

Tacoma School District

NCES ID # 5308700

519 School Improvement Grant - ARRA (Selected Districts Only)

Fiscal Year: 09-10

Organization Code: 27010

ESD: Puget Sound Educational Service District 121



Tacoma School District

NCES ID # 5308700

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Appendix A

iGrants SIG Application

Tacoma School District

NCES ID # 5308700

519 School Improvement Grant - ARRA (Selected Districts Only)

Fiscal Year: 09-10

Organization Code: 27010

ESD: Puget Sound Educational Service District 121

Assurances

School Improvement Grant (SIG) Assurances

The District must assure that it will:

1. Use its School Improvement Grant to implement fully and effectively an intervention model in each Tier I and Tier II school that the District commits to serve, consistent with the final requirements;
2. Establish annual goals for student achievement on the State's assessments in both reading and mathematics and measure progress on the leading indicators and locally or state determined interim assessments in order to monitor each Tier I and Tier II school that it serves with SIG funds and establish goals (approved by OSPI) to hold accountable its Tier III schools that receive school improvement funds;
3. If implementing a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
4. Participate in on-site monitoring and technical assistance visits to verify successes and address challenges associated with implementation;
5. Report the required school-level data in a manner determined by Office of Superintendent of Public Instruction (OSPI);
6. Utilize an OSPI-specified online tool for posting intervention plans and providing ongoing evidence of implementation and impact of intervention efforts. Data include, but are not limited to findings from needs assessments and analysis, classroom walk-through summary data, student and classroom level assessment data and interventions, and progress toward leading indicators and other performance indicators. Details regarding leading indicators are available on page 65656 of the Final Notice at <http://www.ed.gov/programs/sif/applicant.html>;
7. Hold their Tier I and Tier II schools served with SIG funds accountable each year for meeting, or being on track to meet, achievement goals with respect to all students and each subgroup of students in reading and mathematics, and for making progress on leading indicators;
8. Take part in any United States Department of Education (ED) evaluations of the school improvement grant;
9. Comply with all federal and state statutes and administrative regulations and all program plans and applications which are applicable to each model included in this application;
10. Use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to the applicant and in the event of an audit exception, repay federal funds upon completion of audit resolution;

11. Adopt and use proper methods of administering each program in this application, including but not limited to: the enforcement of any obligations imposed by federal and state statutes and administrative rules on the applicant responsible for carrying out each program and correcting any deficiencies in program operations that are identified through audits, monitoring, or evaluation;
12. Maintain accurate and timely program plan records which document progress in implementing the plans in this application, and amend any application plan when necessary to reflect significant changes in program and/or budget, and at OSPI's request if needed;
13. Allow OSPI to hold back SIG funds to deliver supportive services and technical assistance as required or requested and agreed upon by OSPI and the district;
14. Provide all information as directed or as requested by OSPI, the Secretary for the Department of Education, and other federal officials for audit, program evaluation compliance, monitoring, and other purposes and to maintain all records for the current years;
15. Certify it has consulted with relevant stakeholders, including personnel associations, regarding the application before submission and has considered such comments in the development of its application;
16. Certify the local school board has reviewed the content of the application;
17. Certify that persons responsible for the application are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this program by any federal department or agency; and

Certify that no funds will be paid by, or on behalf of, the applicant to any person for influence or attempting to influence an officer or employee of any federal or state department or agency.

Assurances as Required by the Office of the Governor

The Office of Superintendent of Public Instruction (OSPI) in accordance with requirements outlined by the Governor's Office requires that all grants and contracts funded by the American Recovery and Reinvestment Act (ARRA) shall adhere to the assurances listed below. These general ARRA assurances are in addition to those required by individual programs and were developed by the Attorney General's Office following a review of the federal guidance regarding ARRA funds. These assurances will become a new page in the iGrants form packages for State Fiscal Stabilization Funds (SFSF), ARRA Title I, ARRA McKinney Vento Homeless and Neglected Youth, ARRA Education Technology (Title II, D), ARRA School Turnaround Grant (formerly School Improvement Grant), and ARRA Special Education for the life of the grant.

Should you have any questions regarding these assurances, please contact Bill Mason, Director of Operations, District and School Improvement and Accountability, at 360-725-6170 or [Email Bill Mason](#) or JoLynn Berge, Director of Budget and Fiscal Services, at 360-725-6293 or [Email JoLynn Berge](#).

<p>Section 1512(c) of the Recovery Act</p>	<p>The District acknowledges and agrees that the American Recovery and Reinvestment Act of 2009, hereinafter referred to as "Recovery Act," places great emphasis on accountability and transparency in the use of</p>
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	<p>taxpayer dollars. Among other things, it creates a new Recovery Accountability and Transparency Board and a new website -- Recovery.gov -- to provide information to the public, including access to detailed information on grants and contracts made with Recovery Act funds.</p> <p>The Office of Superintendent of Public Instruction (OSPI), as a recipient of Recovery Act funds, must comply with the Recovery Act's extensive reporting requirements, including quarterly financial and programmatic reporting due within 10 calendar days after the end of each calendar quarter. The District will require periodic reports from its sub-recipients in order to fulfill its reporting obligations. The District receiving Recovery Act funds may expect that a standard form(s) and/or reporting mechanism will be made available at a future date.</p> <p>The District agrees to provide OSPI all reports, documentation, or other information as may be required by OSPI to meet reporting obligations under the Recovery Act. The District's receipt of funds is contingent on the District meeting the reporting requirements of Section 1512.</p> <p>Additional instructions and guidance regarding the required reporting will be provided as they become available.</p>
<p>Section 1512H of the Recovery Act: Registration Requirements</p>	<p>Recipients of funds under the Recovery Act shall register with the Central Contractor Registration (CCR) Database at www.ccr.gov. This ensures consistent reporting of data about each entity and thereby makes data more useful to the public. In order to register in CCR, a valid Data Universal Numbering System (DUNS) Number is required.</p>
<p>Section 1602 of the Recovery Act: Preference for Quick-Start Activities (if applicable)</p>	<p>In using funds made available in the Recovery Act for infrastructure investment, recipients shall give preference to activities that can be started and completed expeditiously, including a goal of using funds for activities that can be initiated not later than 120 days after the date of the enactment of the Recovery Act. Recipients shall also use funds in a manner that maximizes job creation and economic benefit.</p>
<p>Section 1604 of the Recovery Act: Limit on Funds</p>	<p>None of the funds appropriated or otherwise made available in the Recovery Act may be used by any State or local government, or any private entity, for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool.</p>
<p>Wage Rate Requirements under Section 1606 of the American Recovery and Reinvestment Act of 2009 – Davis-Bacon Act</p>	<p>All laborers and mechanics employed by the District and [subcontractor/subgrantees] on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to the Recovery Act, shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor in accordance with subchapter</p>

	<p>IV of chapter 31 of title 40, United States Code (Davis-Bacon Act). With respect to the labor standards specified in this section, the Secretary of Labor shall have the authority and functions set forth in Reorganization Plan numbered 14 of 1950 (64 Stat. 1267, 5 U.S.C. App.) and section 3145 of title 40 United States Code. See U.S. Department of Labor, Wage and Hour Division website at: Wage and Hour Division. Wage determinations can be found at: Wage Determinations.</p> <p>The District shall include this provision and require this provision to be contained in all [subcontracts/subgrants] for work performed under this [Contract/Grant].</p> <p>The work performed by this [Contract/Grant] may also be subject to the State’s prevailing wage laws, Chapter 39.12 RCW. The District is advised to consult with the Washington State Department of Labor and Industries to determine the prevailing wages that must be paid.</p>
<p>Non-supplanting of State and Local Funds</p>	<p>The District must use federal funds to supplement existing State and local funds for program activities and must not replace (supplant) State or local funds that they have appropriated or allocated for the same purpose. Potential supplanting will be the subject of monitoring and audit. Violations may result in a range of penalties, including suspension of current and future funds under this program, suspension or debarment from federal grants, recoupment of monies provided under a grant, and civil and/or criminal penalties. For additional guidance regarding supplanting, refer to the information provided at: Supplanting Guidance.</p>
<p>Protection of Whistleblowers</p>	<p>Prohibition on Reprisals: An employee of any non-Federal employer receiving covered funds under the Recovery Act may not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing, including a disclosure made in the ordinary course of an employee’s duties, to the Accountability and Transparency Board, an inspector general, the Comptroller General, a member of Congress, a State or Federal regulatory or law enforcement agency, a person with supervisory authority over the employee (or other person working for the employer who has the authority to investigate, discover or terminate misconduct), a court or grand jury, the head of a Federal agency, or their representatives information that the employee believes is evidence of:</p> <ul style="list-style-type: none"> • Gross mismanagement of an agency contract or grant relating to covered funds; • Gross waste of covered funds; • Substantial and specific danger to public health or safety

	<p>related to the implementation or use of covered funds;</p> <ul style="list-style-type: none"> • Abuse of authority related to the implementation or use of covered funds; or • Violation of law, rule, or regulation related to an agency contract (including the competition for or negotiation of a contract) or grant, awarded or issued relating to covered funds.
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Assurances Specific to the Title I ARRA

General Requirements	The District will meet all regular Title I, Part A program assurances.
Private Schools	Use ARRA Title I, Part A funds consistent with the Title I, Part A statutory and regulatory requirements, including the requirement to provide equitable services to eligible private school students.
ARRA Goals	<p>Use ARRA Title I, Part A funds to align with the cores goals of the ARRA to:</p> <ul style="list-style-type: none"> • Save and create jobs; • Advance student achievement through school improvement reform consistent with Title I; • Ensure transparency;, reporting and accountability; and • Invest one-time ARRA funds in ways that do not result in unsustainable continuing commitments after the funding expires.
Reporting Requirements	Follow all regulations and reporting requirements that are specific to ARRA Title I, Part A, including the requirements for allowable costs in OMB Circular AS-87 and subject to the audit requirements in Circular A-133 as distributed by the United State’s Department of Education.

The School District's Superintendent, Title I Director, and Grant or Fiscal Manager must all certify they have read and understand 1) the SIG Assurances and 2) the ARRA Assurances and assure that the information in this application is true and correct.

Date: 2/22/2010	
Superintendent Arthur O. Jarvis, Ed.D.	Superintendent Arthur O. Jarvis, Ed.D.
Title I Director Don Lloyd	Title I Director Don Lloyd
Grant or Fiscal Manager Ron Hack	Grant or Fiscal Manager Ron Hack

School Improvement Grant (SIG) Grant Application

Directions:

Districts are strongly encouraged to read [Instructions for School Improvement Grants](#) prior to completing this application. Please answer questions as thoroughly as possible. Incomplete applications will not be considered.

The [Scoring Guide for District SIG Applications](#) is also available for your information. This scoring guide will be used to evaluate SIG applications.

Applications must be submitted on iGrants by 5:00 p.m., Friday, March 5, 2010.

SCHOOLS TO BE SERVED

A district must include the following information with respect to the schools it will serve with a School Improvement Grant.

Building Name	GRADE S SERVED (e.g., K-6)	NCES ID#	STUDENT FTE (Oct. 1, 2009)	TIE R I	TIE R II	TIE R III	INTERVENTION (TIER I AND II ONLY)			
							Turn-around	Restart	Closure	Transformation
Angelo Gaudrone Middle School	6-8	530870003155	628.00		True		True			

Birney		Please delete responses for Birney			True		True			
Hunt	6-8	530870001472	334.00		True				True	
Jason Lee	6-8	530870001473	466.00		True					True
Stewart	6-8	530870001504	530.00		True		True			

Budget

A district must include a proposed budget that indicates the amount of school improvement funds the district will expend each year in each Tier I, Tier II, and Tier III school it commits to serve.

Instructions:

1. Summary of the Proposed Three-year Budget

In the space below, provide proposed funding amounts and budget narrative indicating how the district will allocate SIG funds over a maximum three-year period, with separate budgets for each of the Tier I, Tier II, and Tier III schools the district is committing to serve. Proposed budget should be consistent with the activities and timeline described in Question #4 on Page 4 of this application.

Tacoma Public Schools

The district is requesting \$280,000 in year 1: 280000 in year 2: and 280000 in year 3 for project management professional development for the leadership team at Giadrone, Stewart and Jason Lee and a district project manager to oversee all aspects of the grant.

Jason Lee Middle School

The district is requesting \$902,921 in year 1, \$920,979 in year 2, and \$939,399 in year 3 to fund various staff positions to assist strong implementation of this Community Partnership school model. This school model requires an additional assistant principal, three instructional coaches (1 literacy, 1 mathematics, 1 technology), one counselor, two PE teachers and three new math teachers. Students will receive physical education classes daily and additional time in mathematics to assist them in attaining state standards. Grant funding will also be used to fund activities that will extend student learning time Specifically, we are requesting \$619,330 in year 1, \$601,272 in year 2, and \$607,851 in year 3 to facilitate incentive or performance based pay, extended school day or year, and professional development for teachers. These funds will also be used to provide a summer academy to focus on

mathematics, literacy and the arts. Tacoma is also requesting that grant funds be issued to assist in providing instructional and technological tools to improve student learning. Netbooks, student materials and other curriculum supplies are requested in the amount of \$370,000 in year 1, \$370,000 in year 2, and \$345,000 in year 3. Finally, the district requests funds to assist in the offering of intramural and athletic programs at Jason Lee in the amount of \$15,600 for each year of the grant.

Hunt

The district is requesting funding to assist in the costs associated with closing Hunt Middle School. The closure of the school requires that the district make changes to the current boundaries, provide transportation to the student's new school, relocate teachers and other staff, store equipment and fixtures and secure the building in the amount of \$543,478 in the first year of the grant. The district is also requesting funding to assist in the costs associated with relocating a large special education population currently in attendance at Hunt. Certain equipment and building facilities will need to be moved to another school to facilitate the special education disability students, the relocation of students to the new schools and the relocation of teachers to the new schools. The district is asking for \$291,475 in the first year of the grant.

The district also requesting grant dollars to relocate current Hunt teachers to their new school once placed within the district in the amount of \$23,580 in year 1.

Stewart

The district is requesting \$1,142,223 in year 1, \$1,165,067 in year 2, and \$1,188,368 in year 3 to fund various staff positions to assist in creating a middle school science, technology, engineering, and mathematics (STEM) school. These changes will consist of hiring an additional assistant principal, three instructional coaches (1 mathematics, 1 literacy, 1 technology), one additional counselor, two additional PE teachers, three additional math teachers and three additional literacy teachers. Grant funding will also be used to fund activities that will extend student classroom time and help to develop teacher skills in each year. Specifically, we are requesting \$356,269 in year 1, \$508,424 in year 2, and \$500,122 in year 3 to facilitate incentive or performance based pay, extended school day or year, professional development for teachers, providing a summer academy, and participation in team building opportunities through staff retreats. Tacoma is also requesting that grant funds be issued to assist in providing instructional and technological tools to improve student learning. Netbooks, student materials and other curriculum supplies are requested in the amount of \$400,000 in year 1, \$225,000 in year 2, \$210,000 in year 3. Finally, the district requests funds to assist in the offering of intramural and athletic programs at Jason Lee in the amount of \$9,360 for each year of the grant.

Giaudrone

The district is requesting \$902,921 in year 1, \$920,979 in year 2, and \$939,399 in year 3 to fund various staff positions to assist in implementation of the International Baccalaureate Middle Years Programme. These changes will consist of hiring an additional assistant principal to the school, three instructional coaches, one counselor, two PE teachers and three world language teachers. Grant funding will also be used to fund activities that will extend student classroom time and help to develop teacher skills in each year. Specifically, we are requesting \$513,830 in year 1, \$620,772 in year 2, and \$612,351 in year 3 to facilitate incentive or performance based pay, extended school day or year, professional development for teachers, providing a summer academy, and participation in team building opportunities through staff retreats. Tacoma is also requesting that grant funds be issued to assist in providing instructional and technological tools to improve student learning. Netbooks, student materials and other curriculum supplies will be spent in the amount of \$475,000 in year 1, \$350,000 in year 2, and \$340,000 in year

three. Finally, the district requests funds to assist in the offering of intramural and athletic programs at Jason Lee in the amount of \$16,100 for each year of the grant.

Complete the following table:

- a. Grand Total of Proposed Budget Amounts for the district and each Tier I, Tier II, and Tier III school for a maximum of 3 years (through September 30, 2013).
- b. Total for each year for the district (for a maximum of 3 years through September 30, 2013).
- c. Total for each year for each Tier I, Tier II, and Tier III school (for a maximum of 3 years through September 30, 2013). Description should include name of each school, its Tier, and the total proposed budget for that school for each year.

Instructions:

1. Identify each Tier I, Tier II, and Tier III school the District commits to serve; and
2. Identify the model that the District will use in each Tier I and Tier II school.

Building	Tier	Model	Year 1	Year 2	Year 3	Total
District	N/A	N/A	\$280,000	\$280,000	\$280,000	\$840,000
Stewart	TIER II	Turnaround	\$1,600,000	\$1,500,000	\$1,100,000	\$4,200,000
Giaudrone	TIER II	Turnaround	\$1,600,000	\$1,400,000	\$1,000,000	\$4,000,000
Hunt	TIER II	Closure	\$100,000			\$100,000
Jason Lee	TIER II	Transformation	\$1,200,000	\$1,000,000	\$750,000	\$2,950,000
Totals			\$4,780,000	\$4,180,000	\$3,130,000	\$12,090,000

Note: Approval of proposed budgets for subsequent years (2011-12 and 2012-13) will be based on school and district performance on agreed-upon measures.

2. Individual Proposed District and School Budgets through June 30, 2011 (Year 1)

In the space below, provide **individual** proposed funding amounts and budget narrative indicating how the district will allocate SIG funds through June 30, 2011, with **separate** detailed budgets for the district and each of the Tier I, Tier II, and Tier III schools the district is committing to serve.

The proposed budget must provide sufficient funding through June 30, 2011 for the following actions:

- o Implement the selected school intervention model (i.e., turnaround, restart, closure, transformation) in each Tier I and Tier II school it commits to serve.
- o Conduct district-level activities designed to support implementation of the selected school intervention models in the district’s Tier I and Tier II schools.

- Support school improvement activities at the school or district level for each Tier III school identified in the district’s application.

As appropriate, include State-level technical assistance and other supportive services required or requested and agreed upon by OSPI and the district. Requested activities may be for implementing intervention models in Tier I and Tier II schools, improvement activities in Tier III schools, or associated district-level activities. Districts may also contact OSPI/DSIA regarding the use of external providers or other services which may be purchased through OSPI/DSIA.

Building Name	Activity	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Angelo Giaudrone Middle School	Activity 21		\$109,968		\$28,592					\$138,560
	Activity 27		\$732,122		\$226,958	\$342,687	\$45,000	\$39,790		\$1,386,557
Hunt	Activity 21									
	Activity 27		\$72,764		\$22,556					\$95,320
Jason Lee	Activity 21		\$109,968		\$28,592					\$138,560
	Activity 27		\$670,587		\$207,882	\$126,809				\$1,005,278
Stewart	Activity 21									
	Activity 27		\$901,781		\$279,552	\$341,784		\$2,000		\$1,525,117
Total for Activity 21		\$0	\$219,936	\$0	\$57,184	\$0	\$0	\$0	\$0	\$277,120
Total for Activity 27		\$0	\$2,377,254	\$0	\$736,948	\$811,280	\$45,000	\$41,790	\$0	\$4,012,272
Grand Total										\$4,289,392

Descriptive Information

The following questions correspond to the [Federal Guidelines for the Grant](#). You may also review the [Scoring Guide](#) which will be utilized to evaluate SIG District applications.

Instructions:

Districts applying to serve Tier I and Tier II schools: Respond to questions 1-6 completely; applications with incomplete answers will not be considered.

Districts applying to serve Tier III schools: Respond to questions 7 completely; applications with incomplete answers will not be considered.

Question #1a: For each Tier I and Tier II school the District has committed to serve, describe the process of determining the appropriate intervention model for each school, including how the findings of the required OSPI School-level Needs Assessment were utilized (i.e., turnaround, restart, closure, transformation). Include the name(s) of the school(s) in the description.

a: The Tacoma Public Schools (TPS) is the third largest district in the state of Washington, a majority-minority district, with September 2009 enrollment counts of more than 30,000 children in kindergarten through grade 12. TPS oversees 58 schools and alternative learning sites. The incidence of poverty and mobility among students is extremely high. Fifty-nine percent of students are eligible for free and reduced lunches; mobility at the secondary level ranges from 55% (grades 6-8) to 66% (9-12).

TPS brings considerable strengths and assets to bear on the challenge of school improvement. It has been a "lighthouse" district for years, often leading the way in piloting innovation for the state's 296 districts. Its data analysis capacity is acknowledged to be among the best in the state. The district has a relatively new leadership team hired specifically to improve student outcomes with an extensive background in school improvement models in such diverse districts as Enumclaw, Whidbey Island, Seattle, and Denver and experience with school intervention, turnaround, transformation, school closings, resolving financial crises, and the development of large-scale data and alternative compensation systems.

OSPI has identified four TPS middle schools in the Tier II category, Hunt, Giaudrone, Stewart, and Jason Lee requiring intervention. (TPS has no Tier I or Tier III schools.) Hunt will be closed. The turnaround model will be adopted for Giaudrone and Stewart. Giaudrone will shift to an International Baccalaureate program; Stewart will shift toward a curriculum based on Science, Technology, Engineering and Math (STEM). Jason Lee, which has already launched significant changes under a new principal, will adopt the transformation model, emphasizing community partnerships.

Common elements in all three schools will include: Extensive support for all students, Rigorous reading and writing, Doubling of mathematics and literacy instruction to 90 minutes per day, Extended school days, An extended school year and summer academies, and An emphasis on student health, wellness and fitness. The district is already working with OSPI to improve data standardization so that TPS will be in a position to compare student outcomes individually, by school, teacher, curriculum, race and ethnicity, and against state norms.

The District used OSPI's School-Level Needs Assessment to identify strengths, challenges and barriers to reform for each Tier II school targeted by OSPI and the District for reform.

b-c: Between October and December of 2009 the Tacoma Public Schools employed The BERC Group (Baker Evaluation Research Consulting) for an OSPI-sponsored external School-Level Needs Assessment on all schools in the district. Multiple forms of data were used by BERC, including perceptual data, student achievement data on formative and summative assessments, teacher qualifications and placement, Budget, including per pupil expenditures and current school improvement plans and progress toward identified goals. This assessment included a thirty-minute classroom observation in

every classroom with a focus on instructional practices within the school and the alignment of school structures and practices with OSPI's nine characteristics of high performing schools. Relevant stakeholder groups, including the local education association (in regard to teacher evaluation and assignment within the specified intervention models, for which there is an agreement and on-going collaborative process), the local school board, community partners, parents, students and staff were involved. This accumulated information was the foundation for making an in-depth analysis of the targeted schools.

Giaudrone: The findings of the required OSPI School-Level Needs Assessment were then utilized and compared with an analysis of district student achievement data and with technical assistance from the Office of the Superintendent of Public Instruction and BERC to identify strengths, challenges, and barriers to reform at the school. Based on the extensive analysis and input process the District then decided that the Turnaround model was appropriate for Giaudrone Middle School.

Stewart: Between October and December of 2009 the Tacoma Public Schools employed The BERC Group (Baker Evaluation Research Consulting) for the OSPI-sponsored external School-Level Needs Assessment as in Giaudrone. The findings of the required OSPI School-Level Needs Assessment were then utilized and compared with an analysis of district student achievement data and with technical assistance from the Office of the Superintendent of Public Instruction and BERC to identify strengths, challenges, and barriers to reform at the school. Based on the extensive analysis and input process the District then decided that the Turnaround model was appropriate for Stewart Middle School.

Jason Lee: Between October and December of 2009 the Tacoma Public Schools employed The BERC Group (Baker Evaluation Research Consulting) for an OSPI-sponsored external School-Level Needs Assessment as in Giaudrone and Stewart. The findings of the required OSPI School-Level Needs Assessment were then utilized and compared with an analysis of district student achievement data and with technical assistance from the Office of the Superintendent of Public Instruction and BERC to identify strengths, challenges, and barriers to reform at the school. Based on the extensive analysis and input process the District then decided that the Transformation model was appropriate for Jason Lee Middle School.

Hunt: Between October and December of 2009 the Tacoma Public Schools employed The BERC Group (Baker Evaluation Research Consulting) for an OSPI-sponsored external School-Level Needs Assessment in the district-wide process. Relevant stakeholder groups, including the local education association (in regard to teacher evaluation and assignment within the specified intervention models, for which there is an agreement and on-going collaborative process), the local school board, community partners, parents, students and staff were involved. The findings of the required OSPI School-Level Needs Assessment were then utilized and compared with an analysis of district student achievement data and with technical assistance from the Office of the Superintendent of Public Instruction and BERC to identify strengths, challenges, and barriers to reform at the school. Based on the extensive analysis and input process the District then decided that the Closure model was appropriate for Hunt Middle School.

Question #1b: Provide evidence the District has the capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school in order to fully and effectively implement the required activities of the intervention model selected (i.e., turnaround, restart, closure, or transformation).

a: Tacoma Public Schools has plans to build capacity, to develop infrastructures, policies, and practices consistent with OSPI's Characteristics of Improved Districts: Themes from Research which will enable the District to implement the intervention fully and effectively. TPS has plans to develop operational flexibility at the building level and is developing processes to differentiate resources (e.g., fiscal, curricular human) across the District based on the unique student needs of each school. Our plan also includes the development of a strong network supporting middle schools within the overall district structure.

b: The District's mechanisms for principal and teacher selection and placement for aligning staff competencies to student needs will ensure that teachers and principals who are selected will have demonstrated leadership and the capability to implement one of the four intervention models. Selection and placement desiderata will include: teachers and principals who have been involved with successful school reform efforts (such as those receiving the OSPI School of Distinction Award), those who have had experience and expertise in the International Baccalaureate Middle Years Programme, those with demonstrated STEM content competencies, and teachers who hold National Board certification.

c: The District has provided support to these Tier II schools in the past by means of school improvement planning (including with OSPI) with specific actions that supported improvement efforts at the Tier II schools, such as professional development focused on school leadership and content standards and enhanced fiscal resources to the extent possible.

d: The Tacoma Public Schools Directors are committed to reform and to facilitate full and effective implementation of the models as evidenced by their unanimous approval of this planning process and application.

e: The timeline and process for building sufficient central office and school-level administrative and teacher leadership capacity to implement the selected models is as follows:

1 April – 18 June 2010, dissemination, discussion and study of information and study materials about the selected models, including off-site seminars for core central office and school teams;

19 June– 31 August 2010, initial professional development in each of the selected models;

1 September 2010 – 18 June 2011, on-going, job-embedded professional development for enlarged administrative and teacher cadres.

f: The District is collaborating with the Tacoma Education Association to develop competencies to measure the effectiveness of staff who can work within the selected interventions. We will pilot and implement a revised teacher evaluation system relating student achievement data to staff compensation systems at Jason Lee Middle School in the 2010-2011 school year as a first step in district-wide implementation that year and in the years following.

g: The District will recruit new principals nationally to implement the turnaround and transformation models based on such criteria as involvement with successful school reform efforts (such as those receiving the OSPI School of Distinction Award), experience and expertise in the International

Baccalaureate Middle Years Programme, and/or experience with excellent STEM programs, as well as experience launching new schools and with alternative and collaborative leadership programs.

h: N/A

Question #2a: Is the District applying to serve each Tier I school identified by the State? Yes No

If “Yes” continue with Question #3; if “No,” answer Question #2b and continue on to Question #3.

Question #2b: Explain why the District lacks capacity to serve each Tier I school, that is, why the District is not choosing to serve each Tier I school with SIG funds. Include the name(s) of the Tier I school(s) the District is choosing NOT to serve.

Question 2a: N/A—No Tier I schools have been identified by OSPI in Tacoma Public Schools.

Question #3a: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to design and implement the intervention model (i.e., turnaround, restart, closure, or transformation) consistent with the final School Improvement Grant requirements.

a: Tacoma Public Schools used the following procedure to assess each of the 4 targeted schools: Giadrone, Stewart, Jason Lee and Hunt.

Between October and December of 2009 the Tacoma Public Schools employed the BERC Group (Baker Evaluation Research Consulting) for an OSPI-sponsored external School-Level Needs Assessment. Multiple forms of data were used by BERC, including perceptual data, student achievement data on formative and summative assessments, teacher qualifications and placement, Budget, including per pupil expenditures, and current school improvement plans and progress toward identified goals. This assessment included a thirty-minute classroom observation in every classroom with a focus on instructional practices within the school and the alignment of school structures and practices with OSPI’s nine characteristics of high performing schools. Relevant stakeholder groups, including the local education association (in regard to teacher evaluation and assignment within the specified intervention models, for which there is an agreement and on-going collaborative process), the local school board, community partners, parents, students and staff were involved. The findings of the required OSPI School-Level Needs Assessment were then utilized with an analysis of district student achievement data and with technical assistance from the Office of the Superintendent of Public Instruction and BERC to identify strengths, challenges, and barriers to reform at the school.

Based on the extensive analysis and input process the District then decided that the Turnaround model was appropriate for Giadrone Middle School.

Based on the extensive analysis and input process the District then decided that the Turnaround model was appropriate for Stewart Middle School.

Based on the extensive analysis and input process the District then decided that the Transformation model was appropriate for Jason Lee Middle School.

Based on the extensive analysis and input process the District then decided that the Closure model was appropriate for Hunt Middle School.

b: For all the schools other than Hunt, the District will: Recruit, screen, select, assign, and retain high performing teachers and leaders, i.e., those with demonstrated success in substantially raising student achievement. The District will work with the Tacoma Education Association to develop a rigorous process to be used to recruit and retain high performing teachers and leaders, including outreach to teachers and leaders with appropriate specializations and experiences in Washington state and nationally. The positions will include the requirement, of substantial professional development designed and led by teams of central office personnel and site-based teachers.

The collaborative process used to identify locally-adopted competencies will include: work by teams characterized by close cooperation between the District and the TEA, the community and the School Board, and cross-role efforts among teachers and administrative staff at all levels, with technical assistance from University of Washington, Tacoma, School of Education, OSPI and other external sources of expertise.

The process for screening and selecting staff (within the model guidelines of rehiring no more than 50% of existing staff) to meet the unique needs of each school will include: selection of a core team at each school that will, with the assistance of Central Office staff, develop specific criteria, use a team approach to review applications against those criteria and engage in a thorough interview process to make final selections. The District's planned strategies to recruit and retain staff include financial incentives, increased leadership opportunities and opportunities for promotion in order to accomplish the goals of the model in congruence with District goals in regard to diversity and excellence.

The District will assess teacher and leader competency in turning around/ and transforming lowest performing schools using criteria such as assessments of candidate's academic preparation and previous work in turning around/transforming lowest performing schools; locally developed competencies in regard to Tacoma's specific student populations and qualifications in the characteristics of each specific model (e.g., STEM), and will develop a rubric to guide judgments in the selection of teachers and leaders for the Tier II schools.

c: Other related District procedures and practices are facilitated by the fact that currently the District has a professional development system providing each teacher with up to 48 hours of professional development. The professional development opportunities for the schools will include the study of the appropriate school reform models, increasing content knowledge, enhancing pedagogical skills and the use of data in improving student achievement. There will be time identified for teachers to collaborate, plan, and engage in these professional development activities. There will be sufficient operating flexibility to fully implement the interventions and improvement activities, sufficient instructional minutes per year and teacher/leader assignment and evaluation processes, which take into account data on student growth.

d: The District will work with OSPI to promote the continuous use of student data to inform and differentiate instruction by standardizing our achievement scores and comparing student performance across years so that we can identify levels of teacher excellence and unique needs of each student subgroup. In addition to the State assessments, we will use SRI data and the District assessments at

regular intervals. The agendas for trainings to increase teacher/leader understanding of how to use multiple forms of data will include hands-on workshops, collaborative development of scoring rubrics, analysis of individual student, classroom and school data. There will be a comprehensive assessment and intervention system (e.g., Response to Intervention), and the District will implement a regular environmental scan system to collect evidence of progress in implementation.

e: The processes the District will use to ensure a clear focus on student learning and to communicate and reinforce high expectations and accountability for adults will include District leadership and School Board meetings with agendas including reviews of research on the importance of high expectations for ALL students and forms of accountability for ALL school-based and central office adults founded on the analysis of relevant student data. They will also include specific professional development activities focused on working towards high expectations and accountability.

f: The District will ensure coordinated and aligned curriculum and assessment, and support clearly defined quality instructional practice, by means of gap analyses in mathematics and reading; pacing guides; cross-grade level and content-area collaboration; and use of classroom walk-through protocols in order to implement the models with fidelity.

g: The District will ensure ongoing, intensive technical assistance by assigning central office staff as liaisons to achieve collaboration and communication between the District and each school; assign instructional and technological coaches, counselors and social workers as well as turn-around specialists, and through agreements with OSPI/DSIA to provide technical assistance and supportive services.

Question #3b: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District, the District and School Improvement and Accountability Division (DSIA) of OSPI, or a designated external lead partner organization (such as a school turnaround organization or an educational management organization [EMO].)

a: The District has determined that engagement of external partners is expected to result in substantial improvements in student achievement for each of the focus Tier II schools as follows:

Giaudrone: The Turnaround model for Giaudrone Middle School will be International Baccalaureate Middle School and therefore our research indicated the appropriate external lead partner will be the International Baccalaureate organization because of their unique experience and expertise with this model.

Stewart: The Turnaround model will be STEM. Our research indicated that the appropriate external lead partners will be found among Tacoma's and Seattle's rich and diverse scientific, engineering and business communities, because of their expertise and their commitment to providing excellent education to the children of their community. Preliminary contacts have also been made with education personnel at NASA.

Jason Lee: The Transformation model for Jason Lee Middle School will be a community-based partnership. Our research indicated that the appropriate external lead partners will be the Allen

Renaissance Foundation, the Tacoma Housing Authority and Metro Parks, because of their commitment to providing excellent education to the children of their community..

Hunt: The Closure model for Hunt Middle School requires no external lead partners.

The types of data and research used to make the decision to engage these external partners included the School-Level Needs Assessment, our analysis of district-level capacity and gaps in that capacity and in most cases their demonstrated success in school and/or curricular transformation. The expectations for these external partners with respect to interventions and improvement activities include a commitment to the model for each school, to the District's achievement goals for these students and respect the professional expertise and commitment of school teachers and leaders.

b: The District identified the external technical assistance pattern for each school by means of research, internal discussion and outreach to appropriate external organizations, groups and individuals. It was not appropriate to use a recruitment, screening and formal selection process.

c: The evaluation process which will be used to monitor supports and services provided by external lead partners and analogous groups and individuals will include the development of annual goals and leading indicators; the non-intrusive collection of data, such as student achievement data, in order to monitor and assess implementation and the effect of the interventions and improvement activities.

d: Timeline:

15 April to June 30, 2010: Development of annual goals and leading indicators.

1 July to 31 August 2010: Identification of data streams (student achievement data, teacher data, etc.) to be used in the evaluation of the implementation of the model.

September 2010 to June 2011: Implementation.

July 2011: Formative Evaluation Report.

July 2012: Second Formative Evaluation Report.

July 2013: Final Evaluation Report.

Question #3c: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to align other new and existing resources to fully and effectively implement the intervention model(s) (i.e., turnaround, restart, closure, or transformation).

a: Giaudrone: The Turnaround model for Giaudrone Middle School will be International Baccalaureate Middle School and additional resources to fully and effectively implement the intervention will include assigning effective teachers and leaders (especially in foreign languages), instructional coaches, and district liaison to the school; federal, state, and local funding which will be used in addition to SIG funds; technology for data systems and assessment systems; standards-based curriculum and assessment materials; and partnerships with the International Baccalaureate Organization.

Stewart: The Turnaround model will be STEM and additional resources to fully and effectively implement the intervention will include assigning effective teachers and leaders (especially in STEM disciplines), instructional coaches, and district liaison to the school; federal, state, and local funding

which will be used in addition to SIG funds; technology for data systems and assessment systems; standards-based curriculum and assessment materials; and partnerships with individuals and groups to be found among Tacoma's and Seattle's rich and diverse scientific, engineering and business communities.

Jason Lee: The Transformation model for Jason Lee Middle School will be a community-based partnership. Additional resources to fully and effectively implement the intervention will include assigning effective teachers and leaders, instructional coaches, and community and district liaisons to the school; federal, state, and local funding which will be used in addition to SIG funds; technology for data systems and assessment systems; standards-based curriculum and assessment materials; and partnerships with the Allen Renaissance Foundation, the Tacoma Housing Authority and Metro Parks.

Hunt: The Closure model for Hunt Middle School requires additional resources for planning, labor and moving facilities (portable buildings), equipment and teacher materials; "moth-balling," and similar expenses.

b: Central office and building administrators will work together with the Project Manager in a systematic "matrix" process to analyze, coordinate, blend, and align available resources to support the continuous improvement process and the interventions; data will be collected and analyzed to differentiate and coordinate resources; a collaborative decision-making process will be used in differentiating those resources; the intervention will be aligned with other District/school initiatives and grants; there will be a process to acquire additional resources and partnerships and a plan for continuously reviewing and making timely adjustments in resource allocations to assure these schools receive the resources necessary to make adequate yearly progress (AYP) and exit improvement status.

Question #3d: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to modify its practices or policies, if necessary, and to enable its schools to fully and effectively implement the interventions (i.e., turnaround, restart, closure, or transformation).

a: At Giaudrone, Stewart and Jason Lee, the District has reviewed current practices and policies which will support or have impeded reform efforts using data from the following: Highly Capable Program Review; Achievement Gap Task Force; BERC classroom review; District Environmental Scan; Washington State Leadership Academy; Center for Educational Leadership Five Dimensions of Teaching and Learning Assessment; Lighthouse Project Survey; Community Conversations Led By Tacoma Education Association; Review of Technology Use Survey; Mathematics Task Force; School Climate Surveys and the Healthy Youth Survey.

b: The District and the Tacoma Education Association have had more than fifteen hours of face-to-face negotiations involving each of the models and there is in place a tentative agreement regarding performance pay, displacement of staff and recruiting and retaining highly effective teachers and leaders (not based solely on seniority) to work in the District's persistently lowest-achieving schools.

c: A Matrix Management System will be used for intentional, frequent communication between superintendent/district office and staff in participating schools. The Project Manager will be responsible for multiple methods of ongoing communication and opportunities for collaboration to build clarity, commitment, and consistency in district practices.

d: The District will examine system-wide alignment of programs and practices with the interventions by identifying current programs and practices which may support or impede the interventions utilizing a District dashboard with clearly defined goals, benchmarks and data points. The data collected will include descriptions and analysis of current programs and practices, anticipated programs and practices embodied in the intervention models, and gaps and overlaps between these.

Timeline:

April to June, 2010: Descriptions of current and proposed programs and practices.

July to August, 2010: District dashboard development.

September, 2010 to June, 2011: Data collection

July 2011: First Formative Evaluation

September, 2011 to June, 2012: Data Collection

July 2012: Second Formative Evaluation

September, 2012 to June, 2013: Data Collection

July 2013: Final Evaluation.

The following strategies will be used for aligning programs and practices with permissible actions for the interventions include:

- Central Office analysis of the data included in the Dashboard
- Revision of programs and practices and/or interventions as applicable
- Recursive analysis and revision

Question #3e: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to sustain reforms after the funding period ends.

a: The system-wide infrastructures the District has developed to sustain reforms in Tier II schools over time will be based on our matrix management system. They will include:

Existing board-adopted policies and practices, systems and supports for Tier II schools such as those pertaining to graduation rates and closing the achievement gap in order to sustain changes and innovations;

Tools, systems, and practices supporting the use of data to inform District, school, and classroom decision making;

A process for delivering collaboratively determined, job-embedded professional development to increase teacher and leader effectiveness and to help staff internalize changes so they become part of routine practice;

Calendars and schedules which provide and document extended learning time;

A system for continued alignment of curriculum, assessments, and interventions and, if appropriate, for continued support of the instructional model(s);

A budget which uses federal, state, and local education funding to sustain reforms.

Our process for differentiating resources to sustain reforms and avoid a “funding cliff” at the conclusion of the grant will include annual reviews of the success of school model strategies to determine the likelihood of system-wide implementation and application to that implementation of normal local, state and federal funding streams. Our strategic plan will support sustaining changes by including enrollment projections to 2020 that verify the viability of these middle schools. There will be a collaborative decision-making process at the District and school levels which provide for stakeholder involvement and input for sustaining changes, innovations, and a continuous improvement process.

Question #4: Provide a timeline delineating the steps the District will take to implement the basic elements of the selected intervention model(s) in each Tier I and Tier II school identified in this application. The timeline should indicate that the District has the ability to implement the basic elements of its selected models by the beginning of the 2010-11 school year.

a-b: Our timeline for 2010-11 indicates basic elements of the selected intervention models will be up and running by the beginning of the 2010-11 school year. Basic elements include:

Turnaround Model (Gaudrone and Stewart):

1 March (announcement) - 15 April (appointment) - Replace the principal;

15 April: Grant new principal sufficient operational flexibility (e.g., in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and to ultimately increase high school graduation rates;

15 April- Identify processes for providing increased learning time to students and staff and for designing job-embedded professional development in collaboration with staff.

30 April - Develop and adopt locally-determined “turnaround” competencies to screen all existing staff, rehiring up to 50% of those staff and select new staff.

April through September: Implement a standards-based instructional program that is research-based and vertically aligned.

Summer academy for teachers with professional development for the International Baccalureate and STEM model components ; staff retreat to promote cohesion and collective ownership of the model vision.

September to June: Job embedded, content-specific professional development and monitoring of student achievement data and goals. Regular consultation with relevant stakeholders.

School Closure (Hunt): Establish timeline for school closure, consistent with Washington State legislative requirements (RCW 28A.335.020), on or before July 1, 2011. April 15, 2010 for assignment of students to other higher-achieving schools in the District in 2011-12.

Transformation Model (Jason Lee): The district has implemented the transformation model beginning Fall 2009, including assigning a new principal.

5 April: Grant new principal sufficient operational flexibility (e.g., in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and ultimately increase high school graduation rates;

15 April-- Identify processes for providing increased learning time to students and staff and for designing job-embedded professional development in collaboration with staff;

30 April - Develop and adopt locally-determined “turnaround” competencies to screen all existing staff, rehiring up to 50% of those staff, select new staff;

April through September: Implement a standards-based instructional program that is research-based and vertically aligned.

Summer academy for teachers with professional development for the Community-Based Partnership School with focus on the arts model components. Staff retreat to promote cohesion and collective ownership of the model vision.

September to June: Job embedded content-specific professional development and monitoring of student achievement data and goals. (New teacher evaluation system and pay for performance at Jason Lee only.) Regular consultation with relevant stakeholders.

Timeline for 2011-2012

Summer 2011: Summer Academy at each of the schools with the appropriate model focus.

Fall 2011: Set new benchmarks for the 2011-2012 school year; collect data.

Fall 2011 – Spring 2012: Implement programs, continue to collect data and perform job embedded model specific professional development; institute monitoring system for model and staff. (New teacher evaluation system and pay for performance at Jason Lee, Giaudrone and Stewart.) Regular consultation with relevant stakeholders.

Timeline for 2012-2013

Summer 2012: Summer Academy at each of the schools with the appropriate model focus.

Fall 2012: Set new benchmarks for the 2012-2013 school year; collect data.

Fall 2012 – Spring 2013: Implement programs, continue to collect data and perform job embedded model-specific professional development; institute monitoring system for model and staff. Regular consultation with relevant stakeholders. New teacher evaluation system and pay for performance at Jason Lee, Giaudrone and Stewart.

c: The timeline allows for certain intervention model components, such as on-going technical assistance and support from the District and OSPI, job-embedded professional development and identifying and rewarding teacher and principals who have increased student achievement, to occur later in the process of implementing the model.

Question #5a: Describe the annual goals for student achievement on the State’s assessments in reading and mathematics that the District has established to monitor its Tier I and Tier II schools that receive school improvement funds. If the targeted Tier I or Tier II school also has a weighted-average graduation rate of less than 60%, the district must also include annual goals related to decreasing their annual drop-out rate.

Annual Goals		
Grade Level	Annual Goals for Reading on State Assessment	Annual Goals for Mathematics on State Assessment
3	NA	NA
4	NA	NA
5	NA	NA
6	The annual goals for student achievement on the State’s assessments in reading that the District has established to monitor its Tier II schools that receive school improvement funds are based on standardized scores. The annual goal for schools receiving improvement funds will be set so as to be above the State average as normalized for appropriate subgroups of students in each school by the end of the three-year grant period.	The annual goals for student achievement on the State’s assessments in mathematics that the District has established to monitor its Tier II schools that receive school improvement funds are based on standardized scores. The annual goal for schools receiving improvement funds will be set so as to be above the State average as normalized for appropriate subgroups of students in each school by the end of the three-year grant period.
7	The annual goals for student achievement on the State’s assessments in reading that the District has established to monitor its Tier II schools that receive school improvement funds are based on standardized scores. The annual goal for schools receiving improvement funds will be set so as to be above the State average as normalized for appropriate subgroups of students in each school by the end of the three-year grant period.	The annual goals for student achievement on the State’s assessments in mathematics that the District has established to monitor its Tier II schools that receive school improvement funds are based on standardized scores. The annual goal for schools receiving improvement funds will be set so as to be above the State average as normalized for appropriate subgroups of students in each school by the end of the three-year grant period.
8	The annual goals for student achievement on the State’s assessments in reading that the District has established to monitor its Tier II schools that receive school improvement funds are based on standardized scores. The annual goal for schools receiving improvement funds will be set so as to be above the State average as normalized for appropriate subgroups of students in each school by the end of the three-year grant period.	The annual goals for student achievement on the State’s assessments in mathematics that the District has established to monitor its Tier II schools that receive school improvement funds are based on standardized scores. The annual goal for schools receiving improvement funds will be set so as to be above the State average as normalized for appropriate subgroups of students in each school by the end of the three-year grant period.

10	NA	NA
Annual Goal(s) for Decreasing Drop-Out Rates		
NA		

Question #5b: Describe how the District will use interim assessments or other indicators of progress to determine if students are on track to reach annual goals the District has established to monitor its Tier I and Tier II schools that receive school improvement funds.

a: The interim assessments and other indicators of progress that will be used to monitor progress in Tier II schools are the SRI for reading and the District mathematics assessments, including sub-group regressions.

b: Our timeline for collecting and analyzing data from interim assessments or other indicators of progress is quarterly.

c: The technical assistance and other resources which will be utilized to train teachers and leaders to implement and analyze interim assessments and other indicators of progress are literacy and mathematics coaches in each of the schools and the school leadership team will work with Central Office leaders to provide technical assistance.

d: The additional resources which will be provided to implement interim assessments and other indicators of progress include District environmental scan process and classroom walk-throughs.

e: The District’s Response to Intervention structure with a focus on individual students will be utilized to provide additional support and resources if school is not meeting or on target to meet annual goals.

Question #6: Describe how, as appropriate, the District consulted with relevant stakeholders, including the local board, and personnel associations, regarding the District’s application and implementation of school improvement model(s) in its Tier I and Tier II schools.

a: Relevant stakeholder groups who were consulted during the application process include those attending the School Board study session (February 25, 2010); Community Conversations led by the Tacoma Education Association, the Community Forum specifically focused on the four models, the Tacoma Education Association Executive Board, the Achievement Gap group and those participating in a robust website data collection process.

b: A variety of two-way communication models including surveys, focus groups, discussion, forums, and website data collection were used to gather input during the application process from these groups.

c: Stakeholder input was utilized in the application process. All input was carefully considered as the models were defined.

d: The relevant stakeholder groups who will be consulted with during the implementation process include the aforementioned groups, the local education association members, the local school board, community partners, parents, students and staff, individual faculties, school communities and external providers. Technical assistance support will be utilized from OSPI staff, University of Washington Tacoma Education staff and others as needed.

e: The timeline for Tier II schools which indicates regular planned consultation with relevant stakeholders during the implementation process includes:

Turnaround Model (Giaudrone and Stewart):

April through September Summer academy for teachers with professional development for the International Baccalaureate and STEM model components

September to June Regular consultation with relevant stakeholders.

Transformation Model (Jason Lee):

April through September Summer academy for teachers with professional development for the Community-Based Partnership School with focus on the arts model components.

September to June Regular consultation with relevant stakeholders.

Fall 2011 – Spring 2012: Regular consultation with relevant stakeholders.

Fall 2012 – Spring 2013 Regular consultation with relevant stakeholders

Stakeholder input will be invited and accepted throughout the process by means of input through the District website or attendance and comment at open School Board or other district meetings.

f: A variety of two-way communication models including surveys, focus groups, discussion, forums, and website data collection will be used to gather input during the implementation process from these groups

g: Stakeholder input will be utilized as appropriate during the implementation process to provide information supporting the implementation of programs, collection of data and outcomes measurement for job performance and professional development for staff, changes in student achievement, success of operations systems such as communication, scheduling, collaboration and on-going problem solving.

Question #7a: Describe how the District will hold each Tier III school receiving SIG funds accountable for meeting the goals the school has established (goals subject to approval by OSPI).

Question #7b: For each Tier III school the District commits to serve, identify the services the school will receive or the improvement activities the school will implement. These services may be provided by the District, or with the approval of the District, by the District and School Improvement and Accountability Division of OSPI or by other external providers. Include the timeline for providing these services and activities.

Question #7c: Describe how the District will address ESEA requirements in each identified Tier III school in corrective action or restructuring (Step 3, Step 4, or Step 5) based on 2009-10 state

assessment data. In the description, include the name of the Tier III school and its step of improvement (Step 3, Step 4, or Step 5).

Waivers

Instructions:

1. The District must check which of the following waivers that the District will implement:
 - a. Extending the period of availability of school improvement funds through September 30, 2013.

Note: OSPI has requested a waiver of the period of availability of school improvement funds. If approved, that waiver will automatically apply to all Districts in the State.
 - b. "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model, that is, a waiver to start over in the AYP improvement timeline for classification of schools in improvement.
 - c. Implementing a school-wide program in a Tier I school that does not meet the 40% poverty eligibility threshold.
2. If the District does not intend to implement the waiver with respect to each applicable school, the District must indicate for which schools it will implement the waiver in the space below.

School Improvement Grant Request Budget Summary

		Cert. Salaries		Benefits		Supplies		Contractual		Travel		
Jason Lee	1	2	3	4	5	6	7	8	9			
Activity												\$ 1,143,838 Jason Lee Check
21	\$ -	\$ 109,968	\$ -	\$ 28,592	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
27	\$ -	\$ 670,587	\$ -	\$ 207,882	\$ 126,809	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Hunt	1	2	3	4	5	6	7	8	9			
Activity												\$ 95,320 Hunt Check
21	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
27	\$ -	\$ 72,764	\$ -	\$ 22,556	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Stewart	1	2	3	4	5	6	7	8	9			
Activity												\$ 1,525,117 Stewart Check
21	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
27	\$ -	\$ 901,781	\$ -	\$ 279,552	\$ 341,784	\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ -	

Giaudrone	1	2	3	4	5	6	7	8	9			
Activity												\$ 1,525,117 Giaudrone Check
21	\$ -	\$ 109,968	\$ -	\$ 28,592	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
27	\$ -	\$ 732,122	\$ -	\$ 226,958	\$ 342,687	\$ -	\$ 45,000	\$ 39,790	\$ -	\$ -	\$ -	

SUMMARY	1	2	3	4	5	6	7	8	9			
Activity												
21	\$ -	\$ 219,936	\$ -	\$ 57,184	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
27	\$ -	\$ 2,377,254	\$ -	\$ 736,948	\$ 811,280	\$ -	\$ 45,000	\$ 41,790	\$ -	\$ -	\$ -	
Indirects	4.91%	\$ 210,609										
TOTAL		\$ 4,500,001										