opportunity to be recognized as an <i>Exemplary Educator</i> for increases in student achievement and high school graduation rates and receive a rating of “Distinguished” on their summative evaluation, as outlined in the Mapleton Public Schools Educator Effectiveness Handbook.	Fall of 2015	Ongoing	NA	Mapleton Public School Educator Effectiveness Handbook Summative Evaluation scoring process	Superintendent Deputy Superintendent
When a teacher’s performance fails to meet District standards in any area the teacher will be placed on a professional growth plan as outlined in the <i>Educator Assistance</i> section of the Mapleton Public Schools Educator Effectiveness Handbook.	2015-2016 School year	Ongoing	Training and professional resources determined as needed in each individual situation Budget source: local funds	Mapleton Public Schools Educator Effectiveness Handbook Educator Assistance Plan Intensive Assistance Plan	Superintendent Deputy Superintendent MEA President
Teachers who have been provided ample opportunities and resources to improve their professional practice through the Educator Assistance and Intensive Assistance Procedures, and have not done so, can be involuntarily transferred to another teaching assignment in the district that is better suited to their identified strengths per the Mapleton Public School Negotiated Agreement, or	2015-2016 School year	Ongoing	NA	MEA Negotiated Agreement Mapleton Public Schools Educator Effectiveness Handbook	Superintendent

be recommended for dismissal per the Mapleton Public Schools Educator Effectiveness Handbook.					
LEA provides staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.					
Site visits at other schools in the Metro area that are implementing the selected new school model/external partner effectively will be scheduled for all teaching staff.	Substitute coverage for 35 staff members to attend site visits ongoing throughout the school year.	Year 3: Substitute coverage for 35 staff members to attend site visits ongoing throughout the school year.	\$5,000 Budget Source: Federal: TIG Grant	Visitation schedules Reflection forms	Ex. Director of Learning Services School Principal
Hire an additional Instructional Guide targeted to support Middle School Level Teachers to provide job-embedded coaching, instructional planning support, and facilitate data team meetings.	1 FTE Salary with relevant Middle Level Teaching Experience	1 FTE Salary with relevant Middle Level Teaching Experience for 2 of the 4 years.	\$265,000 (Salaries & Benefits for 3 years) Budget Source: Federal: TIG Grant	Summative evaluations (1 each year in June)	School Principal
Provide all staff with beginning and advanced school model/external partner provided professional development.	Leadership Team Teachers (9 total) attend in June of 2016	All teachers attend 2 trainings over the course of these 4 years	\$26,800 Budget Source: Federal: TIG Grant	Professional Development Schedules and Agendas Teacher survey after each PD session	Ex. Director of Learning Services School Principal Instructional Guide
Provide Restorative Justice Training to middle and high school staff.	January 2016	Identify a Lead Teacher to participate in a "Trainer of Trainers" model for sustainability	\$1,500 Budget Source: Federal: TIG Grant Remaining costs funded through Local funds	Training Agenda Teacher survey after each PD	School Principal
LEA implements such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.					

<p>All teaching staff at GLA will be given a Performance Agreement that outlines the expectations/responsibilities they will be expected to fulfill regarding:</p> <ul style="list-style-type: none"> • Professional development • APTT Implementation • Data Review Meetings • Extended Learning Opportunities • Collaborative Planning • Financial Incentives 	<p>All Performance Agreements will be written and signed by Oct. 30, 2015.</p> <p>Financial incentives will be paid out in January and June 2016.</p>	<p>All Performance Agreements will be written and signed by September 30th of each year.</p> <p>Financial incentives will be paid out in January and June of each year.</p>	<p>Financial incentives will vary in amounts per teacher based on level of participation in outlined expectations/responsibilities.</p> <p>Budget Source: Federal: TIG Grant</p>	<p>Professional Development Schedules, Agenda, and Surveys</p> <p>End of Year Student and Parent Satisfaction Survey</p> <p>Formal and Informal Observations; and summative evaluation based on the Mapleton Public Schools Educator Effectiveness Rubric (Danielson Framework for Effective Teaching)</p> <p>Student Achievement Data</p> <p>Schedules, Agendas, and Protocols from Data Team meetings</p>	<p>School Principal</p> <p>Instructional Guide(s)</p>
<p>Offer an ELL Teacher Leadership Performance Agreement to all teachers</p>	<p>May 2015</p>	<p>Annually in May</p>	<p>Each teacher will be paid a stipend of \$2,000 over the</p>	<p>Responsibilities outlined on the</p>	<p>ELL Coordinator</p>

who hold a CLD (Culturally and Linguistically Diverse) endorsement on their teaching license.			course of two years for providing the services outlined in the performance agreement. Budget Source: Local Funds	Performance Agreement Principal signature Teacher Feedback	Assistant Superintendent School Principal
Mapleton is in partnership with Regis University to provide a cohort of teacher's graduate level coursework to obtain their Director license.	Fall 2015	On-going based on interest	NA	Course completion rates Teacher Feedback Increased number of teachers obtaining their Director License	Superintendent Executive Cabinet
Mapleton is in partnership with UCD to provide a cohort of teacher's graduate level coursework to obtain their CLD endorsement and possibly a Master's Degree.	Summer 2015	Three courses (9 credit hours) will be offered each school year to interested teachers	\$90,000 annually Budget Source: Local Funds	Course completion rates Teacher Feedback Increased number of teachers obtaining their CLD Endorsement	Assistant Superintendent ELL Coordinator
During negotiations for the 2015-16 school year, the District worked with the Mapleton Education Association (MEA) to write a Memorandum of Agreement for the 2015-16 school year that states: <i>The Board and the Association agree to form a joint committee during the 2015-2016 school year to study professional advancement opportunities for teachers. Topics may include, but are not limited to:</i> <ul style="list-style-type: none"> • <i>Teacher leadership</i> • <i>Career ladders</i> 	Beginning in the fall of 2015	Ongoing based on results of opportunities developed from the committee work	NA	Documents outlining the opportunities studied by the committee	Superintendent Deputy Superintendent MEA President

<ul style="list-style-type: none"> • <i>Teacher retention</i> • <i>Salary advancement</i> • <i>Professional growth</i> • <i>Other</i> 					
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The Colorado Department of Education requires that any LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP), which proposes to modify one element of the Transformation Model, will describe how it will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model. The description must include the:

- Identification of the specific element of the Transformation model that the LEA proposes to modify:

The school instructional model is the element of the Transformation model that will be modified. The current school model of “Global Leadership” is lacking focus, direction and intentional professional development. The District will transform this model for Global Leadership Academy by researching and partnering with and effective external instructional model. Several of the schools in Mapleton benefit from having this type of school model, for example; Expeditionary Learning, International Baccalariate, Big Picture, etc. Seeing the successes at these schools within our district at meeting Mapleton student needs is the basis for this decision so support increased student achievement at GLA.

- LEA’s rationale for the need to modify the element identified:

Student achievement in all content areas at Global Leadership Academy has been consistently low over time.

A list of LEAs that are eligible for services under the Rural Education Assistance Program (REAP) can be found at the following U.S. Department of Education site: <http://www2.ed.gov/nclb/freedom/local/reap.html>

***For additional information on the Transformation Model see pages 14-20 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965**

<http://www2.ed.gov/programs/sif/index>

