

## 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.)*


|  |                            |
|--|----------------------------|
| <b>Name of Lead Local Education Agency (LEA)/Organization:</b> | <b>Pueblo City Schools</b> |
|--|----------------------------|

Mailing Address: 315 West 11<sup>th</sup> Street, Pueblo, CO 81003

|   |  |
|---|--|
| <b>District Turnaround Project Manager:</b> | <b>Tammy Clementi-Watson (prior to new hire)</b> |
|---|--|

Mailing Address: 315 West 11<sup>th</sup> Street, Pueblo, CO 81003

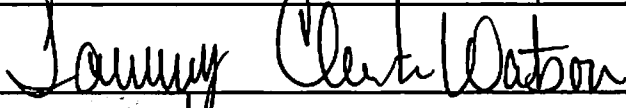
|                         |  |
|-------------------------|--|
| Telephone: 719-253-6242 | E-mail: tammyclementi-watson@pueblocitieschools.us |
|-------------------------|--|

Signature: 

|                                |  |
|--------------------------------|--|
| <b>Program Contact Person:</b> | <b>Tammy Clementi-Watson (prior to new hire)</b> |
|--------------------------------|--|

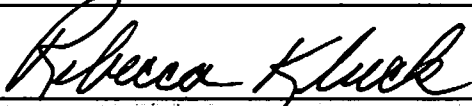
Mailing Address: 315 West 11<sup>th</sup> Street, Pueblo, CO 81003

|                         |  |
|-------------------------|--|
| Telephone: 719-253-6242 | E-mail: tammyclementi-watson@pueblocitieschools.us |
|-------------------------|--|

Signature: 

|                        |                      |
|------------------------|----------------------|
| <b>Fiscal Manager:</b> | <b>Rebecca Kluck</b> |
|------------------------|----------------------|

|                         |   |
|-------------------------|---|
| Telephone: 719-549-7150 | E-mail: rebecca.kluck@pueblocitieschools.us |
|-------------------------|---|

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.**

\$ 4,500,000/year

**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 'Review 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)<br>Include requested amount per school |         |         |                |               |
|   |              |        |         |          | Turnaround   | Restart | Closure | Transformation | Review needed |
| Central High School   | 080612001037 |        | X       |          |  |         |         | X              |               |
| Freed Middle School   | 080612001043 | X      |         |          | X  |         |         |                |               |
| Pitts Middle School   | 080612001055 |        | X       |          | X  |         |         |                |               |
| Risley Middle School  | 080612001051 |        | X       |          | X  |         |         |                |               |
| Roncalli Middle School  | 080612001061 |        | X       |          |  |         |         | X              |               |
| Youth and Family Academy  | 080612001012 | X      |         |          |  |         |         | X              |               |
| <b>*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.</b> |              |        |         |          |  |         |         |                |               |

**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: Pueblo City Schools

School Board President Signature:

Superintendent Signature: *Kathy J. West*

**School Information**

School #1 Name: Central High School

Principal Name: Fred Trujillo

Telephone: 719-549-7300

E-mail: fred.trujillo@pueblocityschools.us

Principal Signature: *Fred Trujillo*

School #2 Name: Freed Middle School

Principal Name: Rob Finkle

Telephone: 719-549-7410

E-mail: rob.finkle@pueblocityschools.us

Principal Signature: *Rob Finkle*

School #3 Name: Pitts Middle School

Principal Name: Alan Berry

Telephone: 719-549-7430

E-mail: alan.berry@pueblocitieschools.us

Principal Signature: 

School #4 Name: Risley Middle School

Principal Name: Gerard Flores

Telephone: 719-549-7442

E-mail: gerard.flores@pueblocitieschools.us

Principal Signature: 

School #5 Name: Roncalli Middle School

Principal Name: Brad Farbo

Telephone: 719-549-7450

E-mail: bradley.farbo@pueblocitieschools.us

Principal Signature: 

School #6 Name: Youth and Family Academy

Principal Name: Michael Baca

Telephone: 719-546-1740

E-mail: puebyouth@aol.com

Principal Signature: 

*I Michael Baca, was authorized to sign this form with Reservations and there will be an accompanying letter from YAF-A regarding this grant.*

## **PART IC: Certification and Assurance Form**

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

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

On                     April 21                    , 2010 the Board of                     Pueblo City 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 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 align current and future funding sources in support of improvement goals, including commitment to identify and reallocate existing district funds for the purpose of sustaining the improvement work after federal funds expire;
- To commit to developing a plan that demonstrates how the district will increase overall student achievement in the identified schools;
- To commit to addressing the findings outlined in the external review.
- 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.

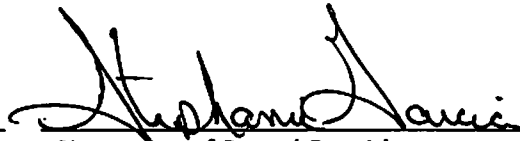
Funded sites will be expected to cooperate with CDE in the development and submission of certain reports to meet statutory requirements. *All grantees must work with and provide requested data to CDE for the Tiered Intervention Grant Program within the time frames specified.*

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.

**Stephanie Garcia**

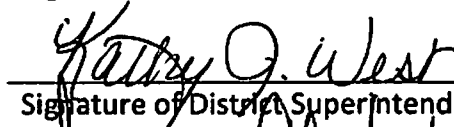
Name of Board President



Signature of Board President

**Kathy West**

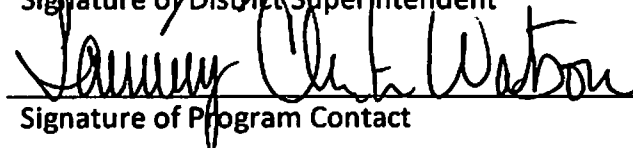
Name of District Superintendent



Signature of District Superintendent

**Tammy Clementi-Watson**

Name of Program Contact



Signature of Program Contact

**PART ID: WAIVERS**

Pueblo City Schools 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.
  
- X “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
  
- X Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.


**Stephanie Garcia**

\_\_\_\_\_  
Name of Board President

  
\_\_\_\_\_  
Signature of Board President

**Kathy West**

\_\_\_\_\_  
Name of District Superintendent

  
\_\_\_\_\_  
Signature of District Superintendent

**Tammy Clementi-Watson**

\_\_\_\_\_  
Name of Program Contact

  
\_\_\_\_\_  
Signature of Program Contact

## **PART I:**

### **Executive Summary**

Pueblo City Schools (PCS) is a large (approximately 18,600 students), urban district with a significant number (approximately 68%) of students who come from low socioeconomic backgrounds. The district works hard to ensure the instructional opportunities during the academic year are rigorous and aligned to what students need to know and be able to do. Many of the students who are more than two years behind are unable to make sufficient growth and demonstrate proficiency on the Colorado State Assessment Program (CSAP). Although, educators in the district have identified our academic at risk students, identified root causes for these deficiencies, and work to ensure these students receive research-proven interventions, particular schools still struggle with meeting the academic needs of these students. Certain schools, in particular Central High School; Freed, Pitts, Risley, and Roncalli Middle Schools; and Youth and Family Academy charter school are all sites that have not been able to sufficiently meet the needs of all students. All six of the above mentioned sites have been identified by the Colorado Department of Education (CDE) as either a Tier I or Tier II school who is eligible to receive intense Turnaround or Transformation support using Federal Title I School Improvement Grant funding. The specific strategies and actions proposed in this Tiered Intervention Grant are aggressive steps towards addressing and resolving the achievement deficits in the identified six schools. The strategies and actions are well aligned with the PCS Strategic Plan and District Unified Improvement Plan.



## **PART II: LEA COMMITMENT AND CAPACITY**

PCS received notification from CDE that six of its schools had been identified as Tier I and Tier II schools and would be eligible to receive intense Turnaround or Transformation support using Federal Title I School Improvement Grant funding. Key stakeholders from the district have been working closely with CDE, office of public relations, identified sites principals and staffs, the Board of Education, and representatives from the Pueblo Teachers' Association to keep them informed as to how this identification impacts each of the sites. As additional information has become available, these stakeholders have been kept apprised. The district's plans for addressing the Tier I and Tier II schools have been reviewed publicly at school board meetings to ensure the community is aware and informed of these efforts.

The office of public relations in PCS has been working closely with the Pueblo Chieftain to ensure all information presented in the local newspaper regarding our Turnaround and Transformation sites is accurate and up-to-date. Information about our district Turnaround and Transformation sites has also been posted on the district website so all community members have access to the specifics of these grant opportunities. The application will be posted on the district website and all waiver requests will be identified in the approved application.

The district is committed to doing the Turnaround and Transformation work necessary to turn around achievement at the identified sites. PCS understands the level of work required to take on and be successful in this work. The district has already established an accountability system and board policy (Managed Instruction) in 2008-2009 that requires building principals spend more time in classrooms where they would be expected to provide consistent, explicit feedback on instruction. Additionally, the district human resource department has worked closely with principals in the teacher evaluation process and required principals to illustrate documentation on teacher effectiveness. Principals are expected to utilize due process, provide supports to struggling teachers, and make recommendation for dismissal for any instances where a principal feels a teacher does not have the potential to be a successful teacher in a Turnaround or Transformation setting. As a part of this year's staffing requirement, principals at the Turnaround sites were not only expected to make Full Time Employee (FTE) cuts in response to overall district cuts, but they were expected to submit the names of those staff members they would cut as required by the specific requirements of the Turnaround model.

In addition, the district hired consultants from CDE to come in and perform Expedited Diagnostic Reviews (EDRs) for each of the identified sites. The EDRs provided PCS with specific concerns in the area of leadership, curriculum, instruction, assessment, and professional development.

The district also realizes the significance of effective principals in our buildings and commits to adhering to the specific principal staffing requirements of the Turnaround and Transformation schools. Several data sources will be used to determine principal staffing at each of the identified sites. First, we will utilize the district building spot observation feedback provided by the secondary director to each of the building principals. We will also use the information obtained from a principal perceiver interview the principals participated in. For the

Turnaround and Transformation PCS principals who have participated in the National Institute of School Leadership (NISL), the district will utilize the results from the Vanderbilt Assessment of Leadership in Education (VAL-ED) (a principal leadership survey) as another data source in determining principal staffing. Of course, the EDRs and data obtained from the GPS site visits will also be part of the principal staffing decisions that are made at each of the Turnaround and Transformation sites.

The Board of Education (BOE) for PCS has been informed in the Turnaround and Transformation work for the district and continually questions and requests updates from the superintendent as to the status of these efforts. The BOE is committed to ensuring the district complies with the specific requirements of the grant.

Global Partnership School has been identified by CDE as a School Turnaround Educational Service Provider capable of supporting schools in building their competence in all five of the areas deemed highest priorities in Turnaround work: organizational management and leadership, academic performance, learning environment, financial management and comprehensive planning. Through its selection process, PCS has explored the elements of the GPS support model and determined that it provides a set of interventions that match those sought by the state and the federal government in Transformation and Turnaround schools. GPS, for example, provides full-time, year-around leadership development through an Education Change Leader and Leadership Coaches working on the ground with principals. The model provides an intensive dose of instructional coaching, which is recognized as a best practice in the delivery of the job-embedded professional development demanded by the state and federal requirements. GPS analyzes the curriculum used in the school it supports and augments it where gaps exist through “rapid response” units created for the school, then prepares principals and teachers to monitor fidelity of delivery and fidelity of content.

On February 8-9, 2010, district staff, a building principal, and the president of the Pueblo Teachers’ Association attended the Tired Intervention Grant vendor fair in Denver, Colorado. The district team targeted specific vendors whose proposed work aligned to the district need. After attending several different vendor presentations, the PCS team chose to meet individually with six of those vendors. These individual meetings allowed PCS to determine the degree to which each vendor’s proposed actions aligned to the specific needs of the Turnaround and Transformation sites. The PCS team unanimously agreed Global Partnership Schools (GPS) offered the most aligned and comprehensive plan in working with our Turnaround and Transformation schools. At the district’s request, GPS agreed to bring their leadership team to Pueblo and present to the district leadership team. As a demonstration of its commitment to this work, GPS took the initiative to arrive a day early so they could tour the city and “get a feel” for the community. After presenting to the district leadership team, the GPS team toured the Turnaround sites with the Chief Academic Officer. PCS is utilizing GPS in the planning stages for the Turnaround and Transformation sites. The decision was made when PCS learned of the “added” Transformation sites to utilize GPS in that work as well. Consistency and congruency is critical in the district’s overall mission to build and sustain these reform efforts in all PCS schools. GPS also performed their own site reviews (not as detailed as the EDRs, but

informative enough to give background to the needs in these buildings.) GPS spent 2-3 hours in each of the Turnaround and Transformation sites. Through these observations, GPS will be expected to compile their observations and debrief the PCS team on their findings.

The district works hard to ensure it utilizes a systems approach in all strategic planning. Goals and actions established to support the identified needs of the district must always be aligned to budget allocations. Schools are given direction on how to align their goals and objectives to their individual needs of students in their building. The Title I program director works closely with building principals to ensure all funding sources are aligned to specified goals and objectives. This system allows the district to follow an aligned budget allocation regardless of funding source. In addition, the district and GPS are negotiating a partnership agreement that will allow GPS to oversee school budgets and redeploy resources in keeping with the Mass Insight Turnaround model.

PCS is complying with requirements to replace at least 50 percent of the staffs of the three Turnaround Schools guided by principals' recommendations. PCS is negotiating an agreement with Global Partnership Schools to serve as a Lead Turnaround Partner as defined by Mass Insight to oversee a cluster of three Turnaround schools and three Transformation schools. Through this agreement, PCS will offer greater budget autonomy. In addition, Global Partnership Schools will analyze the district's collective bargaining agreement with teachers to determine any impediments to turning around low-performing schools and the district will negotiate changes to the agreement that increase the likelihood of successful Turnarounds and Transformations. Additional Memoranda of Understanding (MOUs) will be developed in partnership with the appropriate district associations to accomplish these goals. Through this grant, PCS and Global Partnership Schools will pursue adjustment of schedules and calendars to offer additional learning time for educators and students.

Through this grant, all Tier I or Tier II schools will be served.

Through the grant, PCS will create a Turnaround office within the central administration and appoint an administrator to oversee the work to improve Turnaround and Transformation schools. In addition, GPS will hire a Colorado-based Education Change Leader, an experienced and successful senior school leader, to manage its supports to PCS and interact with the school district and community assets. Each of the six schools has had or will have EDR performed by CDE and strategic plans will be developed for each school based on those reviews. In addition, GPS utilizes a globally benchmarked Essential Standards of School Excellence as a foundation of its work; the standards are concrete enough to allow the development of performance metrics and dashboards to monitor the work and report publicly. GPS partners with Synaptic Mash to provide the technology platform to power that progress monitoring.

The support provided by GPS targets sustainability in its focus to build the capacity of principals and teachers and to create specific structures of professional practice such as data teams and instructional rounds that, once established and ingrained in a school's culture, can be

**maintained by the school itself. In the third year of its work with a school, GPS focuses on the development of peer coaches and teacher leaders as a focus of its on-the-ground coaching.**

**Successful intervention programs require progress monitoring. PCS will monitor progress toward the goals and objectives with both formative and summative assessments. The district will utilize the current district formative measurement tool, Galileo Assessment, to monitor achievement progress in reading, math, and science at the Turnaround and Transformation schools. Teacher grade reports and overall bodies of evidence will also be utilized to formatively progress monitor those same academics as well as those areas not assessed on the Galileo. The district will utilize the CSAP reading, writing, math and science assessments to measure summative achievement and growth. The district will focus on the “catching up” data to ensure students are making the progress necessary to be proficient in three years or by 10<sup>th</sup> grade (whichever comes first).**

**The designated district administrator to be hired will monitor and evaluate the progress of the program. This administrator will also be responsible for sharing the results of the Turnaround and Transformation efforts with CDE on a monthly basis.**

Organization Code: 2690

District Name: Pueblo City Schools

School Code: 3206 School Name: Freed Middle School

**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](http://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                   | 6 <sup>th</sup> = 44%<br>7 <sup>th</sup> = 51%<br>8 <sup>th</sup> = 44% | NO                |      |     |
|                              | CSAP – Writing (% P+A)   | State average or above                   | 6 <sup>th</sup> = 31%<br>7 <sup>th</sup> = 38%<br>8 <sup>th</sup> = 31% | NO                |      |     |
|                              | CSAP – Math (% P+A)  | State average or above                   | 6 <sup>th</sup> = 32%<br>7 <sup>th</sup> = 27%<br>8 <sup>th</sup> = 16% | 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: 32 | Overall % of targets met by School: 81%                                 |                   | Elem | Mid |
|                              |  |  |   | Reading           | NO   |     |
|                              |  |  |   | Math              | NO   |     |
| Student Growth               | Median Student Growth Percentile   | 50 <sup>th</sup> Percentile or above     | Rdg=32%<br>Math=19%   | Rdg=No<br>Math=No |      |     |
|                              | % on Track to Catch-Up   | n/a                                      | Rdg=21%<br>Math=6%  |                   |      |     |
|                              | % on Track to Keep-Up  | n/a                                      | Rdg=61%<br>Math=24%   |                   |      |     |

**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              | <ul style="list-style-type: none"> <li>• 29% or less</li> <li>• 27% or less</li> <li>• 33% or less</li> <li>• 32% or less</li> </ul>  | Minority vs. Non-Minority Gap Reading = 20%<br>Minority vs. Non-Minority Gap Math = 18%<br>Poverty vs. Non-Poverty Reading = 14%<br>Poverty vs. Non-Poverty Math = 2% | YES<br>YES<br>YES<br>YES |
| Growth Gaps              | CSAP              | <ul style="list-style-type: none"> <li>• State Diff. 3% or less</li> <li>• State Diff. 2 % or less</li> <li>• State Diff. 5% or less</li> <li>• State Diff. 4% or less</li> </ul> | Minority vs. Non-Minority Gap Reading = 2%<br>Minority vs. Non-Minority Gap Math = 9%<br>Poverty vs. Non-Poverty Reading = 5%<br>Poverty vs. Non-Poverty Math = 0%    | NO<br>NO<br>YES<br>YES   |
| Post-Secondary Readiness | Graduation Rate   | * n/a   |   |                          |
|                          | Mean ACT          | * n/a   |   |                          |
|                          | Dropout Rate      | * n/a   |   |                          |

\* 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 |
|---|---|---|--|
| <b>State Accountability</b>                       |   |   |  |
| * 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. | --  | --   |
| <b>NCLB Accountability</b>                        |   |   |  |
| School Improvement or Corrective Action (Title I) | School missed same AYP target for at least two consecutive years**  | Rdg-School Improvement (yr 2)<br>Math-School Improvement (yr 2) |  |

**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?  | <input checked="" type="checkbox"/> Turnaround <input type="checkbox"/> Restart<br><input type="checkbox"/> Transformation <input type="checkbox"/> Closure |
|   | Has the school received a School Improvement grant? What was the date of the grant award?  | Yes<br>Date-2009-2010   |
| School Support Team or Expedited Review         | Has (or will) the district participated in an SST review or an Expedited Review? If so, when?  | Yes<br>Date of SST and EDR-2009-2010  |
| 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  | Tammy Clementi-Watson                            |
|  | Email           | tammy.clementi-watson@pueblocitieschools.us      |
|  | Phone           | 719.253.6242                                     |
|  | Mailing Address | 315 W. 11 <sup>th</sup> Street, Pueblo, CO 81003 |
| 2  | Name and Title  | Charlotte Macaluso                               |
|  | Email           | charlotte.macaluso@pueblocitieschools.us         |
|  | Phone           | 719.549.7163                                     |
|  | Mailing Address | 315 W. 11 <sup>th</sup> Street, Pueblo, CO 81003 |

## **PART III: NEEDS ASSESSMENT AND PROGRAM PLAN**

### **Section II: Narrative on Data Analysis and Root Cause Identification**

Required elements of the data analysis.

#### **MISSED TARGETS IN Reading & Math**

- Reading (%age part. Proficient, Proficient, and Advanced)
  - All students
  - Hispanic
  - Students with disabilities
  - Economically disadvantaged
- Math (%age part. Proficient, Proficient, and Advanced)
  - All students
  - Hispanic
  - Students with disabilities
  - Economically disadvantaged

#### **GROWTH DATA in Reading, Writing, & Math**

- Reading (2007/2008/2009 (Median %ile growth)
  - 25/23/32
- Writing (2007/2008/2009 (Median %ile growth)
  - 27/20/27
- Math (2007/2008/2009 (Median %ile growth)
  - 23/15/19

Student AYP data illustrates students continue to struggle in achieving AYP targets in reading and math in the Hispanic, Students with Disabilities, and Economically Disadvantaged subcategories. The growth data illustrates students remain far below the state median of 50<sup>th</sup> percentile in reading, writing, and math. All three content suffer from low achievement and growth. Math is the lowest achievement, writing is the second lowest and reading follows closely behind. The growth data illustrates the same low trends (math lowest percentile growth with writing second and reading following closely behind).

Teachers at the school are all highly qualified.

#### **IDENTIFIED NEEDS District Reading & Math based on our data.....**

- Increase the level of achievement for those students who are at-risk for reading and/or math failure.
- Increase and strengthen the implementation of Response to Intervention (RtI).
- Increase literacy & math instructional effectiveness at all grade levels:
- Increase the level of instructional leadership among all building administrators.

#### **ROOT CAUSES District Reading & Math based on our data.....**

- Lack of professional knowledge regarding *Curriculum & Instruction* including: effective use of standards-based instruction, quality literacy and math instructional strategies and structures, differentiated instruction within core literacy & math instruction, effective targeted small group instruction and fluid grouping of students within small groups. effective use of district curriculum maps across all content areas. Lack of professional knowledge on the importance of collaborative teaching, the relationship of cross-content instruction, and the connection to student achievement. (High School)



- Lack of professional knowledge regarding *Assessment* including: data analysis to inform instructional practice, administration and interpretation of various literacy & math assessments and effective use of formative assessment practices for overall evaluation of student learning. Identify effective progress monitoring tools appropriate for the middle school level and provide support for development of teacher and administrator capacity in data analysis and use of data to inform instructional practices.
- Lack of understanding of *Response to Intervention* including: total systems approach to student achievement, coaching to effect change within schools. Lack of congruency in a belief system that all students can learn. Lack of professional knowledge on the importance of and/or the development of relationship building, addressing the developmental needs of middle school students, and implementing classroom management techniques that are developmentally appropriate for middle school aged or students and positively impact academic achievement.(Middle School)
- Create a more rigorous and intense *instructional focus* that clearly drives ambitious instruction. This will include the organization of instructional materials to facilitate curriculum alignment of state and district standards; that create very few formal opportunities to engage in discussion related to strategic curricular planning; that fosters horizontal articulation of curricular purpose and design; and that designates a school site instructional leader to drive academic performance.

**ANNUAL TARGETS AND INTERIM TARGETS**

- Given the pattern of consistent failure to meet or exceed the state targets in reading, writing and math it is imperative that an aggressive approach be taken over the next three years. To that end the following targets will be set and met going forward. It should be understood that the state target of 50% will progressively increase over the next three years therefore the targets set will include that reality. By 2012 reading, writing and math scores will be at 62%. In order to do that an ambitious schedule of improvement is as follows: Reading increase for 2010=9 points, 2011=11 points, 2012=10 points; Writing increase for 2010= 13 points, 2011=12 points, 2012=10 points; Math increase for 2010=13 points, 2011=18 points, 2012=12 points.

**Section III: Action Plan(s)**

Based on your data analysis in section II, prioritize the root causes that you will address through your action plans. Identify a major strategy (e.g., Adjust reading approach). Then indicate which accountability provisions it will address, including how the strategy will help the school to no longer be identified under that accountability provision. In the chart below, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If identified under Title I, include family/community engagement strategies and professional development (including mentoring) strategies, as they are specifically required by NCLB. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

**Major Improvement Strategy #1: Reading and Mathematics 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   |
|--|---------------------|--|--|---|
| Create School Improvement Teams which will be charged with the responsibility of guiding the process whereby the aggressive academic targets will be met as outlined through: regular meetings complete with focused agendas, assignment of follow-up responsibilities, collection of feedback related to meeting the targets and the creation of an action plan.  | June 2010 - ongoing | GPS Education Change Leader<br><br>District Leadership   | Federal                                  | <ul style="list-style-type: none"> <li>• Meeting schedules</li> <li>• Agendas of meetings</li> <li>• Meeting minutes</li> <li>• Plan of Action</li> </ul>   |
| Assess existing conditions of Reading and Mathematics through the implementation of a literacy and mathematics audit to identify specific teaching and learning gaps preventing student achievement.   | May-June 2010       | GPS Leadership Coach<br>GPS/CORE Instructional Coaches<br>Site staff<br>District Leadership        | Federal<br>State                         | <ul style="list-style-type: none"> <li>• Audit Report</li> <li>• Meeting agenda to discuss the findings</li> <li>• Plan of action to address findings</li> <li>• Meeting agendas which reflect a standing discussion item related to the audit findings and follow-up</li> <li>• Meeting minutes</li> <li>• Summary of effort and remediation of findings</li> </ul>  |
| Based on the literacy and math audits, and leadership surveys, the School Improvement Teams will develop a strategic professional development plan that targets content knowledge, lesson delivery and continuous assessment of student needs. This plan will include the acknowledgement that intensive skills must be developed for the targeted areas of Mathematics and Reading but must also provide intensive support for the area of writing as indicated in the growth data information for the year 2009. | June-July 2010      | GPS Education Change Leader<br>GPS/CORE Instructional Coaches<br>Site Staff<br>District Leadership | Federal<br>State                         | <ul style="list-style-type: none"> <li>• Professional Development Plan which clearly reflects the strategies outlined</li> <li>• Implementation guide/calendar</li> <li>• Evidence of professional development plan as a discussion item at each team meetings</li> <li>• Minutes of the meetings</li> <li>• Results of student formative and summative assessment and evidence that the results inform monitoring and adjusting the plan as appropriate</li> <li>• Teacher observations</li> </ul> |

|   |   |  |               |                       |
|---|---|--|---------------|-----------------------|
| Develop a strategic, job embedded professional development plan based on literacy and mathematics audits and target implementation of plan to individual and school wide teaching and learning needs to improve teacher efficiency. | June-July create plan<br>August- May 2010, 2011, 2012 | GPS/CORE Instructional Coaches<br>Site Staff<br>District Leadership  | Federal State | See above             |
| Implement the strategic professional development plan through a series of academics, side-by-side coaching, individual conferences, and web based sessions.   | July ongoing and                                      | GPS/CORE Instructional Coaches<br>Site Staff<br>America's Choice staff<br>Lindamood-Bell learning Processes Staff<br>District Leadership | Federal State | See above             |
| Monitor the implementation of the professional development plan through teacher observations, classroom walkthroughs, and student performance.  | October 2010 and ongoing                              | GPS Education Change Leader<br>District Leadership<br>GPS LeadershipCoach<br>Site Leadership<br>GPS/CORE Instructional Coaches           | Federal State | See above             |
| Monitor and communicate objectives and progress of the strategic professional development plan, revise and provide feedback to participants and stakeholders.   | January 2011 and ongoing                              | GPS Education Change Leader<br>Site Leadership<br>GPS/CORE Instructional Coaches<br>District Leadship                                    | Federal State | See above             |
| Routinely assess the effectiveness of the strategic professional development plan and adjust as necessary.  | October 2010 and ongoing                              | GPS/CORE Instructional Coaches   | Federal State | Quarterly assessments |

|  |                      |  |                  |           |
|--|----------------------|--|------------------|-----------|
|  |                      | Site Leadership<br>District Leadership   |                  |           |
| Review and revise to inform the next planning cycle. | April 2011<br>yearly | GPS/CORE<br>Instructional<br>Coaches<br>Site Leadership<br>District Leadership<br>America's Choice<br>staff<br>Lindamood-Bell<br>Processes Staff | Federal<br>State | See above |

**Major Improvement Strategy #2: Leadership Development**

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   |
|---|---------------------------|--|--|---|
| Conduct a Leadership pre-assessment survey to identify strengths and areas of need. This will include information and data from the leadership components of America's Choice and NISL that are already in place in the district. | May-June 2010, 2011, 2012 | GPS Leadership Coach<br>GPS Education Change Leader<br>NISL staff          | Federal                                  | <ul style="list-style-type: none"> <li>Evidence of survey</li> <li>Results of survey</li> <li>Executive summary of results to inform coaching and planning</li> </ul> |
| Synthesize research on executive coaching for use and training of Leadership Coaches  | May-June 2010, 2011, 2012 | GPS Leadership Coach<br>District Leadership<br>GPS Education Change Leader | Federal                                  | <ul style="list-style-type: none"> <li>Brief of compiled data and research with specific plans for use in the training protocol</li> </ul>                            |

|  |                                    |  |                  |  |
|--|------------------------------------|--|------------------|--|
|  |                                    | NISL staff   |                  |  |
| Develop year one work plan for Leadership Coaches including goals, objectives, aligned value structure, training, monitoring, and assessment   | July 2010 through August 2010      | GPS Leadership Coach<br>District Leadership<br>GPS Education Change Leader<br>NISL staff | Federal          | <ul style="list-style-type: none"> <li>Evidence of work plan including all content descriptors on file</li> </ul>  |
| Provide Leadership and Executive coaching which focuses and targets successful turnaround programs and their evidenced-based strategies  | July 2010 and on going             | GPS Leadership Coach<br>GPS Education Change Leader<br>NISL staff<br>District Leadership | Federal          | <ul style="list-style-type: none"> <li>Coaching schedule and outline of topics of coaching for each session</li> <li>Executive summary of coaching content as utilized in each session with next steps as well as description of implementation of next steps</li> <li></li> </ul> |
| Develop and deploy performance management system to assess and ensure the effectiveness of leadership proficiency and performance and to drive short term and long term continuous improvement.                        | Aug 1, 2010 and ongoing            | District Leadership  | State            | <ul style="list-style-type: none"> <li>Evidence and validated use of management tool</li> </ul>  |
| Develop a leadership plan for principals outreach to teachers, administrators, students and parents and work with them in learning communities to create practical, effective solutions that improve student outcomes. | Sept 2010 and ongoing              | District Leadership  | State<br>Federal | <ul style="list-style-type: none"> <li>Evidence of plan and validated use of plan in development of school improvement outcomes</li> </ul>   |
| Develop a protocol and a professional learning community of school leaders to share best practices, identifies and informs district and school leadership practices that create a system of great schools              | October 2010                       | District Leadership<br>NISL  | State<br>Federal | <ul style="list-style-type: none"> <li>Evidence of PLC with regular scheduled meetings, activities, and outcomes</li> <li>Communication tool to share information and essential learning</li> </ul>  |
| Support leaders around building future strategies, the framing of those strategies for key internal and external audiences, as well as solutions for   | July 2010 and quarterly thereafter | GPS Change Leader  | State<br>Federal | <ul style="list-style-type: none"> <li>Annual calendar of strategic planning meetings</li> </ul>   |

|  |                                    |  |                  |   |
|--|------------------------------------|--|------------------|---|
| challenges that arise as the strategy is enacted   |                                    | NISL<br>District Leadership  |                  | <ul style="list-style-type: none"> <li>• Outline of available resources for leaders</li> </ul>  |
| Develop strategies for Leaders to participate in simulations and assignments that apply key training concepts      | July 2010 and quarterly thereafter | GPS Change Leader<br>NISL<br>District Leadership                           | Federal<br>State | <ul style="list-style-type: none"> <li>• Outline of leadership development strategies</li> <li>• Simulations developed around key training concepts</li> <li>• Calendar of professional development (simulation) dates</li> </ul>   |
| Establish ongoing consultative model and calendar for one-on-one coaching with Global Partnership Schools' leaders | July 2010 and monthly              | GPS Change Leader<br>District Leadership                                   | Federal          | <ul style="list-style-type: none"> <li>• Consultative model with clear list of available services</li> <li>• Calendar of one-on-one coaching days with GPS</li> </ul>   |
| Monitor the impact of leadership and executive coaching on teaching and learning performance.                      | August 2010 and ongoing            | GPS Leadership Coach<br>GPS Education Change Leader<br>District Leadership | Federal<br>State | <ul style="list-style-type: none"> <li>• Observations of teachers—formative and summative</li> <li>• Student assessment results—formative and summative</li> <li>• Formal and informal discussions with students to monitor their perspective on how their needs are being met</li> </ul> |

**Major Improvement Strategy #3: Parent/ Community Engagement**

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   |
|--|-----------|---|--|---|
| Review any essential needs assessments that currently exist to develop a profile and understanding of effective strategies/tools for | July 2010 | GPS Education Change Leader<br>GPS Leadership | Federal<br>State                         | <ul style="list-style-type: none"> <li>• Compilation and synthesis of existing needs assessment data/reports</li> </ul> |

|   |                             |   |                  |  |
|---|-----------------------------|---|------------------|--|
| parent and community engagement.  |                             | Coach<br>District Leadership<br>Site Leadership   |                  | <ul style="list-style-type: none"> <li>Matrix of existing strategies/tools for parent and community engagement</li> </ul>  |
| Create or support an existing action team to focus the work in engaging parents and families within the community.  | July 2010                   | GPS Education<br>Change Leader<br>GPS Leadership<br>Coach<br>District Leadership<br>Site Leadership | Federal<br>State | <ul style="list-style-type: none"> <li>Formal agreement with existing members of parent and community action team members or evidence of formation of new action team</li> </ul>   |
| School leader establishes the goal of family and community involvement, and fosters a school wide environment that values participation.  | June 2010 and on going      | GPS Education<br>Change Leader<br>GPS Leadership<br>Coach<br>District Leadership<br>Site Leadership | Federal<br>State | <ul style="list-style-type: none"> <li>Evidence of goal as posted in the school</li> <li>Evidence of discussion of the goal with the leadership team such as the establishment of a standing agenda item for leadership meetings and minutes</li> </ul>  |
| Create and develop a communication plan and system that enables schools to extend the school vision for parent and community outreach and to communicate that vision to all stakeholders on a planned and regular basis | July 2010 updated as needed | GPS Leadership<br>Coach<br>District Leadership<br>Site Leadership                                   | Federal<br>State | <ul style="list-style-type: none"> <li>Evidence of an initial parent/community meeting to introduce the school improvement plan and follow-up meetings quarterly to discuss the progress of the plan in order to elicit the parental/community feedback</li> <li>Evidence that the school leader has regular written communication such as a principal's newsletter which has a dedicated area of the newsletter for communicating the status of the school improvement plan</li> <li>Evidence that the school leader has gone above and beyond the</li> </ul> |

|   |                             |   |               |   |
|---|-----------------------------|---|---------------|---|
|   |                             |   |               | norm to communicate effectively with parents/community such as brown bag luncheons, small neighborhood coffee meetings in a designated home, communication trees, etc.  |
| Establish a plan for family and community outreach and engagement. This will include a plan for parents that will specifically target their support of students both in the home and in the community and will include the development of targeted educational activities that will elevate parent abilities to support and advocate for their children | September-October 2010      | GPS Leadership Coach<br>District Leadership<br>Site Leadership                                | Federal State | <ul style="list-style-type: none"> <li>Family and community plan on file with district and school and distributed to community stakeholders</li> </ul>  |
| Create a professional development plan to address the needs of staff in the areas that are identified as having greatest impact in connecting parent and community support of student achievement and growth  | July 2010 and ongoing       | GPS Education Change Leader<br>GPS Leadership Coach<br>District Leadership<br>Site Leadership | Federal State | <ul style="list-style-type: none"> <li>Professional development plan on file</li> <li>Calendar of Professional Development date</li> </ul>  |
| Develop year one work plan for parent and community engagement  | June 2010 and ongoing       | GPS Leadership Coach  | Federal       | <ul style="list-style-type: none"> <li>Evidence of collaboration with the leadership team including parent representatives through meeting schedules and meeting agenda</li> <li>Evidence of the outreach plan</li> </ul> |
| Develop marketing/promotional materials related to parent engagement and distribute those materials within community and district to secure support for school and outreach activities and programs   | July with quarterly updates | GPS Education Change Leader<br>GPS Leadership Coach   | Federal       | <ul style="list-style-type: none"> <li>Evidence of creation and distribution of parent and community engagement promotional materials</li> </ul>  |
| Develop a performance management system to drive short-term and long-term improvement for parent involvement and community engagement   | January 2011                | GPS Education Change Leader<br>GPS Leadership Coach   | Federal       | <ul style="list-style-type: none"> <li>Evidence of protocol with engagement to short and long-term goals</li> </ul>   |



|  |  |                             |                |   |
|--|--|-----------------------------|----------------|---|
| <p>Create and develop a communication plan and system that enables schools to extend the school vision for parent and community outreach and to communicate that vision to all stakeholders on a planned and regular basis</p> |  | <p>GPS Leadership Coach</p> | <p>Federal</p> | <ul style="list-style-type: none"> <li>• Evidence of an initial parent/community meeting to introduce the school improvement plan and follow-up meetings quarterly to discuss the progress of the plan in order to elicit the parental/community feedback</li> <li>• Evidence that the school leader has regular written communication such as a principal's newsletter which has a dedicated area of the newsletter for communicating the status of the school improvement plan</li> <li>• Evidence that the school leader has gone above and beyond the norm to communicate effectively with parents/community such as brown bag luncheons, small neighborhood coffee meetings in a designated home, communication trees, etc.</li> </ul> |
|--|--|-----------------------------|----------------|---|

Organization Code: 2690

District Name: Pueblo City Schools

School Code: 5048

School Name: Pitts Middle School

**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](http://www.schoolview.org).

**Student Performance Measures for State and NCLB Accountability**

| Performance Indicators       | Measures/ Metrics  | '08-09 Targets                           | '08-09 School Results   | Requirements Met? |     |      |
|------------------------------|--|--|---|-------------------|-----|------|
|                              |  |  |   | Elem              | Mid | High |
| Student Achievement (Status) | CSAP -- Reading (% P+A)  | State average or above                   | 6 <sup>th</sup> = 54%<br>7 <sup>th</sup> = 38%<br>8 <sup>th</sup> = 47% | NO                | NO  | NO   |
|                              | CSAP -- Writing (% P+A)  | State average or above                   | 6 <sup>th</sup> = 36%<br>7 <sup>th</sup> = 30%<br>8 <sup>th</sup> = 31% | NO                | NO  | NO   |
|                              | CSAP -- Math (% P+A)   | State average or above                   | 6 <sup>th</sup> = 29%<br>7 <sup>th</sup> = 18%<br>8 <sup>th</sup> = 22% | NO                | NO  | 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: 36 | Overall % of targets met by School: 75%                                 |                   |     |      |
|                              |  |  |   | Reading           | NO  |      |
|                              |  |  |   | Math              | NO  |      |
| Student Growth               | Median Student Growth Percentile   | 50 <sup>th</sup> Percentile or above     | Rdg=32%<br>Math=19%   | NO                |     |      |
|                              | % on Track to Catch-Up   | n/a                                      | Rdg=21%<br>Math=6%  |                   |     |      |
|                              | % on Track to Keep-Up  | n/a                                      | Rdg=61%<br>Math=24%   |                   |     |      |

**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              | <ul style="list-style-type: none"> <li>• 29% or less</li> <li>• 27% or less</li> <li>• 33% or less</li> <li>• 32% or less</li> </ul>  | Minority vs. Non-Minority Gap Reading = 16%<br>Minority vs. Non-Minority Gap Math = 10%<br>Poverty vs. Non-Poverty Reading = 17%<br>Poverty vs. Non-Poverty Math = 17% | YES<br>YES<br>YES<br>YES |
| Growth Gaps              | CSAP              | <ul style="list-style-type: none"> <li>• State Diff. 3% or less</li> <li>• State Diff. 2 % or less</li> <li>• State Diff. 5% or less</li> <li>• State Diff. 4% or less</li> </ul> | Minority vs. Non-Minority Gap Reading = 4%<br>Minority vs. Non-Minority Gap Math = 2%<br>Poverty vs. Non-Poverty Reading = 12%<br>Poverty vs. Non-Poverty Math = 8%    | NO<br>YES<br>NO<br>NO    |
| Post Secondary Readiness | Graduation Rate   | * n/a   |  |                          |
|                          | Mean ACT          | * n/a   |  |                          |
|                          | Dropout Rate      | * n/a   |  |                          |

\* 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 |
|---|---|---|--|
| <b>State Accountability</b>                       |   |   |  |
| * 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. | --  | --   |
| <b>NCLB Accountability</b>                        |   |   |  |
| School Improvement or Corrective Action (Title I) | School missed same AYP target for at least two consecutive years**  | Rdg=School Improvement (yr 1)<br>Math=School Improvement (yr 2) |  |

\*\* 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 |  |  |                                  |
|---|--|--|----------------------------------|
| <b>Related Grant Awards</b>                     | Is the school eligible for a Tiered Intervention grant? If so, which intervention approach has been chosen?  | <input checked="" type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
|   |  | <input type="checkbox"/> Transformation        | <input type="checkbox"/> Closure |
|   | Has the school received a School Improvement grant? What was the date of the grant award?  | Yes<br>Date-2009-2010                          |                                  |
| <b>School Support Team or Expedited Review</b>  | Has (or will) the district participated in an SST review or an Expedited Review? If so, when?  | Yes<br>Date-SST & EDR 2009-2010                |                                  |
| <b>External Evaluator</b>                       | 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) |                        |  |
|--|------------------------|--|
| <b>1</b>   | <b>Name and Title</b>  | Tammy Clementi-Watson                            |
|  | <b>Email</b>           | tammy.clementi-watson@pueblacityschools.us       |
|  | <b>Phone</b>           | 719.253.6242                                     |
|  | <b>Mailing Address</b> | 315 W. 11 <sup>th</sup> Street, Pueblo, CO 81003 |
| <b>2</b>   | <b>Name and Title</b>  | Charlotte Macaluso                               |
|  | <b>Email</b>           | charlotte.macaluso@pueblacityschools.us          |
|  | <b>Phone</b>           | 719.549.7163                                     |
|  | <b>Mailing Address</b> | 315 W. 11 <sup>th</sup> Street, Pueblo, CO 81003 |

## **PART III: NEEDS ASSESSMENT AND PROGRAM PLAN**

### **Section II: Narrative on Data Analysis and Root Cause Identification**

**Required elements of the data analysis.**

#### **MISSED TARGETS IN Reading & Math**

- Reading (%age part. Proficient, Proficient, and Advanced)
  - All students
  - Hispanic
  - Students with disabilities
  - English Language Learners
  - Economically disadvantaged
- Math (%age part. Proficient, Proficient, and Advanced)
  - All students
  - Hispanic
  - Students with disabilities
  - English Language Learners
  - Economically disadvantaged

#### **GROWTH DATA in Reading, Writing, & Math**

- Reading (2007/2008/2009 (Median %ile growth)
  - 31/27/30
- Writing (2007/2008/2009 (Median %ile growth)
  - 26/34/24
- Math (2007/2008/2009 (Median %ile growth)
  - 28/24/20

Student AYP data illustrates students continue to struggle in achieving AYP targets in reading and math in the Hispanic, Students with Disabilities, English Language Learners, and Economically Disadvantaged subcategories. The growth data illustrates students remain far below the state median of 50<sup>th</sup> percentile in reading, writing, and math. All three content suffer from low achievement and growth. Math is the lowest achievement, writing is the second lowest and reading follows closely behind. The growth data illustrates the same low trends (math lowest percentile growth with writing second and reading following closely behind).

Teachers at the school are all highly qualified.

#### **IDENTIFIED NEEDS District Reading & Math based on our data.....**

- Increase the level of achievement for those students who are at-risk for reading and/or math failure.
- Increase and strengthen the implementation of Response to Intervention (RtI).
- Increase literacy & math instructional effectiveness at all grade levels:
- Increase the level of instructional leadership among all building administrators.

#### **ROOT CAUSES District Reading & Math based on our data.....**

- Lack of professional knowledge regarding *Curriculum & Instruction* including: effective use of standards-based instruction, quality literacy and math instructional strategies and structures, differentiated instruction within core literacy & math instruction, effective targeted small group instruction and fluid grouping of students within small groups. effective use of district curriculum maps across all content areas. Lack of professional knowledge on the importance of collaborative teaching, the relationship of cross-content instruction, and the connection to student achievement. (High School)
- Lack of professional knowledge regarding *Assessment* including: data analysis to inform instructional practice, administration and interpretation of various literacy & math assessments and effective use of formative assessment practices for overall evaluation of student learning. Identify effective progress monitoring tools appropriate for the middle school level and provide support for development of teacher and administrator capacity in data analysis and use of data to inform instructional practices.
- Lack of understanding of *Response to Intervention* including: total systems approach to student achievement, coaching to effect change within schools. Lack of congruency in a belief system that all students can learn. Lack of professional knowledge on the importance of and/or the development of relationship building, addressing the developmental needs of middle school students, and implementing classroom management techniques that are developmentally appropriate for middle school aged or students and positively impact academic achievement.(Middle School)
- Create a more rigorous and intense *instructional focus* that clearly drives ambitious instruction. This will include the organization of instructional materials to facilitate curriculum alignment of state and district standards; that create very few formal opportunities to engage in discussion related to strategic curricular planning; that fosters horizontal articulation of curricular purpose and design; and that designates a school site instructional leader to drive academic performance.

#### ANNUAL TARGETS AND INTERIM TARGETS

- Given the pattern of consistent failure to meet or exceed the state targets in reading, writing and math it is imperative that an aggressive approach be taken over the next three years. To that end the following targets will be set and met going forward. It should be understood that the state target of 50% will progressively increase over the next three years therefore the targets set will include that reality. By 2012 reading, writing and math scores will be at 62%. In order to do that an ambitious schedule of improvement is as follows: Reading increase for 2010=9 points, 2011=11 points, 2012=10 points; Writing increase for 2010= 13 points, 2011=12 points, 2012=10 points; Math increase for 2010=13 points, 2011=18 points, 2012=12 points.

#### Section III: Action Plan(s)

Based on your data analysis in section II, prioritize the root causes that you will address through your action plans. Identify a major strategy (e.g., Adjust reading approach). Then indicate which accountability provisions it will address, including how the strategy will help the school to no longer be identified under that accountability provision. In the chart below, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, that activities are being implemented as expected. If identified under Title I, include family/community engagement strategies and professional development (including mentoring) strategies, as they are specifically required by NCLB. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

#### Major Improvement Strategy #1: Reading and Mathematics 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  |
|---|---------------------|--|--|--|
| Create School Improvement Teams which will be charged with the responsibility of guiding the process whereby the aggressive academic targets will be met as outlined through: regular meetings complete with focused agendas, assignment of follow-up responsibilities, collection of feedback related to meeting the targets and the creation of an action plan.   | June 2010 - ongoing | GPS Education Change Leader<br><br>District Leadership   | Federal                                  | <ul style="list-style-type: none"> <li>• Meeting schedules</li> <li>• Agendas of meetings</li> <li>• Meeting minutes</li> <li>• Plan of Action</li> </ul>  |
| Assess existing conditions of Reading and Mathematics through the implementation of a literacy and mathematics audit to identify specific teaching and learning gaps preventing student achievement.  | May-June 2010       | GPS Leadership Coach<br>GPS/CORE Instructional Coaches<br>Site staff<br>District Leadership        | Federal<br>State                         | <ul style="list-style-type: none"> <li>• Audit Report</li> <li>• Meeting agenda to discuss the findings</li> <li>• Plan of action to address findings</li> <li>• Meeting agendas which reflect a standing discussion item related to the audit findings and follow-up</li> <li>• Meeting minutes</li> <li>• Summary of effort and remediation of findings</li> </ul> |
| Based on the literacy and math audits, and leadership surveys, the School Improvement Teams will develop a strategic professional development plan that targets content knowledge, lesson delivery and continuous assessment of student needs. This plan will include the acknowledgement that intensive skills must be developed for the targeted areas of Mathematics and Reading but must also provide intensive | June-July 2010      | GPS Education Change Leader<br>GPS/CORE Instructional Coaches<br>Site Staff<br>District Leadership | Federal<br>State                         | <ul style="list-style-type: none"> <li>• Professional Development Plan which clearly reflects the strategies outlined</li> <li>• Implementation guide/calendar</li> <li>• Evidence of professional development plan as a discussion item at each team meetings</li> <li>• Minutes of the meetings</li> </ul>   |

|   |   |   |                  |   |
|---|---|---|------------------|---|
| support for the area of writing as indicated in the growth data information for the year 2009.  |   |   |                  | <ul style="list-style-type: none"> <li>• Results of student formative and summative assessment and evidence that the results inform monitoring and adjusting the plan as appropriate</li> <li>• Teacher observations</li> </ul> |
| Develop a strategic, job embedded professional development plan based on literacy and mathematics audits and target implementation of plan to individual and school wide teaching and learning needs to improve teacher efficiency. | June-July create plan<br>August- May 2010, 2011, 2012 | GPS/CORE<br>Instructional Coaches<br>Site Staff<br>District Leadership  | Federal<br>State | See above   |
| Implement the strategic professional development plan through a series of academics, side-by-side coaching, individual conferences, and web based sessions.   | July and ongoing                                      | GPS/CORE<br>Instructional Coaches<br>Site Staff<br>America's Choice staff<br>Lindamood-Bell learning Processes Staff<br>District Leadership | Federal<br>State | See above   |
| Monitor the implementation of the professional development plan through teacher observations, classroom walkthroughs, and student performance.  | October 2010 and ongoing                              | GPS Education Change Leader<br>District Leadership<br>GPS Leadership Coach<br>Site Leadership<br>GPS/CORE Instructional Coaches             | Federal<br>State | See above   |
| Monitor and communicate objectives and progress of the strategic professional development plan, revise and provide feedback to participants and stakeholders.   | January 2011 and ongoing                              | GPS Education Change Leader<br>Site Leadership<br>GPS/CORE  | Federal<br>State | See above   |



|  |                          |  |                  |                       |
|--|--------------------------|--|------------------|-----------------------|
|  |                          | Instructional Coaches<br>District Leadership   |                  |                       |
| Routinely assess the effectiveness of the strategic professional development plan and adjust as necessary. | October 2010 and ongoing | GPS/CORE Instructional Coaches<br>Site Leadership<br>District Leadership   | Federal<br>State | Quarterly assessments |
| Review and revise to inform the next planning cycle.   | April 2011 yearly        | GPS/CORE Instructional Coaches<br>Site Leadership<br>District Leadership<br>America's Choice staff<br>Lindamood-Bell Processes Staff | Federal<br>State | See above             |

**Major Improvement Strategy #2: Leadership Development**

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   |
|---|---------------------------|---|--|---|
| Conduct a Leadership pre-assessment survey to identify strengths and areas of need. This will include information and data from the leadership components of America's Choice and NISL that are already in place in the district. | May-June 2010, 2011, 2012 | GPS Leadership Coach<br>GPS Education Change Leader | Federal                                  | <ul style="list-style-type: none"> <li>Evidence of survey</li> <li>Results of survey</li> <li>Executive summary of results to inform coaching and planning</li> </ul> |

|  |                               |  |                  |  |
|--|-------------------------------|--|------------------|--|
|  |                               | NISL staff   |                  |  |
| Synthesize research on executive coaching for use and training of Leadership Coaches   | May-June 2010, 2011, 2012     | GPS Leadership Coach<br>District Leadership<br>GPS Education Change Leader<br>NISL staff | Federal          | <ul style="list-style-type: none"> <li>Brief of compiled data and research with specific plans for use in the training protocol</li> </ul>   |
| Develop year one work plan for Leadership Coaches including goals, objectives, aligned value structure, training, monitoring, and assessment   | July 2010 through August 2010 | GPS Leadership Coach<br>District Leadership<br>GPS Education Change Leader<br>NISL staff | Federal          | <ul style="list-style-type: none"> <li>Evidence of work plan including all content descriptors on file</li> </ul>  |
| Provide Leadership and Executive coaching which focuses and targets successful turnaround programs and their evidenced-based strategies  | July 2010 and on going        | GPS Leadership Coach<br>GPS Education Change Leader<br>NISL staff<br>District Leadership | Federal          | <ul style="list-style-type: none"> <li>Coaching schedule and outline of topics of coaching for each session</li> <li>Executive summary of coaching content as utilized in each session with next steps as well as description of implementation of next steps</li> <li></li> </ul> |
| Develop and deploy performance management system to assess and ensure the effectiveness of leadership proficiency and performance and to drive short term and long term continuous improvement.                        | Aug 1, 2010 and ongoing       | District Leadership  | State            | <ul style="list-style-type: none"> <li>Evidence and validated use of management tool</li> </ul>  |
| Develop a leadership plan for principals outreach to teachers, administrators, students and parents and work with them in learning communities to create practical, effective solutions that improve student outcomes. | Sept 2010 and ongoing         | District Leadership  | State<br>Federal | <ul style="list-style-type: none"> <li>Evidence of plan and validated use of plan in development of school improvement outcomes</li> </ul>   |
| Develop a protocol and a professional learning community of school leaders to share best   | October 2010                  | District Leadership<br>NISL  | State<br>Federal | <ul style="list-style-type: none"> <li>Evidence of PLC with regular scheduled meetings, activities,</li> </ul>   |

|   |                                    |  |                  |   |
|---|------------------------------------|--|------------------|---|
| practices, identifies and informs district and school leadership practices that create a system of great schools  |                                    |  |                  | and outcomes  |
| Support leaders around building future strategies, the framing of those strategies for key internal and external audiences, as well as solutions for challenges that arise as the strategy is enacted | July 2010 and quarterly thereafter | GPS Change Leader<br>NISL<br>District Leadership                           | State<br>Federal | <ul style="list-style-type: none"> <li>• Communication tool to share information and essential learning</li> <li>• Annual calendar of strategic planning meetings</li> <li>• Outline of available resources for leaders</li> </ul>  |
| Develop strategies for Leaders to participate in simulations and assignments that apply key training concepts   | July 2010 and quarterly thereafter | GPS Change Leader<br>NISL<br>District Leadership                           | Federal<br>State | <ul style="list-style-type: none"> <li>• Outline of leadership development strategies</li> <li>• Simulations developed around key training concepts</li> <li>• Calendar of professional development (simulation) dates</li> </ul>   |
| Establish ongoing consultative model and calendar for one-on-one coaching with Global Partnership Schools' leaders  | July 2010 and monthly              | GPS Change Leader<br>District Leadership                                   | Federal          | <ul style="list-style-type: none"> <li>• Consultative model with clear list of available services</li> <li>• Calendar of one-on-one coaching days with GPS</li> </ul>   |
| Monitor the impact of leadership and executive coaching on teaching and learning performance.   | August 2010 and ongoing            | GPS Leadership Coach<br>GPS Education Change Leader<br>District Leadership | Federal<br>State | <ul style="list-style-type: none"> <li>• Observations of teachers—formative and summative</li> <li>• Student assessment results—formative and summative</li> <li>• Formal and informal discussions with students to monitor their perspective on how their needs are being met</li> </ul> |

**Major Improvement Strategy #3: Parent/ Community Engagement**

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  |
|---|-----------------------------|---|--|--|
| Review any essential needs assessments that currently exist to develop a profile and understanding of effective strategies/tools for parent and community engagement.   | July 2010                   | GPS Education Change Leader<br>GPS Leadership Coach<br>District Leadership<br>Site Leadership | Federal<br>State                         | <ul style="list-style-type: none"> <li>• Compilation and synthesis of existing needs assessment data/reports</li> <li>• Matrix of existing strategies/tools for parent and community engagement</li> </ul>   |
| Create or support an existing action team to focus the work in engaging parents and families within the community.  | July 2010                   | GPS Education Change Leader<br>GPS Leadership Coach<br>District Leadership<br>Site Leadership | Federal<br>State                         | <ul style="list-style-type: none"> <li>• Formal agreement with existing members of parent and community action team members or evidence of formation of new action team</li> </ul>   |
| School leader establishes the goal of family and community involvement, and fosters a school wide environment that values participation.  | June 2010 and on going      | GPS Education Change Leader<br>GPS Leadership Coach<br>District Leadership<br>Site Leadership | Federal<br>State                         | <ul style="list-style-type: none"> <li>• Evidence of goal as posted in the school</li> <li>• Evidence of discussion of the goal with the leadership team such as the establishment of a standing agenda item for leadership meetings and minutes</li> </ul>  |
| Create and develop a communication plan and system that enables schools to extend the school vision for parent and community outreach and to communicate that vision to all stakeholders on a planned and regular basis | July 2010 updated as needed | GPS Leadership Coach<br>District Leadership<br>Site Leadership                                | Federal<br>State                         | <ul style="list-style-type: none"> <li>• Evidence of an initial parent/community meeting to introduce the school improvement plan and follow-up meetings quarterly to discuss the progress of the plan in order to elicit the parental/community feedback</li> <li>• Evidence that the school leader has regular written communication such as a principal's newsletter which has</li> </ul> |

|  |                                    |   |                      |  |
|--|------------------------------------|---|----------------------|--|
|  |                                    |   |                      | <p>a dedicated area of the newsletter for communicating the status of the school improvement plan</p> <ul style="list-style-type: none"> <li>• Evidence that the school leader has gone above and beyond the norm to communicate effectively with parents/community such as brown bag luncheons, small neighborhood coffee meetings in a designated home, communication trees, etc.</li> </ul> |
| <p>Establish a plan for family and community outreach and engagement. This will include a plan for parents that will specifically target their support of students both in the home and in the community and will include the development of targeted educational activities that will elevate parent abilities to support and advocate for their children</p> | <p>September-October 2010</p>      | <p>GPS Leadership Coach<br/>District Leadership<br/>Site Leadership</p>                                 | <p>Federal State</p> | <ul style="list-style-type: none"> <li>• Family and community plan on file with district and school and distributed to community stakeholders</li> </ul>   |
| <p>Create a professional development plan to address the needs of staff in the areas that are identified as having greatest impact in connecting parent and community support of student achievement and growth</p>  | <p>July 2010 and ongoing</p>       | <p>GPS Education Change Leader<br/>GPS Leadership Coach<br/>District Leadership<br/>Site Leadership</p> | <p>Federal State</p> | <ul style="list-style-type: none"> <li>• Professional development plan on file</li> <li>• Calendar of Professional Development date</li> </ul>   |
| <p>Develop year one work plan for parent and community engagement</p>  | <p>June 2010 and ongoing</p>       | <p>GPS Leadership Coach</p>   | <p>Federal</p>       | <ul style="list-style-type: none"> <li>• Evidence of collaboration with the leadership team including parent representatives through meeting schedules and meeting agenda</li> <li>• Evidence of the outreach plan</li> </ul>  |
| <p>Develop marketing/promotional materials related to parent engagement and distribute those materials within community and district to secure support for school and outreach activities and programs</p>   | <p>July with quarterly updates</p> | <p>GPS Education Change Leader<br/>GPS Leadership Coach</p>   | <p>Federal</p>       | <ul style="list-style-type: none"> <li>• Evidence of creation and distribution of parent and community engagement promotional materials</li> </ul>   |

|  |                     |   |                |   |
|--|---------------------|---|----------------|---|
| <p>Develop a performance management system to drive short-term and long-term improvement for parent involvement and community engagement</p>   | <p>January 2011</p> | <p>GPS Education Change Leader<br/>GPS Leadership Coach</p> | <p>Federal</p> | <ul style="list-style-type: none"> <li>• Evidence of protocol with engagement to short and long-term goals</li> </ul>   |
| <p>Create and develop a communication plan and system that enables schools to extend the school vision for parent and community outreach and to communicate that vision to all stakeholders on a planned and regular basis</p> |                     | <p>GPS Leadership Coach</p>                                 | <p>Federal</p> | <ul style="list-style-type: none"> <li>• Evidence of an initial parent/community meeting to introduce the school improvement plan and follow-up meetings quarterly to discuss the progress of the plan in order to elicit the parental/community feedback</li> <li>• Evidence that the school leader has regular written communication such as a principal's newsletter which has a dedicated area of the newsletter for communicating the status of the school improvement plan</li> <li>• Evidence that the school leader has gone above and beyond the norm to communicate effectively with parents/community such as brown bag luncheons, small neighborhood coffee meetings in a designated home, communication trees, etc.</li> </ul> |

Organization Code: 2690

District Name: Pueblo City Schools

School Code: 4376

School Name: Risley Middle School

**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](http://www.schoolview.org).

**Student Performance Measures for State and NCLB Accountability**

| Performance Indicators       | Measures/ Metrics  | '08-09 Targets                           | '08-09 School Results   | Requirements Met? |     |      |
|------------------------------|--|--|---|-------------------|-----|------|
|                              |  |  |   | Elem              | Mid | High |
| Student Achievement (Status) | CSAP -- Reading (%P+A)   | State average or above                   | 6 <sup>TH</sup> = 48%<br>7 <sup>TH</sup> = 40%<br>8 <sup>TH</sup> = 33  | NO                | NO  | NO   |
|                              | CSAP -- Writing (%P+A)   | State average or above                   | 6 <sup>TH</sup> = 35%<br>7 <sup>TH</sup> = 31<br>8 <sup>TH</sup> = 20%  | NO                | NO  | NO   |
|                              | CSAP -- Math (%P+A)  | State average or above                   | 6 <sup>TH</sup> = 26%<br>7 <sup>TH</sup> = 12%<br>8 <sup>TH</sup> = 13% | NO                | NO  | 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: 28 | Overall % of targets met by School: 93%                                 | Reading           | NO  |      |
|                              |  |  | Math  | NO                |     |      |
| Student Growth               | Median Student Growth Percentile   | 50 <sup>th</sup> Percentile or above     | Rdg=32%<br>Math=22%   | NO                | NO  |      |
|                              | % on Track to Catch-Up   | n/a                                      | Rdg=24%<br>Math=6%  |                   |     |      |
|                              | % on Track to Keep-Up  | n/a                                      | Rdg=55%<br>Math=11%   |                   |     |      |

**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              | <ul style="list-style-type: none"> <li>• 29% or less</li> <li>• 27% or less</li> <li>• 33% or less</li> <li>• 32% or less</li> </ul>  | Minority vs. Non-Minority Gap Reading = 13%<br>Minority vs. Non-Minority Gap Math = 0%<br>Poverty vs. Non-Poverty Reading = 3%<br>Poverty vs. Non-Poverty Math = 5% | YES<br>YES<br>YES<br>YES |
| Growth Gaps              | CSAP              | <ul style="list-style-type: none"> <li>• State Diff. 3% or less</li> <li>• State Diff. 2 % or less</li> <li>• State Diff. 5% or less</li> <li>• State Diff. 4% or less</li> </ul> | Data not available do to white population is too small to provide data from the Growth Model  |                          |
| Post Secondary Readiness | Graduation Rate   | *n/a  |   |                          |
|                          | Mean ACT          | *n/a  |   |                          |
|                          | Dropout Rate      | *n/a  |   |                          |

\* 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 |
|---|---|--|--|
| <b>State Accountability</b>                       |   |  |  |
| * 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. | --   | --   |
| <b>NCLB Accountability</b>                        |   |  |  |
| School Improvement or Corrective Action (Title I) | School missed same AYP target for at least two consecutive years**  | Rdg=School Improvement (yr 1)<br>Math=Restructuring (yr 3) |  |

\*\* 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?  | <input checked="" type="checkbox"/> Turnaround <input type="checkbox"/> Restart<br><input type="checkbox"/> Transformation <input type="checkbox"/> Closure |
|   | Has the school received a School Improvement grant? What was the date of the grant award?  | YES<br>2005-2006  |
| School Support Team or Expedited Review         | Has (or will) the district participated in an SST review or an Expedited Review? If so, when?  | SST-YES<br>2005   |
| 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  | Tammy Clementi-Watson                            |
|  | Email           | tammy.clementi-watson@pueblocitieschools.us      |
|  | Phone           | 719.253.6242                                     |
|  | Mailing Address | 315 W. 11 <sup>th</sup> Street, Pueblo, CO 81003 |
| 2  | Name and Title  | Charlotte Macaluso                               |
|  | Email           | charlotte.macaluso@pueblocitieschools.us         |
|  | Phone           | 719.549.7163                                     |
|  | Mailing Address | 315 W. 11 <sup>th</sup> Street, Pueblo, CO 81003 |

## **PART III: NEEDS ASSESSMENT AND PROGRAM PLAN**

### **Section II: Narrative on Data Analysis and Root Cause Identification**

Required elements of the data analysis.

#### **MISSED TARGETS IN Reading & Math**

- Reading (%age part. Proficient, Proficient, and Advanced)
  - Students with disabilities
- Math (%age part. Proficient, Proficient, and Advanced)
  - Students with disabilities

#### **GROWTH DATA in Reading, Writing, & Math**

- Reading (2007/2008/2009 (Median %ile growth)
  - 31/27/30
- Writing (2007/2008/2009 (Median %ile growth)
  - 26/34/24
- Math (2007/2008/2009 (Median %ile growth)
  - 28/24/20

#### **GROWTH DATA in Reading, Writing, & Math**

- Reading (2007/2008/2009 (Median %ile growth)
  - 34/33/32
- Writing (2007/2008/2009 (Median %ile growth)
  - 33/31/32
- Math (2007/2008/2009 (Median %ile growth)
  - 24/30/22

Student AYP data illustrates students with disabilities struggle in achieving AYP targets in reading and math. The growth data illustrates students remain far below the state median of 50<sup>th</sup> percentile in reading, writing, and math. All three content suffer from low achievement and growth. Math is the lowest achievement, writing is the second lowest and reading follows closely behind. The growth data illustrates the same low trends (math lowest percentile growth with writing second and reading following closely behind). It is important to note Risley has met the AYP targets for the Hispanic, English Language Learners, and the Economically Disadvantaged students in both reading and math.

Teachers at the school are all highly qualified.

#### **IDENTIFIED NEEDS District Reading & Math based on our data.....**

- Increase the level of achievement for those students who are at-risk for reading and/or math failure.
- Increase and strengthen the implementation of Response to Intervention (RtI).
- Increase literacy & math instructional effectiveness at all grade levels:
- Increase the level of instructional leadership among all building administrators.

### **ROOT CAUSES District Reading & Math based on our data.....**

- Lack of professional knowledge regarding *Curriculum & Instruction* including: effective use of standards-based instruction, quality literacy and math instructional strategies and structures, differentiated instruction within core literacy & math instruction, effective targeted small group instruction and fluid grouping of students within small groups. effective use of district curriculum maps across all content areas. Lack of professional knowledge on the importance of collaborative teaching, the relationship of cross-content instruction, and the connection to student achievement. (High School)
- Lack of professional knowledge regarding *Assessment* including: data analysis to inform instructional practice, administration and interpretation of various literacy & math assessments and effective use of formative assessment practices for overall evaluation of student learning. Identify effective progress monitoring tools appropriate for the middle school level and provide support for development of teacher and administrator capacity in data analysis and use of data to inform instructional practices.
- Lack of understanding of *Response to Intervention* including: total systems approach to student achievement, coaching to effect change within schools. Lack of congruency in a belief system that all students can learn. Lack of professional knowledge on the importance of and/or the development of relationship building, addressing the developmental needs of middle school students, and implementing classroom management techniques that are developmentally appropriate for middle school aged or students and positively impact academic achievement.(Middle School)
- Create a more rigorous and intense *instructional focus* that clearly drives ambitious instruction. This will include the organization of instructional materials to facilitate curriculum alignment of state and district standards; that create very few formal opportunities to engage in discussion related to strategic curricular planning; that fosters horizontal articulation of curricular purpose and design; and that designates a school site instructional leader to drive academic performance.
- Examine *targeted progress* both annual targets and interim targets that will provide the school with evidence that it is making adequate progress to meet its targets – state-set accountability targets and district/school set targets – over the next two years (2009-10 and 2010-11). There is a lack of understanding of how student yearly progress and interim progress can be used to set individual goals for student achievement by content and by subgroups. Routines for the strategic examination of this data and these targets will provide strength and capacity to the identification of student needs and the instruction that supports these needs.

### **ANNUAL TARGETS AND INTERIM TARGETS**

- Given the pattern of consistent failure to meet or exceed the state targets in reading, writing and math it is imperative that an aggressive approach be taken over the next three years. To that end the following targets will be set and met going forward. It should be understood that the state target of 50% will progressively increase over the next three years therefore the targets set will include that reality. By 2012 reading, writing and math scores will be at 62%. In order to do that an ambitious schedule of improvement is as follows: Reading increase for 2010=9 points, 2011=11 points, 2012=10 points; Writing increase for 2010= 13 points, 2011=12 points, 2012=10 points; Math increase for 2010=13 points, 2011=18 points, 2012=12 points.

### **Section III: Action Plan(s)**

Based on your data analysis in section II, prioritize the root causes that you will address through your action plans. Identify a major strategy (e.g., Adjust reading approach). Then indicate which accountability provisions it will address, including how the strategy will help the school to no longer be identified under that accountability provision. In the chart below, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If identified under Title I, include family/community engagement strategies and professional development

(including mentoring) strategies, as they are specifically required by NCLB. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

**Major Improvement Strategy #1: Reading and Mathematics 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  |
|---|---------------------|---|--|--|
| Create School Improvement Teams which will be charged with the responsibility of guiding the process whereby the aggressive academic targets will be met as outlined through: regular meetings complete with focused agendas, assignment of follow-up responsibilities, collection of feedback related to meeting the targets and the creation of an action plan. | June 2010 - ongoing | GPS Education Change Leader<br><br>District Leadership                                      | Federal                                  | <ul style="list-style-type: none"> <li>• Meeting schedules</li> <li>• Agendas of meetings</li> <li>• Meeting minutes</li> <li>• Plan of Action</li> </ul>  |
| Assess existing conditions of Reading and Mathematics through the implementation of a literacy and mathematics audit to identify specific teaching and learning gaps preventing student achievement.  | May-June 2010       | GPS Leadership Coach<br>GPS/CORE Instructional Coaches<br>Site staff<br>District Leadership | Federal<br>State                         | <ul style="list-style-type: none"> <li>• Audit Report</li> <li>• Meeting agenda to discuss the findings</li> <li>• Plan of action to address findings</li> <li>• Meeting agendas which reflect a standing discussion item related to the audit findings and follow-up</li> <li>• Meeting minutes</li> <li>• Summary of effort and remediation of findings</li> </ul> |

|   |   |   |                      |   |
|---|---|---|----------------------|---|
| <p>Based on the literacy and math audits, and leadership surveys, the School Improvement Teams will develop a strategic professional development plan that targets content knowledge, lesson delivery and continuous assessment of student needs. This plan will include the acknowledgement that intensive skills must be developed for the targeted areas of Mathematics and Reading but must also provide intensive support for the area of writing as indicated in the growth data information for the year 2009.</p> | <p>June-July 2010</p>   | <p>GPS Education Change Leader<br/>GPS/CORE Instructional Coaches<br/>Site Staff<br/>District Leadership</p>  | <p>Federal State</p> | <ul style="list-style-type: none"> <li>• Professional Development Plan which clearly reflects the strategies outlined</li> <li>• Implementation guide/calendar</li> <li>• Evidence of professional development plan as a discussion item at each team meetings</li> <li>• Minutes of the meetings</li> <li>• Results of student formative and summative assessment and evidence that the results inform monitoring and adjusting the plan as appropriate</li> <li>• Teacher observations</li> </ul> |
| <p>Develop a strategic, job embedded professional development plan based on literacy and mathematics audits and target implementation of plan to individual and school wide teaching and learning needs to improve teacher efficiency.</p>  | <p>June-July create plan<br/>August- May 2010, 2011, 2012</p> | <p>GPS/CORE Instructional Coaches<br/>Site Staff<br/>District Leadership</p>  | <p>Federal State</p> | <p>See above</p>  |
| <p>Implement the strategic professional development plan through a series of academics, side-by-side coaching, individual conferences, and web based sessions.</p>  | <p>July and ongoing</p>                                       | <p>GPS/CORE Instructional Coaches<br/>Site Staff<br/>America's Choice staff<br/>Lindamood-Bell learning Processes Staff<br/>District Leadership</p> | <p>Federal State</p> | <p>See above</p>  |
| <p>Monitor the implementation of the professional development plan through teacher observations, classroom walkthroughs, and student performance.</p>   | <p>October 2010 and ongoing</p>                               | <p>GPS Education Change Leader<br/>District Leadership<br/>GPS LeadershipCoach</p>  | <p>Federal State</p> | <p>See above</p>  |

|   |                          |   |               |                       |
|---|--------------------------|---|---------------|-----------------------|
|   |                          | Site Leadership<br>GPS/CORE<br>Instructional<br>Coaches   |               |                       |
| Monitor and communicate objectives and progress of the strategic professional development plan, revise and provide feedback to participants and stakeholders. | January 2011 and ongoing | GPS Education Change Leader<br>Site Leadership<br>GPS/CORE<br>Instructional<br>Coaches<br>District Leadship                                   | Federal State | See above             |
| Routinely assess the effectiveness of the strategic professional development plan and adjust as necessary.  | October 2010 and ongoing | GPS/CORE<br>Instructional<br>Coaches<br>Site Leadership<br>District Leadership  | Federal State | Quarterly assessments |
| Review and revise to inform the next planning cycle.  | April 2011 yearly        | GPS/CORE<br>Instructional<br>Coaches<br>Site Leadership<br>District Leadership<br>America's Choice staff<br>Lindamood-Bell<br>Processes Staff | Federal State | See above             |

**Major Improvement Strategy #2: Leadership Development**

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   |
|---|-------------------------------|--|--|---|
| Conduct a Leadership pre-assessment survey to identify strengths and areas of need. This will include information and data from the leadership components of America's Choice and NISL that are already in place in the district. | May-June 2010, 2011, 2012     | GPS Leadership Coach<br>GPS Education Change Leader<br>NISL staff                        | Federal                                  | <ul style="list-style-type: none"> <li>• Evidence of survey</li> <li>• Results of survey</li> <li>• Executive summary of results to inform coaching and planning</li> </ul>   |
| Synthesize research on executive coaching for use and training of Leadership Coaches  | May-June 2010, 2011, 2012     | GPS Leadership Coach<br>District Leadership<br>GPS Education Change Leader<br>NISL staff | Federal                                  | <ul style="list-style-type: none"> <li>• Brief of compiled data and research with specific plans for use in the training protocol</li> </ul>  |
| Develop year one work plan for Leadership Coaches including goals, objectives, aligned value structure, training, monitoring, and assessment  | July 2010 through August 2010 | GPS Leadership Coach<br>District Leadership<br>GPS Education Change Leader<br>NISL staff | Federal                                  | <ul style="list-style-type: none"> <li>• Evidence of work plan including all content descriptors on file</li> </ul>   |
| Provide Leadership and Executive coaching which focuses and targets successful turnaround programs and their evidenced-based strategies   | July 2010 and on going        | GPS Leadership Coach<br>GPS Education Change Leader<br>NISL staff<br>District Leadership | Federal                                  | <ul style="list-style-type: none"> <li>• Coaching schedule and outline of topics of coaching for each session</li> <li>• Executive summary of coaching content as utilized in each session with next steps as well as description of implementation of next steps</li> <li>•</li> </ul> |
| Develop and deploy performance management system to assess and ensure the effectiveness of leadership proficiency and performance and to drive short term and long term continuous improvement.                                   | Aug 1, 2010 and ongoing       | District Leadership  | State                                    | <ul style="list-style-type: none"> <li>• Evidence and validated use of management tool</li> </ul>   |

|  |                                    |  |                  |   |
|--|------------------------------------|--|------------------|---|
| Develop a leadership plan for principals outreach to teachers, administrators, students and parents and work with them in learning communities to create practical, effective solutions that improve student outcomes. | Sept 2010 and ongoing              | District Leadership  | State<br>Federal | <ul style="list-style-type: none"> <li>Evidence of plan and validated use of plan in development of school improvement outcomes</li> </ul>  |
| Develop a protocol and a professional learning community of school leaders to share best practices, identifies and informs district and school leadership practices that create a system of great schools              | October 2010                       | District Leadership<br>NISL  | State<br>Federal | <ul style="list-style-type: none"> <li>Evidence of PLC with regular scheduled meetings, activities, and outcomes</li> <li>Communication tool to share information and essential learning</li> </ul>   |
| Support leaders around building future strategies, the framing of those strategies for key internal and external audiences, as well as solutions for challenges that arise as the strategy is enacted                  | July 2010 and quarterly thereafter | GPS Change<br>Leader<br>NISL<br>District Leadership                              | State<br>Federal | <ul style="list-style-type: none"> <li>Annual calendar of strategic planning meetings</li> <li>Outline of available resources for leaders</li> </ul>  |
| Develop strategies for Leaders to participate in simulations and assignments that apply key training concepts  | July 2010 and quarterly thereafter | GPS Change<br>Leader<br>NISL<br>District Leadership                              | Federal<br>State | <ul style="list-style-type: none"> <li>Outline of leadership development strategies</li> <li>Simulations developed around key training concepts</li> <li>Calendar of professional development (simulation) dates</li> </ul>   |
| Establish ongoing consultative model and calendar for one-on-one coaching with Global Partnership Schools' leaders   | July 2010 and monthly              | GPS Change<br>Leader<br>District Leadership                                      | Federal          | <ul style="list-style-type: none"> <li>Consultative model with clear list of available services</li> <li>Calendar of one-on-one coaching days with GPS</li> </ul>   |
| Monitor the impact of leadership and executive coaching on teaching and learning performance.  | August 2010 and ongoing            | GPS Leadership<br>Coach<br>GPS Education<br>Change Leader<br>District Leadership | Federal<br>State | <ul style="list-style-type: none"> <li>Observations of teachers—formative and summative</li> <li>Student assessment results—formative and summative</li> <li>Formal and informal discussions with students to monitor their perspective on how their needs are being met</li> </ul> |



**Major Improvement Strategy #3: Parent/ Community Engagement**

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   |
|---|-----------------------------|---|--|---|
| Review any essential needs assessments that currently exist to develop a profile and understanding of effective strategies/tools for parent and community engagement.                         | July 2010                   | GPS Education Change Leader<br>GPS Leadership Coach<br>District Leadership<br>Site Leadership | Federal<br>State                         | <ul style="list-style-type: none"> <li>• Compilation and synthesis of existing needs assessment data/reports</li> <li>• Matrix of existing strategies/tools for parent and community engagement</li> </ul>  |
| Create or support an existing action team to focus the work in engaging parents and families within the community.  | July 2010                   | GPS Education Change Leader<br>GPS Leadership Coach<br>District Leadership<br>Site Leadership | Federal<br>State                         | <ul style="list-style-type: none"> <li>• Formal agreement with existing members of parent and community action team members or evidence of formation of new action team</li> </ul>  |
| School leader establishes the goal of family and community involvement, and fosters a school wide environment that values participation.  | June 2010 and on going      | GPS Education Change Leader<br>GPS Leadership Coach<br>District Leadership<br>Site Leadership | Federal<br>State                         | <ul style="list-style-type: none"> <li>• Evidence of goal as posted in the school</li> <li>• Evidence of discussion of the goal with the leadership team such as the establishment of a standing agenda item for leadership meetings and minutes</li> </ul> |
| Create and develop a communication plan and system that enables schools to extend the school vision for parent and community outreach and to communicate that vision to all stakeholders on a | July 2010 updated as needed | GPS Leadership Coach<br>District Leadership   | Federal<br>State                         | <ul style="list-style-type: none"> <li>• Evidence of an initial parent/community meeting to introduce the school improvement plan and follow-up</li> </ul>  |

|   |                        |   |               |  |
|---|------------------------|---|---------------|--|
| planned and regular basis   |                        | Site Leadership   |               | <p>meetings quarterly to discuss the progress of the plan in order to elicit the parental/community feedback</p> <ul style="list-style-type: none"> <li>• Evidence that the school leader has regular written communication such as a principal's newsletter which has a dedicated area of the newsletter for communicating the status of the school improvement plan</li> <li>• Evidence that the school leader has gone above and beyond the norm to communicate effectively with parents/community such as brown bag luncheons, small neighborhood coffee meetings in a designated home, communication trees, etc.</li> </ul> |
| Establish a plan for family and community outreach and engagement. This will include a plan for parents that will specifically target their support of students both in the home and in the community and will include the development of targeted educational activities that will elevate parent abilities to support and advocate for their children | September-October 2010 | GPS Leadership Coach<br>District Leadership<br>Site Leadership                                | Federal State | <ul style="list-style-type: none"> <li>• Family and community plan on file with district and school and distributed to community stakeholders</li> </ul>   |
| Create a professional development plan to address the needs of staff in the areas that are identified as having greatest impact in connecting parent and community support of student achievement and growth  | July 2010 and ongoing  | GPS Education Change Leader<br>GPS Leadership Coach<br>District Leadership<br>Site Leadership | Federal State | <ul style="list-style-type: none"> <li>• Professional development plan on file</li> <li>• Calendar of Professional Development date</li> </ul>   |
| Develop year one work plan for parent and community engagement  | June 2010 and ongoing  | GPS Leadership Coach  | Federal       | <ul style="list-style-type: none"> <li>• Evidence of collaboration with the leadership team including parent representatives through meeting schedules and meeting</li> </ul>  |

|   |                             |   |         |   |
|---|-----------------------------|---|---------|---|
|   |                             |   |         | <p>agenda</p> <ul style="list-style-type: none"> <li>• Evidence of the outreach plan</li> </ul>   |
| Develop marketing/promotional materials related to parent engagement and distribute those materials within community and district to secure support for school and outreach activities and programs                     | July with quarterly updates | GPS Education Change Leader<br>GPS Leadership Coach | Federal | <ul style="list-style-type: none"> <li>• Evidence of creation and distribution of parent and community engagement promotional materials</li> </ul>  |
| Develop a performance management system to drive short-term and long-term improvement for parent involvement and community engagement   | January 2011                | GPS Education Change Leader<br>GPS Leadership Coach | Federal | <ul style="list-style-type: none"> <li>• Evidence of protocol with engagement to short and long-term goals</li> </ul>   |
| Create and develop a communication plan and system that enables schools to extend the school vision for parent and community outreach and to communicate that vision to all stakeholders on a planned and regular basis |                             | GPS Leadership Coach                                | Federal | <ul style="list-style-type: none"> <li>• Evidence of an initial parent/community meeting to introduce the school improvement plan and follow-up meetings quarterly to discuss the progress of the plan in order to elicit the parental/community feedback</li> <li>• Evidence that the school leader has regular written communication such as a principal's newsletter which has a dedicated area of the newsletter for communicating the status of the school improvement plan</li> <li>• Evidence that the school leader has gone above and beyond the norm to communicate effectively with parents/community such as brown bag luncheons, small neighborhood coffee meetings in a designated home, communication trees, etc.</li> </ul> |

#### **PART IV: BUDGET NARRATIVE**

This budget narrative describes all expenditures proposed in the Tiered Intervention Grant request. As noted below, all of the expenditures are justified to advance the goals for each school and the activities and models proposed to reach those goals. The costs are reasonable based on PCS experience and CDE's identification of turnaround support providers.

The amounts to be used to implement the chosen model for each school are:

- Central High School (Transformation) -- \$1 million/year
- Freed Middle School (Turnaround) -- \$750,000/year
- Pitts Middle School (Turnaround) -- \$750,000/year
- Risley Middle School (Turnaround) -- \$750,000/year
- Roncalli Middle School (Transformation) -- \$750,000/year
- Youth and Family Academy (Transformation) -- \$500,000/year

The district works hard to ensure it utilizes a systems approach in all strategic planning. Goals and actions established to support the identified needs of the district must always be aligned to budget allocations. Schools are given direction on how to align their goals and objectives to their individual needs of students in their building. The Title I program director works closely with building principals to ensure all funding sources are aligned to specified goals and objectives. This system allows the district to follow an aligned budget allocation regardless of funding source. In addition, the district and GPS are negotiating a partnership agreement that will allow GPS to oversee all six school budgets and redeploy resources in keeping with the Mass Insight turnaround model. This level of autonomy and oversight will be granted across the six schools without regard to the specific model in use. The GPS role and level of support will be as great in the sole Transformation middle school as it will be in the three Turnaround middle schools. GPS and PCS see this as consistent with the specific requirements enumerated for each model in the federal government's regulations; both call for job-embedded professional development and redeployment of time and resources, for example. The core of the proposed activities are aimed at building capacity within schools that will remain an asset within PCS after the end of the grant period; the skills and knowledge of educators will remain with the district.

No Tier III schools are to be served through this grant.

The portions of the proposed school improvement plans to be funded by the grant include:

Purchased Professional and Technical Services – PCS has identified GPS to serve as an Education Service Provider to support three Turnaround and three Transformation schools. Global Partnership School has been identified by CDE as a School Turnaround

Educational Service Provider capable of supporting schools in building their competence in all five of the areas deemed highest priorities in turnaround work: organizational management and leadership, academic performance, learning environment, financial management and comprehensive planning. Through its selection process, PCS has explored the elements of the GPS support model and determined that it provides a set of interventions that match those sought by the state and the federal government in transformation and turnaround schools. Specifically, GPS will provide an Education Change Leader and two Leadership Coaches to work with the six schools and approximately 80 days of on-site instructional coaching at each school. Approximately half of this coaching will focus specifically on research-based instruction in reading and math and is provided through CORE, a national leader in reading and math staff development. The remainder will focus on other content areas and on instructional practices such as project-based learning and on effective professional collaboration, particularly in examining data and student work. These supports provide the job-embedded professional development, data analysis training and differentiated instructional strategies, and connections to social-emotional services and parents described in the models. In addition, PCS and GPS are negotiating a memorandum of understanding to allow the provider full oversight of the cluster of six schools, permitting a deep re-examination of schools' schedules and budgets.

Salaries and Employee Benefits – PCS will extend the year at the identified sites for a total of 8 contract days. Per further diagnostic review, sites will develop plans incorporating the 8 additional days to meet the individual needs of each site. The allocations identified in the budget will fund salaries and employee benefits to accommodate the additional time teachers are required to work. Through this Turnaround and Transformation grant, PCS plans to attract and retain superior principal leadership. PCS will offer a financial incentive for all Turnaround and Transformation building principals. The allocations identified in the budget will fund salaries and employee benefits to accommodate this stipend. All Turnaround and Transformation sites will receive a full time instructional coach. These coaches will work collaboratively with the GPS instructional coaches to ensure full implementation of stated actions identified in each site based unified plan. Finally, additional salaries and benefits identified in this Tiered Intervention Grant will fund the newly hired *Director of Innovation*. The position will assist the district in sustaining and replicating the reform work accomplished in the Turnaround and Transformation sites for all PCS buildings well after the grant monies go away.

Supplies – Additional software to support online learning will be purchased to assist buildings in their individual efforts to develop a 21<sup>st</sup> learning environment as well as to provide updated online intervention support to all students.

**TIERED INTERVENTION GRANT  
FY2009-11,2011-12, 2012-13**

|                       |                |             |                         |
|-----------------------|----------------|-------------|-------------------------|
| District number:      | 2690           |             |                         |
| School District Name: | Pueblo City 60 | <b>Tier</b> | <b>Turnaround Model</b> |
| School #1 Name:       | Risley MS      | Tier I      | Turnaround Model        |
| School #2 Name:       | Pitts MS       | Tier I      | Turnaround Model        |
| School #3 Name:       | Freed MS       | Tier I      | Turnaround Model        |
| School #4 Name:       |                |             |                         |
| School #5 Name:       |                |             |                         |

|                  |                 |
|------------------|-----------------|
| Budget Report:   | Original Budget |
| Revision number: |                 |
| Date:            | April 21, 2010  |

Please Check the year(s) you are applying for:

|        |   |
|--------|---|
| Year 1 | x |
| Year 2 | x |
| Year 3 | x |

**Name of person completing this information**

|            |  |
|------------|--|
| Name:      | Charlotte Macaluso                       |
| Phone No.: | 719 566-1965                             |
| E-mail:    | charlotte.macaluso@pueblocitieschools.us |

Submit this excel file to : [electronic\\_budget@cde.state.co.us](mailto:electronic_budget@cde.state.co.us); [anderson\\_a@cde.state.co.us](mailto:anderson_a@cde.state.co.us); [lake\\_a@cde.state.co.us](mailto:lake_a@cde.state.co.us)

**Grants Fiscal Contact :** Andy Lake: (303) 866-6829 [lake\\_a@cde.state.co.us](mailto:lake_a@cde.state.co.us)

**Program Contact:** Darryl Bonds: (303) 866-6762 [bonds\\_d@cde.state.co.us](mailto:bonds_d@cde.state.co.us)

**CDE use only  
Funding Summary**

| School/District | Request-Year 1      | Request-Year 2      | Request-Year 3      | Approved-Year 1 | Approved-Year 2 | Approved-Year 3 |
|-----------------|---------------------|---------------------|---------------------|-----------------|-----------------|-----------------|
| Pueblo City 60  | \$ 85,001           | \$ 85,001           | \$ 85,001           |                 |                 |                 |
| Risley MS       | \$ 680,900          | \$ 680,900          | \$ 680,900          |                 |                 |                 |
| Pitts MS        | \$ 698,900          | \$ 698,900          | \$ 698,900          |                 |                 |                 |
| Freed MS        | \$ 667,900          | \$ 667,900          | \$ 667,900          |                 |                 |                 |
| 0               | \$ -                | \$ -                | \$ -                |                 |                 |                 |
| 0               | \$ -                | \$ -                | \$ -                |                 |                 |                 |
| Indirects       | \$ 117,299          | \$ 117,299          | \$ 117,299          |                 |                 |                 |
| <b>Total:</b>   | <b>\$ 2,250,000</b> | <b>\$ 2,250,000</b> | <b>\$ 2,250,000</b> |                 |                 |                 |

**TIERED INTERVENTION GRANT  
BUDGET DETAIL**

| Pueblo City 60   |  |             |                          |               |         |   |                                     |
|--|--|-------------|--------------------------|---------------|---------|---|-------------------------------------|
| 1  | 2  | 3           | 4                        | 5             | 6       | 7   | 8                                   |
| Budget Object  | School or district associated with budget line | Budget Year | Tier & Model             | Quantity Unit | Cost    | Description/Budget Narrative                                    | FTE (required for all yellow cells) |
| Support - Purchased Professional & Technical Services (0300) | Risley MS                                      | Year 1      | Tier I, Turnaround Model | 1             | 500,000 | Consultation Contract with Global Partnership                   |                                     |
| Support - Purchased Professional & Technical Services (0300) | Pitts MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 500,000 | Consultation Contract with Global Partnership                   |                                     |
| Support - Purchased Professional & Technical Services (0300) | Freed MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 500,000 | Consultation Contract with Global Partnership                   |                                     |
| Inst. - Salaries (0100)                                      | Risley MS                                      | Year 1      | Tier I, Turnaround Model | 1             | 75,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Salaries (0100)                                      | Pitts MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 90,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Salaries (0100)                                      | Freed MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 65,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Employee Benefits (0200)                             | Risley MS                                      | Year 1      | Tier I, Turnaround Model | 1             | 15,000  | Benefits for Salaries Extended Day/Year                         |                                     |
| Inst. - Employee Benefits (0200)                             | Pitts MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 18,000  | Benefits for Salaries Extended Day/Year                         |                                     |
| Inst. - Employee Benefits (0200)                             | Freed MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 12,000  | Benefits for Salaries Extended Day/Year                         |                                     |
| Support - Salaries (0100)                                    | Pueblo City 60                                 | Year 1      | Not Applicable           | 1             | 80,000  | Salary for Director of Office of Innovation                     | 1                                   |
| Support - Employee Benefits (0200)                           | Pueblo City 60                                 | Year 1      | Not Applicable           | 1             | 5,001   | Benefits for Salary for Director of Office of Innovation        |                                     |
| Support - Salaries (0100)                                    | Risley MS                                      | Year 1      | Tier I, Turnaround Model | 1             | 15,000  | Stipend for Principal(Extend contract to 12 mo)                 | ST                                  |
| Support - Salaries (0100)                                    | Pitts MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 15,000  | Stipend for Principal (Extend contract to 12 mo)                | ST                                  |
| Support - Salaries (0100)                                    | Freed MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 15,000  | Stipend for Principal (Extend contract to 12 mo)                | ST                                  |
| Support - Employee Benefits (0200)                           | Risley MS                                      | Year 1      | Tier I, Turnaround Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Employee Benefits (0200)                           | Pitts MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Employee Benefits (0200)                           | Freed MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Supplies (0600)                                    | Risley MS                                      | Year 1      | Tier I, Turnaround Model | 1             | 7,500   | Software to support on-line learning                            |                                     |
| Support - Supplies (0600)                                    | Pitts MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 7,500   | Software to support on-line learning                            |                                     |
| Support - Supplies (0600)                                    | Freed MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 7,500   | Software to support on-line learning                            |                                     |
| Support - Salaries (0100)                                    | Risley MS                                      | Year 1      | Tier I, Turnaround Model | 1             | 60,000  | Salary for Site Specific Coach Based on Identified School Needs | 1                                   |
| Support - Salaries (0100)                                    | Pitts MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 60,000  | Salary for Site Specific Coach Based on Identified School Needs | 1                                   |
| Support - Salaries (0100)                                    | Freed MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 60,000  | Salary for Site Specific Coach Based on Identified School Needs | 1                                   |
| Support - Employee Benefits (0200)                           | Risley MS                                      | Year 1      | Tier I, Turnaround Model | 1             | 5,000   | Benefits for Salary for Instructional Coach                     |                                     |
| Support - Employee Benefits (0200)                           | Pitts MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 5,000   | Benefits for Salary for Instructional Coach                     |                                     |
| Support - Employee Benefits (0200)                           | Freed MS                                       | Year 1      | Tier I, Turnaround Model | 1             | 5,000   | Benefits for Salary for Instructional Coach                     |                                     |

**TIERED INTERVENTION GRANT  
BUDGET DETAIL**

| 1  | 2  | 3           | 4                        | 5             | 6       | 7   | 8                                   |
|--|--|-------------|--------------------------|---------------|---------|---|-------------------------------------|
| Budget Object  | School or district associated with budget line | Budget Year | Tier & Model             | Quantity Unit | Cost    | Description/Budget Narrative                                    | FTE (required for all yellow cells) |
| Support - Purchased Professional & Technical Services (0300) | Risley MS                                      | Year 2      | Tier I, Turnaround Model | 1             | 500,000 | Consultation Contract with Global Partnership                   |                                     |
| Support - Purchased Professional & Technical Services (0300) | Pitts MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 500,000 | Consultation Contract with Global Partnership                   |                                     |
| Support - Purchased Professional & Technical Services (0300) | Freed MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 500,000 | Consultation Contract with Global Partnership                   |                                     |
| Inst. - Salaries (0100)                                      | Risley MS                                      | Year 2      | Tier I, Turnaround Model | 1             | 75,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Salaries (0100)                                      | Pitts MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 90,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Salaries (0100)                                      | Freed MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 65,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Employee Benefits (0200)                             | Risley MS                                      | Year 2      | Tier I, Turnaround Model | 1             | 15,000  | Benefits for Salaries Extended Day/Year                         |                                     |
| Inst. - Employee Benefits (0200)                             | Pitts MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 18,000  | Benefits for Salaries Extended Day/Year                         |                                     |
| Inst. - Employee Benefits (0200)                             | Freed MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 12,000  | Benefits for Salaries Extended Day/Year                         |                                     |
| Support - Salaries (0100)                                    | Pueblo City 60                                 | Year 2      | Not Applicable           | 1             | 80,000  | Salary for Director of Office of Innovation                     | 1                                   |
| Support - Employee Benefits (0200)                           | Pueblo City 60                                 | Year 2      | Not Applicable           | 1             | 5,001   | Benefits for Salary for Director of Office of Innovation        |                                     |
| Support - Salaries (0100)                                    | Risley MS                                      | Year 2      | Tier I, Turnaround Model | 1             | 15,000  | Stipend for Principal(Extend contract to 12 mo)                 | ST                                  |
| Support - Salaries (0100)                                    | Pitts MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 15,000  | Stipend for Principal (Extend contract to 12 mo)                | ST                                  |
| Support - Salaries (0100)                                    | Freed MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 15,000  | Stipend for Principal (Extend contract to 12 mo)                | ST                                  |
| Support - Employee Benefits (0200)                           | Risley MS                                      | Year 2      | Tier I, Turnaround Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Employee Benefits (0200)                           | Pitts MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Employee Benefits (0200)                           | Freed MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Supplies (0600)                                    | Risley MS                                      | Year 2      | Tier I, Turnaround Model | 1             | 7,500   | Software to support on-line learning                            |                                     |
| Support - Supplies (0600)                                    | Pitts MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 7,500   | Software to support on-line learning                            |                                     |
| Support - Supplies (0600)                                    | Freed MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 7,500   | Software to support on-line learning                            |                                     |
| Support - Salaries (0100)                                    | Risley MS                                      | Year 2      | Tier I, Turnaround Model | 1             | 60,000  | Salary for Site Specific Coach Based on Identified School Needs | 1                                   |
| Support - Salaries (0100)                                    | Pitts MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 60,000  | Salary for Site Specific Coach Based on Identified School Needs | 1                                   |
| Support - Salaries (0100)                                    | Freed MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 60,000  | Salary for Site Specific Coach Based on Identified School Needs | 1                                   |
| Support - Employee Benefits (0200)                           | Risley MS                                      | Year 2      | Tier I, Turnaround Model | 1             | 5,000   | Benefits for Salary for Instructional Coach                     |                                     |
| Support - Employee Benefits (0200)                           | Pitts MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 5,000   | Benefits for Salary for Instructional Coach                     |                                     |
| Support - Employee Benefits (0200)                           | Freed MS                                       | Year 2      | Tier I, Turnaround Model | 1             | 5,000   | Benefits for Salary for Instructional Coach                     |                                     |



**TIERED INTERVENTION GRANT  
BUDGET DETAIL**

| Pueblo City 60   |  |             |                          |               |         |   |                                     |
|--|--|-------------|--------------------------|---------------|---------|---|-------------------------------------|
| 1  | 2  | 3           | 4                        | 5             | 6       | 7   | 8                                   |
| Budget Object  | School or district associated with budget line | Budget Year | Tier & Model             | Quantity Unit | Cost    | Description/Budget Narrative                                    | FTE (required for all yellow cells) |
| Support - Purchased Professional & Technical Services (0300) | Risley MS                                      | Year 3      | Tier I, Turnaround Model | 1             | 500,000 | Consultation Contract with Global Partnership                   |                                     |
| Support - Purchased Professional & Technical Services (0300) | Pitts MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 500,000 | Consultation Contract with Global Partnership                   |                                     |
| Support - Purchased Professional & Technical Services (0300) | Freed MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 500,000 | Consultation Contract with Global Partnership                   |                                     |
| Inst. - Salaries (0100)                                      | Risley MS                                      | Year 3      | Tier I, Turnaround Model | 1             | 75,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Salaries (0100)                                      | Pitts MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 90,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Salaries (0100)                                      | Freed MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 65,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Employee Benefits (0200)                             | Risley MS                                      | Year 3      | Tier I, Turnaround Model | 1             | 15,000  | Benefits for Salaries Extended Day/Year                         |                                     |
| Inst. - Employee Benefits (0200)                             | Pitts MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 18,000  | Benefits for Salaries Extended Day/Year                         |                                     |
| Inst. - Employee Benefits (0200)                             | Freed MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 12,000  | Benefits for Salaries Extended Day/Year                         |                                     |
| Support - Salaries (0100)                                    | Pueblo City 60                                 | Year 3      | Not Applicable           | 1             | 80,000  | Salary for Director of Office of Innovation                     | ST                                  |
| Support - Employee Benefits (0200)                           | Pueblo City 60                                 | Year 3      | Not Applicable           | 1             | 5,001   | Benefits for Salary for Director of Office of Innovation        |                                     |
| Support - Salaries (0100)                                    | Risley MS                                      | Year 3      | Tier I, Turnaround Model | 1             | 15,000  | Stipend for Principal(Extend contract to 12 mo)                 | ST                                  |
| Support - Salaries (0100)                                    | Pitts MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 15,000  | Stipend for Principal (Extend contract to 12 mo)                | ST                                  |
| Support - Salaries (0100)                                    | Freed MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 15,000  | Stipend for Principal (Extend contract to 12 mo)                | ST                                  |
| Support - Employee Benefits (0200)                           | Risley MS                                      | Year 3      | Tier I, Turnaround Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Employee Benefits (0200)                           | Pitts MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Employee Benefits (0200)                           | Freed MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Supplies (0600)                                    | Risley MS                                      | Year 3      | Tier I, Turnaround Model | 1             | 7,500   | Software to support on-line learning                            |                                     |
| Support - Supplies (0600)                                    | Pitts MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 7,500   | Software to support on-line learning                            |                                     |
| Support - Supplies (0600)                                    | Freed MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 7,500   | Software to support on-line learning                            |                                     |
| Support - Salaries (0100)                                    | Risley MS                                      | Year 3      | Tier I, Turnaround Model | 1             | 60,000  | Salary for Site Specific Coach Based on Identified School Needs | 1                                   |
| Support - Salaries (0100)                                    | Pitts MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 60,000  | Salary for Site Specific Coach Based on Identified School Needs | 1                                   |
| Support - Salaries (0100)                                    | Freed MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 60,000  | Salary for Site Specific Coach Based on Identified School Needs | 1                                   |
| Support - Employee Benefits (0200)                           | Risley MS                                      | Year 3      | Tier I, Turnaround Model | 1             | 5,000   | Benefits for Salary for Instructional Coach                     |                                     |
| Support - Employee Benefits (0200)                           | Pitts MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 5,000   | Benefits for Salary for Instructional Coach                     |                                     |
| Support - Employee Benefits (0200)                           | Freed MS                                       | Year 3      | Tier I, Turnaround Model | 1             | 5,000   | Benefits for Salary for Instructional Coach                     |                                     |

**TIERED INTERVENTION GRANT  
BUDGET SUMMARY - START UP, YEAR 1  
FY2009-11**

**Pueblo City 60**

04/21/10

| Line                                | DESCRIPTION   | Pueblo City 60 | Risley MS      | Pitts MS       | Freed MS       | 0        | 0        | Total            |
|-------------------------------------|---|----------------|----------------|----------------|----------------|----------|----------|------------------|
| <b><u>INSTRUCTIONAL PROGRAM</u></b> |   |                |                |                |                |          |          |                  |
| 1                                   | Salaries (0100)   | 0              | 75,000         | 90,000         | 65,000         | 0        | 0        | 230,000          |
| 2                                   | Employee Benefits (0200)                                | 0              | 15,000         | 18,000         | 12,000         | 0        | 0        | 45,000           |
| 3                                   | Purchased Professional & Technical Services (0300)      | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 4                                   | Other Purchased Services (0500)                         | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 5                                   | Travel, Registration, and Entrance (0580)               | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 6                                   | Supplies (0600)   | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 7                                   | <b>Subtotal-Instructional Program</b>                   | <b>0</b>       | <b>90,000</b>  | <b>108,000</b> | <b>77,000</b>  | <b>0</b> | <b>0</b> | <b>275,000</b>   |
| <b><u>SUPPORT PROGRAM</u></b>       |   |                |                |                |                |          |          |                  |
| 8                                   | Salaries (0100)   | 80,000         | 75,000         | 75,000         | 75,000         | 0        | 0        | 305,000          |
| 9                                   | Employee Benefits (0200)                                | 5,001          | 8,400          | 8,400          | 8,400          | 0        | 0        | 30,201           |
| 10                                  | Purchased Professional & Technical Services (0300)      | 0              | 500,000        | 500,000        | 500,000        | 0        | 0        | 1,500,000        |
| 11                                  | Other Purchased Services (0500)                         | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 12                                  | Travel, Registration, and Entrance (0580)               | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 13                                  | Supplies (0600)   | 0              | 7,500          | 7,500          | 7,500          | 0        | 0        | 22,500           |
| 14                                  | <b>Subtotal- Support Program</b>                        | <b>85,001</b>  | <b>590,900</b> | <b>590,900</b> | <b>590,900</b> | <b>0</b> | <b>0</b> | <b>1,857,701</b> |
| 15                                  | <b>Grand Total - Instructional and Support Programs</b> | <b>85,001</b>  | <b>680,900</b> | <b>698,900</b> | <b>667,900</b> | <b>0</b> | <b>0</b> | <b>2,132,701</b> |
| 16                                  | Equipment (0730)  | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 17                                  | Indirect Cost Rate                                      | 0.0550         |                |                |                |          |          |                  |
| 18                                  | Indirect Costs  | 117,299        |                |                |                |          |          |                  |
| 19                                  | Indirect Costs Override                                 |                |                |                |                |          |          |                  |

**TIERED INTERVENTION GRANT  
BUDGET SUMMARY - START UP, YEAR 2  
FY2011-12**

Pueblo City 60

04/21/10

| Line                         | DESCRIPTION   | Pueblo City 60 | Risley MS      | Pitts MS       | Freed MS       | 0        | 0        | Total            |
|------------------------------|---|----------------|----------------|----------------|----------------|----------|----------|------------------|
| <b>INSTRUCTIONAL PROGRAM</b> |   |                |                |                |                |          |          |                  |
| 1                            | Salaries (0100)   | 0              | 75,000         | 90,000         | 65,000         | 0        | 0        | 230,000          |
| 2                            | Employee Benefits (0200)                                | 0              | 15,000         | 18,000         | 12,000         | 0        | 0        | 45,000           |
| 3                            | Purchased Professional & Technical Services (0300)      | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 4                            | Other Purchased Services (0500)                         | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 5                            | Travel, Registration, and Entrance (0580)               | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 6                            | Supplies (0600)   | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 7                            | <b>Subtotal-Instructional Program</b>                   | <b>0</b>       | <b>90,000</b>  | <b>108,000</b> | <b>77,000</b>  | <b>0</b> | <b>0</b> | <b>275,000</b>   |
| <b>SUPPORT PROGRAM</b>       |   |                |                |                |                |          |          |                  |
| 8                            | Salaries (0100)   | 80,000         | 75,000         | 75,000         | 75,000         | 0        | 0        | 305,000          |
| 9                            | Employee Benefits (0200)                                | 5,001          | 8,400          | 8,400          | 8,400          | 0        | 0        | 30,201           |
| 10                           | Purchased Professional & Technical Services (0300)      | 0              | 500,000        | 500,000        | 500,000        | 0        | 0        | 1,500,000        |
| 11                           | Other Purchased Services (0500)                         | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 12                           | Travel, Registration, and Entrance (0580)               | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 13                           | Supplies (0600)   | 0              | 7,500          | 7,500          | 7,500          | 0        | 0        | 22,500           |
| 14                           | <b>Subtotal- Support Program</b>                        | <b>85,001</b>  | <b>590,900</b> | <b>590,900</b> | <b>590,900</b> | <b>0</b> | <b>0</b> | <b>1,857,701</b> |
| 15                           | <b>Grand Total - Instructional and Support Programs</b> | <b>85,001</b>  | <b>680,900</b> | <b>698,900</b> | <b>667,900</b> | <b>0</b> | <b>0</b> | <b>2,132,701</b> |
| 16                           | Equipment (0730)  | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 17                           | Indirect Cost Rate                                      | 0.0550         |                |                |                |          |          |                  |
| 18                           | Indirect Costs  | 117,299        |                |                |                |          |          |                  |
| 19                           | Indirect Costs Override                                 |                |                |                |                |          |          |                  |

**TIERED INTERVENTION GRANT  
BUDGET SUMMARY - START UP, YEAR 3  
FY2012-13**

Pueblo City 60

04/21/10

| Line                         | DESCRIPTION   | Pueblo City 60 | Risley MS      | Pitts MS       | Freed MS       | 0        | 0        | Total            |
|------------------------------|---|----------------|----------------|----------------|----------------|----------|----------|------------------|
| <b>INSTRUCTIONAL PROGRAM</b> |   |                |                |                |                |          |          |                  |
| 1                            | Salaries (0100)   | 0              | 75,000         | 90,000         | 65,000         | 0        | 0        | 230,000          |
| 2                            | Employee Benefits (0200)                                | 0              | 15,000         | 18,000         | 12,000         | 0        | 0        | 45,000           |
| 3                            | Purchased Professional & Technical Services (0300)      | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 4                            | Other Purchased Services (0500)                         | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 5                            | Travel, Registration, and Entrance (0580)               | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 6                            | Supplies (0600)   | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 7                            | <b>Subtotal-Instructional Program</b>                   | <b>0</b>       | <b>90,000</b>  | <b>108,000</b> | <b>77,000</b>  | <b>0</b> | <b>0</b> | <b>275,000</b>   |
| <b>SUPPORT PROGRAM</b>       |   |                |                |                |                |          |          |                  |
| 8                            | Salaries (0100)   | 80,000         | 75,000         | 75,000         | 75,000         | 0        | 0        | 305,000          |
| 9                            | Employee Benefits (0200)                                | 5,001          | 8,400          | 8,400          | 8,400          | 0        | 0        | 30,201           |
| 10                           | Purchased Professional & Technical Services (0300)      | 0              | 500,000        | 500,000        | 500,000        | 0        | 0        | 1,500,000        |
| 11                           | Other Purchased Services (0500)                         | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 12                           | Travel, Registration, and Entrance (0580)               | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 13                           | Supplies (0600)   | 0              | 7,500          | 7,500          | 7,500          | 0        | 0        | 22,500           |
| 14                           | <b>Subtotal- Support Program</b>                        | <b>85,001</b>  | <b>590,900</b> | <b>590,900</b> | <b>590,900</b> | <b>0</b> | <b>0</b> | <b>1,857,701</b> |
| 15                           | <b>Grand Total - Instructional and Support Programs</b> | <b>85,001</b>  | <b>680,900</b> | <b>698,900</b> | <b>667,900</b> | <b>0</b> | <b>0</b> | <b>2,132,701</b> |
| 16                           | Equipment (0730)  | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 17                           | Indirect Cost Rate                                      | 0.0550         |                |                |                |          |          |                  |
| 18                           | Indirect Costs  | 117,299        |                |                |                |          |          |                  |
| 19                           | Indirect Costs Override                                 |                |                |                |                |          |          |                  |

**TIERED INTERVENTION GRANT  
ANNUAL FINANCIAL REPORT YEAR 1**

Charter School Name Pueblo City 60

Due September 1st of each year

Revision # \_\_\_\_\_

Date \_\_\_\_\_

| Program Categories                                     | Pueblo City 60 |                     | Risley MS |                     | Pitts MS |                     | Freed MS |                     | 0      |                     | 0      |                     |
|--|----------------|---------------------|-----------|---------------------|----------|---------------------|----------|---------------------|--------|---------------------|--------|---------------------|
|  | Budget         | Actual Expenditures | Budget    | Actual Expenditures | Budget   | Actual Expenditures | Budget   | Actual Expenditures | Budget | Actual Expenditures | Budget | Actual Expenditures |
| 1 Salaries (0100)                                      | -              | -                   | 75,000    | -                   | 90,000   | -                   | 65,000   | -                   | -      | -                   | -      | -                   |
| 2 Employee Benefits (0200)                             | -              | -                   | 15,000    | -                   | 18,000   | -                   | 12,000   | -                   | -      | -                   | -      | -                   |
| 3 Purchased Professional & Technical Services (0300)   | -              | -                   | -         | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 4 Other Purchased Services (0500)                      | -              | -                   | -         | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 5 Travel, Registration & Entrance (0580)               | -              | -                   | -         | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 6 Supplies (0600)                                      | -              | -                   | -         | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 7 Subtotal Instructional Program                       | -              | -                   | 90,000    | -                   | 108,000  | -                   | 77,000   | -                   | -      | -                   | -      | -                   |
| Support Program  |                |                     |           |                     |          |                     |          |                     |        |                     |        |                     |
| 8 Salaries (0100)                                      | 80,000         | -                   | 75,000    | -                   | 75,000   | -                   | 75,000   | -                   | -      | -                   | -      | -                   |
| 9 Employee Benefits (0200)                             | 5,000          | -                   | 8,400     | -                   | 8,400    | -                   | 8,400    | -                   | -      | -                   | -      | -                   |
| 10 Purchased Professional & Technical Services (0300)  | -              | -                   | 500,000   | -                   | 500,000  | -                   | 500,000  | -                   | -      | -                   | -      | -                   |
| 11 Other Purchased Services (0500)                     | -              | -                   | -         | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 12 Travel, Registration & Entrance (0580)              | -              | -                   | -         | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 13 Supplies (0600)                                     | -              | -                   | 7,500     | -                   | 7,500    | -                   | 7,500    | -                   | -      | -                   | -      | -                   |
| 14 Subtotal Support Program                            | 85,000         | -                   | 590,900   | -                   | 590,900  | -                   | 590,900  | -                   | -      | -                   | -      | -                   |
| 15 Equipment (0730)                                    | -              | -                   | -         | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 16 School/District Total                               | 85,000         | -                   | 690,900   | -                   | 690,900  | -                   | 667,900  | -                   | -      | -                   | -      | -                   |
| 17 Indirect costs                                      | 117,269        | -                   | -         | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 18 Year 1 Total (all schools and district obligations) | 85,000         | -                   | 690,900   | -                   | 690,900  | -                   | 667,900  | -                   | -      | -                   | -      | -                   |

Typed Name of Person Preparing Report \_\_\_\_\_ Date \_\_\_\_\_ Signature of School District Authorized Repre \_\_\_\_\_ Date \_\_\_\_\_

\*check with your school district budget office for the signature of the school district authorized representative

|                                       |                |
|---------------------------------------|----------------|
| <b>TIERED INTERVENTION GRANT</b>      |                |
| <b>ANNUAL FINANCIAL REPORT YEAR 2</b> |                |
| Charter School Name                   | Pueblo City 60 |
| Date                                  |                |

Due September 1st of each year

Revision #

| Program Categories                                     | Pueblo City 60 |                     | Riley MS |                     | PRTS MS |                     | Freed MS |                     | 0      |                     | 0      |                     |
|--|----------------|---------------------|----------|---------------------|---------|---------------------|----------|---------------------|--------|---------------------|--------|---------------------|
|  | Budget         | Actual Expenditures | Budget   | Actual Expenditures | Budget  | Actual Expenditures | Budget   | Actual Expenditures | Budget | Actual Expenditures | Budget | Actual Expenditures |
| <b>Instructional Program</b>                           |                |                     |          |                     |         |                     |          |                     |        |                     |        |                     |
| 1 Salaries (0100)                                      |                | 75,000              | 75,000   |                     | 90,000  |                     | 65,000   |                     |        |                     |        |                     |
| 2 Employee Benefits (0200)                             |                |                     | 15,000   |                     | 18,000  |                     | 12,000   |                     |        |                     |        |                     |
| 3 Purchased Professional & Technical Services (0300)   |                |                     |          |                     |         |                     |          |                     |        |                     |        |                     |
| 4 Other Purchased Services (0500)                      |                |                     |          |                     |         |                     |          |                     |        |                     |        |                     |
| 5 Travel, Registration & Entrance (0580)               |                |                     |          |                     |         |                     |          |                     |        |                     |        |                     |
| 6 Supplies (0600)                                      |                |                     |          |                     |         |                     |          |                     |        |                     |        |                     |
| 7 Subtotal Instructional Program                       |                |                     | 90,000   |                     | 108,000 |                     | 77,000   |                     |        |                     |        |                     |
| <b>Support Program</b>                                 |                |                     |          |                     |         |                     |          |                     |        |                     |        |                     |
| 8 Salaries (0100)                                      | 80,000         |                     | 75,000   |                     | 75,000  |                     | 75,000   |                     |        |                     |        |                     |
| 9 Employee Benefits (0200)                             | 5,000          |                     | 8,400    |                     | 8,400   |                     | 8,400    |                     |        |                     |        |                     |
| 10 Purchased Professional & Technical Services (0300)  |                |                     | 500,000  |                     | 500,000 |                     | 500,000  |                     |        |                     |        |                     |
| 11 Other Purchased Services (0500)                     |                |                     |          |                     |         |                     |          |                     |        |                     |        |                     |
| 12 Travel, Registration & Entrance (0580)              |                |                     |          |                     |         |                     |          |                     |        |                     |        |                     |
| 13 Supplies (0600)                                     |                |                     |          |                     |         |                     |          |                     |        |                     |        |                     |
| 14 Subtotal Support Program                            | 85,000         |                     | 7,500    |                     | 7,500   |                     | 7,500    |                     |        |                     |        |                     |
| 15 Equipment (0700)                                    | 65,000         |                     | 590,900  |                     | 590,900 |                     | 590,900  |                     |        |                     |        |                     |
| 16 School/District Total                               | 85,000         |                     |          |                     |         |                     |          |                     |        |                     |        |                     |
| 17 Indirect costs                                      | 117,299        |                     | 680,900  |                     | 680,900 |                     | 667,900  |                     |        |                     |        |                     |
| 18 Year 2 Total (all schools and district obligations) |                |                     |          |                     |         |                     |          |                     |        |                     |        |                     |

Typed Name of Person Preparing Report \_\_\_\_\_ Date \_\_\_\_\_ Signature of School District Authorized Repre \_\_\_\_\_ Date \_\_\_\_\_

\*check with your school district budget office for the signature of the school district authorized representative

**TIERED INTERVENTION GRANT  
ANNUAL FINANCIAL REPORT YEAR 3**

Charter School Name Pueblo City 60 Date \_\_\_\_\_

Due September 1st of each year

Revision # \_\_\_\_\_

| Program Categories                                     | Pueblo City 60 |                     | Blair MS |                     | Pitts MS |                     | Freed MS |                     | 0      |                     | 0      |                     |
|--|----------------|---------------------|----------|---------------------|----------|---------------------|----------|---------------------|--------|---------------------|--------|---------------------|
|  | Budget         | Actual Expenditures | Budget   | Actual Expenditures | Budget   | Actual Expenditures | Budget   | Actual Expenditures | Budget | Actual Expenditures | Budget | Actual Expenditures |
| <b>Instructional Program</b>                           |                |                     |          |                     |          |                     |          |                     |        |                     |        |                     |
| 1 Salaries (0100)                                      | -              | -                   | 75,000   | -                   | 90,000   | -                   | 65,000   | -                   | -      | -                   | -      | -                   |
| 2 Employee Benefits (0200)                             | -              | -                   | 15,000   | -                   | 18,000   | -                   | 12,000   | -                   | -      | -                   | -      | -                   |
| 3 Purchased Professional & Technical Services (0300)   | -              | -                   | -        | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 4 Other Purchased Services (0500)                      | -              | -                   | -        | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 5 Travel, Registration & Entrance (0580)               | -              | -                   | -        | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 6 Supplies (0600)                                      | -              | -                   | -        | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 7 Subtotal Instructional Program                       | -              | -                   | 90,000   | -                   | 108,000  | -                   | 77,000   | -                   | -      | -                   | -      | -                   |
| <b>Support Program</b>                                 |                |                     |          |                     |          |                     |          |                     |        |                     |        |                     |
| 8 Salaries (0100)                                      | 80,000         | -                   | 75,000   | -                   | 75,000   | -                   | 75,000   | -                   | -      | -                   | -      | -                   |
| 9 Employee Benefits (0200)                             | 5,000          | -                   | 8,400    | -                   | 8,400    | -                   | 8,400    | -                   | -      | -                   | -      | -                   |
| 10 Purchased Professional & Technical Services (0300)  | -              | -                   | 500,000  | -                   | 500,000  | -                   | 500,000  | -                   | -      | -                   | -      | -                   |
| 11 Other Purchased Services (0500)                     | -              | -                   | -        | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 12 Travel, Registration & Entrance (0580)              | -              | -                   | -        | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 13 Supplies (0600)                                     | -              | -                   | -        | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 14 Subtotal Support Program                            | 85,000         | -                   | 7,500    | -                   | 7,500    | -                   | 7,500    | -                   | -      | -                   | -      | -                   |
| 15 Equipment (0700)                                    | -              | -                   | 500,500  | -                   | 500,500  | -                   | 500,500  | -                   | -      | -                   | -      | -                   |
| 16 School/District Total                               | 85,000         | -                   | 620,900  | -                   | 698,900  | -                   | 667,900  | -                   | -      | -                   | -      | -                   |
| 17 Indirect costs                                      | 117,250        | -                   | -        | -                   | -        | -                   | -        | -                   | -      | -                   | -      | -                   |
| 18 Year 3 Total (all schools and district obligations) | 182,250        | -                   | 620,900  | -                   | 706,400  | -                   | 675,400  | -                   | -      | -                   | -      | -                   |

Typed Name of Person Preparing Report \_\_\_\_\_ Date \_\_\_\_\_ Signature of School District Authorized Repre \_\_\_\_\_ Date \_\_\_\_\_

\*Check with your school district budget office for the signature of the school district authorized representative

**Error Checking**  
**TIERED INTERVENTION GRANT**

April 21, 2010

|                 | Detail Sheets | 5-Budget Summary |       |
|-----------------|---------------|------------------|-------|
| 3-Budget Detail | 6,398,103     | 6,398,103        | equal |
| 4-Equipment     | 0             | 0                | equal |
| Total           | 6,398,103     | 6,398,103        | equal |

If the subtotals do not equal each other, the most likely problem is on the detail sheet. All required entries may not have been entered.



**TIERED INTERVENTION GRANT  
FY2009-11,2011-12, 2012-13**

|                       |                |             |
|-----------------------|----------------|-------------|
| District number:      | 2690           |             |
| School District Name: | Pueblo City 60 | <b>Tier</b> |
| School #1 Name:       | Roncalli MS    | Tier II     |
| School #2 Name:       | Central HS     | Tier II     |
| School #3 Name:       | YAFA HS        | Tier II     |
| School #4 Name:       |                |             |
| School #5 Name:       |                |             |

**Turnaround Model**

|                  |                 |
|------------------|-----------------|
| Budget Report:   | Original Budget |
| Revision number: |                 |
| Date:            | April 21, 2010  |

Please Check the year(s) you are applying for:

Year 1           x  
Year 2           x  
Year 3           x

**Name of person completing this information**

|            |  |
|------------|--|
| Name:      | Charlotte Macaluso                       |
| Phone No.: | 719 566-1965                             |
| E-mail:    | charlotte.macaluso@pueblocitieschools.us |

Submit this excel file to : [electronic\\_budget@cde.state.co.us](mailto:electronic_budget@cde.state.co.us); [anderson\\_a@cde.state.co.us](mailto:anderson_a@cde.state.co.us); [lake\\_a@cde.state.co.us](mailto:lake_a@cde.state.co.us)

**Grants Fiscal Contact:** Andy Lake: (303) 866-6829 [lake\\_a@cde.state.co.us](mailto:lake_a@cde.state.co.us)

**Program Contact:** Darryl Bonds: (303) 866-6762 [bonds\\_d@cde.state.co.us](mailto:bonds_d@cde.state.co.us)

**CDE use only**

**Funding Summary**

| School/District | Request-Year 1      | Request-Year 2      | Request-Year 3      | Approved-Year 1 | Approved-Year 2 | Approved-Year 3 |
|-----------------|---------------------|---------------------|---------------------|-----------------|-----------------|-----------------|
| Pueblo City 60  | \$ -                | \$ -                | \$ -                |                 |                 |                 |
| Roncalli MS     | \$ 715,901          | \$ 715,901          | \$ 715,901          |                 |                 |                 |
| Central HS      | \$ 905,900          | \$ 905,900          | \$ 905,900          |                 |                 |                 |
| YAFA HS         | \$ 510,900          | \$ 510,900          | \$ 510,900          |                 |                 |                 |
| 0               | \$ -                | \$ -                | \$ -                |                 |                 |                 |
| 0               | \$ -                | \$ -                | \$ -                |                 |                 |                 |
| Indirects       | \$ 117,299          | \$ 117,299          | \$ 117,299          |                 |                 |                 |
| <b>Total:</b>   | <b>\$ 2,250,000</b> | <b>\$ 2,250,000</b> | <b>\$ 2,250,000</b> |                 |                 |                 |

**TIERED INTERVENTION GRANT  
BUDGET DETAIL**

| Pueblo City 60   |  |             |                              |               |         |   |                                     |
|--|--|-------------|------------------------------|---------------|---------|---|-------------------------------------|
| 1  | 2  | 3           | 4                            | 5             | 6       | 7   | 8                                   |
| Budget Object  | School or district associated with budget line | Budget Year | Tier & Model                 | Quantity Unit | Cost    | Description/Budget Narrative                                    | FTE (required for all yellow cells) |
| Support - Purchased Professional & Technical Services (0300) | Roncalli MS                                    | Year 1      | Tier II,Transformation Model | 1             | 550,000 | Consultation Contract with Global Partnership                   |                                     |
| Support - Purchased Professional & Technical Services (0300) | Central HS                                     | Year 1      | Tier II,Transformation Model | 1             | 750,000 | Consultation Contract with Global Partnership                   |                                     |
| Support - Purchased Professional & Technical Services (0300) | YAFA HS  | Year 1      | Tier II,Transformation Model | 1             | 400,000 | Consultation Contract with Global Partnership                   |                                     |
| Inst. - Salaries (0100)                                      | Roncalli MS                                    | Year 1      | Tier II,Transformation Model | 1             | 85,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Salaries (0100)                                      | Central HS                                     | Year 1      | Tier II,Transformation Model | 1             | 85,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Salaries (0100)                                      | YAFA HS  | Year 1      | Tier II,Transformation Model | 1             | 50,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Employee Benefits (0200)                             | Roncalli MS                                    | Year 1      | Tier II,Transformation Model | 1             | 15,000  | Benefits for Salaries Extended Day/Year                         |                                     |
| Inst. - Employee Benefits (0200)                             | Central HS                                     | Year 1      | Tier II,Transformation Model | 1             | 15,000  | Benefits for Salaries Extended Day/Year                         |                                     |
| Inst. - Employee Benefits (0200)                             | YAFA HS  | Year 1      | Tier II,Transformation Model | 1             | 5,000   | Benefits for Salaries Extended Day/Year                         |                                     |
| Support - Salaries (0100)                                    | Roncalli MS                                    | Year 1      | Tier II,Transformation Model | 1             | 15,000  | Stipend for Principal(Extend contract to 12 mo)                 | ST                                  |
| Support - Salaries (0100)                                    | Central HS                                     | Year 1      | Tier II,Transformation Model | 1             | 15,000  | Stipend for Principal (Extend contract to 12 mo)                | ST                                  |
| Support - Salaries (0100)                                    | YAFA HS  | Year 1      | Tier II,Transformation Model | 1             | 15,000  | Stipend for Principal (Extend contract to 12 mo)                | ST                                  |
| Support - Employee Benefits (0200)                           | Roncalli MS                                    | Year 1      | Tier II,Transformation Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Employee Benefits (0200)                           | Central HS                                     | Year 1      | Tier II,Transformation Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Employee Benefits (0200)                           | YAFA HS  | Year 1      | Tier II,Transformation Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Supplies (0600)                                    | Roncalli MS                                    | Year 1      | Tier II,Transformation Model | 1             | 10,001  | Software to support on-line learning                            |                                     |
| Support - Salaries (0100)                                    | Roncalli MS                                    | Year 1      | Tier II,Transformation Model | 1             | 35,000  | Salary for Site Specific Coach Based on Identified School Needs | 0.5                                 |
| Support - Salaries (0100)                                    | Central HS                                     | Year 1      | Tier II,Transformation Model | 1             | 35,000  | Salary for Site Specific Coach Based on Identified School Needs | 0.5                                 |
| Support - Salaries (0100)                                    | YAFA HS  | Year 1      | Tier II,Transformation Model | 1             | 35,000  | Salary for Site Specific Coach Based on Identified School Needs | 0.5                                 |
| Support - Employee Benefits (0200)                           | Roncalli MS                                    | Year 1      | Tier II,Transformation Model | 1             | 2,500   | Benefits for Salary for Instructional Coach                     |                                     |
| Support - Employee Benefits (0200)                           | Central HS                                     | Year 1      | Tier II,Transformation Model | 1             | 2,500   | Benefits for Salary for Instructional Coach                     |                                     |
| Support - Employee Benefits (0200)                           | YAFA HS  | Year 1      | Tier II,Transformation Model | 1             | 2,500   | Benefits for Salary for Instructional Coach                     |                                     |

**TIERED INTERVENTION GRANT  
BUDGET DETAIL**

| Pueblo City 60   |  |             |                               |               |         |   |                                     |
|--|--|-------------|-------------------------------|---------------|---------|---|-------------------------------------|
| 1  | 2  | 3           | 4                             | 5             | 6       | 7   | 8                                   |
| Budget Object  | School or district associated with budget line | Budget Year | Tier & Model                  | Quantity Unit | Cost    | Description/Budget Narrative                                    | FTE (required for all yellow cells) |
| Support - Purchased Professional & Technical Services (0300) | Roncalli MS                                    | Year 2      | Tier II, Transformation Model | 1             | 550,000 | Consultation Contract with Global Partnership                   |                                     |
| Support - Purchased Professional & Technical Services (0300) | Central HS                                     | Year 2      | Tier II, Transformation Model | 1             | 750,000 | Consultation Contract with Global Partnership                   |                                     |
| Support - Purchased Professional & Technical Services (0300) | YAFA HS  | Year 2      | Tier II, Transformation Model | 1             | 400,000 | Consultation Contract with Global Partnership                   |                                     |
| Inst. - Salaries (0100)                                      | Roncalli MS                                    | Year 2      | Tier II, Transformation Model | 1             | 85,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Salaries (0100)                                      | Central HS                                     | Year 2      | Tier II, Transformation Model | 1             | 85,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Salaries (0100)                                      | YAFA HS  | Year 2      | Tier II, Transformation Model | 1             | 50,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Employee Benefits (0200)                             | Roncalli MS                                    | Year 2      | Tier II, Transformation Model | 1             | 15,000  | Benefits for Salaries Extended Day/Year                         |                                     |
| Inst. - Employee Benefits (0200)                             | Central HS                                     | Year 2      | Tier II, Transformation Model | 1             | 15,000  | Benefits for Salaries Extended Day/Year                         |                                     |
| Inst. - Employee Benefits (0200)                             | YAFA HS  | Year 2      | Tier II, Transformation Model | 1             | 5,000   | Benefits for Salaries Extended Day/Year                         |                                     |
| Support - Salaries (0100)                                    | Roncalli MS                                    | Year 2      | Tier II, Transformation Model | 1             | 15,000  | Stipend for Principal(Extend contract to 12 mo)                 | ST                                  |
| Support - Salaries (0100)                                    | Central HS                                     | Year 2      | Tier II, Transformation Model | 1             | 15,000  | Stipend for Principal (Extend contract to 12 mo)                | ST                                  |
| Support - Salaries (0100)                                    | YAFA HS  | Year 2      | Tier II, Transformation Model | 1             | 15,000  | Stipend for Principal (Extend contract to 12 mo)                | ST                                  |
| Support - Employee Benefits (0200)                           | Roncalli MS                                    | Year 2      | Tier II, Transformation Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Employee Benefits (0200)                           | Central HS                                     | Year 2      | Tier II, Transformation Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Employee Benefits (0200)                           | YAFA HS  | Year 2      | Tier II, Transformation Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Inst. - Other Purchased Services (0500)                      | Roncalli MS                                    | Year 2      | Tier II, Transformation Model | 1             | 10,001  | Software to support on-line learning                            |                                     |
| Support - Salaries (0100)                                    | Roncalli MS                                    | Year 2      | Tier II, Transformation Model | 1             | 35,000  | Salary for Site Specific Coach Based on Identified School Needs | 1                                   |
| Support - Salaries (0100)                                    | Central HS                                     | Year 2      | Tier II, Transformation Model | 1             | 35,000  | Salary for Site Specific Coach Based on Identified School Needs | 1                                   |
| Support - Salaries (0100)                                    | YAFA HS  | Year 2      | Tier II, Transformation Model | 1             | 35,000  | Salary for Site Specific Coach Based on Identified School Needs | 1                                   |
| Support - Employee Benefits (0200)                           | Roncalli MS                                    | Year 2      | Tier II, Transformation Model | 1             | 2,500   | Benefits for Salary for Instructional Coach                     |                                     |
| Support - Employee Benefits (0200)                           | Central HS                                     | Year 2      | Tier II, Transformation Model | 1             | 2,500   | Benefits for Salary for Instructional Coach                     |                                     |
| Support - Employee Benefits (0200)                           | YAFA HS  | Year 2      | Tier II, Transformation Model | 1             | 2,500   | Benefits for Salary for Instructional Coach                     |                                     |

**TIERED INTERVENTION GRANT  
BUDGET DETAIL**

| Pueblo City 60   |  |             |                               |               |         |   |                                     |
|--|--|-------------|-------------------------------|---------------|---------|---|-------------------------------------|
| 1  | 2  | 3           | 4                             | 5             | 6       | 7   | 8                                   |
| Budget Object  | School or district associated with budget line | Budget Year | Tier & Model                  | Quantity Unit | Cost    | Description/Budget Narrative                                    | FTE (required for all yellow cells) |
| Support - Purchased Professional & Technical Services (0300) | Roncalli MS                                    | Year 3      | Tier II, Transformation Model | 1             | 550,000 | Consultation Contract with Global Partnership                   |                                     |
| Support - Purchased Professional & Technical Services (0300) | Central HS                                     | Year 3      | Tier II, Transformation Model | 1             | 750,000 | Consultation Contract with Global Partnership                   |                                     |
| Support - Purchased Professional & Technical Services (0300) | YAFA HS  | Year 3      | Tier II, Transformation Model | 1             | 400,000 | Consultation Contract with Global Partnership                   |                                     |
| Inst. - Salaries (0100)                                      | Roncalli MS                                    | Year 3      | Tier II, Transformation Model | 1             | 85,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Salaries (0100)                                      | Central HS                                     | Year 3      | Tier II, Transformation Model | 1             | 85,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Salaries (0100)                                      | YAFA HS  | Year 3      | Tier II, Transformation Model | 1             | 50,000  | Salaries for Instructional Staff Extended Day/Year              | ST                                  |
| Inst. - Employee Benefits (0200)                             | Roncalli MS                                    | Year 3      | Tier II, Transformation Model | 1             | 15,000  | Benefits for Salaries Extended Day/Year                         |                                     |
| Inst. - Employee Benefits (0200)                             | Central HS                                     | Year 3      | Tier II, Transformation Model | 1             | 15,000  | Benefits for Salaries Extended Day/Year                         |                                     |
| Inst. - Employee Benefits (0200)                             | YAFA HS  | Year 3      | Tier II, Transformation Model | 1             | 5,000   | Benefits for Salaries Extended Day/Year                         |                                     |
| Support - Salaries (0100)                                    | Roncalli MS                                    | Year 3      | Tier II, Transformation Model | 1             | 15,000  | Stipend for Principal(Extend contract to 12 mo)                 | ST                                  |
| Support - Salaries (0100)                                    | Central HS                                     | Year 3      | Tier II, Transformation Model | 1             | 15,000  | Stipend for Principal (Extend contract to 12 mo)                | ST                                  |
| Support - Salaries (0100)                                    | YAFA HS  | Year 3      | Tier II, Transformation Model | 1             | 15,000  | Stipend for Principal (Extend contract to 12 mo)                | ST                                  |
| Support - Employee Benefits (0200)                           | Roncalli MS                                    | Year 3      | Tier II, Transformation Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Employee Benefits (0200)                           | Central HS                                     | Year 3      | Tier II, Transformation Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Support - Employee Benefits (0200)                           | YAFA HS  | Year 3      | Tier II, Transformation Model | 1             | 3,400   | Benefits for Stipend Principal Recruitment Retention            |                                     |
| Inst. - Other Purchased Services (0500)                      | Roncalli MS                                    | Year 3      | Tier II, Transformation Model | 1             | 10,001  | Software to support on-line learning                            |                                     |
| Support - Salaries (0100)                                    | Roncalli MS                                    | Year 3      | Tier II, Transformation Model | 1             | 35,000  | Salary for Site Specific Coach Based on Identified School Needs | 0.5                                 |
| Support - Salaries (0100)                                    | Central HS                                     | Year 3      | Tier II, Transformation Model | 1             | 35,000  | Salary for Site Specific Coach Based on Identified School Needs | 0.5                                 |
| Support - Salaries (0100)                                    | YAFA HS  | Year 3      | Tier II, Transformation Model | 1             | 35,000  | Salary for Site Specific Coach Based on Identified School Needs | 0.5                                 |
| Support - Employee Benefits (0200)                           | Roncalli MS                                    | Year 3      | Tier II, Transformation Model | 1             | 2,500   | Benefits for Salary for Instructional Coach                     |                                     |
| Support - Employee Benefits (0200)                           | Central HS                                     | Year 3      | Tier II, Transformation Model | 1             | 2,500   | Benefits for Salary for Instructional Coach                     |                                     |
| Support - Employee Benefits (0200)                           | YAFA HS  | Year 3      | Tier II, Transformation Model | 1             | 2,500   | Benefits for Salary for Instructional Coach                     |                                     |

**TIERED INTERVENTION GRANT  
BUDGET SUMMARY - START UP, YEAR 1  
FY2009-11**

Pueblo City 60

04/21/10

| Line                         | DESCRIPTION   | Pueblo City 60 | Roncalli MS    | Central HS     | YAFA HS        | 0        | 0        | Total            |
|------------------------------|---|----------------|----------------|----------------|----------------|----------|----------|------------------|
| <b>INSTRUCTIONAL PROGRAM</b> |   |                |                |                |                |          |          |                  |
| 1                            | Salaries (0100)   | 0              | 85,000         | 85,000         | 50,000         | 0        | 0        | 220,000          |
| 2                            | Employee Benefits (0200)                                | 0              | 15,000         | 15,000         | 5,000          | 0        | 0        | 35,000           |
| 3                            | Purchased Professional & Technical Services (0300)      | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 4                            | Other Purchased Services (0500)                         | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 5                            | Travel, Registration, and Entrance (0580)               | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 6                            | Supplies (0600)   | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 7                            | <b>Subtotal-Instructional Program</b>                   | <b>0</b>       | <b>100,000</b> | <b>100,000</b> | <b>55,000</b>  | <b>0</b> | <b>0</b> | <b>255,000</b>   |
| <b>SUPPORT PROGRAM</b>       |   |                |                |                |                |          |          |                  |
| 8                            | Salaries (0100)   | 0              | 50,000         | 50,000         | 50,000         | 0        | 0        | 150,000          |
| 9                            | Employee Benefits (0200)                                | 0              | 5,900          | 5,900          | 5,900          | 0        | 0        | 17,700           |
| 10                           | Purchased Professional & Technical Services (0300)      | 0              | 550,000        | 750,000        | 400,000        | 0        | 0        | 1,700,000        |
| 11                           | Other Purchased Services (0500)                         | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 12                           | Travel, Registration, and Entrance (0580)               | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 13                           | Supplies (0600)   | 0              | 10,001         | 0              | 0              | 0        | 0        | 10,001           |
| 14                           | <b>Subtotal- Support Program</b>                        | <b>0</b>       | <b>615,901</b> | <b>805,900</b> | <b>455,900</b> | <b>0</b> | <b>0</b> | <b>1,877,701</b> |
| 15                           | <b>Grand Total - Instructional and Support Programs</b> | <b>0</b>       | <b>715,901</b> | <b>905,900</b> | <b>510,900</b> | <b>0</b> | <b>0</b> | <b>2,132,701</b> |
| 16                           | Equipment (0730)  | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 17                           | Indirect Cost Rate                                      | 0.0550         |                |                |                |          |          |                  |
| 18                           | Indirect Costs  | 117,299        |                |                |                |          |          |                  |
| 19                           | Indirect Costs Override                                 |                |                |                |                |          |          |                  |

**TIERED INTERVENTION GRANT  
BUDGET SUMMARY - START UP, YEAR 2  
FY2011-12**

**Pueblo City 60**

04/21/10

| Line                         | DESCRIPTION   | Pueblo City 60 | Roncalli MS    | Central HS     | YAFA HS        | 0        | 0        | Total            |
|------------------------------|---|----------------|----------------|----------------|----------------|----------|----------|------------------|
| <b>INSTRUCTIONAL PROGRAM</b> |   |                |                |                |                |          |          |                  |
| 1                            | Salaries (0100)   | 0              | 85,000         | 85,000         | 50,000         | 0        | 0        | 220,000          |
| 2                            | Employee Benefits (0200)                                | 0              | 15,000         | 15,000         | 5,000          | 0        | 0        | 35,000           |
| 3                            | Purchased Professional & Technical Services (0300)      | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 4                            | Other Purchased Services (0500)                         | 0              | 10,001         | 0              | 0              | 0        | 0        | 10,001           |
| 5                            | Travel, Registration, and Entrance (0580)               | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 6                            | Supplies (0600)   | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 7                            | <b>Subtotal-Instructional Program</b>                   | <b>0</b>       | <b>110,001</b> | <b>100,000</b> | <b>55,000</b>  | <b>0</b> | <b>0</b> | <b>265,001</b>   |
| <b>SUPPORT PROGRAM</b>       |   |                |                |                |                |          |          |                  |
| 8                            | Salaries (0100)   | 0              | 50,000         | 50,000         | 50,000         | 0        | 0        | 150,000          |
| 9                            | Employee Benefits (0200)                                | 0              | 5,900          | 5,900          | 5,900          | 0        | 0        | 17,700           |
| 10                           | Purchased Professional & Technical Services (0300)      | 0              | 550,000        | 750,000        | 400,000        | 0        | 0        | 1,700,000        |
| 11                           | Other Purchased Services (0500)                         | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 12                           | Travel, Registration, and Entrance (0580)               | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 13                           | Supplies (0600)   | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 14                           | <b>Subtotal- Support Program</b>                        | <b>0</b>       | <b>605,900</b> | <b>805,900</b> | <b>455,900</b> | <b>0</b> | <b>0</b> | <b>1,867,700</b> |
| 15                           | <b>Grand Total - Instructional and Support Programs</b> | <b>0</b>       | <b>715,901</b> | <b>905,900</b> | <b>510,900</b> | <b>0</b> | <b>0</b> | <b>2,132,701</b> |
| 16                           | Equipment (0730)  | 0              | 0              | 0              | 0              | 0        | 0        | 0                |
| 17                           | Indirect Cost Rate                                      | 0.0550         |                |                |                |          |          |                  |
| 18                           | Indirect Costs  | 117,299        |                |                |                |          |          |                  |
| 19                           | Indirect Costs Override                                 |                |                |                |                |          |          |                  |

**TIERED INTERVENTION GRANT  
BUDGET SUMMARY - START UP, YEAR 3  
FY2012-13**

Pueblo City 60

04/21/10

| Line                         | DESCRIPTION   | Pueblo City 60 | Roncalli MS | Central HS | YAFA HS | 0 | 0 | Total     |
|------------------------------|---|----------------|-------------|------------|---------|---|---|-----------|
| <b>INSTRUCTIONAL PROGRAM</b> |   |                |             |            |         |   |   |           |
| 1                            | Salaries (0100)   | 0              | 85,000      | 85,000     | 50,000  | 0 | 0 | 220,000   |
| 2                            | Employee Benefits (0200)                                | 0              | 15,000      | 15,000     | 5,000   | 0 | 0 | 35,000    |
| 3                            | Purchased Professional & Technical Services (0300)      | 0              | 0           | 0          | 0       | 0 | 0 | 0         |
| 4                            | Other Purchased Services (0500)                         | 0              | 10,001      | 0          | 0       | 0 | 0 | 10,001    |
| 5                            | Travel, Registration, and Entrance (0580)               | 0              | 0           | 0          | 0       | 0 | 0 | 0         |
| 6                            | Supplies (0600)   | 0              | 0           | 0          | 0       | 0 | 0 | 0         |
| 7                            | <b>Subtotal-Instructional Program</b>                   | 0              | 110,001     | 100,000    | 55,000  | 0 | 0 | 265,001   |
| <b>SUPPORT PROGRAM</b>       |   |                |             |            |         |   |   |           |
| 8                            | Salaries (0100)   | 0              | 50,000      | 50,000     | 50,000  | 0 | 0 | 150,000   |
| 9                            | Employee Benefits (0200)                                | 0              | 5,900       | 5,900      | 5,900   | 0 | 0 | 17,700    |
| 10                           | Purchased Professional & Technical Services (0300)      | 0              | 550,000     | 750,000    | 400,000 | 0 | 0 | 1,700,000 |
| 11                           | Other Purchased Services (0500)                         | 0              | 0           | 0          | 0       | 0 | 0 | 0         |
| 12                           | Travel, Registration, and Entrance (0580)               | 0              | 0           | 0          | 0       | 0 | 0 | 0         |
| 13                           | Supplies (0600)   | 0              | 0           | 0          | 0       | 0 | 0 | 0         |
| 14                           | <b>Subtotal- Support Program</b>                        | 0              | 605,900     | 805,900    | 455,900 | 0 | 0 | 1,867,700 |
| 15                           | <b>Grand Total - Instructional and Support Programs</b> | 0              | 715,901     | 905,900    | 510,900 | 0 | 0 | 2,132,701 |
| 16                           | Equipment (0730)  | 0              | 0           | 0          | 0       | 0 | 0 | 0         |
| 17                           | Indirect Cost Rate                                      | 0.0550         |             |            |         |   |   |           |
| 18                           | Indirect Costs  | 117,299        |             |            |         |   |   |           |
| 19                           | Indirect Costs Override                                 |                |             |            |         |   |   |           |

**TIERED INTERVENTION GRANT  
ANNUAL FINANCIAL REPORT YEAR 1**

Charter School Name Pueblo City 60 Date \_\_\_\_\_

Revision # \_\_\_\_\_

Due September 1st of each year

| Program Categories                                     | Pueblo City 60 |                     | Rancho MS |                     | Central HS |                     | Yafa HS |                     | 0      |                     | 0      |                     |
|--|----------------|---------------------|-----------|---------------------|------------|---------------------|---------|---------------------|--------|---------------------|--------|---------------------|
|  | Budget         | Actual Expenditures | Budget    | Actual Expenditures | Budget     | Actual Expenditures | Budget  | Actual Expenditures | Budget | Actual Expenditures | Budget | Actual Expenditures |
| 1 Salaries (0100)                                      | -              | -                   | 85,000    | -                   | 85,000     | -                   | 50,000  | -                   | -      | -                   | -      | -                   |
| 2 Employee Benefits (0200)                             | -              | -                   | 15,000    | -                   | 15,000     | -                   | 5,000   | -                   | -      | -                   | -      | -                   |
| 3 Purchased Professional & Technical Services (0300)   | -              | -                   | -         | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 4 Other Purchased Services (0500)                      | -              | -                   | -         | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 5 Travel, Registration & Entrance (0580)               | -              | -                   | -         | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 6 Supplies (0600)                                      | -              | -                   | -         | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 7 Subtotal Instructional Program                       | -              | -                   | 100,000   | -                   | 100,000    | -                   | 55,000  | -                   | -      | -                   | -      | -                   |
| Support Program  | -              | -                   | -         | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 8 Salaries (0100)                                      | -              | -                   | 50,000    | -                   | 50,000     | -                   | 50,000  | -                   | -      | -                   | -      | -                   |
| 9 Employee Benefits (0200)                             | -              | -                   | 5,900     | -                   | 5,900      | -                   | 5,900   | -                   | -      | -                   | -      | -                   |
| 10 Purchased Professional & Technical Services (0300)  | -              | -                   | 550,000   | -                   | 750,000    | -                   | 400,000 | -                   | -      | -                   | -      | -                   |
| 11 Other Purchased Services (0500)                     | -              | -                   | -         | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 12 Travel, Registration & Entrance (0580)              | -              | -                   | -         | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 13 Supplies (0600)                                     | -              | -                   | -         | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 14 Subtotal Support Program                            | -              | -                   | 10,001    | -                   | 10,001     | -                   | 455,900 | -                   | -      | -                   | -      | -                   |
| 15 Equipment (0730)                                    | -              | -                   | 615,001   | -                   | 615,001    | -                   | 455,900 | -                   | -      | -                   | -      | -                   |
| 16 School/District Total                               | -              | -                   | 715,001   | -                   | 715,001    | -                   | 905,900 | -                   | -      | -                   | -      | -                   |
| 17 Indirect costs                                      | -              | -                   | -         | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 18 Year 1 Total (all schools and district obligations) | -              | -                   | 117,499   | -                   | 117,499    | -                   | 510,900 | -                   | -      | -                   | -      | -                   |

Typed Name of Person Preparing Report \_\_\_\_\_ Date \_\_\_\_\_ Signature of School District Authorized Repre \_\_\_\_\_ Date \_\_\_\_\_

\*check with your school district budget office for the signature of the school district authorized representative



**TIERED INTERVENTION GRANT  
ANNUAL FINANCIAL REPORT YEAR 2**

Charter School Name Pueblo City 60 Date \_\_\_\_\_

Revision # \_\_\_\_\_

Due September 31st of each year

| Program Categories                                     | Pueblo City 60 |                     | Roncalli MS |                     | Central MS |                     | YASA MS |                     | 0      |                     | 0      |                     |
|--|----------------|---------------------|-------------|---------------------|------------|---------------------|---------|---------------------|--------|---------------------|--------|---------------------|
|  | Budget         | Actual Expenditures | Budget      | Actual Expenditures | Budget     | Actual Expenditures | Budget  | Actual Expenditures | Budget | Actual Expenditures | Budget | Actual Expenditures |
| Instructional Program                                  |                |                     |             |                     |            |                     |         |                     |        |                     |        |                     |
| 1 Salaries (0100)                                      | -              | -                   | 85,000      | -                   | 85,000     | -                   | 50,000  | -                   | -      | -                   | -      | -                   |
| 2 Employee Benefits (0700)                             | -              | -                   | 15,000      | -                   | 15,000     | -                   | 5,000   | -                   | -      | -                   | -      | -                   |
| 3 Purchased Professional & Technical Services (0300)   | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 4 Other Purchased Services (0500)                      | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 5 Travel, Registration & Entrance (0580)               | -              | -                   | 10,001      | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 6 Supplies (0600)                                      | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 7 Subtotal Instructional Program                       | -              | -                   | 110,001     | -                   | 100,000    | -                   | 55,000  | -                   | -      | -                   | -      | -                   |
| Support Program  |                |                     |             |                     |            |                     |         |                     |        |                     |        |                     |
| 8 Salaries (0100)                                      | -              | -                   | 50,000      | -                   | 50,000     | -                   | 50,000  | -                   | -      | -                   | -      | -                   |
| 9 Employee Benefits (0700)                             | -              | -                   | 5,900       | -                   | 5,900      | -                   | 5,900   | -                   | -      | -                   | -      | -                   |
| 10 Purchased Professional & Technical Services (0300)  | -              | -                   | 550,000     | -                   | 750,000    | -                   | 400,000 | -                   | -      | -                   | -      | -                   |
| 11 Other Purchased Services (0500)                     | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 12 Travel, Registration & Entrance (0580)              | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 13 Supplies (0600)                                     | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 14 Subtotal Support Program                            | -              | -                   | 605,900     | -                   | 805,900    | -                   | 455,900 | -                   | -      | -                   | -      | -                   |
| 15 Equipment (0730)                                    | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 16 School/District Total                               | -              | -                   | 715,901     | -                   | 905,900    | -                   | 510,900 | -                   | -      | -                   | -      | -                   |
| 17 Indirect costs                                      | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 18 Year 2 Total (all schools and district obligations) | 117,299        | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |

Typed Name of Person Preparing Report \_\_\_\_\_ Date \_\_\_\_\_ Signature of School District Authorized Repre \_\_\_\_\_ Date \_\_\_\_\_

\*check with your school district budget office for the signature of the school district authorized representative

|                                       |                |
|---------------------------------------|----------------|
| <b>TIERED INTERVENTION GRANT</b>      |                |
| <b>ANNUAL FINANCIAL REPORT YEAR 3</b> |                |
| Charter School Name                   | Pueblo City 60 |
| Date                                  |                |

Due September 1st of each year

Revision #

| Program Categories                                      | Pueblo City 60 |                     | Ranocall MS |                     | Central MS |                     | YASA MS |                     | 0      |                     | 0      |                     |
|---|----------------|---------------------|-------------|---------------------|------------|---------------------|---------|---------------------|--------|---------------------|--------|---------------------|
|   | Budget         | Actual Expenditures | Budget      | Actual Expenditures | Budget     | Actual Expenditures | Budget  | Actual Expenditures | Budget | Actual Expenditures | Budget | Actual Expenditures |
| Instructional Program                                   | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 1 Salaries (0100)                                       | -              | -                   | 85,000      | -                   | 85,000     | -                   | 50,000  | -                   | -      | -                   | -      | -                   |
| 2 Employee Benefits (0200)                              | -              | -                   | 15,000      | -                   | 15,000     | -                   | 5,000   | -                   | -      | -                   | -      | -                   |
| 3 Purchased Professional & Technical Services (0300)    | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 4 Other Purchased Services (0500)                       | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 5 Travel, Registration & Entrance (0580)                | -              | -                   | 10,001      | -                   | 10,001     | -                   | -       | -                   | -      | -                   | -      | -                   |
| 6 Supplies (0600)                                       | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 7 Subtotal Instructional Program                        | -              | -                   | 110,001     | -                   | 100,000    | -                   | 55,000  | -                   | -      | -                   | -      | -                   |
| Support Program   | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 8 Salaries (0100)                                       | -              | -                   | 50,000      | -                   | 50,000     | -                   | 50,000  | -                   | -      | -                   | -      | -                   |
| 9 Employee Benefits (0200)                              | -              | -                   | 5,900       | -                   | 5,900      | -                   | 5,900   | -                   | -      | -                   | -      | -                   |
| 10 Purchased Professional & Technical Services (0300)   | -              | -                   | 550,000     | -                   | 750,000    | -                   | 400,000 | -                   | -      | -                   | -      | -                   |
| 11 Other Purchased Services (0500)                      | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 12 Travel, Registration & Entrance (0580)               | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 13 Supplies (0600)                                      | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 14 Subtotal Support Program                             | -              | -                   | 605,900     | -                   | 805,900    | -                   | 455,900 | -                   | -      | -                   | -      | -                   |
| 15 Equipment (0730)                                     | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 16 School/District Total                                | -              | -                   | 715,901     | -                   | 905,900    | -                   | 810,900 | -                   | -      | -                   | -      | -                   |
| 17 Indirect costs                                       | -              | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |
| 18 Year 3 Total (all schools and districts obligations) | 117,259        | -                   | -           | -                   | -          | -                   | -       | -                   | -      | -                   | -      | -                   |

Typed Name of Person Preparing Report \_\_\_\_\_ Date \_\_\_\_\_ Signature of School District Authorized Repre \_\_\_\_\_ Date \_\_\_\_\_

\*check with your school district budget office for the signature of the school district authorized representative

**Error Checking**  
TIERED INTERVENTION GRANT

April 21, 2010

|                 | Detail Sheets | 5-Budget Summary |       |
|-----------------|---------------|------------------|-------|
| 3-Budget Detail | 6,398,103     | 6,398,103        | equal |
| 4-Equipment     | 0             | 0                | equal |
| Total           | 6,398,103     | 6,398,103        | equal |

If the subtotals do not equal each other, the most likely problem is on the detail sheet. All required entries may not have been entered.

**PUEBLO CITY SCHOOLS  
ADDENDUM TO TIERED INTERVENTION GRANT  
JUNE 3, 2010**

As a support for the original grant application, this addendum to the Tiered Intervention Grant provides supplemental information in order to provide specificity and clarity to (1) define the relationship and support between the external provider and the district, (2) reorganize and align the identified root causes, (3) identified action steps, (4) delineate sustainable implementation, (5) clarify annual and interim targets, and (6) provide an evaluation plan overview.

Chronically struggling schools lack the structures essential to high performance and the capacity to create them or utilize them to any advantage. These structures and capacities are well established in the literature since Ronald Edmonds introduced effective school correlates (1979) and recently placed in the turnaround context by Mass Insight and the Consortium on Chicago School Research (2006). Global Partnership Schools uses an intensive dose of professional development and on-the-ground instructional coaching, in addition to the leadership resources described above, to raise capacity.

The approach shared by Global Partnership Schools and CORE for improving the persistent academic shortcomings of struggling schools harnesses three critical elements:

- Enhancing teacher and administrator knowledge and understanding of research-based instructional practice, particularly for reading and math instruction
- Supporting fidelity of use of proven curriculum materials and, if necessary, supplementing those materials
- Developing leadership and institutional capacity for sustainable improvements and high-quality implementation.

Literacy and numeracy are starting points and remain points of emphasis given their essential and foundational nature with respect to other learning. The two providers work collaboratively with other content experts in social science, science, and the arts and technology to support implementation of a seamless, high quality academic program consistent with a high quality global education and aligned to state and Common Core national standards (once developed).

GPS also pursues rigor by promoting, modeling and supporting student-centered instructional practice that leads to deeper, more facile understanding and higher student motivation – thematic instruction, inquiry based strategies and project based learning. In addition, GPS Instructional Coaches fill in gaps in educators' capacity for professional collaboration. In high schools, GPS leverages its leadership supports to pursue higher education links that promote dual enrollment opportunities.

Upon approval of the Tiered Intervention Grants and appropriation of the proposed budgeted amounts, Pueblo City Schools and Global Partnership Schools will execute a formal memorandum of understanding which conveys the primary responsibility and accountability for the operation and success of the Turnaround and Transformation schools to GPS. This memorandum of understanding will have a performance based component that ties the provider's remuneration to academic and operational targets; examples of targets were part of the GPS response to the state's RFP for turnaround providers. The PCS school board will retain its statutory authority to supervise all schools; the superintendent will have authority to veto actions of GPS as the turnaround provider.

As described in the turnaround model developed by Mass Insight, GPS, in collaboration with the Director of Innovation, will have control over people, program, money and time. PCS and GPS will jointly agree on the appointment of each school's principal in the initial year of the contract and on the assignment of professional staff. In acknowledgement of the timing of the grant approval and subsequent MOU negotiation, GPS will retain the right to replace staff pursuant to the turnaround and transformation models defined by the U.S. Department of Education in the second year of its engagement. GPS will evaluate the school principals and will have the authority to substitute its own evaluation for the district's. The principals will retain all of the rights and responsibilities common in PCS, including the evaluation of staff, and through its oversight of the principals GPS will accept these rights and responsibilities. GPS will manage and provide staff development in the schools it supports, and staff in those schools will not be required to participate in PCS staff development.

GPS will be responsible for the delivery of the PCS curriculum and will have access to all instructional tools and materials routinely available in the district. GPS will have full authority in the implementation of the curriculum and instruction through which it is delivered. GPS will use the district's interim assessments (Galileo) in the initial year of support, but will reserve the right to substitute an interim assessment of its choosing if the standard interim assessments prove inadequate to the needs of the Turnaround and Transformation schools. GPS will be able to modify, eliminate and create academic offerings and programs to assure the success of the schools and their students. GPS will be able to adjust class sizes within the parameters of state policies and regulations. GPS will be responsible for school orderliness and discipline, student and teacher attendance, and meaningful parent and community partnerships.

PCS will assure that the schools supported by GPS will receive full funding in keeping with other schools in the district, including special education, Title I and other categorical funds in keeping with their student enrollments. PCS will provide non-academic support services equal to those provided other schools. GPS, through the principals, will control school budgets including, but not limited to, the budgets for the Tiered Intervention grants. GPS will have the authority to reallocate any and all funds in use at each school. The schools supported by GPS will have the ability to raise additional funds. PCS will maintain its responsibility for building maintenance and repair, and will prioritize work at the Turnaround and Transformation, particularly any known deferred maintenance. PCS will maintain its responsibility for food service, transportation and information technology infrastructure. PCS will provide school security under the direction of the school principals.

Through the Tiered Intervention grants and other means, GPS will extend learning time for educators and students. GPS will have the authority to modify daily and yearly schedules

PCS and GPS will work together in negotiating an MOU to identify specific collective bargaining provisions or district policies or regulations that limit the provider's autonomy to promote successful turnaround and transformation. A process will be established to resolve these limitations quickly.

The root causes that were identified in our original application are restated here for clarification and organizational purposes of this content. Based on the EDR's, examination of student data and outcomes, processes and analysis from the District Unified Plan, and formal and informal site visits the root causes have been identified as the following:

Major Improvement Strategy #1: Curriculum & Instruction

Root Causes:

Lack of:

- 1) curricular and instructional professional knowledge;
- 2) effective use of district aligned curriculum maps;
- 3) rigorous instruction;
- 4) standards based literacy and math instructional strategies and structures;
- 5) differentiated instruction within core literacy & math;
- 6) cross-content instructional practices;
- 7) appropriate use and alignment of core and intervention programs;
- 8) effective school leadership to drive instructional focus.

### Action Steps / Interventions

Pueblo City Schools (PCS) will contract with Global Partnership Schools (GPS) to provide on-going, quality, job embedded professional development. As a foundation for its work to improve schools, GPS has developed its Essential Standards of School Excellence drawn from the most powerful examples of school performance expectations in this country and abroad. These examples come from nations with strong systems of external school inspection (Great Britain, Australia), nations with traditions of school self-reflection (Singapore, Finland), programs with solid records of fidelity across schools (International Baccalaureate, Consortium on Entrepreneurship Education), and performance standards commissioned from Education Resource Strategies, a leading national education consultancy focused on effective use of resources and time. The Essential Standards are organized across five characteristics of effective schools:

- Leadership for Learning
- Curriculum, Teaching and Learning
- Student-Centered Learning
- Parent and Community Engagement
- Professional Learning

Global Partnership Schools has developed performance rubrics for its Essential Standards as a means to codify expectations and promote transparency about the goals of school turnaround and transformation. Copies are provided to school staffs. GPS' leaders including the CEO, president, senior vice presidents, Education Change Leaders and others use the Essential Standards as the measuring stick for progress at a school. Within this structure, 80 days of on-site instructional coaching will be provided. In order to build teacher's content knowledge and delivery expertise, use of high-leverage strategies and creation of structures of effective teaching and learning.

In addition to these coaching resources, the Consortium of Reading Excellence (CORE) will provide intensive professional development training in the fundamentals of reading and math instruction for both reading and math teachers as well as those in core content areas. CORE provides intensive professional development training in the fundamental of reading and math instruction through the CORE Adolescent Solutions course for educators teaching in 4<sup>th</sup> through 12<sup>th</sup> grade and content area strategies training for subject matter educators to improve content learning. In addition, CORE provides professional development in writing that addresses explicit instruction in the basics of writing as well as proper language usage. An advanced writing symposium provides instruction in the organization and development of high-quality high school expository essays, including citation styles. CORE's vocabulary and comprehension training focus extensively on proven ways to support English learners and other struggling readers. Along with the CORE Math Academy, this foundational professional development equips educators with the understanding of the scientific research on reading and math instruction and pedagogy and research-based practices.

Among the services provided will be:

- On-site assessment of literacy and math curricula, and textbooks by team of CORE consultants and GPS staff to determine strengths, weaknesses and resources of support to intensify instruction and to guide decisions about continuation/cessation of practices or use of materials; comprehensive GPS review of existing data and analysis to determine highest priority needs
- CORE's vocabulary and comprehension training focus extensively on proven ways to support English Learners and other struggling readers. In addition, the CORE content develops teachers knowledge and understanding of the scientific research on reading, math pedagogy, and research-based practices.

***“Deep dive” data analysis/Examination of Expedited Diagnostic Reviews/Curriculum & materials appraisal/Creation of instructional design and organization***

- A Global Partnership Schools team will gather from the district and schools available and pertinent data and other information to undertake a preliminary probe of each school, including some on-site work. Expedited Diagnostic Reviews done within the last year will be a central artifact for this analysis.
- GPS and its partner CORE will appraise the curriculum in literacy and math and the textbooks and other instructional materials used to deliver it.
- GPS will leverage its resources and expertise in teaching and learning, budget and finance, parent and community partnership, school operations and organization, and technology to complete this foundational step necessary to fully understand the needs, challenges and strengths of each school to determine the best and most urgent actions and approaches to transform or turn them around.
- This audit will identify high-priority needs and potential early wins that turnaround research indicates is vital to long-term, sustainable change.

***An Education Change Leader who has demonstrated competencies and performance in implementing comprehensive school reform will provide direct on-site support and oversight of the principal and his/her leadership performance necessary to turn around or transform the school. Certified Leadership Coaches who have demonstrated competencies and performance in coaching, instructional modeling, and developing instructional capacity will be utilized to strengthen instructional practices, pedagogy, and job embedded professional development. Other company leaders who have served as nationally recognized change leaders will work collaboratively with each school's leadership team to affirm the priorities and define clear action steps to pursue them.***

***Provision of an Education Change Leader to serve as on-site, full-time, year round senior manager tasked with high-quality service delivery, interaction with district leaders and support to create “surround care” services for students and families***

The major responsibilities of the Education Change Leader include:

- Partner with district and school officials to improve academic achievement and outcomes for students
- Assess the organizational, academic and professional needs of the schools and address these needs through collaborative and supportive strategies
- Align instructional resources with the schools' priorities
- Monitor school progress through data collection and stakeholder feedback
- Build the professional capacity of school administrators, enabling them to lead more effectively
- Work directly with principals and Leadership Coaches within their assigned cluster to analyze schools against the Essential Standards using all qualitative and quantitative data garnered to provide leadership in the alignment of instructional resources, systems priorities, and the resultant strategic plan.
- Maintain an aligned K-12 instructional program that addresses state, local, federal, and Global Partnership Schools' requirements to ensure academic improvement
- Act as a catalyst in the creation of “surround care” networks of support to students and their families

***Provision of Leadership Coaches to work with no more than three principals each. Equivalent of 80 days of on-site instructional coaching to build teachers' content knowledge and delivery expertise, use of high-leverage strategies and creation of structures of effective teaching and learning (coaching on research-based instruction, in literacy and numeracy provided by CORE, CORE Adolescent Solutions and content Areas for Reading, CORE Math Academy, CORE materials to support staff development. As a result of the school's Expedited Diagnostic Review (EDR), additional support will be identified to address challenges in other content areas.***

The major responsibilities of Leadership Coaches include:

- Build the professional capacity of school principals, enabling them to lead schools more effectively and improve student outcomes.
- Work with the principal and school leadership team to build a strong professional culture through collaborative and supportive strategies, while continually assessing the organizational, academic and professional needs of the school and addressing these needs through appropriate leadership and instructional strategies
- Utilize knowledgeable observation and evaluation practices to monitor instructors' and student progress.
- Reflect with the principal on the school's vision and work to ensure that this vision is embedded in the school culture. Observe how this vision is shared and embraced by the wider community
- Work with the principal to evaluate and develop the instructional leadership capacity of other members of the staff
- Assist principals in creating a support system for problem solving, an exchange of best practices and opportunities for long-term professional growth to build a strong learning community.

***Provision of the Global Partnership Schools' senior leadership team serve as year round senior managers tasked with providing guidance and direction for the overall mission, implementation, and accountability of the work.***

The major responsibilities of the Global Partnership Schools' senior leadership team include:

- Global Partnership Schools' senior leaders and CORE senior staff, including but not limited to senior vice presidents and others responsibilities in the areas of curriculum and instruction, technology, parent and community partnerships, assessment, ELL services, and organizational effectiveness, will routinely monitor the effectiveness and quality of implementation of the school plan.
- Global Partnership Schools' senior leaders and the on-site Education Change Leader will provide weekly and monthly visits to each site, monitor the quality of implementation for all actions outlined within the school improvement plan, conduct regularly scheduled reviews of key dashboard progress indicators, and meet regularly with the principal and leadership team to make program implementation adjustments.

***Strategic and aligned on-going Professional Development designed to address root causes and identified needs shall include, but not limited to the following:***

- **Curriculum**  
The providers direct intensive coaching at a school around content and pedagogy. Instructional Coaches work directly with school administrators, coaches, and classroom teachers to support full and faithful implementation of the selected curriculum and/or to assist the school/ district to select a proven curriculum if the existing one is inadequate. This approach enables districts to use their current materials if sufficiently scientifically-based or to supplement them based on gap analysis and evidence of student need. The approach also assists schools to make instruction in the core curriculum more systematic and explicit. This approach has meant that schools have turned around achievement without having to spend large sums of money on brand new curriculums and instead have finally learned to use their curriculum materials faithfully and with good results. Where curriculum materials have been weak or are not consistent, CORE has assisted a school to select from a range of already-proven products that meet the needs of students at multiple tiers of instruction. In addition, GPS offers schools the capacity to create for them a prescribed number of just-in-time curricular units to address the most critical gaps. For struggling students, the providers work to select intervention materials and design schedules and structures to support intensive intervention in order to accelerate growth. The approach reflects a belief that curriculum must be sequential and developmental to be powerful, allowing students to connect where they will and offers coaching support to teachers to allow them to proceed from those unique needs. Cross content coaching will be provided to ensure that these connections are made.
- **Assessment**  
Similarly, the providers work with a school's existing assessments to lay out a model pacing and analysis plan. CORE requires that schools utilize a combination of progress monitoring, universal screening, and diagnostic tools in addition to the state-mandated tests. If the existing assessment plan and system is inadequate, the providers work with the school to select and implement appropriate assessments. The providers work with the building leadership to conduct regular data analysis and planning and to initiate interventions at the teacher and school level based on the data. They develop an assessment plan, timeline for testing, data analysis plan and curriculum pacing plans with a school.
- **Monitoring**  
The providers pursue implementation fidelity based on two critical components – content fidelity and delivery fidelity. Content fidelity is defined as the extent to which the content of a program is taught the way it was designed. CORE provides a checklist to rate this dimension and to support the identification and selection of a research-based curriculum. Delivery fidelity refers to the extent to which teachers use effective delivery techniques to maximize student learning. CORE has developed a delivery checklist to rate effectiveness of instructional delivery. CORE utilizes an implementation rubric, one for elementary schools and one designed for middle and high schools, to gauge the degree to which the school/ district is effectively implementing a research-based reading program.

Per the District Strategic Plan, the Department of Instructional Support and Educational Accountability lead a preK-12 curriculum mapping process for all content areas. Targets used to map district curriculum were aligned to State, National, and International standards where applicable. Additionally, Achieve.org was used as a guiding reference as well as assessment targets such as TIMMs and NAPE. PCS curriculum maps were designed around conceptual content. Detailed within the curriculums maps are contextual frameworks designed to guide teachers, assessments, appropriate resources and also a depository for teachers to electronically share lessons, resources, and activities. They serve as the basis for our common core curriculum. However, Pueblo City Schools recognizes, and the EDRs further confirm, that the lack of professional development regarding effective implementation is hindering the consistent use of these maps.

At the conclusion of curriculum map development three actions steps became evident: 1) secondary education was devoid of progress monitoring tools, 2) a K-12 math intervention program needed to be structured systematically, and 3) Literacy interventions needed to be enhanced grades 6- 12. To compliment these three action steps, PCS began to focus on classroom instructional strategies and instructional delivery of our defined **core curriculum**. Lack of fidelity of curriculum map implementation is evident in classroom walkthroughs and student achievement data. School leaders need professional development to support fidelity of curriculum map implementation and utilization of instructional walkthroughs to drive changes in teaching practices that ensure alignment of rigorous curriculum delivery.

Next steps:

1. Align district teacher evaluation protocols to support a standards-based instruction system.
2. Provide professional development to site leadership specific to a instructional alignment within content, context, and rigor.
3. Implement Instructional Rounds as a District protocol.
4. Validate effectiveness of data tools to validate and/or identify effective/non-effective teaching practices.
5. Evaluate current progress monitoring tools.
6. Strengthen collaborative learning structures to ensure fidelity of professional learning communities, instructional coaches, and collegial mentors.

#### ***Five “rapid-response” curriculum units per year/School opening nine-week pacing guide***

- Global Partnership Schools offers schools the capacity to create in-time, rapid response curricular units to address the most critical gaps. The “rapid response” curriculum units may target specific content, or they may target instructional practices (group work by students, for example). For struggling students, the turnaround providers work to select intervention materials and design schedules and structures to support intensive intervention in order to accelerate growth. The approach reflects a belief that curriculum must be sequential and developmental to be powerful, allowing students to connect where they will and offering coaching support to teachers to allow them to proceed from those unique needs.
- GPS also will create model pacing guides in reading and math to support teachers and to model best practice.

#### ***Targeted support to raise achievement of English Language Learners***

- Global Partnership Schools has designed a model and approach for English Language Learners (ELL) which can be a stand-alone class or integrated with non-ELL classrooms. Regardless of the approach, the starting point is to customize schooling to the ELL student, rather than fitting the ELL student to the school program.
- Global Partnership Schools will guide school leaders as they explicitly address the needs of ELL students. Rather than focusing simply on compliance and acquiring English language skills, the GPS model and approach provides a meaningful, engaging schooling experience.
- Curriculum and instruction is aligned with the aim of equipping ELL students with the academic literacy skills needed to access grade level content, while using that content as a springboard for English language development.

#### ***Principles for Learning-***

- ELLs acquire English language fluency (academic and social) while learning core concepts.
- Explicit English language instruction is content based and is delivered out of content area instruction. Literacy and Numeracy are starting points of emphasis given their essential and foundational nature with respect to learning.
- Instruction is scaffolded through inquiry, direct instruction, models and coaching.
- ELLs are fully integrated into daily classroom work and given total access to the academic opportunities of their peers.
- There are content-specific strategies that can be used to teach ELLs.
- Teachers will learn about their students and the background knowledge and experience they bring with them to school in order to draw on these strengths when introducing new socializing experiences.
- The classroom environment will offer cooperative learning and opportunities for talk and interaction to support the social and academic development of ELLs.



- ELLs assessment must account for the inextricable process of language and content learning.

ELL integrated alignment with district initiatives through the U.S. Department of Education Leadership Capacity Grant/in partnership with National Institute of School Leadership (NISL)

***Support to create and utilize professional collaboration routine***

- GPS introduces structures into the routines of a school that promote collaboration and joint problem-solving that draw on each educator’s knowledge of students at the school; this allows for a whole greater than the sum of its parts. These structures drive high expectations for all students and deep, sustained change in teaching and learning in part by making instruction a more public task, rather than an insular one performed behind closed doors.
- One such structure is the creation of a meaningful professional learning community. Through professional development and ongoing coaching, GPS helps schools operate focused, high-functioning learning communities. This is achieved through the use of protocols to guide the agenda and process of learning communities and consultation around points of inquiry for the learning communities that trace back to students’ needs and schools’ performance as evidenced by data. Learning communities help schools explore over time and in depth powerful practice such as inquiry into content on multiple levels – skin understood through its biological nature, through its protective function, through its cultural significance or its sociological implications. These learning communities advance turnaround in that they influence both the knowledge and skills of educators as well as their attitudes and beliefs. Those beliefs control the accountability that educators acknowledge around the success of all students.
- The other structure that directly influences professional norms and practices is the routine use of instructional “rounds” through which teachers assist their peers through observation and reflection. These rounds differ from a quick glance in a classroom; rather they are well-designed, extended visits in which the host teacher raises questions about his or her practice to colleagues, who in turn collect data to form their responses. The response is more likely to be an observation about the percentage of time a teacher spoke versus his students than a generic comment that students seem to like a teacher. As with the learning communities, ongoing leadership and instructional coaching help set the agenda for rounds, and coaches work with the principal to organize schedules to permit the rounds to take place routinely. Through rounds and learning communities, teachers can do common work to engage students as individuals and across a grade level or campus. These supports also allow schools to more vigorously implement the kind of positive behavior drivers described by the federal Institute of Education Sciences (2009), from the identification of triggers of misbehavior to determination of the need for schoolwide action.
- GPS also works with schools as needed to plan for and carry out structures that lead to stronger relationships between adults and students such as looping of teachers’ assignments in elementary schools and advisories in secondary schools. Through professional development and coaching, the use of SynapticMash will allow teachers to collaborate and share data as well as best practices in a systemic, organized manner. Educators will use their portal in SynapticMash to communicate with each other (individually or in a group), view organize data on students (data items listed above) in a portal that allows for collaboration around improving outcomes and integrates video examples to show best practices how to do so (using content from PD360 and in time, video from their own peers).
- In addition, schools will have access to up to five days of consulting from leading experts on scheduling to ensure that the resource of Time is being used to fullest effect.

***Structured visit to high-performing school***

- In Year II, a leadership team from each school will make a structured “residency” visit to a high-performing school with similar demographic characteristics. As part of the visit, educators will use the Essential Standards to make their own appraisal of the school’s performance. These visits have significant value in changing attitudes and beliefs about what schools can achieve.

***Development of peer coaching and teacher leaders to boost sustainability of change***

- In the second half of Year II and Year III of its support, Global Partnership School will make an intentional shift in its coaching toward building sustainable, local capacity to continue the practices put in place.

Major Improvement Strategy #2: Assessment

Root Causes:

Lack of:

- 1) knowledge regarding data and assessment;
- 2) data analysis to inform instructional practice;
- 3) effective use of formative assessment practices;
- 4) alignment of progress monitoring tools appropriate for the middle school level;
- 5) understanding of how to utilize interim and yearly progress data to develop, implement, and monitor individual student achievement goals.

Action Steps / Interventions

**Professional Development designed to address root causes and identified needs shall include, but not limited to the following:**

• **Assessment**

Similarly, the providers work with a school's existing assessments to lay out a model pacing and analysis plan. CORE requires that schools utilize a combination of progress monitoring, universal screening, and diagnostic tools in addition to the state-mandated tests. If the existing assessment plan and system is inadequate, the providers work with the school to select and implement appropriate assessments. The providers work with the building leadership to conduct regular data analysis and planning and to initiate interventions at the teacher and school level based on the data. They develop an assessment plan, timeline for testing, data analysis plan and curriculum pacing plans with a school.

• **Monitoring**

The providers pursue implementation fidelity based on two critical components – content fidelity and delivery fidelity. Content fidelity is defined as the extent to which the content of a program is taught the way it was designed. CORE provides a checklist to rate this dimension and to support the identification and selection of a research-based curriculum. Delivery fidelity refers to the extent to which teachers use effective delivery techniques to maximize student learning. CORE has developed a delivery checklist to rate effectiveness of instructional delivery. CORE utilizes an implementation rubric, one for elementary schools and one designed for middle and high schools, to gauge the degree to which the school/ district is effectively implementing a research-based reading program.

**Performance metrics and dashboard/Ongoing diagnostic monitoring of implementation/Oversight of building principals/Monthly on-site by senior vice presidents/Annual strategic planning to assure continuous improvement**

- The Essential Standards of School Excellence and the priorities determined by the initial data deep dive and curriculum appraisal will provide concrete targets that can be captured in performance metrics. Global Partnership Schools' senior leaders and the Education Change Leader will custom develop a performance dashboard including these metrics and progress measures that meet and exceed Colorado State Education Department requirements.
- The dashboard will include quarterly progress indicators to assure that that the school is on track toward effective implementation of the school improvement plan and to achieving its annual performance targets. The dashboard data will be available through a technology platform developed in partnership with SynapticMash.

**Formative Assessment**

- The district will use the Galileo standardized assessment as its formative measure to monitor progress towards achievement goals. The Galileo Assessment is aligned to state and national standards. Specifically, Galileo assessments are developed in coordination with the district curriculum maps which support the core curriculum. Global Partnership Schools will be assessing the alignment of the district maps to ensure the standards and benchmarks outlined quarterly are aggressive enough to achieve set interim targets. Revisions will occur where/when necessary (as per noted in the EDR findings). Each quarterly administered assessment is developed based on the benchmarks and standards set forth for that quarter. The item banks used to pull those test items have been aligned to the state and national standards. Teachers are required to access the Galileo assessment data and other formative measures on an on-going basis. They are to work in Professional Learning Communities to analyze and determine next steps instructionally for each individual student. Through their data analysis, they will develop individual learning targets and goals and differentiate the instructional needs for each student.
- Teachers will use the information to develop teaching sequences and lesson plans for classroom instruction.
- District office and individual sites continually monitor the Galileo assessment results. Key conversations with building level principals address data trends, student needs, and specific action

steps to address the needs within their building.

- Global Partnership Schools, the executive director of secondary schools, the executive director of assessment will work with building principals to ensure accountability towards the Galileo data and its analysis happens consistently and is embedded within their Professional Learning Communities.

***Utilization of district standardized assessment (Galileo) formative assessment system including provision of an appropriate item bank and a technology platform:***

Global Partnership Schools (in partnership with SynapticMash) will provide a web based platform to:

- Allow teachers immediate access to results of assessments (delivered online) for students. The test bank items imported from the Galileo K-12 online assessment (current data bank in Pueblo) or Educational Testing Services and will be aligned to Colorado standards.
- Provide teachers with on-going professional development in creating formative assessments from the existing items create their own test bank items to inform instruction.

***Provision of a technology platform offering data tools, dashboards, early warning dropout indicators and professional networking application/Support to leverage available technology to the fullest impact.***

- The Global Partnership Schools Assessment System includes measurements of student progress and program effectiveness. The assessment system incorporates student demographic, academic and other relevant information to create a student evaluation plan designed to monitor progress. The Assessment System data are also utilized to measure teaching and program effectiveness and efficiency, providing information that informs decision-making. The results of data analysis are reported periodically through:
  - **School Dashboard** monitors the progress of operational and leadership goals; and
  - **Student Dashboard** monitors student achievement and demographic data.

The system will integrate current tools already in use in Pueblo (i.e. Infinite Campus, Study Island and PD 360). The platform provided will include social networking tools that will be used for teacher to student/parent communication as well as teacher collaboration (i.e. the creation of professional learning communities online that integrate existing professional development tools such as PD360).

Major Improvement Strategy #3: School Culture and Climate

Root Causes:

Lack of:

- 1) effective leadership practices and structures prevalent in highly effective schools
- 2) sense of urgency and accountability to meet the needs of the school and community
- 3) high expectations;
- 4) teacher efficacy,
- 5) effective RtI models and practices,
- 6) adequate responsiveness to the academic and social emotional needs of students;
- 7) understanding the unique developmental needs of middle school students,
- 8) effective classroom management practices

Action Steps / Interventions

Global Partnership Schools offers a rigorous and comprehensive leadership development program designed to develop resolute turnaround leaders. Led by the Education Change Leader and Leadership Coaches, our leadership development program focuses on the Essential Standards of School Excellence as a core framework that will guide principals in developing and implementing proven leadership strategies designed to improve the quality of teaching and accelerate student learning.

The leadership development is grounded in the belief that sustainability and capacity building can only occur when school leaders benchmark their work against proven indicators of effectiveness. Our leadership curriculum also emphasizes distributed leadership, providing training for site-based teams in developing a vision and mission that is supported by the shared values of the school community as a whole.

The key components of GPS training focuses on the following elements:

**Essential Standards of School Excellence:** Global Partnership Schools provides a clearly defined roadmap of key leadership strategies designed to significantly improve schools. Leadership training modules focus on curriculum and instruction student assessment, strategic planning, student-centered learning and engagement, and family and community engagement.

Outcomes

- Improve instructional oversight through intensive professional development
- Enhance student learning through research-based skills and strategies
- Provide a rubric for implementing and monitoring effective curricular, instructional and assessment practices that deeply impact student achievement

**Global Partnership Schools Leadership Assessment** - A leadership self-study/assessment tool used to hire, coach and develop effective principals. This tool benchmarks a principal's current and potential skills against proven principal competencies as a means of predicting success. Profile results are used as a basis for individualized leadership coaching and professional growth plans monitored and supported by the Leadership Coaches and Educational Change Leader.

Outcomes

- Measure and identify current skills against exemplary leadership competencies
- Develop professional growth plans to improve principal performance
- Target areas of opportunity for coaching and development of principals to ensure quality execution of leadership

**Teacher Efficacy and high expectations**

In 2008-20090 Pueblo City Schools adopted a board policy based on a theory of action for change. Managed Instruction was adopted and within the board policy the district has identified 11 non-negotiable effective school practices that must be implemented and embedded in every Pueblo City Schools site. One of those practices is consistent informal observations. A standardized teacher spot observation was developed to monitor teacher efficacy and high expectations. Principals utilize this document to provide explicit feedback to teachers and to assist them in their overall understanding of which teachers needs support in these areas. Principals are required to provide the identified efficacy and high expectation needs with the appropriate supports. The secondary director is expected to continually monitor the spot observations and trend needs and ask/provide the building level principal the supports he needs to ensure opportunities for improvement have been provided when necessary.

**Team Capacity Building**– A unique process that focuses on identifying the lead and supporting strengths of principals and their leadership teams as they work together to achieve the school’s mission.

Outcomes

- Create collective capacity and trust in an organization to take it to a higher, more productive level
- Enhance team relationships and communication skills
- Increase the collaboration and efficacy of the school
- Generate greater efficiency and improve productivity of the team as a whole

**Implementation Sustainability**

- Global Partnerships
  - The theory of change that is at the heart of the turnaround efforts proposed for the Tiered Intervention Grants focuses on the building of capacity in educators and the schools they serve. The intensity of the intervention surpasses previous attempts to improve these schools. This intensity includes the year-round leadership supports and 80 days of instructional coaching described in greater detail above. After three years, these schools and the school district will have a critical mass of principals and teachers who have the knowledge, skills and beliefs to use the structures and carry out the practices that research shows leads to powerful teaching and learning. The structures and practices introduced by the provider will be carried on locally without the need for such intensive external supports.
  - PCS is creating a deputy superintendent’s position which will, among other duties, oversee school turnaround and transformation work. This position will provide a linchpin for sustainability. At the same time, Global Partnership Schools has agreed to work closely with PCS on knowledge management to ensure that the experiences in this initial cluster of schools are captured and shared to shape similar future work.
  - Also, through the intentional work around community and family partnerships and surround care networks, the community will become a more forceful champion for the changes in these schools and serve as a popular voice for sustainability.
- Pueblo City Schools
  - Pueblo City Schools will utilize additional monies from the Tiered Intervention Grant to fund intervention and coaching positions. The purpose of these additional intervention and coaching positions will be to build “on the ground” capacity within the Pueblo City Schools system. These identified additional staffing positions will work closely with Global Partnership Schools in the implementation phases of this work. The close working relationship will allow PCS staff to observe the systemic practices on a full time scale. This PCS staff will be the “sustainability” staff who will work closely to sustain the efforts and practices of GPS in their Turnaround/Transformation site. These positions will be funded through other funding sources grants, Title I, Title IID, other) at the end of the Tiered Intervention Grant.

**Values Alignment Training** –A collaborative exercise that assists district and school leaders in defining the cultural values that lead to sustainable change and capacity. This approach is currently being used in some of the world’s most successful organizations who are committed to capacity building and shared values as a means of achieving uncommon results.

Outcomes

- Gain agreement, ownership and buy-in of established values
- Develop practices and behaviors that support the overall work of the district and schools
- Support leaders in building solutions for challenge and change
- Participate in simulations and activities that apply key leadership concepts for leading in a culture of change

**Support the implementation of RtI through the following stages:**

1. Consensus building: RtI concepts communicated broadly to implementers and the foundational “whys” are taught, discussed and embraced.
2. Infrastructure building: Examine their implementations against the critical components of RtI, find aspects that are being implemented well and gaps that need to be addressed. Infrastructure building, centers around closing these practice gaps.
3. Implementation: The structures and supports are put in place to support, stabilize and institutionalize RtI practices into a new “business as usual.”

Implement Response to Intervention (RtI), a multi-tiered model of providing services and interventions to students at increasing levels of intensity based on continuous progress monitoring and data analysis. Rate of progress over time will be used to make important educational decisions. Instruction and interventions encompassed within the RtI Model will encompass the following tiers:

Universal Level (TIER 1) all students receive research-based, high quality, general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.

Targeted Level (TIER 2) interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make sufficient progress in general education.

Intensive Level (TIER 3) interventions are provided to students with intensive/chronic academic and/or behavior needs based on ongoing progress monitoring and/or diagnostic assessment.

Decisions about the use of more or less intense interventions are made using information on learning rate and level. More intense interventions may occur in general education classrooms or pull-out programs. Important educational decisions about intensity and the likely duration of interventions are based on individual student response to instruction across multiple tiers of intervention. Decisions about the necessity of more intense interventions, including eligibility for special education and/or exit from special education or other services, are informed by data on learning rate and level.

***Support to create “surround care” network of community-based organizations and other providers to meet needs of students and families***

- The Global Partnership Schools turnaround approach involves establishing high expectations for students and providing the academic, social, and emotional support needed to meet these expectations; assessing and knowing the interests, strengths and needs of each student; and creating a “surround-care” network of service providers that respond to their health and social-emotional needs.
- The integrated systems built in school and community will engage families and service-providing partners, who will interact and respond to students’ needs.
- Global Partnership Schools will complete a comprehensive assessment of community resources and assets. Community stakeholders will be engaged in the design of Pueblo’s “surround care” network of services
- A dedicated team of stakeholders will be created to understand the resources inside your district and school community that will identify programs in the schools that will serve families such as home visitations, family literacy development, community development, and family skills-building classes
- In the first year, a plan will be developed and a memorandum of understanding codified with key service providers
- In Years II and III, the plan will be implemented and monitored

***Toolkit support to develop meaningful and strong parent partnerships***

- Global Partnership Schools has developed a toolkit to allow schools to build strong, meaningful partnerships with parents. The toolkit leverages the work of the National Network of Partnership Schools based at Johns Hopkins University,
- each school supported by GPS will become part of the network.
- GPS will provide specific training on family partnerships and will schedule special activities such as family learning nights to promote and sustain partnerships.

***Classroom management***

In 2008-2009 Pueblo City Schools adopted a board policy based on a theory of action for change. Managed Instruction was adopted and within the board policy the district has identified 11 non-negotiable effective school practices that must be implemented and embedded in every Pueblo City Schools site. One of those practices is consistent informal observations. A standardized teacher spot observation was developed to monitor classroom management. Principals utilize this document to provide explicit feedback to teachers and to assist them in their overall understanding of which teachers need support in these areas. Principals are required to provide the identified classroom management needs with the appropriate supports. The secondary director is expected to continually monitor the spot observations and trend needs and ask/provide the building level principal the supports he needs to ensure opportunities for improvement have been provided when necessary.

***Introduction of student-centered learning strategies to raise engagement and excitement around learning***

A student-centered culture is a critical element of a successful school community. Drawing from experience with a number of school communities that are grounded in a student-centered culture, Global Partnership Schools has isolated those elements that together create the dynamic, complex “student-centered” culture that has such a positive impact on student achievement. These elements include:

- Safe, orderly learning environment
- Personalization and the promotion of high expectations for all students
- Meaningful adult-learner connections
- Teaching and learning that engages students
- Understanding of testing

**ANNUAL TARGETS AND INTERIM TARGETS**

- Given the pattern of consistent failure to meet or exceed the state targets for non-poverty schools in reading and math it is imperative that an aggressive approach be taken over the next three years. To that end the following targets for each school have been established for 2011-12. Each schools' targets for 2011-12 and 2012-13 will be established once the new CSAP results are received. By end of 2012-13 school year reading and math scores will be at or above the state average for non-poverty schools as designated below in the 2012-13 Target CSAP End of Year (EOY) Proficient and Advanced (P/A). In order to do that, an ambitious schedule of improvement is as follows: Each school's baseline data is based upon the results of the 2009 CSAP. Some school's targets will be more strenuous to reach than others because of need. The 2010-11, 2011-12, and the 2012-13 EOY targets for each school are calculated based upon a three year plan of growth of proficient and advanced students to reach the goal established for the 2012-2013 school year.

| <b>RISLEY<br/>READING</b> | <b>Grade</b> | <b>PERFORMANCE<br/>INDICATOR</b> | <b>CSAP BASELINE<br/>DATA P/A</b> | <b>Galileo BM #1-<br/>#2</b> | <b>Galileo BM #1-#3</b> | <b>Galileo BM #1-<br/>#4</b> | <b>TARGET CSAP<br/>EOY P/A</b> |
|---------------------------|--------------|----------------------------------|-----------------------------------|------------------------------|-------------------------|------------------------------|--------------------------------|
| 2010-11                   | 6th          | Achievement<br>Growth            | 62.8%                             | Scale Score 1072             | Scale Score 1102<br>30  | Scale Score 1132<br>30       | 69.9%                          |
|                           | 7th          | Achievement<br>Growth            | 58.6%                             | Scale Score 1216             | Scale Score 1233<br>17  | Scale Score 1251<br>18       | 65.4%                          |
|                           | 8th          | Achievement<br>Growth            | 56.9%                             | Scale Score 1230             | Scale Score 1280<br>50  | Scale Score 1331<br>51       | 63.3%                          |
| 2011-12                   | 6th          | Achievement<br>Growth            | 69.9%*                            | Scale Score                  | Scale Score             | Scale Score                  | 77.0%                          |
|                           | 7th          | Achievement<br>Growth            | 65.4%*                            | Scale Score                  | Scale Score             | Scale Score                  | 72.2%                          |
|                           | 8th          | Achievement<br>Growth            | 63.3%*                            | Scale Score                  | Scale Score             | Scale Score                  | 69.7%                          |
| 2012-13                   | 6th          | Achievement<br>Growth            | 77%*                              | Scale Score                  | Scale Score             | Scale Score                  | 84.0%                          |
|                           | 7th          | Achievement<br>Growth            | 72.2%*                            | Scale Score                  | Scale Score             | Scale Score                  | 79.0%                          |
|                           | 8th          | Achievement<br>Growth            | 69.7%*                            | Scale Score                  | Scale Score             | Scale Score                  | 76.0%                          |

\* Beginning Baseline Data will be updated each year to determine benchmark scale score growth

| <b>RISLEY<br/>MATH</b> | <b>Grade</b> | <b>PERFORMANCE<br/>INDICATOR</b> | <b>CSAP BASELINE<br/>DATA P/A</b> | <b>Galileo BM #1-<br/>#2</b> | <b>Galileo BM #1-#3</b> | <b>Galileo BM #1-<br/>#4</b>                  | <b>TARGET CSAP<br/>EOY P/A</b> |
|------------------------|--------------|----------------------------------|-----------------------------------|------------------------------|-------------------------|---|--------------------------------|
| 2010-11                | 6th          | Achievement<br>Growth            | 25.9%                             | Scale Score 1087             | Scale Score 1140<br>53  | Scale Score 1194<br>54<br>Scale Score<br>1279 | 39.6%                          |
|                        | 7th          | Achievement<br>Growth            | 12.4%                             | Scale Score 1197             | Scale Score 1238<br>41  | Scale Score 1387<br>41                        | 30.6%                          |
|                        | 8th          | Achievement<br>Growth            | 12.9%                             | Scale Score 1182             | Scale Score 1284        | Scale Score 1387                              | 29.3%                          |
| 2011-12                | 6th          | Achievement<br>Growth            | 39.6%*                            | Scale Score                  | Scale Score             | Scale Score                                   | 57.3%                          |
|                        | 7th          | Achievement<br>Growth            | 30.6%*                            | Scale Score                  | Scale Score             | Scale Score                                   | 48.8%                          |
|                        | 8th          | Achievement<br>Growth            | 29.3%*                            | Scale Score                  | Scale Score             | Scale Score                                   | 45.6%                          |
| 2012-13                | 6th          | Achievement<br>Growth            | 57.3%*                            | Scale Score                  | Scale Score             | Scale Score                                   | 75.0%                          |
|                        | 7th          | Achievement<br>Growth            | 48.8%*                            | Scale Score                  | Scale Score             | Scale Score                                   | 67.0%                          |
|                        | 8th          | Achievement<br>Growth            | 45.6%*                            | Scale Score                  | Scale Score             | Scale Score                                   | 62.0%                          |

\* Beginning Baseline Data will be updated each year to determine benchmark scale score growth



| <b>FREED<br/>READING</b> | <b>Grade</b> | <b>PERFORMANCE<br/>INDICATOR</b> | <b>CSAP BASELINE<br/>DATA P/A</b> | <b>Galileo BM #1-<br/>#2</b> | <b>Galileo BM #1-<br/>#3</b> | <b>Galileo BM #1-<br/>#4</b> | <b>TARGET<br/>CSAP<br/>EOY<br/>P/A</b> |
|--------------------------|--------------|----------------------------------|-----------------------------------|------------------------------|------------------------------|------------------------------|--|
| 2010-11                  | 6th          | Achievement<br>Growth            | 46.4%                             | Scale Score<br>1093          | Scale Score<br>1098          | Scale Score<br>1103          | 53.6%                                  |
|                          | 7th          | Achievement<br>Growth            | 53.6%                             | Scale Score<br>1184          | Scale Score<br>1202          | Scale Score<br>1221          | 60.8%                                  |
|                          | 8th          | Achievement<br>Growth            | 60.8%                             | Scale Score<br>1278          | Scale Score<br>1290          | Scale Score<br>1303          | 68.0%                                  |
| 2011-12                  | 6th          | Achievement<br>Growth            | 53.6%*                            | Scale Score                  | Scale Score                  | Scale Score                  | 77.0%                                  |
|                          | 7th          | Achievement<br>Growth            | 60.8%*                            | Scale Score                  | Scale Score                  | Scale Score                  | 72.2%                                  |
|                          | 8th          | Achievement<br>Growth            | 68%*                              | Scale Score                  | Scale Score                  | Scale Score                  | 69.7%                                  |
| 2012-13                  | 6th          | Achievement<br>Growth            | 77%*                              | Scale Score                  | Scale Score                  | Scale Score                  | 84.0%                                  |
|                          | 7th          | Achievement<br>Growth            | 72.2%*                            | Scale Score                  | Scale Score                  | Scale Score                  | 79.0%                                  |
|                          | 8th          | Achievement<br>Growth            | 69.7%*                            | Scale Score                  | Scale Score                  | Scale Score                  | 76.0%                                  |

\* Beginning Baseline Data will be updated each year to determine benchmark scale score growth

|            |       |                       |                        |                     |                           |                           | TARGET       |
|------------|-------|-----------------------|------------------------|---------------------|---------------------------|---------------------------|--------------|
| FREED MATH | Grade | PERFORMANCE INDICATOR | CSAP BASELINE DATA P/A | Galileo BM #1- #2   | Galileo BM #1- #3         | Galileo BM #1- #4         | CSAP EOY P/A |
| 2010-11    | 6th   | Achievement Growth    | 31.6%                  | Scale Score<br>1132 | Scale Score<br>1178<br>46 | Scale Score<br>1225<br>47 | 46.1%        |
|            | 7th   | Achievement Growth    | 26.6%                  | Scale Score<br>1224 | Scale Score<br>1260<br>36 | Scale Score<br>1296<br>36 | 40.3%        |
|            | 8th   | Achievement Growth    | 43.1%                  | Scale Score<br>1393 | Scale Score<br>1399<br>6  | Scale Score<br>1405<br>6  | 49.4%        |
| 2011-12    | 6th   | Achievement Growth    | 46.1%                  | Scale Score         | Scale Score               | Scale Score               | 60.6%        |
|            | 7th   | Achievement Growth    | 40.3%*                 | Scale Score         | Scale Score               | Scale Score               | 72.2%        |
|            | 8th   | Achievement Growth    | 49.4%                  | Scale Score         | Scale Score               | Scale Score               | 55.7%        |
| 2012-13    | 6th   | Achievement Growth    | 60.6%                  | Scale Score         | Scale Score               | Scale Score               | 75.0%        |
|            | 7th   | Achievement Growth    | 72.2%*                 | Scale Score         | Scale Score               | Scale Score               | 67.0%        |
|            | 8th   | Achievement Growth    | 55.7%                  | Scale Score         | Scale Score               | Scale Score               | 62.0%        |

\* Beginning Baseline Data will be updated each year to determine benchmark scale score growth

| PITTS<br>READING | Grade | PERFORMANCE<br>INDICATOR | CSAP BASELINE<br>DATA P/A |  | Galileo BM #1-#2 | Galileo BM #1-<br>#3      | Galileo BM #1-<br>#4      | TARGET<br>CSAP<br>EOY<br>P/A |
|------------------|-------|--------------------------|---------------------------|--|------------------|---------------------------|---------------------------|------------------------------|
|                  |       |                          |                           |  |                  | Scale Score<br>1086<br>30 | Scale Score<br>1117<br>31 |                              |
| 2010-11          | 6th   | Achievement<br>Growth    | 46.0%                     |  | Scale Score 1056 | Scale Score<br>1086<br>30 | Scale Score<br>1117<br>31 | 53.4%                        |
|                  | 7th   | Achievement<br>Growth    | 53.4%                     |  | Scale Score 1109 | Scale Score<br>1150<br>41 | Scale Score<br>1192<br>42 | 60.7%                        |
|                  | 8th   | Achievement<br>Growth    | 60.7%                     |  | Scale Score 1239 | Scale Score<br>1278<br>39 | Scale Score<br>1317<br>39 | 68.0%                        |
| 2011-12          | 6th   | Achievement<br>Growth    | 53.4%*                    |  | Scale Score      | Scale Score               | Scale Score               | 77.0%                        |
|                  | 7th   | Achievement<br>Growth    | 60.7%*                    |  | Scale Score      | Scale Score               | Scale Score               | 72.2%                        |
|                  | 8th   | Achievement<br>Growth    | 68%*                      |  | Scale Score      | Scale Score               | Scale Score               | 69.7%                        |
| 2012-13          | 6th   | Achievement<br>Growth    | 77%*                      |  | Scale Score      | Scale Score               | Scale Score               | 84.0%                        |
|                  | 7th   | Achievement<br>Growth    | 72.2%*                    |  | Scale Score      | Scale Score               | Scale Score               | 79.0%                        |
|                  | 8th   | Achievement<br>Growth    | 69.7%*                    |  | Scale Score      | Scale Score               | Scale Score               | 76.0%                        |

\* Beginning Baseline Data will be updated each year to determine benchmark scale score growth

| PITTS<br>MATH | Grade | PERFORMANCE<br>INDICATOR | CSAP BASELINE |     | Galileo BM #1-#2 | Galileo BM #1-#3          | Galileo BM #1-#4          | TARGET<br>CSAP<br>EOY<br>P/A |
|---------------|-------|--------------------------|---------------|-----|------------------|---------------------------|---------------------------|------------------------------|
|               |       |                          | DATA          | P/A |                  | Scale Score               | Scale Score               | P/A                          |
| 2010-11       | 6th   | Achievement<br>Growth    | 29.3%         |     | Scale Score 1098 | 1161<br>63<br>Scale Score | 1225<br>64<br>Scale Score | 44.3%                        |
|               | 7th   | Achievement<br>Growth    | 17.7%         |     | Scale Score 1186 | 1241<br>55<br>Scale Score | 1296<br>56<br>Scale Score | 34.3%                        |
|               | 8th   | Achievement<br>Growth    | 21.8%         |     | Scale Score 1215 | 1310<br>95<br>Scale Score | 1405<br>95<br>Scale Score | 35.3%                        |
| 2011-12       | 6th   | Achievement<br>Growth    | 44.3%*        |     | Scale Score      | Scale Score               | Scale Score               | 59.7%                        |
|               | 7th   | Achievement<br>Growth    | 34.3%*        |     | Scale Score      | Scale Score               | Scale Score               | 50.7%                        |
|               | 8th   | Achievement<br>Growth    | 35.3%*        |     | Scale Score      | Scale Score               | Scale Score               | 48.7%                        |
| 2012-13       | 6th   | Achievement<br>Growth    | 59.7%*        |     | Scale Score      | Scale Score               | Scale Score               | 75.0%                        |
|               | 7th   | Achievement<br>Growth    | 50.7%*        |     | Scale Score      | Scale Score               | Scale Score               | 67.0%                        |
|               | 8th   | Achievement<br>Growth    | 48.7%*        |     | Scale Score      | Scale Score               | Scale Score               | 62.0%                        |

\* Beginning Baseline Data will be updated each year to determine benchmark scale score growth

| CENTRAL READING | Grade | PERFORMANCE INDICATOR | CSAP BASELINE DATA P/A | Galileo BM #1- #2   | Galileo BM #1- #3         | Galileo BM #1- #4         | TARGET CSAP EOY P/A |
|-----------------|-------|-----------------------|------------------------|---------------------|---------------------------|---------------------------|---------------------|
| 2010-11         | 9TH   | Achievement Growth    | 45.5%                  | Scale Score<br>1306 | Scale Score<br>1351<br>45 | Scale Score<br>1396<br>45 | 56.0%               |
|                 | 10TH  | Achievement Growth    | 51.2%                  | Scale Score<br>1421 | Scale Score<br>1430<br>9  | Scale Score<br>1439<br>9  | 60.0%               |
| 2011-12         | 9TH   | Achievement Growth    | 56%*                   | Scale Score         | Scale Score               | Scale Score               | 66.5%               |
|                 | 10TH  | Achievement Growth    | 60%*                   | Scale Score         | Scale Score               | Scale Score               | 69.0%               |
| 2012-13         | 9TH   | Achievement Growth    | 66.5%*                 | Scale Score         | Scale Score               | Scale Score               | 77.0%               |
|                 | 10TH  | Achievement Growth    | 69%*                   | Scale Score         | Scale Score               | Scale Score               | 78.0%               |

\* Beginning Baseline Data will be updated each year to determine benchmark scale score growth

| CENTRAL<br>MATH | Grade | PERFORMANCE<br>INDICATOR | CSAP BASELINE<br>DATA P/A | Galileo BM #1-      | Galileo BM #1-      | Galileo BM #1-      | TARGET             |
|-----------------|-------|--------------------------|---------------------------|---------------------|---------------------|---------------------|--------------------|
|                 |       |                          |                           | #2                  | #3                  | #4                  | CSAP<br>EOY<br>P/A |
| 2010-11         | 9TH   | Achievement<br>Growth    | 6.2%                      | Scale Score<br>1214 | Scale Score<br>1347 | Scale Score<br>1481 | 18.7%              |
|                 | 10TH  | Achievement<br>Growth    | 4.3%                      | Scale Score<br>1440 | Scale Score<br>1505 | Scale Score<br>1571 | 15.3%              |
| 2011-12         | 9TH   | Achievement<br>Growth    | 18.7%*                    | Scale Score         | Scale Score         | Scale Score         | 31.4%              |
|                 | 10TH  | Achievement<br>Growth    | 15.3%*                    | Scale Score         | Scale Score         | Scale Score         | 26.7%              |
| 2012-13         | 9TH   | Achievement<br>Growth    | 31.4%*                    | Scale Score         | Scale Score         | Scale Score         | 44.0%              |
|                 | 10TH  | Achievement<br>Growth    | 26.7%*                    | Scale Score         | Scale Score         | Scale Score         | 38.0%              |

\* Beginning Baseline Data will be updated each year to determine benchmark scale score growth

| RONCALLI<br>READING | Grade | PERFORMANCE<br>INDICATOR | CSAP BASELINE<br>DATA P/A | Galileo BM #1-#2 | Galileo BM #1-<br>#3 | Galileo BM #1-<br>#4 | TARGET<br>CSAP<br>EOY<br>P/A |
|---------------------|-------|--------------------------|---------------------------|------------------|----------------------|----------------------|------------------------------|
| 2010-11             | 6th   | Achievement<br>Growth    | 53.3%                     | Scale Score 1114 | Scale Score<br>1115  | Scale Score<br>1117  | 63.5%                        |
|                     | 7th   | Achievement<br>Growth    | 57.8%                     | Scale Score 1180 | Scale Score<br>1208  | Scale Score<br>1236  | 64.9%                        |
|                     | 8th   | Achievement<br>Growth    | 52.2%                     | Scale Score 1295 | Scale Score<br>1306  | Scale Score<br>1317  | 60.1%                        |
| 2011-12             | 6th   | Achievement<br>Growth    | 63.5%*                    | Scale Score      | Scale Score          | Scale Score          | 73.7%                        |
|                     | 7th   | Achievement<br>Growth    | 64.9%*                    | Scale Score      | Scale Score          | Scale Score          | 72.0%                        |
|                     | 8th   | Achievement<br>Growth    | 60.1%*                    | Scale Score      | Scale Score          | Scale Score          | 68.0%                        |
| 2012-13             | 6th   | Achievement<br>Growth    | 73.7%*                    | Scale Score      | Scale Score          | Scale Score          | 84.0%                        |
|                     | 7th   | Achievement<br>Growth    | 72%*                      | Scale Score      | Scale Score          | Scale Score          | 79.0%                        |
|                     | 8th   | Achievement<br>Growth    | 68%*                      | Scale Score      | Scale Score          | Scale Score          | 76.0%                        |

\* Beginning Baseline Data will be updated each year to determine benchmark scale score growth

| RONCALLI<br>MATH | Grade | PERFORMANCE<br>INDICATOR | CSAP BASELINE<br>DATA P/A | Galileo BM #1-#2 | Galileo BM #1- | Galileo BM #1- | TARGET             |
|------------------|-------|--------------------------|---------------------------|------------------|----------------|----------------|--------------------|
|                  |       |                          |                           |                  | #3             | #4             | CSAP<br>EOY<br>P/A |
|                  |       |                          |                           |                  | Scale Score    | Scale Score    |                    |
| 2010-11          | 6th   | Achievement<br>Growth    | 38.4%                     | Scale Score 1161 | 1200           | 1240           | 50.6%              |
|                  | 7th   | Achievement<br>Growth    | 36.6%                     | Scale Score 1221 | 1320           | 1420           | 46.7%              |
|                  | 8th   | Achievement<br>Growth    | 32.5%                     | Scale Score 1299 | 1361           | 1424           | 42.3%              |
| 2011-12          | 6th   | Achievement<br>Growth    | 50.6%*                    | Scale Score      | Scale Score    | Scale Score    | 62.8%              |
|                  | 7th   | Achievement<br>Growth    | 46.7%*                    | Scale Score      | Scale Score    | Scale Score    | 56.8%              |
|                  | 8th   | Achievement<br>Growth    | 42.3%*                    | Scale Score      | Scale Score    | Scale Score    | 52.1%              |
| 2012-13          | 6th   | Achievement<br>Growth    | 62.8%*                    | Scale Score      | Scale Score    | Scale Score    | 75.0%              |
|                  | 7th   | Achievement<br>Growth    | 56.8%*                    | Scale Score      | Scale Score    | Scale Score    | 67.0%              |
|                  | 8th   | Achievement<br>Growth    | 52.1%*                    | Scale Score      | Scale Score    | Scale Score    | 62.0%              |

\* Beginning Baseline Data will be updated each year to determine benchmark scale score growth



# Line-Item Global Partnership Schools Budget

|  | Budgeted cost Pitts, Freed, Roncalli, Risley | Budgeted cost Central | Budgeted cost YAFA | Brief Narrative  |
|--|--|-----------------------|--------------------|--|
| Entry data "deep dive," including analysis of EDRs, and CORE curriculum/instructional materials assessment |  |                       |                    | On-site assessment of literacy and math curricula, textbooks by team of CORE consultants and GPS staff to determine strengths, weaknesses and resources of support to intensify instruction and to guide decisions about continuation/cessation of practices or use of materials; comprehensive GPS review of existing data and analysis to determine highest priority needs   |
| GPS Essential Standards of School Excellence   |  |                       |                    | Copies of GPS Essential Standards, which form the foundation of turnaround and transformation work with schools are made available to all staff  |
| Redeployment of time and money   |  |                       |                    | Up to five days of expert consultant support to reconfigure school schedules and budgets to support extension of learning time, changes in teaching and learning, professional collaboration   |
| Education Change Leader  | \$ 30,958                                    | \$ 30,958             | \$ 30,958          | The Education Change Leader (ECL) is a successful senior educator hired by GPS to provide on-the-ground leadership of turnaround and transformation at each school. The ECL assures the highest quality delivery of support to a school and continuously monitors progress against the Essential Standards of School Excellence. The ECL drives work to create a "surround care" network with community partners to meet student and family needs. The ECL serves as the first point of contact for district and community officials |
| Leadership Coach (2)   | \$ 44,500                                    | \$ 44,500             | \$ 44,500          | A Leadership Coach works year around with three principals to build their capacity as instructional leaders, provide a sounding board for ideas, and implement the GPS leadership development program  |
| CORE reading PD courses (2)  | \$ 23,490                                    | \$ 35,235             | \$ 15,000          | CORE provides two of its Adolescent Solution literacy staff development courses, one aimed at ELA/EL/intervention teachers and the other aimed at literacy development through content courses; materials for the courses are provided   |
| CORE reading instructional coaching (20 days)  | \$ 49,500                                    | \$ 24,750             | \$ 24,750          | CORE consultants provide 20 days of on-site, intensive instructional coaching working with teachers directly on literacy, including data analysis, examination of student work to guide teaching adaptation, lesson modeling and co-teaching   |
| CORE math PD course  | \$ 15,750                                    | \$ 8,000              | \$ 8,000           | CORE provides its multi-day Math Academy as a foundation for research-based instruction in math; materials provided  |
| CORE math instructional coaching (20 days)   | \$ 49,500                                    | \$ 24,750             | \$ 24,750          | CORE consultants provide 20 days of on-site, intensive instructional coaching working with teachers directly on math, including data analysis, examination of student work to guide teaching adaptation, lesson modeling and co-teaching   |
| GPS instructional coaching (40 days)   | \$ 75,000                                    | \$ 38,500             | \$ 38,500          | GPS Instructional Coaches provide the equivalent of 40 days of on-site, instructive coaching working with teachers on high-leverage strategies such as formative assessment, strategies for English Learners and powerful professional collaboration such as analysis of student work and instructional rounds   |
| Technology Platforms   | \$ 22,000                                    | \$ 14,912             | \$ 14,912          | Use of formative assessment platform, school and student performance dashboards, professional collaboration platform provided through GPS partnership with SynapticMash  |
| Ongoing instructional technology support from VP Technology  |  |                       |                    | Up to three on-site meetings with GPS VP Technology, a former school district chief technology officer; up to five days of remote support to Instructional Coaches and others on the ground on effective use of instructional technology   |

|  | <b>Budgeted cost Pitts, Freed, Roncalli, Riskey</b> | <b>Budgeted cost Central</b> | <b>Budgeted cost YAFA</b> | <b>Brief Narrative</b>   |
|--|---|------------------------------|---------------------------|--|
| Curricular Supports -- rapid response curriculum units (5) and 9-week pacing guide | \$ 11,000   | \$ 11,000                    | \$ 11,000                 | Development of five "rapid response" curriculum units to address gaps identified in terms of content, pedagogy or both; development of opening nine-week pacing guide  |
| Parent and community support   | \$ 10,000   | \$ 10,000                    | \$ 10,000                 | Use of GPS developed parent and community partnership toolkit and training to support that use; membership in National Network of Partnership Schools; resources to hold family and community events at the school |
| Field supplies   | \$ 10,000   | \$ 10,000                    | \$ 5,000                  | Supplies for school-based work   |
| Field travel   | \$ 2,000  | \$ 2,000                     | \$ 1,000                  | Travel expenses for Education Change Leader, Leadership Coaches such as routine mileage reimbursement  |
| Field technology   | \$ 2,500  | \$ 2,500                     | \$ 1,500                  | Technology for GPS field staff   |
| Field communications   | \$ 1,500  | \$ 1,500                     | \$ 1,000                  | Telephone and other communication costs for GPS field staff  |
| Ongoing on-site oversight by SVPs  |   |                              |                           | At least five days per month on-site by GPS Senior Vice Presidents   |
| No less than quarterly on-site oversight by CEO/President                          |   |                              |                           | Up to bi-monthly on-site oversight by GPS CEO and President, who both are former National Superintendents of the Year  |
| Corporate supports   |   |                              |                           | Support from GPS corporate staff around budget/finance, marketing/outreach, legal and human capital issues and needs   |
| Contingency  |   |                              |                           | A 5% contingency reserve to cover unexpected needs/unanticipated costs   |
| Budget/Finance   |   |                              |                           |  |
| Marketing/Outreach   |   |                              |                           |  |
| Legal  |   |                              |                           |  |
| Corporate supplies   |   |                              |                           |  |
| Recruitment  |   |                              |                           |  |
| Management fee   | \$ 85,000   | \$ 85,000                    | \$ 85,000                 | A 15% fee assessed to reflect GPS deep oversight of a turnaround or transformation school, including redeployment of People, Time, Money and Program   |
| <b>TOTAL</b>   | <b>\$ 432,698</b>                                   | <b>\$ 549,526</b>            | <b>\$ 315,870</b>         |  |

|          | <b>Proposed Annual GPS</b> | <b>Revised Annual GPS</b> | <b>Difference</b>   |
|----------|----------------------------|---------------------------|---------------------|
| Freed    | \$500,000.00               | \$432,698.00              | \$67,302.00         |
| Pitts    | \$500,000.00               | \$432,698.00              | \$67,302.00         |
| Riskey   | \$500,000.00               | \$432,698.00              | \$67,302.00         |
| Central  | \$750,000.00               | \$549,526.00              | \$200,474.00        |
| Roncalli | \$550,000.00               | \$432,698.00              | \$117,302.00        |
| YAFA     | \$400,000.00               | \$315,870.00              | \$84,130.00         |
|          |                            | <b>TOTAL</b>              | <b>\$603,812.00</b> |

## Line-Item Pueblo City Schools Budget

| Budget Object                   | Turnaround<br>(Freed, Pitts,<br>Risley) | Transformation<br>(Central,<br>Roncalli,<br>YAFA) | Brief Narrative  |
|---------------------------------|---|---|--|
| Instructional Salaries          | \$235,000                               | \$272,000   | Salaries for Instructional Staff (Extended Day and Year) |
| Instructional Employee Benefits | \$54,000                                | \$59,374  | Benefits for Salaries and Extended Year                  |
| Support Salaries                | \$80,000                                |   | Salary (Director of Schools of Innovation)               |
| Support Employee Benefits       | \$20,000                                |   | Benefits (Director of Schools of Innovation)             |
| Support Salaries                | \$45,000                                | \$45,000  | Stipend (Principal-extend contract 12 months)            |
| Support Employee Benefits       | \$11,100                                | \$10,200  | Benefits for 12 month principal                          |
| Support Salaries                | \$60,000                                | \$60,000  | Tiered Intervention Grant Social Worker                  |
| Support Employee Benefits       | \$15,007                                | \$15,007  | Benefits for Tiered Intervention Grant Social Worker     |
| Support Supplies                | \$23,500                                | \$40,000  | Software to support online learning                      |
| Instructional Supplies          | \$66,000                                | \$94,993  | Instructional Supplemental Materials                     |
| Contingency Fees                | \$225,000                               | \$225,000   | Unanticipated academic program and/or consultant needs   |
| Indirect Costs                  | \$117,299                               | \$130,332   | Indirect Costs   |
| <b>TOTAL</b>                    | <b>\$ 951,906</b>                       | <b>\$ 951,906</b>                                 |  |

## Total Grant Funding Request

| Identified Sites | Requested Budget Amount | GPS Costs    | PCS Costs  |
|------------------|-------------------------|--------------|------------|
| Turnaround       | \$ 2,250,000            | \$ 1,298,094 | \$ 951,906 |
| Transformation   | \$ 2,250,000            | \$ 1,298,094 | \$ 951,906 |