

School Application for Comprehensive School Reform Demonstration

Part I: Application Information: Complete for each school submitting application for funding.

Name of Applicant School: Dailey Elementary	Total Grant Amount Requested: FY 2001-02: \$136,200 FY 2002-03: \$136,200 FY 2003-04: \$136,200
School Code: 6006175	Type of Funding Requested: (Check which applies) <input checked="" type="checkbox"/> Title I or <input type="checkbox"/> Title X
Grade Levels Served: K-6	
Enrollment: 681 (Per 1999-2000 CBEDS Data)	
Title I Status: (Please check. If Title I school, indicate the type program.) <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Non-Title I	Program Improvement Status: <input checked="" type="checkbox"/> Identified as PI School <input type="checkbox"/> Not Identified as PI School The percent of students below California content standards in reading-language arts and mathematics: Reading-Language Arts: <u> n/a </u> % Mathematics: <u> n/a </u> %
Poverty Rate: <u> 79.3 </u> % (Percent of students in school that qualify for free and reduced priced lunch)	

Name of research-based model(s) to be implemented. Indicate if model is externally developed or locally developed. (Note: A Memorandum of Understanding or other signed agreement from the appropriate service provider(s) must accompany this application)

Name of Model(s):

Externally Developed ☒

Locally Developed ☐

America's Choice

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Part II: Signatures: (Signatures must be original. PLEASE USE BLUE INK)

The principal and a parent representative of the school submitting the application sign on behalf of all staff and parents/community members.

Steve Gettman

Name of Principal (Please print or type)

Benita Spruill

Name of Parent Representative (Please print or type)


Signature of Principal


Signature of Parent Representative

ABSTRACT

Needs of Students and Other Program Participants

Dailey missed its API growth targets for all students by 18 points last year. In fact, its API score dropped 4 points, from 524 to 520. Anglo students failed to meet their growth target by 28 points and socioeconomically disadvantaged students failed to meet their growth target by 22 points. Hispanic students met the API target of 11 points. Data from the 2000 Stanford Achievement Test, 9th edition, indicates that 60% of Dailey students scored below the 40th percentile in Reading. In Language, 58%, and in Mathematics, 59% of all students scored below the 40th percentile. The attendance rate is 93% and transiency is high at 29%. This data points to a clear need for comprehensive reform at Dailey Elementary. A variety of options were considered and staff and parents have selected America's Choice School Design as an appropriate model to meet the needs of Dailey students, staff, and parents.

Goals of the Program and Their Connection to the Needs of Participants

This Comprehensive School Reform Demonstration plan has been developed with the overarching goal that every K-6 student will meet grade level standards each year. An external evaluator has worked with the Dailey staff and parents over the past school year to identify specific barriers standing in the way of accomplishing this goal for all students. The following goals each focus on overcoming one of four identified barriers to improving student achievement:

1. Align the K-6 program, including instruction, assessment, and professional development to the implementation of the California Content Standards.
2. Provide standards-based programs, research-based instructional strategies, and adequate interventions to address the needs of at-risk students.
3. Meet student and family needs through linkages between school and community.
4. Improve communication, as well as vertical and horizontal articulation of instruction, by consolidating the two parts of the campus to a single location.

Summary of the Program, Including Research-Based Model Selected

After researching a variety of options, the Dailey staff and parents have selected America's Choice as a design that closely fits the identified needs of students, staff, and parents. The America's Choice School Design exemplifies a comprehensive school reform demonstration program, based on five "design tasks": (1) standards and assessments, (2) learning environments, (3) community services and supports, (4) high performance management and (5) parent and public engagement. Dailey will implement all five design tasks in a highly integrated way. The starting point for the instructional design is standards, with the goal that all students will achieve high, internationally benchmarked student performance standards in reading, language, and math. America's Choice plan for Dailey includes assessment, curriculum materials, instruction, and professional development that are closely linked to student performance standards. In addition to standards-based mathematics, the plan will include a literacy program that draws on the research to support fluent reading in the early grades.

Amount of Funds Requested; Identification of Non-CSR funds to be Leveraged

In addition to a request for \$136,200 in funding through CSR, Dailey will leverage \$165,940 in Title I, SIP, LEP, and textbook funds to facilitate comprehensive, schoolwide change. Leveraged funds will pay the cost of books, instructional supplies, training expenses, and salary and benefits for a second Literacy Coordinator and a Parent Coordinator.

DAILEY ELEMENTARY: Comprehensive School Reform Plan

America's Choice School Design (formerly known as the National Alliance for Restructuring Education) is the comprehensive reform model selected by Dailey Elementary. Staff and parents visited various schools using the America's Choice model, including local Greenberg Elementary. Based on the school visitations and an examination of research on the model's effectiveness, America's Choice has been selected as an excellent match to the needs of Dailey students, staff, and parents.

Component 1: Effective, Research-Based Methods and Strategies

C.1.1. Element 1: Theoretical or Research Foundation for the Program. The America's Choice School Design is one of 17 designs named in the Obey-Porter legislation as exemplifying the kind of proven, research-based comprehensive school reform programs that the legislation was designed to support. The National Center on Education and the Economy, home of the America's Choice School Design, has for 10 years been conducting research in the United States, Europe, Asia, and Australia on practices that have proven effective in raising student performance to internationally benchmarked standards. The results of the research are reported in *Standards for Our Schools: How to Set Them, Measure Them, and Reach Them*, by Marc S. Tucker and Judy B. Coddling, published by Jossey-Boss Publishers (1998). Tucker and Coddling are president and vice-president of the National Center on Education and the Economy. The America's Choice model is founded on Professor Lauren Resnick's Principles of Learning, based on a meta-review of research from cognitive psychology and education. At the center of the America's Choice School Design is a literacy program based on research conducted at the National Center and the Learning Research and Development Center at the University of Pittsburgh.

C.1.2. Element 2: Evaluation-Based Evidence of Effectiveness. An independent, valid third party evaluation report (March, 2001) prepared by the Consortium for Policy Research in Education (CPRE) provides a detailed description and analysis of both the implementation and impact of the America's Choice comprehensive school reform design, one of the federally authorized CSRD programs. The report focuses on the 91 America's Choice schools that participated in the first two cohorts. The CPRE reports that "...there is much early evidence from across America's Choice sites that the design is having a positive impact on student achievement." To evaluate the impact of the design on student performance, CPRE conducted three independent studies using data from three districts in which a substantial proportion of schools were implementing the design in 1999-2000. In each site CPRE tracked the growth in the percentage of students in America's Choice schools meeting or exceeding their state's English language arts standards from 1998-99 to 1999-2000 and compared it to a control group of other schools in the district. Additionally, using statistical techniques to isolate the effects for 1999-2000, the performance of students in America's Choice schools was compared to that of a carefully matched sample control group of students from demographically similar schools in the same districts that had not adopted

America's Choice. The collective findings indicate that students in America's Choice schools performed statistically significantly better at most grade levels compared to similar students in non-America's Choice schools, in most cases amounting to a 2%-to-6% difference in average performance.

Results in multiple sites in Kentucky and Chicago show significant improvements in scores on standardized tests, sustained over a four year period of time. From 1992 to 1996, an average of 74 percent of Kentucky America's Choice schools met or exceeded their performance goals--some of the toughest performance goals in the country. In America's Choice's work in Chicago, using the ITBS tests and the America's Choice reference exam; in over 12 districts in Kentucky, using the statewide performance measurement system (KIRIS); and in Hawaii, using the America's Choice performance assessments; statistically significant gains in student performance have been sustained for more than three years, using the America's Choice design.

C.1.3. Element 3: Implementation. More than 200 schools in 15 states are members of the America's Choice School Network and are seriously engaged in implementing the design. They include large urban districts with demographics very similar to Fresno, such as San Diego, the District of Columbia, Chicago, and Pittsburgh which have been successfully implementing America's Choice since 1992. Specifically, Mark Twain School in Los Angeles and Roosevelt Elementary in San Gabriel, California both have demographics similar to Dailey in terms of 92% minority students, 53% LEP, and 80% socio-economically disadvantaged. Both schools are fully and successfully implementing the America's Choice design. Locally, America's Choice is being successfully implemented at Greenberg Elementary, with demographics nearly identical to Dailey's. Implementation of the America's Choice school design requires a \$65,000 contract to provide fully aligned standards, assessments, curriculum materials, extensive professional development, and technical assistance. The design also requires two literacy coordinators (\$188,000), training expenses (\$15,000), and New Standards reference exams (\$4,000). The MOU with America's Choice, included in the Appendix, specifies the model's implementation requirements, which include scheduling commitments, an extensive training schedule for all staff, and the commitment to two Literacy Coordinators and a Community Outreach Coordinator.

C.1.4. Element 4: Replicability. Of the more than 200 schools in 15 states seriously engaged in replicating the design, the Consortium for Policy Research in Education has carefully reviewed and evaluated the implementation in 91 of those schools. The study reports that America's Choice is making a positive impact on student achievement and that it has been replicated successfully in these 91 schools with diverse characteristics. These schools have all received significant professional development help and on-site assistance from America's Choice. The MOU with America's Choice (see Appendix) specifies the model's implementation requirements, which include scheduling commitments, an extensive training schedule for staff, two Literacy Coordinators, and a Community Outreach Coordinator.

Component 2: Program Description

C.2.1. Comprehensive Design Details Implementation for Effective School Functioning. The comprehensive America's Choice design is based on five "design tasks": (1) standards and assessments, (2) learning environments, (3) community services and supports, (4) high performance management, and (5) parent and public engagement. The premise of the design is that the only way to get all students to high standards is to address all of the design tasks in a highly integrated way. The design is aligned with school curriculum and technology and addresses: **instruction, assessment, classroom management, professional development, parental involvement, and school management.**

Instruction. America's Choice focuses on raising academic achievement by providing a rigorous, standards-based curriculum and safety net for all students. The design includes high expectations for student performance that specify what students should know and be able to do at certain educational junctures. The standards are explicitly expressed through the *New Standards Performance Standards* and drive the work of teachers and students. An initial focus on literacy features elements of phonics, oral language, shared books, guided and independent reading, daily writing instruction and independent writing. A common core curriculum taught by all teachers is aligned with the standards. The America's Choice Design Team will provide a curriculum map that charts a sequence of topics and concept development through the grades. Teachers will use this map to ensure that the curriculum experienced by the students will enable them to meet the state standards in mathematics, reading, and language arts.

Assessment. America's Choice provides the tools for ongoing assessment of student achievement of state content standards. *The New Standards Reference Examination*, used as part of the America's Choice design, is aligned with the standards and core curriculum. Teachers will learn to use multiple, ongoing means of assessment to inform instruction, providing feedback for identifying and correcting deficiencies in the program or in the work of the students. District benchmark assessments, SAT9, and the district writing sample will also be used to assess student achievement. The New Standards Portfolio system will be used to help students produce and organize the full range of work required over time.

Classroom Management. Each America's Choice school has a set of rules developed by the faculty to govern student behavior. Rules are clear, fair, and consistently enforced. Classrooms contain well-defined areas for large/small groups and independent work, with noisy and quiet places separated. They have well-stocked libraries of leveled books, with resources clearly labeled for easy student access.

Professional Development. America's Choice involves teachers in a high quality program, aligned with the standards, in which content and pedagogy are intimately connected. The America's Choice design begins the process of instructional change with reading and writing, training all staff in the standards. One of their tasks during the year is to create a standards-based curriculum. The staff commits seven days a year, plus two hours per week to intensive professional development and collaboration.

Parental Involvement. A Community Outreach Coordinator will lead an all-out effort to involve parents in their children's education. Weekly parent meetings/workshops will focus on the implementation of the plan, student achievement, and strategies for parents to assist their child's learning. Parent advisory group sessions will equip parents to monitor action plan implementation plan and review achievement.

School Management. The America's Choice design includes the formation of a school Leadership Management Team that coordinates implementation, ensures the necessary resources for implementation, and aligns other school activities with implementation of the design. The Leadership Management Team focuses on how resources are used, gaps in the curriculum, and gaps in knowledge.

C.2.2. Description of How Comprehensive Design Will Enable All Students to Meet California Content Standards. The goal of the America's Choice system is to get all but the most severely handicapped students to high internationally benchmarked performance standards. The America's Choice design is based on proven methods of preventing student failure by early detection and intervention, and acceleration. Student progress toward the standards is constantly monitored and those who are falling behind are immediately given extra instruction to help them meet the language arts, reading, and mathematics content standards. LEP students access the core curriculum through primary language support and receive ELD instruction for a minimum of 30 minutes daily. Special Education students are appropriately placed in the least restrictive environment to have every opportunity to reach high standards. The Student Study Team will meet regularly to monitor placement and student achievement.

C.2.3. Plan is Based on Student Achievement Data for All Students and Addresses the Needs of Parents and Staff. This comprehensive reform plan for Dailey School is based on an in-depth analysis of the needs of students, parents, and staff. The examination of data from the 2000 SAT9 shows that more than 60% of the students at Dailey scored at or below the 40th percentile in Reading. In Language, 58% scored below the 40th percentile, and in Mathematics, 59% scored below the 40th percentile. Clearly, the data demonstrates that too many Dailey students are not achieving, so the school worked with an external evaluator to conduct a comprehensive needs assessment. Four specific barriers to the improvement of student achievement were identified, described below along with the solutions for overcoming them through America's Choice. A related timeline is included on page 8-9.

School Barriers and Overcoming The Barriers. (1A) (1B)

BARRIER 1: Inappropriate professional development and insufficient articulation, collaboration, and communication among staff contribute to lack of instructional focus on California Content Standards.

While the majority of teachers surveyed strongly agree that their instruction follows the California English-Language Arts and Mathematics Content Standards for their grade level, less than half indicate the staff at Dailey works together to provide a consistent focus on the standards. Classroom visitations show limited alignment of instruction to grade-level standards as evidenced by student work samples and instructional activities. Teachers feel that they hold high expectations for all students' learning, yet

students report that they often do not have to think hard to do their schoolwork. Focus groups reported that very little time is given to grade-level planning and articulation. Continual professional development is a prominent feature of the America's Choice design. Intensive workshops and coaching prepare teachers to teach and assess to the standards. Teachers commit to seven full days of training during the first year, in addition to two hours each week of collaboration.

BARRIER 2: Inadequate resources/interventions are provided for at-risk students.

The lack of standards-based programs and inconsistent use of research-based instructional strategies result in a lack of academic achievement for at-risk students. Less than half of teachers surveyed strongly agree that students with reading difficulties receive explicit instruction in reading strategies. Teachers feel that there are no interventions in place for students who are at risk of failure. Students indicate they are not getting extra help when they are not doing well. America's Choice is based on the goal that all but the most severely handicapped students will reach rigorous standards. The design uses proven methods of preventing student failure by early detection and intervention, and acceleration. Students falling behind are immediately given extra instruction, enabling them to catch up quickly.

BARRIER 3: Student and family needs are not sufficiently being met through linkage between school and community outreach.

A few parents and most teachers agree that parental involvement at Dailey is limited. Few parents feel welcome when they walk on campus and most parents do not feel school helps them to understand how to help their child learn at home. Teachers indicate that Dailey does not offer adequate parent education programs. In the America's Choice design, parents and guardians receive training to become critical partners with the school in educating children through extensive parent workshops and classes.

BARRIER 4: Two campuses complicate communication and vertical and horizontal articulation of instructional practices.

The teachers feel that the budget is not enough for both campuses, especially for clerical support, libraries and playgrounds. The staff is hoping that the Board will vote next month to move Dailey to a larger campus to accommodate the entire school on one site. If that does happen, it will take effort to build new lines of communication among staff. The America's Choice design builds in two hours each week for planning and collaborating, which will help unify the staff, even if they remain on two separate sites.

C.2.4. Comprehensive Design Responds to Cultural, Linguistic, Academic Needs of All Students. The students at Dailey represent the cultural and linguistic diversity of Fresno--50% Hispanic, 30% Anglo, 10% African American, and 10% Asian. Over 20% of the students are LEP, including Spanish and Hmong. America's Choice was selected because it is designed to equip teachers to meet the cultural, linguistic, and academic needs of every student and to get all students to high, internationally benchmarked performance standards. Two keys to meeting the needs of every student are 1) equipping teachers to fully understand the needs of their students, and 2) basing instruction on the most effective research of what works. The design calls for designation of "class teachers" who follow students through

the grades and the appointment of teachers who specialize in math/science or English/social studies. The design team will work with teachers to ensure that students who are behind in key subjects (English language arts/math) get all the help they need to catch up so they can reach the standards. To facilitate this, students will have a two-and-one-half hour period set aside for literacy daily. Dailey will also offer programs before school, after school, on Saturdays, and during the summer, for students who need extra help. America's Choice includes the design of tutoring systems and focused "catch-up" curriculum to use during extended learning periods.

C.2.5. Description for the First Year of Implementation. (1B) The implementation of the America's Choice design during year one, offers solutions to overcome each of Dailey's four major barriers to improving student achievement, as detailed in the timeline below:

BARRIER 1: Solutions/strategies	Responsible	2001-02
Align instruction to California Content Standards: Select and train two Literacy Coordinators. Train all teachers in Language Arts and Math state content standards. Schedule weekly teacher collaborative time (curric alignment/articulation) Review programs to check alignment to CA Content Standards.	Principal, Amer. Choice Literacy Coordinators	Summer Ongoing Ongoing Fall
Align assessment to California Content Standards: Provide training in reading assessment strategies that inform instruction. Use benchmark tests to measure attainment of standards in reading/math. Teachers visit classrooms to review implementation of standards program. Assess student writing formally and informally on an ongoing basis.	Literacy Coordinators Teachers Lit. Coord., Teachers	Fall Ongoing Summer Ongoing
Align curriculum to California Content Standards: Schedule weekly teacher collaborative time (curric. align./articulation). Utilize quality criteria to identify specific standards to be implemented. Use identified criteria to evaluate implementation of reform design. Use Amer. Choice curriculum map to create standards-based curriculum.	Principal Lit. Coord., Teachers Lit. Coord., Teachers Teachers, Lit. Coord.	Ongoing Fall Ongoing Ongoing
BARRIER 2: Solutions/strategies	Responsible	2001-02
Restructure Resource Teacher duties to include: Offering individual and small group instruction for at-risk students Training instructional aides in reading strategies. Monitoring cross-age tutoring program. Coordinating assessment of standards.	Principal Resource Teacher Resource Teacher Resource Teacher Resource Teacher	Summer Ongoing Ongoing Ongoing Ongoing
Create cross-age tutoring program which includes: Weekly training for tutors. Assessment to evaluate achievement of tutees.	Principal Resource Teacher Resource Teacher	Fall Ongoing Ongoing
Revise delivery of Afterschool Program to include: Assessment of student needs. Appropriate programs to meet student needs. Staff collaboration between regular and afterschool teachers. Implement a system that provides on-going monitoring of students at-risk.	Principal Teachers Principal, Teachers Principal, Teachers Principal	Summer Ongoing Ongoing Ongoing Ongoing
Continue to offer summer "Literacy Camp" for at-risk students: Sponsored in partnership with Fresno Pacific University. Taught by credentialed teachers training as reading specialists. Addresses needs of students at risk of failure in math and literacy.	Principal Principal, FPU FPU Staff FPU Staff	Summer Summer Summer Summer

BARRIER 3: Solutions/strategies	Responsible	2001-2002
Designate and train Community Outreach Coordinator (COC): Provide literacy and other classes for parents in the evenings. Motivate parents to attend school functions. Provide bi-monthly inservice for parents through Parent Connection. Coordinate school community activities to discuss standards, achievement, etc. Coordinate community resources serving students and parents.	Prin., Amer. Choice COC, Principal COC Principal, COC COC COC	Summer Ongoing Ongoing Ongoing Ongoing Ongoing
Connect the school to the community Implement a home literacy program with parents reading to children nightly. Develop Saturday Library Club and Reading Party Evenings to involve parents.	Literacy Coor. Literacy Coor, COC	Ongoing Weekly
BARRIER 4: Solutions/strategies	Responsible	2001-02
Relocate Dailey to a single facility to accommodate all students. Alternative: Restructure N. Dailey campus to include multi-age (traditional classrooms if needed) and S. Dailey campus to include traditional classrooms.	School Board	Summer
If still on two sites, provide common staff development for all staff in alternating classrooms on both campuses.	Principal	Ongoing
If still on two sites, implement Groupwise electronic mail system to improve communication between the staffs on both campuses.	District	Summer

In developing a plan to overcome each of these barriers, the Dailey staff has considered a variety of comprehensive reform models. The staff believes that America's Choice's highly aligned approach to instruction responds to the needs of all Dailey students. They believe it will help raise achievement because it calls for assessments that are closely linked to performance standards and for curriculum materials, instruction, and professional development that are similarly linked to the standards.

Overview for the Second and Third Years. The ongoing assessment begun in year one will continue during years two and three, including the administration of the New Standards Reference Examination. Professional development will continue, including teacher study and reflection groups. Dailey's Focus on Literacy will continue to include the Literacy Institutes, implementation of the literacy block, Writer's Workshop, Reader's Workshop, the 25-Books Campaign, English Language Arts Core Assignments, and the use of leveled books. Early release days will be used for team meetings, analysis of student work and assessment data. In year two, the Focus on Mathematics will initiate mathematics core assignments for lead teachers, and in year three, will be expanded to include all teachers in grades 3-5. In year two, Class Teacher will be implemented in pilot classrooms, and expanded to all classes in year three. Safety Net programs will be implemented in year two and planning for Teacher Specialization will begin, to be fully implemented in year three. Parent engagement will focus on student performance. The main difference in implementation in year three and every year thereafter, is that professional development will be delivered by the on-staff Literacy Coordinators, with technical support from district staff as needed. In year four, the plan will function with just one Literacy Coordinator.

Overcoming District Barriers (1A). Interview responses from district office staff and one board member indicated that there needs to be a collective focus on improving student achievement. Coordinating a common, consistent focus on students and their learning has been hampered by turnover in key district office positions. Board members and district office staff expressed that communication and

relationships within the district haven't always been optimal. However, relationships among the groups are improving as they focus on student achievement and develop collaborative action plans

Addressing School Crime/Transiency/Ttruancy (1C). Crime statistics reveal 30 cases at Dailey in 1999-2000, a slight increase from the previous year. The transiency rate, while fairly high at 29%, has steadily decreased from 35% in 1997-98. While many teachers believe transiency and poor attendance are barriers to student achievement, attendance has been constant at 93%. Dailey's downward transiency trend and high attendance rate are positive. While survey results indicate that only 24% of students strongly agree that they feel safe at school, suspensions (4.11%) are much lower than the district average. The Dailey staff expects that schoolwide reform will result in improved student behavior and attendance.

Addressing Accountability Report Conditions (1D). Fresno Unified has developed an accountability plan that requires all schools to establish 3-5 clear, measurable goals for improving student achievement. The expectation is that improved student achievement will result from the examination of achievement data and the monitoring of student progress, with teachers differentiating instruction to meet all students' needs. Through an examination of data, staff and parents identified the areas in greatest need to improve were in reading, writing, English Language Development, and in mathematics.

Component 3: Professional Development

C.3.1. Focused on Identified Student Needs in Reading/Language Arts and Mathematics (4E). One of the biggest barriers to student success identified through the CSRD/II/USP needs assessment is that teachers don't fully understand the state content standards and they do not know how to effectively teach to the standards. Consequently, the main focus of professional development will be on teaching and assessing to the state standards. The Dailey staff has analyzed student needs in reading, language arts, and mathematics, based on the SAT9, and identified decoding, reading comprehension, and math problem solving as areas for improvement. Staff development will focus on strengthening these areas. However teachers will learn to diagnose student needs more specifically based on performance assessments.

C.3.2. Has Aligned the Comprehensive School Reform Program and America's Choice model and Includes a Proposed Timeline. America's Choice is a K-12 comprehensive school reform model that is aligned with the Comprehensive School Reform Program. It focuses on raising academic achievement by providing a rigorous standards-based curriculum and a safety net for all students. The essential tools include: 1) high expectations for student performance, 2) an initial focus on literacy, 3) a common core curriculum, 4) assessments including The New Standards Reference Examination, 5) the formation of a school Leadership Management Team, 6) rescheduling for increased instructional time in literacy and mathematics, 7) a commitment to teacher professionalism, and 8) providing access to high quality support. These match the priorities of the CSRD and provide a comprehensive, research-based

design for reform that will "...stimulate schoolwide change covering all aspects of school operations, rather than a piecemeal, fragmented approach to reform." (CSR D Intent, RFA, p. 6)

Proposed Timeline: Initial professional development during the summer of 2001 will involve the school principal and the two Literacy Coordinators, as well as the Community Outreach Coordinator. The Principal will attend a week-long Principal's Academy and Literacy Coordinators will receive four weeks on intensive training. The Community Outreach Coordinator will receive two days of training. Professional development for the rest of the staff will begin with the three Institute Days in August and four other full days over the course of the year. Topics will include: 1) Orientation to America's Choice School Design, 2) Getting Ready for the Reference Exam, 3) Using Standards: An Introduction, and 4) Planning for Results. Staff development will continue on Wednesday early release days throughout the year, with time devoted to specific training, team meetings, and Teacher Study and Reflection Groups. Representative staff will attend the National Conference in the spring and the principal will attend monthly local meetings and quarterly network training meetings. Professional development will be continuous and ongoing. During year two, teachers will receive seven days of professional development, in addition to weekly half-day sessions, with support staff receiving continued intensive training.

C.3.3. Is Clearly Aligned to California Content Standards for Reading-Language Arts and Mathematics/State Frameworks. (4D) Intensive, ongoing professional development will focus Dailey staff on California Content Standards and the ways in which the standards link the goals, assessments, curriculum, and instructional strategies, as described in the state frameworks. Initial training will include the introduction to America's Choice performance standards and making the connection with the state standards. Staff will receive training in understanding what performance standards are and how they can be used to improve student performance. They will learn how to recognize student work that meets the standards and how to design classroom environments that focus student attention on the standards, including showcasing student work that meets standards. Professional development will also focus on developing curriculum units that meet the standards, how to identify commercial curriculum that is consistent with the standards, and how to use the America's Choice core curriculum units as the spine of an effective standards-based curriculum. Teachers will learn how to integrate the use of instructional technology with the standards-based curriculum. State standards and frameworks will serve as the focal point of the curriculum, the basis of assessment, and the reference point for staff development.

C.3.4. Promotes High Quality, In-Depth, and Continuous Teacher and Staff Development. (4C) America's Choice will be the source of the kind of high-quality, in-depth, continuous staff development that will really help teachers improve their methods. Dailey will focus staff development on improving student achievement and implementing standards-based instruction. The two on-site Literacy Coordinators will receive intensive training to be able to provide continuous in-depth, professional

development for the entire staff throughout the year. In addition to the ongoing on-site training provided through America's Choice, professional development is also available at the district level to meet specific needs. Training topics are based on teacher needs assessments and include SDAIE strategies, CLAD training, Reciprocal Teaching, a range of literacy strategies, multicultural education, gifted education, specific math topics, science, technology, social studies, art, music, etc.

C.3.5. Allocates Ample Time for Educators to Reflect, Analyze, and Refine Their Professional Practices. The America's Choice professional development model provides time for reflecting, analyzing and refining, followed by classroom practice. As teachers learn to use rubrics to assess student work, they also assess the effectiveness of the strategies they have implemented, and correct the course as needed. The cycle of ongoing assessment, practice, and reflection continues throughout the year, with teachers receiving extensive support from the principal, the two Literacy Coordinators, and from one another.

C.3.6. Clearly Identifies Administrative Participation, Support, and Follow-up and Uses Existing Staff Development Resources and Days for CSRD Professional Development Activities. The principal will join with the two Literacy Coordinators and Community Outreach Coordinator to actively lead this change effort at Dailey. America's Choice Design includes a school planning and management (High Performance Management) component that is matched to the instructional system. The administrative and support team will be trained in the Planning for Results system designed by the America's Choice team, which starts with the standards and helps the school leadership team stay focused on results. The America's Choice professional development program in public engagement will equip the principal with proven strategies for enlisting public support. The principal will develop the professional development schedule based on existing days allocated by the district. Professional development for Dailey will utilize existing district resources in addition to America's Choice resources.

C.3.7. Focuses on Building Site Capacity to Sustain Reform. A strong feature of the America's Choice design is that it develops the school staff's capacity to drive the school improvement process, rather than requiring the staff to closely follow a script provided by outsiders. This approach will equip the Dailey staff to exercise professional judgment when the school encounters a variety of challenges and to grow over time as the school refines the model to fit its needs and continually improve results for students. Attitudes about what is possible for students will change. Understanding of how to teach and assess to standards will grow over time. The Literacy Coordinators will be the on-site resources for providing professional development long term. Fresno Unified has also trained a cadre of administrators through America's Choice who will help the CSRD schools sustain the reform after funding ends.

C.3.8. Provides Multiple Learning Opportunities, Including Coaching, Analysis of Portfolios, Examination of Student Work, and Peer Support Groups. The America's Choice Design will involve all Dailey staff members in a wealth of learning opportunities. In addition to the seven full days of

learning opportunities, the staff will meet for a half day every week for training, collaborating, and peer support groups. The two Literacy Coordinators will engage in extensive coaching in each teacher's classroom. They will model lessons, work closely with teachers to develop lessons, provide feedback, and engage teachers in thoughtful reflection and analysis of their practice. The examination of student work is an integral part of America's Choice. Teachers will learn to use the New Standards Portfolio system to help students produce and organize the full range of work required over time. Teachers will develop a strong network of peer support within the America's Choice design, meeting regularly to share experiences and frustrations, and to mentor and encourage one another.

C.3.9. Fully Includes Family and Community Members as Active Participants and Decision-Makers Who Receive Professional Development to Help Them Become Integral Educational Partners. Dailey will follow the America's Choice plan for involving parents and the community in the school. "Parent and Public Engagement" is one of the five key "design tasks" in the America's Choice Design, so it will be a critical part of the schoolwide reform effort. Dailey's Community Outreach Coordinator will focus on involving parents in supporting the education of their children. Weekly workshops will be offered to equip parents and guardians to play an important part in their children's education. In the America's Choice design, parents and guardians are expected to assume a critical role. In an effort to set up open communication lines, the teachers give each parent a notebook to be shuttled back and forth between home and school with messages, questions, and helpful information. Parents are also encouraged to attend leadership classes, as well as parenting, literacy, and technology classes offered on site.

Ensuring Certificated Staff (4A) (4B). *All 35 classroom teachers at Dailey have preliminary or clear credentials. Of the 24 teachers who provide ELD instruction, one teacher has an LDS credential and will apply for the CLAD by June 2002. The rest of the teachers who serve LEP students either have their CLAD, Hughes Certification, Hughes-in-training or CLAD-in-training.*

Component 4: Measurable Goals and Benchmarks

C.4.1. Delineation of Measurable Goals and Benchmarks for Student Achievement of California Content Standards. (1E)

DAILEY ANNUAL API GROWTH TARGETS

<i>All students</i>				
2000 API	Growth Target	2001 API	Growth Target	2002 API
520	14	534	13	547
<i>Socioeconomically disadvantaged students</i>				
2000 API	Growth Target	2001 API	Growth Target	2002 API
475	11	486	8	494
<i>Hispanic students</i>				
2000 API	Growth Target	2001 API	Growth Target	2002 API
504	11	515	8	523

Measurable Benchmarks. Short Term Academic Objectives (1F). Based on a review of the SAT9 and other student assessment data the Action Planning Team determined the need to address reading, writing and mathematics for all students and for the identified subgroups.

ACADEMIC OBJECTIVES FOR DAILEY STUDENTS

Objective 1: Increase the percentage of students at or above the 50 th percentile in language (from 27.2% in 2000 to 30% in June 2001) and in math (from 35.9% in 2000 to 40% in June 2001).
Objective 2: Increase the percentage of LEP students at or above the 50 th percentile in language (from 27.2% in 2000 to 30% in June 2001) and in math (from 35.9% in 2000 to 40% in June 2001).
Objective 3: Increase the percentage of Hispanic students at or above the 50 th percentile in language (from 27.2% in 2000 to 30% in June 2001) and in math (from 35.9% in 2000 to 40% in June 2001).

Other Indicators of School Performance The staff, assisted by the America's Choice external evaluator, will collect and analyze data to monitor progress toward the four objectives listed below, in the areas of daily attendance, conduct referrals and suspensions, grade retention, and parent involvement.

OTHER OBJECTIVES FOR DAILEY STUDENTS

Objective 1: Improve average daily attendance from 93 % to 95% in 2001-02.
Objective 2: Reduce number of student conduct referrals and suspensions by 20% in 2001-02.
Objective 3: Decrease grade retention to a 1% rate in 2001-02..
Objective 4: Increase by at least 25% the number of parents involved in parent workshops and meetings.

C.4.2. Detailed Timeline for Attainment of Benchmarks

Dailey staff will use a variety of assessments to benchmark student progress throughout the year. The following chart details the specific assessments and projected dates of administration.

BENCHMARK ASSESSMENTS

ASSESSMENT	GRADE LEVELS	DATE ADMINISTERED
New Standards Reference Exam	4	October, May
Quarterly Writing Sample	K-6	Sept., Dec., Feb., May
Direct Reading Inventory	1-6	Sept., Feb.
Online performance assessment	K-6	Aug.-May ongoing
ABC (Assess. Basic Competencies)	1-6	Sept., April
SAT9	2-6	April

C.4.3. Description of the Use of STAR and Other Measures Used to Monitor Student Attainment of California Content Standards for Reading-Language Arts and Mathematics and Yearly Progress As a Result of Model Selected. An external evaluator will provide an independent evaluation of student attainment of California Content Standards for Reading, Language, and Mathematics as a result of the implementation of the America's Choice design. The America's Choice Design Team will monitor the implementation of the design and gather data on student performance on STAR, quarterly benchmark tests, and the New Standards Reference Examination. The design team will analyze the relationship between the implementation of the design and the student outcomes. At least two approaches will be used to assess and monitor the implementation of the design: 1) a periodic self-assessment of implementation of the design using America's Choice diagnostic tools, and 2) the external evaluator will develop a survey instrument to assess progress in implementation of the design.

Using Assessment to Improve Achievement (5E) The district's office of Research, Evaluation, and Assessment (REA) provides timely and comprehensive state and district student achievement data to each school site. REA also provides training for site personnel in reading and interpreting student data reports. In addition, Dailey teachers and administrators will be trained to use ongoing assessment of America's Choice performance standards to measure student growth and to inform instruction.

Using Disaggregated Data to Monitor Progress (5F). (PSAA: 52054 d 5) Dailey will implement the America's Choice assessment system to monitor student progress in the acquisition of content standards. The evidence of student growth will include monitoring of SAT9, district, and other summative assessments. In addition standards-based portfolios will track student performance in specific areas of reading, language arts, and math and growth in achievement using formative measures.

Component 5: Support Within the School

C.5.1. Ample Evidence of Staff and Administrators' Collaboration in the Process for the Selection of the Model and the Development of the CSRD Program. Dailey staff and administrators joined with district administrators and an external evaluator in looking at a variety of options to meet the needs of students, parents, and staff. The on-site Action Planning Team (composed of 3 teachers, 3 parents, 3 community members, the home school liaison, and the principal) met frequently over the course of eight months. They worked with the external evaluator, examining extensive data, as well as surveys and interviews and met regularly with the district Assistant Supt. The Action Planning Team also met regularly with the entire staff to share and discuss findings and options and keep everyone informed. Dailey staff and administrators joined with district administrators and an external evaluator in looking at a variety of options to meet the needs of students, parents, and staff. The on-site Action Planning Team (composed of 3 teachers, 3 parents, 3 community members, the home school liaison, and the principal) met frequently over the past eight months. They worked with the external evaluator, examining extensive data, as well as surveys and interviews and met monthly with the district Assistant Supt. The Action Planning Team also met monthly with the entire staff to share and discuss findings and options.

C.5.2. Staff Support and Involvement in the CSRD Program and the Amount of Time Designated to Plan and Implement. The extensive staff involvement at every stage in the planning process paid off in strong support for the action plan by the staff. Every teacher and administrator on site had ongoing opportunities for input into this plan, in which a variety of options were considered. Observations at local Greenberg Elementary led the staff to consider America's Choice as a viable option. After the visitation, teachers shared what they'd learned with the rest of the staff. This year of planning has begun building capacity among the staff for a schoolwide reform effort, with the entire staff enthusiastic about launching America's Choice.

C.5.3. Full Agreement by Staff on Common Targets, Goals, Benchmarks. Staff and parents agree that the overarching goal of this Comprehensive School Reform Demonstration plan is that every K-6 student will meet grade level standards each year. All are in agreement about the barriers standing in the way of student achievement and about the four goals developed to overcome the barriers:

1. Align professional development and provide articulation, collaboration, and communication among staff to focus instruction on the California Content Standards.
2. Provide resources and interventions to meet the needs of at-risk students.
3. Meet student and family needs through linkages between school and the community.
4. Improve communication, as well as vertical and horizontal articulation of instruction, by consolidating the two parts of the campus to a single location.

The staff established annual API growth targets for all students and for all subgroups, and they have agreed on short-term objectives developed as benchmarks to measure progress toward the target.

C.5.4. A Budget that Reflects Allocations to Support the School Effort, Including Salaries, Release Time, Use of Existing Professional Development, Resources, and Days, and Other Areas. (3A, 3B, 3C). The staff has agreed that the entire school budget will support this schoolwide reform effort. Every budget item has been measured and weighed in relation to its relevance and impact on the goals of this action plan. CSRD or II/USP funds (\$136,200) will be allocated to contract for with America's Choice, to partially fund one literacy coordinator, and training expenses.(see budget) In addition to the CSRD funding, the staff has agreed to leverage \$165,940 in Title I, SIP, LEP, and textbook funds to facilitate this comprehensive effort. Leveraged funds will pay for books and instructional supplies, a second Literacy Coordinator, and a Community Outreach Consultant. Funding will provide the staff with the support and training needed to overcome the barriers to improving student achievement.

Component 6: Parental and Community Involvement

C.6.1. Comprehensive and Systematic Plan to Involve Parents and Community Members in Planning, Implementing, and Evaluating the CSRD program. (2A) Dailey will follow the America's Choice comprehensive and systematic plan for involving parents and the community in the school. "Parent and Public Engagement" is one of the five key "design tasks" in the America's Choice Design, so parent and community involvement will be a critical part of the schoolwide reform effort. Dailey will hire a Community Outreach Coordinator who will receive extensive training in promoting parent participation and community support. Dailey will involve parents in supporting the education of their children and in implementing the action plan through the following activities.

1. **Parent advisory group sessions:** Monitor plan implementation; review student achievement.
2. **Leadership training sessions:** Understanding the standards; examining data/student work.
3. **Weekly parent workshops:** Variety of topics related to helping children do better in school.
4. **Literacy and computer classes:** For parents and community members.
5. **Parent Teacher Association:** Actively involve parents and the community.

6. **Parent Connection:** Bi-monthly parent meeting to give regular input on the educational program.
7. **Special activities:** Back to School Night, Multicultural Fair, Family Math/Science Nights, etc.
8. **Parent teacher conferences:** Scheduled quarterly as needed.

In the America's Choice design, parents are expected to play an active role. Specific expectations include: monitor child's progress and exchange information with the teacher, check on homework, read to child and have their child read to them, provide a quiet study place, and support students who are behind doing extra work after school, on weekends, and during the summer. Teachers give each parent a blank notebook to be used to promote communication. Throughout the year, students shuttle the notebooks back and forth between home and school with messages, questions, and helpful information. When students are lagging, parents meet with the teacher to decide on the best course of action.

Parents have been actively involved throughout the planning process for CSRD/II-USP. The parent meeting was held on December 12, 2000, with eight parents in attendance. Over one hundred parents received a survey related to student learning, communication, and relationships with the school staff and parents were invited to submit comments in writing. Teachers indicate that attendance at events is low. While the school has made an effort to communicate the educational program, only 50% of the surveyed parents strongly agree that they understand their child's report card. The school site plan encourages parents to "participate in such functions as the Spring Carnival, Winter Music performances, PTA, ELAC and SSC meetings. These activities are designed to build community pride in the school."

C.6.2. Plan that Shows How Parents and Community Members Are Viewed as Critical Members. The America's Choice's Community Supports and Services Design Team will train Dailey staff to mobilize critical components of the community to support the needs of students in the school. Extensive training will be offered to parents to equip them to feel comfortable in this partnership with the school. Parents will be trained to contact local social service and public health agencies, to take advantage of their resources on behalf of students and their families who need help. Community businesses will be contacted to share resources to support the work of the school.

Parents/Community Are Actively Involved. Parents have been involved throughout the planning process, even though only 8 parents attended the first community meeting that launched the planning process. Three parents are members of the School Site Community Team. Parents submitted ideas to staff members regarding what they think needs to change at the school. The school is working to more actively involve all parents and has planned extensive training and workshops to equip them to participate in school decision-making, as well as their children's education.

Parents/Community Participate in Determining School Goals. Parents and community members involved in School Site Council will receive training through the district office to fully clarify their role in the work of the school. Parent representatives will participate in the development and revision of the

School Site Plan. Three parents have been actively involved as part of the team that developed this plan, including goals and objectives. A core of active parents attended numerous meetings over the course of the past year, giving input into the goals and activities. With the implementation of the America's Choice design, extensive professional development will help parents and community members understand the use of performance standards to improve student achievement and the focus on student work as evidence of student achievement of the standards. Meetings will be scheduled in which parents sit down with staff to examine student data and student work and set goals for the school.

Parents/Community Participate in Ongoing Monitoring and Evaluation. Parent and community advisory group sessions will focus on monitoring the implementation of the action plan and reviewing improvements in student achievement. The Parent Connection, a bi-monthly parent meeting, provides opportunities for parents to give regular input on the educational program.

Parents/Community Are Provided Skills to Assist Reform. The school has planned weekly training workshops to equip parents and community members to understand the standards and the examination of data and student work, to equip them to make decisions about goals and objectives and the plan for the school. They will feel more knowledgeable about participating in school decision-making as well as helping improve their child's achievement.

C.6.3. Explanation of Family Participation/Engagement Activities and Strategies that Demonstrate Extensive Community Involvement and Shared Resources. Dailey staff will involve parents in two distinct ways: governance and active involvement in their children's education. Parents will be involved in the governance of the school through participation in the School Site Council. The school will offer weekly workshops to equip parents to support the education of their children. Parents will be encouraged to exchange information with their child's teacher, check on homework, read to their children and have their children read to them, provide a quiet study place, and support the requirement that students who are behind do extra work after school, on weekends, and during the summer. Title I and other school and district resources will work together to support this schoolwide reform plan.

C.6.4. Plan for Full Participation of School Staff in Ongoing Professional Development to Improve Their Knowledge of Students' Families and Communities, Including Family Resources. Fresno Unified offers a series of monthly workshops over the course of the year to introduce staff members to the diverse cultures in our district. For instance, in May, 2001, an all day workshop is offered entitled, "Educational Look at American-Indian Cultures." These workshops have presented information on all major cultures in our district. Teachers and administrators find the workshops helpful in better understanding unique customs and values that may affect their interaction with students and parents. Presenters will give mini-versions of these all-day workshops to the Dailey staff, to provide an overview

of the diverse cultures in Fresno Unified. America's Choice will also provide specific training in "Parent and Public Engagement" which will help staff better understand how to effectively involve parents.

Component 7: External Technical Support and Assistance

C.7.1. Description of High Quality Technical Assistance That Guides Model Implementation, Monitors Progress, and Builds Capacity of the Onsite Staff to Implement the Model. As an America's Choice school, Dailey will have access to high quality technical support and assistance. The America's Choice Design Team draws directly on the entire staff of the National Center on Education and the Economy, a group of over 100 people, and on a larger group of consultants who work closely with the National Center. The National Center's staff are among the nation's leading experts in the fields of standards, performance assessment, curriculum, instruction, planning, education of the disadvantaged, accountability systems for education, and school and district management. The National Center believes that the best technical assistance is continuous, close to the school, tied to the school's plan, and responsive to unfolding developments at the site. The America's Choice Cluster Leader will deliver technical assistance that is closely tied to the professional development design developed for Dailey.

C.7.2. Detailed Timeline Noting the Frequency and Duration of Technical Assistance. The timeline below details the extensive technical assistance that will be provided through the contract with America's Choice. Technical assistance will be provided through extensive training for the principal, the two Literacy Coordinators, the Community Outreach Coordinator, and the staff over the first two years. The America's Choice Cluster Leader will be on campus regularly to support implementation during the first year, building capacity of the onsite staff to implement the model. In the second year, the Literacy Coordinators will assume more of the responsibility for training the staff, with the America's Choice Cluster Leader assuming a lesser role. In the third year, the staff will be fully implementing the design.

TECHNICAL SUPPORT TIMELINE		
Training for Principal	America's Choice Principal's Institute	Summer, 2001
Training for 2 Literacy Coordinators (4 weeks)	America's Choice Literacy Training	Summer, 2001
<ul style="list-style-type: none"> • Orientation to America's Choice School Design • Teacher Study and Reflection Groups • Using Standards: An Introduction • Getting Ready for the Reference Exam • Planning for Results 		
Training for Community Outreach Coordinator (2 days)	America's Choice	Summer, 2001
Administer Self-Assessment Questions	America's Choice Cluster Leaders	Fall, 2001
Create America's Choice Plan for Dailey	Cluster Leaders, Dailey Staff	Fall, 2001
Creation of Curriculum Map for Dailey	America's Choice Design Team	Fall, 2001
Ongoing Training for All Staff	Cluster Leaders, Literacy Coordinators	2001-02
Ongoing Coaching for All Teachers	Literacy Coordinators, Cluster Leaders	2001-02
Principals' Network Quarterly Meetings	America's Choice Cluster Leaders	2001-02
America's Choice National Conference	America's Choice Staff, Consultants	Spring, 2002
Parental Engagement	Community Outreach Coord., Cluster Leaders	2001-02
Ongoing Assessment and Evaluation	Dailey Staff, Cluster Leaders	2001-02

C.7.3. Formal Agreements of Technical Assistance See MOU in Appendix.

C.7.4. Clear Linkages of the LEA Technical Assistance and Support to Schools. Fresno Unified district staff has worked side-by-side with Norseman, Dailey, and Lincoln Elementary Schools in their selection of the America's Choice reform design and the development of this CSRD application. The district will provide support to these schools through each step in their reform process over the next three years and beyond. The district has committed to helping the three schools find the best staff for the two Literacy Coordinator positions. The district is supporting principals when they tell staff that change is not an option: since students are not achieving, something needs to change. If teachers are not willing to participate and prefer to transfer to another site, the district will help facilitate that process. The district is prepared to fully support the America's Choice design. This past year, the Administrator for Professional Development has received extensive training in every phase of America's Choice. This administrator will provide ongoing support of America's Choice implementation, even after funding ends.

Component 8: School-Level Evaluation Strategies

C.8.1. Comprehensive Plan for Evaluating the Impact on Student Achievement, Impact on Other Indicators of School Performance, and Overall Model Implementation. Dailey will monitor both student achievement and the implementation of the America's Choice plan. The school will administer the Stanford Achievement Test (SAT9) according to State guidelines. In addition, Dailey will administer the America's Choice reference examinations in mathematics and English language arts. The scoring system for these examinations include a score of "meets the standard," which is the benchmark standard for the exam. The Cluster Leader will help the school set targets each year for the proportion of students meeting the standard in that year. The school will also participate in the independent evaluation of all schools in the America's Choice network, providing data on the implementation of the model and other to the evaluators. Dailey will use the America's Choice diagnostic instruments to document the extent of implementation of the design. The school will also administer a set of survey research instruments to faculty, students, and others to measure implementation of the design. Data collection will track other indicators, such as student attendance, student mobility, suspensions, and grade retention and promotion.

C.8.2. Description of Collaboration Between District and School in Developing and Implementing the Program Evaluation Plan. The FUSD office of Research Evaluation and Assessment (REA) will work closely with Dailey to provide timely and comprehensive state and district student achievement. REA will also provide training for site personnel in reading and interpreting data reports. The district will support the school in assessing student achievement and in evaluating the effectiveness of program implementation. District staff have received extensive training in the America's Choice design and will support the school at every stage of the reform effort, including evaluation.

C.8.3. Linkage of Measurable Goals and Benchmarks in Component 4 to the School's Evaluation Plan. (1G) District staff will work with the Dailey staff to raise student achievement through the implementation of the following recommendations of the site Action Planning Team.

DAILEY EVALUATION PLAN

District office staff work with the principal to:

1. Supervise the implementation of standards-based programs through quarterly meetings in 2001-2002 and 2002-2003 with the principal and school team.
2. Manage allocation of sufficient and appropriate resources for each school to implement standards-based programs, e.g., timely assessment data formatted to facilitate teacher use and curriculum resources required for the adopted reading, language, math programs.
3. Develop capacity of district leaders for sustained implementation of standards-based programs using districtwide plans to improve student achievement and differentiated staff development opportunities/activities.

The Principal work with the faculty, parents and community to:

1. Supervise the implementation of standards-based programs, schoolwide, through team/grade level meetings, classroom visits that focus on evidence of standards based programs, identifying teachers' staff development needs and monitoring student academic achievement.
2. Manage the allocation of sufficient and appropriate curriculum resources for teachers and students to implement standards-based programs in reading, language and math.
3. Support teachers to develop capacity for sustained implementation of standards-based program through a focus on improving student achievement with opportunities to collaboratively plan and assess program effectiveness.
4. Analyze state and local assessment data to determine improvement in student achievement and report the results to the faculty, parents, and the community.
5. Arrange school/parent/community meetings twice each year to review the implementation of the action plan and make any recommendations necessary. Teachers individually and in grade level/cross grade level teams implement the solutions and strategies identified in this plan to:

Teachers, individually and in grade level/cross level teams, implement the solutions and strategies to:

1. Monitor student progress through the use of multiple authentic assessment instruments such as standards-based student portfolios, common grade level assessments in reading, writing and math, writing samples, journals, student self-assessment, parent interviews, teacher observations and student led conferences.
2. Analyze and utilize formative and summative assessment data obtained from state, district, and classroom assessments directly aligned to content standards to guide instruction and monitor student achievement.
3. Report student achievement to students and parents.

Schoolwide consideration be given to:

1. Forming a school team under the leadership of the principal, composed of staff and parent representatives to meet quarterly to review action plan implementation.
2. Purchasing software to electronically manage and disaggregate the data from state, district, and school assessments to assist teachers in identifying the instructional needs of targeted groups of students.
3. Addressing the following questions:
 - (a) *To what degree is implementing the Action Plan enabling all students and identified subgroups of students to improve their achievement relative to SAT9 and to achieve the content standards?*
 - (b) *To what extent is implementing the Action Plan improving classroom instruction and assessment, supporting differentiated staff development, and increasing the involvement of parents?*
 - (c) *Is instructional time maximized through reduced interruptions and planned blocks of time?*
 - (d) *To what extent are teachers demonstrating a common and consistent focus on the content standards and on improving student achievement through analysis and use of assessment data?*

Curriculum Management (5A) (5B) (5C) (5D). Each student has a complete set of instructional materials aligned to the state content standards. Fresno Unified adopts and purchases for each school site, materials aligned to the state core content standards. Materials needed for direct instruction and appropriate for the reading comprehension program will be purchased as needed.

Component 9: Coordination of Resources

C.9.1. Description of How CSRD Funds Will Be Coordinated and Aligned with Other Existing Services to the School. CSRD funding (\$136,200) will be used to fund a contract with America's Choice (\$65,000) to provide the tools, the professional development, and the technical assistance to implement a comprehensive reform model. CSRD will also partially fund one literacy coordinator, including benefits (\$65,529), and partial training/travel expenses (\$282).

C.9.2. Explanation of How CSRD Funds Will Leverage Existing Resources. In addition to the CSRD funding, the school will leverage \$165,940 in Title I, SIP, LEP, and textbook funds. Leveraged funds will pay travel expenses (\$5,000), partial salary and benefits for two Literacy Coordinators (\$108,133), a Community Outreach Consultant (\$46,807), and substitutes (\$6,000). State ELILP funding will provide extended learning during the summer and afterschool.

C.9.3. Description of the Alignment of Expenditures. All expenditures will be in compliance with federal, state, and local rules, regulations, and policies relating to the administration, use and accounting for public school funds. Dailey will submit budgets for all site funding that have to be approved by the School Site Council, and district administrators. The budgets are scrutinized by the office of State and Federal and by Fiscal Services to ensure compliance, and ultimately must be approved by the School Board. All expenditures require several levels of district approval. The district Assistant Superintendent will work closely with the school to maximize the coordination of expenditures.

C.9.4. Explanation of How CSRD Program Will Be Sustained. America's Choice requires a three-year commitment from schools to ensure time to firmly establish the reform design. During the first two years of implementation, the two literacy coordinators will be fully trained to conduct ongoing professional development for the Dailey staff. America's Choice is designed to develop a school staff's capacity to drive the school improvement process, rather than requiring them to rely on outsiders. The contract with America's Choice will end when CSRD funding expires, but the school will be fully equipped to carry on the work. Fresno Unified has trained a cadre of administrators in the America's Choice design to provide ongoing support to Dailey and other America's Choice schools after federal funding ends. The district Administrator for Professional Development has been extensively trained by America's Choice and will offer ongoing training for teachers new to the America's Choice schools. After CSRD funding ends, Dailey will fund one Literacy Coordinator out of existing funding sources.

**Year 1 Individual School Budget
Comprehensive School Reform Demonstration
FISCAL YEAR 2001-2002**

Name of School: Dailey Elementary		
CDS Code: 10-62166-6006175		
Contact Person: Steve Gettman	Title: Principal	
Phone #: (559) 248-7060	FAX #: (559) 227-5530	E-mail:

SACS Resource Code: 3170		School Enrollment: <u>681</u> (Use 1999-2000 FINAL CBEDS data)		
SACS Revenue Code: 8290				
Non-SACS Income Account Code: 8160		Cost per Student: \$200.00		
SACS Function Code	Object Code	Description of Line Item	Amount of CSRD Funds Check ONLY one: Title I <u>X</u> Title X _____	Amount of Federal, State, and Local Funds
	1000	Certificated Personnel Salaries		
		.75 FTE Literacy Coordinator (TSA)	53,095	
		1.0 FTE Literacy Coordinator (TSA)		70,793
		.25 FTE Literacy Coordinator (TSA)		17,698
		Teacher Collaboration day substitutes (30 teachers X 2 days)		6,000
	2000	Classified Personnel Salaries		
		Community Outreach Coordinator		34,842
	3000	Employee Benefits		
		Certificated	12,434	19,642
		Classified		11,965
	4000	Books, Materials, Supplies		
	5000	Services and Other Operating Expenses (Including Travel)		
		America's Choice contract	65,000	
		Travel expense-America's Choice training	282	5,000
		Indirect Costs	5,389	5,389
TOTAL			136,200	171,329
TOTAL AMOUNT OF CSRD FUNDS REQUESTED			\$136,200	

Note: Please complete and submit budget page (s) for each participating school

**Dailey Elementary School
Budget Detail and Justification 2001-2002**

1000 Certificated Personnel Salaries

2 Literacy Coordinator positions (TSA) .75 FTE \$53,095 (leverage 1.25 FTE \$88,491)

- Standards training and implementation
- Provide support for aligning curriculum, instruction and assessment to content standards
- Provide ongoing training of staff in specific instructional strategies, e.g., graphic organizers
- Assist in the development and use of standards-based portfolios
- Provide support in the use of assessment data to guide instruction and monitor student achievement
- Support in the implementation and management of new initiatives, e.g., student led conferences
- Provide support for the implementation and effectiveness of specific instructional strategies
- Assist staff in the analysis of student work relative to grade level standards
- Implementation of effective research based teaching models
- Provide professional development activities

Substitutes

- Facilitate Teacher Collaboration (leverage \$6,000)

2000 Classified Personnel Salaries

Community Outreach Coordinator (leverage \$34,842)

- Coordinate and conduct parent training
- Encourage increased parent involvement
- Coordinate community involvement and partnerships
- Coordinate parents accessing community resources

3000 Employee Benefits \$12,434

Certificated

- Benefits for 2 Literacy Coordinators \$12,434 (leverage \$19,642)

Classified

- Benefits for Community Outreach Coordinator (leverage \$11,965)

5000 Services and Other Operating Expenses

5200 Travel \$282 (leverage \$5,000)

- Travel/Conference expenses for America's Choice

5800 Operating Expenses/Contracts \$65,000

- Contract with America's Choice for professional development, monitoring, implementation of standards, building capacity, literacy modeling/coaching

Indirect Costs @ 4.12% \$5,389

TOTAL CSRD FUNDING: \$136,200

TOTAL LEVERAGED FUNDING: \$171,329

**Year 2 Individual School Budget
Comprehensive School Reform Demonstration
FISCAL YEAR 2002-2003**

Name of School: Dailey Elementary		
CDS Code: 10-62166-6006175		
Contact Person: Steve Gettman	Title: Principal	
Phone #: (559) 248-7060	FAX #: (559) 227-5530	E-mail:

SACS Resource Code: 3170 School Enrollment: 681 (Use 1999-2000 FINAL CBEDS data)
 SACS Revenue Code: 8290
 Non-SACS Income Account Code: 8160 Cost per Student: \$200.00

SACS Function Code	Object Code	Description of Line Item	Amount of CSRD Funds Check ONLY one: Title I <u>X</u> Title X _____	Amount of Federal, State, and Local Funds
	1000	Certificated Personnel Salaries		
		.75 FTE Literacy Coordinator (TSA)	53,095	
		1.0 FTE Literacy Coordinator (TSA)		70,793
		.25 FTE Literacy Coordinator (TSA)		17,698
		Teacher Collaboration day substitutes (30 teachers X 2 days)		6,000
	2000	Classified Personnel Salaries		
		Community Outreach Coordinator		34,842
	3000	Employee Benefits		
		Certificated	12,434	19,642
		Classified		11,965
	4000	Books, Materials, Supplies		
	5000	Services and Other Operating Expenses (Including Travel)		
		Americas' Choice contract	65,000	
		Travel expense-America's Choice training	282	5,000
		Indirect Costs	5,389	5,389
TOTAL			136,200	171,329
TOTAL AMOUNT OF CSRD FUNDS REQUESTED			136,200	

Note: Please complete and submit budget page (s) for each participating school
10/31/00

Dailey Elementary School
Budget Detail and Justification 2002-2003

1000 Certificated Personnel Salaries

- 2 Literacy Coordinator positions (TSA) .75 FTE \$53,095 (leverage 1.25 FTE \$88,491)
 - Standards training and implementation
 - Provide support for aligning curriculum, instruction and assessment to content standards
 - Provide ongoing training of staff in specific instructional strategies, e.g., graphic organizers
 - Assist in the development and use of standards-based portfolios
 - Provide support in the use of assessment data to guide instruction and monitor student achievement
 - Support in the implementation and management of new initiatives, e.g., student led conferences
 - Provide support for the implementation and effectiveness of specific instructional strategies
 - Assist staff in the analysis of student work relative to grade level standards
 - Implementation of effective research based teaching models
 - Provide professional development activities

Substitutes

- Facilitate Teacher Collaboration (leverage \$6,000)

2000 Classified Personnel Salaries

- Community Outreach Coordinator (leverage \$34,842)
 - Coordinate and conduct parent training
 - Encourage increased parent involvement
 - Coordinate community involvement and partnerships
 - Coordinate parents accessing community resources

3000 Employee Benefits \$12,434

Certificated

- Benefits for 2 Literacy Coordinators \$12,434 (leverage \$19,642)

Classified

- Benefits for Community Outreach Coordinator (leverage \$11,965)

5000 Services and Other Operating Expenses

5200 Travel \$282 (leverage \$5,000)

- Travel/Conference expenses for America's Choice

5800 Operating Expenses/Contracts \$65,000

- Contract with America's Choice for professional development, monitoring, implementation of standards, building capacity, literacy modeling/coaching

Indirect Costs @ 4.12% \$5,389

TOTAL CSRD FUNDING: \$136,200

TOTAL LEVERAGED FUNDING: \$171,329

**Year 3 Individual School Budget
Comprehensive School Reform Demonstration
FISCAL YEAR 2003-2004**

Name of School: Dailey Elementary		
CDS Code: 10-62166-6006175		
Contact Person: Steve Gettman	Title: Principal	
Phone #: (559) 248-7060	FAX #: (559) 227-5530	E-mail:

SACS Resource Code: 3170 School Enrollment: 681 (Use 1999-2000 FINAL CBEDS data)
 SACS Revenue Code: 8290
 Non-SACS Income Account Code: 8160 Cost Per Student: \$200.00

SACS Function Code	Object Code	Description of Line Item	Amount of CSRD Funds Check ONLY one: Title I <u>X</u> Title X _____	Amount of Federal, State, and Local Funds
	1000	Certificated Personnel Salaries		
		.75 FTE Literacy Coordinator (TSA)	53,095	
		1.0 FTE Literacy Coordinator (TSA)		70,793
		.25 FTE Literacy Coordinator (TSA)		17,698
		Teacher Collaboration day substitutes (30 teachers X 2 days)		6,000
	2000	Classified Personnel Salaries		
		Community Outreach Coordinator		34,842
	3000	Employee Benefits		
		Certificated	12,434	19,642
		Classified		11,965
	4000	Books, Materials, Supplies		
	5000	Services and Other Operating Expenses (Including Travel)		
		America's Choice contract	65,000	5,000
		Travel Expense-America's Choice training	282	
		Indirect Costs	5,389	5,389
TOTAL			136,200	171,329
TOTAL AMOUNT OF CSRD FUNDS REQUESTED			\$136,200	

Note: Please complete and submit budget pages (s) for each participating school
10/31/00

**Dailey Elementary School
Budget Detail and Justification 2003-2004**

1000 Certificated Personnel Salaries

2 Literacy Coordinator positions (TSA) .75 FTE \$53,095 (leverage 1.25 FTE \$88,491)

- Standards training and implementation
- Provide support for aligning curriculum, instruction and assessment to content standards
- Provide ongoing training of staff in specific instructional strategies, e.g., graphic organizers
- Assist in the development and use of standards-based portfolios
- Provide support in the use of assessment data to guide instruction and monitor student achievement
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Substitutes

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- Benefits for Community Outreach Coordinator (leverage \$11,965)

5000 Services and Other Operating Expenses

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- Travel/Conference expenses for America's Choice

5800 Operating Expenses/Contracts \$65,000

- Contract with America's Choice for professional development, monitoring, implementation of standards, building capacity, literacy modeling/coaching

Indirect Costs @ 4.12% \$5,389

TOTAL CSRD FUNDING: \$136,200

TOTAL LEVERAGED FUNDING: \$171,329

APPENDIX

Memorandum of Understanding (America's Choice)



AMERICA'S

Learning Standards

Changing Lives

MEMORANDUM OF UNDERSTANDING

This memorandum of understanding constitutes a commitment on the part of the National Center on Education and the Economy (NCEE) to work with Dailey Elementary School to implement the America's ChoiceTM School Design, a comprehensive standards-based school design that focuses relentlessly on results.

The National Center on Education and the Economy is a national leader in standards-based education. The America's Choice School Network, originally NCEE's National Alliance for Restructuring Education (NARE), offers a comprehensive, research-based design for schools and district committed to standards-based education. NARE was named in the federal Obey-Porter legislation as a proven program of comprehensive school improvement. NCEE has developed America's Choice School Design, a comprehensive program for schools targeted to grades kindergarten through high school to help students reach internationally benchmarked standards of achievement in English language arts, mathematics and science by the time they graduate from high school.

Technical Support and Assistance

The technical support and assistance that will be provided by the National Center on Education and the Economy to support implementation of the America's Choice School Design includes:

1. On-site technical assistance in implementing the design. An America's Choice Cluster Leader will work directly with the school to provide assistance and support to local school staff. Each year, the NCEE staff will conduct two on-site quality review to monitor the school's progress in the design implementation.
2. Professional development and training for the Principal and Coaches who take leadership responsibility for implementation of the design. This will include a Leadership (Principals) Academy, Literacy Institutes and Math Institutes. Regional Principals Networks will engage America's Choice principals in additional training, as well as provide opportunities for problem solving. Coaches will lead grade-level and cross-grade Study Groups and Teacher Meetings at the local schools, focused on required content and on implementation strategies and student work.
3. Materials necessary for successful participation in the professional development and training to targeted staff who attend the core America's choice workshops and institutes.

NCEE
NATIONAL CENTER ON
EDUCATION AND THE ECONOMY

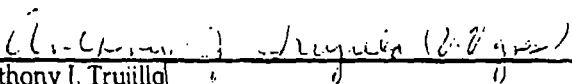
MEMORANDUM OF UNDERSTANDING (page two)

Schools that adopt the America's Choice School Design commit to:

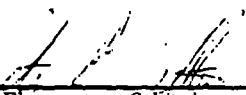
- Implementing America's Choice School Design for three years starting with the 2001/2002 school year.

- Providing full-time Coach(es) to assist in the implementation of the design.
- Providing assistance and/or tutoring before, during and/or after school, on Saturdays and in the summer to get students who are behind in literacy and mathematics on grade level.
- Acquiring the leveled texts needed to implement the America's Choice literacy program fully.
- Participating fully in the America's Choice professional development program and incurring the costs necessary to support that participation.
- Administering the New Standards Reference Exam to fourth, eighth or tenth graders, depending upon school level.
- Appointing a Parent/Community Outreach Coordinator to engage parents and guardians and community members in the implementation of the design.

Upon notification of available funding, the School and/or District and NCEE, agree to enter into a full definitized contract in order to implement the design. Agreements will be renegotiated annually.



Anthony J. Trujillo
Director of Field Services
America's Choice School Design



Dailey Elementary School
Fresno Unified School District