SIG Form 1—Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE
November 18, 2011, 4 p.m.

Submit to:
California Department of Education
Improvement and Accountability Division
School Turnaround Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

NOTE: Please print or type all information.

County Name: San Joaquin County		**County/District Code:** 39-68676
Local Educational Agency (LEA) Name Stockton Unified School District		**LEA NCES Number:** **0638010**
LEA Address 701 N. Madison Street		**Total Grant Amount Requested** $ 34,711,271
City Stockton, CA	**Zip Code** 95202	
Name of Primary Grant Coordinator Dr. Kirk Nicholas	**Grant Coordinator Title** Assistant Superintendent	
Telephone Number 209 933-7030	**Fax Number** 209-463-1346	**E-mail Address** knicholas@stockton.k12.ca.us
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Carl Toliver		**Telephone Number** 209 933-7070
Superintendent or Designee Signature (Blue Ink) Carl Toliver		**Date** November 17, 2011

SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded from the CDE School Improvement Grant Web page at http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

__X__ Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)

__X__ Form 2 Narrative Response

__X__ Form 4a LEA Budget Summary

__X__ Form 4b LEA Budget Narrative

__X__ Form 5a School Budget Summary

__X__ Form 5b School Budget Narrative

__X__ Form 9 Schools to Be Served Chart

__X__ Form 10 Implementation Chart(s) for a Tier I or Tier II School

Form 10.1 Turnaround Implementation Chart

Form 10.2 Transformation Implementation Chart

Form 10.3 Restart Implementation Chart

Form 10.4 Closure Implementation Chart

_____Form 11 Implementation Chart for a Tier III School, (if applicable)

School Improvement Grant Narrative
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SIG Form 2—Narrative Response

INTRODUCTION

Stockton Unified School District (SUSD) is the largest school district in San Joaquin County and the seventeenth largest in California. SUSD currently operates 43 K-8 elementary schools, 4 traditional high schools, 4 specialty or alternative high schools, one charter high school, one special education center, and one school for adults. SUSD also operates 41 after-school learning centers at its elementary schools. Approximately half of SUSD's 4,000 employees are classroom teachers or instructional specialists.

Although the city of Stockton's population is 53.7% White, SUSD is a 91% "minority" district. Its K-12 population of 38,000 students is 57.2% Hispanic, 11.2% Asian, 12.6% African-American, 9% White, 5.1 Filipino, and 4.2% Native American. Of these students, 26% are classified as English language learners (EL) and 49% come from homes where English is not the primary language. Their families speak more than 75 different languages. A majority of the district's students can be considered "at risk" due to socioeconomic level. More than 26% of families in SUSD live under the federal poverty level, and just over eighty (83%) percent of SUSD's students are eligible for free or reduced price meals through the National School Lunch Program (compared to a statewide rate of 56.7%).

The district has adopted and implemented the California State Content Standards/ Framework for Pre-K through Adult curriculum. All SUSD's adopted reading and mathematics programs are state-approved. Through its Professional Development Center, the district provides ongoing district and site-level professional development and coaching aligned to and focused on the Standards and the use of standards-based assessments to drive curricular decisions.

In 2005 SUSD was identified as a Program Improvement (PI) district due to not making Adequate Yearly Progress for 3 years in a row. SUSD has had significant turnover in administrative leadership, having had five different superintendents since 2006. From 2008-2011 SUSD worked with a District Assistance and Intervention Team (DAIT) from the San Joaquin County Office of Education (SJCOE). Nevertheless, at this time forty of SUSD's K-8 schools are in PI status.

SUSD is working to ensure that its own efforts and those of its community partners, families, and staff are coordinated and focused continually on improving student performance. Seven SUSD elementary schools have been identified as among the lowest performing 5% of schools in the state. This application requests School Improvement Grant (SIG) funds for all seven of them. Their principals support this application, were involved in the planning, and made their own decisions regarding the optional components of their school's plan.

i. Needs Analysis

In order to complete the needs assessment required for the district's SIG grant, SUSD sought assistance from WestEd, an experienced school turnaround partner. SUSD entered into a contract with WestEd in 2010 to conduct a thorough analysis of what each of its seven SIG-eligible schools needs in order to succeed. WestEd is a non-profit education research and service organization that has provided school and district improvement services in several states for the past ten years. The agency has demonstrated success in turning around low-performing schools and districts at all grade levels in urban, rural, and suburban settings with high numbers of English learners. SUSD believes that these experiences, combined with ~~"b~~est in class" research and evaluation for the past 40 years, make WestEd a valuable partner in improving student achievement. WestEd staff works within the culture and context of the school and district, emphasizing the schools' assets and building on proven strategies to support student learning. If funded, SUSD intends to contract with WestEd as its primary external support and technical assistance provider.

In examining the seven SIG-eligible SUSD schools, WestEd staff used the systematic needs assessment process that they developed, which is informed by sound research and their experiences in schools and districts across the country. It is organized around seven characteristics of successful schools— schools that, given their demographics, might be expected to perform poorly but instead are doing well. Such schools share these characteristics:

1. They have effective leadership.
2. They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices.
3. They provide a rigorous, standards-based curriculum and use formative assessments to understand student learning and guide instruction.
4. They incorporate targeted, ongoing professional development to ensure instructional quality and share best practice.
5. They have created a safe school environment and a supportive climate of mutual trust.
6. They align all of their fiscal and human resources to support student achievement.
7. They engage families to support the education of their children and to work in partnership with teachers, principals, and other administrators to ensure the effective implementation of education programs and services.

These characteristics provide key objectives that a school must strive to meet if it is to significantly improve its performance. All seven areas must coalesce into a singular focus on improved student learning (Bryk, et al, 2010).[1]

[1] Bryk, Anthony S., et al. Organizing Schools for Improvement: Lessons from Chicago. Chicago ; London: The University of Chicago Press, 2010.

The needs assessment process focused on each of the 7 areas above and included:

- Interviews with district and school leaders, including:
  - Board of Education
  - Superintendent
  - Chief Financial Officer
  - Assistant Superintendent for Human Resources
  - Assistant Superintendent for Elementary Education
  - Assistant Superintendent for Curriculum, Assessment and Instruction
  - Principals of SIG-eligible schools
  - DAIT provider lead
- Extensive classroom observations and assessments of instruction using a research-based observation protocol.
- Focus groups with:
  - Teachers
  - Classified staff
  - Students
  - Parents
- Survey of teachers regarding teaching and learning conditions
- Analysis of the following documents:
  - SUSD's Round One SIG application
  - Local Education Accountability Plan and Single Plans for Student Achievement
  - DAIT Capacity Study and ongoing DAIT provider reports
  - Current improvement plans
  - State and local achievement data including the Academic Performance Survey (APS), Inventory of Services and Supports (ISS) for Students with Disabilities, and District Assessment Survey (DAS), English Learner Subgroup Self Assessment (ELSSA), student achievement data, and school report cards
  - School Bell/Instruction Schedules
  - Healthy Kids Survey
  - Healthy Kids School Climate and Parent Surveys
  - Current evaluation systems for teachers and principals
  - Board policies
  - Budgets
  - School safety reports and plans including incident reports, suspensions, expulsions, etc.
  - Student attendance reports
  - Curriculum documents
  - Teacher experience and qualifications

Upon completion of the interviews, focus groups, and classroom observations that were part of the needs assessment process, WestEd staff analyzed their notes and audio recordings, combined those findings with results from document reviews and the teacher survey, and mapped information from each data source to the seven characteristics of

successful schools to formulate a detailed set of recommendations for rapid and dramatic improvement at each of the district's SIG-eligible schools.
After an analysis of data collected from the assessment process, WestEd produced a separate needs assessment report for each school; these reports included preliminary recommendations formulated by WestEd's needs assessment team and additional WestEd school turnaround experts. Highest priority recommendations and next steps were summarized at the end of the needs reports.

To obtain local stakeholder buy-in, WestEd provided opportunities for stakeholders to engage in dialogue about the needs assessment reports and invited them to discuss WestEd's preliminary recommendations and to offer additional ones based on the findings. WestEd also requested feedback about the findings and preliminary recommendations from key district leaders in SUSD including the superintendent, the assistant superintendent for elementary education, the director of elementary education, chief financial officer, director of information technology, and other members of executive cabinet.

Feedback was taken into consideration before finalizing each report. The intent of the needs assessment was to provide each school and the district with an objective and comprehensive view of each school. This view, coupled with what the school and district staffs already knew about each school's strengths and weaknesses, assisted local school stakeholders and district leaders to select a SIG intervention model that best fit each school's needs. The comprehensive reports will provide the basis for further action planning.

ii. Selection of Intervention Models

In February 2010 the state of California notified SUSD that seven of its elementary schools had been identified as Tier I and eligible for SIG. The following table illustrates that each of those schools serves a student population that is largely poor, and the teaching staff at some of them averages less than 10 years of service.

School	2010-11 Enrollment	2010-11 % Poverty	Teacher Avg Yrs Service
Fremont	872	93.5%	9.8
Harrison	603	99.5%	13.3
Henry	906	92.7%	11.3
Nightingale Charter	373	89.2%	6.8
Pittman Charter	632	97.7%	10.7
Roosevelt	478	87.8%	10.5
Taylor	546	98.9%	8.7

Most of the schools made some growth in API between 2009-10 and 2010-11.

School	09 Base API	09-10 Growth	% Prof RLA	% Prof Math	10 Base API	10-11 Growth	% Prof RLA	% Prof Math
Fremont	645	-1	23.9%	25.0%	643	-21	22.5%	24.4%
Harrison	644	30	29.4%	37.8%	674	4	28.5%	35.1%
Henry	633	19	24.7%	29.7%	652	0	23.1%	29.2%
Nightingale	576	30	20.4%	28.3%	606	42	22.1%	34.5%
Pittman	620	39	24.7%	32.1%	659	-6	23.8%	36.0%
Roosevelt	576	2	22.2%	23.6%	578	14	21.3%	28.8%
Taylor	619	-28	20.8%	23.5%	592	6	23.0%	21.4%

SUSD's 2011–12 SIG intervention model selections and proposed activities have resulted in part from the formation of a partnership with WestEd and the results of WestEd's comprehensive needs assessments for both the District and the seven SIG-eligible schools.

After the needs assessments were completed, the guiding question behind the determination of appropriate reform models was, "Given the existing capacity within both the District and the schools, which reform model will result in the most immediate and substantial improvement in learning and school success for the students at each school?" For four of the schools, however, this question had already been answered in 2009, when SIG funding first became available. At that time Nightingale, Pittman, Roosevelt, and Taylor Elementary Schools were approved by SUSD's governing board to move forward with specific intervention models.

Restart Model: Nightingale Elementary and Pittman Elementary

These two schools were approved by SUSD's governing board to become dependent charter schools implementing the Restart model. The board decided not to contract with a Charter Management Organization but instead to close the schools and reopen them under the district as the Charter School Operator. SUSD is both a charter operator and charter school authorizer and has developed highly successful charter high schools (most recently, Stockton Early College Academy) whose students have outperformed the district's other high schools. In addition, SUSD has a highly qualified district-level manager charged with oversight of charters. The district, therefore, has the capacity to be successful managers of these schools. Nightingale and Pittman Charter Schools will receive the same level of technical assistance from WestEd as the other SIG-eligible schools if funding is approved.

Nightingale Elementary: Nightingale is a Year 5 Program Improvement school that entered Program Improvement in 1998-99. On April 13, 2010 the governing board voted 7-0 in favor of allowing Nightingale Elementary School teachers to develop a charter petition to become a dependent charter school, with the understanding that they would not apply for SIG funding in 2010 but would have a year in which to write their

petition and would wait until 2011 to apply for funding. The teachers at Nightingale spent the 2010-11 school year developing their charter petition, which was presented to and approved by the governing board on March 22, 2011. The charter petition outlines a program that integrates core standards and district-adopted curriculum with project-based learning and civic literacy to provide students with relevant learning that requires higher levels of thinking. It was approved by the California Department of Education (CDE) in May 2011. The new charter school opened under the Restart Model in late July 2011 with a new principal.

Findings from the Needs Assessment at Nightingale demonstrated the following:

a) There is evidence of pockets of strong instructional capacity among the existing staff;
   - Teachers are using a coherent standards-based curriculum across grade/subject levels
   - Teachers interact positively with their students, and acknowledgement of both effort and good academic work is plentiful
b) There is evidence of a commitment among staff to collaborate, to change practices, and to work toward a common vision that leads to dramatically improved student learning;
   - Collaboration time is occurring, but only with grade level colleagues
   - 89% of teachers say that their collaboration leads to ~~a~~ clear focus on student outcomes and achievement"
   - Teachers receive student assessment data from the district
   - 75% of teachers believe they need more professional development in closing the achievement gap, working with diverse populations, and culturally relevant pedagogy
c) There is a long history of community support to the school;
   - Food bank deliveries and donations of clothes and shoes are frequent;
   - The students feel that their teachers genuinely care about them and the parents say the same
   - Parents are supportive of their individual children but do not volunteer at the school, with some citing the cost of fingerprinting as an issue
d) There is evidence of positive response to prior reform efforts tied to professional development;
   - Teachers have begun receiving training from Action Learning Systems
   - 84% of teachers rated the year's professional development as extremely or somewhat helpful
   - Teachers feel that professional development activities are too many and too fragmented, that it needs focus in content and streamlining in delivery.
e) Administration and teachers spoke about the influence of neighborhood gangs on the students, who feel safe while at school but are afraid when coming to school and going home each day. They told of instances where young adults wait for them on the streets and encourage them to fight one another. Female students reported cars slowly following them home.

Some of the specific **recommendations** from the Needs Assessment at Nightingale include:

a) Assist the principal to facilitate staff discussion and agreement about the components of a quality teaching-learning sequence.
   - Professional development, principal observations, and district office walk-throughs should be focused on building and reinforcing quality teaching.
   - Provide the teachers with assistance in basic lesson design along with questioning and engagement practices that promote learning (such as teaching to an objective embedded in an essential standard)

b) Ensure that teachers have the training, materials, equipment, and ongoing support they need to make formative assessment a central part of their daily lesson planning and delivery.

c) Be realistic about the demands of the project-based curricular model proposed in the charter. This curricular model is time intensive to write and implement.
   - Enlist the services of a knowledgeable specialist who can facilitate the curriculum.
   - A strong coach for the principal should help organize the model‘s implementation and assist with developing a well-managed school.
   - The team of principal, curriculum specialist, and principal coach should produce a detailed time and task chart that accounts for materials, alignment of the project-based curriculum with California standards, and other issues connected to implementing the model.

d) Establish participatory structures for teacher decision-making and involvement in the larger issues of curriculum, instruction, and student discipline at their grade levels and school wide.

e) Enlist community support and build parent education programs around the themes of academic excellence and higher education opportunities for every child at the school.

f) Work with community resources to deal with the influence of gangs. Begin programs to ensure that current Nightingale students stay out of gangs as they reach adolescence.

Pittman Charter Elementary School: Pittman is a Year 4 Program Improvement school that entered Program Improvement in the 2008-09 school year, the same year that Pittman‘s principal began school culture and academic reforms. Their API grew 39 points between 2008-09 and 2009-10. On April 13, 2009 SUSD‘s governing board voted 7-0 in favor of allowing Pittman staff members to develop a charter petition to become a dependent charter school, a move that was supported by SUSD‘s executive cabinet. Pittman was also authorized by the Governing Board to implement an English/Spanish Dual Immersion Magnet Program beginning in the 2010-2011 school year. On January 26, 2010 the governing board approved the charter petition developed by Pittman‘s instructional staff and stakeholders. The petition was approved by CDE in May 2010.

Pittman Charter Elementary School opened in July 2010 following the restart model. Results from STAR testing in 2011 are not yet available. Pittman partners with Califor-

nia State University (CSU), Stanislaus-Stockton, and serves as a lab school for CSU's education interns. Ongoing staff training has been provided by the Center for Research on Diversity, Education and Excellence (CREDE) from 2006 to the present time. In addition, Pittman has established a partnership with Full Option Science System (FOSS) (Lawrence Hall of Science, University of California, Berkeley) and has received ongoing FOSS staff training from 2008 to the present time. (Pittman's 5th grade students had the 4nd highest 5th grade science test scores in the District in 2011.) Pittman has enjoyed a partnership with West-Ed's K-12 Alliance (community project) for professional learning in Science since 2008.

Findings from the Needs Assessment at Pittman demonstrated the following:

a) There is evidence of pockets of strong instructional capacity among the existing staff;
   - Standards-based instruction is planned per state and district mandates
   - Observations in classrooms validated that teachers are using grade level appropriate state-adopted materials for instruction
   - Staff is in need of professional development on writing measurable objectives, planning lessons that utilize the entire lesson cycle, using their data to plan instruction, differentiation, level of cognitive engagement, giving specific feedback, increasing mental engagement and behaviorally engaging the entire class in lessons.
   - School-wide, the need for improved pedagogical skills, including the use of highly specific explanatory devices on concepts being learned by students, and deeper content knowledge was clearly demonstrated
   - Teachers could not articulate specific goals for students on the CSTs.

b) There is evidence of a commitment among staff to collaborate, to change practices, and to work toward a common vision that leads to dramatically improved student learning
   - 75% report there is not enough time to collaborate with their colleagues.
   - The district has provided a high quality online data management program, but teachers at Pittman do not have the knowledge yet to upload and pull down their own data. In addition, there is no evidence that data are being used to drive instruction and intervention.

c) There is strong commitment to the school by the community;
   - Resources and services from the community are integrated to strengthen school programs, family practices, and student learning and development.
   - Parents reported that the University of the Pacific provides tutoring for migrant students, and an English tutoring program is provided by the district. Teachers reported other organizations have donated books, uniforms, and backpacks. The teachers also report a partnership with California State University.
   - A strength of Pittman's leadership is the desire to collaborate and bring in organizations, hold meetings, and engage parents; however, the staff reports that only about 5% of parents are attending events that do not serve food or are non-academic.

- Parents can attend weekly morning parent academies, but only 10-15 regularly participate. Parents report that the academies are useful and full of learning about how to focus on their children.

d) The lack of a full time Assistant Principal (AP) is an issue for the principal, causing her to divide her attention from where she needs to be working—on discipline and instruction.
e) The principal and teachers expressed a lack of clarity on their part as to how much flexibility they have as a charter school.
f) Parents and students agree that bullying is a problem at Pittman.

Some of the specific Needs Assessments **recommendations** for Pittman include:

a) The district should consider that the principal would benefit from a full time AP so she and the instructional specialists can primarily focus on improving student learning by observing and debriefing on instruction.
b) Provide the principal and instructional specialists with data coaching skills for ensuring teachers are debriefing about their own data collection reflectively and productively. Teachers need training on analyzing and using data from Data Director to plan for their instructional decisions.
c) The principal needs support in getting 90 to 100% of her families to training meetings that improve how parents support their children. A parent liaison could address this issue.
   - Set goals for improving parent attendance at academic trainings, and add incentives for students getting their parents to attend events.
   - Provide a rich set of volunteer activities on campus so parents can serve in productive roles.
d) The principal needs support in being the lead manager of behavior when interacting with groups of students so she may model fully engaging students.
   - A zero tolerance for bullying policy should be instituted with clear consequences.
e) Build a collaborative culture where staff are regularly observing each other and giving feedback on topics the staff is being developed collectively.
f) Provide staff development on using instructional technology to significantly improve learning and engagement.
g) Provide computer access to families on campus through a parent center.

The Turnaround Model, Transformation Model, and Closure Model were <u>not</u> chosen for Nightingale and Pittman for the following reasons:

Turnaround: The school turnaround model was not selected because replacing the principal and at least 50% of the staff would not have allowed the schools to implement the charter models that current staff members were involved in creating.

Transformation: While many of the reforms built into the transformation model have been adopted by the two restart schools (including increased learning time and intensive professional development and coaching), the school transformation model was not selected because becoming a charter school allowed the teachers and administrators the freedom to tailor their programs, respecting community needs. This is what their stakeholders wanted for these schools—unique learning environments with alternative learning methodologies, etc.
Closure: Closing any of the schools was not viable. There is not enough room at other schools in the region to support moving large quantities of students to different facilities. In addition, none of the neighboring schools is capable of providing significantly better quality of education to these students.

Transformation Model: Roosevelt Elementary

Roosevelt Elementary was approved by SUSD's governing board to implement the Transformation model. Roosevelt is a Year 5 Program Improvement school that entered Program Improvement in 2003-04. Roosevelt's prior principal was hired by SUSD in the 2009-2010 school year. Between 2007 and 2009 many teachers were removed from Roosevelt due to layoffs, so 2009-10 was a year of healing for the staff. When the principal came to Roosevelt in 2009, she felt that she had an excellent teaching staff who all were invested in the improvement process. She did not want to disrupt her staff by adopting the Turnaround model. SUSD's executive cabinet supported the transformation model and the governing board approved it by a vote of 7-0 on April 13, 2009.

Findings from the Needs Assessment indicate that Roosevelt's staff was willing to adopt and begin reform following the Transformation Model and its requirement for basing teacher evaluation in part on student achievement data. The principal began developing a professional learning community, established Student Accountability conferences, held a variety of parent/community events (parent academy, family literacy nights, parent education classes, and parent recognition assembly), organized a vigorous Leadership Team, and put into place foundational practices such as teacher collaboration time. She left SUSD for an administrative position in another district and was replaced this year by a new principal.

Other findings from the Needs Assessment at Roosevelt included the following:

a) The need for high quality ongoing professional development is evident.
    - A coherent standards-based curriculum is in place and implemented across grade/subject levels to support the learning needs of all students; however, there is little evidence of differentiation.
    - Teachers were not giving higher order thinking tasks to students and expecting students to struggle through them.
    - Classroom observations revealed a need to help teachers with classroom management, formative assessment, and other instructional skills.
    - Classrooms are well equipped with teacher presentation technology, but teachers are not using the document cams and smart boards as explanatory devices for concepts, strategies, or skills being taught.

b) There is evidence of a desire among staff to collaborate, to change practices, and to work toward a common vision to improve student learning.
   - Although there was no evidence of professional development having been provided around effective collaboration practices and little discussion of the use of student assessment results by collaborative teams, the teachers clearly value collaboration.
c) There is strong commitment to the school by the community;
   - Family events are well attended, but language is a problem, and an interpreter is necessary for many parents to be able to participate effectively.
   - The parents group indicated that childcare would help them to be able to attend more school related activities.
   - When it had an Assistant Principal Roosevelt offered a Parent Academy where parents were taught the current mathematics and ELA curriculum and strategies on how to help their students.
d) Most teachers commented positively on the professional development from Action Learning Systems, including Direct Interactive Instruction training in 2010 - 11.
e) There is limited evidence of the use of data to inform instruction, and some grade levels are using assessment results to a much higher degree than others. Classroom observations did not provide evidence of the formative use of data to differentiate instruction for students.
f) Bullying is an issue, and teachers in grades K-6 expressed concern about a school-wide lack of consistency in dealing with behavior problems and recommended a behavior intervention program. They also feel they need an assistant principal to deal with discipline problems.
g) The intense focus on ELA and mathematics has impacted the teaching of science and social science, due to time constraints. (This seemed to be true across all SUSD SIG schools.)
h) All teacher groups mentioned the lack of IT support for the existing student computers, and all three groups (teachers, parents, and students) mentioned the lack of enough computers to meet student needs in classroom and lab.

Some specific **recommendations** from the Roosevelt Needs Assessment include:

a) The district should consider hiring an Assistant Principal for Roosevelt.
b) Professional development should be provided in areas such as:
   - Use of a structured data protocol to assist teachers in using student results to guide instructional planning and delivery and to communicate the extent to which students are making progress toward the grade/course level SMART goals.
   - Writing measurable, student-friendly learning targets for each lesson and assessing progress at the end of each lesson.
   - Analyzing and using curriculum-embedded and district benchmark assessments.
   - Classroom management skills.
   - Use of pre-planning and other explanatory devices to communicate a concept clearly, using multiple modalities.

- Use of academic language as a classroom expectation.
- Use of a student management protocol with positive discipline strategies.
- How to use instructional technology to improve student achievement.

c) Reinstate the Parent Academy.
d) Obtain translation services to support administration and classroom communication needs and investigate the options for providing childcare for parents during parent outreach activities.

The Turnaround Model, Restart Model, and Closure Model were not chosen for this school for the following reasons:

- The school turnaround model and the restart model were not selected because district leaders and local stakeholders determined that the needs of the school (as identified above) could be addressed with existing teachers who have agreed to adopt the required SIG reform measures and the WestEd recommendations.
- School closure was not selected because there is not enough room at other schools in the region to support moving large quantities of students to different facilities, and none of the neighboring schools is capable of providing significantly better quality of education to these students.

Turnaround Model: Taylor Leadership Academy

The Taylor principal was hired by SUSD in the 2009-2010 school year. During community and staff meetings re SIG last year, the Turnaround model was considered to be the most appropriate choice, since before 2010 there was widespread discontent and lack of collaboration among the teachers. In addition, a portion of the staff was very dedicated to change, but the remaining staff members were entrenched in their beliefs about the school, the weaknesses of its students, and the shortfalls of its community. Their perspective would not allow for envisioning and implementing future initiatives, so it was believed that the Turnaround model was essential to Taylor‘s improvement and growth.

SUSD‘s executive cabinet supported the turnaround model and the governing board approved it by a vote of 7-0 on April 13, 2009. Despite not receiving SIG funds in 2010, 50% of the staff was replaced, and the resulting staff has developed into a collaborative, cohesive group. The principal was not removed, since she had just been hired and WestEd‘s Needs Assessment validates the principal‘s leadership abilities (see Findings below). The majority of staff surveyed agreed that the learning environment at the school is now supportive and inviting. Teachers consistently noted that the principal was a tremendous asset to the school and is passionate about supporting teachers for improving their instructional practice.

The district will hire a District Turnaround Coordinator and also establish a Turnaround Collaborative Team in order to further develop the principal‘s leadership capacity, manage the school‘s turnaround efforts and monitor implementation of the school‘s action plan. The Turnaround Coordinator and Collaborative Team also will work with the other SIG-funded schools.

At the principal's suggestion Taylor has changed its name from Taylor Elementary to Taylor Leadership Academy; more than a cosmetic name change, it represents the vision that parents, students, staff and community members all are leaders, learners and thinkers. Taylor has asked for community commitment in the form of a home/school compact; commitment by students, parents and staff; community service; and shared, collaboratively identified core values. The rationale for these actions was to create a network of parents, teachers and specialists to comprehensively address and plan for each student's success. It also addresses the need for teachers to see and understand that students identified for special education resource services are general education students who receive special education services, not the other way around.

Findings from the Needs Assessment at Taylor demonstrated the following:

a) There is evidence of pockets of strong instructional capacity among the existing staff;
   - The Leadership Team has a clear vision on promoting and realizing the academic goals set forth by the district. A coherent standards-based curriculum is in place and implemented across grade/subject levels to support the learning needs of all students
   - Eighty-five percent of the teachers surveyed either agreed or strongly agreed that the school sets high standards for academic performance, with 82% agreeing or strongly agreeing that closing the achievement gap is a high priority.
   - Teachers throughout the school are using the core curriculum for both ELA and math. Elementary teachers noted that they try to teach other curricular areas such as science and social studies when they can.
   - The principal felt strongly that continued school-wide engagement in Action Learning Systems' (ALS) professional development and coaching and transformation of Taylor into a school-wide AVID program would have a profound impact on the academic achievement of her students and the continued professional growth of her teaching staff.
   - Teachers consistently noted that the principal is a tremendous asset for the school, explaining that she holds high expectations, fights for her students and teachers, and is insightful in what is working well and what needs to be changed. Lack of an Assistant Principal, the teachers reported, is a key hindrance to the effectiveness of the principal.
   - Teachers use data to set goals for students in the classroom.

b) There is evidence of a desire among staff to collaborate, to change practices, and to work toward a common vision that leads to dramatically improved student learning.
   - An overwhelming 91% of the staff surveyed agreed or strongly agreed that there is a clear focus on student outcomes and achievement when teachers meet to collaborate. However, the principal noted it is challenging to provide staff with the appropriate amount of collaboration time.

c) There is evidence of positive response to prior reform efforts tied to professional development from Action Learning Systems, including Direct Interactive Instruction training in 2010 -11:
   - Ninety-one percent of teachers found the professional development they had received in the last year either somewhat helpful or extremely helpful.
   - Teachers expressed excitement at expanding the AVID program throughout grades 3-6 this year, while K-2 teachers are very interested in getting involved as well. This has been the pilot year for this training.
d) There is strong commitment to the community by the school;
   - The school hosts parent coffees and formal dinners (Dine and Discuss).
   - A Latino Family Literacy Program was recently begun to address the educational needs of families.
   - Some teachers communicate weekly with parents to provide them with information about their children‘s progress, which parents find very useful.
   - Parents commented on the ease in which they can communicate with their child‘s teacher and that they feel very welcome on the campus.
e) Teachers reported that behavioral problems have a severe impact on teacher efficacy. Fifty percent of teachers surveyed felt that student disruptive behavior is a severe problem.
   - A request was made for further implementation of Fred Jones‘ Classroom Management training, as moderate implementation of his training has decreased behavior problems in some classrooms.

Specific **recommendations** from the Taylor Needs Assessment align especially well with these required components of the Turnaround model:

a) Implement such strategies as (1) financial incentives, (2) increased opportunities for promotion and career growth, and (3) more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.
   - Collaborate with district staff to create guidelines in which schools such as Taylor can keep staff members based on the particular skills (e.g., AVID-trained teachers) and demands of the site.
   - Work with the teachers‘ union and the school district to change the way in which excessed or pink-slipped teachers are placed at school sites the following year so that schools can retain some semblance of stability from year to year.
b) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school‘s comprehensive instructional program and designed with school staff.
   - Ensure that any staff new to the site for the 2011-2012 school year has access to high-quality professional development in ALS and AVID
   - Ensure that teachers charged with providing intensive intervention in ELA for fourth through eighth grade students and seventh and eighth grade ELA teachers who implemented the Pearson English Language Arts program this year have received the appropriate professional development, materials, and coaching support.

- Ensure the school budget supports professional development for the principal and teachers to implement all aspects of the improvement plan for the 2011-2012 school year.
- Send literacy coach to ELA intervention training so that he/she can support intervention teachers who are beginning to implement this program for the first time.
- Ensure that literacy and numeracy coaches attend appropriate professional development to improve their content knowledge and their coaching capacity.

c) Establish schedules and implement strategies that provide increased learning time (ILT) for all students:
   - Review the bell schedule, length of school day, and calendar to identify time for collaboration and professional development without shortening the instructional time for students.

d) Provide appropriate social-emotional and community-oriented services and supports for students.
   - Task the leadership team to develop or refine a schoolwide behavior plan (with help from an outside student behavior expert such as Fred Jones).
   - With SIG monies (or other monies when available), increase the amount of before and/or after- school reading tutoring at grades K-3 to improve student reading achievement so as to decrease the numbers of incoming fourth graders who need an intensive reading intervention program.
   - Investigate ways to systematize regular parent-teacher conferences, providing time for teachers to meet with families both in the afternoon and at least one evening.

The Restart Model, Transformation Model, and Closure Model were <u>not</u> chosen for this school for the following reasons:

- The restart model was not selected because district leaders and local stakeholders determined that it would not be necessary to develop and submit a charter petition to the state and that the turnaround model and the replacement of staff was the most effective approach to achieve the desired academic goals for the school.
- The transformation model was not selected because district leaders and local stakeholders determined that the needs of the school could be addressed by replacing the majority of teachers. At the time the intervention model was selected, existing teachers were not collaborating well and, moreover, seemed unwilling to adopt the required SIG elements.
- School closure was not selected because there is not enough room at other schools in the region to support moving large quantities of students to different facilities. In addition, none of the neighboring schools is capable of providing significantly better quality of education to these students.

Selection of Intervention Models for the Remaining SIG-eligible Schools

In order to ensure that intervention models with the greatest potential to improve outcomes for students were selected for the other four schools, SUSD made use of the *Decision-Making and Planning Tool* from the Center on Innovation &

Improvement (CII)[2]. As SUSD compiled the necessary information, this tool ensured that the District considered essential and relevant questions, such as whether a particular model would be suitable in terms of the district's policy environment, contextual factors, and capacity to support each school.

Factors considered with regard to each model included whether or not there are existing state or district statutes or policies that limit, create barriers to, or provide support to an LEA as it attempts to implement the model; whether there are contractual agreements, including collective bargaining, that affect the district's ability to implement a model; and whether or not there are district schools available to receive additional students.

In addition, the needs assessment reports produced by WestEd for each school were carefully reviewed by teams from each school consisting of teachers, principals, district staff, and parent representatives. For each school, WestEd developed a thorough profile of the school's context and performance, examined the existence or nonexistence of strong community commitment to the school, observed classroom instructional methods, and interviewed individuals at all levels in order to determine the skill level and capacity of the school and district to make necessary improvements. WestEd also made recommendations under their findings for each school in the areas of the characteristics of successful schools.

Other factors SUSD considered include: (a) number of years in Program Improvement status; (b) API growth; (c) percent of students proficient in Reading/Language Arts and Math; (d) CBEDS enrollment; (e) attendance figures in second principal apportionment (P2) reporting; (f) Principal tenure, and (g) District Assistance Intervention Team (DAIT) findings and recommendations.

Transformation Model: Fremont Elementary, Harrison Elementary, and Henry Elementary

Using the decision-making tool from CII, a working group represented by school principals, leadership teams, parents, and district support staff selected the Transformation Model as the most appropriate intervention model for these three schools due to five existing conditions at each school site:

1) There is evidence of pockets of strong instructional capacity among the existing staff;
2) There is evidence of a commitment among staff to collaborate, to change practices, and to work toward a common vision that leads to dramatically improved student learning;
3) There is strong commitment to the school by the community;

[2] *Selecting the Intervention Model and Partners/Providers for a Low-Achieving School: A Decision-Making and Planning Tool for the Local Education Agency*. Center on Innovation & Improvement. www.centerii.org

4) There is evidence of positive response to prior reform efforts tied to professional development from Action Learning Systems, including Direct Interactive Instruction training in 2010 -11; and
5) Both the Stockton Teachers Association (STA) and United Stockton Administrators (USA) have agreed to bargain all elements within the scope of bargaining and consultation in the transformation model.

John C. Fremont: Fremont Elementary is a Year 4 Program Improvement school that entered Program Improvement in the 2008-09 school year. The transformation model was selected because it was the most appropriate for the current circumstances of Fremont Elementary. The current principal has been replaced and a new principal began in July 2011.

It was determined through the needs assessment process that the Transformation Model has the greatest potential to provide the structure to meet the needs of Fremont Elementary School. **Findings** from the Needs Assessment demonstrate evidence of those existing conditions identified above:

a) There is evidence of pockets of strong instructional capacity among existing staff;
   - Lesson objectives are posted in every classroom
   - Teachers are utilizing curriculum-embedded assessments and district benchmarks
   - Data Director is in place to provide timely assessment data
   - Teachers are using core curriculum
b) There is evidence of a commitment among staff to collaborate, to change practices, and to work toward a common vision that leads to dramatically improved student learning;
   - Teachers stated they want to see staff meetings become more productive.
   - Over 50% of the teachers reported that they set high academic standards for students, that they feel all students can succeed, and the school is an inviting and supportive place to work
   - Teachers reported their need for increased collaboration time, both at grade level as well as across grade levels.
c) There is strong commitment to the school by the community;
   - Parent group appreciates the openness of the campus and feels welcome at the school.
   - Parents believe the school site administrators are available to discuss their child‘s education.
   - Parents reported they knew about community resources available at the school.
   - The school has a number of community partners in place (Child Abuse Prevention Council, Peacekeepers, the Lopez Family, the B Street Players Theater, and the Step Up Program
d) There is evidence of positive response to prior reform efforts tied to professional development from Action Learning Systems, including Direct Interactive Instruction training in 2010 -11;

- The principal reported that Action Learning Systems training has brought school alignment in terms of student engagement.
- Teachers reported on the value of the professional development provided by the literacy coach.

e) Both the Stockton Teachers Association (STA) and United Stockton Administrators (USA) have agreed to bargain all elements within the scope of bargaining and consultation in the transformation model.

Specific **recommendations** from the Needs Assessment align especially well with these required components of the Transformation Model:

a) Develop and increase teacher and school leader effectiveness
   - Provide support (and hold accountable) site administrator(s) for visiting classrooms and providing teacher feedback on a regular basis. Distribute when possible administrative tasks to other staff members in order to increase site administrators' time for classroom visitation and feedback.
   - Revise roles and responsibilities of site literacy and math coaches with clear measurements to determine efficacy
   - Increase coaching and professional development from third party providers and onsite coaches to ensure more systemic implementation of student engagement strategies

b) Provide comprehensive reform strategies in the use of data
   - Review all school achievement goals of benchmark assessments, curriculum-embedded assessments and other assessments by grade level, subject area, and subgroup to ensure they are written in a measurable, incremental, and realistic manner.
   - Provide professional development to teachers on using data to plan differentiated instruction to make the curriculum more accessible to English learners and students with special education needs.

c) Increase learning time and create community-oriented schools
   - Provide regular opportunities during the school year for collaboration within and across grade levels
   - Identify students in grades 3-7 who will require intensive intervention in reading/language arts during the 2011-12 school year. Provide additional supports for these students, such as before or after school tutoring, peer tutoring, and summer session.
   - Investigate and implement ways to systematize regular parent-teacher conferences, providing time for teachers to meet with families both in the afternoons and at least one evening.

d) Provide operational flexibility and sustained support
   - Ensure that the school budget supports professional development for the principal and teachers to implement all aspects of the improvement plan.

   - Both WestEd and Action Learning Systems are committed to providing ongoing technical assistance and related support.

Harrison Elementary: Harrison Elementary is a Year 5 Program Improvement school that entered Program Improvement in the 2007-08 school year. The principal has been replaced and a new principal began in July 2011.

The transformation model was selected because it was the most appropriate for the current circumstances of Harrison Elementary. It has the greatest potential to provide the structure to meet the needs of Harrison Elementary School. **Findings** from the Needs Assessment demonstrated evidence of the existing conditions identified above:

a) There is evidence of pockets of strong instructional capacity among the existing staff;
   - Teachers are using grade level core curriculum
   - Standards-based pacing guides have been put into place schoolwide.
   - 61% of staff agreed that they set high standards for student performance
   - The school utilizes common assessments for the district using Data Director.
b) There is evidence of a commitment among staff to collaborate, to change practices, and to work toward a common vision that leads to dramatically improved student learning;
   - Grade levels have begun using collaboration time.
   - 69% of teachers reported there is not enough time for collaborating with their colleagues to improve instruction, but would like to institute collaboration if compensation were provided.
c) There is strong commitment to the school by the community;
   - The school holds and parents attend parent-teacher conferences, parent coffees, and literacy nights
   - Parents report they want to learn strategies for teaching their children at home and helping their children with homework.
d) There is evidence of positive response to prior reform efforts tied to professional development from Action Learning Systems, including Direct Interactive Instruction training in 2010 -11;
   - 57% of staff reported that professional development for teaching English Learners was helpful.
     - Both the Stockton Teachers Association (STA) and United Stockton Administrators (USA) have agreed to bargain all elements within the scope of bargaining and consultation in the transformation model.

Specific **recommendations** from the Needs Assessment align especially well with these required components of the Transformation Model:

a) Develop and increase teacher and school leader effectiveness
   - Institute a schedule of regular instructional observations and debriefs by the principal and instructional coaches for all of the teaching staff as part of a formative assessment for professional growth and learning.
   - Provide leaders with high quality development to significantly leverage their positions as drivers of school improvement.
b) Provide comprehensive reform strategies in the use of data
   - Review all school achievement goals of benchmark assessments, curriculum-

embedded assessments and other assessment by grade level, subject area, and subgroup to ensure they are written in a measurable, incremental, and realistic manner.
- Ensure that staff are highly skilled at pulling down their own assessment data and using the data for planning for class instruction and targeted intervention for students in need of more help

c) Increase learning time and create community-oriented schools
- Provide staff with development on parent outreach methods that build relationships with parents. Encourage home visits by staff.
- Ensure that collaboration time is not during in-school Professional Development time. Structure conference periods/planning periods as collaboration time between grade levels, subject teachers and/or Professional Learning Communities.

d) Provide operational flexibility and sustained support
- Allow the school to hire an assistant principal due to their high special education population and need for the principal to be observing instruction and managing the school culture and discipline
- Both WestEd and Action Learning systems are committed to providing ongoing technical assistance and related support.

Henry Elementary: Henry Elementary is a Year 4 Program Improvement school that entered Program Improvement in the 2008-09 school year. The transformation model was selected because it was the most appropriate for the current circumstances of Henry Elementary. The former principal was replaced and a new principal began in July 2011.

It was determined through the needs assessment process that the Transformation Model has the greatest potential to provide the structure to meet the needs of Henry Elementary School. **Findings** from the Needs Assessment demonstrated evidence of those existing conditions identified above:

a) There is evidence of pockets of strong instructional capacity among the existing staff;
- Teachers are using grade level core curriculum
- 57% of teachers agree that the school sets high standards for academic performance
- 71% of teachers report that the school emphasizes helping students academically when they need it.

b) There is evidence of a commitment among staff to collaborate, to change practices, and to work toward a common vision that leads to dramatically improved student learning;
- Collaboration time is occurring, but on a limited basis
- Teachers receive student assessment data from Data Director

c) There is strong commitment to the school by the community;
- Parents have opportunities to participate in the school through the PTA, ELAC, coffees and the School Site Council

- There is an on-site Parent Resource Center.

d) There is evidence of positive response to prior reform efforts tied to professional development from Action Learning Systems, including Direct Interactive Instruction training in 2010 -11; and
   - Teachers have begun receiving training from Action Learning Systems
   - 55% of teachers reported that professional development in reading strategies was somewhat helpful; 67% reported professional development in writing strategies were somewhat helpful.

e) Both the Stockton Teachers Association (STA) and United Stockton Administrators (USA) have agreed to bargain all elements within the scope of bargaining and consultation in the transformation model.

Specific **recommendations** from the Needs Assessment align especially well with these required components of the Transformation Model:

a) Develop and increase teacher and school leader effectiveness
   - Establish a structure of support for teachers including strong resources persons (e.g. onsite coaches).
   - Provide uniform professional development for all staff on the effective use of the pacing guides and standards-based materials.

b) Provide comprehensive reform strategies in the use of data
   - Review all school achievement goals of benchmark assessments, curriculum-embedded assessments and other assessment by grade level, subject area, and subgroup to ensure they are written in a measurable, incremental, and realistic manner.
   - Review the benchmark assessments and use the data from the assessments to guide instruction. Develop formative assessments for each grade level and content area.

c) Increase learning time and create community-oriented schools
   - Provide structures and opportunities for teachers to work together, observing and sharing with one another about effective instructional strategies.
   - Create an _action plan‘ for parent and community engagement that will be the primary responsibility of the school-community liaisons. This should accommodate diverse language needs and other needs of parents.

d) Provide operational flexibility and sustained support
   - District and school should work together to ensure that the fiscal resources are appropriately aligned with the SIG improvement plan.
   - Both WestEd and Action Learning systems are committed to providing ongoing technical assistance and related support.

The Turnaround Model, Restart Model, and Closure Model were <u>not</u> chosen for Fremont, Harrison, and Henry schools for the following reasons:

Turnaround: There would be no guarantee that a new cadre of teachers would have the level of training and coaching in Direct Interactive Instruction that the current staff of each school possesses. Second, due to the existing budget crisis within California the district has just gone through a very difficult layoff process with over 260 teachers receiving layoff notices. More staff turnover within these schools would further diminish morale, contribute to the discontinuity, and limit the opportunity for a united staff to work effectively under new leadership.
Restart: The district has moved forward with a number of dependent charters in the past two years, including the two charter schools (Nightingale and Pittman) applying for SIG grant support. The dynamics around managing these schools has created concern about their fiscal viability in today's financial crisis. To move forward with any more charters would be difficult for the school board to supporting in light of funding shortfalls.
Closure: Closing any of the remaining identified schools is not viable. There is not enough room at other schools in the region to support moving large quantities of students to different facilities.

To select new principals for the four schools whose principals have been replaced, the District used criteria developed by New Leaders for New Schools[3], which developed *The Urban Excellence Framework* to understand and define the key leadership actions taken by highly effective principals to drive teacher effectiveness and student learning outcomes. This evidence-based framework found that leadership actions within the following five categories are critical to achieving transformative results:

1) ensuring rigorous, goal- and data-driven learning and teaching;
2) building and managing a high-quality staff aligned to the school's vision of success for every student;
3) developing an achievement- and belief-based school-wide culture;
4) instituting operations and systems to support learning;
5) modeling the personal leadership that sets the tone for all student and adult relationships in the school; and
6) building collaborative school cultures.

SUSD has selected principals who will:

- ensure that the curricula and instruction at their school are aligned to standards for college and career readiness and who develop teachers around a coherent set of instructional strategies;
- insist on students having high aspirations for themselves and on adults demonstrating personal responsibility for improved student outcomes and for supporting students in reaching their goals;
- implement clear, consistent codes of student and adult conduct focused on positive learning behaviors and respect for self and others;
- have a clear picture of their school's current state and can identify the few, focused, and highest impact actions they can take to move their schools into the next stage and achieve breakthrough outcomes for children; and

[3] *Principal Effectiveness: A New Principalship to Drive Student Achievement, Teacher Effectiveness and School Turnarounds*. New Leaders for New Schools, 2008.

- ensure at least weekly observations in every classroom, create individualized professional development plans, and support growth through direct feedback and job-embedded professional learning.

iii. Demonstration of Capacity to Implement Selected Intervention Models

SUSD has the expertise, experience, and knowledge to fully and effectively implement the school intervention models for each of the seven SIG-eligible schools by the beginning of the 2011-12 school year in August 2011.
The district is among the districts participating in the Local Educational Agency Plan (LEAP) pilot of the California Department of Education. By participating in the pilot SUSD has committed to a transparent process. Its LEA plan includes each school's Single Plan for Student Achievement. The SIG school plans will be managed *online* utilizing the *California Accountability and Improvement System* (CAIS) program. Developed by WestEd in collaboration with CDE, CAIS is a freely available management, monitoring, and accountability tool already being used by districts statewide for Categorical Program Monitoring (CPM). Using CAIS will:

a) permit easy archiving and monitoring of each SIG plan;
b) allow monitoring of implementation activities across the district and the seven schools;
c) eliminate duplicative paper work through immediate electronic availability of needed documentation;
d) provide flexibility in selecting and printing updated hardcopy Master Plan reports; and
e) foster alignment and integration with related state-mandated activities and plans, including the LEAP, Single Plan for Student Achievement (SPSA), and SIG plans.

Additionally, housing the SIG plan on CAIS will make it a living document and foster stronger, ongoing accountability for implementing identified priorities for improving student achievement. SUSD regularly updates and monitors progress on achieving the goals and objectives in its LEA plan, and, in addition, its LEA plan is subject to review at any time by the CDE.

Support for Technology Acquisition/Implementation to Support SBE-adopted Curriculum

SUSD developed a budget plan and allocated resources to purchasing technology upgrades for schools for the specific purposes of supporting newly adopted materials and the instructional strategies embedded in them. Furthermore, the District Professional Development Center offers training for teachers on the effective use of technology.

SUSD is participating in the CDE web-based planning and implementation and monitoring pilot for a second year. Having completed an LEA Plan in CAIS, the district is now focusing its efforts on using technology to track and evaluate the implementation of a standards-aligned curriculum and assessment system.

District Support of Standards-Based Curriculum and Instruction

Even in light of severe budget reductions, SUSD has purchased new SBE adopted materials for English/Language Arts and mathematics. Both teachers and principals (and other site administrators) have completed training in the use of these materials.
In addition, SUSD has established the requirement that all administrators who evaluate teachers must attend specialized training in new adoptions related to their effectiveness in supervising instructional practices. This training also provides administrators with strategies on incorporating the use of SBE-adopted materials as part of teacher evaluations.

SUSD has maintained its Professional Development Center and offers training each year for teachers, administrators, and instructional support staff in implementing the state model for district and school improvement (Essential Program Components).

District Support for Creating and Maintaining a Data-Centered Culture

SUSD has instituted the practice of Data Summits at all K-8 schools. This strategy involves the regular collaboration of all teachers in a school in looking at a public display of summative student data gathered from interim assessments at regular intervals during the year. Data Summits are over and above the teacher collaboration on formative assessments, which is to be done on a regular basis to inform instruction.

Other indicators of district capacity include:

- SUSD is developing a comprehensive district-wide professional development plans in collaboration with ALS. The district blueprint will be done in consultation with teachers, administrators, unions, and district staff.
- WestEd will work with both SUSD and the schools to develop, implement and support an enhanced on-site professional development program for teachers that aligns with SUSD's LEAP, school site plans, locally adopted standards- based instructional programs, and the schools' SMART goals.
- SUSD's governing board has adopted a new CORE program description that provides more flexibility in using some categorical funding for general services.
- SUSD has acquired adequate funding to provide high-quality after-school programs at every elementary school in the district.
- SUSD is a Charter School Authorizer and Operator that has developed highly successful charter high schools (most recently, Stockton Early College Academy) whose students have outperformed the district's other high schools. The district's most recently developed charter high school, Stockton Health Careers Academy, has received broad community support as well as substantial funding from the State. In addition, SUSD received an evaluation grant in 2011 from the National Association of Charter School Authorizers (NACSA) that enabled SUSD to work with NACSA to develop effective charter school management tools and policies.

Stakeholder Support:

SUSD has strong stakeholder support both at the district and individual school level; the services of two experienced and highly respected support providers; and action plans that reflect both a common approach to significant challenges and school-specific actions identified in each school's needs assessment.

SUSD's governing board fully supports this SIG application and the full and effective implementation of the three selected models at the seven schools. Each of the SIG schools has the strong support of both its staff and its parents and other stakeholders, as evidenced by feedback received in stakeholder meetings as well as through focus groups held during the needs assessment process. Crucial to success will be collaboration with the Stockton Teachers Association (STA) and United Stockton Administrators (USA). SUSD and STA have agreed to bargain a Memorandum of Understanding regarding the elements within the scope of bargaining in the transformation model (Increased Learning Time, Teacher Collaboration, Staffing and Evaluation).

Support Providers:

SUSD has asked **WestEd** and **Action Learning Systems** to provide technical assistance in turning around the seven SIG schools.

WestEd: WestEd will be responsible primarily for ensuring that each school has a high-quality, research-based action plan, that those plans are implemented and evaluated, and results of the evaluations are used to improve future plans. WestEd's approach to these tasks is based on the work of Dean Fixsen and his colleagues at the National Implementation Research Center.[4]

WestEd will collaborate with the district and school personnel in developing more detailed action plans for all seven SIG-eligible schools during the summer of 2012. The action plans will focus on high leverage steps for a successful school turnaround; include goals, objectives, strategies, and action steps; and identify the individuals or groups who are responsible for key implementation steps. Each action plan will identify specific benchmarks to be monitored as the plan is implemented, and each will include the academic goals developed for each school.

In addition, WestEd will:

- work with both the District and the schools to develop, implement and support an on-site professional development plan for teachers that aligns with the Local Educational Agency Plan (LEAP), school site plans, locally adopted standards-based instructional programs, and the schools' SMART goals and includes teacher collaboration time;

[4] Fixsen, D. L., Naoom, S. F., Blase, K. A., & Wallace, F. (2007). Implementation: The missing link between research and practice. American Professional Society on the Abuse of Children (APSAC) Advisor, 19(1 & 2), 3-11.

- provide school-level services for implementing locally-developed action plans, including on-site principal and teacher coaching and targeted, ongoing professional development services;
- assist the district to regularly convene and facilitate a Turnaround Collaborative Team comprised of the District Turnaround Coordinator, Assistant Superintendent for Curriculum and Professional Development, the SIG school principals, reform partners (WestEd and ALS), at least seven teachers, the STA site representative from each school, STA president and director, district staff, and other external technical assistance providers (DAIT). The purpose of the team is to share best practices and solve problems that arise; and
- convene an Increased Learning Time Task Force to explore, monitor and evaluate the various alternatives for extending student learning time, and a Teacher and Principal Evaluation Task Force to support the work of creating new evaluation processes and tools.
- Task forces will operate within the scope defined through the bargaining process with the Stockton Teachers Association and United Stockton Administrators.

Action Learning Systems, Inc.: Action Learning Systems (ALS) will be primarily responsible for providing professional development for each of the seven schools. For several years SUSD has contracted with ALS, a California-based educational consulting company, to work with its Program Improvement (PI) elementary schools. ALS has a 15-year history of successfully serving California schools in over 50 districts. In 2010-11, professional development from ALS for elementary school instructional staffs has focused on the following research-based instructional strategies:

- Reciprocal Teaching;
- Specially Designed Academic Instruction in English (SDAIE);
- Process Writing; and
- Direct Interactive Instruction (DII).

The 2011-12 professional development from ALS at SUSD's PI schools is described below and represents the first year of a four-year plan to vertically and horizontally articulate best practices at these low-performing SUSD schools. Each component is being continued in 2012-2013 for all PI schools, including the SIG schools, and will be supported by District Title II (90%) and Title III (10%) funding.

a) Leadership Academy for Principals and Assistant Principals: The majority of administrators had previously completed AB 430 (formerly AB 75); however, continued professional development in the area of instructional leadership was needed and was provided by ALS with the topic being creating a district blueprint for success and site level RTI^2 strategies.
b) High Quality SPSAs: Principals used knowledge gained from instructional leadership training to develop, in collaboration with School Site Councils, their Single Plans for Student Achievement (SPSA); they also designed Action Plan objectives with strategies to meet district goals and school goals. NOTE: If SIG funding is awarded, SPSAs will be revised for 2012-13 to align with SIG plans and SIG goals; WestEd will assist in monitoring implementation of each school's SPSA.

c) Accountability Coaching: Three additional Accountability Coaching days related to the Leadership Academy were provided to twenty schools including the seven SIG schools.
d) Professional Development from ALS in Direct Interactive Instruction (DII) was provided in support of the adopted core curriculum. DII is research-based and well-documented instructional delivery system that is ~~"c~~ore" and ~~"b~~asic" to all effective teaching/learning and results in rapid gains in student achievement. It includes four explicit components:
   - Identifying and focusing on Standards and Measurable Objectives
   - Developing quality Lesson Structure and Sequence
   - Increasing Student Engagement by embedding content specific feedback to students and efficient application of real-time correctives
   - Proactive Classroom Management

Each of these essential components has identifiable, explicit, observable characteristics that differentiate it from the other three and from traditional approaches to instruction. Together, these four components result in greatly expanded Academic Learning Time (ALT) for each student. The intent of DII is to make large group instruction nearly as powerful as one-to-one tutoring.

This year each SIG school is receiving additional intensive, on-site classroom and administrator coaching from ALS in order to ensure that key elements of DII are implemented consistently and with fidelity. Teachers are receiving in-class Achievement-Focused Coaching for implementation of DII using adopted core Instructional Materials. Coaching support includes work with an ALS coach during demonstration lessons, co-planning and co-teaching, and observation/feedback on lesson presentation. Achievement-Focused coaching consists of initial formal training in strategies or methodology, closely followed by comprehensive coaching using three distinct stages: In-class Demonstration Lessons; Co-Planning/Co-Teaching of lessons applying specific strategies, and; Observation/Feedback of an entire lesson.

An ALS Instructional Coach is providing Co-Plan and Co-Teach lessons with each teacher or group of teachers. At prescribed times the Coach will observe the teachers implementing DII and offer formative support, which provides the focus for subsequent co-planning/co-teaching.

SIG funds will be used to supplement the level of professional development currently provided by ALS to SIG schools, including more intensive on-site professional development and follow-up coaching with teachers, administrators, and instructional assistants. ALS will focus specifically on the unique needs that emerged through the needs assessment process. This more intensive effort with the district's lowest-performing schools will have a significant long-term impact on instructional quality and student learning in these schools. All future decisions regarding professional development for these sites will be designed and implemented in collaboration with STA.

School-specific Activities

While strong support at the district level and from external providers are key elements of SUSD's implementation plan, the plan also allows each school's school site council to collaboratively address their needs and individualize their budgets based on input from all stakeholders, including the site principal and leadership team. Depending on needs revealed during the Needs Assessments, schools have included such items as Assistant Principals, Counselors, parent resource centers and Parent Liaisons in their SIG plans.

iv. Recruitment, Screening, and Selection of External Providers

SUSD was determined to find an external technical assistance provider with the ability to provide a variety of training, support and coaching services to build schools' capacity to sustain improvement. In addition, the District wanted a provider that has had experience conducting needs assessments; has a track record, vision and approach to school improvement; and has qualified and experienced personnel available to work closely with the District and schools.

District leaders discussed several potential external providers to assist with the district's SIG-eligible schools. The superintendent met with representatives from various providers to better understand their experience, capabilities, track record, and school turnaround approach. In order to prepare for these meetings, SUSD followed guidance from the Center for Innovation and Improvement:

- Articulated specific goals of the relationship, including measurable expectations and criteria for selection of partners to meet these goals;
- Created conditions to attract multiple high quality external partners;
- Budgeted adequate funding to support the relationship with the external partner for the duration of the contract;
- Developed a rigorous process to select an external partner whose experience and qualifications matched the specified goals;
- Negotiated a contract outlining roles and responsibilities of the external partner as well as the district and relevant schools, as well as explicit and measurable outcomes, including interim indicators of growth.

SUSD has worked with WestEd in developing its LEA Plan as part of the CDE pilot using the CAIS online program. The assistance provided by WestEd consultants included clarification of terminology and direction in process and organization of CAIS. WestEd partnered with the district by assisting in applying the district's vision and board-adopted goals and outcomes to the structure of CAIS. WestEd ensured that SUSD's LEA plan is consistent, relevant, and clear. Nearly all strategies and action steps were tied to quantifiable student outcomes. The resulting information will allow district officials to communicate areas of strength and concern tied to student achievement to the schools, governing board, and community.

SUSD's superintendent was impressed when he learned about the work WestEd's School Turnaround Center did with nine schools in the Creighton Elementary School

District in Phoenix, Arizona. When WestEd began its work in Creighton, that district was the only one in the state being considered for a state takeover. At that time only two of their nine schools were Performing, six were Underperforming, and one school had received a Failing label under the Arizona school classification system. In addition, only two of their nine schools met the requirements for Adequate Yearly Progress (AYP). After three years of working with WestEd, however, none of the schools is failing or underperforming and all but one are classified as Performing Plus or Highly Performing. Despite the ever rising bar for meeting AYP, five of the nine schools now meet that standard.

In considering WestEd's proposed approach to the needs assessment process, SUSD realized that WestEd would conduct a research-based, comprehensive external analysis of the needs of our seven SIG-eligible schools. The Superintendent invited WestEd to make a formal presentation to the Board of Trustees on February 8, 2011. After this presentation, the Board voted unanimously to have WestEd serve as its primary partner on all SIG-related matters. If funded, SUSD will contract with WestEd as its primary external support provider.
Action Learning Systems (ALS) has provided professional development to SUSD schools for many years but most extensively beginning in the 2010-11 school year, as described on page 26. SUSD selected ALS to provide additional professional development services to SIG schools because of its positive results in other schools and districts; for example:

- Garden Grove Unified School District was awarded the 2006 National Broad Award for "closing the gap." Six years of partnership with ALS and over 400 days of coaching benefited the district in their efforts to close the gap.
- Beaumont Unified School District (BUSD) partnered with ALS on a two-year district level intervention (DAIT) project funded by the Gates Foundation. As the only private provider asked by the California Department of Education to participate, ALS assisted BUSD in making gains in all sub-groups for two consecutive years, thus enabling the district to avoid PI sanctions.
- Kinoshita Elementary exited PI status in 2009 in year 3 after receiving ALS classroom support and using ALS benchmark exams to help drive instruction. Their API grew by 50 points in 2009.

v. Alignment of Other Resources with the Selected Intervention Models

SUSD has had the services of a District Assistance and Intervention Team (DAIT) from the San Joaquin County Office of Education from 2008 through 2011. The DAIT provided the district with a detailed list of recommendations for improvement that have allowed the district to develop and implement a district-wide improvement agenda in which the SIG plans are grounded. Almost all of SUSD's state and federal categorical resources have been invested in this improvement agenda. The strategies described in this SIG proposal build on these activities by providing greater depth, more time, and increased intensity in their implementation.

SUSD is aligning its resources with the selected SIG interventions:

1) General Fund: SUSD has implemented a new student information system called *GENESIS*, from EduPoint. *GENESIS* tracks and manages all essential district and student data, including enrollment, demographics, parent/guardian, health/ immunizations, emergency, discipline, grades, course history, transcripts, graduation requirements, test results/assessment data, and Individual Education Plans.
2) Title I and EIA: These funds are used to provide regularly scheduled assessments, as follows:
   a. Grades K-8 (all students): Reading/Language Arts (RLA) and Mathematics curriculum-embedded assessments measure students' mastery level of curriculum taught at periodic intervals throughout the school year. Grades 2-8 (all students): RLA and Math benchmark exams in the late fall and early spring measure students' mastery level on the standards that will be covered in state testing in the Spring.
   b. Grades K-10 (all students, beginning in 2011-12): MAP (Northwest Evaluation Association's *Measures of Academic Progress*®) tests in RLA and Math measure growth on particular skill sets that are aligned to grade levels on a national scale. As a student responds to questions, the tests respond to the student, adjusting up or down in difficulty. MAP uses a common, vertically aligned scale that allows students' growth to be followed throughout their tenure in the district. These assessments will occur at the beginning, middle and end of each school year.
3) Title I and EIA: These funds provide access to assessment results and California Standards Tests (CST) data through a Data and Assessment Management System called *Illuminate Education* and also through school summary data provided by SUSD's Office of Research and Accountability.
4) 21st Century Community Learning Centers and After School Education and Safety (ASES): Grant funding from these two sources pay for after-school tutoring and enrichment programs that provide expanded learning opportunities to elementary students and are aligned with the daily instructional program.
5) Title II and Title III: These funds are provide support from ALS:
   a. Response to Intervention Training for Extended Cabinet and all other district departments that support schools
   b. Direct Interactive Instruction (DII) Cohort I training: Follow Up to Co-Plan/Co-Teach/Intensive Coaching
   c. Principal Leadership Module Trainings for principals and Site Leadership Teams. Teams will be trained to develop and implement a plan to systematically implement DII instructional practices. This training will be tied to the new district LEAP, each school's Single Plan for Student Achievement (SPSA), and the SIG grant Action Plan (supported by West Ed).
   d. Coaching Cadre: Additional training in 2010-11 from the SUSD curriculum team and in 2011-12 from the SUSD curriculum team in conjunction with Action Learning Systems (ALS) for persistently low performing schools' literacy and numeracy coaches in the areas of coaching adults to apply best teaching practices and best utilization of the adopted core curriculum.
6) Title III: English learner support from SUSD's Language Development Office includes a concentration on instructional strategies and program implementation in accordance with state law.

7) Title II: SUSD offers teachers Professional Development on adopted instructional materials
   a. Instructional Materials Follow-Up Training (grades K-3) in Core RLA and Math
   b. Instructional Materials training (grades 4-6) in Core RLA and Math
   c. SB 472 training at grades 7-8 in new Pearson adoption for RLA
   d. Training in protocols for weekly teacher collaboration time tied to ALS Instructional Leadership Modules and new data support systems.
8) ARRA Title I, Title II, and Title III: These funds cover the cost of Intensive Intervention services (implementation of *Inside* Core Replacement Curriculum)
   a. *Inside* Instructional Materials training in grades 4-8
   b. Each SIG school will be provided with one 0.5 FTE Intensive Intervention Teacher (2.5 hours per day) as well as Itinerant Intensive Intervention Coaches to support implementation of this curriculum.
9) EIA: From this funding source SUSD provides school site allotments (with site match) for stipends for Teacher Collaboration Time based on ALS protocols and tied to Principal/Leadership Module Training.
10) SUSD's Special Education Department supports Special Needs Students through provision of Resource Specialists and Special Day Classes.

In addition to the resources being invested in creating an infrastructure for improvement, the following state and federal categorical funds are allocated to SIG-eligible schools in accordance with district policy and are reflected in their SPSAs:

School	State Programs				Federal Programs
	EIA/SCA	EIA/EL	QEIA	EIA Block Grant	Title I, Part A, SW
Fremont	$205,650	$134,120			$328,105
Harrison	$131,682	$69,690			$227,385
Henry	$228,195	$139,725			$332,139
Nightingale			$678,781	$103,356	$121,570
Pittman				$366,531	$253,095
Roosevelt	$143,289	$85,973	$413,936		$164,660
Taylor	$139,380	$94,283			$211,169

KEY: EIA = Economic Impact Aid SCA = State Compensatory Education
EL = English Learner Program QEIA = Quality Educ. Investment Act
Title I, Part A, SW = School-wide Program

vi. Alignment of Proposed SIG Activities with Current DAIT Process

In 2008 the San Joaquin County Office of Education (SJCOE) was selected by SUSD as its DAIT provider. The district continued a contract with SJCOE to continually monitor the progress of DAIT recommendation implementation, and regular reports to the administration and board have been ongoing since 2008.
The SJCOE DAIT's recommendations included:

- Develop a structure for monitoring the work being done. Update the LEAP, align SPSAs to LEAP; and communicate, implement, monitor and evaluate the actions in the LEAP.
- Provide weekly structured collaboration time for teachers.
- Provide regular, on-site, in-class coaching for teachers.
- Ensure that all teachers have SB472 Math and Reading/Language Arts training.
- Provide leadership training and regular on-site coaching for administrators.
- Establish a systematic communication method between Special Education teachers and regular classroom teachers.

SUSD's governing board adopted the final DAIT report, and all of its recommend-ations have been adopted:

- SUSD is participating in the LEAP pilot with WestEd and CDE and has updated its LEAP. SPSAs and SIG Action Plans are aligned to the revised LEAP. WestEd will monitor the implementation of the SIG activities and each school's success in meeting the established SIG SMART goals at each grade level and each subject tested on STAR. ALS will monitor the implementation of strategies taught to teachers and administrators in professional development.
- Negotiations have begun in order to implement structured collaboration time of at least 1.5 hours per week in each SIG school. WestEd will monitor the use of collaboration time and the involvement of all teachers, including Special Education and ELD teachers. WestEd will provide school staffs with training and tools for engaging in collaborative dialogue, including ways to use formative and summative assessment results in the delivery of differentiated instruction. A portion of the additional teacher collaboration time will be devoted to communications between special education and general education faculty. Special emphasis will be placed on adopting practices that promote success for special needs students in general education classrooms.
- SIG funds will be used to provide regular in-classroom coaching for teachers from ALS personnel. Observation data will be maintained by ALS and monitored by WestEd to track improvements in classroom instruction.
- In collaboration with WestEd and ALS, SUSD will establish a simple system for evaluating and monitoring professional development activities to ensure they are achieving established goals.
- Leaders in the seven SIG-eligible schools will participate in ongoing, focused leadership development. In planning a year-long program that generates buy-in from school leaders, principals will have an opportunity to indicate what they would like included in the training. Based on their needs assessments, WestEd has recommended a focus on the following areas that are central to WestEd's school turnaround strategy:
  - Having clear expectations for school site leaders, including student achievement benchmarks, time spent observing classrooms, providing feedback to teachers, and other tasks related to classroom instruction;
  - Maintaining a climate of trust, transparency, ~~r~~eciprocal accountability," and collaboration among teachers, administrators, parents and students;

- Maintaining high expectations and positive attitudes toward all students and parents;
- Providing principals with training in the following areas and expecting the training to be implemented:
  - school management, including scheduling, budgeting, and student discipline policies;
  - strengthening parent involvement and participation;
  - classroom observation techniques using instructional rubrics;
  - leader/teacher dialogue that supports quality instruction;
  - use of student achievement data and formative assessment;
- Ensuring a coherent connection between professional development, classroom observations, coaching, and benchmark assessments; and
- Ensuring that the district office provides all of the supports necessary for school leaders to succeed.

- SIG funds will be used to provide regular on-site coaching from ALS personnel for principals and literacy/numeracy coaches, and district personnel will work one-on-one with the principals in focused Administrative Coaching. Coaching day agendas will include: monitoring the Response to Instruction and Intervention (RtI) model, reviewing current student achievement data, and completing a school-wide Action Walk with district personnel, principal, and teachers. The Action Walk is designed to monitor implementation of core curriculum and Direct Interactive Instruction (DII). During these Action Walks, participants will use a non-evaluative observation protocol and four-point implementation rubric to identify ~~n~~ext steps" for teachers and principals.

vi. Modification of LEA Practices or Policies

a. SIG-related labor agreements will be developed and implemented.

SIG regulations require districts to collaborate with labor representatives on matters pertaining to teacher evaluation, principal evaluation, increased learning time, and performance rewards for schools implementing the turnaround and transformation models. WestEd has facilitated this process with district leaders and union representatives, and management and labor have agreed to develop ~~s~~idebar" agreements necessary to implement all of the aforementioned requirements of the SIG regulations. In the past 8 months, labor and management leaders have participated in two state conferences sponsored by WestEd and CalTURN (Teachers Union Reform Network) where successful models for collaboration, ILT, teacher evaluation, principal evaluation, peer-assistance and review were presented.
SUSD and the Stockton Teachers Association (STA) will bargain an MOU that compensates teachers for additional instructional time and incentives or rewards for accomplishing student growth. SUSD and STA also will strengthen SUSD's PAR program to ensure it is fair and equitable and provides quality assistance to teachers who volunteer for the program and those who receive unsatisfactory performance evaluations. Provisions will be made in these agreements to ensure teachers can be transferred to another school according to collective bargaining agreement if their professional practice

does not improve after opportunities to improve have been provided.

Revised evaluation tools for teachers and principals that use student growth as a factor will be developed by the District, WestEd, and union representatives. Formal Memoranda of Understanding between SUSD and STA and between SUSD and USA will be bargained collaboratively.

Teachers‘ evaluations may include the following measures, subject to collective bargaining:

- Observations from trained observers using a scoring rubric that is tied to the California Standards for the Teaching Profession and to Action Learning Systems‘ ―Action Walk” rubrics;
- The use of an ―evidence binder” from each teacher that demonstrates student academic growth over time, contributions to the school community, and communications with parents; and
- School-wide student academic growth over time.

For school principals, evaluations may include these measures:

- Rubrics aligned to the California Professional Standards for Educational Leaders (CPSEL).
- Evaluation of teachers (pre-conference, observations, post-conference)
- School-wide student academic growth over time
- Rubric for assessing progress of turnaround activities (e.g. school plan, district goals) and/or
- Contributions to the school community, communications with parents, etc.
- Teacher effectiveness (teacher growth, retention, etc.)

b. Together with local stakeholders, and in alignment with the LEA Plan, SIG-eligible schools have established schoolwide ―SMART” goals (Specific, Measureable, Achievable, Realistic, and Timely) for each subject on STAR.

These goals track from year one to year five—when teachers and administrators believe they can achieve high levels of academic proficiency and an API score of 800. Grade level SMART goals developed from the schoolwide goals provide each teacher and grade level team the scaffolding needed for each grade level to help accomplish the schoolwide goal. Progress toward the grade level goals is measured using district benchmark and curriculum-embedded assessment results that provide teachers, site and district administrators, and the community with ongoing feedback on student achievement toward grade level standards. The combination of this schoolwide and grade level goal setting avoids principals‘ focusing exclusively on particular grades that happen to be the lowest performing, and instead promotes the improvement of and support for effective classroom instruction at every grade and in every classroom.

c. Re-examine the district’s policy on assignments of assistant principals, especially in high-need schools.

Currently, assistant principal assignments are based only on the number of general education students and not the number of special needs students. Some of the SIG-eligible schools (Harrison in particular) have higher than normal numbers of special needs students, which creates extraordinary demands on school principals, who must attend all IEP meetings. Some principals in these schools spend an inordinate amount of time on disciplinary problems rather than on instructional issues. Some instructional specialists said they are forced to spend time performing the tasks that should be assigned to an assistant principal rather than on instructional matters. SIG schools with an identified need for an assistant principal will use SIG funds in order to support an assistant principal's salary. Principals will then have more time to focus on classroom observations and other instructional support tasks. In addition, some of the student disciplinary problems at the school site level will be resolved by adopting policies and practices that reduce the number of referrals to the principal; WestEd will assist in developing such policies.

d. Establish a policy of "Reciprocal Accountability"

Students and educators who work in low-performing schools often develop a sense of hopelessness about the possibilities of success for themselves and the schools in which they work. WestEd has proposed a number of strategies to strengthen school climate at each of the SIG schools, including (a) jointly defining expectations for administrators, staff, teachers, parents, and students; (b) conducting annual school climate surveys to monitor progress; (c) implementation of trust-building activities; (d) improving communications between the school and the district office; (e) increasing the frequency of informal site visits from district leaders; and (f) strengthening support for quality classroom instruction. Efforts such as these will be implemented at each school and at the district office. The district has embraced the concept of "reciprocal accountability"—the idea that district staff, teachers, parents, students, unions, and partners such as WestEd and ALS should all be accountable to clearly defined expectations. Implementation of these strategies will be subject to the bargaining process. The District will develop, disseminate and describe a list of supports that stakeholders throughout the district can count on. WestEd will facilitate the development of similar commitments from stakeholders at each SIG school.

e. Establish a practice whereby District-level leaders and staff will make regular site visits.

Many school leaders and teachers have expressed a desire for increased interaction and informal dialogue with district administrators at the school site. Teachers are also interested in having district leaders observe their classrooms. District leaders already have begun making regular visits to schools. When they visit SIG schools they will discuss the implementation of the school's action plans, instructional strategies, progress in meeting schoolwide and grade level SMART goals and, in the spirit of reciprocal accountability, the quality of support the schools are receiving from the district office. Prior to the site visits, district leaders, in collaboration with WestEd, will agree upon a series of guiding questions to support their visits. Post-visit, district and site administrators will

meet to discuss findings and create action steps for subsequent visits. Results of the visits then will be communicated to school site staff.

f. **Hire a District Turnaround Coordinator (DTC)**

SUSD will hire a District Turnaround Coordinator (DTC) to guide and monitor implementation of the SIG plans at each school. The DTC's duties will be to facilitate SIG principals' monthly meetings; coordinate technical assistance with WestEd; provide data to schools; ensure SIG schools update CAIS on a regular basis; monitor budgets for SIG schools; and serve as a liaison between SUSD and CDE. This position will report to the Assistant Superintendent for Curriculum and Professional Development. The district also will convene a Turnaround Collaborative Team made up of the DTC, Assistant Superintendent, SIG school principals, reform partners (WestEd and ALS), at least seven teachers, the STA site representative from each school, STA president and director, district staff, and other external technical assistance providers (DAIT). The team will meet regularly to review SIG goals, review school action plans, monitor progress toward meeting goals, and provide needed support.

g. **Revise policies to recruit and retain high quality educators in SIG schools.**

Recently, teacher and administrator turnover rates have been high at many of Stockton's SIG-eligible schools. High turnover makes it difficult for school leaders to maintain instructional quality and continuity.

Principals at Fremont, Harrison, Henry, Nightingale, and Roosevelt Schools were replaced prior to the beginning of the 2011-2012 school year. Now, with support from WestEd, the district's human resources office will develop a multi-faceted plan to recruit and select high-quality teachers and principals for all SIG schools. SUSD will disseminate a powerful message about the opportunity for educators to work in a highly supportive team environment. This will attract large pools of well-qualified applicants for available positions.

To ensure that quality staff are retained, SUSD's Human Resources (HR) office will conduct periodic anonymous staff surveys (similar to those WestEd conducted in its needs assessments) to monitor staff satisfaction at each SIG school. HR also will conduct exit interviews with all staff who leave these schools voluntarily.

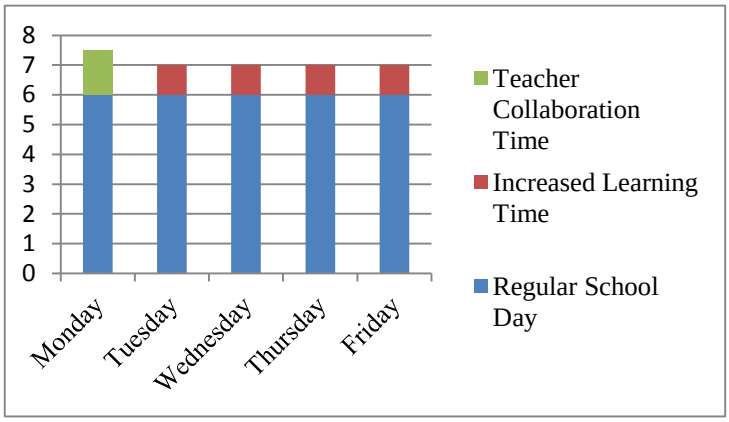
h. **Develop a new policy that would waive any Board Policies or Administrative Regulations that preclude actions by *any* school seeking to implement interventions with fidelity under SIG**

The waiver will focus on providing maximum flexibility in the daily operation of the individual school sites as well as on classroom instruction. Sample language follows:

> *With regard to the current policies of Stockton Unified School District and the effect these policies have on the operation and instructional environment of any SUSD school which adopts a school reform model, the Board of Trustees hereby allows*

these schools to operate in a manner which relieves them from any policy or administrative regulation that conflicts with the schools' administration, staff or students being able to fully embrace and implement the reform model which they have chosen. In the event a policy directly affects the safety or security of a school site and its students, the Board directs the Superintendent to report it to the Board for review, discussion and solution. In absence of a Board meeting the Superintendent is directed to act in the best interests of the children and make recommendations to the Board at the next scheduled meeting.

i. Develop a plan for Increased Learning Time that meets SIG requirements



SUSD has developed a plan for Increased Learning Time (ILT) for each SIG-eligible school that will add 329 hours of additional instruction for students in both core and enrichment and 54 hours of teacher collaboration time (see chart at right). Action planning will be based on the model; however, individual schools will have the opportunity to create a different model, which could include after-school enrichment, as long as it meets the parameters of their selected intervention model. The final ILT models implemented at each school will be in accordance with the collective bargaining agreement.

Longer School Day: One hour per day will be added to the regular 6-hour school day from Tuesday through Friday of each week. This ILT will focus on instruction in science and social studies. Over 36 weeks of the school year, this will result in a net gain of **144 hours of ILT**.

Teacher Collaboration Time: On Mondays, after the students are dismissed following a 6-hour school day, teachers will have an additional 1.5 hours to collaborate. Over 36 weeks of the school year, this will result in 54 hours of additional teacher collaboration time that was previously unavailable.

Summer School: Each of SUSD's SIG-eligible schools will hold a 2-week, 6-hour-per-day summer school, offered to all students, which will help students gain the skills necessary to transition to the next grade level or, in the case of 8th grade students, transition into high school. The focus will be mainly on core curriculum. Those students who are not in need of help will have the opportunity to act as peer tutors. The summer school will result in a net gain of **60 hours of ILT**.

Saturday School: At each SIG school a 4 hour and 10 minute Saturday academy will be held on 30 Saturdays throughout the school year and available to all students. Each academy will offer educational enrichment, to include activities such as physical education, visual and performing arts instruction, and service learning. Each site will have

flexibility to decide the types of enrichment programs offered. Over the school year, this will result in a net gain of **125 hours of ILT**.

vii. Sustainment of the Reforms after the Funding Period Ends

SUSD intends to implement a waiver to extend SIG funding through September 30, 2015. Many of the supports provided by SIG funds, however, are designed to develop capacity and a new culture around quality instruction and support. External support from WestEd, intensive on-site coaching from ALS, and many other supports will not be necessary to sustain high levels of student achievement after three years of implementation. In addition, many of the reforms being planned (e.g., consistent use of data to inform instruction, job-embedded professional development) hinge on a change in practice for the schools but do not necessarily involve additional funding after the grant period ends.

Due to the California budget crisis, massive program and staff cuts have been necessary within SUSD for several years. It is the District's intent to bring back equal or improved school support in the form of programs and staff when the crisis stabilizes and more resources are available. Toward this goal, SUSD has asked WestEd to annually evaluate the reform efforts at each school and to identify those activities and programs that should be given a high priority when new funds become available. Successful SIG strategies in SUSD will be replicated throughout the district as resources become available to do so. Likewise, we anticipate that the WestEd analysis will identify activities of marginal value where schools may redirect their other federal, state and grant funds to support successful strategies.

A key component of our proposal is increased staff collaboration time. At the end of the grant period, the district will assume financial responsibility for the increase in teacher salaries required for collaboration time. Both the District and the individual schools will continue to pursue foundation grants, support from local businesses, corporate sponsorships for school activities, and any other source of income that will drive improvements in the schools and overall growth in student achievement.

viii. Establishment Challenging Annual Goals for Student Achievement

Each of the SIG-eligible schools has developed two valid and reliable goals that will support the school as it strives to reach its projected outcomes. The goals, developed based on Academic Performance Index (API) results from 2011, will be revised annually. The first goal is the SMART (Specific, Measureable, Attainable, Realistic, Time-Bound) goal, set at 25 API points per year based on an analysis conducted by WestEd showing that 20 percent of the state's elementary schools (including three of SUSD's proposed SIG schools) achieved this level of growth last year. It is, therefore, realistic and attainable, but it far exceeds the state-established growth targets for these schools, which range from 8 to 11 API points.

SMART GOALS							
School	**SMART Growth Per Year**	**2011**	**Year 1 (2012)**	**Year 2 (2013)**	**Year 3 (2014)**	**Year 4 (2015)**	**Year 5 (2016)**
Fremont	**25**	644	669	694	719	744	**769**
Harrison	**25**	684	709	734	759	784	**809**
Henry	**25**	697	722	747	772	797	**822**
Nightingale	**25**	661	686	711	736	761	**786**
Pittman	**25**	669	694	719	744	769	**794**
Roosevelt	**25**	626	651	676	701	726	**751**
Taylor	**25**	631	656	681	706	731	**756**

Each school also developed STRETCH Goals, which project that each school will grow incrementally and achieve an API of at least 800 within 5 years, or by 2016:

STRETCH GOALS						
School	**Stretch Growth Per Year**	**Year 1 (2012)**	**Year 2 (2013)**	**Year 3 (2014)**	**Year 4 (2015)**	**Year 5 (2016)**
Fremont	**31**	675	706	738	769	**800**
Harrison	**25**	707	730	754	777	**800**
Henry	**30**	718	738	759	779	**800**
Nightingale	**39**	689	717	744	772	**800**
Pittman	**28**	695	722	748	774	**800**
Roosevelt	**44**	661	696	730	765	**800**
Taylor	**42**	665	699	732	766	**800**

In addition to school level SMART and STRETCH goals (see Attachments), each school has a set of annual proficiency level goals for moving students along the continuum from Far Below Basic to Advanced. WestEd will monitor each school's progress toward attainment of both goals and will include the results in their annual evaluation of the SIG program, to be presented to the SUSD Governing Board each October.

ix. Inclusion of Tier III Schools (if applicable)

Not Applicable

x. Consultation with Relevant Stakeholders

WestEd first presented its Needs Assessment findings at a meeting of SUSD's Executive Cabinet on April 25, 2011. On May 23rd, May 24th, and October 26th SUSD's administrative team and WestEd convened meetings at SUSD's Professional Development Center with the principals, instructional coaches and leadership teams of the seven elementary schools identified by the state as Tier I lowest-performing schools, as well as with parents of students at each school, district administrative staff, and members of

both the ALS and WestEd teams. WestEd's recommendations to the District were distributed to participants and discussed with them by SUSD's Assistant Superintendent for Curriculum and Professional Development. Attendees discussed needs assessment findings, prioritized the recommendations therein, defined SMART goals by grade level to address the priority list, and identified the actions and activities that will be implemented in order to improve the schools and increase student achievement. WestEd staff led breakout sessions at which participants worked on elements of the SIG Form 10 worksheet for their schools and also discussed their plan for presenting findings to local stakeholders.

Following these sessions, each principal organized meetings at his/her own site with teachers, coaches, students, parents, school site councils, representatives from the Stockton Teachers Association, members of the school board, and community members in order to share the needs assessment findings and their recommendations. In general parents and other stakeholders were very supportive of the proposed activities, especially increased instructional rigor and the possibility of increased learning time. Parents expressed concerns about staff turnover and suggested that the causes be explored. In response to this concern, we have added a provision for exit interviews whenever a staff member leaves one of the SIG schools within the next three years.

SIG Form 4a—LEA Budget Summary

Fiscal Year (FY) 2012–13

Name of LEA: Stockton Unified School District	
County/District (CD) Code: 39-68676	
County: San Joaquin	
LEA Contact: Kirk Nicholas	Telephone Number: 209 933-7030
E-Mail: knicholas@stockton.k12.ca.us	Fax Number: 209 463-1346
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2012–13	FY 2013–14	FY 2014–15
1000–1999	Certificated Personnel Salaries	$185,341	$188,701	$190,890
2000–2999	Classified Personnel Salaries			
3000–3999	Employee Benefits	53,209	53,695	54,011
4000–4999	Books and Supplies	350,000	350,000	350,000
5000–5999	Services and Other Operating Expenditures	0	0	0
6000–6999	Capital Outlay	0	0	0
7310 & 7350	Indirect Costs	26,190	26,362	26,473
Total Amount Budgeted		**$614,740**	**$618,758**	**$621,374**

Stockton Unified School District
SIG Form 4b—LEA Budget Narrative

Activity Description (See instructions)	SIG Funds Budgeted (Identified per year)			Object Code
	FY 2012–13	FY 2013–14	FY 2014–15	
Certificated Personnel:				**1000–1999**
The District will hire a District Turnaround Coordinator (DTC) to guide and monitor implementation of the SIG plans at each school. The Coordinator's duties will be to coordinate SIG principals' monthly meetings; coordinate technical assistance with WestEd; provide data to schools; ensure SIG schools update CAIS on a regular basis; monitor budgets for SIG schools; and serve as a liaison between SUSD and CDE. This position will report to the Assistant Superintendent for Curriculum and Professional Development. The Turnaround Coordinator also will facilitate a Turnaround Collaborative Team made up of the DTC, assistant superintendent, the SIG school principals, our reform partners (WestEd, ALS and DAIT) working with these schools, and two to three teacher representatives. The team will meet regularly to review SIG goals, review school action plans, monitor progress toward meeting goals, and provide needed support.	$124,459	$124,459	$124,459	
The District will hire a full-time Instructional Technology Specialist to serve only the seven SIG schools. The Specialist will provide technical support in order to keep computers and other technology working prop-	$60,882	$64,242	$66,431	

Activity Description (See instructions)	SIG Funds Budgeted (Identified per year)			Object Code
	FY 2012–13	FY 2013–14	FY 2014–15	
erly as well as training in the integration of technology into the core curriculum and the use of the student data system.				
TOTAL CERTIFICATED PERSONNEL	**185,341**	**188,701**	**190,890**	
Classified Personnel Salaries				**2000-2999**
	0	0	0	
Benefits:				**3000–3999**
District Turnaround Coordinator	$29,451	$29,451	$29,451	
Instructional Technology Specialist	$23,758	$24,244	$24,560	
TOTAL BENEFITS	**53,209**	**53,695**	**54,011**	
Books & Supplies	$350,000	$350,000	$350,000	**4000-4999**
Supplies for Saturday enrichment activities at all 7 SIG schools (books, art supplies, musical instruments, physical education equipment, etc.) @ $50,000 per site				
TOTAL BOOKS & SUPPLIES	**$350,000**	**$350,000**	**$350,000**	
Services and Other Operating Expenditures				**5000-5999**
	0	0	0	
Capital Outlay				**6000-6999**
	0	0	0	
SUBTOTAL	**$588,550**	**$646,091**	**$648,913**	
Indirect Costs	$26,190	$26,362	$26,473	**7310 &7350**
TOTAL AMOUNT BUDGETED	**$614,740**	**$618,758**	**$621,374**	

School Improvement Grant, Cohort 2 Form 5a- School Projected Budget				
School Projected Budget				
School Name:	Fremont			
LEA Name:	Stockton Unified School District			
CDS Code:	39-68676-0111351			
LEA Contact:	Kirk Nicholas	Email: knicholas@stockton.k12.ca.us		
Phone:209-933-7030 ext. 2339		Fax: 209-463-1346		
SACS Resource Code: 3180				
Revenue Object: 8920				
Object Code	**Description of Line Item**	**SIG Funds Budgeted**		
		FY 2012-13	**FY 2013-14**	**FY 2014-15**
1099-1999	Certificated Personnel Salaries	$703,048	$676,546	$684,651
2000-2999	Classified Personnel Salaries	$48,000	$48,000	$48,000
3000-3999	Employee Benefits	$155,602	$151,771	$152,942
4000-4999	Books and Supplies	$40,250	$6,000	$6,000
5000-5999	Services and Other Operating Expenditures	$651,015	$745,729	$852,729
6000-6999	Capital Outlay			
7370 & 7380	Indirect Costs	$71,107	$72,448	$77,622
Total Amount Budgeted		**$1,669,022**	**$1,700,494**	**$1,821,944**

School Name: Fremont Elementary SIG Form 6—Object of Expenditure Codes				
Activity Description	**SIG Funds Budgeted**			
	Year 1	**Year 2**	**Year 3**	**Object Code**
Certificated Personnel				**1000-1999**
Pre-Implementation				
Action planning summer 2012 (specific goals, strategies, tasks, timelines, personnel assigned) Principal and 6-member school leadership team develop action plans with WestEd - 12-hour training @ $41.23 hourly rate for teachers x 6 teachers	$2,969	$0	$0	
Summer 2012 intensive training from WestEd for teachers. Culture setting/professional development - 20 hours @ $41.23 hourly rate for teachers x teachers + Literacy & Numeracy Specialists	$30,510	$0	$0	
Implementation				
Increased Learning Time (ILT) - Required by SIG. See RFA page 14, component C1. Also recommended in WestEd's Needs Assessment.				
1. Teacher collaboration time - 1.5 hours per week	$77,924	$77,924	$77,924	
35 teachers x 1.5 hours x hourly rate of $41.23 x 36 weeks				
2. ILT - Core subjects				
Additional hour per day Tuesday-Friday with focus 75% on science and social studies, 25% on enrichment. - 35 teachers x 4 hrs per week x hourly rate of $41.23 x 36 weeks	$207,798	$207,798	$207,798	
2-week Summer School with focus on core. 60 hours @ $41.23 hourly rate x 35 teachers.	$86,583	$86,583	$86,583	
3. ILT - Enrichment - Saturday school	$51,579	$51,579	$51,579	
10 teachers @ $41.23/hour x 4.17 hours x 30 Saturdays. Focus on enrichment and core curriculum.				
Home Visits: 4 hrs per month * 11 mths * number of teachers	$63,494	$63,494	$63,494	
Professional Development to address needs identified in Needs Assessment, @ $1,000 per teacher, to include at least:	$30,579	$30,579	$30,579	
Differentiated instruction for special needs and EL students, ELA Intervention training for Literacy Coach and teachers 4-8, training in use of No Bullyanti-bullying program.				
After-school tutoring recommended in WestEd's Needs Assessment. 5 teachers x 1 hour/day x $41.23 hourly rate x 4 days/week x 24 weeks	$19,790	$19,790	$19,790	
Positions				
Numeracy Coach - 4 additional days per week to bring position to full time, as recommended in Needs Assessment	$56,942	$56,942	$56,942	
One FTE Visual and Performing Arts (VAPA) teacher to provide enrichment activities for students and allow alternative configurations so that teachers can work closely with students.	$59,478	$59,478	$59,478	
Academic Parent-Teacher Teams (APTT) component				

Orientation: 2.5hrs, substitutes @ $168.55 per 1/2 day per teacher	$2,399	$800	$800	
Training: substitutes @ $137.10 per day for full day per teacher	$2,057	$2,057	$2,514	
Team Meetings with Parents: 1.5 hours X 3 times per year X 41.23 per hour per participating teachers	$2,783	$4,638	$6,494	
Individual Teacher/family meetings: .5 hr X class size X $41.23 per hour per participating teacher	$8,164	$14,884	$20,677	
Series Total	***$703,048***	***$676,546***	***$684,651***	
Classified Personnel				**2000-2999**
Positions				
One FTE Parent Liaison	$48,000	$48,000	$48,000	
Series Total	***$48,000***	***$48,000***	***$48,000***	
Benefits				**3000-3999**
Numeracy Coach	$20,197	$20,197	$20,197	
VAPA teacher	$23,555	$23,555	$23,555	
Parent Liason	$27,047	$27,047	$27,047	
Action planning (summer)	$429	$0	$0	
Summer intensive	$4,411	$0	$0	
ILT - Collaboration time	$11,265	$11,265	$11,265	
ILT for additional hour	$30,039	$30,039	$30,039	
ILT - summer school	$12,516	$12,516	$12,516	
ILT - Saturday classes	$7,456	$7,456	$7,456	
Home Visits	$9,179	$9,179	$9,179	
Professional Development	$4,421	$4,421	$4,421	
Tutoring	$2,861	$2,861	$2,861	
Academic Parent-Teacher Teams (APTT) Orientation	$347	$116	$116	
Academic Parent-Teacher Teams (APTT) Training	$297	$297	$363	
Academic Parent-Teacher Teams (APTT) Team Meetings	$402	$671	$939	
Academic Parent-Teacher Teams (APTT) Individual Teacher/ Family Meetings	$1,180	$2,152	$2,989	
Series Total	***$155,602***	***$151,771***	***$152,942***	
Books and Supplies				**4000-4999**
Parent Resource Center supplies	$10,000	$6,000	$6,000	
Laptops for Teachers (35)	$21,280	$0	$0	
Document Cameras (15)	$8,970	$0	$0	
Series total	$40,250	$6,000	$6,000	

Services and Other				5000-5999
Contract with WestEd for external support and technical assistance	$220,000	$220,000	$220,000	
Ongoing, intensive technical assistance and related support is required for schools implementing the Transformation model. As SUSD's designated external partner WestEd will provide: on-site training support and coaching to principal, instructional coaches, and district staff focused on developing capacity to sustain improvement efforts; frequent monitoring visits to assess implementation of model; provision of monitoring reports in CAIS; assistance in the formation and facilitation of a Turnaround Collaborative Team (TCT); assistance in convening and facilitating a Teacher and Principal Evaluation Task Force to design and pilot the required evaluation procedures; collaboration with the district to ensure the principal and teacher evaluations systems are implemented with fidelity; facilitation of an Increased Learning Time (ILT) Task Force to explore research and best practices, identify community partners, create enthusiasm for ILT programs, ensure that teachers use ILT effectively, monitor the implementation of ILT, and determine modifications as necessary.				
Professional development from Action Learning Systems (ALS)	$152,286	$137,429	$79,429	
Needs assessment findings and recommendations for all SIG-eligible schools included extensive professional development from Action Learning Systems (ALS), to include: demonstration lessons, accountability coaching, use of data protocols, student-led conferences, co-planning/co-teaching and observation/feedback, and English learner professional development. An ALS budget narrative is attached.				
Contract with Parent-Teacher Home Visit Project	$5,000	$5,000	$5,000	
Recommended by WestEd Needs Assessment. Two 3-hour trainings @ $2,500. Session 1: Home Visits Bridge, Bond and Build Connections Between Families and Schools: introduces the research, logistics, practice and skills of building effective relationships between families and teachers; and addresses the barriers to communication including language and cultural barriers, assumptions and fears about personal safety, mandated reporting concerns. Session 2: Home Visits, Understanding Culture and Closing the Achievement Gap designed for staff conducting home visits with students and families; explores how to take the next step after a home visit to bring the increased knowledge of a family's culture back into the school and classroom experience to better individualize instruction for each student.				

Contract with WestEd's Comprehensive School Assistance Program (CSAP) for training in Academic Parent-Teacher Teams (APTT)	$25,000	$25,000	$25,000	
Recommended by WestEd Needs Assessment. APTT is an intentional, systematic means of increasing student acaademic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction. APTT gives purpose, structure, and direction to school leaders and teachers on how to engage families in student learning. By creating a two-way system of regular communication, schools can ensure that parents have knowledge and understanding of their children's grade level learning goals and are engaged in helping their children meet appropriate standards.				
Expenses for Saturday school (minus teacher hourly) - Year one set-up $429 + 872 students x $5 x 30 weeks; remaining years $5 per student x 30 weeks	$129,129	$128,700	$128,700	
Contract with No Bully - Specific training recommended by needs assessment. Standard No Bully rate. No Bully® is a California-based 501(c)(3) non-profit with trainers across the U.S. It advocates for the ending of bullying and harassment of every student, whatever the cause.	$5,600	$5,600	$5,600	
Family Suppers - Recommended by WestEd's Needs Assessment in order to build relationships with students and families. One supper per quarter @ $1,000 each.	$4,000	$4,000	$4,000	
Bonus if STRETCH goals are met	$110,000	$220,000	$385,000	
SIG requires that schools implementing the Transformation model identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement. Fremont has 55 employees. If the school reaches its SMART goals in year one, each employee will receive $1,000; if it reaches its Stretch goals in year one, each employee will receive $2,000; in year 2 it will be $2,000 for reaching SMART goals, $4,000 for Stretch; and in year 3 $4,000 for SMART and $7,000 for Stretch. Budget assumes reaching Stretch goals.				
Series Total	***$40,250***	***$6,000***	***$6,000***	
Capital Outlay				**6000-6999**
	0	0	0	
Subtotal	***$1,597,915***	***$1,628,046***	***$1,744,322***	
Indirect @ 4.45%	**$71,107**	**$72,448**	**$77,622**	**73100**
Total	**$1,669,022**	**$1,700,494**	**$1,821,945**	

School Improvement Grant, Cohort 2 Form 5a- School Projected Budget				
School Projected Budget				
School Name:	Harrison Elementary School			
LEA Name:	Stockton Unified School District			
CDS Code:	39-68676-6042618			
LEA Contact: Kirk Nicholas	Email: knicholas@stockton.k12.ca.us			
Phone:209-933-7030 ext. 2339	Fax: 209-463-1346			
SACS Resource Code: 3180				
Revenue Object: 8920				
Object Code	**Description of Line Item**	**SIG Funds Budgeted**		
		FY 2012-13	FY 2013-14	FY 2014-15
1099-1999	Certificated Personnel Salaries	$752,198	$729,053	$736,699
2000-2999	Classified Personnel Salaries	$28,140	$28,140	$28,140
3000-3999	Employee Benefits	$180,754	$177,408	$178,513
4000-4999	Books and Supplies	$14,148	$6,000	$6,000
5000-5999	Services and Other Operating Expenditures	$609,554	$628,143	$666,143
6000-6999	Capital Outlay			
7370 & 7380	Indirect Costs	$70,523	$69,809	$71,890
Total Amount Budgeted		**$1,655,317**	**$1,638,553**	**$1,687,385**

School Name: Harrison Elementary SIG Form 6—Object of Expenditure Codes				
Activity Description	**SIG Funds Budgeted**			
	Year 1	**Year 2**	**Year 3**	**Object Code**
Certificated Personnel				**1000-1999**
Pre-Implementation				
Action planning summer 2012 (specific goals, strategies, tasks, timelines, personnel assigned) Principal and 6-member school leadership team develop action plans with WestEd - 12-hour training @ $41.23 hourly rate for teachers x 6 teachers	$2,969	$0	$0	
Summer 2012 intensive training from WestEd for teachers. Culture setting/professional development - 20 hours @ $41.23 hourly rate for teachers x teachers + Literacy & Numeracy Specialists	$23,913	$0	$0	
Implementation				
Increased Learning Time (ILT) - Required by SIG. See RFA page 14, component c1. Also recommended in WestEd's Needs Assessment.				
1. Teacher collaboration time - 1.5 hours per week	$60,113	$60,113	$60,113	
27 teachers x 1.5 hours x hourly rate of $41.23 x 36 weeks				
2. ILT - Core subjects				
Additional hour per day Tuesday-Friday with focus 75% on science and social studies, 25% on enrichment. - 35 teachers x 4 hrs per week x hourly rate of $41.23 x 36 weeks	$160,302	$160,302	$160,302	
2-week Summer School with focus on core. 60 hours @ $41.23 hourly rate x 27 teachers.	$66,792	$66,792	$66,792	
3. ILT - Enrichment - Saturday school	$51,579	$51,579	$51,579	
10 teachers @ $41.23/hour x 4.17 hours x 30 Saturdays. Focus on enrichment and core curriculum.				
Substitutes so that classroom teachers can observe high-performing classrooms either at Harrison or at other school sites. This was a strong recommendation in the WestEd Needs Assessment.	$10,000	$10,000	$10,000	
Home Visits: 4 hrs per month * 11 mths * number of teachers	$48,981	$48,981	$48,981	
Professional Development to address needs identified in Needs Assessment, @ $1,000 per teacher, to include at least:	$23,590	$23,590	$23,590	
Sensitivity training on needs of parents, students, and community and culturally relevant pedagogy; student management with positive discipline strategies; instructional leadership; writing measurable objectives; developing lesson plan cycles and studying of pacing guides and CA Standards Blueprint; using data to inform instruction; classroom management; differentiated instruction; use of technology for instruction; parent outreach and involving parents in children's education; anti-bullying program and character education; cutting edge technology training; training on home visitation.				

Academic Parent-Teacher Teams (APTT) component				
Orientation: 2.5hrs, substitutes @ $168.55 per 1/2 day per teacher	$1,851	$617	$617	
Training: substitutes @ $137.10 per day for full day per teacher	$1,508	$1,325	$2,148	
Team Meetings with Parents: 1.5 hours X 3 times per year X 41.23 per hour per participating teachers	$2,041	$3,154	$5,009	
Individual Teacher/family meetings: .5 hr X class size X $41.23 per hour per participating teacher	$6,020	$10,060	$15,028	
Positions				
Full-time AP	$92,204	$92,204	$92,204	
One FTE Counselor for 7th and 8th grades	$70,022	$70,022	$70,022	
One FTE Visual and Performing Arts Teacher	$59,478	$59,478	$59,478	
Program Specialist (1.0 FTE)	$70,836	$70,836	$70,836	
Series Total	***$752,198***	***$729,053***	***$736,699***	
Classified Personnel				**2000-2999**
Positions				
Library/media specialist (1.0 FTE)	$28,140	$28,140	$28,140	
Series Total	***$28,140***	***$28,140***	***$28,140***	
Benefits				**3000-3999**
Full-time AP	$23,420	$23,420	$23,420	
Library/media specialist	$21,998	$21,998	$21,998	
One FTE Counselor for 7th and 8th grades	$21,581	$21,581	$21,581	
One FTE Visual and Performing Arts Teacher	$23,555	$23,555	$23,555	
Program Specialist (1.0 FTE)	$25,197	$25,197	$25,197	
Action planning (summer)	$429			
Summer intensive	$3,457	$0	$0	
ILT - Collaboration time	$8,690	$8,690	$8,690	
ILT additional hour	$23,173	$23,173	$23,173	
ILT - summer school	$9,655	$9,655	$9,655	
ILT - Saturday classes	$7,456	$7,456	$7,456	
Add'l Professional Development	$3,410	$3,410	$3,410	
Home visits	$7,081	$7,081	$7,081	
Academic Parent-Teacher Teams (APTT) Orientation	$268	$89	$89	
Academic Parent-Teacher Teams (APTT) Training	$218	$192	$311	
Academic Parent-Teacher Teams (APTT) Team Meetings	$295	$456	$724	
Academic Parent-Teacher Teams (APTT) Individual Teacher/ Family Meetings	$870	$1,454	$2,172	
Series Total	***$180,754***	***177,408***	***178,513***	
Books and Supplies - Recommended by WestEd Needs Assessment				**4000-4999**
Materials for Parent Resource Center	$10,000	$6,000	$6,000	
Translation headsets - Translation headsets system with 10 headsets @ $2,288 + 20 additional headsets @ $93 each	$4,148	$0	$0	
Series Total	***$14,148***	***$6,000***	***$6,000***	
Services and Other				**5000-5999**
Contract with Parent Institute for Quality Education (PIQE) for parent academies. PIQE creates partnerships between parents, students and educators to further students' academic success	$7,500	$7,500	$7,500	

Contract with WestEd for external support and technical assistance	$220,000	$153,714	$99,714	
Ongoing, intensive technical assistance and related support is required for schools implementing the Transformation model. As SUSD's designated external partner WestEd will provide: on-site training support and coaching to principal, instructional coaches, and district staff focused on developing capacity to sustain improvement efforts; frequent monitoring visits to assess implementation of model; provision of monitoring reports in CAIS; assistance in the formation and facilitation of a Turnaround Collaborative Team (TCT); assistance in convening and facilitating a Teacher and Principal Evaluation Task Force to design and pilot the required evaluation procedures; collaboration with the district to ensure the principal and teacher evaluations systems are implemented with fidelity; facilitation of an Increased Learning Time (ILT) Task Force to explore research and best practices, identify community partners, create enthusiasm for ILT programs, ensure that teachers use ILT effectively, monitor the implementation of ILT, and determine modifications as necessary.				
Contract with Action Learning Systems (ALS) for Professional development	$152,286	$137,429	$79,429	
Needs assessment findings and recommendations for all SIG-eligible schools included extensive professional development from Action Learning Systems (ALS), to include: demonstration lessons, accountability coaching, use of data protocols, student-led conferences, co-planning/co-teaching and observation/feedback, and English learner professional development. An ALS budget narrative is attached.				
Expenses for Saturday school (minus teacher hourly) - Year one: Set-up charge $268 + 603 students x $5 x 30 weeks. Years 2 and 3: 603 students x $5 x 30 weeks.	$80,668	$80,400	$80,400	
Contract with consultant to train teachers in Parent/Teacher Conference Component (PCC)	$25,000	$25,000	$25,000	
Contract with WestEd's Comprehensive School Assistance Program (CSAP) for training in Academic Parent-Teacher Teams (APTT) in preparation for Parent/ Teacher Conferences (PCC). APTT is an intentional, systematic means of increasing student acaademic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction. APTT gives purpose, structure, and direction to school leaders and teachers on how to engage families in student learning. By creating a two-way system of regular communication, schools can ensure that parents have knowledge and understanding of their children's grade level learning goals and are engaged in helping their children meet appropriate standards.				

Contract with Parent-Teacher Home Visit Project	5,000	5,000	5,000	
Recommended by WestEd Needs Assessment. Two 3-hour trainings @ $2,500. Session 1: Home Visits Bridge, Bond and Build Connections Between Families and Schools: introduces the research, logistics, practice and skills of building effective relationships between families and teachers; and addresses the barriers to communication including language and cultural barriers, assumptions and fears about personal safety, mandated reporting concerns. Session 2: Home Visits, Understanding Culture and Closing the Achievement Gap designed for staff conducting home visits with students and families; explores how to take the next step after a home visit to bring the increased knowledge of a family's culture back into the school and classroom experience to better individualize instruction for each student.				
Contract with No Bully - Specific training recommended by needs assessment. Standard No Bully rate. No Bully® is a California-based 501(c)(3) non-profit with trainers across the U.S. It advocates for the ending of bullying and harassment of every student, whatever the cause.	$5,600	$5,600	$5,600	
Contract with an organization such as Communicaid to provide cultural sensitivity training on needs of parent, students, and community, as recommended by WestEd in Needs Assessment. @ $500 per teacher	$13,500	$13,500	$13,500	
Bonus if STRETCH goals are met	$100,000	$200,000	$350,000	
SIG requires that schools implementing the Transformation model identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement. Harrison has 50 employees. If the school reaches its SMART goals in year one, each employee will receive $1,000; if it reaches its Stretch goals in year one, each employee will receive $2,000; in year 2 it will be $2,000 for reaching SMART goals, $4,000 for Stretch; and in year 3 $4,000 for SMART and $7,000 for Stretch. Budget assumes reaching Stretch goals.				
Series Total	***$609,554***	***$628,143***	***$666,143***	
Capital Outlay				**6000-6999**
	0	0	0	
Subtotal	***$1,584,794***	***$1,568,744***	***$1,615,495***	
Indirect @ 4.45%	$70,523	$69,809	$71,890	**73100**
Total	**$1,655,317**	**$1,638,553**	**$1,687,385**	

School Improvement Grant, Cohort 2 Form 5a- School Projected Budget				
School Projected Budget				
School Name:	Henry Elementary School			
LEA Name:	Stockton Unified School District			
CDS Code:	39-68676-0111344			
LEA Contact: Kirk Nicholas	Email: knicholas@stockton.k12.ca.us			
Phone:209-933-7030 ext. 2339	Fax: 209-463-1346			
SACS Resource Code: 3180				
Revenue Object: 8920				
Object Code	**Description of Line Item**	**SIG Funds Budgeted**		
		FY 2012-13	**FY 2013-14**	**FY 2014-15**
1099-1999	Certificated Personnel Salaries	$723,660	$705,825	$706,648
2000-2999	Classified Personnel Salaries	$96,000	$96,000	$96,000
3000-3999	Employee Benefits	$216,301	$213,810	$215,770
4000-4999	Books and Supplies	$4,148	$0	$0
5000-5999	Services and Other Operating Expenditures	$679,333	$782,029	$901,029
6000-6999	Capital Outlay			
7370 & 7380	Indirect Costs	$76,515	$79,996	$85,415
Total Amount Budgeted		**$1,795,985**	**$1,877,660**	**$2,004,862**

School Name: Henry Elementary SIG Form 6—Object of Expenditure Codes				
Activity Description	**SIG Funds Budgeted**			
	Year 1	**Year 2**	**Year 3**	**Object Code**
Certificated Personnel				**1000-1999**
Pre-Implementation				
Action planning summer 2012 (specific goals, strategies, tasks, timelines, personnel assigned) Principal and 6-member school leadership team develop action plans with WestEd - 12-hour training @ $41.23 hourly rate for teachers x 6 teachers	$2,969	$0	$0	
Summer 2012 intensive training from WestEd for teachers. Culture setting/professional development - 20 hours @ $41.23 hourly rate for teachers x teachers + Literacy & Numeracy Specialists	$29,685	$0	$0	
Implementation				
Increased Learning Time (ILT) - Required by SIG. See RFA page 14, component c1. Also recommended in WestEd's Needs Assessment.				
1. Teacher collaboration time - 1.5 hours per week	$75,698	$75,698	$75,698	
34 teachers x 1.5 hours x hourly rate of $41.23 x 36 weeks				
2. ILT - Core subjects				
Additional hour per day Tuesday-Friday with focus 75% on science and social studies, 25% on enrichment. - 34 teachers x 4 hrs per week x hourly rate of $41.23 x 36 weeks	$201,861	$201,861	$201,861	
2-week Summer School with focus on core. 60 hours @ $41.23 hourly rate x 34 teachers.	$84,109	$84,109	$84,109	
3. ILT - Enrichment - Saturday school	$51,579	$51,579	$51,579	
10 teachers @ $41.23/hour x 4.17 hours x 30 Saturdays. Focus on enrichment and core curriculum.				
Home Visits: Four hours/month x teacher hourly rate x 11 months x 34 teachers	$61,680	$61,680	$61,680	
Professional Development to address needs identified in Needs Assessment, @ $1,000 per teacher, to include at least:	$29,706	$29,706	$29,706	
Use of pacing guides/standards-based materials; classroom engagement tools; lesson-embedded assessment techniques to drive daily lessons; classroom management techniques; procedures and expectations for on-task behavior; effective use of instructional time; differentiated instruction; use of academic language and more opps for students to talk; how to plan and use effective explanatory devices for communicating concepts clearly and concisely; effective use of technology for instruction; roles and responsibilities of School Site Council and Leadership Team; conflict resolution skills for staff and students.				
SUSD Instructional Technology Specialist staff to provide training on effective use of technology for instruction - Recommended by WestEd Needs Assessment.	$13,105	$13,105	$13,105	

Positions				
2-day Numeracy Coach	$28,471	$28,471	$28,471	
Counselor for 7th-8th grades (1.0 FTE)	$70,022	$70,022	$70,022	
Literacy Intervention Specialist, 1.00 FTE	$61,035	$61,035	$61,035	
Academic Parent-Teacher Teams (APTT) component				
Orientation: 2.5hrs, substitutes @ $168.55 per 1/2 day per teacher	$2,331	$777	$777	
Training: substitutes @ $137.10 per day for full day per teacher	$1,782	$1,828	$2,651	
Team Meetings with Parents: 1.5 hours X 3 times per year X 41.23 per hour per participating teachers	$2,412	$6,308	$6,308	
Individual Teacher/family meetings: .5 hr X class size X $41.23 per hour per participating teacher	$7,215	$19,646	$19,646	
Series Total	***$723,660***	***$705,825***	***$706,648***	
Classified Personnel				**2000-2999**
Positions				
Parent Liaison, 2.00 FTE @ $48,000 - Recommended by Needs Assessment	$96,000	$96,000	$96,000	
Series Total	***$96,000***	***$96,000***	***$96,000***	
Benefits				**3000-3999**
Action planning (summer)	$429	$0	$0	
Summer intensive	$4,291	$0	$0	
ILT - Collaboration time	$10,943	$10,943	$10,943	
ILT for additional hour	$29,181	$29,181	$29,181	
ILT - summer school	$12,159	$12,159	$12,159	
ILT - Saturday school	$7,456	$7,456	$7,456	
Home Visits	$8,916	$8,916	$8,916	
Professional Development to address needs identified in Needs Assessment	$4,294	$4,294	$4,294	
Curriculum staff to provide training on effective use of technology for instruction	$1,895	$1,895	$1,895	
2-day Numeracy Coach	$10,098	$10,098	$10,098	
Counselor for 7th-8th grades	$21,581	$21,581	$21,581	
Program Specialist, 1.00 FTE	$25,197	$25,197	$25,197	
Literacy Intervention Specialist, 1.00 FTE	$23,780	$23,780	$23,780	
Academic Parent-Teacher Teams (APTT) Orientation	$337	$112	$112	
Academic Parent-Teacher Teams (APTT) Training	$258	$264	$383	
Academic Parent-Teacher Teams (APTT) Team Meetings	$349	$1,919	$2,840	
Academic Parent-Teacher Teams (APTT) Individual Teacher/ Family Meetings	$1,043	$1,919	$2,840	
Parent Liaison, 2.00 FTE	$54,094	$54,094	$54,094	
Series Total	***$216,301***	***$213,810***	***$215,770***	
Books and Supplies				**4000-4999**
Translation headsets - Recommended in Needs Assessment. Translation headsets system with 10 headsets @ $2,288 + 20 additional headsets @ $93 each	$4,148	$0	$0	
Series Total	***$4,148***	***$0***	***$0***	
Services and Other - All recommended by Needs Assessment				**5000-5999**
Contract with Parent-Teacher Home Visit Project	5,000	5,000	5,000	

Contract with an organization such as Communicaid to provide cultural sensitivity training on needs of parent, students, and community, as recommended by WestEd in Needs Assessment. @ $500 per teacher	$17,000	$17,000	$17,000	
Contract with WestEd for external support and technical assistance	$220,000	$220,000	$220,000	
Ongoing, intensive technical assistance and related support is required for schools implementing the Transformation model. As SUSD's designated external partner WestEd will provide: on-site training support and coaching to principal, instructional coaches, and district staff focused on developing capacity to sustain improvement efforts; frequent monitoring visits to assess implementation of model; provision of monitoring reports in CAIS; assistance in the formation and facilitation of a Turnaround Collaborative Team (TCT); assistance in convening and facilitating a Teacher and Principal Evaluation Task Force to design and pilot the required evaluation procedures; collaboration with the district to ensure the principal and teacher evaluations systems are implemented with fidelity; facilitation of an Increased Learning Time (ILT) Task Force to explore research and best practices, identify community partners, create enthusiasm for ILT programs, ensure that teachers use ILT effectively, monitor the implementation of ILT, and determine modifications as necessary.				
Contract with Action Learning Systems (ALS) for Professional development	$152,286	$137,429	$79,429	
Needs assessment findings and recommendations for all SIG-eligible schools included extensive professional development from Action Learning Systems (ALS), to include: demonstration lessons, accountability coaching, use of data protocols, student-led conferences, co-planning/co-teaching and observation/feedback, and English learner professional development. An ALS budget narrative is attached.				
Contract with WestEd's Comprehensive School Assistance Program (CSAP) for training in Academic Parent-Teacher Teams (APTT) in preparation for Parent/Teacher Conferences (PCC). APTT is an intentional, systematic means of increasing student acaademic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction. APTT gives purpose, structure, and direction to school leaders and teachers on how to engage families in student learning. By creating a two-way system of regular communication, schools can ensure that parents have knowledge and understanding of their children's grade level learning goals and are engaged in helping their children meet appropriate standards.	$25,000	$25,000	$25,000	
Expenses for Saturday school (minus teacher hourly) - Year one: Set-up charge $268 + 906 students x $5 x 30 weeks. Years 2 and 3: 906 students x $5 x 30 weeks.	$134,547	$134,100	$134,100	

Contract with Parent Institute for Quality Education (PIQE) for parent academies. PIQE creates partnerships between parents, students and educators to further students' academic success	$7,500	$7,500	$7,500	
Bonus if STRETCH goals are met	$118,000	$236,000	$413,000	
SIG requires that schools implementing the Transformation model identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement. Henry has 59 employees. If the school reaches its SMART goals in year one, each employee will receive $1,000; if it reaches its Stretch goals in year one, each employee will receive $2,000; in year 2 it will be $2,000 for reaching SMART goals, $4,000 for Stretch; and in year 3 $4,000 for SMART and $7,000 for Stretch. Budget assumes reaching Stretch goals.				
Series Total	***$679,333***	***$782,029***	***$901,029***	
Capital Outlay				**6000-6999**
	0	0	0	
Subtotal	***$1,719,442***	***$1,797,664***	***$1,919,447***	
Indirect @ 4.45%	$76,515	$79,996	$85,415	**73100**
Total	**$1,795,958**	**$1,877,660**	**$2,004,862**	

School Improvement Grant, Cohort 2 Form 5a- School Projected Budget				
School Projected Budget				
School Name:	Nightingale Elementary School			
LEA Name:	Stockton Unified School District			
CDS Code:	39-68676-6042725			
LEA Contact:	Kirk Nicholas	Email: knicholas@stockton.k12.ca.us		
Phone:209-933-7030 ext. 2339		Fax: 209-463-1346		
SACS Resource Code: 3180				
Revenue Object: 8920				
Object Code	**Description of Line Item**	**SIG Funds Budgeted**		
		FY 2012-13	**FY 2013-14**	**FY 2014-15**
1099-1999	Certificated Personnel Salaries	$669,986	$671,669	$675,826
2000-2999	Classified Personnel Salaries	$48,000	$48,000	$48,000
3000-3999	Employee Benefits	$183,540	$184,029	$184,880
4000-4999	Books and Supplies	$50,514	$29,500	$29,500
5000-5999	Services and Other Operating Expenditures	$705,307	$742,299	$762,299
6000-6999	Capital Outlay			
7370 & 7380	Indirect Costs	$73,752	$74,560	$75,672
Total Amount Budgeted		**$1,731,099**	**$1,750,057**	**$1,776,177**

School Name: Nightingale Charter Elementary SIG Form 6—Object of Expenditure Codes				
Activity Description	**SIG Funds Budgeted**			
	Year 1	**Year 2**	**Year 3**	**Object Code**
Certificated Personnel				**1000-1999**
Pre-Implementation				
Action planning summer 2012 (specific goals, strategies, tasks, timelines, personnel assigned) Principal and 6-member school leadership team develop action plans with WestEd - 12-hour training @ $41.23 hourly rate for teachers x 6 teachers	$2,969	$0	$0	
Summer 2012 intensive training from WestEd for teachers. Culture setting/professional development - 20 hours @ $41.23 hourly rate for teachers x teachers + Literacy & Numeracy Specialists	$17,317	$17,317	$17,317	
Implementation				
Increased Learning Time (ILT) - Recommended in WestEd's Needs Assessment and stakeholders.				
1. Teacher collaboration time - 1.5 hours per week	$37,849	$37,849	$37,849	
17 teachers x 1.5 hours x hourly rate of $41.23 x 36 weeks				
2. ILT - Core subjects				
Additional hour per day Tuesday-Friday with focus 75% on science and social studies, 25% on enrichment. - 17 teachers x 4 hrs per week x hourly rate of $41.23 x 36 weeks	$160,411	$160,411	$160,411	
2-week Summer School with focus on core. 60 hours @ $41.23 hourly rate x 17 teachers.	$42,054	$42,054	$42,054	
3. ILT - Enrichment - Saturday school	$51,579	$51,579	$51,579	
10 teachers @ $41.23/hour x 4.17 hours x 30 Saturdays - Focus on enrichment and core curriculum.				
Professional Development to address needs identified in Needs Assessment, @ $1,000 per teacher, to include at least:	$14,853	$14,853	$14,853	
Develop lessons that address essential standards; address gaps in science/social studies; use data to inform instruction; basic lesson design and engagement practices; use technology for instruction; align teaching-learning strategies with cultural and language needs of students; understanding and using assessment data to evaluate grade level programs; use of Character Education materials.				

Professional development for teachers in development of Charter-proposed project-based curriculum	$63,082	$63,082	$63,082	
Found to be serious need through Needs Assessment. 6 hours/day x $41.23 per hour x 15 days x 17 teachers. Summer and year long PD for teachers at a total of 15 days per teacher each year. Focus on developing teachers' understanding of 21st century learning environments, including implementation of project-based learning units and strategies that help students collaborate, think creatively, problem solve etc.; and building the rigor, particularly in ELA and mathematics (for students and teachers) and then connecting these two areas to reach the goals of the charter over time. PD will include team-building, establishing norms, understanding change theory, using current text materials and DII strategies to build awareness of how to modify/strengthen their adopted materials to incorporate more experiences that are aligned with 21st century skills and project-based learning.				
Leadership Team collaboration - Leadership Team to meet twice/month for 2 hours after school. 2 hours @ $41.23 x 2 x 4 individuals	$660	$660	$660	
Positions *All positions included in budget were recommended in Needs Assessment*				
Primary Intensive Intervention Teacher	$61,035	$61,035	$61,035	
Program Coordinator/Administrative Coach - WestEd Needs Assessment recommended a strong coach to help organize the model's implementation, assist with developing a well-managed school, and facilitate the necessary deep conversations among staff.	$70,836	$70,836	$70,836	
Literacy Specialist, 1.00 FTE	$69,601	$69,601	$69,601	
Numeracy Specialist, 1.00 FTE	$71,177	$71,177	$71,177	
Academic Parent-Teacher Teams (APTT) component				
Orientation: 2.5hrs, substitutes @ $168.55 per 1/2 day per teacher	$1,165	$388	$388	
Training: substitutes @ $137.10 per day for full day per teacher	$823	$1,097	$1,234	
Team Meetings with Parents: 1.5 hours X 3 times per year X 41.23 per hour per participating teachers	$1,113	$2,226	$3,154	
Individual Teacher/family meetings: .5 hr X class size X $41.23 per hour per participating teacher	$3,463	$7,504	$10,596	
Series Total	***$669,986***	***$671,669***	***$675,826***	
Classified Personnel				**2000-2999**
Positions				
Parent Liaison	$48,000	$48,000	$48,000	
Series Total	***$48,000***	***$48,000***	***$48,000***	
Benefits				**3000-3999**
Action planning (summer)	$429	$0	$0	
Summer intensive	$2,503	$2,503	$2,503	
ILT - Collaboration time	$5,471	$5,471	$5,471	
ILT for additional hour	$23,189	$23,189	$23,189	
ILT - summer school	$6,079	$6,079	$6,079	

ILT - Saturday school	$7,456	$7,456	$7,456	
Add'l Professional Development	$2,147	$2,147	$2,147	
Professional development for teachers in development of Charter-proposed project-based curriculum	$9,119	$9,119	$9,119	
Leadership Team collaboration	$95	$95	$95	
Parent/Teacher Conference Component (PCC)	$0	$0	$0	
Primary Intensive Intervention Teacher	$23,780	$23,780	$23,780	
Program Coordinator/Administrative Coach	$25,197	$25,197	$25,197	
Literacy Specialist, 1.00 FTE	$25,019	$25,019	$25,019	
Numeracy Specialist, 1.00 FTE	$25,246	$25,246	$25,246	
Academic Parent-Teacher Teams (APTT) Orientation	$168	$56	$56	
Academic Parent-Teacher Teams (APTT) Training	$119	$159	$178	
Academic Parent-Teacher Teams (APTT) Team Meetings	$161	$322	$456	
Academic Parent-Teacher Teams (APTT) Individual Teacher/ Family Meetings	$501	$1,085	$1,532	
Parent Liaison	$26,859	$27,105	$27,355	
Series Total	***$183,540***	***$184,029***	***$184,880***	
Books and Supplies				**4000-4999**
Character Education curriculum	$8,500	$8,500	$8,500	
Supplies for Parent Resource Center	$10,000	$6,000	$6,000	
Reading Intervention Curriculum	$15,000	$15,000	$15,000	
Laptop Computers (6)	$3,648	$0	$0	
Desktop Computers (21)	$12,768	$0	$0	
Network Printers (2), w/supplies	$598	$0	$0	
Series Total	***$50,514***	***$29,500***	***$29,500***	
Services and Other				**5000-5999**
Contract with WestEd for external support and technical assistance	$220,000	$220,000	$220,000	
Ongoing, intensive technical assistance and related support is required for schools implementing the Transformation model. As SUSD's designated external partner WestEd will provide: on-site training support and coaching to principal, instructional coaches, and district staff focused on developing capacity to sustain improvement efforts; frequent monitoring visits to assess implementation of model; provision of monitoring reports in CAIS; assistance in the formation and facilitation of a Turnaround Collaborative Team (TCT); assistance in convening and facilitating a Teacher and Principal Evaluation Task Force to design and pilot the required evaluation procedures; collaboration with the district to ensure the principal and teacher evaluations systems are implemented with fidelity; facilitation of an Increased Learning Time (ILT) Task Force to explore research and best practices, identify community partners, create enthusiasm for ILT programs, ensure that teachers use ILT effectively, monitor the implementation of ILT, and determine modifications as necessary.				

Contract with Action Learning Systems (ALS) for Professional development	$152,286	$137,429	$79,429	
Needs assessment findings and recommendations for all SIG-eligible schools included extensive professional development from Action Learning Systems (ALS), to include: demonstration lessons, accountability coaching, use of data protocols, student-led conferences, co-planning/co-teaching and observation/feedback, and English learner professional development. An ALS budget narrative is attached.				
Contract with San Joaquin County Office of Education for training on project-based learning - Strongly recommended by WestEd. Services provided by SJCOE to provide teachers with skills/training necessary to meet requirements of charter petition	$65,000	$65,000	$65,000	
Contract with WestEd's Comprehensive School Assistance Program (CSAP) for training in Academic Parent-Teacher Teams (APTT) in preparation for Parent/Teacher Conferences (PCC). APTT is an intentional, systematic means of increasing student acaademic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction. APTT gives purpose, structure, and direction to school leaders and teachers on how to engage families in student learning. By creating a two-way system of regular communication, schools can ensure that parents have knowledge and understanding of their children's grade level learning goals and are engaged in helping their children meet appropriate standards.	$25,000	$25,000	$25,000	
Expenses for Saturday school (minus teacher hourly) - Year one set-up $151 + 373 students x $6 x 30 weeks. Years 2 and 3 373 students x $6 x 30 weeks.	$54,511	$54,360	$54,360	
Contract with Apantli for gang prevention assistance. Apantli is a local community-based organization that responds to the conditions and problems facing children and their families, fostering responsible, respectful relationships among children and their families with the goals of developing leadership skills, improving academic achievement, and preventing/diminishing gang involvement. Contract includes two 3-hour parent meetings each month utilizing the Fronteras Curriculum as well as home visits and community assessments, gathering information regarding each parent as an individual; each family's strengths, weaknesses and needs; each students academic achievement level and the parents involvement with the success of their children; an overall view of the community in which the families live; and the parents peer groups. Assessments and meetings will help families understand how to help their children avoid gang involvement. Parent circles will bring parents together as stakeholders in the neighborhood.	$136,510	$136,510	$136,510	

Recommended by Needs Assessment				
Bonus if STRETCH goals are met	$52,000	$104,000	$182,000	
SIG requires that schools implementing the Transformation model identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement. Although Nightingale is a Restart model, Stockton Unified would like its employees to have the same opportunities for bonuses. Nightingale has 26 employees. If the school reaches its SMART goals in year one, each employee will receive $1,000; if it reaches its Stretch goals in year one, each employee will receive $2,000; in year 2 it will be $2,000 for reaching SMART goals, $4,000 for Stretch; and in year 3 $4,000 for SMART and $7,000 for Stretch. Budget assumes reaching Stretch goals.				
Series Total	***$705,307***	***$742,299***	***$762,299***	
Capital Outlay				**6000-6999**
	0	0	0	
Subtotal	***$1,657,347***	***$1,675,497***	***$1,700,505***	
Indirect @ 4.45%	$73,752	$74,560	$75,672	**73100**
Total	**$1,731,099**	**$1,750,056**	**$1,776,177**	

School Improvement Grant, Cohort 2 Form 5a- School Projected Budget				
School Projected Budget				
School Name:	Pittman Charter Elementary School			
LEA Name:	Stockton Unified School District			
CDS Code:	39-68676-0111336			
LEA Contact: Kirk Nicholas	Email: knicholas@stockton.k12.ca.us			
Phone:209-933-7030 ext. 2339	Fax: 209-463-1346			
SACS Resource Code: 3180				
Revenue Object: 8920				
Object Code	**Description of Line Item**	**SIG Funds Budgeted**		
		FY 2012-13	**FY 2013-14**	**FY 2014-15**
1099-1999	Certificated Personnel Salaries	$593,202	$592,412	$599,269
2000-2999	Classified Personnel Salaries	$48,000	$48,000	$48,000
3000-3999	Employee Benefits	$131,554	$133,599	$134,590
4000-4999	Books and Supplies	$84,783	$40,155	$40,155
5000-5999	Services and Other Operating Expenditures	$660,347	$729,179	$797,179
6000-6999	Capital Outlay			
7370 & 7380	Indirect Costs	$67,546	$68,679	$72,054
Total Amount Budgeted		**$1,585,432**	**$1,612,024**	**$1,691,247**

School Name: Pittman Charter Elementary SIG Form 6—Object of Expenditure Codes				
Activity Description	**SIG Funds Budgeted**			
	Year 1	**Year 2**	**Year 3**	**Object Code**
Certificated Personnel				**1000-1999**
Pre-Implementation				
Action planning summer 2012 (specific goals, strategies, tasks, timelines, personnel assigned) Principal and 6-member school leadership team develop action plans with WestEd - 12-hour training @ $41.23 hourly rate for teachers x 6 teachers	$2,969	$0	$0	
Summer 2012 intensive training from WestEd for teachers. Culture setting/professional development - 20 hours @ $41.23 hourly rate for teachers x teachers + Literacy & Numeracy Specialists	$22,264	$20,615	$20,615	
Implementation				
Increased Learning Time (ILT) - Recommended in WestEd's Needs Assessment and stakeholders.				
1. Teacher collaboration time - 1.5 hours per week	$55,660	$55,660	$55,660	
25 teachers x 1.5 hours x hourly rate of $41.23 x 36 weeks				
2. ILT - Core subjects				
Additional hour per day Tuesday-Friday with focus 75% on science and social studies, 25% on enrichment. - 25 teachers x 4 hrs per week x hourly rate of $41.23 x 36 weeks	$148,427	$148,427	$148,427	
2-week Summer School with focus on core. 60 hours @ $41.23 hourly rate x 25 teachers.	$70,785	$70,785	$70,785	
3. ILT - Enrichment - Saturday school	$51,579	$51,579	$51,579	
10 teachers @ $41.23/hour x 4.17 hours x 30 Saturdays - Focus on enrichment and core curriculum.				
Home Visits: 4 hrs per month * 11 mths * number of teachers	$45,353	$45,353	$45,353	
Professional Development to address needs identified in Needs Assessment, @ $1,000 per teacher, to include at least:	$21,842	$21,842	$21,842	
Classroom management with positive discipline strategies; use data to inform instruction; write measurable learning objectives for lessons; encourage higher order thinking skills; create of full lesson cycles; manage time more effectively; non-judgmental interaction; differentiated instruction based on student interest and learning abilities; involving parents in education of children and helping parents feel connected and comfortable at the school. Deepening teachers' abilitiy to explain material clearly and in a scaffolded manner; positive behavior support; morale building; using technology to improve instruction. Mentoring for new to second-year and struggling teachers. Training for leadership on how to actualize their charter school freedoms. Use of anti-bullying program.				
Positions				
All positions included in budget were recommended in Needs Assessment				

Full-time AP	$92,204	$92,204	$92,204	
Program Specialist, 1.00 FTE	$70,836	$70,836	$70,836	
Academic Parent-Teacher Teams (APTT) component				
Orientation: 2.5hrs, substitutes @ $168.55 per 1/2 day per teacher	$1,714	$571	$571	
Training: substitutes @ $137.10 per day for full day per teacher	$1,508	$1,325	$1,874	
Team Meetings with Parents: 1.5 hours X 3 times per year X 41.23 per hour per participating teachers	$2,041	$3,154	$4,638	
Individual Teacher/family meetings: .5 hr X class size X $41.23 per hour per participating teacher	$6,020	$10,060	$14,884	
Series Total	***$593,202***	***$592,412***	***$599,269***	
Classified Personnel				**2000-2999**
Positions				
One FTE Parent liaison	$48,000	$48,000	$48,000	
Series Total	***$48,000***	***$48,000***	***$48,000***	
Benefits				**3000-3999**
Action planning (summer)	$429	$0	$0	
Summer intensive	$3,218	$2,980	$2,980	
ILT - Collaboration time	$8,046	$8,046	$8,046	
ILT for core subjects	$21,457	$21,457	$21,457	
ILT - summer school	$10,233	$10,233	$10,233	
ILT - Saturday classes	$7,456	$7,456	$7,456	
Home visits	$262	$2,421	$2,421	
Add'l Professional Development	$3,158	$3,158	$3,158	
Full-time AP	$23,420	$23,420	$23,420	
Program Specialist, 1.00 FTE	$25,197	$25,197	$25,197	
Academic Parent-Teacher Teams (APTT) Orientation	$248	$83	$83	
Academic Parent-Teacher Teams (APTT) Training	$218	$192	$271	
Academic Parent-Teacher Teams (APTT) Team Meetings	$295	$456	$671	
Academic Parent-Teacher Teams (APTT) Individual Teacher/ Family Meetings	$870	$1,454	$2,152	
One FTE Parent Liaison	$27,047	$27,047	$27,047	
Series Total	***$131,554***	***$133,599***	***$134,590***	
Books and Supplies				**4000-4999**
Supplies for Parent Resource Center	$10,000	$6,000	$6,000	
68 Desktop Computers	$36,480	$0	$0	
Translation headsets - Translation headsets system with 10 headsets @ $2,288 + 20 additional headsets @ $93 each	$4,148	$0	$0	
Student Incentives: 1 per mth per student * $5 ea.	$34,155	$34,155	$34,155	
Series Total	***$84,783***	***$40,155***	***$40,155***	

Services and Other				5000-5999
Contract with WestEd for external support and technical assistance	$220,000	$220,000	$220,000	
Ongoing, intensive technical assistance and related support is required for schools implementing the Transformation model. As SUSD's designated external partner WestEd will provide: on-site training support and coaching to principal, instructional coaches, and district staff focused on developing capacity to sustain improvement efforts; frequent monitoring visits to assess implementation of model; provision of monitoring reports in CAIS; assistance in the formation and facilitation of a Turnaround Collaborative Team (TCT); assistance in convening and facilitating a Teacher and Principal Evaluation Task Force to design and pilot the required evaluation procedures; collaboration with the district to ensure the principal and teacher evaluations systems are implemented with fidelity; facilitation of an Increased Learning Time (ILT) Task Force to explore research and best practices, identify community partners, create enthusiasm for ILT programs, ensure that teachers use ILT effectively, monitor the implementation of ILT, and determine modifications as necessary.				
Contract with Action Learning Systems (ALS) for Professional development	$152,286	$137,429	$79,429	
Needs assessment findings and recommendations for all SIG-eligible schools included extensive professional development from Action Learning Systems (ALS), to include: demonstration lessons, accountability coaching, use of data protocols, student-led conferences, co-planning/co-teaching and observation/feedback, and English learner professional development. An ALS budget narrative is attached.				
Contract with FOSS Science as recommended in Needs Assessment	$100,000	$100,000	$100,000	
Pittman has established a partnership with Full Option Science System (FOSS) (Lawrence Hall of Science, University of California, Berkeley)				
Expenses for Saturday school (minus teacher hourly) - Year one set-up $311 + 632 students x $5 x 30 weeks; Years 2 and 3 632 students x $5 x 30 weeks	$93,461	$93,150	$93,150	

Contract with Parent-Teacher Home Visit Project	$5,000	$5,000	$5,000	
Two 3-hour trainings @ $2,500. Session 1: Home Visits Bridge, Bond and Build Connections Between Families and Schools: introduces the research, logistics, practice and skills of building effective relationships between families and teachers; and addresses the barriers to communication including language and cultural barriers, assumptions and fears about personal safety, mandated reporting concerns. Session 2: Home Visits, Understanding Culture and Closing the Achievement Gap designed for staff conducting home visits with students and families; explores how to take the next step after a home visit to bring the increased knowledge of a familys culture back into the school and classroom experience to better individualize instruction for each student.				
Contract with No Bully - Specific training recommended by needs assessment. Standard No Bully rate. No Bully® is a California-based 501(c)(3) non-profit with trainers across the U.S. It advocates for the ending of bullying and harassment of every student, whatever the cause.	$5,600	$5,600	$5,600	
Bonus if STRETCH goals are met	$84,000	$168,000	$294,000	
SIG requires that schools implementing the Transformation model identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement. Although Pittman is a Restart model, Stockton Unified would like its employees to have the same opportunities for bonuses. Pittman has 42 employees. If the school reaches its SMART goals in year one, each employee will receive $1,000; if it reaches its Stretch goals in year one, each employee will receive $2,000; in year 2 it will be $2,000 for reaching SMART goals, $4,000 for Stretch; and in year 3 $4,000 for SMART and $7,000 for Stretch. Budget assumes reaching Stretch goals.				
Series Total	***$660,347***	***$729,179***	***$797,179***	
Capital Outlay				**6000-6999**
	0	0	0	
Subtotal	***$1,517,886***	***$1,543,346***	***$1,619,193***	
Indirect @ 4.45%	$67,546	$68,679	$72,054	**73100**
Total	**$1,585,432**	**$1,612,025**	**$1,691,248**	

School Improvement Grant, Cohort 2 Form 5a- School Projected Budget				
School Projected Budget				
School Name:	Roosevelt Elementary School			
LEA Name:	39-68676-6042758			
CDS Code:	39-68676-6042758			
LEA Contact: Kirk Nicholas	Email: knicholas@stockton.k12.ca.us			
Phone:209-933-7030 ext. 2339	Fax: 209-463-1346			
SACS Resource Code: 3180				
Revenue Object: 8920				
Object Code	**Description of Line Item**	**SIG Funds Budgeted**		
		FY 2012-13	**FY 2013-14**	**FY 2014-15**
1099-1999	Certificated Personnel Salaries	$509,681	$509,840	$518,633
2000-2999	Classified Personnel Salaries	$76,140	$76,140	$76,140
3000-3999	Employee Benefits	$132,815	$132,838	$133,905
4000-4999	Books and Supplies	$46,494	$21,674	$21,674
5000-5999	Services and Other Operating Expenditures	$559,206	$624,129	$686,129
6000-6999	Capital Outlay			
7370 & 7380	Indirect Costs	$58,933	$60,726	$63,923
Total Amount Budgeted		**$1,383,269**	**$1,425,347**	**$1,500,404**

School Name: Roosevelt Elementary SIG Form 6—Object of Expenditure Codes				
Activity Description	**SIG Funds Budgeted**			
	Year 1	**Year 2**	**Year 3**	**Object Code**
Certificated Personnel				**1000-1999**
Pre-Implementation				
Action planning summer 2012 (specific goals, strategies, tasks, timelines, personnel assigned) Principal and 6-member school leadership team develop action plans with WestEd - 12-hour training @ $41.23 hourly rate for teachers x 6 teachers	$3,048	$0	$0	
Summer 2012 intensive training from WestEd for teachers. Culture setting/professional development - 20 hours @ $41.23 hourly rate for teachers x teachers + Literacy & Numeracy Specialists	$23,089	$21,440	$21,440	
Implementation				
Increased Learning Time (ILT) - Required by SIG. See RFA page 14, component c1. Also recommended in WestEd's Needs Assessment.				
1. Teacher collaboration time - 1.5 hours per week	$57,887	$57,887	$57,887	
26 teachers x 1.5 hours x hourly rate of $41.23 x 36 weeks				
2. ILT - Core subjects				
Additional hour per day Tuesday-Friday with focus 75% on science and social studies, 25% on enrichment. - 26 teachers x 4 hrs per week x hourly rate of $41.23 x 36 weeks	$154,364	$154,364	$154,364	
2-week Summer School with focus on core. 60 hours @ $41.23 hourly rate x 26 teachers.	$73,616	$73,616	$73,616	
3. ILT - Enrichment - Saturday school	$59,035	$59,035	$59,035	
10 teachers @ $41.23/hour x 4.17 hours x 30 Saturdays - Focus on enrichment and core curriculum.				
Professional Development to address needs identified in Needs Assessment, @ $1,000 per teacher, to include at least:	$22,716	$22,716	$22,716	
How to write grade/course level SMART goals in ELA and math; write measurable learning objectives for each lesson; use data to inform instruction; student management techniques; leadership skills; classroom management with positive discipline strategies; use of technology for instruction; use of anti-bullying curriculum; use pre-planning and other explanatory devices to communicate a concept; use of academic language; include students' thinking and responding at higher order thinking levels; address specific needs of Roosevelt students; use of Data Director and student assessment results				
Curriculum staff to provide training on effective use of technology for instruction	$13,105	$13,105	$13,105	
Academic Parent-Teacher Teams (APTT) component				
Orientation: 2.5hrs, substitutes @ $168.55 per 1/2 day per teacher	$1,782	$594	$2,011	

Training: substitutes @ $137.10 per day for full day per teacher	$1,371	$1,417	$2,011	
Team Meetings with Parents: 1.5 hours X 3 times per year X 41.23 per hour per participating teachers	$1,855	$3,154	$4,824	
Individual Teacher/family meetings: .5 hr X class size X $41.23 per hour per participating teacher	$5,607	$10,308	$15,420	
Positions *All positions included in budget were recommended in Needs Assessment*				
Full-time AP	$92,204	$92,204	$92,204	
Series Total	***$509,681***	***$509,840***	***$518,633***	
Classified Personnel				**2000-2999**
Library/media specialist (1.0 FTE)	$28,140	$28,140	$28,140	
One FTE Parent liaison	$48,000	$48,000	$48,000	
Series Total	***$76,140***	***$76,140***	***$76,140***	
Benefits				**3000-3999**
Action planning (summer)	$441	$0	$0	
Summer intensive	$3,338	$3,099	$3,099	
ILT - Collaboration time	$8,368	$8,368	$8,368	
ILT for core subjects	$22,315	$22,315	$22,315	
ILT - summer school	$10,642	$10,642	$10,642	
ILT - Saturday school	$8,534	$8,534	$8,534	
Add'l Professional Development	$3,284	$3,284	$3,284	
Curriculum staff to provide training on effective use of technology for instruction	$1,895	$1,895	$1,895	
Full-time AP	$23,420	$23,420	$23,420	
Academic Parent-Teacher Teams (APTT) Orientation	$258	$86	$86	
Academic Parent-Teacher Teams (APTT) Training	$198	$205	$291	
Academic Parent-Teacher Teams (APTT) Team Meetings	$268	$456	$697	
Academic Parent-Teacher Teams (APTT) Individual Teacher/ Family Meetings	$811	$1,490	2229	
Library/media specialist	$21,998	$21,998	$21,998	
Parent liaison	$27,047	$27,047	$27,047	
Series Total	***$132,815***	***$132,838***	***$133,905***	
Books and Supplies				**4000-4999**
Walker McConnell Survey Scale of Social Competence and School Adjustment - The Walker-McConnell Scale of Social Competence and School Adjustment is intended for screening and identifying elementary-aged school children with social skill deficits. The instrument is divided into two components covering adaptive classroom behavior and interpersonal social skills. Five copies will be purchased @ $171. To be used in conjunction with No Bully anti-bullying curriculum.	$855	$855	$855	
Translation headsets - Recommended in Needs Assessment. Translation headsets system with 10 headsets @ $2,288 + 20 additional headsets @ $93 each	$4,148	$0	$0	

Study Island - Study Island (Licensed Software) programs are specifically designed to help students master the content specified on the state's core material (California Standards Tests). Can be used in the classroom, computer lab and at home.	$7,975	$7,975	$7,975	
Accelerated Reading (Licensed Software) is an advanced technology program that: personalizes reading practice to the student's current level; manages reading activities such as read to, read with, and read independently; assesses students' reading with four types of quizzes: reading practice, vocabulary practice, literacy skills and textbook quizzes. Accelerated Math provides math practice by creating assignments tailored to the students' current level, automatically scores math practice including assignments and tests and helps the teacher differentiate math instruction tailored to the individual student's needs.	$8,000	$8,000	$8,000	
On-line Inside Coach - The Online Inside coach is a web-based program that supports the intervention program. It allows the teacher to view reports of student results; listen to an audio recording of students reading aloud; restrict Selection Assignments; and Change Settings.	$4,844	$4,844	$4,844	
Desktop Computers (34)	$20,672	$0	$0	
Series Total	***$46,494***	***$21,674***	***$21,674***	
Services and Other				**5000-5999**
Contract with WestEd for external support and technical assistance	$220,000	$220,000	$220,000	
Ongoing, intensive technical assistance and related support is required for schools implementing the Transformation model. As SUSD's designated external partner WestEd will provide: on-site training support and coaching to principal, instructional coaches, and district staff focused on developing capacity to sustain improvement efforts; frequent monitoring visits to assess implementation of model; provision of monitoring reports in CAIS; assistance in the formation and facilitation of a Turnaround Collaborative Team (TCT); assistance in convening and facilitating a Teacher and Principal Evaluation Task Force to design and pilot the required evaluation procedures; collaboration with the district to ensure the principal and teacher evaluations systems are implemented with fidelity; facilitation of an Increased Learning Time (ILT) Task Force to explore research and best practices, identify community partners, create enthusiasm for ILT programs, ensure that teachers use ILT effectively, monitor the implementation of ILT, and determine modifications as necessary.				
Contract with Action Learning Systems (ALS) for Professional development	$152,286	$137,429	$79,429	

Needs assessment findings and recommendations for all SIG-eligible schools included extensive professional development from Action Learning Systems (ALS), to include: demonstration lessons, accountability coaching, use of data protocols, student-led conferences, co-planning/co-teaching and observation/feedback, and English learner professional development. An ALS budget narrative is attached.				
Childcare at Meetings and during education and outreach - Recommended by Needs Assessment. 5 adults (1 adult per 7 children) for 2 hours @ $10/hr x 9 meetings	$900	$900	$900	
Parent Academy - Recommended by NA. 1 Saturday per month for 9 months, includes speaker stipend, printed materials, class materials, web interface, refreshments	$13,500	$13,500	$13,500	
Saturday school expenses (minus teacher hourly) - Year one set-up $220 + 478 students x $6 x 30 weeks; Years 2 and 3 478 students x $5 x 30 weeks	$79,420	$79,200	$79,200	
Contract with No Bully - Specific training recommended by needs assessment. Standard No Bully rate. No Bully® is a California-based 501(c)(3) non-profit with trainers across the U.S. It advocates for the ending of bullying and harassment of every student, whatever the cause.	$5,600	$5,600	$5,600	
Parent trainings from Parent Institute for Quality Education	$7,500	$7,500	$7,500	
Bonus if STRETCH goals are met	$80,000	$160,000	$280,000	
SIG requires that schools implementing the Transformation model identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement. Roosevelt has 40 employees. If the school reaches its SMART goals in year one, each employee will receive $1,000; if it reaches its Stretch goals in year one, each employee will receive $2,000; in year 2 it will be $2,000 for reaching SMART goals, $4,000 for Stretch; and in year 3 $4,000 for SMART and $7,000 for Stretch. Budget assumes reaching Stretch goals.				
Series Total	***$559,206***	***$624,129***	***$686,129***	
Capital Outlay				**6000-6999**
	0	0	0	
Subtotal	***$1,324,336***	***$1,364,621***	***$1,436,481***	
Indirect @ 4.45%	$58,933	$60,726	$63,923	**73100**
Total	**$1,383,269**	**$1,425,347**	**$1,500,404**	

School Improvement Grant, Cohort 2 Form 5a- School Projected Budget				
School Projected Budget				
School Name:	Taylor Elementary School			
LEA Name:	Stockton Unified School District			
CDS Code:	39-68676-6042774			
LEA Contact: Kirk Nicholas Email: knicholas@stockton.k12.ca.us				
Phone:209-933-7030 ext. 2339 Fax: 209-463-1346				
SACS Resource Code: 3180				
Revenue Object: 8920				
Object Code	**Description of Line Item**	**SIG Funds Budgeted**		
		FY 2012-13	**FY 2013-14**	**FY 2014-15**
1099-1999	Certificated Personnel Salaries	$540,115	$520,038	$527,506
2000-2999	Classified Personnel Salaries	$48,000	$48,000	$48,000
3000-3999	Employee Benefits	$130,174	$115,027	$125,404
4000-4999	Books and Supplies	$10,000	$6,000	$6,000
5000-5999	Services and Other Operating Expenditures	$621,348	$694,219	$768,219
6000-6999	Capital Outlay			
7370 & 7380	Indirect Costs	$60,059	$61,970	$65,643
Total Amount Budgeted		**$1,409,695**	**$1,454,551**	**$1,540,772**

School Name: Taylor Elementary SIG Form 6—Object of Expenditure Codes				
Activity Description	**SIG Funds Budgeted**			
	Year 1	**Year 2**	**Year 3**	**Object Code**
Certificated Personnel				**1000-1999**
Pre-Implementation				
Action planning summer 2012 (specific goals, strategies, tasks, timelines, personnel assigned) Principal and 6-member school leadership team develop action plans with WestEd - 12-hour training @ $41.23 hourly rate for teachers x 6 teachers	$2,969	$0	$0	
Summer 2012 intensive training from WestEd for teachers. Culture setting/professional development - 20 hours @ $41.23 hourly rate for teachers x teachers + Literacy & Numeracy Specialists	$21,440	$0	$0	
Implementation				
Increased Learning Time (ILT) - Required by SIG. See RFA page 14, component c1. Also recommended in WestEd's Needs Assessment.				
1. Teacher collaboration time - 1.5 hours per week	$53,434	$53,434	$53,434	
26 teachers x 1.5 hours x hourly rate of $41.23 x 36 weeks				
2. ILT - Core subjects				
Additional hour per day Tuesday-Friday with focus 75% on science and social studies, 25% on enrichment. - 24 teachers x 4 hrs per week x hourly rate of $41.23 x 36 weeks	$142,490	$142,490	$142,490	
2-week Summer School with focus on core. 60 hours @ $41.23 hourly rate x 24 teachers.	$64,319	$64,319	$64,319	
3. ILT - Enrichment - Saturday school	$51,579	$51,579	$51,579	
10 teachers @ $41.23/hour x 4.17 hours x 30 Saturdays - Focus on enrichment and core curriculum.				
Tutoring: 1hr per day @ $41.23 per hour x 4 days per week x 10 teachers - Recommended by WestEd Needs Assessment to provide additional support to students	$1,649	$1,649	$1,649	
Professional Development to address needs identified in Needs Assessment, @ $1,000 per teacher, to include at least:	$20,969	$20,969	$20,969	
Review ALS/AVID training and reach consensus on instructional strategies to be used; for literacy/numeracy coaches to improve content knowledge and coaching ability; ELA intervention training for literacy coach; classroom management strategies; planning for SIG implementation; for ELA teachers implementing 4-8 intensive intervention; for 7-8 ELA teachers implementing Pearson English program; assess and learn from actual student writing pieces; training in anti-bullying curriculum.				
Training from Fred Jones - Recommended by WestEd in Needs Assessment. 18 hours @ $47.19 x 26 teachers	$20,386	$20,386	$20,386	
Positions				
One FTE Assistant Principal	$92,204	$92,204	$92,204	
One FTE Intensive Intervention Specialist	$61,035	$61,035	$61,035	
Academic Parent-Teacher Teams (APTT) component				
Orientation: 2.5hrs, substitutes @ $168.55 per 1/2 day per teacher	$1,508	$503	$503	
Training: substitutes @ $137.10 per day for full day per teacher	$960	$1,143	$1,828	

Team Meetings with Parents: 1.5 hours X 3 times per year X 41.23 per hour per participating teachers	$1,299	$2,412	$4,082	
Individual Teacher/family meetings: .5 hr X class size X $41.23 per hour per participating teacher	$3,876	$7,916	$13,029	
Series Total	***$540,115***	***$520,038***	***$527,506***	
Classified Personnel				**2000-2999**
Positions				
One FTE Parent liaison	$48,000	$48,000	$48,000	
Series Total	***$48,000***	***$48,000***	***$48,000***	
Benefits				**3000-3999**
Action planning (summer)	$429	$0	$0	
Summer intensive	$3,099	$0	$0	
ILT - Collaboration time	$7,724	$7,724	$7,724	
ILT for core subjects	$20,598	$20,598	$20,598	
ILT - summer school	$9,298	$9,298	$9,298	
ILT - Saturday school	$7,456	$7,456	$7,456	
Tutoring	$238	$238	$238	
Add'l Professional Development	$3,031	$3,031	$3,031	
Fred Jones training	$2,947	$0	$0	
Assistant Principal	$23,420	$23,420	$23,420	
One FTE Intensive Intervention Specialist	$23,780	$23,780	$23,780	
Academic Parent-Teacher Teams (APTT) Orientation	$218	$73	$73	
Academic Parent-Teacher Teams (APTT) Training	$139	$165	$264	
Academic Parent-Teacher Teams (APTT) Team Meetings	$188	$349	$590	
Academic Parent-Teacher Teams (APTT) Individual Teacher/ Family Meetings	$560	$1,144	$1,883	
Parent liaison	$27,047	$27,047	$27,047	
Series Total	***$130,174***	***$124,324***	***$125,404***	
Books and Supplies				**4000-4999**
Parent resource center materials	$10,000	$6,000	$6,000	
Series Total	***$10,000***	***$6,000***	***$6,000***	
Services and Other				**5000-5999**
Contract with WestEd for external support and technical assistance	$220,000	$220,000	$220,000	
Ongoing, intensive technical assistance and related support is required for schools implementing the Transformation model. As SUSD's designated external partner WestEd will provide: on-site training support and coaching to principal, instructional coaches, and district staff focused on developing capacity to sustain improvement efforts; frequent monitoring visits to assess implementation of model; provision of monitoring reports in CAIS; assistance in the formation and facilitation of a Turnaround Collaborative Team (TCT); assistance in convening and facilitating a Teacher and Principal Evaluation Task Force to design and pilot the required evaluation procedures; collaboration with the district to ensure the principal and teacher evaluations systems are implemented with fidelity; facilitation of an Increased Learning Time (ILT) Task Force to explore research and best practices, identify community partners, create enthusiasm for ILT programs, ensure that teachers use ILT effectively, monitor the implementation of ILT, and determine modifications as necessary.				
Contract with Action Learning Systems (ALS) for Professional development	$152,286	$137,429	$79,429	

Needs assessment findings and recommendations for all SIG-eligible schools included extensive professional development from Action Learning Systems (ALS), to include: demonstration lessons, accountability coaching, use of data protocols, student-led conferences, co-planning/co-teaching and observation/feedback, and English learner professional development. An ALS budget narrative is attached.				
Contract with No Bully - Specific training recommended by needs assessment. Standard No Bully rate. No Bully® is a California-based 501(c)(3) non-profit with trainers across the U.S. It advocates for the ending of bullying and harassment of every student, whatever the cause.	$5,600	5600	5600	
Contract with Fred Jones, student behavior expert, to develop and implement schoolwide behavior plan - Recommended by WestEd in Needs Assessment.Two-day introductory training @ $6,500/day and one-day follow-up training at $5,000. Includes materials.	$13,500	$13,500	$13,500	
Contract with WestEd's Comprehensive School Assistance Program (CSAP) for training in Academic Parent-Teacher Teams (APTT) in preparation for Parent/Teacher Conferences (PCC). APTT is an intentional, systematic means of increasing student acaademic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction. APTT gives purpose, structure, and direction to school leaders and teachers on how to engage families in student learning. By creating a two-way system of regular communication, schools can ensure that parents have knowledge and understanding of their children's grade level learning goals and are engaged in helping their children meet appropriate standards.	$25,000	$25,000	$25,000	
AVID College Readiness System training/coach visits - Summer Institute, on-site training and coach visits, middle school teacher workshops. AVID budget narrative attached. Taylor is piloting school-wide AVID and the Taylor principal is the District's Elementary District Liaison for AVID.	$35,240	$35,240	$35,240	
Saturday school expenses (minus teacher hourly) - Year one set-up $272 + 546 students x $5 x 30 weeks; Years 2 and 3 546 students x $5 x 30 weeks	$81,722	$81,450	$81,450	
Bonus if STRETCH goals are met	$88,000	$176,000	$308,000	
SIG requires that schools implementing the Turnaround model mplement such strategies as financial incentives or increased opportunities for promotion and career growth in order to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school. Taylor has 44 employees and will offer them bonuses for meeting academic goals. If the school reaches its SMART goals in year one, each employee will receive $1,000; if it reaches its Stretch goals in year one, each employee will receive $2,000; in year 2 it will be $2,000 for reaching SMART goals, $4,000 for Stretch; and in year 3 $4,000 for SMART and $7,000 for Stretch. Budget assumes reaching Stretch goals.				
Series Total	***$621,348***	***$694,219***	***$768,219***	
Capital Outlay				**6000-6999**
	0	0	0	
Subtotal	***$1,349,637***	***$1,392,581***	***$1,475,129***	
Indirect @ 4.45%	$60,059	$61,970	$65,643	
Total	**$1,409,695**	**$1,454,551**	**$1,540,772**	

SIG Form 9—Schools to Be Served

Indicate which schools the LEA commits to serve, their Tier designation, and the intervention model the LEA will implement in each Tier I and Tier II school. For each Tier I and Tier II Title I school, indicate which waiver(s) will be implemented at each school. **Note**: An LEA that has nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and those that are eligible to receive FY 2010 SIG funds, may implement the transformation model in no more than 50 percent of those schools

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED	
						Turnaround	Restart	Closure	Transformation	Start Over (Restart and Turnaround Only)	Implement SWP
Fremont Elementary	39-68676-0111351	063801011782	X						X		
Harrison Elementary	39-68676-6042618	063801006415	X						X		
Henry Elementary	39-68676-0111344	063801011781	X						X		
Nightingale Charter Elementary	39-68676-6042725	063801006427	X				X			X	
Pittman Charter Elementary	39-68676-0111336	063801011780	X				X			X	
Roosevelt Elementary	39-68676-6042758	063801006431	X						X		
Taylor Leadership Academy	39-68676-6042774	063801006434	X			X				X	

TAYLOR LEADERSHIP ACADEMY SIG Form 10.1

SIG Form 10.1—Turnaround Implementation Chart for a Tier I or Tier II School

School: Taylor Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
a. Replace the principal and grant the new principal sufficient operational flexibility.	Taylor's principal was replaced prior to the 2009-10 school year, and WestEd's needs assessment validates the new principal's leadership abilities. The principal will be granted operational flexibility over areas such as staffing, collaboration time for teachers, and budgeting to fully implement a comprehensive approach to improving student achievement outcomes.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Superintendent (Supt), Assistant (Asst) Supt, WestEd	Staffing Reports
b. Use locally-adopted competencies to measure the effectiveness of staff who can work within the turnaround environment, screen all existing staff and rehire no more than 50 percent, and select new staff.	Fifty percent of existing staff was replaced in 2010-11 in order to begin implementation of a turnaround model. Staff effectiveness is being evaluated using a combination of classroom observations, teacher portfolios, and rubrics tied to the California Standards for the Teaching Profession.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Asst Supt	Staffing reports Teacher evaluations
c. Implement strategies that are designed to recruit, place,	A MOU is being developed with the Stockton Teachers Association to develop a system of rewarding staff whose schools have achieved agreed-upon student achievement goals. Financial rewards will increase each year that a school meets these goals.	5/2011	4/2012	Principal, Asst Supt, WestEd	Finalized plan and newly revised HR evaluation forms and procedures created specifically

School: Taylor Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	Funds have been budgeted in order to provide rewards to all Taylor school staff. SUSD's human resources office (HR) will develop a multi-faceted plan to recruit and select highly qualified staff for SIG schools, including a powerful message about the opportunity for educators to work in a highly supportive team environment. To retain staff, HR will conduct periodic anonymous surveys to monitor staff satisfaction at each SIG school and exit interviews with staff who leave these schools voluntarily. Information from the surveys and exit interviews will help district and school leaders address conditions that are contributing to unwanted staff turnover.	Year 1: 2/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015		for SIG schools
d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	SUSD will contract with Action Learning Systems (ALS) to provide ongoing, high-quality, job-embedded professional development (PD) aligned with Taylor Elementary School's comprehensive instructional program, as described below: **Year 1:** • Ensure implementation of Direct Interactive Instruction (DII) as a strategy to fully implement core curriculum in English/language arts (ELA) and mathematics • Provide more intensive PD in DII (Initial training if needed): 2 days for each of 3 cohorts (K-2 and 3-8 ELA and 7-8 Math) • Conduct Demonstration Lessons: 1 day per grade level	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	- Detailed professional development plan from ALS. - Log of professional development and coaching activities from ALS. - Evaluation data from teachers on usefulness of professional development and

School: Taylor Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
	• Provide comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 3 days per week • Conduct Student-Led Conferences: 1 day **Year 2:** • 2 days PD in DII (Initial for new teachers, if needed); 1 day PD in DII (Advanced) • Demonstration Lessons: 1 day for new teachers, if needed • Comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 2 days per week • 8 days Administrative Coaching: Accountability Conduct Coaching and Action Walks • English Learner (EL) PD: 5 days per cohort (K-1, 2-3, 4-6, 7-8 ELA, 7-8 Math) plus $100 per participant materials fee **Year 3** • 2 days PD in DII (Initial for new teachers, if needed); 1 day PD in DII (Advanced) • Demonstration Lessons: 2 days for new teachers, if needed • Comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 1 day per week • EL PD: 5 days per cohort (K-1, 2-3, 4-6, 7-8 ELA, 7-8 Math)				coaching.
e.	SUSD will hire a District Turnaround Coordinator to	2/2012	6/2014	Asst Supt,	Board-approved

School: Taylor Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
Adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new ~~"~~turnaround office" in the LEA, or hiring a ~~"~~turnaround leader" who reports directly to the LEA.	guide and monitor implementation of the SIG plan at Taylor. While the models selected for the SIG schools do not require it, the district also will convene a Turnaround Collaborative Team made up of the Turnaround Coordinator, Asst Superintendent, the school principals, WestEd's SIG leads, representatives from DAIT and ALS, and two to three teacher representatives. The team will meet regularly to review SIG goals, review school action plans, monitor progress toward meeting goals, and provide needed support.			WestEd	contract with District Turnaround Coordinator Turnaround Collaborative Team meeting schedules, agendas, and minutes
f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted aca-	**Year 1:** • Board-approved standards-based instructional materials are already in place. • Teachers will receive training in the use of the newly adopted intensive intervention materials (*Inside*). **Year 2:** • Implement Data Team Meetings: Use Data Protocols to analyze school-wide, grade level and classroom data including Student Achievement Data, Implementation Data and Student Work Samples **Year 3:**	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	• Findings from Williams Act site visits • Data from SUSD's Research and Evaluation Dept. • Minutes of Data Team meetings • PD calendar

School: Taylor Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
demic standards.	• Continue to implement Data Team Meetings as in Year 2.				
g. Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	-Principal will conduct academic conferences with teachers three times a year to identify students who are progressing toward meeting standards and students who are not. -Strategic Support Time interventions will be discussed during weekly Teacher Collaboration Time, and the effectiveness of grade level team intervention strategies will be analyzed based on formative, summative, and MAP assessments. -Planning days three times a year to allow grade level teams to discuss data and organize plans and strategies designed to address student needs. -Eight Data Team Meetings annually to establish protocols to analyze school-wide, grade level and classroom data including Student Achievement Data, Implementation Data and Student Work Samples. -Grade level SMART and STRETCH goals are aligned with school goals and identified for subgroups in ELA and mathematics, using curriculum-embedded assessments and district benchmarks as measures.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	• Sign in sheets • Revised PD calendars • Student-level data from MAP testing • Quarterly LEA Plan reports

School: Taylor Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
h. Establish schedules and implement strategies that provide increased learning time.	**A total of 383 hours of increased learning time (ILT) will be implemented.** **Core:** An additional hour will be added to the school day from Tuesday through Friday of every week, a gain of 144 hours over 36 weeks. In addition, there will be a 2-week, 6 hour/day summer school program, resulting in a gain of 60 hours of ILT. All students invited to participate. Amount Increased: _204 hours_	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Asst Supt	Revisions made to master schedules as evidenced by ***Genesis,*** the district's student information system
	Enrichment: A 4 hour and 10 minute Saturday academy will be held on 30 Saturdays throughout the school year. All students invited to participate. Amount Increased: _125 hours_				
	Teacher Collaboration: Teachers will have 1.5 additional hours to collaborate every Monday throughout 36 weeks of the school year. Amount Increased: __54 hours_				
i. Provide appropriate social-emotional and community-oriented services and supports for students.	Taylor will contract for staff training from Fred Jones to teach students how to be academically responsible learners and promote pro-social behaviors to increase student achievement. Needs Assessment recommendations call for an anti-bullying focus across the school to maximize instructional time and increase student achievement. Taylor will contract with *No Bully* to address school climate and safety and put an end to the frequent bullying behaviors by students. Taylor's community has limited access to organized sports, visual and performing arts, technology and	Year 1: 2/2012 Year 2: 6/2013 Year 3: 6/2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Signed, board-approved contract

School: Taylor Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline** Start	End	**Oversight**	**Description of Evidence**
	cultural enrichment. In the Saturday enrichment program we propose to offer opportunities that include visual and performing arts, access to technology resources, and cultural learning opportunities that would better prepare students for college and careers. In addition, students, parents and teachers identified the desire for students to participate in more physical education, so that activity will also be included and may include the creation of site teams for competitions.				

Optional Components	Actions & Activities	Timeline Start	End	Oversight	Description of Evidence
Ensure that the school receives ongoing, intensive technical assistance and related support from WestEd, SUSD's designated external lead partner organization.	SUSD has selected WestEd as its technical assistance provider. WestEd will provide ongoing, intensive support as described below: **<u>Pre-Implementation:</u>** **Action planning** summer 2012: Principal and 6-member school leadership team develop Action Plans with WestEd; specific goals developed; strategies, tasks, timelines determined; personnel assigned (12 hours) **Summer 2012 intensive training** from WestEd for teachers and Literacy/Numeracy Specialists: Culture setting/professional development (20 hrs) **<u>Years 1, 2, and 3:</u>** • On-site train-	Pre-Imp: 5/2012 Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/2014	Pre-Imp: 7/2012 Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	-Activity log showing WestEd site visits, meetings, classroom observations, presentations, and outcomes. -Assessments by local stakeholders of quality of WestEd coaching and support for use of CAIS as part of part of annual evaluation. -Completed CAIS monitoring reports.

Optional Components	Actions & Activities	Timeline Start	Timeline End	Oversight	Description of Evidence
	ing, support and coaching to principal, instructional coaches, and district staff focused on developing capacity to sustain improvement efforts; frequent monitoring visits to assess implementation • Monitoring reports in CAIS. • Ongoing support for use of CAIS				
	<u>Years 2 and 3: Annual Evaluation</u> • Prepare an annual evaluation report for Taylor. The annual evaluation report will focus on outcomes so that key stakeholders (e.g., local school board, parents, community members, and the state department of education) are apprised of the progress being made. • Conduct evaluation one year after the first year action plan has been implemented, and each fall thereafter for 2 years. The first annual evaluation will include an analysis of student outcome data and progress on program implementation; the second will include an analysis of student outcomes, progress on program implementation and progress in meeting the seven quality indicators of high functioning schools.				• Completed evaluation report delivered to key stakeholders as described under actions and activities. • Assessments of quality of prior-year WestEd evaluation reports by local stakeholders as part of the annual evaluation.
	In addition, WestEd will provide SUSD with the following District- Wide Services:				-Agendas, minutes, and reports from the Teacher

Optional Components	Actions & Activities	Timeline Start	Timeline End	Oversight	Description of Evidence
	<u>Years 1, 2 and 3:</u> **Turnaround Collaborative Team (TCT)** Assist in the formation and facilitation of a Turnaround Collaborative Team (TCT) that includes principals and staff from the SIG schools, district level administrators, and other stakeholders. The TCT will play a key role in monitoring the school action plans, problem solving, and sharing successes that have promise for scaling up district wide. **Teacher and Principal Evaluation Task Force** Convene and facilitate a Teacher and Principal Evaluation Task Force to design and pilot the required evaluation procedures. Collaborate with the district to ensure the principal and teacher evaluations systems are implemented with fidelity. **Task Force on ILT** Convene and facilitate an ILT Task Force to explore research and best practices, identify community partners, create enthusiasm for extended learning programs, ensure that teachers use extended time effectively, and monitor the implementation of ILT and determine modifications as necessary.				and Principal Evaluation Task force will provide evidence of progress and WestEd's role as facilitator. -Agendas, minutes, and reports from the Task Force on Increased Learning Time will provide evidence of progress and WestEd's role as facilitator.
Hire additional personnel as recommended by the WestEd Needs Assessment	Taylor will hire both a full-time Assistant Principal (AP), Intensive Intervention Specialist, and Parent Liaison. An AP was identified both by the majority of stakeholders and by WestEd as a need at Taylor to allow the principal to focus on direct classroom coaching and support for instruction and participate in the frequent	Year 1: 7/2012 Year 2: 7/2013 Year 3:	Year 1: 5/2013 Year 2: 5/2014 Year 3:	Principal, Asst Supt, WestEd, HR	Staffing reports

Optional Components	Actions & Activities	Timeline Start	Timeline End	Oversight	Description of Evidence
	action walks and grade level meetings called for in the needs assessment. In addition, the principal is the Elementary District Liaison for AVID and must participate in AVID activities in order to increase best practices. The Parent Liaison will work directly with parents at the site and in the community. Parents have expressed the need to have a bilingual liaison to collaborate with them and school staff to create a fully transparent community program.	7/ 2014	5/2015		
Implement Systemized Parent/Teacher Conferences	Taylor will contract with WestEd's Comprehensive School Assistance Program (CSAP) for training in Academic Parent-Teacher Teams (APTT). APTT is an intentional, systematic means of increasing student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction. APTT will ensure that parents have knowledge and understanding of their children's grade level learning goals and are engaged in helping their children meet appropriate standards.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd, HR	Signed, board-approved contracts Coaching logs Staffing reports Training schedules and sign-in sheets
Professional development in AVID (Achievement Via Individual Determination)	Taylor will continue training and implementation of K-8 AVID teaching and learning strategies in conjunction with ALS training. AVID training will include annual Summer Institute for Leadership Team.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd, HR	Signed, board-approved contracts Training schedules and sign-in sheets

FREMONT ELEMENTARY SCHOOL
SIG Form 10.2

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Fremont Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Over-sight**	**Description of Evidence**
		Start	End		
a(1) Replace the principal who led the school prior to commencement of the transformation model.	The principal at Fremont was replaced for the 2011-2012 school year. SUSD selected the new principal using criteria from New Leaders for New Schools, which developed *The Urban Excellence Framework* to define the key leadership characteristics of highly effective principals.	5/2011	7/2011	Superintendent (Supt), Assistant (Asst) Supt	Staffing reports
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	**Phase 1: Update and revise current Principal Evaluation (PE) Protocol reflecting CPSELs** • Convene and calendar PE Task Force • Determine data and other measurement indicators • Develop tools (surveys, observations from peer experts and teacher leaders, feedback from district administrators) for improving principals' professional practices • Pilot tools and gather feedback from administrators, teachers and board. • Develop and submit revised evaluation tool to board (and United Stockton Administrators) for approval and adoption • Train staff in the use of the protocol. **Phase 2: Implement evaluation protocol** • Utilize new PE protocol in all SIG schools • Continue to gather feedback regarding protocol	Phase 1: 2/2012 Phase 2: 6/2013 Phase 3: 6/2014	Phase 1: 5/2013 Phase 2: 5/2014 Phase 3: 5/2015	Principal, Asst Supt, WestEd	Signed agreements with Board and United Stockton Administrators on a new SIG-compliant PE system. Data collected from administrators, principal, and teachers.

School: Fremont Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Over-sight**	**Description of Evidence**
		Start	End		
	• Refine protocol **Phase 3: Continue using PE System** • Evaluate impact of new principal evaluation protocol **Update and revise current Teacher Evaluation (TE) Protocol** **Phase 1:** - Convene Teachers' Evaluation Task Force - Identify all measures and weights to assign to each indicator with student growth serving as a significant factor. - Develop and pilot use of tools (including rubrics) for evaluating instruction and student performances. - Obtain approval for revised evaluation protocol from Trustees and Stockton Teachers Association. **Phase 2:** - Implement new TE protocol. - Refine protocol and tools based on teacher and administrator feedback and on evidence of improved student outcomes. **Phase 3:** Evaluate the impact of new TE protocol.	Phase 1: 2/2012 Phase 2: 6/2013 Phase 3: 6/2014	Phase 1: 5/2013 Phase 2: 5/2014 Phase 3: 5/2015		Signed agreements with Board and United Stockton Teachers Assn. on a new SIG-compliant Teacher Evaluation system. Data collected from administrators, principal, and teachers.
a(3) Identify and reward school leaders, teachers, and other staff	-A MOU is being developed with the Stockton Teachers Association to develop a system of rewarding staff whose schools have achieved agreed-upon student achievement SMART/STRETCH goals. Financial rewards will increase each year that a school meets these	5/2011	4/2012	Principal, Asst Supt, WestEd	Signed MOU Student achievement data as compared with SMART and STRETCH

School: Fremont Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Over-sight**	**Description of Evidence**
		Start	End		
who, in implementing this model, have increased student achievement; and identify and remove those who have not done so.	goals. Funds have been budgeted in order to provide rewards to all school staff. - The current PAR (Peer Assistance and Review) system will be used to support underperforming teachers and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. STA and the district are exploring ways to enhance this system by adopting elements from Poway Unified School District's PAR program.				goals.
a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	SUSD will contract with Action Learning Systems (ALS) to provide ongoing, high-quality, job-embedded professional development (PD) aligned with Fremont Elementary School's comprehensive instructional program, as described below: **Year 1:** • Ensure implementation of Direct Interactive Instruction (DII) as a strategy to fully implement core curriculum in English/language arts (ELA) and mathematics • Provide more intensive PD in DII (Initial training if needed): 2 days for each of 3 cohorts (K-2 and 3-8 ELA and 7-8 Math) • Conduct Demonstration Lessons: 1 day per grade level • Provide comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 3 days per week • Conduct Student-Led Conferences: 1 day	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	- Detailed professional development plan from ALS. - Log of professional development and coaching activities from ALS. - Evaluation data from teachers on usefulness of professional development and coaching.

School: Fremont Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Over-sight**	**Description of Evidence**
		Start	End		
	Year 2: • 2 days PD in DII (Initial for new teachers, if needed); 1 day PD in DII (Advanced) • Demonstration Lessons: 1 day for new teachers, if needed • Comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 2 days per week • 8 days Administrative Coaching: Accountability Conduct Coaching and Action Walks • English Learner (EL) PD: 5 days per cohort (K-1, 2-3, 4-6, 7-8 ELA, 7-8 Math) plus $100 per participant materials fee **Year 3** • 2 days PD in DII (Initial for new teachers, if needed); 1 day PD in DII (Advanced) • Demonstration Lessons: 2 days for new teachers, if needed • Comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 1 day per week • EL PD: 5 days per cohort (K-1, 2-3, 4-6, 7-8 ELA, 7-8 Math)				
a(5) Implement strategies that are designed to recruit, place, and re-	SUSD's human resources office (HR) will develop a multi-faceted plan to recruit and select highly qualified staff for SIG schools, including a powerful message about the opportunity for educators to work in a highly supportive team environment. To	Year 1: 2/2012 Year 2: 7/2013	Year 1: 5/2013 Year 2: 5/2014	Principal, Asst Supt, WestEd	Finalized plan and newly revised HR evaluation forms and procedures created specifically for SIG schools

School: Fremont Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Over-sight**	**Description of Evidence**
		Start	End		
tain staff with the skills necessary to meet the needs of the students in the transformation school.	retain staff, HR will conduct periodic anonymous surveys to monitor staff satisfaction at each SIG school and exit interviews with staff who leave these schools voluntarily. Information from the surveys and exit interviews will help district and school leaders address conditions that are contributing to unwanted staff turnover. In addition, HR will work with the union and WestEd to change the way pink-slipped teachers are placed at school sites the following year.	Year 3: 7/ 2014	Year 3: 5/2015		
b(1) Use data to identify and implement a research-based instructional program that is vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.	**Year 1:** • Board-approved standards-based instructional materials are already in place. • Teachers will receive training in the use of the newly adopted intensive intervention materials (*Inside*). **Year 2:** • Implement Data Team Meetings: Use Data Protocols to analyze school-wide, grade level and classroom data including Student Achievement Data, Implementation Data and Student Work Samples **Year 3:** • Continue to implement Data Team Meetings as in Year 2.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	• Findings from Williams Act site visits • Data from SUSD's Research and Evaluation Dept. • Minutes of Data Team meetings • PD calendar
b(2) Promote the continuous use	-Principal will conduct academic conferences with teachers three times a year to identify students who are progressing toward meeting standards	Year 1: 7/2012	Year 1: 5/2013	Principal, Asst Supt,	• Sign in sheets • Revised PD calendars

School: Fremont Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Over-sight**	**Description of Evidence**
		Start	End		
of student data to inform and differentiate instruction in order to meet the academic needs of individual students. Strategies include the use of MAP (measures of academic progress) assessments.	and students who are not. -Strategic Support Time interventions will be discussed during weekly Teacher Collaboration Time, and the effectiveness of grade level team intervention strategies will be analyzed based on formative, summative, and MAP assessments. -Planning days three times a year to allow grade level teams to discuss data and organize plans and strategies designed to address student needs. -Eight Data Team Meetings annually to establish protocols to analyze school-wide, grade level and classroom data including Student Achievement Data, Implementation Data and Student Work Samples. -Grade level SMART and STRETCH goals are aligned with school goals and identified for subgroups in ELA and mathematics, using curriculum-embedded assessments and district benchmarks as measures.	Year 2: 7/2013 Year 3: 7/ 2014	Year 2: 5/2014 Year 3: 5/2015	WestEd	• Student-level data from MAP testing • Quarterly LEA Plan reports
c(1) Establish schedules and implement strategies that provide increased learning time.	**A total of 383 hours of increased learning time (ILT) will be implemented.** **Core:** An additional hour will be added to the school day from Tuesday through Friday of every week, a gain of 144 hours over 36 weeks. In addition, there will be a 2-week, 6 hour/day summer school program, resulting in a gain of 60 hours of ILT. All students invited to participate. Amount Increased: _204_hours_ **Enrichment:** A 4 hour and 10 minute Saturday	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Asst Supt	Revisions made to master schedules as evidenced by ***Genesis,*** the district's student information system

School: Fremont Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Over-sight**	**Description of Evidence**
		Start	End		
	academy will be held on 30 Saturdays throughout the school year. All students invited to participate. Amount Increased: _125 hours_				
	Teacher Collaboration: Teachers will have 1.5 additional hours to collaborate every Monday throughout 36 weeks of the school year. Amount Increased: __54 hours_				
d(1) Provide ongoing mechanisms for family and community engagement.	Fremont teachers will hold parent/teacher conferences to provide parents with greater understanding of their children's progress and incorporate them as partners in their children's education. Family suppers will be held 4 times per year and Parenting Partners (English/Spanish) once a year. Purchase supplies for the Parent Resource Center.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal	Parent conference schedules and sign-in sheets Documentation of suppers and Parenting Partner meetings
e(1) Give the school sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes.	SUSD will grant the principal operational flexibility over areas such as staffing, calendars, collaboration time for teachers, and budgeting to fully implement a comprehensive approach to improving student achievement outcomes. In summer 2011, principal and leadership team had two days to set SMART goals and develop action plans to improve student achievement. Summer intensives will provide further opportunities to adjust their plans; for example, in implementing the ILT model, which is based on research and guidance on practices known to be effective, Fremont will have the opportunity to create a different model as long as it is compatible with the transformation model.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Approved Action Plan
e(2)	SUSD has selected WestEd as its technical assis-	Pre-Imp:	Pre-Imp:	Principal,	-Activity log show-

School: Fremont Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Over-sight**	**Description of Evidence**
		Start	End		
Ensure that the school receives ongoing, intensive technical assistance and related support from a designated external lead partner organization.	tance provider. WestEd will provide ongoing, intensive support as described below: **<u>Pre-Implementation:</u>** **Action planning** summer 2012: Principal and 6-member school leadership team develop Action Plans with WestEd; specific goals developed; strategies, tasks, timelines determined; personnel assigned (12 hours) **Summer 2012 intensive training** from WestEd for teachers and Literacy/Numeracy Specialists: Culture setting/professional development (20 hrs) **<u>Years 1, 2, and 3:</u>** - On-site training, support and coaching to principal, instructional coaches, and district staff focused on developing capacity to sustain improvement efforts; frequent monitoring visits to assess implementation; - Monitoring reports in CAIS; -Ongoing support for use of CAIS	5/2012 Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/2014	7/2012 Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Asst Supt, WestEd	ing WestEd site visits, meetings, classroom observations, presentations, and outcomes. -Assessments by local stakeholders of quality of WestEd coaching and support for use of CAIS as part of part of annual evaluation. -Completed CAIS monitoring reports.
	<u>Years 2 and 3: Annual Evaluation</u> - Prepare an annual evaluation report for Fremont. The annual evaluation report will focus on outcomes so that key stakeholders (e.g., local school board, parents, community members, and the state department of education) are apprised of the progress being made. - Conduct evaluation one year after the first year action plan has been implemented, and each fall thereafter for 2 years. The first annual evaluation will include an analysis of student outcome data				• Completed evaluation report delivered to key stakeholders as described under actions and activities. • Assessments of quality of prior-year WestEd evaluation reports

School: Fremont Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Over-sight**	**Description of Evidence**
		Start	End		
	and progress on program implementation; the second will include an analysis of student outcomes, progress on program implementation and progress in meeting the seven quality indicators of high functioning schools.				by local stakeholders as part of the annual evaluation.
	In addition, WestEd will provide SUSD with the following District- Wide Services: **<u>Years 1, 2 and 3:</u>** **Turnaround Collaborative Team (TCT)** Assist in the formation and facilitation of a Turnaround Collaborative Team (TCT) that includes principals and staff from the SIG schools, district level administrators, and other stakeholders. The TCT will play a key role in monitoring the school action plans, problem solving, and sharing successes that have promise for scaling up district wide. **Teacher and Principal Evaluation Task Force -** Convene and facilitate a Teacher and Principal Evaluation Task Force to design and pilot the required evaluation procedures. Collaborate with the district to ensure the principal and teacher evaluations systems are implemented with fidelity. **Task Force on ILT -** Convene and facilitate an ILT Task Force to explore research and best practices, identify community partners, create enthusiasm for extended learning programs, ensure that teachers use extended time effectively, and monitor the im-				-Agendas, minutes, and reports from the Teacher and Principal Evaluation Task force will provide evidence of progress and WestEd‘s role as facilitator. -Agendas, minutes, and reports from the Task Force on Increased Learning Time will provide evidence of progress and WestEd‘s role as facilitator.

School: Fremont Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Over-sight**	**Description of Evidence**
		Start	End		
	plementation of ILT.				

Note: See the Program Guidelines section of the RFA for a list of optional Transformation Model components.

School: Fremont Elementary		Tier: I			
Optional Component	**Actions & Activities**	**Timeline**		**Oversight**	**Descrip-tion of Evidence**
		Start	End		
Implement strategies to improve aca-demic achievement	Increase part-time Numeracy Specialist to full-time in or-der to ensure skillful delivery of the core curriculum; Offer an hour of after-school tutoring by credentialed teachers 4 days a week; Hire a FTE credentialed art teacher to provide enrichment activities for students and allow al-ternate configurations so that teachers can work closely with students; Contract with ***No Bully*** to improve school climate; hire a full-time Parent Liaison to coordinate par-ent activities; and Contract with WestEd's Comprehen-sive School Assistance Program (CSAP) for training in Academic Parent-Teacher Teams (APTT), a systematic means of increasing student performance by enhancing the quality/quantity of parent-teacher communication and interaction. Purchase laptops and document cameras for teachers to use to find content-based resources, deliver instruction and support, and enhance curriculum. Contract with Parent-Teacher Home Visit Project for teacher training in visiting students‘ homes. Additional compensation will be paid to teachers to visit each of their students‘ homes at least once annually.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd, HR	Signed, board-approved contracts Coaching logs Staffing re-ports Training schedules and sign-in sheets

HARRISON ELEMENTARY SCHOOL
SIG Form 10.2

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Harrison Elementary Tier: I

Required Components	Actions & Activities	Timeline		Oversight	Description of Evidence
		Start	End		
a(1) Replace the principal who led the school prior to commencement of the transformation model.	Harrison's principal was replaced by the start of the 2011-2012 school year. SUSD selected a new principal using criteria developed by New Leaders for New Schools, which developed *The Urban Excellence Framework,* which defines the key leadership characteristics taken by highly effective principals to drive teacher effectiveness and student learning outcomes.	5/2011	7/2011	Super-Intendent (Supt.), Assistant (Asst.) Supt.	
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	**Phase 1: Update and revise current Principal Evaluation (PE) Protocol reflecting CPSELs** - Convene and calendar PE Task Force - Determine data and other measurement indicators - Develop tools (surveys, observations from peer experts and teacher leaders, feedback from district administrators) for improving principals' professional practices - Pilot tools and gather feedback from administrators, teachers and board. - Develop and submit revised evaluation tool to board and United Stockton Administrators for approval and adoption - Train staff in the use of the protocol **Phase 2: Implement evaluation protocol** - Utilize new PE protocol in all SIG schools - Continue to gather feedback regarding protocol, then refine protocol. **Phase 3: Continue using PE System** - Evaluate impact of new principal evaluation	Phase 1: 2/2012 Phase 2: 6/2013 Phase 3: 6/2014	Phase 1: 5/2013 Phase 2: 5/2014 Phase 3: 5/2015	Principal, Asst Supt, WestEd	Signed agreements with Board and United Stockton Administrators on a new SIG-compliant PE system. Data collected from administrators, principal, and teachers.

School: Harrison Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
	protocol **Update and revise current Teacher Evaluation (TE) Protocol** **Phase 1:** - Convene Teachers' Evaluation Task Force - Identify all measures and weights to assign to each indicator with student growth serving as a significant factor. - Develop and pilot use of tools for evaluating instruction and student performances. - Obtain approval for revised evaluation protocol from Board and Stockton Tchrs. Assn. **Phase 2:** - Implement new TE protocol. - Refine protocol and tools based on teacher and administrator feedback and on evidence of improved student outcomes. **Phase 3:** Evaluate the impact of new TE protocol.	Phase 1: 2/2012 Phase 2: 6/2013 Phase 3: 6/2014	Phase 1: 5/2013 Phase 2: 5/2014 Phase 3: 5/2015		Signed agreements with Board and United Stockton Teachers Assn. on a new SIG-compliant Teacher Evaluation system. Data collected from administrators, principal, and teachers.
a(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement; and identify	-A MOU is being developed with the Stockton Teachers Association to develop a system of rewarding staff whose schools have achieved agreed-upon student achievement SMART/STRETCH goals. Financial rewards will increase each year that a school meets these goals. Funds have been budgeted in order to provide rewards to all school staff. - The current PAR (Peer Assistance and Review) system will be used to support underperforming teachers and remove those who, after ample opportunities have been provided for	5/2011	4/2012	Principal, Asst Supt, WestEd	Signed MOU Student achievement data as compared with SMART and STRETCH goals. Adoption of new Peer-Assistance and Review agreement.

School: Harrison Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
and remove those who have not done so.	them to improve their professional practice, have not done so. STA and the district are exploring ways to enhance this system by adopting elements from Poway Unified School District's PAR program.				
a(4) Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program.	SUSD will contract with Action Learning Systems (ALS) to provide ongoing, high-quality, job-embedded professional development (PD) aligned with Harrison Elementary School's comprehensive instructional program, as described below: **Year 1:** - Ensure implementation of Direct Interactive Instruction (DII) as a strategy to fully implement core curriculum in English/language arts (ELA) and mathematics - Provide more intensive PD in DII (Initial training if needed): 2 days for each of 3 cohorts (K-2 and 3-8 ELA and 7-8 Math) - Conduct Demonstration Lessons: 1 day per grade level - Provide comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 3 days per week - Conduct Student-Led Conferences: 1 day **Year 2:** - 2 days PD in DII (Initial for new teachers, if needed); 1 day PD in DII (Advanced) - Demonstration Lessons: 1 day for new teachers, if needed	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	- Detailed professional development plan from ALS. - Log of professional development and coaching activities from ALS. - Evaluation data from teachers on usefulness of professional development and coaching.

School: Harrison Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
	- Comprehensive Coaching to include Co-Planning/Co-Teaching and Observa-tion/Feedback: 2 days per week - 8 days Administrative Coaching: Accountability Conduct Coaching and Action Walks - English Learner (EL) PD: 5 days per cohort (K-1, 2-3, 4-6, 7-8 ELA, 7-8 Math) plus $100 per participant materials fee **Year 3:** - 2 days PD in DII (Initial for new teachers, if needed); 1 day PD in DII (Advanced) - Demonstration Lessons: 2 days for new teachers, if needed - Comprehensive Coaching to include Co-Planning/Co-Teaching and Observa-tion/Feedback: 1 day per week - EL PD: 5 days per cohort (K-1, 2-3, 4-6, 7-8 ELA, 7-8 Math)				
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the trans-formation	SUSD's human resources office (HR) will devel-op a multi-faceted plan to recruit and select high-ly qualified staff for SIG schools, including a po-werful message about the opportunity for educa-tors to work in a highly supportive team envi-ronment. To retain staff, HR will conduct periodic anonymous surveys to monitor staff satisfaction at each SIG school and exit interviews with staff who leave these schools voluntarily. Information from the surveys and exit interviews will help dis-trict and school leaders address conditions that are contributing to unwanted staff turnover. In	Year 1: 2/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Finalized plan and newly revised HR evaluation forms and procedures created specifically for SIG schools

School: Harrison Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
school.	addition, HR will work with the union and WestEd to change the way pink-slipped teachers are placed at school sites the following year.				
b(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next.	**Year 1:** Board-approved standards-based instructional materials are already in place. - Teachers will receive training in the use of the newly adopted intensive intervention materials (*Inside*). **Year 2:** - Implement Data Team Meetings: Use Data Protocols to analyze school-wide, grade level and classroom data including Student Achievement Data, Implementation Data and Student Work Samples **Year 3:** - Continue to implement Data Team Meetings as in Year 2.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	• Findings from Williams Act site visits • Data from SUSD's Research and Evaluation Dept. • Minutes of Data Team meetings • PD calendar
b(2) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. Strategies include the use	-Principal will conduct academic conferences with teachers three times a year to identify students who are progressing toward meeting standards and students who are not. -Strategic Support Time interventions will be discussed during weekly Teacher Collaboration Time, and the effectiveness of grade level team intervention strategies will be analyzed based on formative, summative, and MAP assessments. -Planning days 3 times a year to allow grade level teams to discuss data and organize plans and strategies designed to address student needs. -Eight Data Team Meetings annually to establish protocols to analyze school-wide, grade level	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	• Sign in sheets • Revised PD calendars • Student-level data from MAP testing • Quarterly LEA Plan reports

School: Harrison Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
of MAP (measures of academic progress) assessments.	and classroom data including Student Achievement Data, Implementation Data and Student Work Samples. -Grade level SMART and STRETCH goals are aligned with school goals and identified for subgroups in ELA and mathematics, using curriculum-embedded assessments and district benchmarks as measures.				
c(1) Establish schedules and implement strategies that provide increased learning time.	**A total of 383 hours of increased learning time (ILT) will be implemented.** **Core:** An additional hour will be added to the school day from Tuesday through Friday of every week, a gain of 144 hours over 36 weeks. In addition, there will be a 2-week, 6 hour/day summer school program, resulting in a gain of 60 hours of ILT. All students invited to participate. Amount Increased: _204 hours_ **Enrichment:** A 4 hour and 10 minute Saturday academy will be held on 30 Saturdays throughout the school year. All students invited to participate. Amount Increased: _125 hours_ **Teacher Collaboration:** Teachers will have 1.5 additional hours to collaborate every Monday throughout 36 weeks of the school year. Amount Increased: 54 hours	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Asst Supt	Revisions made to master schedules as evidenced by ***Genesis,*** the district's student information system
d(1) Provide ongoing mechan-	Harrison will conduct monthly parent coffee hours to support student learning and attendance; coordinate home visits by teachers to	Year 1: 7/2012	Year 1: 5/2013	Principal	Schedules of coffees and sign-in sheets Schedule of home

School: Harrison Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
isms for family and community engagement.	promote home/school communication; provide training for teachers and begin to hold systematized parent/teacher conferences; and purchase materials for the Parent Resource Center and translation headsets so that all parents can fully participate in school events. Harrison will contract with Parent Institute for Quality Education (PIQE) for parent training in an effort to create partnerships among parents, students and educators to further students' academic success.	Year 2: 7/2013 Year 3: 7/2014	Year 2: 5/2014 Year 3: 5/2015		visits and parent signature forms Purchasing Dept records Signed, board-approved contract
e(1) Give the school sufficient operational flexibility	SUSD will grant the principal operational flexibility over areas such as staffing, calendars, collaboration time for teachers, and budgeting to fully implement a comprehensive approach to improving student achievement outcomes; In summer 2011, principal and leadership team had two days to set SMART goals and develop action plans to improve student achievement. Summer intensives will provide further opportunities to adjust their plans; for example, in implementing the ILT model, which is based on research and guidance on practices known to be effective, Harrison will have the opportunity to create a different model as long as it meets the parameters of the transformation model.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Approved Action Plan
e(2) Ensure that the school receives ongoing, intensive technical	SUSD has selected WestEd as its technical assistance provider. WestEd will provide ongoing, intensive support as described below: **<u>Pre-Implementation:</u>** **Action planning** summer 2012: Principal and 6-	Pre-Imp: 5/2012 Year 1: 7/2012	Pre-Imp: 7/2012 Year 1: 5/2013	Principal, Asst Supt, WestEd	-Activity log showing WestEd visits, meetings, classroom observations, presentations, and outcomes.

School: Harrison Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
assistance and related support from a designated external lead partner organization.	member school leadership team develop Action Plans with WestEd; specific goals developed; strategies, tasks, timelines determined; personnel assigned (12 hours) **Summer 2012 intensive training** from WestEd for teachers and Literacy/Numeracy Specialists: Culture setting/professional development (20 hrs) **<u>Years 1, 2, and 3:</u>** - On-site training, support and coaching to principal, instructional coaches, and district staff focused on developing capacity to sustain improvement efforts; frequent monitoring visits to assess implementation - Monitoring reports in CAIS. - Ongoing support for use of CAIS	Year 2: 7/2013 Year 3: 7/2014	Year 2: 5/2014 Year 3: 5/2015		-Assessments by local stakeholders of quality of WestEd coaching and support for use of CAIS as part of part of annual evaluation.
	<u>Years 2 and 3: Annual Evaluation</u> - Prepare an annual evaluation report for Harrison. The annual evaluation report will focus on outcomes so that key stakeholders (e.g., local school board, parents, community members, and the state department of education) are apprised of the progress being made. - Conduct evaluation one year after the first year action plan has been implemented, and each fall thereafter for 2 years. The 1st annual evaluation will include an analysis of student outcome data and progress on program implementation; the 2nd will include an analysis of student outcomes, progress on program implementation and				- Completed evaluation report delivered to key stakeholders as described under actions and activities. - Assessments of quality of prior-year WestEd evaluation reports by local stakeholders as part of the annual evaluation.

School: Harrison Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
	progress in meeting the 7 quality indicators of high functioning schools.				
	In addition, WestEd will provide SUSD with the following District- Wide Services: **<u>Years 1, 2 and 3:</u>** **Turnaround Collaborative Team (TCT)** Assist in the formation and facilitation of a Turnaround Collaborative Team (TCT) that includes principals and staff from the SIG schools, district level administrators, and other stakeholders. The TCT will play a key role in monitoring the school action plans, problem solving, and sharing successes that have promise for scaling up district wide. **Teacher and Principal Evaluation Task Force.** Convene and facilitate a Teacher and Principal Evaluation Task Force to design and pilot the required evaluation procedures. Collaborate with the district to ensure the principal and teacher evaluations systems are implemented with fidelity. **Task Force on ILT.** Convene and facilitate an ILT Task Force to explore research and best practices, identify community partners, create enthusiasm for extended learning programs, ensure that teachers use extended time effectively, and monitor the implementation of ILT and determine modifications as necessary.				-Agendas, minutes, and reports from the Teacher and Principal Evaluation Task force will provide evidence of progress and WestEd's role as facilitator. -Agendas, minutes, and reports from the Task Force on Increased Learning Time will provide evidence of progress and WestEd's role as facilitator.

School: Harrison Elementary		Tier: I			
Optional Components	**Actions & Activities**	**Timeline**		**Oversight**	**Desc of Evidence**
Implement strategies to improve climate, as recommended by Needs Assessment	Contract with ***No Bully*** for staff training in this research-based program; with an organization such as ***Communicaid*** to provide cultural sensitivity training; and with Parent-Teacher Home Visit Project for teacher training in visiting students where they live.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd, HR	Board-approved contracts Training schedules and sign-in sheets
Hire additional personnel as recommended by the WestEd Needs Assessment	Hire a full-time Assistant Principal; Program Specialist to monitor student progress; Counselor to meet the needs of 7th and 8th graders; Visual and Performing Arts Teacher to provide enrichment for students; and Library Media Assistant to improve reading comprehension and ensure that students can make full use of the library. Hire substitutes so that teachers can observe high performing classrooms.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015		Staffing reports
Implement systematized parent/teacher conferences	Contract with WestEd's Comprehensive School Assistance Program (CSAP) for training in Academic Parent-Teacher Teams (APTT), a systematic means of increasing student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction.	Year 1: 2/2012 Year 2: 6/2013 Year 3: 6/2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Signed, board-approved contract

HENRY ELEMENTARY SCHOOL SIG Form 10.2

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Henry Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
a(1) Replace the principal who led the school prior to commencement of the transformation model.	Henry's principal was replaced by the start of the 2011-2012 school year. SUSD selected the new principal using criteria from New Leaders for New Schools, which developed *The Urban Excellence Framework* to define the key leadership characteristics of highly effective principals.	5/2011	7/2011	Superintendent (Supt), Assistant (Asst) Supt	Staffing assignments
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	**Phase 1: Update and revise current Principal Evaluation (PE) Protocol reflecting CPSELs** - Convene and calendar PE Task Force - Determine data and other measurement indicators - Develop tools (surveys, observations from peer experts and teacher leaders, feedback from district administrators) for improving principals' professional practices - Pilot tools and gather feedback from administrators, teachers and board. - Develop and submit revised evaluation tool to board (and United Stockton Administrators) for approval and adoption - Train staff in the use of the protocol **Phase 2: Implement evaluation protocol** - Utilize new PE protocol in all SIG schools - Continue to gather feedback re protocol - Refine protocol **Phase 3: Continue using PE System** - Evaluate impact of new principal evaluation proto-	Phase 1: 6/2011 Phase 2: 6/2013 Phase 3: 6/2014	Phase 1: 5/2013 Phase 2: 5/2014 Phase 3: 5/2015	Principal, Asst Supt, WestEd	Signed agreements with Board and United Stockton Administrators on a new SIG-compliant PE system. Data collected from administrators, principal, and teachers.

School: Henry Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
	col **Update and revise current Teacher Evaluation (TE) Protocol** **Phase 1:** - Convene Teachers' Evaluation Task Force - Identify all measures and weights to assign to each indicator with student growth serving as a significant factor. - Develop and pilot use of tools (including rubrics) for evaluating instruction and student performances. - Obtain approval for revised evaluation protocol from Trustees and Stockton Teachers Association. **Phase 2:** - Implement new TE protocol. - Refine protocol and tools based on teacher and administrator feedback and on evidence of improved student outcomes. **Phase 3:** Evaluate the impact of new TE protocol.	Phase 1: 6/2011 Phase 2: 6/2013 Phase 3: 6/2014	Phase 1: 5/2013 Phase 2: 5/2014 Phase 3: 5/2015		
a(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased stu-	-A MOU is being developed with the Stockton Teachers Association to develop a system of rewarding staff whose schools have achieved agreed-upon student achievement SMART/STRETCH goals. Financial rewards will increase each year that a school meets these goals. Funds have been budgeted in order to provide rewards to all school staff. - The current PAR (Peer Assistance and Review) system will be used to support underperforming teachers and remove those who, after ample opportunities have been provided for them to improve their	5/2011	4/2012	Principal, Asst Supt, WestEd	Signed MOU Student achievement data as compared with SMART and STRETCH goals. Adoption of new Peer-Assistance and Review

School: Henry Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
dent achievement; and identify and remove those who have not done so.	professional practice, have not done so. STA and the district are exploring ways to enhance this system by adopting elements from Poway Unified School District's PAR program.				agreement.
a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	SUSD will contract with Action Learning Systems (ALS) to provide ongoing, high-quality, job-embedded professional development (PD) aligned with Henry Elementary School's comprehensive instructional program, as described below: **Year 1:** - Ensure implementation of Direct Interactive Instruction (DII) as a strategy to fully implement core curriculum in English/language arts (ELA) and mathematics - Provide more intensive PD in DII (Initial training if needed): 2 days for each of 3 cohorts (K-2 and 3-8 ELA and 7-8 Math) - Conduct Demonstration Lessons: 1 day per grade level - Provide comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 3 days per week - Conduct Student-Led Conferences: 1 day **Year 2:** - 2 days PD in DII (Initial for new teachers, if needed); 1 day PD in DII (Advanced) - Demonstration Lessons: 1 day for new teachers, if	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	- Detailed professional development plan from ALS. - Log of professional development and coaching activities from ALS. - Evaluation data from teachers on usefulness of professional development and coaching.

School: Henry Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
	needed - Comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 2 days per week - 8 days Administrative Coaching: Accountability Conduct Coaching and Action Walks - English Learner (EL) PD: 5 days per cohort (K-1, 2-3, 4-6, 7-8 ELA, 7-8 Math) plus $100 per participant materials fee **Year 3** - 2 days PD in DII (Initial for new teachers, if needed); 1 day PD in DII (Advanced) - Demonstration Lessons: 2 days for new teachers, if needed - Comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 1 day per week - EL PD: 5 days per cohort (K-1, 2-3, 4-6, 7-8 ELA, 7-8 Math)				
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the	SUSD's human resources office (HR) will develop a multi-faceted plan to recruit and select highly qualified staff for SIG schools, including a powerful message about the opportunity for educators to work in a highly supportive team environment. To retain staff, HR will conduct periodic anonymous surveys to monitor staff satisfaction at each SIG school and exit interviews with staff who leave these schools voluntarily. Information from the surveys and exit interviews will help district and school leaders address conditions that are contributing to unwanted staff	Year 1: 2/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Finalized plan and newly revised HR evaluation forms and procedures created specifically for SIG schools

School: Henry Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
students in the transformation school.	turnover. In addition, HR will work with the union and WestEd to change the way pink-slipped teachers are placed at school sites the following year.				
b(1) Use data to identify and implement a research-based instructional program that is vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.	**Year 1:** - Board-approved standards-based instructional materials are already in place. - Teachers will receive training in the use of the newly adopted intensive intervention materials (*Inside*). **Year 2:** - Implement Data Team Meetings: Use Data Protocols to analyze school-wide, grade level and classroom data including Student Achievement Data, Implementation Data and Student Work Samples **Year 3:** - Continue to implement Data Team Meetings as in Year 2.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	• Findings from Williams Act site visits • Data from SUSD's Research and Evaluation Dept. • Minutes of Data Team meetings • PD calendar
b(2) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs	-Principal will conduct academic conferences with teachers three times a year to identify students who are progressing toward meeting standards and students who are not. -Strategic Support Time interventions will be discussed during weekly Teacher Collaboration Time, and the effectiveness of grade level team intervention strategies will be analyzed based on formative, summative, and MAP assessments. -Planning days three times a year to allow grade	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	• Sign in sheets • Revised PD calendars • Student-level data from MAP testing • Quarterly LEA Plan reports

School: Henry Elementary	Tier: I or II (circle one)				
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
of individual students. Strategies include the use of MAP (measures of academic progress) assessments.	level teams to discuss data and organize plans and strategies designed to address student needs. -Eight Data Team Meetings annually to establish protocols to analyze school-wide, grade level and classroom data including Student Achievement Data, Implementation Data and Student Work Samples. -Grade level SMART and STRETCH goals are aligned with school goals and identified for subgroups in ELA and mathematics, using curriculum-embedded assessments and district benchmarks as measures.				
c(1) Establish schedules and implement strategies that provide increased learning time.	**A total of 383 hours of increased learning time (ILT) will be implemented.** **Core:** An additional hour will be added to the school day from Tuesday through Friday of every week, a gain of 144 hours over 36 weeks. In addition, there will be a 2-week, 6 hour/day summer school program, resulting in a gain of 60 hours of ILT. All students invited to participate. Amount Increased: 204 hours	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Asst Supt	Revisions will be made to the master schedules as evidenced by Genesis
	Enrichment: A 4 hour and 10 minute Saturday academy will be held on 30 Saturdays throughout the school year. All students invited to participate. Amount Increased: 125 hours				
	Teacher Collaboration: Teachers will have 1.5 additional hours to collaborate every Monday throughout 36 weeks of the school year. Amount Increased: 54 hours				
d(1) Provide ongo-	Henry will use the following mechanisms: Parent Connection Coffee Hours; monthly parent	Year 1: 7/2012	Year 1: 5/2013		Sign-in sheets, site-based pro-

School: Henry Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
ing mechanisms for family and community engagement.	meetings with Counselor, Literacy Specialist, Numeracy Specialist (one grade per month); a 6-week Latino Family Literacy Project; Parent Teacher Student Association; annual Literacy/ Math/Science Nights; ConnectEd phone messages; campus clean-up day; Take-home Reading Program and Baseball by the Books reading incentive program (students can receive baseball game tickets); awards assemblies; English Learner Advisory Committee	Year 2: 7/2013 Year 3: 7/2014	Year 2: 5/2014 Year 3: 5/2015		gram evaluations
e(1) Give the school sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes.	SUSD will grant the principal operational flexibility over areas such as staffing, calendars, collaboration time for teachers, and budgeting to fully implement a comprehensive approach to improving student achievement outcomes; In summer 2011, principal and leadership team had two days to set SMART goals and develop action plans to improve student achievement. Summer intensives will provide further opportunities to adjust their plans; for example, in implementing the ILT model, which is based on research and guidance on practices known to be effective, Henry will have the opportunity to create a different model as long as it meets the parameters of the transformation model.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Approved Action Plan
e(2) Ensure that the school receives ongoing, intensive technical assistance	SUSD has selected WestEd as its technical assistance provider. WestEd will provide ongoing, intensive support as described below: **<u>Pre-Implementation:</u>** **Action planning** summer 2012: Principal and 6-member school leadership team develop Action Plans with WestEd; specific goals developed; strat-	Pre-Imp: 5/2012 Year 1: 7/2012 Year 2:	Pre-Imp: 7/2012 Year 1: 5/2013 Year 2:	Principal, Asst Supt, WestEd	-Activity log showing WestEd site visits, meetings, classroom observations, presentations, and outcomes.

School: Henry Elementary	Tier: I or II (circle one)				
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
and related support from a designated external lead partner organization.	egies, tasks, timelines determined; personnel assigned (12 hours) **Summer 2012 intensive training** from WestEd for teachers and Literacy/Numeracy Specialists: Culture setting/professional development (20 hrs) **<u>Years 1, 2, and 3:</u>** - On-site training, support and coaching to principal, instructional coaches, and district staff focused on developing capacity to sustain improvement efforts; frequent monitoring visits to assess implementation - Monitoring reports in CAIS. - Ongoing support for use of CAIS	7/2013 Year 3: 7/2014	5/2014 Year 3: 5/2015		-Assessments by local stakeholders of quality of WestEd coaching and support for use of CAIS as part of part of annual evaluation. -Completed CAIS monitoring reports.
	<u>Years 2 and 3: Annual Evaluation</u> - Prepare an annual evaluation report for Henry. The annual evaluation report will focus on outcomes so that key stakeholders (e.g., local school board, parents, community members, and the state department of education) are apprised of the progress being made. - Conduct evaluation one year after the first year action plan has been implemented, and each fall thereafter for 2 years. The first annual evaluation will include an analysis of student outcome data and progress on program implementation; the second will include an analysis of student outcomes, progress on program implementation and progress in meeting the seven quality indicators of high functioning schools.			Principal, Asst Supt, WestEd	• Completed evaluation report delivered to key stakeholders as described under actions and activities. • Assessments of quality of prior-year WestEd evaluation reports by local stakeholders as part of the annual evaluation.
	In addition, WestEd will provide SUSD with the following District- Wide Services:			Principal, Asst Supt,	-Agendas, minutes, and reports

School: Henry Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
	<u>Years 1, 2 and 3:</u> **Turnaround Collaborative Team (TCT)** Assist in the formation and facilitation of a Turnaround Collaborative Team (TCT) that includes principals and staff from the SIG schools, district level administrators, and other stakeholders. The TCT will play a key role in monitoring the school action plans, problem solving, and sharing successes that have promise for scaling up district wide. **Teacher and Principal Evaluation Task Force -** Convene and facilitate a Teacher and Principal Evaluation Task Force to design and pilot the required evaluation procedures. Collaborate with the district to ensure the principal and teacher evaluations systems are implemented with fidelity. **Task Force on ILT -** Convene and facilitate an ILT Task Force to explore research and best practices, identify community partners, create enthusiasm for extended learning programs, ensure that teachers use extended time effectively, and monitor the implementation of ILT and determine modifications as necessary.			WestEd	from the Teacher and Principal Evaluation Task force will provide evidence of progress and WestEd's role as facilitator. -Agendas, minutes, and reports from the Task Force on Increased Learning Time will provide evidence of progress and WestEd's role as facilitator.

School: Henry Elementary		Tier: I or II (circle one)			
Optional Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
Provide ongoing mechanisms for family and com-	Hire two Parent Liaisons to create and implement an action plan for parent and community engagement; contract with ***Communicaid*** to	Year 1: 7/2012	Year 1: 5/2013	Principal, Asst Supt, HR Dept	

School: Henry Elementary	Tier: I or II (circle one)				
Optional Components	**Actions & Activities**	**Timeline** Start	End	**Oversight**	**Description of Evidence**
munity engagement, per recommendations in WestEd Needs Assessment.	provide cultural sensitivity training; purchase supplies for the Parent Resource Center and translation headsets so that all parents feel welcome and are able to participate in meetings conducted in English; and contract with the Parent-Teacher Home Visit Project for teacher training in visiting students where they live.	Year 2: 7/2013 Year 3: 7/2014	Year 2: 5/2014 Year 3: 5/2015		
Implement strategies that are designed to meet the needs of the students in the transformation school, per recommendations in WestEd Needs Assessment.	Hire a Literacy Intervention Specialist to concentrate on implementation of ***Inside*** intervention curriculum and needs of EL students and an additional 2-day/week Numeracy Specialist; hire a counselor to work with 7th and 8th grade students to ensure they are able to transition successfully to high school and meet graduation requirements and are informed of educational options such as career technical education.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, HR Dept	
Implement systematized parent/teacher conferences	Contract with WestEd's Comprehensive School Assistance Program (CSAP) for training in Academic Parent-Teacher Teams (APTT). APTT is an intentional, systematic means of increasing student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Signed, board-approved contract

ROOSEVELT ELEMENTARY SCHOOL
SIG Form 10.2

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Roosevelt Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
a(1) Replace the principal who led the school prior to commencement of the transformation model.	Roosevelt's principal was replaced by the start of the 2011-2012 school year. SUSD selected a new principal using criteria developed by New Leaders for New Schools, which developed *The Urban Excellence Framework,* which defines the key leadership qualities of highly effective principals.	5/2011	7/2011	Super-Intendent (Supt) Assistant (Asst) Supt	
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	**Phase 1: Update and revise current Principal Evaluation (PE) Protocol reflecting CPSELs** - Convene and calendar PE Task Force. - Determine data and other performance indicators. - Develop tools (surveys, observations from peer experts and teacher leaders, feedback from district administrators) for improving principals' professional practices. - Pilot tools and gather feedback from administrators, teachers and board. - Develop and submit revised evaluation tool to board and United Stockton Administrators for approval and adoption. - Train district staff and principals in the use of the protocol. **Phase 2: Implement evaluation protocol** - Utilize new PE protocol in all SIG schools - Continue to gather feedback regarding protocol,	Phase 1: 2/2012 Phase 2: 6/2013 Phase 3: 6/2014	Phase 1: 5/2013 Phase 2: 5/2014 Phase 3: 5/2015	Principal, Asst Supt, WestEd	Signed agreements with Board and United Stockton Administrators on a new SIG-compliant PE system. Data collected from administrators, principal, and teachers.

School: Roosevelt Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
	then refine protocol. **Phase 3: Continue using PE System** - Evaluate impact of new principal evaluation protocol. **Update and revise current Teacher Evaluation (TE) Protocol** **Phase 1:** - Convene Teachers' Evaluation Task Force. - Identify all measures and weights to assign to each indicator with student growth serving as a significant factor. - Develop and pilot use of tools for evaluating instruction and student performances. - Obtain approval for revised evaluation protocol from Board and Stockton Tchrs. Assn. **Phase 2:** - Implement new TE protocol. - Refine protocol and tools based on teacher and administrator feedback and on evidence of improved student outcomes. **Phase 3:** Evaluate the impact of new TE protocol.	Phase 1: 2/2012 Phase 2: 6/2013 Phase 3: 6/2014	Phase 1: 5/2013 Phase 2: 5/2014 Phase 3: 5/2015		Signed agreements with Board and United Stockton Teachers Assn. on a new SIG-compliant Teacher Evaluation system. Data collected from administrators, principal, and teachers.
a(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased	-A MOU is being developed with the Stockton Teachers Association to develop a system of rewarding staff whose schools have achieved agreed-upon student achievement SMART/STRETCH goals. Financial rewards will increase each year that a school meets these goals. Funds have been budgeted in order to provide rewards to all Roosevelt school staff. - The current PAR (Peer Assistance and Review)	5/2011	4/2012	Principal, Asst Supt, WestEd	Signed MOU Student achievement data as compared with SMART and STRETCH goals. Adoption of new

School: Roosevelt Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
student achievement; and identify and remove those who have not done so.	system will be used to support underperforming teachers and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. STA and the district are exploring ways to enhance this system by adopting elements from Poway Unified School District's PAR program.				Peer-Assistance and Review agreement.
a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	SUSD will contract with Action Learning Systems (ALS) to provide ongoing, high-quality, job-embedded professional development (PD) aligned with Harrison Elementary School's comprehensive instructional program, as described below: **Year 1:** - Ensure implementation of Direct Interactive Instruction (DII) as a strategy to fully implement core curriculum in English/language arts (ELA) and mathematics - Provide more intensive PD in DII (Initial training if needed): 2 days for each of 3 cohorts (K-2 and 3-8 ELA and 7-8 Math) - Conduct Demonstration Lessons: 1 day per grade level - Provide comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 3 days per week - Conduct Student-Led Conferences: 1 day **Year 2:** - 2 days PD in DII (Initial for new teachers, if needed); 1 day PD in DII (Advanced)	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	- Detailed professional development plan from ALS. - Log of professional development and coaching activities from ALS. - Evaluation data from teachers on usefulness of professional development and coaching.

School: Roosevelt Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
	- Demonstration Lessons: 1 day for new teachers, if needed - Comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 2 days per week - 8 days Administrative Coaching: Accountability Conduct Coaching and Action Walks - English Learner (EL) PD: 5 days per cohort (K-1, 2-3, 4-6, 7-8 ELA, 7-8 Math) plus $100 per participant materials fee **Year 3** - 2 days PD in DII (Initial for new teachers, if needed); 1 day PD in DII (Advanced) - Demonstration Lessons: 2 days for new teachers, if needed - Comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 1 day per week - EL PD: 5 days per cohort (K-1, 2-3, 4-6, 7-8 ELA, 7-8 Math)				
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students	SUSD's human resources office (HR) will develop a multi-faceted plan to recruit and select highly qualified staff for SIG schools, including a powerful message about the opportunity for educators to work in a highly supportive team environment. To retain staff, HR will conduct periodic anonymous surveys to monitor staff satisfaction at each SIG school and exit interviews with staff who leave these schools voluntarily. Information from the surveys and exit interviews will help dis-	Year 1: 2/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Finalized plan and newly revised HR evaluation forms and procedures created specifically for SIG schools

School: Roosevelt Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
in the transformation school.	trict and school leaders address conditions that are contributing to unwanted staff turnover. In addition, HR will work with the union and WestEd to change the way pink-slipped teachers are placed at school sites the following year.				
b(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next.	**Year 1:** Board-approved standards-based instructional materials are already in place. - Teachers will receive training in the use of the newly adopted intensive intervention materials (*Inside*). **Year 2:** - Implement Data Team Meetings: Use Data Protocols to analyze school-wide, grade level and classroom data including Student Achievement Data, Implementation Data and Student Work Samples **Year 3:** - Continue to implement Data Team Meetings as in Year 2.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	• Findings from Williams Act site visits • Data from SUSD's Research and Evaluation Dept. • Minutes of Data Team meetings • PD calendar
b(2) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. Strategies in-	-Principal will conduct academic conferences with teachers three times a year to identify students who are progressing toward meeting standards and students who are not. -Strategic Support Time interventions will be discussed during weekly Teacher Collaboration Time, and the effectiveness of grade level team intervention strategies will be analyzed based on formative, summative, and MAP assessments. -Planning days 3 times a year to allow grade level teams to discuss data and organize plans and strategies designed to address student needs. -Eight Data Team Meetings annually to establish	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	• Sign in sheets • Revised PD calendars • Student-level data from MAP testing • Quarterly LEA Plan reports

School: Roosevelt Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
clude the use of MAP (measures of academic progress) assessments.	protocols to analyze school-wide, grade level and classroom data including Student Achievement Data, Implementation Data and Student Work Samples. -Grade level SMART and STRETCH goals are aligned with school goals and identified for subgroups in ELA and mathematics, using curriculum-embedded assessments and district benchmarks as measures.				
c(1) Establish schedules and implement strategies that provide increased learning time.	**A total of 383 hours of increased learning time (ILT) will be implemented.** **Core:** An additional hour will be added to the school day from Tuesday through Friday of every week, a gain of 144 hours over 36 weeks. In addition, there will be a 2-week, 6 hour/day summer school program, resulting in a gain of 60 hours of ILT. Amount Increased: _204_ hours_	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Asst Supt	Revisions made to master schedules as evidenced by ***Genesis***
	Enrichment: A 4 hour and 10 minute Saturday academy will be held on 30 Saturdays throughout the school year. All students will be invited to participate. Amount Increased: _125 hours_				
	Teacher Collaboration: Teachers will have 1.5 additional hours to collaborate every Monday throughout 36 weeks of the school year. Amount Increased: __54 hours_				
d(1) Provide ongoing mechan-	Roosevelt will hire a full-time Parent Liaison for parent and community engagement; purchase supplies for the Parent Resource Center and	Year 1: 7/2012	Year 1: 5/2013	Principal, HR	Staffing assignments Parent meeting

School: Roosevelt Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
isms for family and community engagement.	translation headsets so that all parents are able to participate in meetings conducted in English; offer a Parent Academy 1 Saturday a month for 9 months; and contract with the Parent Institute for Quality Education (PIQE) for parent training in an effort to create partnerships among parents, students and educators to further students' academic success.	Year 2: 7/2013 Year 3: 7/2014	Year 2: 5/2014 Year 3: 5/2015		schedules and sign-in sheets Signed, board-approved contract
e(1) Give the school sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes.	SUSD will grant the principal operational flexibility over areas such as staffing, calendars, collaboration time for teachers, and budgeting to fully implement a comprehensive approach to improving student achievement outcomes; In summer 2011, principal and leadership team had two days to set SMART goals and develop action plans to improve student achievement. Summer intensives will provide further opportunities to adjust their plans; for example, in implementing the ILT model, which is based on research and guidance on practices known to be effective, Roosevelt will have the opportunity to create a different model as long as it is compatible with the transformation model.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Approved Action Plan
e(2) Ensure that the school receives ongoing, intensive technical assistance and related support	SUSD has selected WestEd as its technical assistance provider. WestEd will provide ongoing, intensive support as described below: **<u>Pre-Implementation:</u>** **Action planning** summer 2012: Principal and 6-member school leadership team develop Action Plans with WestEd; specific goals developed;	Pre-Imp: 5/2012 Year 1: 7/2012 Year 2:	Pre-Imp: 7/2012 Year 1: 5/2013 Year 2:	Principal, Asst Supt, WestEd	-Activity log showing WestEd site visits, meetings, classroom observations, presentations, and outcomes. -Assessments by

School: Roosevelt Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
from a designated external lead partner organization.	strategies, tasks, timelines determined; personnel assigned (12 hours) **Summer 2012 intensive training** from WestEd for teachers and Literacy/Numeracy Specialists: Culture setting/professional development (20 hrs) **<u>Years 1, 2, and 3:</u>** • On-site training, support and coaching to principal, instructional coaches, and district staff focused on developing capacity to sustain improvement efforts; frequent monitoring visits to assess implementation • Monitoring reports in CAIS. • Ongoing support for use of CAIS	7/2013 Year 3: 7/2014	5/2014 Year 3: 5/2015		local stakeholders of quality of WestEd coaching and support for use of CAIS as part of part of annual evaluation. -Completed CAIS monitoring reports.
	<u>Years 2 and 3: Annual Evaluation</u> • Prepare an annual evaluation report for Roosevelt. The annual evaluation report will focus on outcomes so that key stakeholders (e.g., local school board, parents, community members, and the state department of education) are apprised of the progress being made. • Conduct evaluation one year after the first year action plan has been implemented, and each fall thereafter for 2 years. The first annual evaluation will include an analysis of student outcome data and progress on program implementation; the second will include an analysis of student outcomes, progress on program implementation and progress in meeting the seven quality in-				• Completed evaluation report delivered to key stakeholders as described under actions and activities. • Assessments of quality of prior-year WestEd evaluation reports by local stakeholders as part of the annual evaluation.

School: Roosevelt Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
	dicators of high functioning schools.				
	In addition, WestEd will provide SUSD with the following District- Wide Services: **<u>Years 1, 2 and 3:</u>** **Turnaround Collaborative Team (TCT)** Assist in the formation and facilitation of a Turnaround Collaborative Team (TCT) that includes principals and staff from the SIG schools, district level administrators, and other stakeholders. The TCT will play a key role in monitoring the school action plans, problem solving, and sharing successes that have promise for scaling up district wide. **Teacher and Principal Evaluation Task Force** Convene and facilitate a Teacher and Principal Evaluation Task Force to design and pilot the required evaluation procedures. Collaborate with the district to ensure the principal and teacher evaluations systems are implemented with fidelity. **Task Force on ILT** Convene and facilitate an ILT Task Force to explore research and best practices, identify community partners, create enthusiasm for extended learning programs, ensure that teachers use extended time effectively, and monitor the implementation of ILT and determine modifications as necessary.				-Agendas, minutes, and reports from the Teacher and Principal Evaluation Task force will provide evidence of progress and WestEd's role as facilitator. -Agendas, minutes, and reports from the Task Force on Increased Learning Time will provide evidence of progress and WestEd's role as facilitator.

School: Roosevelt Elementary		Tier: I or II (circle one)			
Optional Components	**Actions & Activities**	**Timeline** Start	End	**Oversight**	**Description of Evidence**
Hire additional personnel as recommended by WestEd	Hire a full-time Assistant Principal, full-time Library Media Specialist, and full-time Parent Liaison.	Year 1: 7/2012	Year 1: 5/2013	Principal, HR	HR records
Implement strategies to improve campus climate, as recommended by Needs Assessment	Contract with ***No Bully*** to provide training for staff to end campus bullying; and purchase Walker McConnell Survey Scale of Social Competence and School Adjustment to identify and respond to children with social skill deficits.	Year 1: 2/2012 Year 2: 6/2013 Year 3: 6/2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Signed, board-approved contract Purchasing Dept records
Implement strategies to improve academic achievement	Purchase Accelerated Reading and Math; Study Island, software designed to help students master California content standards; On-line ***Inside*** Coach, web-based support for the adopted intervention program; and 34 desktop computers for a student instructional lab.	2/2012	7/2012	Principal	Purchasing Dept records Training schedules and sign-in sheets
	Provide teacher training on the use of instructional technology to improve student achievement.	2/2012	12/ 2012	Principal	Training schedules and sign-in sheets
Implement systematized parent/teacher conferences	Contract with WestEd's Comprehensive School Assistance Program (CSAP) for training in Academic Parent-Teacher Teams (APTT), a systematic means of increasing student performance by enhancing the quality/quantity of parent-teacher communication and interaction.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Signed, board-approved contract Training schedules and sign-in sheets

NIGHTINGALE CHARTER SCHOOL
SIG Form 10.3

SIG Form 10.3—Restart Implementation Chart for a Tier I or Tier II School

School: Nightingale Charter Elementary			Tier: I or II (circle one)		
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
Fulfill all California requirements for converting to a charter school (if applicable).	Nightingale Elementary fulfilled all the California requirements for converting to a charter school. It was approved by the State Board of Education and assigned a charter number in May 2011.		5/2010	Superintendent (Supt.), Assistant (Asst.) Supt.	Minutes from Board of Education meeting Charter school number assigned by CDE
Create a locally-determined rigorous review process for the purposes of selecting a CMO or an EMO.	SUSD's governing board decided not to contract with a Charter Management Organization but instead to close the schools and reopen them as charter schools under the district as the Charter School Operator. SUSD is both a charter operator and charter school authorizer and has developed highly successful charter high schools (most recently, Stockton Early College Academy) whose students have outperformed the district's other high schools. In addition, SUSD has a highly qualified district-level manager charged with oversight of charters. It was felt that the district, therefore, has the capacity to be successful at these schools. Nightingale Charter School will receive the same technical assistance from WestEd as the other SIG-eligible schools if funding is approved.	Year 1: 1/2011	Year 1: 10/2011	SUSD Governing Board, Supt	Charter contract that clearly states the rights, responsibilities, clear expectations for student achievement, and material terms and conditions governing the school's operation and the relationship between SUSD and the school.

School: Nightingale Charter Elementary		Tier: I or II (circle one)			
Required Components	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
Create a plan to transfer students who either cannot attend the new school because their grade is no longer served by the Restart school or whose parents choose not to have their child attend the Restart school.	Nightingale Charter School serves the same grades the school served before becoming a charter, so no child will be unable to attend due to their grade not being served. Children whose parents choose not to have their child attend Nightingale will be reassigned to their school of choice within their Attendance Zone, which is Zone C. Zone C includes Hamilton, Monroe, and Van Buren Schools.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	SUSD Asst Supt of Elementary Education	School assignment plan
Create an accountability contract with the CMO or EMO which includes clearly defined goals for student achievement.	Nightingale's charter contract with SUSD establishes performance expectations. In addition, working with SUSD and WestEd, Nightingale has established SMART goals and SMART/STRETCH goals for student achievement. These goals are aligned with Nightingale's Single Plan for Student Achievement and Stockton Unified School District's Local Educational Agency Plan.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Asst Supt, Director of Charter Schools, Research and Assessment	Charter contract SMART and Stretch goals

School: Nightingale Charter Elementary		Tier: I			
Optional Components	**Actions & Activities**	**Timeline** Start	End	**Oversight**	**Description of Evidence**
Identify and reward school leaders,	-A MOU is being developed with the Stockton Teachers Association (STA) to develop a system of rewarding staff whose schools have achieved agreed-upon student	5/2011	4/2012	Principal, Asst Supt, WestEd	Signed MOU Student

School: Nightingale Charter Elementary		Tier: I			
Optional Components	**Actions & Activities**	**Timeline** Start	End	**Oversight**	**Description of Evidence**
teachers, and other staff who, in implementing this model, have increased student achievement; and identify and remove those who have not improved their professional practice despite ample opportunity.	achievement STRETCH goals. Financial rewards will increase each year that a school meets these goals. Funds have been budgeted in order to provide rewards to all school staff. - The current PAR (Peer Assistance and Review) system will be used to support underperforming teachers and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. STA and the district are exploring ways to enhance this system by adopting elements from Poway Unified School District's PAR program.				achievement data as compared with SMART and STRETCH goals.
Provide staff ongoing, high-quality, job-embedded professional development (PD) in alignment with the school's comprehensive instructional program.	SUSD will contract with Action Learning Systems (ALS) to provide ongoing, high-quality, job-embedded professional development (PD) aligned with Nightingale Charter Elementary School's comprehensive instructional program, as described below: **Year 1:** • Ensure implementation of Direct Interactive Instruction (DII) as a strategy to fully implement core curriculum in English/language arts (ELA) and mathematics • Provide more intensive PD in DII (Initial training if needed): 2 days for each of 3 cohorts (K-2 and 3-8 ELA and 7-8 Math) • Conduct Demonstration Lessons: 1 day per grade level	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	- Detailed professional development plan from ALS. - Log of professional development and coaching activities from ALS. - Evaluation

School: Nightingale Charter Elementary		Tier: I			
Optional Components	**Actions & Activities**	**Timeline** Start	End	**Oversight**	**Description of Evidence**
	• Provide comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 3 days per week • Conduct Student-Led Conferences: 1 day **Year 2:** • 2 days PD in DII (Initial for new teachers, if needed); 1 day PD in DII (Advanced) • Demonstration Lessons: 1 day for new teachers, if needed • Comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 2 days per week • 8 days Administrative Coaching: Accountability Conduct Coaching and Action Walks • English Learner (EL) PD: 5 days per cohort (K-1, 2-3, 4-6, 7-8 ELA, 7-8 Math) plus $100 per participant materials fee **Year 3** • 2 days PD in DII (Initial for new teachers, if needed); 1 day PD in DII (Advanced) • Demonstration Lessons: 2 days for new teachers, if needed • Comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 1 day per week • EL PD: 5 days per cohort (K-1, 2-3, 4-6, 7-8 ELA, 7-8 Math)				data from teachers on usefulness of professional development and coaching.
Implement strategies that are designed	SUSD's human resources office (HR) will develop a multi-faceted plan to recruit and select highly qualified staff for SIG schools, including a powerful message about the	Year 1: 7/2012	Year 1: 5/2013	Principal, Asst Supt, WestEd	Finalized plan and newly re-

School: Nightingale Charter Elementary		Tier: I			
Optional Components	**Actions & Activities**	**Timeline** Start	End	**Oversight**	**Description of Evidence**
to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.	opportunity for educators to work in a highly supportive team environment. To retain staff, HR will conduct periodic anonymous surveys to monitor staff satisfaction at each SIG school and exit interviews with staff who leave these schools voluntarily. Information from the surveys and exit interviews will help district and school leaders address conditions that are contributing to unwanted staff turnover. In addition, HR will work with the union and WestEd to change the way pink-slipped teachers are placed at school sites the following year.	Year 2: 7/2013 Year 3: 7/ 2014	Year 2: 5/2014 Year 3: 5/2015		vised HR evaluation forms and procedures created specifically for SIG schools
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.	**Year 1:** Board-approved standards-based instructional materials are already in place. Teachers will receive training in the use of the newly adopted intensive intervention materials (*Inside*). **Year 2:** Implement Data Team Meetings: Use Data Protocols to analyze school-wide, grade level and classroom data including Student Achievement Data, Implementation Data and Student Work Samples **Year 3:** Continue to implement Data Team Meetings as in Year 2.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	• Findings from Williams Act site visits • Data from SUSD's Research and Evaluation Dept. • Minutes of Data Team meetings • PD calendar
Promote the continuous use of student	-Principal will conduct academic conferences with teachers three times a year to identify students who are progressing toward meeting standards and students who	Year 1: 7/2012	Year 1: 5/2013	Principal, Asst Supt, WestEd	• Sign in sheets • Revised

School: Nightingale Charter Elementary		Tier: I			
Optional Components	**Actions & Activities**	**Timeline** Start	End	**Oversight**	**Description of Evidence**
data to inform and differentiate instruction in order to meet the academic needs of individual students. Strategies include the use of MAP (measures of academic progress) assessments.	are not. -Strategic Support Time interventions will be discussed during weekly Teacher Collaboration Time, and the effectiveness of grade level team intervention strategies will be analyzed based on formative, summative, and MAP assessments. -Planning days three times a year to allow grade level teams to discuss data and organize plans and strategies designed to address student needs. -Eight Data Team Meetings annually to establish protocols to analyze school-wide, grade level and classroom data including Student Achievement Data, Implementation Data and Student Work Samples. -Grade level SMART and STRETCH goals are aligned with school goals and identified for subgroups in ELA and mathematics, using curriculum-embedded assessments and district benchmarks as measures.	Year 2: 7/2013 Year 3: 7/ 2014	Year 2: 5/2014 Year 3: 5/2015		PD calendars • Student-level data from MAP testing Quarterly LEA Plan reports
Establish schedules and implement strategies that provide increased learning time.	**A total of 383 hours of increased learning time (ILT) will be implemented.** **Core:** An additional hour will be added to the school day from Tuesday through Friday of every week, a gain of 144 hours over 36 weeks. In addition, there will be a 2-week, 6 hour/day summer school program, resulting in a gain of 60 hours of ILT. All students invited to participate. Amount Increased: _204 hours_	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Asst Supt	Revisions made to master schedules as evidenced by ***Genesis,*** the district's student information system
	Enrichment: A 4 hour and 10 minute Saturday academy will be held on 30 Saturdays throughout the school year. All students invited to participate. Amount Increased: _125 hours_				
	Teacher Collaboration: Teachers will have 1.5 addi-				

School: Nightingale Charter Elementary		Tier: I			
Optional Components	**Actions & Activities**	**Timeline** Start	End	**Oversight**	**Description of Evidence**
	tional hours to collaborate every Monday throughout 36 weeks of the school year. Amount Increased: __54 hours_				
Provide ongoing mechanisms for family and community engagement.	Nightingale will hire a full-time Parent Liaison to create an action plan for parent and community engagement; purchase supplies for the Parent Resource Center; purchase translation headsets so that all parents feel welcome and are able to participate in meetings conducted in English; purchase and implement Character Education curriculum; and contract with a gang prevention assistance program to help increase feelings of safety and well-being among students when they are not at school.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, HR	Staffing assignments Purchasing Dept records Board-approved contract
Ensure that the school receives ongoing, intensive technical assistance and related support from a designated external lead partner organization.	SUSD has selected WestEd as its technical assistance provider. WestEd will provide ongoing, intensive support as described below: **<u>Pre-Implementation:</u>** **Action planning** summer 2012: Principal and 6-member school leadership team develop Action Plans with WestEd; specific goals developed; strategies, tasks, timelines determined; personnel assigned (12 hrs) **Summer 2012 intensive training** from WestEd for teachers and Literacy/Numeracy Specialists: Culture setting/professional development (20 hrs) **<u>Years 1, 2, and 3:</u>** -On-site training, support and coaching to principal, instructional coaches, and district staff focused on developing capacity to sustain improvement efforts; frequent monitoring visits to assess implementation -Monitoring reports in CAIS. -Ongoing support for use of CAIS	Pre-Imp: 5/2012 Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/2014	Pre-Imp: 7/2012 Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	-Activity log showing WestEd site visits, meetings, classroom observations, presentations, and outcomes. Assessments by local stakeholders of quality of WestEd coaching and support

School: Nightingale Charter Elementary		Tier: I		
Optional Components	**Actions & Activities**	**Timeline** Start End	**Oversight**	**Description of Evidence**
				for use of CAIS as part of part of annual evaluation. -Completed CAIS monitoring reports.
	<u>Years 2 and 3: Annual Evaluation</u> -Prepare an annual evaluation report for Nightingale. The annual evaluation report will focus on outcomes so that key stakeholders (e.g., local school board, parents, community members, and the state department of education) are apprised of the progress being made. -Conduct evaluation one year after the first year action plan has been implemented, and each fall thereafter for 2 years. The first annual evaluation will include an analysis of student outcome data and progress on program implementation; the second will include an analysis of student outcomes, progress on program implementation and progress in meeting the seven quality indicators of high functioning schools.			-Completed evaluation report delivered to key stakeholders as described under actions and activities. -Assessments of quality of prior-year WestEd evaluation reports by local stakeholders as part of the annual evaluation.

School: Nightingale Charter Elementary		Tier: I			
Optional Components	**Actions & Activities**	**Timeline** Start	End	**Oversight**	**Description of Evidence**
	In addition, WestEd will provide SUSD with the following District- Wide Services: **<u>Years 1, 2 and 3:</u>** **Turnaround Collaborative Team (TCT)** Assist in the formation and facilitation of a Turnaround Collaborative Team (TCT) that includes principals and staff from the SIG schools, district level administrators, and other stakeholders. The TCT will play a key role in monitoring the school action plans, problem solving, and sharing successes that have promise for scaling up district wide. **Teacher and Principal Evaluation Task Force** Convene and facilitate a Teacher and Principal Evaluation Task Force to design and pilot the required evaluation procedures. Collaborate with the district to ensure the principal and teacher evaluations systems are implemented with fidelity. **Task Force on ILT** Convene and facilitate an ILT Task Force to explore research and best practices, identify community partners, create enthusiasm for extended learning programs, ensure that teachers use extended time effectively, and monitor the implementation of ILT and determine modifications as necessary.				-Agendas, minutes, and reports from the Teacher and Principal Evaluation Task force will provide evidence of progress and WestEd's role as facilitator. -Agendas, minutes, and reports from the Task Force on Increased Learning Time will provide evidence of progress and WestEd's role as facilitator.
Hire additional personnel as recommended	Pittman will hire a Primary Intensive Intervention Teacher to concentrate on implementation of ***Inside*** intervention curriculum and the needs of EL students	2/2012	7/2012	Principal, HR	HR records

School: Nightingale Charter Elementary		Tier: I			
Optional Components	**Actions & Activities**	**Timeline** Start	End	**Oversight**	**Description of Evidence**
by the WestEd Needs As-sessment	Hire full-time Numeracy and Literacy Specialists in order to provide coaching to classroom teachers in the delivery of high quality instruction in English language arts and mathematics.				
Ensure a strong imple-menta-tion of the charter model of project-based learning led by a collaborative staff that is able to work as a team	Contract with the San Joaquin County Office of Educa-tion (SJCOE) for ongoing staff training on the skills ne-cessary to meet requirements of Nightingale's charter petition. Hire a full-time Program Coordinator/ Adminis-trative Coach, as recommended by the WestEd Needs Assessment, to help organize the model's implementa-tion, assist with developing a well-managed school, and facilitate conversations among staff. Compensate the Leadership Team to collaborate twice/month for 2 hours after school.	Year 1: 2/2012 Year 2: 6/2013 Year 3: 6/2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal	-Signed, board-approved contract -HR records -Leadership Team meet-ing agendas, schedules, and minutes
Ensure there is adequate instructional technology	Purchase 6 laptop computers for the Parent Resource Center and enough desktop computers (21) and network printers (2) to equip a student computer lab that can ac-commodate an entire class at a time.	2/2012	7/2012	Principal	Purchasing Dept records Completed lab
Enhance stu-dent learning in reading	Purchase a state- and district-approved Reading Inter-vention Curriculum	2/2012	7/2012	Principal	Purchasing Dept records
Implement systematized parent/teacher conferences	Contract with WestEd's Comprehensive School Assis-tance Program (CSAP) for training in Academic Parent-Teacher Teams (APTT), a systematic means of increas-ing student academic performance by enhancing the quality and quantity of parent-teacher communication.	Year 1: 2/2012 Year 2: 6/2013 Year 3: 6/2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Signed, board-approved contract

PITTMAN CHARTER SCHOOL
SIG Form 10.3

SIG Form 10.3—Restart Implementation Chart for a Tier I or Tier II School

School: Pittman Charter Elementary		Tier: I			
Required Components	**Actions & Activities**	**Timeline** Start	End	**Oversight**	**Description of Evidence**
Fulfill all California requirements for converting to a charter school (if applicable).	Pittman Charter Elementary fulfilled all the California requirements for converting to a charter school. Its petition was approved by the State Board of Education and the school assigned a charter number in May 2010.		5/2010	Superintendent (Supt.), Assistant (Asst.) Supt.	Minutes from Board of Education meeting Charter school number assigned by CDE
Create a locally-determined rigorous review process for the purposes of selecting a CMO or an EMO.	SUSD's governing board decided not to contract with a Charter Management Organization but instead to close the schools and reopen them as charter schools with the district serving as the Charter School Operator. SUSD is both a charter operator and charter school authorizer and has developed highly successful charter high schools (most recently, Stockton Early College Academy) whose students have outperformed the district's other high schools. In addition, SUSD has a highly qualified district-level manager charged with oversight of charters. Because of this track record, the district has the capacity to successfully manage these schools. Pittman Charter School will receive the same technical assistance from WestEd as the other SIG-eligible schools if funding is approved.	Year 1: 1/2011	Year 1: 10/2011	SUSD Governing Board, Supt	Charter contract that clearly states the rights, responsibilities, clear expectations for student achievement, and material terms and conditions governing the school's operation and the relationship between SUSD and the school.

School: Pittman Charter Elementary		Tier: I			
Required	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evi-**
Create a plan to transfer students who either cannot attend the new school because their grade is no longer served by the Restart school or whose parents choose not to have their child attend the Restart school.	Pittman Charter serves the same grades the school served before becoming a charter, so no child will be unable to attend due to their grade not being served. Children whose parents choose not to have their child attend Pittman will be reassigned to their school of choice within their Attendance Zone, which is Zone B. Zone B includes Hazelton, Huerta, McKinley, Pittman, Spanos, and Taft Elementary Schools.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	SUSD Asst Supt of Element-ary Education	School assignment plan
Create an accountability contract with the CMO or EMO which includes clearly defined goals for student achievement.	Pittman‘s charter contract with SUSD establishes performance expectations. In addition, working with SUSD and WestEd, Pittman has established SMART goals and STRETCH goals for student achievement. These goals are aligned with Pittman‘s Single Plan for Student Achievement and Stockton Unified School District‘s Local Educational Agency Plan.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015		Charter contract SMART and Stretch goals

SIG Form 10.3—Restart Implementation Chart for a Tier I or Tier II School, Cont.

School: Pittman Charter Elementary		Tier: I			
Optional Component	**Actions & Activities**	**Timeline**		**Oversight**	**Description of Evidence**
		Start	End		
Identify and reward school	-A MOU is being developed with the Stockton Teachers Association to develop a system of re-	5/2011	4/2012	Principal, Asst Supt,	Signed MOU

School: Pittman Charter Elementary	Tier: I				
Optional	**Actions & Activities**	**Timeline**		**Oversight**	**Description of**
leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; And identify and remove those who have not improved their professional practice despite ample opportunity.	warding staff whose schools have achieved agreed-upon student achievement STRETCH goals. Financial rewards will increase each year that a school meets these goals. Funds have been budgeted in order to provide rewards to all school staff. - The current PAR (Peer Assistance and Review) system will be used to support underperforming teachers and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. STA and the district are exploring ways to enhance this system by adopting elements from Poway Unified School District's PAR program.			WestEd	Student achievement data as compared with SMART and STRETCH goals.
Provide staff ongoing, high-quality, job-embedded professional development (PD) in alignment	SUSD will contract with Action Learning Systems (ALS) to provide ongoing, high-quality, job-embedded professional development (PD) aligned with Pittman Charter Elementary School's comprehensive instructional program, as described below: **Year 1:** • Ensure implementation of Direct Interactive Instruction (DII) as a strategy to fully implement	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	- Detailed professional development plan from ALS. - Log of professional development and coaching activities from ALS.

School: Pittman Charter Elementary	Tier: I				
Optional	**Actions & Activities**	**Timeline**		**Oversight**	**Description of**
with the school's comprehensive instructional program.	core curriculum in English/language arts (ELA) and mathematics • Provide more intensive PD in DII (Initial training if needed): 2 days for each of 3 cohorts (K-2 and 3-8 ELA and 7-8 Math) • Conduct Demonstration Lessons: 1 day per grade level • Provide comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 3 days per week • Conduct Student-Led Conferences: 1 day **Year 2:** • 2 days PD in DII (Initial for new teachers, if needed); 1 day PD in DII (Advanced) • Demonstration Lessons: 1 day for new teachers, if needed • Comprehensive Coaching to include Co-Planning/Co-Teaching and Observation/Feedback: 2 days per week • 8 days Administrative Coaching: Accountability Conduct Coaching and Action Walks • English Learner (EL) PD: 5 days per cohort (K-1, 2-3, 4-6, 7-8 ELA, 7-8 Math) plus $100 per participant materials fee **Year 3** • 2 days PD in DII (Initial for new teachers, if needed); 1 day PD in DII (Advanced) • Demonstration Lessons: 2 days for new teachers, if needed • Comprehensive Coaching to include Co-				- Evaluation data from teachers on usefulness of professional development and coaching.

School: Pittman Charter Elementary	Tier: I				
Optional	**Actions & Activities**	**Timeline**		**Oversight**	**Description of**
	Planning/Co-Teaching and Observation/Feedback: 1 day per week • EL PD: 5 days per cohort (K-1, 2-3, 4-6, 7-8 ELA, 7-8 Math)				
Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.	SUSD's human resources office (HR) will develop a multi-faceted plan to recruit and select highly qualified staff for SIG schools, including a powerful message about the opportunity for educators to work in a highly supportive team environment. To retain staff, HR will conduct periodic anonymous surveys to monitor staff satisfaction at each SIG school and exit interviews with staff who leave these schools voluntarily. Information from the surveys and exit interviews will help district and school leaders address conditions that are contributing to unwanted staff turnover. In addition, HR will work with the union and WestEd to change the way pink-slipped teachers are placed at school sites the following year.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Finalized plan and newly revised HR evaluation forms and procedures created specifically for SIG schools
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as	**Year 1:** Board-approved standards-based instructional materials are already in place. Teachers will receive training in the use of the newly adopted intensive intervention materials (*Inside*). **Year 2:** Implement Data Team Meetings: Use Data Protocols to analyze school-wide, grade level and classroom data including Student Achievement Data, Implementation Data and Student Work Samples	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	• Findings from Williams Act site visits • Data from SUSD's Research and Evaluation Dept. • Minutes of Data Team meetings • PD calendar

School: Pittman Charter Elementary	Tier: I				
Optional	**Actions & Activities**	**Timeline**		**Oversight**	**Description of**
aligned with California's adopted academic standards.	**Year 3:** Continue to implement Data Team Meetings as in Year 2.				
Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. Strategies include the use of MAP (measures of academic progress) assessments.	-Principal will conduct academic conferences with teachers three times a year to identify students who are progressing toward meeting standards and students who are not. -Strategic Support Time interventions will be discussed during weekly Teacher Collaboration Time, and the effectiveness of grade level team intervention strategies will be analyzed based on formative, summative, and MAP assessments. -Planning days three times a year to allow grade level teams to discuss data and organize plans and strategies designed to address student needs. -Eight Data Team Meetings annually to establish protocols to analyze school-wide, grade level and classroom data including Student Achievement Data, Implementation Data and Student Work Samples. -Grade level SMART and STRETCH goals are aligned with school goals and identified for subgroups in ELA and mathematics, using curriculum-embedded assessments and district benchmarks as measures.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	• Sign in sheets • Revised PD calendars • Student-level data from MAP testing • Quarterly LEA Plan reports
Establish schedules and imple-	**A total of 383 hours of increased learning time (ILT) will be implemented.** **Core:** An additional hour will be added to the	Year 1: 7/2012	Year 1: 5/2013	Asst Supt	Revisions made to master schedules as evidenced by

School: Pittman Charter Elementary	Tier: I				
Optional	**Actions & Activities**	**Timeline**		**Oversight**	**Description of**
ment strategies that provide increased learning time.	school day from Tuesday through Friday of every week, a gain of 144 hours over 36 weeks. In addition, there will be a 2-week, 6 hour/day summer school program, resulting in a gain of 60 hours of ILT. All students invited to participate. Amount Increased: _204_hours_ **Enrichment:** A 4 hour and 10 minute Saturday academy will be held on 30 Saturdays throughout the school year. All students invited to participate. Amount Increased: _125 hours_ **Teacher Collaboration:** Teachers will have 1.5 additional hours to collaborate every Monday throughout 36 weeks of the school year. Amount Increased: __54 hours_	Year 2: 7/2013 Year 3: 7/ 2014	Year 2: 5/2014 Year 3: 5/2015		***Genesis,*** the district's student information system
Provide ongoing mechanisms for family and community engagement.	Pittman will hire a Parent Liaison to create and implement an action plan for parent and community engagement; purchase supplies for the Parent Resource Center and translation headsets so that all parents feel welcome and are able to participate in meetings conducted in English; provide student incentives to encourage the participation of parents in site-based events; and contract with Parent-Teacher Home Visit Project for teacher training in visiting students' homes. Additional compensation will be paid to teachers to visit each of their students' homes at least once annually.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, HR	Staffing assignments Purchasing Dept records Board-approved contract Home visit schedules and parent signature sheets
Ensure that the school receives ongoing, intensive technical	SUSD has selected WestEd as its technical assistance provider. WestEd will provide ongoing, intensive support as described below: **Pre-Implementation:** **Action planning** summer 2012: Principal and 6-	Pre-Imp: 5/2012 Year 1:	Pre-Imp: 7/2012 Year 1:	Principal, Asst Supt, WestEd	-Activity log showing WestEd site visits, meetings, classroom observations, presentations, and

School: Pittman Charter Elementary		Tier: I			
Optional	**Actions & Activities**	**Timeline**		**Oversight**	**Description of**
assistance and related support from a designated external lead partner organization.	member school leadership team develop Action Plans with WestEd; specific goals developed; strategies, tasks, timelines determined; personnel assigned (12 hours) **Summer 2012 intensive training** from WestEd for teachers and Literacy/Numeracy Specialists: Culture setting/professional development (20 hrs) **<u>Years 1, 2, and 3:</u>** -On-site training, support and coaching to principal, instructional coaches, and district staff focused on developing capacity to sustain improvement efforts; frequent monitoring visits to assess implementation -Monitoring reports in CAIS. -Ongoing support for use of CAIS	7/2012 Year 2: 7/2013 Year 3: 7/2014	5/2013 Year 2: 5/2014 Year 3: 5/2015		outcomes. -Assessments by local stakeholders of quality of WestEd coaching and support for use of CAIS as part of part of annual evaluation. -Completed CAIS monitoring reports.
	<u>Years 2 and 3: Annual Evaluation</u> -Prepare an annual evaluation report for Pittman. The annual evaluation report will focus on outcomes so that key stakeholders (e.g., local school board, parents, community members, and the state department of education) are apprised of the progress being made. -Conduct evaluation one year after the first year action plan has been implemented, and each fall thereafter for 2 years. The first annual evaluation will include an analysis of student outcome data and progress on program implementation; the second will include an analysis of student outcomes, progress on program implementation and progress in meeting the seven quality indicators of high functioning schools.				• Completed evaluation report delivered to key stakeholders as described under actions and activities. • Assessments of quality of prior-year WestEd evaluation reports by local stakeholders as part of the annual

School: Pittman Charter Elementary		Tier: I			
Optional	**Actions & Activities**	**Timeline**		**Oversight**	**Description of**
					evaluation.
	In addition, WestEd will provide SUSD with the following District- Wide Services: **<u>Years 1, 2 and 3:</u>** **Turnaround Collaborative Team (TCT)** Assist in the formation and facilitation of a Turnaround Collaborative Team (TCT) that includes principals and staff from the SIG schools, district level administrators, and other stakeholders. The TCT will play a key role in monitoring the school action plans, problem solving, and sharing successes that have promise for scaling up district wide. **Teacher and Principal Evaluation Task Force** Convene and facilitate a Teacher and Principal Evaluation Task Force to design and pilot the required evaluation procedures. Collaborate with the district to ensure the principal and teacher evaluations systems are implemented with fidelity. **Task Force on ILT** Convene and facilitate an ILT Task Force to explore research and best practices, identify community partners, create enthusiasm for extended learning programs, ensure that teachers use extended time effectively, and monitor the implementation of ILT and determine modifications as necessary.				-Agendas, minutes, and reports from the Teacher and Principal Evaluation Task force will provide evidence of progress and WestEd's role as facilitator. -Agendas, minutes, and reports from the Task Force on Increased Learning Time will provide evidence of progress and WestEd's role as facilitator.
Implement strategies to	Contract with ***No Bully*** for staff training in this research-based program. This training was identi-	Year 1: 2/2012	Year 1: 5/2013	Principal, Asst Supt,	Signed, board-approved contract

School: Pittman Charter Elementary	Tier: I				
Optional	**Actions & Activities**	**Timeline**		**Oversight**	**Description of**
improve campus climate, as recommended by Needs Assessment	fied as a Pittman need in WestEd's Needs Assessment.	Year 2: 6/2013 Year 3: 6/2014	Year 2: 5/2014 Year 3: 5/2015	WestEd	
Implement strategies designed to improve student achievement	Contract with WestEd's Full Option Science System (FOSS) for a Leadership Academy, Integration Institute, and lesson study training. Purchase 68 Desktop Computers and set up both a primary and an intermediate computer lab for students.	Year 1: 2/2012 Year 2: 6/2013 Year 3: 6/2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Signed, board-approved contract Training schedule and sign-in sheets Purchasing Dept records
Hire additional personnel as recommended by the WestEd Needs Assessment	Hire a full-time Assistant Principal, a full-time Parent Liaison, and a full-time Program Specialist to ensure that the Dual Immersion program at Pittman is top-of-the-line.	Year 1: 7/2012 Year 2: 7/2013 Year 3: 7/ 2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, HR	Staffing Assignments
Implement systematized parent/teacher conferences	Contract with WestEd's Comprehensive School Assistance Program (CSAP) for training in Academic Parent-Teacher Teams (APTT), a systematic means of increasing student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction.	Year 1: 2/2012 Year 2: 6/2013 Year 3: 6/2014	Year 1: 5/2013 Year 2: 5/2014 Year 3: 5/2015	Principal, Asst Supt, WestEd	Signed, board-approved contract Training schedule and sign-in sheets

ATTACHMENTS

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Link to Stockton Unified School District Governing Board Meeting Website:
www.stockton.k12.ca.us

Memorandum of Understanding
WestEd and Stockton Unified School District

This Memorandum of Understanding was developed in response to Stockton Unified School District's request for services to support seven elementary schools eligible for funding for cohort 2 of the federal School Improvement Grant program. The proposed scope of services will be provided if Stockton Unified School District's SIG applications are approved by the California's State Board of Education.

Stockton Unified Schools to be served:

Roosevelt Elementary
Harrison Elementary
John Fremont Elementary
Taylor Skills Elementary
Nightingale Elementary
Pittman Elementary
Henry Elementary

Description of Services:

Implementation monitoring and support at school sites

- On-site training support and coaching of principal, instructional coaches, and district staff focused on developing capacity to sustain improvement efforts; frequent monitoring visits to assess implementation
- Training support and coaching includes interactive professional development offering information, research, and a variety of coaching approaches to enhance instruction and increase student achievement. Specific approaches will be tailored based on action plan in collaboration with district and school team.
- Monitoring Reports recorded in Tracker
- Ongoing support for use of the Tracker

Implementation monitoring and support at the District office and the District's new School Turnaround Center

- Assist with implementation of actions plans that have been developed to strengthen support that will be provided by the District office to its SIG-funded elementary schools.

Assistance with the development of teacher and principal evaluation systems that comply with SIG requirements

- WestEd will facilitate collaboration between the district administration, the United Stockton Administrators, and the Stockton Teachers Association in developing the necessary agreements, policies, and processes.

Targeted, Ongoing Professional Development Services

- Professional development and coaching services focused on a wide range of topics including assessment, instruction, literacy, math, student engagement and meeting the needs of English Learners and students with special needs

Evaluation

- Annual evaluation reports focusing on student outcomes and progress made in addressing school needs, and strengthening all of the seven characteristics of high performing schools.

Support from WestEd Turnaround Center

- Knowledge Center policy briefs based on research and best practice
- Access to online events and resources that include practical strategies to improving student achievement
- Facilitation of a professional learning community for school and district leaders involved in WestEd turnaround and transformation efforts

WestEd
Ken Futernick
Co-Director
School Turnaround Center

Ken Futernick
Signature

11-17-11
Date

Stockton Unified School District
Carl Toliver
Superintendent
Stockton Unified School District

Carl Toliver
Signature

11-17-11
Date

Appendix

Organizational Capacity

WestEd is a non-profit education research and service organization that has provided school and district improvement services in several states for the past ten years. The agency has demonstrated success in turning around low-performing schools and districts at all grade levels in urban, rural, and suburban settings with high numbers of English learners. These experiences, combined with "best in class" research and evaluation for the past 40 years, make WestEd a valuable partner in improving student achievement. WestEd staff works within the culture and context of the school and district, emphasizing the school's assets and building on proven strategies to support student learning.

WestEd's Vision and Approach to School Improvement

WestEd's turnaround approach is based on effective schools research showing successful schools share the following seven characteristics:

1. They have effective school leadership.
2. They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices.
3. They provide a rigorous, standards-based curriculum and use formative assessments to understand student learning and guide instruction.
4. They incorporate targeted, ongoing professional development to ensure instructional quality and share best practice.
5. They have created a safe school environment and a supportive climate of mutual trust.
6. They align all of their fiscal and human resources to support student achievement.
7. They engage families to support the education of their children and to work in partnership with teachers, principals, and other administrators to ensure the effective implementation of education programs and services

These seven characteristics point to key objectives that a school must meet to significantly improve performance. While some school-change efforts focus on just one or two of these areas (e.g., strengthening leadership, improving curriculum and instruction), WestEd recognizes that all are essential to dramatic and rapid improvement. Equally important, all must coalesce into a singular focus on improved student learning (Bryk, et al., 2010).

Our Operating Principles

Three key principles, stakeholder support, effective implementation, and reciprocal accountability, will guide WestEd's work with Stockton's elementary schools and the District office. We believe these principles are necessary to ensure significant and rapid school improvement.

Local stakeholder support

The kind of dramatic change necessary to transform low-performing schools requires high levels of trust and strong support from teachers, school administrators, parents, the community and district staff. Building broad-based local support can only be established through ongoing dialogue and collaboration. WestEd meets with local stakeholders and listens to their perspectives on the challenges that lie ahead. The WestEd team invites participants to describe the school's assets – programs and practices that should be expanded because they are improving student achievement.

Throughout the partnership, the WestEd team builds local stakeholder support and sustains trusting relationships by being transparent about the improvement effort and progress being made in meeting mutual goals, and by providing regular opportunities for stakeholder feedback.

Effective implementation

While a well-crafted action plan, based on a thorough assessment of needs, is crucial, it must be implemented effectively for the goals of the plan to be achieved. Research, along with our extensive experience working in schools, tells us that many school improvement plans fail to achieve their goals because the plans were not fully or effectively implemented. WestEd's approach to implementation is based on the work of Dean Fixsen and his colleagues at the National Implementation Research Network, who have identified the key stages of implementation that must be executed to achieve the desired outcomes. According to Fixsen's research (2005), a majority of staff must implement evidence based intervention on a daily basis (that is consistent with the research-based properties of the intervention design) for there to be any impact on student achievement. Districts and schools that complete this full implementation effort, while following the program's guiding principles, will make powerful, system-wide improvements.

Reciprocal accountability

The concept of "reciprocal accountability" builds on the understanding that to dramatically and quickly improve student learning requires a community-wide effort in which all stakeholders – the principal, teachers, other school ad district staff, parents, and WestEd as the partner – take individual and joint responsibility for executing the improvement plan. All people involved must be held accountable for meeting high, clearly defined expectations. Too often, accountability operates punitively from the top down, but when accountability is reciprocal, all parties are responsible to each other and to achieving their common goals. In our work with Stockton Unified School, all staff, parents, students, and external support providers must work together to identify expectations for performance for each group and individual. Everyone's work must be evaluated so that appropriate action can be taken to improve when performance is lacking (Bryk et al., 2010; Elmore, 2000; Futernick, 2010).

Memorandum of Understanding

Action Learning Systems

And

Stockton Unified School District

Action Learning Systems and Stockton Unified School District agree to the following in an effort to support the seven Persistently Low Achieving Schools who are attempting to receive School Improvement Grants. If the funding is received, Action Learning Systems agrees to the following for the three year term of the grant.

- Provide on-going initial training for any teachers who have not received the initial two day training in Direct Interactive Instruction (DII)
- Provide follow up additional training in DII for all returning teachers to deepen their understanding and ability to utilize DII to increase student achievement
- Provide demonstration lessons as needed for new teachers
- Provide comprehensive in-class support coaching for all teachers at all of the seven sites as defined in the budget narrative pages of the grant request
-
- Provide Administrative coaching and support for all seven sites including Accountability Coaching, Action Walks, and Data Team meetings
- Provide training for each site to assist the development of Student Led Conferences during year one of the grant
- Provide a five day English Learner Professional Development training for all staff at the seven sites after year two and again in year three as needed for new teachers.

Action Learning Systems

Date: 11/14/11

Stockton Unified School District

Date: 11/17/11

MEMORANDUM OF UNDERSTANDING

Stockton Teachers Association

And

Stockton Unified School District

Stockton Unified School District (District) and Stockton Teachers Association (Association) agree to the following in an effort to receive School Improvement Grant (SIG) funding for the 2011-2012, 2012-2013, and 2013-2014 school years. This agreement solely impacts the seven Persistently Low Achieving Schools (PLAS) as identified by the California Department of Education (CDE). This agreement is null and void if no SIG funding is awarded. If funding is realized, any and all contract changes as result of PLAS/SIG will end with the duration of the grant.

- The Association and District agree to explore within the current evaluation system, the minimum changes required by the SIG guidelines for Transformation schools.

- The Association and District agree that any and all changes relating to Persistently Low Achieving Schools (PLAS) and SIG funding made to the contract will apply only to those schools for which federal SIG money has been received by the district. Bargaining unit members at all other schools will continue under the unchanged conditions of the collective bargaining agreement (CBA).

- The Association and District agree to use the waiver process in Article 27 of the CBA to implement any work day extension, increase in instructional time, and any professional development time beyond that provided in Article 6.19. Prior to implementation of any/all additions/changes to the STA CBA/working conditions, the Association must agree. This includes, but is not limited to, any work day extension, increase in instructional time and professional development requirements not included in Article 6.19. Compensation for any agreed upon extension in any/all of these areas will be at the teacher's per diem rate of pay divided using a six hour day.

- All mandatory professional development activities will be determined jointly between administration and teachers. Any professional development not established through the waiver process, before or after the mandatory work day, shall be optional, not required and paid at the individual teacher's daily rate. Employees who choose not to participate in, or who are otherwise unable to participate in optional professional development or other activities, will not be negatively evaluated for such choices, nor held accountable for knowing the content and applying the strategies derived from such activities.

- The Association and District agree that any additional work time agreed upon through the waiver process will be at the individual teacher's per diem rate of pay divided using a six hour day.

- The Association and District agree that any staffing changes (hiring, transfers, assignments, etc.) will be made using the CBA, specifically Article 17.

- The Association and District agree that any work beyond the contracted day will be voluntary and paid at the teacher's per diem rate of pay divided using a six hour day.

Stockton Unified School District

Carl Toliver

Date: 11/17/11

Stockton Teachers Association

Ellen Old
President STA

Date: 11-17-11

Action Learning Systems, Inc

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Pasadena, CA 91107
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fax: 626-744-5355

3940 Industrial Blvd. #100
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November 14, 2011

Bonnie Mansfield, GPC
Stockton Unified School District
701 N. Madison
Stockton, CA 95202

Re: School Improvement Grant Application

Dear Bonnie,

I have reviewed the goals of the School Improvement Grant proposal and Action Learning Systems is very excited to take part in supporting these measures. We have enjoyed a relationship with Stockton Unified School District and the individual schools involved in this grant for several years and believe that our relationship has been beneficial for teachers and students.

The plan that the district, with the input from each individual school and stakeholders at those schools, has put together is tightly aligned with the grant criteria and is reflective of best research-based practices. We are glad to provide these schools and the district with technical assistance, high-quality professional development, and leadership support and monitoring. We believe that through this plan, an even stronger cadre of teachers and an even more dedicated and successful staff will emerge at these elementary schools.

Action Learning Systems, Stockton Unified, and most importantly, the students, will benefit from the implementation of this plan. We wish you great success and we stand ready to assist as an ongoing partner to these schools and Stockton Unified School District.

Sincerely,

Kit Marshall
CEO, Action Learning Systems

MEMORANDUM OF UNDERSTANDING

United Stockton Administrators
And
Stockton Unified School District

Stockton Unified School District (District) and United Stockton Administrators (USA) agree to the following in an effort to receive School Improvement Grant (SIG) funding for the 2011-2012, 2012-2013, and 2013-2014 school years. This agreement solely impacts the seven Persistently Low Achieving Schools (PLAS) as identified by the California Department of Education (CDE). This agreement is null and void if no SIG funding is awarded. If funding is realized, any and all changes to existing terms and conditions of employment for bargaining unit members that result from PLAS/SIG will end with the duration of the grant.

- USA and the District agree to negotiate agreements to accommodate minimum mandatory provisions of the School Improvement Grant (SIG) pertaining to principal evaluation and increased learning time within the current evaluation system. USA will participate in the Teacher and Principal Evaluation Task Force that is being implemented in order to design and pilot the required evaluation procedures.

- USA and District agree that any and all changes relating to Persistently Low Achieving Schools (PLAS) and SIG funding made to the contract will apply only to those schools for which federal SIG money has been received by the District. Bargaining unit members at all other schools will continue under the unchanged conditions of any applicable collective bargaining agreement (CBA) and/or existing terms and conditions of employment.

- The Association and District agree that any change in assignments of school administrators be made in accordance with the applicable CBA and/or established practice for bargaining unit members.

- The Association and the District agree that any additional work time beyond the traditional five day workweek will be voluntary and be paid in accordance with the CBA. Nothing in this MOU precludes the parties from negotiating and agreeing to additional changes in terms and conditions of employment for bargaining unit members assigned to the seven PLAS/SIG schools and incorporating such changes in a CBA or other agreement.

Stockton Unified School District

Date: 11-18-11

United Stockton Administrators

Date: 11/18/11