

## V. PROGRAM-SPECIFIC ASSURANCES FOR INDIVIDUAL LEA APPLICANTS

### ABSOLUTE PRIORITIES – INDIVIDUAL LEA APPLICANT

#### Absolute Priority 1

An applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.

#### Absolute Priorities 2 through 5

Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below.

**Absolute Priority 2: Non-Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition

**Absolute Priority 3: Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

**Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

**Absolute Priority 5: Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

*NOTE: Race to the Top Phase 1, 2, and 3 States are: Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia.*

### BUDGET REQUIREMENT – INDIVIDUAL LEA APPLICANT

By completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the competition.

The number of participating students is 5,757. The total Race to the Top – District grant funds requested is \$ \$16,589,553, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

\$5-10 million - 2,000-5,000 participating students

\$10-20 million - 5,001-10,000 participating students

\$20-30 million - 10,001-25,000 participating students

\$30-40 million - 25,001+ participating students

## ELIGIBILITY REQUIREMENTS – INDIVIDUAL LEA APPLICANT

By checking the applicable statement(s) below, the applicant assures that:

The applicant meets the definition of local educational agency (as defined in this notice).

The applicant is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

This application is the only Race to the Top – District application to which the applicant has signed on.

This application serves a minimum of 2,000 participating students (as defined in this notice).

At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA ***OR*** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that within 100 days of the grant award it will meet this standard.

The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that --

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);

(B) A principal evaluation system (as defined in this notice); and

(C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)

(A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

(B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

(A) An individual teacher identifier with a teacher-student match; and

(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

X The application is signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

## APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

X State comment period was met. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--

- The State's comments OR evidence that the State declined to comment
- The LEA's response (optional) to the State's comments

(The submitted comments, evidence, and responses are located in Part B(4) from pages 45 to 46 of the proposal.)

X Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its application package—

- The mayor or city or town administrator's comments OR, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses are located in Part B4, from pages 45 to 46 of the proposal.)

**SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V**

Superintendent or CEO of the LEA (Printed Name): Dr. Don Haddad, Superintendent	
Signature of Superintendent or CEO of the LEA: 	Date: 10/24/2012

## **VII. OTHER ASSURANCES AND CERTIFICATIONS**

### **Accountability, Transparency and Reporting Assurances**

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
  - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

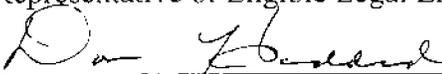
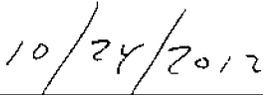
### **Other Assurances and Certifications**

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

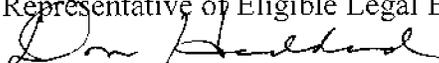
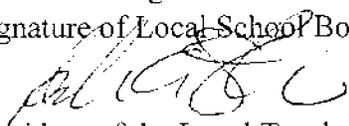
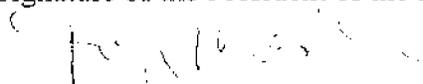
- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- All entities receiving funds under this grant will comply with the Education Department

General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

**SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII**

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Dr. Don Haddad	
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: 	Date: 

**IV. APPLICATION ASSURANCES (CFDA No. 84.416)**

Legal Name of Applicant <sup>1</sup> : St. Vrain Valley Schools	Applicant's NCES District ID <sup>2</sup> : 0805370
Applicant's Mailing Address: 395 S. Pratt Parkway, Longmont, CO 80501	
Employer Identification Number: 846014380	Organizational DUNS Number: 010626331
Race to the Top – District Contact Name: (Single point of contact for communication) Regina Renaldi	Contact Position and Office: Executive Director: Priority Programs
Contact Telephone: 303.682.7211	Contact E-mail Address: renaldi_regina@svvsd.org
<p>Required applicant Signatures:</p> <ul style="list-style-type: none"> <li>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</li> <li>I further certify that I have read the application, am fully committed to it, and will support its implementation.</li> <li>I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)</li> </ul>	
Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Dr. Don Haddad	Telephone: 303-682-7502
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: 	Date: 10/23/2012
Local School Board President (Printed Name): Mr. John Creighton	Telephone: 303-682-7292
Signature of Local School Board President: 	Date: 10-24-2012
President of the Local Teacher's Union or Association, if applicable (Printed Name): Mr. Trip Merklein	Telephone: 303-682-5100
Signature of the President of the Local Teacher's Union or Association: 	Date: 10/13/12

<sup>1</sup> Individual LEA, Lead LEA for the consortium, or eligible legal entity

<sup>2</sup> Consortium applicants must provide the NCES District ID for each LEA in the consortium, on a separate page and include in the Appendix. Applicants may obtain their NCES District ID at <http://nces.ed.gov/ccd/districtsearch>.

## **XV. APPLICATION CHECKLIST FOR INDIVIDUAL LEA APPLICANTS**

### **Formatting Recommendations and Application Submission Procedures (Part I)**

- ✘ Are all pages 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides?
- ✘ Does each page have a page number?
- ✘ Do all pages have line space set to 1.5 spacing and 12 point Times New Roman font?
- ✘ Has the LEA complied with the submission format requirements, including the application deadline for submission?
- ✘ Has the LEA provided sufficient time for the application to be received by the deadline date?

### **Application Requirements (Part III)**

- ✘ Has the LEA provided the State ten business days to comment on the Race to the Top – District application?
- ✘ Has the LEA provided all relevant information regarding the State comment period asked for in Part III?
- ✘ Has the LEA provided the mayor, city or town administrator or other comparable official ten business days to comment on the Race to the Top – District application?
- ✘ Has the LEA provided all relevant information regarding the mayor, city or town administrator comment period asked for in Part III?

### **Application Assurances (Part IV)**

- ✘ Is all of the requested information included on the Race to the Top – District Application Assurances cover page, including NCES district ID, DUNS number, and Employer Identification number?
- ✘ **SIGNATURE REQUIRED** – Has the LEA Superintendent or CEO signed and dated the Application Assurances?
- ✘ **SIGNATURE REQUIRED** – Has the President of the LEA's School Board signed and dated the Application Assurances?
- ✘ **SIGNATURE REQUIRED (where applicable)** – Has the President of the Local Teacher's Union or Association signed and dated the Application Assurances?

### **Program-Specific Assurances for Individual LEA applicants (Part V)**

- ✘ Has the LEA made all necessary assurances in Part V for individual LEA applicants?
- ✘ **SIGNATURE REQUIRED** – Has the LEA Superintendent or CEO signed and dated the Program-Specific Assurances for Individual LEAs?

### **Other Assurances (Part VII)**

- ✘ **SIGNATURE REQUIRED** – Has the LEA Superintendent or CEO signed and dated the Other Assurances?

### **Selection Criteria (Part IX)**

- ✘ Has the LEA responded to all of the selection criteria to which it plans to respond?
- ✘ For each selection criterion to which the LEA is responding, has the LEA provided as

necessary:

- ✘ Narrative response?
- ✘ Performance measures?
- ✘ Evidence?
- ✘ Has the LEA organized the Appendix properly such that each attachment in the Appendix is described in the narrative text of the relevant selection criterion, indicating the relevant part and page number to which it refers?

#### **Competition Preference Priority (Part X)**

- ✘ **(Optional)** Has the LEA responded to the competitive preference priority?

#### **Budget (Part XI)**

- ✘ Has the LEA completed and attached all required elements of the budget, including all relevant forms, charts, tables, electronic budget spreadsheets, and narrative descriptions?
- ✘ Has the LEA included the assumptions underlying each budget section using Table 4-1?

#### **Optional Budget Supplement (Part XII)**

- ✘ **(Optional)** Has the LEA included an Optional Budget Supplement?

#### **Program Requirements (Part XVI)**

- ✘ Has the LEA reviewed the program requirements?

#### **Reporting Requirements (Part XVII)**

- ✘ Has the LEA reviewed the reporting requirements?

#### **Appendix (Part XXII)**

- ✘ Has the LEA created a table of contents for its Appendix?
- ✘ Has the LEA included all required Appendix documents per the instructions in the application, as well as any other documents it refers to in its narratives?
- ✘ Has the LEA ensured that each page of the Appendix includes page numbers?

**IX. SELECTION CRITERIA**  
**St. Vrain Valley School District – RTTT-D Application**  
**Academic Excellence through STEM Innovation**

**A. Vision (40 total points)**

**(A)(1) Articulating a comprehensive and coherent reform vision (10 points)**

The extent to which the applicant has set forth a comprehensive and coherent reform vision that builds on its work in four core educational assurance areas (as defined in this notice) and articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests.

**(A)(2) Applicant’s approach to implementation (10 points)**

The extent to which the applicant’s approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

- (a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined in this notice) collectively meet the competition’s eligibility requirements;
- (b) A list of the schools that will participate in grant activities (as available); and
- (c) The total number of participating students (as defined in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice). If participating schools (as defined in this notice) have yet to be selected, the applicant may provide approximate numbers.

**(A)(3) LEA-wide reform & change (10 points)**

The extent to which the application includes a high-quality plan describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools (as defined in this notice), and will help the applicant reach its outcome goals (e.g., the applicant’s logic model or theory of change of how its plan will improve student learning outcomes for all students who would be served by the applicant).

**(A)(4) LEA-wide goals for improved student outcomes (10 points)**

The extent to which the applicant’s vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup (as defined in this notice), for each participating LEA in the following areas:

- (a) Performance on summative assessments (proficiency status and growth).
- (b) Decreasing achievement gaps (as defined in this notice).
- (c) Graduation rates (as defined in this notice).
- (d) College enrollment (as defined in this notice) rates.

Optional: The extent to which the applicant’s vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals for each participating LEA in the following area:

- (e) Postsecondary degree attainment.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant’s success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – are “*ambitious yet achievable*.” In determining whether an applicant *has “ambitious yet achievable” annual goals*, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.

For optional goal (A)(4)(e): Applicants scores will not be adversely impacted if they choose not to address optional goal (A)(4)(e).

Recommended maximum response length: Eight pages (excluding tables)

**(A)(1) Articulating a comprehensive and coherent reform vision.**

St. Vrain will strengthen and enhance our Skyline High School program so that it becomes a national model for STEM academies. This initiative will connect the STEM Academy model to the Skyline High School middle and elementary feeder schools. St. Vrain will radically transform our schools which have the greatest need to those that provide the greatest promise.

The St. Vrain Valley School District (St. Vrain) will develop, implement, and continuously improve a replicable and sustainable model for increased graduation rates for all students through the implementation of STEM skills integrated into the school curriculum through our initiative Academic Excellence Through STEM Innovation. St. Vrain will promote and expand rigorous STEM programming at all levels with a goal of improved graduation rates and improved postsecondary readiness through personalized plans and expanded opportunities. In 2009, St. Vrain Valley School District established a STEM Academy at Skyline High School at which STEM curricula is currently in place, and high school students are developing a deep understanding of science, math, technology and engineering as well as the engineering design process. We will continue our leadership role in high school STEM and will further integrate age and grade appropriate STEM introduction and instruction in all schools to enhance students' academic performance through integrated instructional strategies. We will expand STEM coursework options focusing on middle and elementary schools and at risk and underserved populations. In year four we will develop a plan for implementing P-Tech a grade 9-14 program in partnership with IBM and local community colleges. For our youngest students, we will expand early learning STEM opportunities for our K-8 programs.

Essential to the program is the all-important relationship between educators and students inside the classroom. The relationships with each student aids our goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on each student's academic interests. Our use of Individual Career and Academic Plan (ICAP), Relationships with Educators Accelerate Learning Plan (R.E.A.L.), counseling,

Telementoring, and augmented school year for students, will help turn around our lowest-achieving schools. St. Vrain will provide extensive professional development, provide learning and course management systems, assessment data systems, and knowledge management systems that will help produce great teachers and leaders. We have the vision and expertise to further personalize education and amplify its reach and impact to all of our students. Through the use of college-and career-readiness standards and assessments we can personalize education for all students. In later years of the program, we will develop academic alternatives such as the Pathways in Technology Early College High School (P-Tech) program (with IBM).

A strong infusion of targeted and rigorous math and literacy growth will turnaround our lowest performing schools providing a framework for success at the high school and in postsecondary learning environments. The addition of support and real work potential at the high school level will enable all students, but specifically at risk students to see the relevance and career pathway that STEM fields provide. The alignment of coursework to actual work in the Innovation Center at the high school will be a pipeline for all students in this feeder and feeders with similar demographics for a vision of future opportunity and career success. The math and literacy interventions provided through targeted math and literacy instruction combined with the rigors of a STEM focus will provide students with the skills to stay on track and graduate. The Relationships with Educators Accelerate Learning (R.E.A.L) plan will provide the mentoring support needed for at risk students to assure success. The bridge to work, internships and mentorship provided through industry partners will impact the student's ability to be marketable in the workforce and continue their education in postsecondary settings.

**(A)(2) Applicant's approach to implementation.**

**(a) Selection of Schools Process:** St. Vrain developed and implemented a process to select participating schools and sought to ensure that the participating schools collectively meet the funding opportunity's eligibility requirements. The focus of the initiative is to produce a nationally replicable STEM Academy model with systems in place to prepare students in elementary and middle school for graduation and college and career success. To do this, the project will focus on all eight elementary and two middle feeder schools for Skyline High School. The school selection process included a thorough review to ensure that the participating schools

collectively meet the competition’s eligibility requirements. We have selected the Skyline High School and its feeder schools where 46.3% of the students are Hispanic and 58.9% of the participating students are from low-income families. The selected participating schools exceeds the USDOE 40% requirement for students from low-income families; and the over 75% of students participating with the fact that 100% of the students from these schools will participate. St. Vrain is committed to the core educational assurance areas, has the capability to receive or match student level preschool through 12th grade and higher education data; and will ensure that any disclosure of or access to personally identifiable information in students’ education records complies with FERPA. Furthermore, we have secured all required signatures.

**(b) Participating Schools List:** See Table 1 below for demographic information on these following schools:

<b>Table 1 - St. Vrain Valley RTTT-D Participating Schools</b>		
<b>Feeder Elementary</b>	<b>Feeder Middle Schools</b>	<b>Capstone High School</b>
Columbine Elementary School	Heritage Middle School	Skyline High School
Rocky Mountain Elementary School		
Loma Linda Elementary School		
Northridge Elementary School		
Indian Peaks	Trail Ridge Middle School	
Spangler Elementary School		
Alpine Elementary School		
Fall River Elementary School		

**(c) Total Number of Participating Students.** There are 5,757 students will participate in this initiative of whom 3,629 (63.0%) are high needs students and 3,392 (58.9%) students from low-income homes. The project will include 265 participating educators.

**(A)(3) LEA-wide reform & change.**

The St. Vrain Valley School District (St. Vrain) will undertake four projects with supporting actions to achieve our goals. These projects are 1) K-12 Connections, 2) High School Initiatives, 3) Middle School Initiatives, and 4) Elementary Initiatives. The goals, activities, responsibilities, deliverables, and timelines for these projects in the narrative below, in Table 2 Implementation High-Quality Plan table, both below, and in the Logic Model at Attachment B in the Appendix.

**1) K-12 Connections:** The K-12 Connection project will connect, coordinate, integrate, and support the activities of the other three projects in Skyline High School, and the feeder middle and elementary schools. The activities in the K-12 Connection project will focus on providing a personalized learning environment, and increasing graduation and college- and career- readiness. This project will focus on eliminating the gap for the Hispanic student subgroup which makes up 62.1% of the participating student population and reducing their gaps in educational attainment. The K-12 Connection activities will all be managed by the RTTT-D Director of Programming. The activities for K-12 Connections are listed below:

**a) STEM Programming:** St. Vrain will promote and expand rigorous STEM programming in all grades. A full-time STEM Coordinator at each site will be hired to coordinate and develop curricular opportunities and options. Through this activity St. Vrain will expand STEM coursework options focusing on middle and elementary schools and at risk, underserved populations.

**b) Individual Career and Academic Plan:** St. Vrain will further develop and implement an ICAP that will assist the student, teacher, and parent in implementing personalized learning and preparation for the student. The plan will document efforts to implement and monitor progress toward graduation, integrating and housing individual student data that informs the student, teacher, and parents of needed adjustments to the plan, resulting in a plan that is continuously improving. Counselors will integrate the plan horizontally with all the student's teachers, clinical staff, and para-professionals within the school. During transitions to other grades and schools, counselors will vertically integrate the ICAP with new teachers so that the new teacher's learning curve with the new student is dramatically shortened and greater continuity will exist. The plan would include development of a student self -advocacy plan. ICAP is further discussed in section (C)(1) Learning.

**c) Relationships with Educators Accelerate Learning (R.E.A.L.):** As part of the project, St. Vrain will implement and continuously improve R.E.A.L., a framework for personalizing student support to improve academic performance and family engagement. This initiative supports the development of a mentor relationship between at risk students and teachers. The plan supports the hypothesis that teachers who maintain strong work connections with at risk students provide students with the tools necessary to be successful learners. The R.E.A.L. plan will focus on the connection to the student's family to increase family engagement in the educational process. R.E.A.L. is further discussed in section (C)(1) Learning.

**d) Professional Development:** The Academic Excellence through STEM Innovation initiative through the leadership of the director will design and implement a professional development plan that will help foster great teachers and leaders who are able to integrate STEM, and monitor student progress toward reaching successful graduation. St. Vrain will define and implement a Professional Development plan at the high school, middle school, and elementary school level under the direction of the STEM Coordinators assigned to those projects. Professional Development is further discussed in section (C)(2) Teaching and Leading.

**e) Continuous Improvement and Evaluation of Program.** The RTTT-D Director of Program, working with the external evaluator the Educational Policy Institute, will work with project personnel and existing teachers and leaders within the schools and district to continually improve this project. Please see section (E) Continuous Improvement for more details.

**f) Scale-up:** The RTTT-D Director of Programming will work with district leaders to scale-up the program beginning September 2016. This will occur in Year 4 with the inclusion and planning for implementation in the Longmont feeder. The year four plan will include work in the elementary schools with a planning year for implementation following the end of the grant.

**g) Dissemination and Replication.** The RTTT-D Director of Program, working with the external evaluator the Educational Policy Institute, will work to disseminate information on this project and assist other schools and districts in replication efforts.

**2) High School:** St. Vrain has established Skyline High School as a STEM Academy with the support of a USDOE Investing in Innovation grant. With this project we will scale-up our innovative practices and apply them to Skyline High Schools feeder schools.

**a) Innovation Center:** St. Vrain will expand and enhance Skyline High School's STEM Academy with application of STEM skills

and the creation of a new Innovation Center on site at Skyline High School. The Innovation Center will serve as a vehicle for students to engage in solution oriented work experience options that are relevant and real world. Our teachers will continue to work with the University of Colorado Boulder College of Engineering and Applied Science and business partners to create opportunities for students to create and improve research and development projects. University of Colorado Boulder PhD Engineering Fellows, work with students on a daily basis and bring their own research into the classroom using inquiry based learning as teams develop prototypes. The model for the Innovation Center is to continue building on the engineering design and use real work research and development projects for students to discover and find solutions for businesses in the high school setting. In teams, students engage in problem solving workshops and develop projects facilitated by St. Vrain educators, IBM engineers and other experts, to include engineering fellows from the University of Colorado. Work in the Innovation Center will represent an available after school/summer job for identified high school STEM students. Students will interview for these positions and will be paid for working in the Innovation Center using grant funds. Students would learn firsthand how to work with clients by being employed in the Innovation Center inventing innovative products that meet industry need and interest. Our comprehensive STEM program will be an incubator for 21st Century skills which will include: critical thinking and reasoning; information literacy; collaboration; self-direction; and invention. Each student participating in the Innovation Center will have a 1:1 technology device. St. Vrain will hire an Innovation Center Director who will oversee the daily general operations of the Innovation Center (IC). The director will have the support of an IC Project Manager, Quality Control/Data Analyst, and professional services providers. The director will provide the connection between the Innovation Center and the local businesses and industries, work with the IC Project Manager and Innovation Center students to ensure completion of projects, and work with the National Renewable Energy Laboratory and a portal site to display the work being done in the IC. The IC Project Manager will work with the Student Project Managers to supervise timelines and resources for project completion and will be responsible for day-to-day supervision of the workflow into the Innovation Center. The Quality Control/Data Analyst will assure the quality of the final outcomes of all projects is maintained, analyzed and documented. The Innovation Center is further discussed in section (C)(1) Learning and in Attachment C at the Appendix.

**b) P-Tech:** Together with our partner IBM, St. Vrain will develop and implement P-Tech at Skyline High School in year four of this project. P-TECH is a new and unique program model which is designed to reform secondary and postsecondary education in the United States. The program will support the personalized learning environment by providing an option to students who are not on track for the four year STEM Academy but who are interested in STEM and a postsecondary engineering field option with a two-year degree. The grade 9-14 P-Tech model integrates identified Engineering companies, and local community colleges to provide classes and internships. This provides a superior college- and career-preparation. P-Tech models have proven effective as 15% of students have been successful in completing their first college course before the start of 10th grade. This will be an opportunity for STEM students to apply STEM skills and strategies in a real work setting. P-Tech is further discussed in section (C)(1) Learning and a manual on implementing P-Tech is at Attachment D of the Appendix.

**c) Individual Career and Academic Plan:** Students will continue their ICAP plan in high-school with the addition of individual student mentoring through the hiring of a lead counselor. The lead counselor will develop and implement a Professional Development plan for all counselors. The Lead Counselor will train counselors on the implementation of personalized graduation checks of individual student progress toward graduation. The counselors will provide mentorship, monitoring, and feedback to every high school student with focus on their four-year Individual Career and Academic Plan, successful graduation, and career- and college-readiness. Skyline High School has added another graduation track to create within the ICAP structure. Skyline is one of only two schools in Colorado that is able to offer a direct partnership opportunity for its students; graduation admission for STEM Academy students into the College of Applied Engineering and Science at the University of Colorado, Boulder.

**d) Relationships with Educators Accelerate Learning (REAL):** The R.E.A.L. program will take place at the high school level with the assistance of teachers who will voluntarily participate to provide a framework for personalizing student support. The R.E.A.L. program will engage families through education and supports so that families may assist the student in improving academic performance and college- and career- readiness. At risk students will move through three stages of personalized performance with the goal of programming becoming student focused in terms of leadership and advocacy. More information about the R.E.A.L. plan is

located in section (C)(1) and at Attachment E in the Appendix.

**h) Professional Development:** The High School STEM Coordinator will work with the teachers and leaders to create and provide professional development on the implementation of an integrated STEM program. We will hire an additional counselor to work at each site to begin the process and train counselors in working with teachers and students to start the mentoring process. We will implement a graduation mentoring and monitoring plan that trains counselors for implementation of personalized graduation mentoring, as well as checks of individual student progress toward graduation.

**3) Middle School:** St. Vrain's Trail Ridge and Heritage Middle Schools will implement STEM at the middle school with exposure to integrated STEM for all students, providing an additional layer of rigor and a foundation to STEM opportunities at the high school level. The curriculum plan for STEM will define, integrate, and implement core content for Middle School STEM. The STEM courses provided for the middle school are provided in Attachment F in the Appendix. Yearly implementation of specific course descriptions and a syllabus for each course offering will be included in the plan. This introduction to STEM provides an additional layer of rigor and further exposure to STEM as a foundation to STEM opportunities at the high school level.

**a) Improved Literacy and Math Performance:** This plan includes STEM integration for increased rigor through the development of courses for all middle school students that integrate STEM focus learning into core classes. Increasing the rigor in core literacy and math classes will be a focus of the STEM integration plan. The plan will continue the intentional scheduling of the Math Navigator intervention for math students who are struggling with proficient math performance. Middle schools will continue to schedule identified at risk students for Navigator intervention and support.

**b) STEM Curriculum and Integration:** The Middle School STEM Coordinator will work with teachers across all disciplines to integrate STEM content into the core curriculum for middle school. The STEM coordinator provides professional development focused on curriculum design, and integration of activities based on the Innovation Academy model and works with teachers to reduce the achievement gap and produce significant gains. The STEM Coordinator will coordinate and develop curricular opportunities and options. The STEM Coordinator will design and deliver training to middle school teachers on programming and technology use and

integration. This position is important as a means of filling a gap in our STEM training at this level and furthers the development of pipeline from the middle school to the high school. This teacher will collaborate with other middle school teachers to refine technology and pre STEM skills into the core curriculum. Based on the research cited below there is evidence that middle school years are an impressionable time for career development and that middle school education is crucial to the formation of career aspirations, particularly for groups under-represented in STEM such as the high Hispanic population served in our research sites. Career awareness must be integrated with academic content, because teachers can guide students to potential career possibilities and connections between their school work and adult living (Pillai and Lightle, 2009). According to Tai, et al. (2006), the estimated probabilities for enrollment in life sciences degree programs nearly doubled for students who were interested in careers related to science. By exploring STEM at the middle school level, we will seek to influence students' academic performances through integrated instructional strategies and create cognitive factors that will reinforce the student's self-efficacy towards STEM. Simply stated, we will create opportunities for success that can enable students to develop a positive self-fulfilling prophecy regarding the belief that STEM careers are part of their future. Students feel self-efficacious when they are able to picture themselves succeeding in challenging situations, which in turn determines their level of effort toward the task (Salomon 1984). In turn, these self-efficacy perceptions result in perseverance and resiliency required to overcome academic and career obstacles (Zeldin & Pajares 2000). Please see Attachment F in the Appendix for a list of middle school STEM courses.

**c) Telementoring Program:** The STEM Coordinator will develop and implement a Telementoring program by establishing a professional resource through the Telementoring organization for support of teams of STEM students and project implementation plans with mentors to support STEM integration and project quality. It should be noted that this is personalized and provided by experts in the STEM field with very specific feedback provided in order to support individual students working in teams in developing higher level STEM projects. The Tele-mentoring program also provides students with opportunities for community oriented project-based learning. Students can collaborate on projects that require critical thinking, communication, and self-direction. Please see section (C)(1) and Attachment G in the Appendix for more information on the Telementoring Program.

**d) Professional Development:** The STEM Coordinator will work with the teachers and leaders to develop and provide professional development on the implementation of an integrated STEM program. We will hire an additional counselor to work at each site to begin the process and train counselors in working with teachers and students to start the ICAP mentoring process. The professional development of counselors will focus on assisting students with career exploration and students and families with transition to Skyline High School and choosing their high school path.

**e) Individual Career and Academic Plan:** The State of Colorado requires all students to have an ICAP from grade 9-12. St. Vrain will implement the ICAP starting in grade 5 to allow students to begin to explore college and career options earlier. A Lead Counselor will work with counselors to support students in the use of the ICAP to define the individual student's personalized learning environment. During middle school the ICAP will begin to help the student define college and career aspirations. The lead counselors will work directly with a consultant from Collegiate Crossings to further develop a plan for mentoring and monitoring student progress toward graduation and postsecondary options. Collegiate Crossing will train lead counselors in a trainer of trainers model developing a plan for regular student mentoring to include grade checks on our individual student data system, Infinite Campus, progress monitoring of the postsecondary options and individual student plans for reviewing those options, review of financial aid options and awareness, and support of intervention that may be needed to assist the student in defining and reaching postsecondary goals.

**f) Relationships with Educators Accelerate Learning (R.E.A.L.):** The R.E.A.L. program will take place at the middle school level with the assistance of teachers who will voluntarily participate to provide a framework for personalizing student support. See Attachment E at the Appendix for rubric and detailed description of plan.

**i) Professional Development:** The Middle School STEM Coordinator will work with the middle school teachers and leaders to develop and provide professional development. This professional development will provide these teachers and leaders with the knowledge and resources necessary to provide teachers the tools for successful implementation of an integrated STEM program. We will hire an additional counselor to work at each site to begin the process and train counselors in working with teachers and students to

start the mentoring process. We will implement a graduation mentoring and monitoring plan that trains counselors for implementation of personalized graduation mentoring, as well as regular quarterly checks of individual student progress toward graduation.

#### **4) Elementary School:**

**a) Improved Literacy and Math Performance Activities:** St. Vrain will provide students who live in poverty and are English Language Learners with language development supports and acceleration. St. Vrain will implement the myON Reader program to promote the expanding of the school day at home with additional reading practice and a developed incentive plan to increase at home reading from each site. Please see Attachment H in the Appendix for more information on the myON Reader. Counselors, Family Liaisons and R.E.A.L. plan teachers will work with families so they can support their child with the myOn Reader at home. Teachers will provide focused math intervention for students at risk of failing to meet standards. Also as part of our Augmented School Year students will receive summer literacy intervention to include focused reading and writing supports based on identified and personalized literacy needs. The district reading plan includes an individualized blueprint developed and written with parents to define reading support targeted intervention. Teachers use DRA 2 and weekly running records as diagnostic reading assessment tools to define individual student need and identify areas of focus for a personalized reading improvement plan. Any student who is one or more years below grade level will have this plan for reading intervention developed by the classroom teachers in conjunction with building literacy specialist for students not making sufficient performance progress. That plan developed using the results of the Developmental Reading Assessment (DRA2) will be designed and implemented with parents involved in the process. The augmented school year will provide that student with targeted reading intervention from a licensed and effective teacher who will use the plan as a guide in developing the targeted reading and writing intervention. Teachers will provide students who attend the augmented program with a pre- and post-test using the DRA2. At the elementary school level we will also focus on efforts to reduce the achievement gap and produce significant improvements in language arts. The intervention plan will focus on the following four specific intervention components: targeted, intentional reading intervention to include Response to Intervention; English language acquisition; increased parent involvement,; increased at home reading through a specific at home reading plan implementation using

myOn reader. More detail is provided in section (C)(1).

**b) Augmented School Year:** St. Vrain will provide students with an augmented school year to improve literacy and math performance for students at the elementary level. A highly effective principal and highly effective teachers hired for the summer program will provide the augmented school year, which will offer acceleration and intervention to close the achievement gap in literacy and math, and support students with improved preparedness to access rigorous programming options at the secondary level. St. Vrain elementary schools will provide high-needs elementary students more time to learn core academic content through the augmented school year, and by increasing instructional time for core academic subjects by seven weeks, four days a week, four hours a day for a total of 35 additional days. The core academic content will be delivered by a highly effective teacher in small classroom environments of 1 teacher per 12 students.

**c) STEM Integration:** The project will provide a STEM coordinator at each elementary site to develop STEM integration into the core curriculum to provide additional rigor. Each elementary student will gain exposure to STEM content which will provide a foundation for STEM success at the middle and high school. The STEM program will focus on intellectual learning through problem solving, exploration, and teacher facilitated, student-driven inquiry based learning. The STEM integration also will include literacy integration and augmented school year for at risk students with STEM offerings available. Each participating Elementary School will have a STEM Coordinator who will work with teachers across all disciplines to integrate STEM content into the core content for elementary school. The STEM Coordinator will design and deliver training to elementary school teachers on programming and technology use and integration. This position is important as a means of filling a gap in our STEM training at this level and furthers the development of pipeline from the elementary school to the middle school to the high school. This teacher will collaborate with other elementary school teachers to refine technology and pre STEM skills into the core curriculum.

Our Elementary Schools will integrate the successful lessons of our Innovation Academy for a Smarter Planet which is presently being piloted in the some of the districts first through Grade 3 classrooms. The Innovation Academy is a collaboration of IBM and the St. Vrain. IBM chose St. Vrain to pilot this program as part of its centennial year celebration. The program provides students with the

opportunity to work in highly interactive and collaborative learning environments on various community-related issues producing solutions and projects that were a culmination to their investigations. Students have opportunities to inquire into sustainable and innovative solutions selected from IBM's "Smarter Planet" initiative in the areas of: transportation systems, water, cities, buildings, food, energy, banking, commerce, safety, and education.

The STEM integration will have the inclusion of the elementary students into some of the work of the Innovation Center at Skyline High School. Elementary students will be part of the prototyping plan for research projects, data subjects in terms of feedback regarding HS designs and app testers with feedback loops to the HS students. The STEM coordinators will plan these opportunities in conjunction with the high school STEM coordinator at monthly meetings attended by all STEM coordinators in the feeder. These monthly meetings will support a well - designed vertical plan for STEM integration in the feeder assuring that a progression of STEM skills from one level to the next occurs. These monthly STEM coordinator meetings will be the foundation for planning and implementation of professional development and scaffolded teacher and student learning in the feeder.

**d) Individual Career and Academic Plan (ICAP):** St. Vrain will begin the use of ICAP with students starting in 5<sup>th</sup> Grade. Counselors will preview graduation requirements and postsecondary college- and career-readiness for students and families. The focus of the ICAP at this level is to orient the student to the long-term product and to begin to document the learner's perceptions, learning strengths and needs.

**e) Relationships with Educators Accelerate Learning (R.E.A.L.):** The use of the R.E.A.L. program will begin at kindergarten with the assistance of teachers who will voluntarily participate to provide a framework for personalizing student support. Highest risk of failing students will be selected for participation based on highest need. Each R.E.A.L. plan teacher will mentor 8 -10 students a year using the defined rubric to move students through the stages of the plan.

**f) Professional Development:** The STEM Coordinators at each elementary school will work with the elementary school leaders and teachers to develop and implement professional development on the integration of STEM in elementary school.

St. Vrain has substantial experience with a variety of Federal grants and the appropriate leaders to provide project management. We also support our departments with a commitment to expanding programs and long term sustainability.

**High Quality Plan**

Table 2 below provides a high-quality plan for meeting the criteria and defines how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools.

<b>Table 2 - High Quality Plan to Implement, Scale-Up, and Translate for Meaningful Reform</b>				
<b>Project</b>	<b>Activities</b>	<b>Timelines</b>	<b>Deliverables</b>	<b>Responsible Party</b>
K-12	Appoint the RTTT-D Director of Programming	Jan, 2013	Effective program director	Superintendent, Ex Dir Priority Schools
	Hire Innovation Center Director, Engineering Design Project Advisors/STEM teachers, Innovation Center Project Manager, Quality Control/Data Manager, IT Classified technician, Lead Counselor ICAP, and STEM Coordinators	Feb 2013	Effective program staff	Ex Dir Priority Schools, Principals, RTTT-D Director of Programming
	Promote and expand rigorous STEM programming in all grades	On-going	Increased STEM integration	RTTT-D Director of Programming STEM Coordinators
	Provide professional development	On-going	Rigorous training sessions for teachers	RTTT-D Director of Programming

			and leaders	Lead Counselors
	Develop and implement Relationships with Educators Accelerate Learning (R.E.A.L.)	Starting Sept 2013 and on-going	10% of teachers involved with total number of teachers increasing annually	RTTT-D Director of Programming RTTT-D Advisory team
	Continuous Improvement and Evaluation of Program	On-going	Improvement in all services, Evaluation Reports	RTTT-D Director of Programming; EPI Ex. Director of Priority Programs
	Scale-up of program.	Sept 2016	Programs scaled-up at other St. Vrain sites	RTTT-D Director of Programming
	Dissemination and replication of program	June 2014 and on-going	Reports, journal articles, papers	EPI
High School	Open the Innovation Center	Sept 2013	Innovation Center opens	Innovation Center Director Skyline HS principal
	ICAP developed, monitored, horizontally integrated, and continuously improved.	On-going	Individual Career and Academic Plan	Lead Counselor
	Implement Relationships with Educators Accelerate Learning (REAL)	Starting Sept 2013 and on-going	Program begins with interviews and teachers identified	Lead Counselor RTTT-D Advisory Team

	Provide professional development	On-going	Rigorous training sessions for teachers and leaders	STEM Coordinator Innovation Academy Director
	Open P-Tech program at Skyline High School	Sept 2016	P-Tech program begins	Innovation Center Director P-Tech Director
Middle School	Improved Literacy and Math Performance	Sept 2013 and on-going	Students increase achievement in Literacy and Math	Principals, Teachers
	STEM Curriculum and Integration	Sept 2013 and on-going	Literacy, Math, and emerging Science Curriculum have integrated STEM Courses designed and syllabus developed for each course	STEM Coordinator
	Begin Telementoring Program	Sept 2013 and on-going	100 students from each site has a Telementor	STEM Coordinator
	ICAP developed, monitored, horizontally integrated, and continuously improved.	On-going	Individual Career and Academic Plan	Lead Counselor

	Implement Relationships with Educators Accelerate Learning (REAL)	Starting Sept 2013 and on-going	Program begins	Lead Counselor RTTT-D Advisory team
	Provide professional development	On-going	Rigorous training sessions for teachers and leaders	STEM Coordinator
Elementary School	Begin Augmented School Year	Sept 2013 and each summer	7 week augmented school year provided to at risk students.	Principal Ex. Director of Priority Programs
	ICAP developed, monitored, horizontally integrated, and continuously improved.	On-going, starting in 5 <sup>th</sup> Grade	Individual Career and Academic Plan	Lead Counselor
	Implement Relationships with Educators Accelerate Learning (REAL)	Starting Sept 2013 and on-going	Program begins	Lead Counselor RTTT-D Advisory Team
	Begin Improved Literacy and Math Performance Activities	Sept 2013	Myon Reader for every student focused interventions	Principal
	Provide professional development	On-going	Rigorous training sessions for teachers and leaders	STEM Coordinator

**(A)(4) LEA-wide goals for improved student outcomes**

**(a) Performance on summative assessments.** Saint Vrain Valley Schools will improve student academic performance by achieving (Please see Table A.4.a. for detailed objectives):

- i. improvement in the percent of students meeting state standards on the Transitional Colorado Assessment Program (TCAP) scores in grade 3 Reading by 8.4% by school year (SY) 2016-2017,
- ii. improvement in the percent of students meeting state standards on the TCAP scores in grade 3 Math by 13.8% by school year (SY) 2016-2017,
- iii. improvement in the percent of students meeting state standards on the TCAP scores for grade 8 Reading by 11.9% by SY 2016-2017,
- iv. improvement in the percent of students meeting state standards on the TCAP scores for grade 8 Math by 18.2% by SY 2016-2017,
- v. increased scores in the percent of students at or above proficiency on the ACT English scores of 14.5% by SY 2016-2017, and
- vi. increased scores in the percent of students at or above proficiency on the ACT Math scores of 17.8% by SY 2016-2017.

**(b) Decreasing achievement gaps.** Saint Vrain Valley Schools will decrease achievement gaps for Hispanic students by decreasing the gaps in (Please see Table A.4.c. for detailed objectives):

- i. Hispanic students meeting state standards on the TCAP scores in grade 3 Reading by 20.9% by school year (SY) 2016-2017 versus white students,
- ii. Hispanic students meeting state standards on the TCAP scores in grade 3 Mathematics by 20.9% by school year (SY) 2016-2017 versus white students,
- iii. Hispanic students meeting state standards on the TCAP scores for grade 8 Reading by 20.9% by SY 2016-2017 versus white students,

- iv. Hispanic students meeting state standards on the TCAP scores for grade 8 Mathematics by 20.9% by SY 2016-2017 versus white students,
- v. ACT Math scores of 20.9% by SY 2016-2017 versus all students, and
- vi. ACT English scores of 20.9% by SY 2016-2017 versus all students.

**(c) Graduation rates.** Saint Vrain Valley Schools will achieve a graduation rate of 95% by the 2016-2017 school year. Please see Table A.4.c. for detailed objectives.

**(d) College enrollment rates.** Saint Vrain Valley Schools will achieve a college enrollment rate for our 2016-2017 cohort of graduates enrolled in a higher-education institution during the 16 months after graduation of 91%. Please see Table A.4.d. for detailed objectives.

**(e) Postsecondary Degree Attainment:** St. Vrain will improve student graduation attainment by 8% by SY 2016-2017. St. Vrain has established a system to monitor student successes and challenges following graduation.

**(A)(2) Applicant’s Approach to Implementation (Note to applicant: Add more rows as needed)**

			School Demographics								
			Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA (Column relevant for consortium applicants)	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families	% of Total LEA or consortium low-income population
St. Vrain	Skyline High School	Grade 10 -12	15	1,234	594	556	3,392	1,234	100%	45%	16%
St. Vrain	Trail Ridge Middle School	Grade 6-9	30	649	314	293	3,392	649	100%	45%	9%
St. Vrain	Heritage Middle School	Grade 6-9	20	413	409	382	3,392	413	100%	92%	11%
St. Vrain	Columbine Elementary School	Grade K-5	24	359	324	303	3,392	359	100%	84%	9%
St. Vrain	Loma Linda Elementary School	Grade K-5	24	408	311	291	3,392	408	100%	71%	9%
St. Vrain	Spangler Elementary School	Grade K-5	20	398	376	351	3,392	398	100%	88%	10%

			School Demographics								
			Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA (Column relevant for consortium applicants)	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families	% of Total LEA or consortium low-income population
St. Vrain	Rocky Mountain Elementary School	Grade K-5	24	428	352	329	3,392	428	100%	77%	10%
St. Vrain	Indian Peaks Elementary School	Grade K-5	28	458	438	409	3,392	458	100%	89%	12%
St. Vrain	Northridge Elementary School	Grade K-5	24	369	318	297	3,392	369	100%	80%	9%
St. Vrain	Alpine Elementary School	Grade K-5	28	549	121	113	3,392	549	100%	21%	3%
St. Vrain	Fall River Elementary School	Grade K-5	28	492	73	68	3,392	492	100%	14%	2%
<b>TOTAL</b>			<b>265</b>	<b>5,757</b>	<b>3,629</b>	<b>3,392</b>	<b>3,392</b>	<b>5,757</b>	<b>100%</b>	<b>59%</b>	<b>100%</b>

**(A)(4) LEA-wide goals for improved student outcomes**

**(Note to applicant: Add more rows or subgroups as needed, e.g. to provide information on both proficiency status and growth, to address additional grade levels, subjects, etc.)**

**(A)(4)(a) Performance on summative assessments (proficiency status and growth)**

**Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):** The elementary school and middle school measures are based on the Transitional Colorado Assessment Program (TCAP), a summative assessment, which is administered to all public school students in grades 3 through 10 in the state of Colorado. Each item on the TCAP is developed to measure a single test objective. Test objectives are measured in a cyclical basis through an annual refreshment of items and text-passages. Continuity of the test results between years within the same grade and between grades (vertical scale) is maintained using both an "anchoring" of items within tests and shared items between grades.

**Methodology for determining status (e.g., percent proficient and above):** The status used for determining if a student has "achieved" on the TCAP is if they are "at or above" the state proficiency standard and for the ACT if the student is "at or above" the national average.

**Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):** St. Vrain uses Median Growth Percentile on School Performance Frameworks, which is part of our Improvement process.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
i. improvement in the percent of students meeting standards on the Transitional Colorado Assessment Program (TCAP) Reading scores in grade 3 Reading by 8.4% by school year (SY) 2016-2017,	OVERALL	81%	81.3%	82.1%	83.7%	85.4%	87.1%	88.7%
	Hispanic	65%	64.2%	66.0%	68.9%	71.7%	74.4%	77.0%
ii. improvement in the percent of students meeting state standards on the TCAP scores in grade 3 Math by 13.8% by school year (SY) 2016-2017,	OVERALL	74%	71.3%	75.6%	77.4%	79.2%	81.0%	82.7%
	Hispanic	56%	44.9%	50.3%	54.0%	57.6%	61.0%	64.3%
iii. improvement in the percent of students meeting state standards on the TCAP scores in grade 8 Reading by	OVERALL	73%	74.1%	76.9%	78.7%	80.5%	82.3%	84.1%
	Hispanic	48%	50.1%	52.4%	56.1%	59.6%	62.9%	66.2%

11.9% by school year (SY) 2016-2017,								
iii. improvement in the percent of students meeting state standards on the TCAP scores in grade 8 Math by 18.2% by school year (SY) 2016-2017,	OVERALL	61%	56.6%	62.6%	64.3%	65.9%	67.6%	69.2%
	Hispanic	35%	29.8%	35.0%	38.8%	42.3%	45.8%	49.0%
iv. achieving increased scores in the percent of students at or above proficiency on the ACT English scores of 14.5% by SY 2016-2017,	OVERALL	32%	42.8%	45.0%	46.3%	47.6%	48.8%	50.0%
	Hispanic	19%	18.8%	22.0%	25.0%	27.9%	30.6%	33.2%
v. achieving increased scores in the percent of students at or above proficiency on the ACT Math scores of 17.8% by SY 2016-2017,	OVERALL	40%	37.7%	41.1%	42.3%	43.5%	44.7%	45.9%
	Hispanic	14%	12.2%	18.5%	21.4%	24.2%	26.8%	29.3%

<b>(A)(4)(b) Decreasing achievement gaps (as defined in this notice)</b>								
Specific methodology for determining achievement gap (as defined in this notice): St. Vrain’s will measure the difference between the percent of White students (the highest subgroup) and Hispanic students who score “at or above” the state standard for the TCAP test in each of the subject areas listed below.								
Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
i) decreasing the gaps in Hispanic students meeting state standards on the TCAP scores in grade 3 Reading by 20.9% by school year (SY) 2016-2017 versus white students,	Hispanic Subgroup – White Comparison Group	22%	22.4%	21.0%	19.4%	18.0%	16.6%	15.4%
ii) decreasing the gaps in Hispanic students meeting state standards on the TCAP scores in grade 3 Math by 20.9% by school year (SY) 2016-2017 versus white students,	Hispanic Subgroup – White Comparison Group	27%	38.2%	33.0%	30.5%	28.2%	26.1%	24.2%
iii) decreasing the gaps in Hispanic	Hispanic Subgroup –	35%	33.6%	32.0%	29.6%	27.4%	25.3%	23.4%

students meeting state standards on the TCAP scores in grade 8 Reading by 20.9% by school year (SY) 2016-2017 versus white students,	White Comparison Group							
iv) decreasing the gaps in Hispanic students meeting state standards on the TCAP scores in grade 8 Math by 20.9% by school year (SY) 2016-2017 versus white students,	Hispanic Subgroup – White Comparison Group	36%	37.0%	36.0%	33.3%	30.8%	28.5%	26.4%

**(A)(4)(c) Graduation rates (as defined in this notice) Please note that the SY 2011-2012 Graduation Data will not be available from the Colorado Department of Education until December 2012.**

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
High school graduation rate	OVERALL	79%		80%	81%	82%	83%	85%
	American Indian	56%		60%	64%	68%	72%	76%
	Asian	87%		88%	89%	90%	91%	92%
	Black	77%		79%	80%	81%	82%	84%
	Hispanic	61%		64%	67%	70%	73%	76%
	White	85%		85%	86%	87%	88%	90%
	Native Hawaiian	100%		100%	100%	100%	100%	100%
	Multi-Racial	100%		100%	100%	100%	100%	100%

**(A)(4)(d) College enrollment (as defined in this notice) rates**

**NOTE:** College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2010-11, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows:

- (College enrollment SY 2010-11) = Number of SY 2008-09 graduates enrolled in a higher-education institution during the 16 months after graduation
- (College enrollment rate) = (College enrollment SY 2010-11)÷(Cohort Population, e.g. total number of SY 2008-09 graduates)\*100

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
College enrollment rate	OVERALL	84%	83%	86.6%	87.7%	88.9%	90.0%	91.0%
	Hispanic	60%	67%	69.0%	71.5%	73.8%	76.0%	78.1%

**(A)(4)(e) Postsecondary Degree Attainment**

Our post graduation plan would include development of a required system for tracking students once they graduate. One of the responsibilities of the Lead Counselor is to define a data collection plan for each counselor with implementation during a student's senior year. Completing a template with this information will be part of the graduation process checklist. The graduate monitor plan includes the development of a graduating class blog site where students would login and be able to maintain conversation with their graduating class members. The site would also include a quarterly announcement check in plan for all registered students to be used to track further post secondary work with a survey to be completed and submitted that will track post secondary activity. A longer more in depth annual survey will be part of the data collection plan regarding graduates. Counselors will maintain and monitor the blog site at each high school.

Goal area	LEA	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Postsecondary degree attainment	OVERALL			Baseline	Not effected is this cohort	Not effected cohort	Not effected cohort	8% Improvement
	Hispanic			Baseline	Not effected cohort	Not effected cohort	Not effected cohort	10% Improvement

**(B) Prior Record of Success and Conditions for Reform (45 total points)**

**(B)(1) Demonstrating a clear track record of success (15 points)**

The extent to which each LEA has demonstrated evidence of—

(1) A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates the applicant’s ability to—

(a) Improve student learning outcomes and close achievement gaps (as defined in this notice), including by raising student achievement, high school graduation rates (as defined in this notice), and college enrollment (as defined in this notice) rates;

(b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools (as defined in this notice) or in its low-performing schools (as defined in this notice); and

(c) Make student performance data (as defined in this notice) available to students, educators (as defined in this notice), and parents in ways that inform and improve participation, instruction, and services.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant’s success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Four pages (excluding tables)

**(B)(1) Demonstrating a clear track record of success.**

**(1) Record of Success.**

**(a) Record of Improving Student Learning Outcomes and Close Achievement Gaps:** Starting in 2009, Skyline’s STEM Academy has served as an academic certification program—preparing Skyline High School students for college and career pathways in STEM

(Science, Technology, Engineering and Math). Skyline’s STEM Academy has sought to encourage students to pursue engineering futures and to broaden participation in STEM careers with a curriculum focused on engineering and computer science. A goal of the Academy is to increase the number of students, especially underrepresented minorities, entering and being accepted into higher-education STEM-related programs. The STEM Academy also includes a Computer Science department which offers students computer science classes, AP Computer Science and Engineering classes required for the STEM certificate.

The Skyline STEM Academy provides a complete engineering curriculum: Explorations in STEM (9th grade), Creative Engineering (10th grade, topic based), Advanced Engineering (11th grade, topic based) and Senior Design (12th grade)—which culminates the STEM student’s learning experience. These classes provide the preparation necessary for a student to earn a STEM certificate at Skyline High School.

The STEM Academy provides increased awareness, discovery learning opportunities, knowledge-based skill development, and relevant real-world project experience for students in grades 9-12 through a curriculum focused on engineering and computer science. St. Vrain intends to build upon its past efforts and expand STEM and introduction to STEM throughout the K-12 “feeder” Environment so that more students arrive ready to participate in the STEM Academy. In addition to the four year program, St Vrain has examined the Pathways in Technology Early College High School (P-tech) as a program for students who seek to pursue a two year degree.

St. Vrain Valley School District uses the Phonological Awareness Literacy Screening (PALS) which provides a comprehensive screener of young children’s knowledge of the important literacy fundamentals that are predictive of future reading success. PALS assessments are designed to identify students in need of additional reading instruction beyond that provided to typically developing readers. PALS informs teachers’ instruction by providing them with explicit information about their students’ knowledge of literacy fundamentals. Mid-year assessment and PALS Quick Checks allow for ongoing student progress monitoring throughout the year. Based on our use of this tool St. Vrain was able to increase student achievement by 1.2% in Grade 2 to a high of 3.9% for Grade 3 as indicated in Table 3 below:

<b>Table 3 - PALS K Assessment Data</b>			
<b>Percent of Students Scoring Proficient</b>			
	<b>2011</b>	<b>2012</b>	<b>Improvement</b>
Kindergarten	70.6%	72.6%	2.8%
1st Grade	80.0%	82.4%	3.0%
2nd Grade	75.9%	76.8%	1.2%
3rd Grade	80.8%	83.9%	3.9%

Another effort that resulted in the demonstrated success in significantly increasing student academic achievement which is part of our proposed interventions in this application is the use of Data-Driven Instruction in pre-school utilizing the Teaching Strategies Gold Assessment to improve School Readiness. The data below shows the percentage of students achieving “Step III” on the Creative Curriculum Development Continuum; which approximates a five year olds development level – kindergarten readiness. Base on our use of this system we have produced tremendous increases in student academic achievement; Language Acquisition, as depicted in Table 4 below.

<b>Table 4: SVVSD Preschool Performance Data on the Teaching Strategies GOLD assessment</b>				
<b>Pre-School</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>Improvement</b>
Developmental Areas				
<b>Language</b>	<b>57%</b>	<b>71%</b>	<b>91%</b>	<b>59%</b>

St. Vrain Valley School District when compared to other school districts in Colorado achieves a higher percentage of distribution of Grade A and B schools than is in the state as indicated in Table 5 below.

<b>Table 5 – School Grade Distribution</b>			
<b>SVVSD Schools</b>	<b>SVVSD Distribution</b>	<b>Grade</b>	<b>Colorado Distribution</b>
10	20%	A	10%
14	27%	B	25%
25	49%	C	50%
1	2%	D	10%
1	2%	F	5%

Our Niwot Elementary School was rated as the number one elementary school out of 1467 elementary and middle schools in Colorado in 2011. St. Vrain’s Lyons High School is rated as the third best high school out of 364 high schools in Colorado. Out of 29 tests, St. Vrain scores are at or above the state on every test except for one, where St. Vrain trails by only 1%. St. Vrain tops the state by 18% in both 3rd grade Spanish reading and writing, and 8% in 3rd grade reading, 3rd grade writing, 8th grade math, and 8th grade science. St. Vrain is at or below the state in every content area and grade in percent of unsatisfactory scores.

St. Vrain has made successful efforts to improve pre-kindergarten student school readiness to include: social/emotional, language, fine motor, and cognitive developmental areas. The improvements were made using Data-Driven Instruction in pre-school utilizing

the Teaching Strategies Gold Assessment to improve School Readiness. The data below shows the percentage of students achieving “Step III” on the Creative Curriculum Development Continuum; which approximates a five year olds development level – kindergarten readiness for social/emotional, language, fine motor, and cognitive developmental areas. Based on our use of this system we have produced tremendous increases as depicted in Table 6 below.

<b>Table 6: SVVSD Preschool Performance Data on the Teaching Strategies GOLD assessment</b>				
<b>Pre-School</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>Improvement</b>
Developmental Areas				
<b>Social/Emotional</b>	68%	75%	93%	37%
<b>Language</b>	57%	71%	91%	59%
<b>Fine Motor</b>	80%	86%	96%	20%
<b>Cognitive</b>	65%	79%	94%	45%

Our Innovation Academy has received national praise from various leaders to include: Cecilia Munoz, White House Director of the Domestic Policy Council, Jared Polis, US Representative for Colorado’s 2<sup>nd</sup> Congressional District; and Dr. Rick McMasters, STEM advocate and Project Management Thought Leader with IBM University Programs Worldwide (See articles in Attachment I at the Appendix).

**(b) Achieve Ambitious and Significant Reforms in persistently lowest-achieving schools Low-Performing Schools.** Another

effort that resulted in significant academic improvement for all student groups was a program which provided Data-Driven Decision Making and Information Technology supports to bear in targeted schools. The middle school/high school mathematics intervention has resulted in reducing Algebra I failures from 38% to 9%. The program produced increased reading proficiency in 3<sup>rd</sup> Grade Students. The number of students reading proficiently has increased from 71% to 84% at Indian Peaks Elementary and the number of Hispanic students reading proficiently at Loma Linda Elementary; a persistently low performing school at the time, increased from 45% to 55%, a 22 percent increase. Table 7 below shows the overall results we obtained in from our efforts. This includes a 60 percent increase in Grade 9 Math, a 25.5% increase in Grade 5 Science, and a 9.4% increase in Grade 3 Reading as indicated in Table 7 below.

<b>Table 7 St. Vrain School District Improvements</b>					
<b>Grade</b>	<b>Content</b>	<b>2008 Percentage</b>	<b>2009 Percentage</b>	<b>2010 Percentage</b>	<b>2011 Percentage</b>
3 <sup>rd</sup>	Reading	74	78	77	81
10 <sup>th</sup>	Reading	72	76	71	72
7 <sup>th</sup>	Math	52	59	70	73
9 <sup>th</sup>	Math	45	47	69	72
5 <sup>th</sup>	Science	47	48	54	59
10 <sup>th</sup>	Science	55	59	55	59

**(c) Plan to Make Student Performance Data Available to Students, Educators, and Parents.** At St. Vrain and in Colorado, student's documentation of their Individual Career and Academic Plans (ICAP) includes teaching staff and family involvement. State Legislation and St. Vrain efforts addresses postsecondary and workforce readiness indicators in school and district performance framework (graduation rates and dropout rates); student graduation and completion plans; assist students in developing a personalized plan that ensures readiness for post-secondary and workforce success; and criteria for indicating a student's level of post-secondary and workforce readiness upon graduation.

**(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)**

The extent to which each LEA has demonstrated evidence of—

A high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant already makes available the following four categories of school-level expenditures from State and local funds:

- (a) Actual personnel salaries at the school level for all school-level instructional and support staff, based on the U.S. Census Bureau’s classification used in the F-33 survey of local government finances (information on the survey can be found at <http://nces.ed.gov/ccd/f33agency.asp>);
- (b) Actual personnel salaries at the school level for instructional staff only;
- (c) Actual personnel salaries at the school level for teachers only; and
- (d) Actual non-personnel expenditures at the school level (if available).

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant’s success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: One page

**(B)(2) Increasing Transparency in LEA Processes, Practices, and Investments.**

St. Vrain provides a high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration.

St. Vrain provides this data to the public for the following expenditures: **(a) Actual Personnel Salaries at the School Level for all**

**School-level Instructional and Support Staff; (b) Actual Personnel Salaries at the School Level for Instructional Staff Only; (c) Actual Personnel Salaries at the School Level for Teachers Only; and (d) Actual Non-Personnel Expenditures at the School Level.**

JCPS uses the following methodology to provide transparency:

- 1) Participation in salary/benefit surveys.
- 2) Participation in salary and benefit surveys from the U. S. Department of Education and U.S. Department of Census Bureau.
- 3) Information shared during public board meetings and posted on the district's website.
- 4) Providing budgets for public review and providing the public the opportunity to comment on proposed budgets during the public comment section of the Board's regular open meeting.
- 5) Salary schedules and extra duty schedules are publically available, posted on the district's website and made available with the employee handbook.
- 6) Benefit information is available on the district's website and is provided as requested.
- 7) Salary and benefit information are shared with prospective employees through conversations, brochures, interviews and the district website.
- 8) Comply with all open records requests per the Colorado Sunshine law Title 24 - Article 6 - Colorado Sunshine Law; information related to salary and benefits is open and publically available. The district provides such information when requested.
- 9) St. Vrain has compiled our CRDC data and will include a link to the data on our district web-site that leads readers to the required data on the CRDC's web-site. The CRDC data is also provided in Attachment J in the Appendix.

**(B)(3) State context for implementation** (10 points)

The extent to which each LEA has demonstrated evidence of—

Successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant’s proposal.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant’s success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

**(B)(3) State context for implementation.**

Colorado Senate Bill 09-256 and Colorado State Board of Education Rules 1 CCR 301-81 created standards for Individual Career and Academic Plans (ICAP). The goal of the provisions is to ultimately decrease dropout rates and increase graduation rates by assisting students and their parents in developing and maintaining a **personalized postsecondary plan that ensures readiness for postsecondary and workforce success**. The ICAP is designed to assist students and their parents or legal guardians in the exploration of each student’s postsecondary career and educational opportunities. The plan also is designed to ensure the student’s readiness for postsecondary and workforce success by aligning course work and curriculum, and working with staff and parents to choose and apply to postsecondary education institutions and help the student to secure financial assistance for postsecondary education. The Student’s written goals are based on career cluster inventory and interest survey, developed by the student and his/her family, in collaboration with the school staff. Schools are required to document that a student and his/her family understands high school graduation requirements and uses this information to develop their academic plan. Secondary and postsecondary academic career goals and a

timeline of requirements for postsecondary options are discussed with a qualified advisor, the student and his/her family.

The Colorado Department of Education has really championed the effort to bring the ICAP to fruition. CDE has partnered with districts to support districts in the creation and completion of ICAP Implementation Plans; provide ICAP trainings statewide on building ICAP systems with available resources; and align ICAP to the newly revised Postsecondary and Workforce Readiness assessment attributes adopted by the Colorado State Board of Education and the Colorado Commission of Higher Education.

The State of Colorado has adopted college- and career ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards as provided in Colorado's NCLB Waiver Request, Appendix 4, page 186.

Colorado was a winner in the Race to the Top Phase 3 grant round in December, 2011. The award for \$17.9 million will advance targeted K-12 reforms aimed at improving student achievement over a four year period, the last three which are in conjunction with the implementation of the RTTT-D grant program. The grant is focused on four major areas designed to advance the state's education reforms:

- a) Leveraging and expanding the state's capacity to support district implementation of the state's reforms;
- b) Implementing the Colorado Academic Standards through the work of Content Collaboratives. Content Collaboratives are teams of educators with content and assessment expertise who will develop tools and assessments to assist educators in implementing the new standards and with accessing multiple measures of student learning for use in educator evaluations;
- c) Supporting district implementation of the state's educator effectiveness law (S.B. 10-191); and
- d) Increasing access to STEM education across the state.

The State of Colorado has adopted evaluation of teachers and principals standards and practices. In May 2010, the Colorado Legislature passed and Gov. Bill Ritter signed S.B. 10-191, which institutes the method both principals and teachers are supported and evaluated in Colorado. The bill requires that at least 50 percent of a teacher's evaluation be based on the academic growth of their students and at least 50 percent of a principal's evaluation be determined by the academic growth of the students in the principal's

school. The new requirements include opportunities for reflection, review, professional development and growth. Annual evaluations are now a requirement for all teachers and principals. The state has developed statewide Quality Standards defining what it means to be an effective teacher or principal. Additionally, non-probationary status will now be earned after three consecutive years of demonstrated effectiveness and non-probationary status will be lost after two consecutive years of ineffective ratings.

**(B)(4) Stakeholder engagement and support (10 points)**

The extent to which each LEA has demonstrated evidence of—

Meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal, including—

- (a) A description of how students, families, teachers, and principals in participating schools (as defined in this notice) were engaged in the development of the proposal and, as appropriate, how the proposal was revised based on their engagement and feedback, including—
  - (i) For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in participating schools (as defined in this notice); or
  - (ii) For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from participating schools (as defined in this notice) support the proposal; and
- (b) Letters of support from such key stakeholders as parents and parent organizations, student organizations, early learning programs, tribes, the business community, civil rights organizations, advocacy groups, local civic and community-based organizations, and institutions of higher education.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

**(B)(4) Stakeholder engagement and support.**

**(a) Student, Family, Teacher, and Principal Engagement.** Students and families have been sent an e-mail through our Shout-Point system that goes to all families to visit a specially designated web-page to provide feedback and input on an overview of our plan. This feedback is consolidated in Attachment K in the Appendix. Parents and students were also previously surveyed for their input into the Innovation Academy. All community members were provided the opportunity to submit feedback on the grant plan through the district website. The shout point emailed the overview in Spanish and English to all families in St. Vrain and provided a link to the feedback survey. All school staffs participating in the grant were provided the overview and an opportunity to provide feedback. The Executive Director of Priority Programs met with each school principal and leadership team to provide clarification and details of the plan as well as to gather specific feedback and ideas. The Department of Learning Services leadership team and the union president were provided with overviews and opportunities for feedback. A team of teachers, administrators, a representative from the Curriculum and Assessment Department, and the Information Technology Department were part of the grant planning and writing team. The plan was presented to the Board of Education on October 10<sup>th</sup> at a televised Board of Education meeting. The overview plan was presented to business partners in the community and to the mayor of Longmont in the month of October.

Stakeholder engagement will continue into the implementation of the grant. St. Vrain STEM Coordinators will involve parents, and the community in project-based learning and in the assessment process of our engineer design process. St. Vrain will continue to foster our partnerships with IBM and CU which have provided us with matches on two significant grants and continue to provide us support.

The following feedback was integrated into our plan:

- ❖ “Having more personnel for medium to high needs behavior problems would be wonderful and would give classroom teachers *more time to teach.*” - St. Vrain has budgeted for an additional three lead counselors who will be available to support current school counselors and provide present counselors with additional support, professional development, and coaching.
- ❖ “One thing that I thought was missing was partnership with the University of Colorado, and STEM departments at CU.” – St.

Vrain has partnered with CU on our Investing in Innovation Development Grant and a CU National Science Foundation Grant. We presently receive engineering lessons and activities from CU along with graduate students who provide project-based learning advisement for high-school students at Skyline High School.

- ❖ “It sounds like a fantastic plan, especially exposing younger students to the STEM program earlier than high school. Encouraging more parental involvement is also a bonus, but I think there will need to be earlier intervention with parents while their children are in elementary school, particularly for non-*English speaking parents*.” St. Vrain’s agrees with this comment and would like to clarify we are providing STEM starting in elementary school. Also St. Vrain was invited to submit an application to the Investing in Innovation Development Program Grant Competition where we submitted an application for Pre-K STEM.

**(i) Evidence of Direct Engagement and Support from Teachers.** St. Vrain currently has a letter from the president of the Union and has shared this proposal with all teachers and has feedback from them. Please see Attachment K for comments from teachers and the public. Please see Attachment L for the letter from the president of the union.

**(b) Letters of Support.** St. Vrain has received several letters of support from the following entities: The Colorado Department of Education, University of Colorado at Boulder, IBM, Boulder County Prevention and Intervention Program, National Renewable Energy Laboratory, and the City of Longmont. Please see Attachment M at the Appendix for the letters of support.

**(c) State and Mayoral Review.** Evidence of the review by the State of Colorado and the Mayor of Longmont, Colorado are provided at Attachment N at the Appendix. In response to the State of Colorado’s Department of Education’s (CDE) feedback St. Vrain offers the following;

- ❖ CDE: “It might be helpful to provide additional clarity around the Innovation Academy model (also called STEM Academy and Innovation Center), e.g., additional context/detail for what will be created through the RTT-D work vs. what model/successes exist that will be replicated.” St. Vrain has added an information page on the Innovation Center at Attachment C in the Appendix.
- ❖ CDE: “The provision of learning and course management systems are referenced in the beginning of the document but lack detail

throughout. Is this part of the Alpine APASS activities described or something different?” We have further clarified our application in Section (C)(1).

- ❖ CDE: “How/will the ICAPs be leveraged in elementary grades? How often will they be looked at and refined to ensure that students are not only engaged academically but also that their learning needs and interests are being regularly evaluated and included? How/will students in particular develop, refine, and own their plans, assessments results, etc.?” We have provided further clarification in section (C)(1) and (C)(2).
- ❖ CDE: “Does P-Tech implementation begin in year 4 or sooner? C1 (p50) seems to indicate that P-Tech is an existing or more immediate activity.” P-Tech begins in year 4 as per the High-Quality Plan in section (A)(3).
- ❖ CDE: “Will the STEM curriculum model allow for differentiation by student learning styles?” Yes and modality also, St. Vrain’s has clarified this in section (C)(1) and (C)(2).
- ❖ CDE: “How is teaching/learning during the extended day/year intended to be different than/more individualized than during the traditional school day? How will this time be paid for, as well as sustained beyond the time of the grant? Is this extended time intended to be for all students or some students?” We have clarified this in section (C)(1) and (C)(2) specifically we will provide smaller class size and targeted literacy intervention with the addition of math supports.
- ❖ CDE: “Does the plan account for teacher training on use of Galileo, in addition to purchasing the assessments/assessment tools?” We have added professional development training on Galileo in section (C)(2).
- ❖ “The plan seems to rely heavily on internal capacity to create professional development. Does the expertise/capacity exist to do this internally?” Colorado Department of Education has hired a STEM Specialist that St. Vrain’s will access for training in alignment with the Colorado Common Core. St. Vrain has budgeted to use a consultant for our design process and our P-Tech Academy. St. Vrain also has access to NSF funded graduate students from the CU College of Engineering. This is clarified in section (C)(2).
- ❖ CDE: “The plan also relies heavily on new FTE and stipends for teachers and students. How will these positions/activities be

sustained after the term of the grant?” St. Vrain has local funds through a 2008 mill levy where STEM focus school dollars have been identified and will be accessed as programming becomes integrated through this grant. Skills and professional development defined through RTTT-D are the foundation for the formation of teacher leaders at each site. Those leaders will continue the STEM integration plan and local mill levy dollars will provide the FTE and annual training support to maintain program strength and vitality.

**(B)(5) Analysis of needs and gaps (5 points)**

The extent to which each LEA has demonstrated evidence of—

A high-quality plan for an analysis of the applicant’s current status in implementing personalized learning environments and the logic behind the reform proposal contained within the applicant’s proposal, including identified needs and gaps that the plan will address.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant’s success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Two pages

**(B)(5) Analysis of Needs and Gaps.**

St. Vrain is currently in the process of implementing a personalized learning plan the Individual Career and Academic Plan as described in sections (A)(3) and further described in section (C)(1). This is a new process for St. Vrain, but we do have the strengths of a structure for the ICAP, and state support and resources for the activity. The gap that presently exists in fully implementing the ICAP is the necessary supports to train staff to support students on managing his or her ICAP. To fill this gap St. Vrain will hire a one Lead Counselor at the middle school, and high school level to training counselors to work with students on managing their ICAP.

The R.E.A.L. plan supplements the ICAP and acts as a mentorship program guide for the disadvantaged and at risk students. This

plan also needs the support of a Lead Counselor to fully implement and train staff and students on its use. The central office administration and the union president are aware of the details of the plan and have supported flexibility in current structures at the school and district level to support implementation of the plan.

Beginning with discussions in 2006 and culminating with the creation of a STEM Academy at the Skyline High School in 2009, the St. Vrain Valley School District has recognized the need for an integrated approach to STEM education. This proposal is focused on the high school and feeder schools which have the highest need in our district. St. Vrain's vision is to transform these schools to those that provide the greatest promise. This project will include schools which have 635 of their students who are high needs and 58.9% who are from low-income homes.

St. Vrain has chosen to integrate STEM into our K-12 system. This STEM integration includes a heavy emphasis on integrating literacy into all core curricula to prepare a well-rounded student who is college- and career- ready in fields that have great opportunity in the future. Current statistics project employment in STEM occupations will increase by 21.3% from 2008 to 2018- this is more than double the growth in other occupations (U.S. Department of Labor, 2009). Industries projected to have the most employment growth are in scientific, technical and management consulting; computer systems design; and employment services (Council on Competitiveness, 2008). Hispanics are the fastest growing demographic group and are projected to be 25% of the U.S. population in 2020. Given this demographic shift, it is important that underserved populations, particularly Hispanic students, are able to contribute to a diverse STEM workforce. The efforts to strengthen STEM education need to intensify and begin early with a teaching/learning model that transforms classroom theory into real-world practice and application. The proposal will address this need by designing an early learning curriculum that is the bridge to 21st Century skills and early success in school leading to student interest in STEM futures. St. Vrain's proposed project will increase the number of individuals from groups traditionally underrepresented in STEM, especially Hispanics, who through this program will be provided with access to accelerated, rigorous, and engaging STEM integrated learning activities. Hispanics are now the largest minority in the country at 16 percent (US Census, 2010). The Hispanic population group holds just 6.2% of the engineering employment positions in the U.S., based on a recent report from the National Action Council

for Minorities in Engineering (2010). In addition to this, females continue to be underrepresented in STEM degrees (National Science Board, 2010) and females are approximately 50% of our expected population at our proposed school. Men earn 81% of all computer science and engineering degrees and 79% of physics degrees in the United States at the undergraduate level. Disparities also exist at the graduate degree level: while women earn over half of all graduate degrees awarded in the nation overall, they earn just 23% of engineering doctorates and 26% of computer science degrees.

Research has further shown that students lose interest in mathematics and science during middle school (Bransford, et al., 1999) and the early loss of interest in science and the perceptions of poor teaching have been linked to students dropping out of postsecondary science studies (Seymour & Hewitt, 1997). This loss of interest and decline in academic achievement can be put on an increasing trajectory of academic achievement through successful exposure to STEM learning and role models (National Council of Teachers of Mathematics, 2000) and these interventions can even lessen minority students' negative academic self-perception in 7<sup>th</sup> and 8<sup>th</sup> grade (Cohen, et al., 2009).

St. Vrain will address this lack of math and science content expertise in early grades. We will begin integrating developmentally appropriate STEM content activities as early as kindergarten to improve science achievement, especially with lower income and minority children (Zan & Geiken, 2010). Students will learn STEM content in the context of challenging, open-ended lessons that squarely address state common core standards. Early childhood learning standards will be incorporated into classroom environments, instructional activities, and experiments created to demonstrate specific STEM objectives. National Science Education Standards discuss that science should be explored on a daily basis in schools. Therefore, an effective learning environment will provide time for children to actively engage with materials, develop and revise ideas, and reflect on what they have done. In addition to daily exposure, children need to actively explore phenomena that are of interest to them (Benchmarks for Science Literacy AAAS, 1993). Students in K-8 within participating schools will be exposed to lessons that are research-driven, standards-based, and challenging. This will occur in an effective learning environment that will provide time for children to actively engage with materials, develop and revise ideas, and reflect on what they have done. In addition to daily exposure, children need to actively explore phenomena that are of interest to

them (Benchmarks for Science Literacy AAAS, 1993).

Research has provided compelling evidence that student preparation by the 9th grade is a strong predictor of eventual high school completion and college readiness, and consequently of college success that can lead to a successful career (Allensworth & Easton, 2007). Therefore, our focus on providing K-8 students with rigorous and engaging coursework in STEM is well placed to best educate and influence students to pursue postsecondary studies and careers in STEM.

St. Vrain will contract with EPI International to conduct an external evaluation, assist in the implementation of a continuous improvement plan, and conduct needs and gap assessment on our implementation of personalized learning environment. This criteria and requirements of the RTTT-D program, this application, the Fidelity of Implementation Measures (see Attachment O at the Appendix), and evidence-based practices will guide the external evaluator in this need and gap analysis. St. Vrain will form an assessment team, and develop a structure and format for the assessment with the advisement of the external evaluator. The goal of this analysis is to assess our current status in implementing the personalized learning environment and to identify necessary and additional changes to the organizations culture, structure, policies, and processes. St. Vrain is ready to implement a personalized learning environment now; however we need to assure that all organizational impediments are remediated. The goal of this analysis is to identify any barriers, obstacles and limiting factors on the full implementation of a personalized learning environment. Based on the findings of the Needs and Gap Analysis the assessment team will present any recommended changes to the organizations culture, structure, policies, and processes to the districts leadership with recommended changes. Table 8 below is our high-quality plan for conducting the Needs and Gaps Analysis.

**Table 8 - High Quality Plan to Conduct Needs and Gaps Analysis**

<b>Activities</b>	<b>Timelines</b>	<b>Deliverables</b>	<b>Responsible Party</b>
Contract with external evaluator	Feb 2013	A qualified external evaluator is in place to assist with the needs and gap assessment	Executive Director, Priority Schools
Form assessment team	March 2013	A team is formed representative of each project, the external evaluator and representatives from each grade span, teachers, students, and teachers.	Race to the Top Director of Programming, External Evaluator
Structure and format the components of the evaluation	March 2013	A formal plan for the assessment is presented to the Leadership team.	Race to the Top Director of Programming, External Evaluator
Conduct the needs and gap assessment	April 2013-March 2014	Formal implementation of the needs and gap assessment.	Assessment Team
Assessment team informs leadership team of findings	April 2014	A formal assessment document with	Assessment Team

		recommendations.	
Additional changes to organization's structure, processes, and policies are made to remedy any barriers, obstacles, or limiting factors to the full implementation of the personalized learning environment.	Sept 2014	Personalized learning environment is fully implemented	St. Vrain Leadership Team

### C. Preparing Students for College and Careers (40 total points)

#### (C)(1) Learning (20 points)

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

Learning: An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner such that:

- (a) With the support of parents and educators, all students—
  - (i) Understand that what they are learning is key to their success in accomplishing their goals;
  - (ii) Identify and pursue learning and development goals linked to college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), understand how to structure their learning to achieve their goals, and measure progress toward those goals;
  - (iii) Are able to be involved in deep learning experiences in areas of academic interest;
  - (iv) Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning; and
  - (v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving;
- (b) With the support of parents and educators, there is a strategy to ensure that each student has access to—
  - (i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready;
  - (ii) A variety of high-quality instructional approaches and environments;
  - (iii) High-quality content, including digital learning content (as defined in this notice) as appropriate, aligned with

college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice);

(iv) Ongoing and regular feedback, including, at a minimum—

(A) Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements; and

(B) Personalized learning recommendations based on the student’s current knowledge and skills, college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and available content, instructional approaches, and supports; and

(v) Accommodations and high-quality strategies for high-need students (as defined in this notice) to help ensure that they are on track toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice); and

(c) Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant’s success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Eight pages

**(C)(1) Learning.**

**(a) Approach to Learning that Engages and Empowers all Learning With the Support of Parents and Educators.**

**(i) Students Understand that what they are Learning is Key to their Success in Accomplishing their Goals.** The Individual Career and Academic Plan (ICAP) is designed to ensure the student's readiness for postsecondary and workforce success by working with the student to align course work and curriculum. The ICAP is an individualized plan, developed by the student and the student's parent or legal guardian, in collaboration with their school counselors that is used to help establish personalized academic and career goals, explore postsecondary career and educational opportunities, align course work and curriculum, apply to postsecondary institutions, secure financial aid and ultimately enter the workforce school. Counselors will work with students so that students can develop written goals based on career cluster inventory and interest survey. St. Vrain Lead Counselors will implement a guidance program that will prepare students for college and career. Lead counselors will provide coaching and mentorship to other school counselors on helping students build towards college- and career-ready graduation requirements and understand how to structure their learning to achieve their goals, and measure progress toward those goals. St. Vrain school counselors will provide counseling that will positively impact students in academic, career, personal, and social domains. The St. Vrain counseling program will provide services and programs that help students resolve academic, course selection and progression, emotional, social, or behavioral problems to help students develop a clearer focus or sense of direction. Effective counseling programs are important to the school climate and a crucial element in improving student achievement.

The P-Tech program provides students with a high school-college-career continuum that helps them understand the direct links between what they are learning today and the worlds of college and work. St. Vrain will design a rigorous program that will inspire students to focus and strive.

**(ii) Students Identify and Pursue Learning and Development Goals.** The ICAP provides documentation of the student's efforts in exploring careers, including: a written postsecondary and workforce goal for the student; yearly benchmarks for reaching that

goal; interest surveys that the student completes; an intentional sequence of courses reflecting progress toward accomplishment of the student's postsecondary and workforce objectives; and anticipated postsecondary studies. Using the ICAP, counselors are required to document that a student and his/her family have been informed of their understanding of high school graduation requirements. Working with counselor's students will use this information to develop their academic plan, secondary and postsecondary academic career goals, and a timeline of requirements for postsecondary options. The ICAP also helps plan and capture data reflecting student progress toward postsecondary and workforce readiness, including the student's understanding of the financial impact of postsecondary education, and the student's progress toward securing scholarships, work-study, student loans and grants.

Our Elementary Schools will embed STEM related concepts and practices from the Innovation Academy; which focus on the engineering design process using curriculum subjects based on IBM's Smarter Planet initiative that connect with the Colorado Common Core Standards. The design process rubric is provided at Attachment P in the Appendix. Elementary schools will provide students with a period of daily reflection that will include weekly student blogs allowing them to share their thinking; using pictures and word, in the form of an electronic portfolio. This reflection time is an important part of the communication, critical thinking, and response process that our students need to learn to further become stronger intellectually and academically. A typical lesson focusing on intellectual learning and integrating STEM will have the following elements: Students will be presented with a real-world problem and asked a question or will formulate a question. The student reflects in the define stage and develops a clear problem statement; allowing the student to prioritize and communicate their thinking clearly. The student next enters the ideate phase and creative ideas flow. The use of the design process provides structure to test their hypotheses. The student then prototypes their ideas and learns through the test and retest process and the feedback that process provides. Evaluation of the solution in the test and retest phase supports vocabulary development and communication skills. A sample lesson plan is attached at Attachment Q at the Appendix.

St. Vrain's Lead Counselors in both middle schools and Skyline High School will work with students individually and in groups

to assist, inform, encourage, and guide students towards the steps necessary to attain college- and career-readiness. Research from Peterson et al. (1999) showed that when school counselors provided career directed intervention they were able to positively influence educational choices of middle school students and prepare them for high school. School counselors are very effective in assisting middle school children in the area of career development (Whiston, et al., 1998). Additionally, counselors are effective in assisting high school students with college choices. Research from Mau, et al. (1998) found that high school counselors can positively influence students' future plans by encouraging them to have high expectations. This research found that a high proportion of 10th and 12th grade students who were surveyed perceived that their counselor expected them to attend college; regardless of their racial background and that the high school students' own educational expectations increased for themselves.

**(iii) Students Are Able to be Involved in Deep Learning Experiences in Areas of Academic Interest.** With the addition of our four proposed projects to include the addition of Lead Counselors, St. Vrain will improve participation, instruction, and services. The implementation of project-based learning opportunities provides students with deepened involvement in contextual and service learning activities, strategically based on their specific goals which can be developed more fully and be inclusive of staff and family communications about each student's interest and progress towards their stated goals.

Through our Telementoring program, students have opportunities to participate in community oriented project-based learning. Project-based learning is more relevant to the student and increases student engagement (Belland, et al., 2006; Brush & Saye, 2008), which leads to better educational outcomes. Students who learn through "authentic instruction" where real-life problems are presented for students to solve (Newmann, et al., 1992) leads to increased student achievement.

STEM learning experiences will allow students to use technology and scientific inquiry to respond to complex issues, problems, or challenges in their community which can lead to deeper learning for students even in low achieving schools (Schneider, et al., 2002). The deliberate integration of STEM into our elementary and middle schools builds on research and will purposefully demonstrate that STEM is a natural fit for "intellectual learning". These intellectual skills will emphasize thinking, reasoning, hypothesizing, predicting, the quest for understanding and conjecturing, problem solving, and the development and analysis of ideas

(Katz, 2010) whereas the traditional instruction provides an emphasis on academic skills that focus on the acquisition of small discrete bits of information through memorization, the application of formulas, and providing the discreet correct answer.

**(iv) Students Have Access and Exposure to Diverse Cultures, Contexts, and Perspectives.** Our new Innovation Center at the high school STEM Academy provides students with "real world" experience with researchers, developers, project managers, and data analysts from the business and research and development community. The skills developed in the STEM Innovation Center will have a direct correlation to a student's participation in projects driven by actual business opportunities and challenges. Through their participation in the Innovation Center, students gain critical experience and education, which upon graduation will prepare them to either enter the STEM workforce or enter into the next phase of their post-secondary education. The STEM Academy at Skyline High School was designed to broaden participation, and address the need for a model that is dramatically more effective in attracting a more diverse population of learners to STEM futures. This learning model provides a high degree of student-directed learning in an area of interested and thereby creates a high level of intrinsic motivation that deepens individual learning. Currently the STEM Academy has representation of 35% female, 36% underrepresented minority, and 27% free and reduced lunch. The goals include increasing the participation of Hispanics, females, and students from low-income families in STEM focused post-secondary education and careers.

The St. Vrain Telementoring program which operates through The International Telementor Program organization provides students with access to a project-based academic mentoring environment focused on STEM. Telementoring is a process that combines the proven practice of mentoring with the speed and ease of electronic communication, enabling busy professionals to make significant contributions to the academic lives of students. Through mentoring by industry professionals, a corporation helps students develop the skills and foundation to pursue their interests successfully and operate at their potential. The typical mentor spends 30-45 minutes a week interacting with the student in regards to the students project. Through this web-based environment students are given access to professionals around the world from all STEM fields, which provide a very diverse environment that can be tailored to the student's personalized learning plan.

**(v) Master Critical Academic Content and Develop Skills and Traits.** The STEM activities at St. Vrain will provide a personalized learning environment where students are encouraged and provided with a setting and opportunity for intrinsic motivation to apply relevant intellectual skills, through the intentional implementation of the engineering design process STEM. This process includes developing a hypotheses and problem-solving. This process will provide students with the opportunity for growth and to exercise and learn 21<sup>st</sup> Century skills such as goal-setting, teamwork, critical thinking, communication, creativity and problem solving having long-term improved academic outcomes as compared to students who do not receive this encouragement, motivation, and learner directed, teacher facilitated problem solving learning. The project will impact on improving student achievement and student growth for high-need students and provide students with a foundation in activity-based science tasks and investigation.

Skyline High School will include the Innovation Center that will make the STEM Academy a comprehensive center that is an incubator for 21st Century skills, which includes: critical thinking and reasoning; information literacy; collaboration; self-direction; and invention. The Innovation Center will provide students with a real world experience as researchers, developers, project managers, and data analysts. STEM teachers will develop collaborations with businesses for their students' projects, which will result in deep relationships formed with industry before student's even complete high school. Caton et al. (2000) found that after collaboration with research scientists, classroom science teachers reported deeper content knowledge, increased use of inquiry teaching methods, and increased levels of student learning, participation, and interest. The Innovation Center will be a catalyst for companies to submit R&D projects for design by talented and creative high school STEM students who will then contribute to and create viable products and solutions. The idea is beyond clever—it is life changing for the students and cost-effective and innovative for companies. Based on the success of individual projects, students could include the project as part of a college application portfolio, giving them additional aid in attracting interest from colleges and post-secondary opportunities.

St. Vrain teachers will facilitate project-based learning as a STEM inquiry-based learning strategy using the engineer design process. Teachers will make the engineering design process a part of every child's educational experience, through weekly, in-class,

hands-on, inquiry-based engineering instruction. Teachers will embed STEM related concepts and practices which focus on the engineering design process using curriculum subjects within the core curriculum. The focus of lesson planning and curriculum development is the formalized design process that leads to intellectual learning and early learning STEM integration. Lessons will intentionally include elements of the design thinking process so that this solution oriented thinking and doing becomes automatic for our students. A typical lesson focusing on integrating STEM will have the following elements: Students will be presented with a real-world problem and asked a question or will formulate a question. The student reflects in the define stage and develops a clear problem statement; allowing the student to prioritize and communicate their thinking clearly. The student next enters the ideate phase and creative ideas flow. The use of the design process provides structure to test their hypotheses. The student then prototypes their ideas and learns through the test and retest process and the feedback that process provides. Evaluation of the solution in the test and retest phase supports vocabulary development and communication skills.

**(b) Strategy to Ensure the Students has Access to an Effective Learning Environment and Resources.** One effort to ensure that students have access to an effective learning environment and resources is St. Vrain’s efforts to cultivate corporate and higher education partnerships, focuses on the need to develop a STEM workforce ready to meet the challenges of a rapidly-evolving work place. St. Vrain will create an Innovation Center (IC), which will challenge assumptions about learning and teaching within the STEM Academy where high school students “do” real work with industry partners. The IC provides a structure for discovery learning and real-world engagement of high school students with business partners. The new learning environment is where real projects and challenges are solved by student teams. The IC provides entrepreneurial opportunities for STEM student teams that include additional academic credit options for sophomores and possible paid summer and after school stipends for juniors and seniors. The IC seeks to increase teacher and student enthusiasm about STEM education and engineering as well as post-secondary STEM opportunities.

The Innovation Center will develop the professional skills of high school students. The model will prepare students to apply scientific and engineering problem solving skills in a real-world environment. Students and teachers working in a unique

partnership of teacher facilitated, student directed learning using the engineering design process will solve real-world challenges and apply theory to practice in a real-time business situation resulting in a relevant and practical learning process.

**(i) Personalized Sequence of Instructional Content and Skill Development.** School counselors under the direction of Lead Counselors will assist students with the development, maintenance, and continuous improvement of the Individual Career and Academic Plan (ICAP). The ICAP assists the student in developing a plan which provides a path that enables the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready. The ICAP provides a plan to align course work and curriculum with the students postsecondary and workforce pathway. The student is guided to develop goals based on interest surveys and career clusters. This development, refining, and updating of ICAP will occur in core classrooms led by the 5th grade teachers three times per year. Parent meetings will occur, beginning in 5<sup>th</sup> grade to support parent involvement in the process and introduction to the ICAP. The College in Colorado can be accessed with an individual student login with internet access anytime. For students in grades 6-12, School Counselors will provide quarterly opportunities for student training on ICAP access in College in Colorado occurring in identified core classes.

The district will further the personalized learning environment by housing each student IEP, READ plan, ELL plan, and RtI into one data system the Alpine Achievement APASS in which all teachers' will access and store student performance data. St. Vrain will adopt the enhanced Alpine Achievement APASS so that it can be the one-stop data and plan source of information for the students, teachers, and parent with an individual student password. That access will occur through training of students and families once Lead Counselors have trained School Counselors. The College in Colorado has tools for students in planning for graduation and post secondary options based on interest and need. Students, teachers, parents, and counselors can update and monitor their ICAP through College in Colorado regularly. For 5th grade students the training will be introductory with updates and reviews given three times per year based on the trimester system. For 6<sup>th</sup> – 12<sup>th</sup> grade students the training will be quarterly to align with quarterly progress reports.

School Counselors will assist students and families in accessing and navigating the information in Infinite Campus by training

families to work on the parent portal available in Infinite Campus. Infinite Campus, through interface with Alpine Achievement provides parents access to important student information data like missing assignments, unit test scores, attendance, and behavior information. Summative assessment and performance data is available in Alpine Achievement as are all student performance plans providing teachers who will communicate with parents, to a portal view into overall student need, challenge and success.

As part of the project, St. Vrain will implement and continuously improve the R.E.A.L. plan; under the direction of lead counselors with the support of school counselors, a framework for personalizing student support to improve academic performance and family engagement. The focus of this program is to form connections to the student's family increasing family engagement in the educational process. St. Vrain will create partnerships between families and the student's school to promote the social, emotional, and academic growth of students. The R.E.A.L. program will link school programs and events to improved student learning and equip parents with the skills to help their children learn at home. R.E.A.L. plan mentor teachers will work with students to assist them in becoming more reflective regarding their learning, interests and needs. These teachers will help students develop a level of self-advocacy that reflects those interests and needs. Great teachers understand that Relationships with Educators Accelerate Learning.

The P-Tech program will provide students with an extended school day and school year beyond the traditional schedule to allow even more individual support for students. The result will be students beginning their post secondary options and completing an Associates Degree.

**(ii) Variety of High-Quality Instructional Approaches and Environments.** St. Vrain will develop and nurture effective STEM partnerships, and expand upon relationships we presently enjoy with businesses such as IBM and higher education institutions such as University of Colorado at Boulder. St. Vrain will offer elementary students in need of additional literacy and math support an opportunity for more time to learn by providing them with an augmented school year which will focus on improving the student literacy and math performance for students at the elementary level. The augmented school year will offer acceleration and intervention to close the achievement gap in literacy and math, and support students with improved preparedness to access rigorous

programming options at the secondary level.

Middle school students will receive an additional environment in which to learn through the Telementoring program. Experts in various career fields will virtually work with students to support the student's project-based learning experiences. Middle school students will experience a STEM integrated curriculum which provides students with the student directed, teacher facilitate instructional approach.

For high school students the Innovation Center will provide a learning environment which will have an instructional approach built on the engineering design model. Students will engage in problem solving workshops and develop projects. In year four of this project St. Vrain will institute P-Tech. This program will support the personalized learning environment by providing an option to students who are not on track for the four year STEM Academy but who are interested in STEM and a postsecondary engineering field option with a two-year degree. This program connects students in high school directly to a two year college, where through articulation agreements they may further seek a four year degree. The P-Tech model integrates community experts for business and higher education providing tech focused internships, jobs, and AA degree opportunities. High school students also receive engineering lessons and activities from the University of Colorado at Boulder (CU) through their National Science Foundation Grant and graduate students from CU who provide project-based learning advisement from St. Vrain's Investing in Innovation Development Grant.

**(iii) High-Quality Content.** Inclusion of more real-world, project-based learning assignments, will help students make connections to science, technology, engineering and mathematical topics and promotes development of a lifelong interest in STEM careers by underrepresented student populations (NAS, 2010; Knight, et al., 2011). The integration of STEM and the engineering design process into core curricular areas will provide all students with opportunities to demonstrate thinking and creative solutions to real world problems and challenges in science and math content areas. Students at all levels will have access to iPads with literacy, language, and STEM rich applications and software. **The implementation of STEM with a focus on the Colorado Common Core Standards integration will provide the needed additional rigor to support all students in moving to higher**

**levels of proficiency and application of knowledge.**

**(iv) Ongoing and Regular Feedback.** Each ICAP is accessible to educators, students, parents, legal guardians, and Approved Postsecondary Service Providers and contains the student’s academic progress including the courses taken, any remediation or credit recovery and any concurrent enrollment credits earned. St. Vrain uses multiple assessments to provide frequent feedback to students on their performance progress with all assessment data and results available for review providing information which influences the ICAP plan and goals.

During the design process in project-based learning activities teachers will enable students to see assessment as a means of describing their learning. Teachers will develop and implement opportunities for students to share their learning at the end of a unit of learning. A district Assessment team will be leaders in defining the formulation of an assessment plan as part of the first year of this plan implementation. Their work will include partnering with the outside evaluator to reduce barriers to successful program implementation and fidelity.

**(A) Frequently Updated Individual Student Data.** As explained above, the ICAP is a compendium of student information that aligns college and career goals with a deliberate plan of courses, a record of all achievement and relevant assessments, a college and career plan, as well as a record of progress towards those plans. St. Vrain will also utilize the Galileo Online Standards Based Assessment to provide structured and standardized benchmark assessments on a quarterly basis for the external evaluator to measure student progress. This data-driven decision making system will provide staff with valuable formative and benchmark assessment data that will inform instruction and success of the program as a whole. These assessment systems provide valid, reliable assessments aligned to the Colorado state standards. The assessment also provides a broad range of online modules offering rapid and flexible access to innovative assessment, reporting, instruction and intervention tools which result in immediate feedback, the ability to forecast and track individual student progress towards standards mastery, and the ability to inform instructional decisions. We will annually compare the learning outcomes of students on measures of standardized math and literacy, based on, PALS, DRA2, Galileo, and the Transitional Colorado Assessment Program (TCAP). St. Vrain also utilizes the ACT as a measure of

college- and career readiness. These assessments and data will link to the students ICAP and the Alpine APASS data warehouse system. Each ICAP portfolio shall be transferable in print or electronic form for internal and external district use so that when a student transfers from one school or district to another, his/ her career and academic plans follow him/her.

**(B) Personalized Learning Recommendations.** The ICAP provides results that are relevant to the student's level of post-secondary and workforce readiness. The ICAP encourages the student's development of a résumé, application for relevant scholarships, and preparation of financial aid application including the FAFSA with the student's parent or guardian. Students are guided towards participation in internships, summer jobs, part-time work or school activity based on their specific goals. Documentation of students continued and deepened involvement in contextual and service learning activities, strategically based on the student's goals. Contextual and Service Learning include connections between school-based instruction and work, careers, and learning that occur beyond the school afforded in both new and existing programs.

St. Vrain Valley School District assures the U.S. Department of Education that the State of Colorado has adopted college- and career ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards as provided in Colorado's NCLB Waiver Request, Appendix 4, page 186.

St. Vrain's P-Tech program will develop student's college- and career- readiness. Student learning is focused from grade nine on, through a six-year scope and sequence of high school and college coursework to ensure that students will earn an Associate degree.

Currently, a foundation has been established with Front Range Community College whose faculty teaches 12 college entry level courses at Skyline each year. These courses are guaranteed transfer credit to any four-year institution in Colorado. Students must pass the Accuplacer exam to be placed in a FRCC course. This test is taken during 10<sup>th</sup> grade spring semester. Approximately 100 students are currently accessing these courses. The P-Tech curriculum is aligned with the Common Core standards as the foundation for learning in college, particularly higher education institutions with strong math, science and engineering programs. As

part of creating the early college culture, students immediately participate in other aspects of the college environment, engaging with college faculty and students. Through the P-Tech program St. Vrain students will participate in an ongoing, sequenced Workplace Learning curriculum informed by current and future industry standards that includes career goals, mentoring, guest speakers, workplace visits and internships. Minimum requirements for entry-level IT jobs, as provided by IBM and other industry partners, will be mapped to the curriculum and serve as academic benchmarks and targets. A cadre of industry advisors will be available to ensure St. Vrain's programs align with industry needs.

**(v) Accommodations and High-Quality Strategies for High-Need Students.** 63% of the students served by these proposed projects are high-need students. The whole program is designed around their needs. Activities such as the Augmented School Year, myON reader, and 1:1 technology devices within the Innovation Center, the ICAP, and R.E.A.L. are all designed to help high-need students ensure that they are on track toward meeting college- and career-ready standards or college- and career-ready graduation requirements. Our STEM programs and project-based learning opportunities will integrate vocabulary and language development, based on the needs of second language learners.

**(c) Mechanisms to Provide Training and Support to Students.** Lead counselors will coach and mentor counselors and both will work with students to ensure they understand and can fully access and utilize all the benefits of the ICAP and REAL plan so that the student can self-manage their own learning.

**High-Quality Plan.** The St. Vrain High Quality Plan for Learning is listed below in Table 9.

**Table 9 - High Quality Plan to Improve Learning by Personalizing the Learning Environment**

<b>Goal</b>	<b>Activities</b>	<b>Timelines</b>	<b>Deliverables</b>	<b>Responsible Party</b>
Develop a Personalized Learning Environment	Develop, train, implement and horizontally integrate the ICAP	Sept 2013 and on-going	Each student grade 5-12 has an ICAP	Lead Counselor
	REAL plan implementation	Sept 2013 and on-going	Each K-12 at risk student has the opportunity for a R.E.A.L. Plan	Lead Counselor
	1:1 Digital Devices	1:1 Ratio achieved by Jan 2016	Each grade Innovation Center student has a technology device	IT Technician
	Training students on ICAP	Sept 2013 and on-going	Students can access and utilize their ICAP	Lead Counselor
	Telementoring Organization contact and agreement	April 2013	100 students from each MS site has a Telementor	STEM Coordinator
Individual tailored learning opportunities	STEM in Elementary and Middle School	Sept 2013	Literacy, Math, and emerging Science have integrated STEM into the curriculum	STEM Coordinator
	Innovation Center	Sept 2013	Innovation Center	Innovation Center

			Opens	Director and Skyline HS Principal
	Project-Based Learning	Jan 2013 in high school, Sept 2013 for elementary and middle school	Project-Based Learning is integrated into the curriculum	STEM Coordinator
	STEM in High School	Jan 2013	STEM is integrated into the High School Curriculum	STEM Coordinator
	Augmented School Year	July 2013	High-need students receive accelerated literacy interventions	Principals
	P-Tech	Sept 2016	P-Tech program begins	Innovation Center Director P-Tech Director

**(C)(2) Teaching and Leading (20 points)**

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

Teaching and Leading: An approach to teaching and leading that helps educators (as defined in this notice) to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice) by enabling the full implementation of personalized learning and teaching for all students such that:

- (a) All participating educators (as defined in this notice) engage in training, and in professional teams or communities, that supports their individual and collective capacity to—
  - (i) Support the effective implementation of personalized learning environments and strategies that meet each student’s academic needs and help ensure all students can graduate on time and college- and career-ready;
  - (ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches (e.g., discussion and collaborative work, project-based learning, videos, audio, manipulatives);
  - (iii) Frequently measure student progress toward meeting college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements (as defined in this notice) and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators; and
  - (iv) Improve teachers’ and principals’ practice and effectiveness by using feedback provided by the LEA’s teacher and principal evaluation systems (as defined in this notice), including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.
- (b) All participating educators (as defined in this notice) have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements (as defined in this notice). Those resources must include—

- (i) Actionable information that helps educators (as defined in this notice) identify optimal learning approaches that respond to individual student academic needs and interests;
- (ii) High-quality learning resources (e.g., instructional content and assessments), including digital resources, as appropriate, that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and the tools to create and share new resources; and
- (iii) Processes and tools to match student needs (see Selection Criterion (C)(2)(b)(i)) with specific resources and approaches (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.

(c) All participating school leaders and school leadership teams (as defined in this notice) have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice). The training, policies, tools, data, and resources must include:

- (i) Information, from such sources as the district's teacher evaluation system (as defined in this notice), that helps school leaders and school leadership teams (as defined in this notice) assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement; and
- (ii) Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps (as defined in this notice).

(d) The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals (as defined in this notice), including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be

found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Eight pages

**(C)(2) Teaching and Leading.**

The Academic Excellence through STEM Innovation program will create a model feeder system with rigor, support, and improved graduation opportunities which will meet the needs of all students, with a particular focus on our at risk students. The new program will be replicable and sustainable and personalized for each student.

**(a) Educator Engagement in Training.**

**(i) Training the Supports Effective Implementation of Personalized Learning Environments.** STEM coordinators will plan, implement, and conduct teacher professional development workshops for teachers, centered on inquiry based STEM learning and data collection using identified technology and assessment. Teachers will participate in data-driven dialogue practices that will define student need and gaps in the curriculum. Teachers will develop observational tools using iPads and video taping of student work periods to evaluate student progress and inform teacher practice. This necessary component of the program will include technology rich professional development supports and tools for teachers to use daily to collate student data to be used to define necessary intervention. The professional development plan will mirror each of the personalized plans by:

- 1) Defining specific methods for monitoring student successes and challenges following graduation,
- 2) Defining and developing an ICAP that effectively monitors student progress toward reaching graduation goals,
- 3) Hiring full time STEM coordinators at each grade span and in each elementary school to develop curricular opportunities and options,

- 4) Designing and implementing a Professional Development plan that prepares teachers for the expansion of the STEM program, and
- 5) Designing and implementing a professional development plan that supports teachers in monitoring student progress toward reaching successful graduation.

The STEM Coordinators from each site the Innovation Center Director and the RTTT-D Director of Programming will provide professional development focused on curriculum design, and integration of activities based on the Innovation Academy model. This professional development will focus on training teachers to effectively integrate the design process into their instructional model, and develop curriculum aligned with the Colorado Common Core Standards. This professional development will intentionally require students to engage in the process of becoming adept at using the design process; as developed by the Stanford Design School, and ultimately defining and using a rubric and technology to assess how students are progressing in core content areas as well as in using the design thinking process. Teachers will also learn to integrate meaningful research and technology use into their core curriculum. This project will provide professional development to our teachers on the use of technology within the classroom to conduct assessments. In addition to the professional development that St. Vrain staff conducts, St. Vrain will access a STEM Specialist from the Colorado Department of Education for STEM training in alignment with the Colorado Common Core. St. Vrain has budgeted for the use of a consultant for our design process and our P-Tech Academy. St. Vrain also has access to NSF funded graduate students from the CU College of Engineering.

St. Vrain Lead Counselors will work with students and teachers to implement the Individual Career & Academic Plans (ICAP) plan and train teachers and counseling staff to personalize each student's progress and documentation and include teaching staff and family in the process. Documenting each student's goals, learning style and modality, and a longitudinal school record of each student's individual progress will lead to a more informed, responsive and beneficial system for all students.

**(ii) Adaption of Content and Instruction.** All teachers will engage in an action research process where they identify areas of student need and apply technology resources as tools to increase student achievement. Teachers will work in collaborative teams

that will focus on an identified need and work with STEM Coordinators within each grade span to reduce the achievement gap and produce significant improvements in early literacy and math. Teachers will align STEM integrated curriculum and project-based learning with common core state standards. Teachers will engage in collaborative unit planning and in project-based learning to integrate common core state standards, and vocabulary and language based on the needs of second language learners. Teachers will use a STEM Planning template at the elementary level to document units. Elementary teachers will also develop a school-wide PK-5 project-based learning program map. Teachers will engage in trans-disciplinary planning which emphasizes connections between curriculum areas and use of a range and balance of STEM learning and teaching strategies.

**(iii) Measure Student Progress.** Teachers in Kindergarten through grade 12 will use a Data-Driven Decision Making system facilitated through the use of the Galileo Online standards based assessment. This assessment tool will provide staff with valuable formative and benchmark assessment data that will inform instruction for each specific student. The assessment will provide the targeted schools effective ways to integrate research-based assessment, school information management systems, and curriculum. The assessment will allow the linkages of assignments, web-based grade book, and online testing with district goals and state standards for learning. Staff will also participate in data driven dialogue practices that would be helpful in defining student need and gaps in the curriculum. Teachers will integrate assessment in Project-based learning. Teachers will also use a range and balance of assessment strategies and a range and balance of reporting and recording strategies.

Teachers will have access to assessment data from the Alpine Achievement data warehouse system. This system uses Academic Pathways to Access and Students Success (APASS) which identifies and disseminates information about new and emerging academic pathways that extend from high school to college and enhance transition to postsecondary education for underserved students, particularly underrepresented minority, low-income, and first-generation students. Information from that program can be personalized with each student's individual plans: IEP, READ plan, ELL plan, RtI plan under one a single APASS heading. Student data for personalized plans will be used for every student with links to their ICAP plan when those students transition to high school.

**(iv) Improve Teachers' and Principals' Practice and Effectiveness Using Feedback.** St. Vrain will improve teachers' and principals' practice and effectiveness by using feedback provided by the District's s teacher and principal evaluation systems. This will include frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.

**(b) Access to Tools, Data, and Resources.**

**(i) Actionable Information.** St. Vrain will provide teachers with training on the Alpine Achievement APASS data warehouse system, Infinite Campus to include the Parent Portal and the ICAP. Lead Counselors will train our 5th grade teachers and one School Counselor in each elementary school Students can direct their activity and store information for their ICAP in College in Colorado. These systems will provide teachers, counselors, school leaders, and other staff with access to data and analysis that will allow them to accelerate students towards meeting college- and career-readiness requirements. Personalized information will be provided through the students IEP, READ plan, ELL plan, RtI Plan, DRA2 assessment, Data-Driven Decision Making system facilitated by the Galileo Assessment, PALS, and DRA2 These tailored resources will provide educators with the tools and resources with which to triangulate information to determine the optimal learning approaches that the student best responds to.

**(ii) High-quality Learning Resources.** St. Vrain teachers and students will have access to high-quality learning resources as discussed in section (A)(3) and (C)(1). This includes the: Galileo, PALS, and DRA 2 ; myON reader to improve literacy at home; (b)(4) for technology integration; professional development; conferences; a knowledge management system; learning management systems; advisement from consultants, business partners, and mentors; and other resources provided by St. Vrain.

**(iii) Processes and Tools to Match Student Needs with Specific Resources.** St. Vrain will provide each teacher with an (b)(4) for data collection. St. Vrain has developed processes for our assessment and feedback on student learning. St. Vrain will develop processes for the R.E.A.L. plan and ICAP.

**(c) Leaders Have Training, Policies, Tools, Data, and Resources for an Effective Leadership Teams.**

**(i) Teacher Evaluation System.** St. Vrain is on the forefront in implementing the principal and teacher evaluation system in the

State of Colorado. St. Vrain was part of the Colorado Department of Education pilot of the new Principal Evaluation System in 2011-2012 and the 2012 – 2013 teacher evaluation pilots. This pilot was highlighted in an article in the New York Times which focused on St. Vrain’s implementation of the pilot (see Attachment I at the Appendix). In this evaluation system teachers are rated on Quality Standards that measure professional practice and student learning over time. Half of the evaluation is based on the five Quality Standards that measure professional practice: content knowledge, establish classroom environment, facilitate learning, reflect on practice and demonstrate leadership. St. Vrain measures the Quality Standards using the state-developed rubric that identifies the practices necessary to achieve the standards. The sixth Quality Standard, student growth, will account for the other half of the evaluation. The standard is based on multiple measures of student growth or student learning over time, not a single assessment. If a teacher teaches a subject that takes the statewide summative exam, it is used as one of the multiple measures.

The rubric for evaluating Colorado assesses that:

- 1) Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students.
- 2) These teachers strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success.
- 3) Effective Teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration.
- 4) Effective Teachers develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation.
- 5) Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment.
- 6) Effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

**(ii) Training, Systems and Practices to Continuously Improve School Progress Toward Goals.** St. Vrain has budgeted for the 19,280 hours of direct teacher stipends for professional development and 7,920 hours of substitutes to release teachers for professional development as listed below in Table 10.

<b>Table 10 - Professional Development Topics</b>
Inquiry-based Learning
STEM Curriculum Development
Engineering Design Process
Galileo Assessment
Alpine APASS
ICAP
Monitoring and mentoring of students regarding graduation and college and career readiness
Infinite Campus Parent Portal
STEM integration
Innovation Academy best practice
Tier I intervention and Best Practice using the district designed and implemented Tier I Best Practices Document
myON Reader reports and student progress monitoring
R.E.A.L. plan implementation
Innovation Center plan and implementation
Targeted intervention in reading and math for elementary
Navigator math for middle school math teachers
Alpine Achievement use

Project-based learning
Integrating Technology into the Classroom
Assessment systems (Galileo Assessment, PALS, and Gold Teaching Strategies)

**(d) High-Quality Plan for Increasing Effective and Highly Effective Teachers and Principals.**

**Table 11 - High Quality Plan for Teaching and Leading**

<b>Goal</b>	<b>Activities</b>	<b>Timelines</b>	<b>Deliverables</b>	<b>Responsible Party</b>
Produce effective and highly effective teachers and principals	Professional Development	Mar 2013 and on-going	Teachers receive training as per Table 10	STEM Coordinator
	Action Research Process	Sept 2013	STEM is aligned with common core standards	STEM Coordinator
	Measure Student Progress and Access to assessment systems.	Feb 2013 and on-going	Teachers have the tools, resources and training to measure student progress to inform instruction	RTTT-Director of Programming
	Implement Teacher and Principal Evaluation System	Principal Sept 2011 and on-	Teachers and principals are evaluated to determine	Superintendent of Schools

		going, Teacher Sept 2012 and on- going	effectiveness and provided feedback to inform improvement and development	

#### **D. LEA Policy and Infrastructure (25 total points)**

The extent to which the applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined in this notice), and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed. The quality of the plan will be determined based on the extent to which—

##### **(D)(1) LEA practices, policies, rules (15 points)**

The applicant has practices, policies, and rules that facilitate personalized learning by—

- (a) Organizing the LEA central office, or the consortium governance structure (as defined in this notice), to provide support and services to all participating schools (as defined in this notice);
- (b) Providing school leadership teams in participating schools (as defined in this notice) with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and noneducators, and school-level budgets;
- (c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;
- (d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways; and
- (e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners; and

##### **(D)(2) LEA and school infrastructure (10 points)**

The LEA and school infrastructure supports personalized learning by—

- (a) Ensuring that all participating students (as defined in this notice), parents, educators (as defined in this notice), and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal;
- (b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online

support, or local support);

(c) Using information technology systems that allow parents and students to export their information in an open data format (as defined in this notice) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and

(d) Ensuring that LEAs and schools use interoperable data systems (as defined in this notice) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Seven pages

**(D)(1) LEA Practices, Policies, and Rules.**

**(a) Central Office or Governance Structure Organization.**

St. Vrain has already taken action to organize the central office, to provide support and services to all participating schools who are implementing STEM at our priority schools. This includes appointing an Executive Director for Priority Schools which includes Skyline High School and its feeder elementary and middle schools.

**(b) Providing School Leaders Flexibility and Autonomy.** St. Vrain provides school leadership teams in participating schools with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing

models, roles and responsibilities for educators and non-educators, and school-level budgets.

**(c) Student Opportunities to Progress and Earn Credits Based on Demonstrated Mastery.** Skyline High School in collaboration with the College of Engineering and Applied Science at the University of Colorado at Boulder is one of only two schools in the state of Colorado that is able to offer a direct partnership opportunity to its students; guaranteed admission into the College of Engineering and Applied Science at the University of Colorado Boulder. This is possible because Skyline High School has spent the last 4 years designing, implementing, and enrolling students to its one-of-a-kind Science, Technology, Engineering, and Mathematics (STEM) program. The P-Tech program; which will begin planning stages in 2015-2016, provides students opportunities that are adaptable to the student. Each student moves through a personalized academic pathway that is closely monitored by his or her teachers and advisors, based on their individual needs and performance. While the school meets all state mandates for regents and courses, the pace at which the student moves through the high school and associate degree requirements is personalized, and the requirements sequences are intricately intertwined. While all students are expected to meet high school requirements and earn their associate degree in six years, some may proceed at an accelerated pace to earn their associate degree in a shorter time.

**(d) Student Opportunities to Demonstrate Mastery.** St. Vrain will provide students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways. The STEM activities allow for teacher facilitated, student directed learning which allows the student to follow their learning path. Through the ubiquitous integration of technology and the provision of Telementor the student may access world-wide resources to assist with their learning.

**(e) Provide Learning Resources and Instructional Practices that are Adaptable and Fully Accessible.** St. Vrain will provide learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners.

**(D)(2) LEA and School Infrastructure.**

**(a) Access to Content, Tools, and Learning Resources.** The St. Vrain Valley School District provides a number of electronic tools

and resources that provide students with access to their own educational data as well as to learning resources that are appropriate for their immediate use in a variety of situations. St. Vrain will provide students who work in the Innovation Center with 1:1 technology devices. Students participating in STEM activities in middle school and elementary school will have access to iPads and laptop carts. The implementation of STEM at the middle and elementary schools encourages the technology focus that is afforded with increased technology integration and intentional use. We will be working in this feeder to increase the technology access and use and see this grant as the beginning support toward reaching a goal of systematic technology integration to provide efficiency, engagement and productivity for every student.

**(b) Technical Supports.** St. Vrain provides access for all schools, students, staff and families to Atomic Learning, a software tutorial service that provides a continuously available “just in time” resources to support technology learning. At sites where students take devices home, these devices themselves can be portals for accessing a variety of district resources. Teachers will use iPads to document data and camera’s to conduct observations that will produce data. St. Vrain has 7:30 – 5:00 help Desk accessibility to support all technology to include Infinite Campus and Alpine achievement, myOn, and technology integration. All staff, students, and parents have access. There are also a district blog with training videos, trouble-shooting and frequently asked questions.

**(c) Use of Information Technology and Open Data Format.** St. Vrain houses student Information in the Infinite Campus system, where it is accessible via a portal to students and parents 24-7 via the Internet. Students can access grades, schedules, test scores, and additional records at any time. These records are stored in SQL and through several additional paired systems, inform other information systems, including:

- 1) Our Alpine Achievement data warehouse, home to more assessment data;
- 2) Our IEP system, currently Encore and soon to be Enrich;
- 3.) Our district content management system, Moodle, which is a platform for teaching and learning utilized by teachers to host and conduct online courses and blended course supports for students;

4) Our Google Apps for Education environment, a custom Google tools environment where student work is created, stored, and shared among other student and teacher collaborators throughout a student's career. The student work in this system is available to students at all times and we encourage them to export that data upon their graduation so that they can take their work with them. The exports from this system are available in a variety of data formats and are completely manageable by students. We use this environment to provide email access for all middle and high school students.

**(d) Use of Interoperable Data Systems.** St. Vrain utilizes interoperable data systems that are enabled through a common authentication method. A students' records, data, and work can follow them throughout their time in the district and aren't locked down into particular school computers or servers. Our human resource, instructional management system, and budget system are also interoperable.

Table 12 below is our High-Quality Plan for Organization and Infrastructure

<b>Table 12 - High Quality Plan for Organization and Infrastructure</b>				
<b>Goal</b>	<b>Activities</b>	<b>Timelines</b>	<b>Deliverables</b>	<b>Responsible Party</b>
Meet RTTT-D requirements for project start-up	A scope of work that is consistent with its grant application and includes specific goals, activities, deliverables, timelines, budgets, key personnel, and annual targets for key performance measures	Within 100 days of award.	Scope of Work	RTTT Director of Programming, Exec. Dir. of Priority Schools
	Individual school implementation plan for participating schools	Within 100 days of award.	Implementation Plan and updated Fidelity of Implementation	RTTT Director of Programming, Exec. Dir. of Priority

			Measures	Schools
	Demonstrate that at least 40 percent of participating students in participating schools are from low-income families, based on eligibility for free or reduced-price lunch.	Within 100 days of award.	USDOE has updated Free/Reduced Lunch data on participating schools.	RTTT Director of Programming, Exec. Dir. of Priority Schools
St. Vrain has policies, systems, infrastructure, capacity, and culture to enable teachers, teacher teams, and school leaders to continuously focus on improving individual student achievement and closing achievement gaps.	Reorganize, structure, modify processes and policies to enable the personalized learning environment	Sept 2012	Environment is receptive to personalized learning	Superintendent of Schools, Board of Education
	School Leaders have requisite amounts of autonomy and flexibility	Sept 2012	School Leaders have an environment which is conducive to innovation and personalized learning.	Superintendent of Schools, Board of Education
Infrastructure includes 21 <sup>st</sup> Century Technology	1:1 Digital Devices	1:1 Ratio achieved by Jan 2016	Each Innovation Center student has a technology device	IT Technician

	Technology Supports	Mar 2013	Teachers, student, and parents have access to technology supports	IT Technician

## **E. Continuous Improvement (30 total points)**

Because the applicant's high-quality plan represents the best thinking at a point in time, and may require adjustments and revisions during implementation, it is vital that the applicant have a clear and high-quality approach to continuously improve its plan. This will be determined by the extent to which the applicant has—

### **(E)(1) Continuous improvement process (15 points)**

A strategy for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The strategy must address how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff;

### **(E)(2) Ongoing communication and engagement (5 points)**

Strategies for ongoing communication and engagement with internal and external stakeholders; and

### **(E)(3) Performance measures (5 points)**

Ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. For each applicant-proposed measure, the applicant must describe—

- (a) Its rationale for selecting that measure;
- (b) How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern; and
- (c) How it will review and improve the measure over time if it is insufficient to gauge implementation progress.

The applicant must have a total of approximately 12 to 14 performance measures.

The chart below outlines the required and applicant-proposed performance measures based on an applicant's applicable population.

(Note: A table is provided below to support responses to performance measures in the applicant's *narrative*.)

Applicable Population	Performance Measure
All	<ul style="list-style-type: none"> <li>a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice); and</li> <li>b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).</li> </ul>
PreK-3	<ul style="list-style-type: none"> <li>a) Applicant must propose at least one age-appropriate measure of students' academic growth (e.g., language and literacy development or cognition and general learning, including early mathematics and early scientific development); and</li> <li>b) Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development).</li> </ul>
4-8	<ul style="list-style-type: none"> <li>a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice);</li> <li>b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and</li> <li>c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form;</li> <li>b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice);</li> <li>c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready;</li> <li>d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and</li> <li>e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.</li> </ul>

**(E)(4) Evaluating effectiveness of investments (5 points)**

Plans to evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology, and to more productively use time, staff, money, or other resources in order to improve results, through such strategies as improved use of technology, working with community partners, compensation reform, and modification of school schedules and structures (e.g., service delivery, school leadership teams (as defined in this notice), and decision-making structures).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant’s success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

In determining whether an applicant *has “ambitious yet achievable” performance measures and annual targets*, peer reviewers will examine the applicant’s performance measures and annual targets in the context of the applicant’s proposal and the evidence submitted in support of the proposal. There is no specific annual target that peer reviewers will be looking for here; nor will higher targets necessarily be rewarded above lower ones. Rather, peer reviewers will reward applicants *for developing “ambitious yet achievable” performance measures and annual targets* that – in light of the applicant’s proposal – are meaningful for the applicant’s proposal and for assessing implementation progress, successes, and challenges.

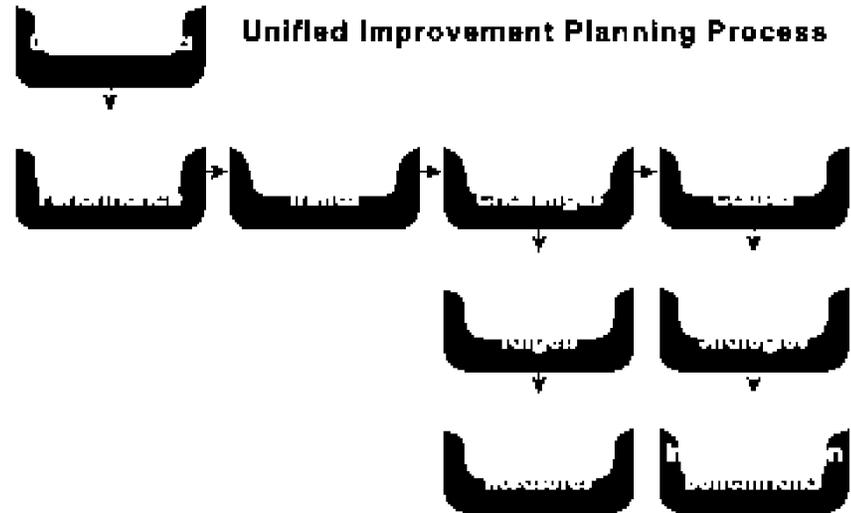
Recommended maximum response length: Eight pages (excluding tables)

**(E)(1) Continuous Improvement Process.**

St. Vrain individual schools and the District improve student learning and system effectiveness by engaging in a cycle of continuous improvement to manage our performance. To support this purpose, the District requires each school to create an annual improvement

plan. The District also creates a similar plan. The Colorado Department of Education has developed a unified improvement planning template and processes to support schools and districts in their performance management efforts. The Unified Improvement Plan (UIP) template has been designed to meet both state and federal accountability requirements.

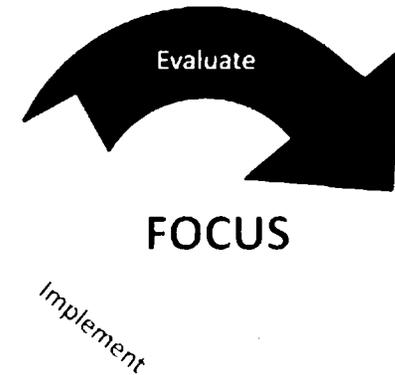
Unified Improvement Planning (UIP) was introduced to streamline the improvement planning components of state and federal accountability requirements. The common UIP template and planning processes used represent a shift from planning as an “event” to planning as a critical component of “continuous improvement.” This process reduces the total number of separate plans schools and districts are required to



complete with the intent of creating a single plan that has true meaning for its stakeholders. Because schools and districts are required to publicly post their improvement plans through the state department of education web site ([www.schoolview.org](http://www.schoolview.org)), Unified Improvement Planning also provides a mechanism for external stakeholders to learn about schools’ and districts’ improvement efforts.

Based on the Colorado Achievement Plan for Kids (SB212-08), the primary purpose of improvement planning is to align efforts to: **Ensure all students exit the K-12 education system ready for postsecondary education, and/or to be successful in the workforce, earning a living wage immediately upon graduation.** In addition, the federal Elementary and Secondary Education Act (ESEA) requires that improvement planning be focused on ensuring that all students in the state reach proficiency in English language arts/reading and mathematics.

The diagram depicted here illustrates the theory of action behind Colorado’s approach to improvement planning. By engaging in a continuous improvement cycle to manage performance, districts and schools will improve their effectiveness and the outcomes for students. That cycle includes: **Focus** attention on the right things (performance indicators); **Evaluate** performance by gathering, analyzing, and interpreting data about performance; **Plan** improvement strategies based on performance data and root cause analysis; and **Implement** planned improvement strategies. Then, enter the cycle again multiple times throughout the school year: **Evaluate** (or monitor) performance (based on interim measures) and implementation of improvement strategies (based on implementation benchmarks) at least quarterly. Make adjustments to **planned** improvement strategies, and **implement** revised strategies, as needed.



Through the Colorado state accountability system, districts and schools are assigned to one of four “plan types.” They are: Performance, Improvement, Priority Improvement, and Turnaround. These plan types identify which schools and districts will receive greater attention from the state – in terms of both increased state scrutiny of their plans and additional state support. Regardless of state plan type assignment, beginning in 2011-12, all districts uses the same district UIP template and all schools use the same school. The goal of St. Vrain is to have all individual schools and the district as a whole reaching a Performance or Advanced level identification based on the criteria outlines in the Colorado State accountability system. See current district performance and individual school performance indicators on the attached documents for 2011 and 2012.

**(E)(2) Ongoing Communication and Engagement.**

St. Vrain will establish a web site for the RTTT-D project which will provide information on the program to include updated results from our external evaluator. St. Vrain will make broadly available through formal (e.g., peer-reviewed journals) or informal (e.g., newsletters) mechanisms, and in print or electronically, the results of any evaluations it conducts of its funded activities. We will

work with our community and business partners to provide a broader dispersion of our research.

Publicity and dissemination of our results has resulted in news coverage and local attention to The STEM Academy and the Innovation Center. The new programs will increase academic rigor but it will also lead to career paths other than that of a four year degree. We anticipate the collaborative Innovation Center will result in further interest and support from the community and businesses in the STEM Academy and will also attract interest and support from local, regional, State and Federal agencies and representatives. For example, Diana Huffman and Helen Littlejohn from the U.S. Department of Education's Office of Communications and Outreach toured the Academy in 2012. This, in turn, resulted in local press coverage and renewed interest in St Vrain's activities.

The District has a website for improvement planning <http://blogs.stvrain.k12.co.us/aci/>. This planning process is linked to school and district accreditation and is published annually for the community. Also, each school is required to plan a Parent Update meeting each fall to invite parents into the school and review the results of the Framework and plan identification, ask questions and review the components of the Unified Improvement Plan at that site.

St. Vrain leadership will establish a RTTT-D Leadership Advisory Team to include project teachers from each level, administrators, parents from each level, and business leaders. This Advisory team will meet monthly for the course of the grant to review grant progress, support definition of the R.E.A.L. plan, make recommendations, and provide feedback.

**(E)(3) Performance Measures.**

**(a) Rationale for Selecting Measure.** Measures were selected to provide us with progress monitoring at critical points in the students learning to include 3<sup>rd</sup> grade, 8<sup>th</sup> grade and at summative periods in high school. Measures were also selected based on our ability to baseline the measures. Measures were also selected to provide a well rounded view of the student to include literacy, math, non-cognitive behavior, and college- and career-readiness.

**(b) How the Measure will Provide Rigorous, Timely, and Formative Leading Information.** The measures are set at aggressive, yet achievable increases. St. Vrain has chosen measures which will provide information on the success of the program at key times

within a student's development at grade 3 and 8 and summative measures at grades 10-12. We have also chosen measures which will provide us information in literacy and mathematics, as well as non-cognitive, career, and college- and career-readiness.

**(c) Review and Improvement of the Measure Over Time.** Please see Performance Measure tables below for our proposed measures. We will collect, analyze, and disseminate data to project personnel and the US DOE to ensure that timely and informed decisions about implementation are made throughout the life cycle of the program. Implementation is not a static event; it is a process that occurs over time, therefore systematic monitoring and feedback for implementation is particularly helpful (Fixsen, et al., 2005). According to Durlak and DuPre (2008), periodic checks of implementation can be helpful in identifying struggles and ensuring that successful implementation takes place. One tool for identifying the levers that will facilitate the feedback of information to our program is a logic model (see Attachment B at the Appendix). Our logic model serves as a graphical depiction of the program theory. It provides a sound theoretical foundation from which to conduct the program evaluation, spells out desired outcomes, and dissects the crucial pieces of our plan, including program inputs, activities, outputs, and the extent to which activities have targeted the intended audience (Kellogg Foundation, 2004). To avoid program drift, we will revisit the logic model with stakeholders semi-annually to assess fidelity between the projects as planned to the project in action, and help ensure that program activities are planned with a sufficient level of frequency, intensity, and duration to produce the desired outcomes.

**(E)(4) Evaluating Effectiveness of Investments.**

St. Vrain will conduct an independent evaluation of the RTTT-D grant. Upon award St. Vrain will contract with EPI International, Inc. (EPI) to conduct the evaluation of the RTTT-D grant. St. Vrain and EPI will work with the Department and with the national evaluator or another entity designated by the Department to ensure that data collection and program design are consistent with plans to conduct a rigorous national evaluation of our program and of specific solutions and strategies we pursue. St. Vrain will include in contracts with external vendors provisions that allow contractors to provide implementation data to the Department, the national evaluator, or other appropriate entities in ways consistent with all privacy laws and regulations. St. Vrain and our contracted evaluator EPI will develop; in consultation with the national evaluator, a plan for identifying and collecting reliable and valid baseline data for

program participants. St. Vrain and EPI will share metadata about content alignment with college- and career-ready standards and use through open standard registries and will make all project implementation and student data available to the Department and its authorized representatives in compliance with FERPA, as applicable. Furthermore, St. Vrain will make public requests for information and requests for proposal developed as part of this grant, consistent with the requirements of State and local law.

To further facilitate the scale-up through-out the district, and dissemination and replication of this project the formative evaluation will contain a complete description of planning and start-up activities to include a look back on the planning history and a description of obstacles and barriers and how they were overcome and a description of assumptions and facts that proved true or not. The formative evaluation will also contain information about each project, activity, and intervention. Our summative evaluation will include actual data and analysis as guided by the outcomes in section (A)(3) goals and (E)(3) performance measures. The project evaluation will also include quarterly site visits for the purpose of teacher observations, observation of professional development activities, implementation of surveys, focus groups, observation of student performance, and participation in the advisory team. This will allow us to determine necessary course corrections; increase fidelity; determine general acceptance of the program; generate descriptive speaking points from students, teachers, and parents; and generate improvements to the project. Through the course of each site visit the evaluator will make at least two observations of each activity and intervention contained in this proposal to include our budget. Our outcome measures comprise a set of performance measures, which include benchmarks to allow us to monitor our formative and summative progress. This includes the measurement of process, and short-term and long-term outcomes. We will employ multiple evaluation measures to include collection and analysis of quantitative data, surveys, focus groups, interviews, and measures of fidelity of implementation.

**(E)(3) Performance Measures – Required for all applicants**

Performance Measure (All Applicants – a)																		Applicable Population: All participating students	
a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).																			
		Baseline [2012-2013]			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Highly Effective Teacher or Principal	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
All participating students	Teacher	633	5,757	11%	633	5,757	11%	661	5,887	11%	687	6,000	11%	686	5,880	12%	708	5,950	12%
	Principal	288	5,757	5%	288	5,757	5%	309	5,887	5%	331	6,000	6%	340	5,880	6%	362	5,950	6%
Hispanic	Teacher	297	2,700	11%	297	2,700	11%	305	2,714	11%	317	2,766	11%	316	2,711	12%	327	2,743	12%
	Principal	135	2,700	5%	135	2,700	5%	142	2,714	5%	152	2,766	6%	157	2,711	6%	167	2,743	6%

Performance Measure (All Applicants – b) b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).										Applicable Population: All participating students									
		Baseline [2012-2013]			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Effective Teacher or Principal	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100
All participating students	Teacher	5,037	5,757	75%	5,037	5,757	75%	5,004	5,887	85%	5,700	6,000	95%	5,880	5,880	100%	5,950	5,950	100%
	Principal	5,037	5,757	75%	4,318	5,757	75%	4,636	5,887	79%	5,700	6,000	95%	5,880	5,880	100%	5,950	5,950	100%
Hispanic	Teacher	2,363	2,700	75%	2,363	2,700	75%	2,307	2,714	85%	2,628	2,766	95%	2,711	2,711	100%	2,743	2,743	100%
	Principal	2,363	2,700	75%	2,025	2,700	75%	2,137	2,714	79%	2,628	2,766	95%	2,711	2,711	100%	2,743	2,743	100%

**(E)(3) Performance Measures – Required for applicants with participating students in grades PreK-3**  
**(Note to applicants: Delete chart if the PreK-3 population is not part of your proposal)**

Performance Measure (Grades PreK-3 – a, b) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline [2011-2012]	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
a) improvement in the percent of students meeting state standards on the TCAP scores in grade 3 Reading by 11.5% by school year (SY) 2016-2017	3 <sup>rd</sup> Grade Reading	All participating students	74.1%	75.3%	77.4%	79.6%	81.7%	83.7%
		Hispanic	60.3%	62.0%	65.2%	68.2%	71.2%	74.0%
a) improvement in the percent of students meeting state standards on the TCAP scores in grade 3 Math by 29.1% by school year (SY) 2016-2017	3 <sup>rd</sup> Grade Math	All participating students	55.9%	69.9%	72.2%	74.5%	76.7%	78.8%
		Hispanic	41.2%	54.0%	57.5%	60.9%	64.1%	67.2%
b) a decrease in the percent of students who experience an in-school or out-of-school suspension by 42.7% for Hispanic students by school year (SY) 2016-2017.	K- 3 <sup>rd</sup> Grade Suspensions	All participating students	3.0%	2.8%	2.8%	2.8%	2.8%	2.8%
		Hispanic	5.1%	4.8%	4.4%	4.0%	3.6%	3.2%

**(E)(3) Performance Measures – Required for applicants with participating students in grades 4-8**  
**(Note to applicants: Delete chart if the 4-8 population is not part of your proposal)**

Performance Measure (Grades 4-8 – a)										Applicable Population: Grade 8, Combine Math and Literacy proficiency.								
a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice). <b>Number and Percent of students with a combined TCAP score meeting At Average or Above will increase to 99.9% participation in 2012-2013 and combined scores for all students will increase by 17.8% and for Hispanic students will increase by 25.3% by SY 2016-2017.</b>																		
Subgroup	Baseline [2011-2012]			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
All participating students	106	316	34%	155	445	34.9%	165	455	36.3%	175	464	37.7%	179	455	39.2%	188	460	40.8%
Hispanics	34	163	21%	46	206	22.1%	50	213	23.4%	54	218	24.8%	56	213	26.3%	63	225	27.9%

Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline [2012-2013]	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
b) improvement in the percent of students meeting state standards on the TCAP scores in grade 8 Reading by 29% by school year (SY) 2016-2017	8 <sup>th</sup> Grade Reading	All participating students	56.0%	69.9%	72.2%	74.5%	76.7%	78.8%
		Hispanic	38.0%	54.0%	57.5%	60.9%	64.1%	67.2%
b) improvement in the percent of students meeting state standards on the TCAP scores in grade 8 Math by 23.1% by school year (SY) 2016-2017	8 <sup>th</sup> Grade Math	All participating students	44.6%	49.6%	51.8%	53.9%	56.0%	58.0%
		Hispanic	27.6%	31.0%	34.6%	38.0%	41.3%	44.4%
c) a decrease in the percent of students who experience an in-school or out-of-school suspension by 15.4% for all students by school year (SY) 2016-2017.	4 <sup>th</sup> -8 <sup>th</sup> Grade Suspension	All participating students	12.9%	11.7%	11.5%	11.3%	11.1%	10.9%
		Hispanic	12.9%	11.7%	11.5%	11.3%	11.1%	10.9%

**(E)(3) Performance Measures – Required for applicants with participating students in grades 9-12**  
**(Note to applicants: Delete chart if the 9-12 population is not part of your proposal)**

Performance Measure (Grades 9-12 – a)										Applicable Population: [e.g., grade bands or subject areas]								
a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.																		
	Baseline [2011-2012]			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (A/B)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (D/E)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (G/H)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (J/K)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (M/N)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (P/Q)*100
All participating students	23	335	7%	42	351	12%	60	365	17%	74	350	21%	90	359	25%	103	367	28%
Hispanic				19	162	12%	28	168	17%	34	161	21%	41	165	25%	47	169	28%

Performance Measure (Grades 9-12 – b)										Applicable Population: [e.g., grade bands or subject areas]								
b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice). <b>St. Vrain will achieve a 97% increase for all students and a 200% increase for Hispanic students for college and career readiness based on the ACT assessment.</b>																		
	Baseline [Provide Year]			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
All participating students	48	335	14%	42	351	12%	60	365	17%	74	350	21%	90	359	25%	103	367	28%
Hispanic	11	154	7%	15	162	9%	20	168	12%	24	161	15%	30	165	18%	36	169	21%

Performance Measure (Grades 9-12 – c)										Applicable Population: Grade 11 <sup>th</sup> Math and Literacy.								
c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. <b>Number and Percent of students with a combined TCAP score meeting At Average or Above will increase to 99.9% participation in 2012-2013 and combined scores for all students will increase by 31.9% and for Hispanic students will increase by 93.5% by SY 2016-2017.</b>																		
	Baseline [Provide Year]			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students on track	Total # of Participating Students	% on track (A/B)*100	# Participating Students on track	Total # of Participating Students	% on track (D/E)*100	# Participating Students on track	Total # of Participating Students	% on track (G/H)*100	# Participating Students on track	Total # of Participating Students	% on track (J/K)*100	# Participating Students on track	Total # of Participating Students	% on track (M/N)*100	# Participating Students on track	Total # of Participating Students	% on track (P/Q)*100
All participating students	36	253	14%	54	351	15.4%	61	365	16.6%	63	350	17.9%	69	359	19.4%	77	367	20.9%
Hispanic	1	115	1%	5	162	3.1%	17	168	10.1%	22	161	13.7%	24	165	14.5%	26	169	15.4%

Performance Measure (Grades 9-12 – d, e) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline [2011-2012]	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
d) achieving increased scores in the percent of students at or above proficiency on the ACT English scores of 21.4% by SY 2016-2017	11 <sup>th</sup> -12 <sup>th</sup> Grade English	All participating students	32.8%	35.0%	36.8%	38.5%	40.2%	41.8%
		Hispanic	16.5%	19.2%	22.2%	25.0%	27.7%	30.2%
d) achieving increased scores in the percent of students at or above proficiency on the ACT English scores of 20.2% by SY 2016-2017	11 <sup>th</sup> -12 <sup>th</sup> Grade Math	All participating students	26.5%	26.9%	28.6%	30.2%	31.7%	33.2%
		Hispanic	8.7%	11.0%	13.9%	16.6%	19.1%	21.6%
e) a decrease in the percent of students who experience an in-school or out-of school suspension by 42.7% for all students by school year (SY) 2016-2017.	9 <sup>th</sup> -12 <sup>th</sup> Grade Suspension	All participating students	7.3%	6.6%	6.5%	6.4%	6.3%	6.2%
		Hispanic	9.0%	7.3%	7.0%	6.7%	6.4%	6.2%

## **F. Budget and Sustainability (20 total points)**

The extent to which—

### **(F)(1) Budget for the project (10 points)**

The applicant's budget, including the budget narrative and tables—

- (a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and
- (b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and
- (c) Clearly provides a thoughtful rationale for investments and priorities, including--
  - (i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and
  - (ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments; and

### **(F)(2) Sustainability of project goals (10 points)**

The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. The plan should include support from State and local government leaders and financial support. Such a plan may include a budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be

found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Six pages (excluding tables)

**(F)(1) Budget for the Project.**

**(a) Identification of Funds that will Support the Project.**

Please see attached Part IV budget narrative. All of the funds for the project will come from the RTTT-D grant funding with the exception of funds to pay for the Interventionist program which is included in the Competitive Priority Preference. St. Vrain will fund the \$223,002 a year cost out of local funds. This project is fully funded with Race to the Top – District funding. St. Vrain has local funds through a 2008 mill levy where STEM focus school dollars have been identified and will be accessed as programming becomes integrated through this grant. Skills and professional development developed through RTTT-D are the foundation for development of teacher leaders at each site. Those leaders will continue the STEM integration plan and local mill levy dollars will provide the FTE and annual training support to maintain program strength and vitality.

**(b) Reasonable and Sufficient to Support the Proposal.**

This project has significantly reasonable costs given the cost of \$708 per student per year after first year technology investments. The project has a multiplier effect that will produce approximately 265 effective teachers who are proficient in delivering intellectually based STEM content and knowledge for early learning.

**(c) Rationale for Investments and Priorities.**

**(i) Descriptions of Funds:**

Please see Part IV budget narrative for full detail of each line item on our budget. The budget includes a project director who will oversee the effort and provide the USDOE a point person for this large project. The Innovation Center will require a director,

engineer design/teacher/advisor, a project manager, and a quality control/data manager to provide the students with the necessary supports of an STEM academy that fully integrates academics, technology, and project-based learning. The budget will also fund technology supports necessary for the STEM and project-based learning activities. The high school and each middle school will each have a Lead Counselor who will train counselors, teachers, staff, students, and parents on the new personalized learning environment and all its relevant systems. Each school will have a STEM Coordinator who will work with teachers to integrate STEM into the Common Core Curriculum at each school. The project will also fund additional hours for principals and para-professionals for an augmented school day. Additionally, funds will be expended on STEM based supplies and equipment; iPads for teacher data collection and student use during projects; formative assessments; and stipends for professional development. St. Vrain will also contract with an external evaluator.

**(ii) Identification of Funds for One-Time Investments.**

The project will have one time costs of one Mac desk-top computer for each new staff and staff at the Innovation Center at \$23,382. The other onetime cost is the use of a consultant in year 4 to establish the P-Tech program for \$80,000.

**(F)(2) Sustainability of Project Goals.**

St. Vrain possesses the energy and capacity **to further develop and bring the project to a larger scale.** St. Vrain is successfully managing a US Department of Education i3 Development Award and this was highlighted by the department when the Executive Director of Priority Schools and the i3 project director, Regina Renaldi was asked to speak at the 2012 Investing in Innovation annual meeting. We are also presently scaling-up our successful Innovation Academy model to other schools. St. Vrain Valley School District successfully manages a \$197 million budget. The school district has great success in garnering positive outcomes for our innovative programs. The STEM Academy at Skyline has been fortunate to have been selected by the CU Boulder Department of Engineering to be a recipient of the fellows as part of the K-12 Engineering Program a grant funded through the National Science Foundation. Our STEM Academy has received grant and foundation supports totaling more than \$3,600,000 from 15 different public and private sources. The Education Foundation of St. Vrain Valley has awarded over \$1.3 million in the last 4

years to the District in classroom grants, community projects, technology upgrades and student scholarships.

The project will include the oversight of highly-qualified district leadership. Please see Attachment R at the Appendix for resume's and the organizational chart.

The Academic Excellence through STEM Innovation efforts will develop effective teachers and principals, and self-directed students and engaged families and students that have established a personalized learning environment that will result in high student academic achievement, the reduction of learning gaps, increased graduation rates, higher college enrollment and post-secondary completion, and citizens who are responsible and ready to participate as responsible and engaged citizens, nationally and globally in successful careers. By the end of the grant period the organization will have transformed culture, structure, processes, and policies that will continue the natural continuation of our new standard of providing personalized learning.

The projects will have created STEM and PBL integrated curriculum, highly effective teachers, the implementation and integration of an Individual Career and Academic Plan and the R.E.A.L plan. Teachers and leaders will have become effective through robust professional development programs. Skyline High School will have opened and will be sustaining through local funds an Innovation Center and will have created a P-Tech program in collaboration with an Institute of Higher Education.

St Vrain has a history of innovation with respect to the development of new STEM programs. That innovation also includes the identification of funds and community support. The educational efforts of St Vrain are of interest to parents, students and the community alike. By bringing new forms of education and broadening the base of younger students who will be prepared to pursue a program which already has a demonstrated level of academic rigor at the high school. To ensure long-term sustainability, the project leadership team, lead by the Executive Director of Priority Schools will continue to foster our partnerships with IBM and CU which have provided us with matches on two significant grants and continue to provide us support. Our Board of Education and Leadership Team will build relationships in the community and grow additional partnerships. Working throughout the grant period, the team led by the RTTT-D Director of Programming will engage in sustainability planning and implementation of that plan. As our new model is validated through our evaluation we will scale-up the program to other areas in our district starting in 2016. The

Executive Director of Priority Schools will maintain a vigilant effort to secure other funds from private sources and grants to accelerate the scale-up of the programs. St. Vrain will disseminate data, information, and practice; and bring to scale effective practices, strategies, and programs; develop an i3 project website; and provide early learning community access. All curricular material created by this project will be open source on both the St. Vrain site and OER Commons. The Department of Education and its contracted evaluator will have access to open content curricular resources that are developed through this project. Table 13 below provides the high-quality plan for sustainment.

**Table 13 - Sustainment Plan**

<b>Goal</b>	<b>Activities</b>	<b>Timelines</b>	<b>Deliverables</b>	<b>Responsible Party</b>
Establish strategic partnerships to resource sustainment	Continue to maintain partnership with IBM and CU	On-going	IBM and CU continue to support St. Vrain	Superintendent of Schools, Executive Director of Priority Schools
	Establish additional strategic partnerships	On-going	Additional partnerships are developed	Board of Education, Leadership Team
	Work to secure private or public funds to accelerate the scale-up of the program			
Sustain the program	Develop a sustainment plan	Jan 2014	A full sustainment	RTTT Director of

			plan	Programming, Exec. Dir. Priority Schools, Board of Education Representative
	Implement a sustainment plan	Feb 2014	Sustainment plan is implemented	RTTT Director of Programming, Exec. Dir. Priority Schools
	Sustainment plan meetings	Quarterly	Monitor and control implementation of Sustainment Plan	RTTT Director of Programming, Exec. Dir. Priority Schools, Board of Education Representative
Program is scaled-up to additional Elementary, Middle, and High School	Scale-up plan developed	Jun 2014	A plan to scale up programs is developed and integrated into the districts strategic plan	RTTT Director of Programming, Exec. Dir. Priority Schools
	Scale-up plan implementation	Oct 2014	Planning and preparation are made to scale-up program to	RTTT Director of Programming, Exec. Dir. Priority Schools

			an additional high school and its feeder schools	
	Scale-up occurs	Sept 2016	At least one more high school and its feeder schools have implemented a personalized learning environment	RTTT Director of Programming, Exec. Dir. Priority Schools
The Personalized Learning Environment is self-sustaining	STEM and PBL integration into the curriculum, highly effective teachers developed, Innovation Center continues, P-Tech opens, R.E.A.L. plan and ICAP integrated into systems	Sept 2017 and on-going	Project initiatives are self-sustaining through the normal flow of local funds	Executive Director of Priority School.
	The organizations culture, structure, processes, and policies have changed to remove all barriers, obstacles, and limiting factors to the self-sustained implementation of the personalized learning environment	Sept 2015 and on-going	The personalized learning environment is self-sustaining and has become part of the organizational culture, structure, processes, and policies	Entire District, Students, Families, and Community



**X. COMPETITIVE PREFERENCE PRIORITY**  
**St. Vrain Valley School District**

**Competitive Preference Priority (10 total points)**

Competitive Preference Priority: Results, Resource Alignment, and Integrated Services. The Department will give priority to an applicant based on the extent to which the applicant proposes to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students (as defined in this notice), giving highest priority to students in participating schools with high-need students (as defined in this notice). To meet this priority, an applicant's proposal does not need to be comprehensive and may provide student and family supports that focus on a subset of these needs.

To meet this priority, an applicant must—

(1) Provide a description of the coherent and sustainable partnership that it has formed with public or private organizations, such as public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions to support the plan described in Absolute Priority 1;

(2) Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both educational results and other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and family and community supports (as defined in this notice) results;

(3) Describe how the partnership would –

(a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students (as defined in this notice);

(b) Use the data to target its resources in order to improve results for participating students (as defined in this notice), with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty (including highly mobile students), family instability, or other child welfare issues;

(c) Develop a strategy to scale the model beyond the participating students (as defined in this notice) to at least other high-need

students (as defined in this notice) and communities in the LEA or consortium over time; and

(d) Improve results over time;

(4) Describe how the partnership would, within participating schools (as defined in this notice), integrate education and other services (e.g., services that address social-emotional, and behavioral needs, acculturation for immigrants and refugees) for participating students (as defined in this notice);

(5) Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools (as defined in this notice) by providing them with tools and supports to –

(a) Assess the needs and assets of participating students (as defined in this notice) that are aligned with the partnership’s goals for improving the education and family and community supports (as defined in this notice) identified by the partnership;

(b) Identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education and family and community supports (as defined in this notice) identified by the applicant;

(c) Create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students (as defined in this notice) and support improved results;

(d) Engage parents and families of participating students (as defined in this notice) in both decision-making about solutions to improve results over time and in addressing student, family, and school needs; and

(e) Routinely assess the applicant’s progress in implementing its plan to maximize impact and resolve challenges and problems; and

(6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students.

In the text box below, the applicant should describe its current status in meeting the priority and/or provide its high-quality plan for meeting the priority.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum *the evidence listed in the priority (if any), and how each piece of evidence demonstrates the applicant’s success in meeting the priority*. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Six pages (excluding tables)

**(1) Description of Coherent and Sustainable Partnership.**

St. Vrain has partnered with the Boulder County Prevention and Intervention Program (BCPIP) to promote resiliency in adolescents by providing school-based, health-related prevention and intervention services. These services are focused on strengthening students' capacities to be ready to learn, to enhance their abilities to be academically successful, and to support their positive social and emotional well-being. The BCPIP is a collaborative between the Boulder County Public Health; Boulder Valley School District; City of Boulder, Children, Youth and Family Services; City of Longmont; Mental Health Center Services Boulder and Broomfield Counties; Town of Lyons; and St. Vrain Valley School District.

Master's level Prevention/Interventionists Staff from the BCPIP will work in concert with teachers, counselors, and school leadership to provide a variety of services including: mental health and substance abuse assessments; brief solution-focused counseling; school and community trauma response, networking, and collaboration; referral and follow-up to community agencies and coordination of community-based services offered on-site at schools; consultation and action planning with school staff for prevention and intervention efforts; peer counseling and mediation programs; psycho-educational support groups; youth leadership/empowerment program support; classroom presentations; in-service training for faculty and staff; and graduate-level intern training. Prevention/Intervention staff can provide more time to work in-depth with students and families, than school counseling staff are able to commit given scheduling, guidance, and testing responsibilities.

BCPIP employs two clinical supervisors who are responsible for the clinical oversight and supervision of prevention/interventionists' caseloads. BCPIP clinical supervisors are licensed and trained in a variety of clinical theories and techniques including solution focused brief counseling. The program maintains strict clinical protocols that prevention/interventionists are required to follow, especially when confronted with student/school safety concerns. A guiding principle of the program is to incorporate state-of-the-art health practices into policies, programs, and services in order to correctly diagnose problems and support our community's youth.

**(2) Population –level Desired Results.**

The program uses data to identify and understand issues and needs of middle and high school students in the Boulder Valley and St. Vrain Valley School Districts. The program uses the Child and Adolescent Functional Assessment Scale to provide students served the program with a pre and post test. The program has proven successfully in the past and both males and females both showed statistically significant changes on all CAFAS dimensions.

**Competitive Preference Priority: Population-Level Desired Results**

<b>Population Group</b>	<b>Type of Result (e.g., educational or family and community)</b>	<b>Desired Results</b>
All Students	Behavioral	Improve behavior towards others by 30% based on pre to post paired T test, each year per intervention cohort.
Hispanic	Behavioral	Improve behavior towards others by 34% based on pre to post paired T test, each year per intervention cohort.
All Students	Behavioral	Improve mood/emotion by 27% based on pre to post paired T test, each year per intervention cohort.
Hispanic	Behavioral	Improve mood/emotion by 30% based on pre to post paired T test, each year per intervention cohort.
All Students	Behavioral	Decrease self-harmful behavior by 48% based on pre to post paired T test, each year per intervention cohort.
Hispanic	Behavioral	Decrease self-harmful behavior by 50% based on pre to post paired T test, each year per intervention cohort.
All Students	Behavioral	Decrease substance abuse by 24% based on pre to post paired T test, each year per intervention cohort.
Hispanic	Behavioral	Decrease substance abuse by 25% based on pre to post paired T test, each year per intervention cohort.

**(3) The Partnership will Operate as Follows:**

**(a) Track the Selected Indicators.** The St. Vrain external evaluator from EPI, International will collect data on the selected measures on a quarterly and annual basis. All data is collected locally in each school district and housed in the data warehouse at the Alpine APASS.

**(b) Use the Data to Target its Resources.** Based on the thorough and clear analysis of gaps and needs in section (D)(1) of the narrative and based on the fact that 46.3% of the participants in this initiative are students who are Hispanic we will target our resources on Hispanic Students.

**(c) Strategy to Scale the Model Beyond the Participating Students.** St. Vrain includes seven high schools with 36 feeder schools, of which one high school is currently participating. As part of our overall sustainability plan we will work with districts to scale-up these programs once they prove successful and as resources permit. As the BCPIP program proves successful St. Vrain's will expand it into other high schools and their feeders. As discussed in section (B)(2), St. Vrain's does provide school leaders with a high degree of autonomy and flexibility, therefore the program has to prove success to those school leaders and will have to fit in their overall goals and strategies.

**(d) Improve Results Over Time.**

Our evaluator will collect data on this program on a quarterly and annual basis. The evaluator will analyze the data and report findings to the RTTT-D advisory team which will use the continuous improvement process to improve results over time.

**(4) How the partnership will Integrate Education and Other Services.** The program will integrate with educational and counseling services by providing educators, counselors, and students with education on mental health well-being and detection, intervention, and referral training. St. Vrain schools will access the mental health care practitioners from BCPIP.

**(5) How the Partnership and Consortium will Build Capacity.**

**(a) Assess the Needs and Assets of Participating Students.**

The program uses the Child and Adolescent Functional Assessment Scale (CAFAS) (Hodges, 1990, 1994) as its outcome evaluation

tool. Annual findings from the CAFAS are analyzed by OMNI Institute, Inc., to help direct and improve program services provided to young people and their families. The CAFAS consists of eight separate scales in the following areas:

- 1) **School/Work:** Functions satisfactorily in a group educational environment
- 2) **Home:** Observes reasonable rules and performs age-appropriate tasks
- 3) **Community:** Respects the rights of others and their property and acts lawfully
- 4) **Behavior Towards Others:** Behaves appropriately towards others
- 5) **Moods/Emotions:** Appropriately modulates emotional life
- 6) **Self-Harmful Behavior:** Can cope without resorting to self-harmful behavior or verbalizations
- 7) **Substance Use:** Exhibits substance use and the extent to which it is not appropriate or is disruptive
- 8) **Thinking:** Uses rational thought processes

**Recent feedback from students and parents on the program included:**

❖ *“You have been there when no one else was... when I was at the point of giving up...without judging or just ignoring me.”* - Student

❖ *“I can breath easier now, physically and emotionally. Thank you for being with me and helping me through these scary things.”* - Student

❖ **Your communication and insight have more than allowed me to be responsive and involved.** – Parent

**(b) Needs and Assets of the Schools and Community that are Aligned with the Goal.** The program is a collaborative of many assets in the community from substance abuse to mental health providers. The program will address the mental health, behavioral, and substance abuse needs of students within the participating middle schools and the high school.

**(c) Decision-Making Process and Infrastructure to Select, Implement, and Evaluate Supports.** Through the St. Vrain RTTT-D Advisory council, St. Vrain will identify and address critical health issues and well-being indicators and propose solutions to confront those issues.

**(d) Engage Parents and Families of Participating Students.** St. Vrain will provide all students and parents' information on the services to include how to receive an appointment. Student and family participation in the program is voluntary and are available to all students in the participating school buildings, and will be provided free of charge to the student. BCPIP's will involve parents whenever possible. Support is not restricted to students who are struggling academically; however, support may focus on emotional wellness needs that, if unaddressed, could impact student academic success.

**(e) Routinely Assess the Applicant's Progress.** St. Vrain will contract with an external evaluator who will collect data on a quarterly basis. The external evaluator will also collect all summative data on an annual basis. The RTTT-D Advisory Team initially analyzes the needs and gaps for the project. This team will also assess the progress in implementing and maximizing the impact of this proposed project. The RTTT-D Advisory Team will analyze the data collected by the evaluator on a quarterly and annual basis and will use this data to inform the continuous improvement process and will make necessary changes to our plan to resolve challenges and problems.

**(6) Annual Ambitious yet Achievable Performance Measures.**

**Competitive Preference Priority: Performance Measures**

**(Note: May use performance measures from (E)(3) as appropriate)**

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Decrease in the percent of students who experience an in-school or out-of school suspension by 15.4% for all students by school year (SY) 2016-2017.	Middle school suspension for all participating students		12.9%	11.7%	11.5%	11.3%	11.1%	10.9%

Decrease in the percent of students who experience an in-school or out-of school suspension by 15.4% for all students by school year (SY) 2016-2017.	Middle School Suspension for Hispanic Students		12.9%	11.7%	11.5%	11.3%	11.1%	10.9%
Decrease in the percent of students who experience an in-school or out-of school suspension by 42.7% for all students by school year (SY) 2016-2017.	9 <sup>th</sup> -12 <sup>th</sup> Grade Suspension for all participating students		7.3%	6.6%	6.5%	6.4%	6.3%	6.2%
Decrease in the percent of students who experience an in-school or out-of school suspension by 42.7% for all students by school year (SY) 2016-2017.	9 <sup>th</sup> -12 <sup>th</sup> Grade Suspension for Hispanic Students		9.0%	7.3%	7.0%	6.7%	6.4%	6.2%

**XI. BUDGET**  
**(Budget Requirements and Evidence for**  
**Selection Criteria (F)(1) and Optional Budget Supplement)**

**Budget Requirements** (from Program Requirement 1)

(1) An applicant’s budget request for all years of its project must fall within the applicable budget range as follows:

Number of participating students	Award range
2,000-5,000 or Fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice)	\$5-10 million
5,001-10,000	\$10-20 million
10,001-25,000	\$20-30 million
25,001+	\$30-40 million

The Department will not consider an application that requests a budget outside the applicable range of awards, not including any optional budget supplements included in the application.

### BUDGET SUBPART 1: OVERALL BUDGET SUMMARY

Note: See budget summary narrative and instructions above, *in particular* “Subpart 1: Overall Budget Summary Table.”

<b>Budget Table 1-1: Overall Budget Summary Table</b>					
<b>Evidence for: [Fill in (F)(1) or Optional Budget Supplement]</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$1,064,020	\$1,235,794	\$1,272,868	\$1,311,055	\$4,883,737
2. Fringe Benefits	\$500,308	\$584,163	\$601,689	\$619,739	\$2,305,899
3. Travel	\$31,245	\$31,245	\$31,245	\$31,245	\$124,980
4. Equipment	\$466,730	\$443,348	\$443,348	\$442,348	\$1,795,774
5. Supplies	\$269,000	\$271,550	\$274,177	\$276,882	\$1,091,609
6. Contractual	\$272,816	\$274,096	\$275,000	\$354,040	\$1,175,952
7. Training Stipends	\$1,210,100	\$1,210,100	\$1,210,100	\$1,210,100	\$4,840,400
8. Other	\$0	\$0	\$0	\$0	\$0
<b>9. Total Direct Costs (lines 1-8)</b>	<b>\$3,814,219</b>	<b>\$4,050,296</b>	<b>\$4,108,427</b>	<b>\$4,245,409</b>	<b>\$16,218,351</b>
10. Indirect Costs*	\$81,416	\$92,639	\$95,034	\$102,113	\$371,202
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>\$3,895,635</b>	<b>\$4,142,935</b>	<b>\$4,203,461</b>	<b>\$4,347,522</b>	<b>\$16,589,553</b>
12. Funds from other sources used to support the project	\$223,002	\$223,002	\$223,002	\$223,002	\$892,008
<b>13. Total Budget (lines 11-12)</b>	<b>\$4,118,637</b>	<b>\$4,365,937</b>	<b>\$4,426,463</b>	<b>\$4,570,524</b>	<b>\$17,481,561</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

**BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE**

Note: See budget summary narrative and instructions above, in particular “Subpart 2: Overall Budget Summary Narrative.”

See Section (F)(1)
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<b>Budget Table 2-1: Overall Budget Summary Project List</b>				
<b>Evidence for: [Fill in (F)(1)]</b>				
<b>Project Name</b>	<b>Primary Associated Criterion and location in application</b>	<b>Additional Associated Criteria and location in application</b>	<b>Total Grant Funds Requested</b>	<b>Total Budget</b>
K-12 Connections	(A)(3)	( C)(1)	\$ 2,026,966.00	\$ 2,918,974.00
High School Initiatives	(A)(3)	( C)(1)	\$ 2,952,665.00	\$ 2,952,665.00
Middle School Initiatives	(A)(3)	( C)(1)	\$ 1,838,211.00	\$ 1,838,211.00
Elementary School Initiatives	(A)(3)	( C)(1)	\$ 9,771,711.00	\$ 9,771,711.00
			<b>\$ 16,589,553.00</b>	<b>\$ 17,481,561.00</b>
			<b>Total for Grant Funds</b>	<b>Total Budget</b>

**BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES**

Note: See budget summary narrative and instructions above, *in particular* “Subpart 3: Project-Level Budget Summary Tables.”

<b>Table 3-1: Project-Level Budget Summary Table: Evidence for F1</b> <b>Project Name: K-12 Connections</b> <b>Primary Associated Criterion and Location in Application: [(A)(3), Page 6]</b> <b>Additional Associated Criteria (if any) and Location in Application: [(C) (1), Page 56; (C)(2), Page 72]</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	70,080	82,400	84,872	87,418	\$ 324,770.00
2. Fringe Benefits	43,583	51,246	52,784	54,367	\$ 201,980.00
3. Travel	11,245	11,245	11,245	11,245	\$ 44,980.00
4. Equipment	-	-	-	-	\$ -
5. Supplies	33,000	33,000	33,000	33,000	\$ 132,000.00
6. Contractual	180,816	182,096	183,000	182,040	\$ 727,952.00
7. Training Stipends	140,000	140,000	140,000	140,000	\$ 560,000.00
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>9. Total Direct Costs (lines 1-8)</b>	<b>\$ 478,724.00</b>	<b>\$ 499,987.00</b>	<b>\$ 504,901.00</b>	<b>\$ 508,070.00</b>	<b>\$ 1,991,682.00</b>
10. Indirect Costs*	\$ 8,030.00	\$ 8,907.00	\$ 9,083.00	\$ 9,264.00	\$ 35,284.00

<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>\$ 486,754.00</b>	<b>\$ 508,894.00</b>	<b>\$ 513,984.00</b>	<b>\$ 517,334.00</b>	<b>\$ 2,026,966.00</b>
12. Funds from other sources used to support the project	\$ -	\$ -	\$ -	\$ -	\$ -
<b>13. Total Budget (lines 11-12)</b>	<b>\$ 486,754.00</b>	<b>\$ 508,894.00</b>	<b>\$ 513,984.00</b>	<b>\$ 517,334.00</b>	<b>\$ 2,026,966.00</b>
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  Column (e): Show the total amount requested for all project years.  *If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.</p>					

**Table 3-2: Project-Level Budget Summary Table: Evidence for [fill in (F)(1)]**

**Project Name:** High School Initiatives

**Primary Associated Criterion and Location in Application:** [(A)(3), Page 7]

**Additional Associated Criteria (if any) and Location in Application:** [(C)(1), Page 56; (C)(2), Page 72]

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ 363,540.00	\$ 427,450.00	\$ 440,274.00	\$ 453,483.00	\$ 1,684,747.00
2. Fringe Benefits	\$ 103,865.00	\$ 122,129.00	\$ 125,793.00	\$ 129,567.00	\$ 481,354.00
3. Travel					\$ -
4. Equipment	\$ 47,350.00	\$ 23,968.00	\$ 23,968.00	\$ 23,968.00	\$ 119,254.00
5. Supplies	\$ 85,000.00	\$ 87,550.00	\$ 90,177.00	\$ 92,882.00	\$ 355,609.00
6. Contractual				\$ 80,000.00	\$ 80,000.00
7. Training Stipends	\$ 33,000.00	\$ 33,000.00	\$ 33,000.00	\$ 33,000.00	\$ 132,000.00
8. Other					\$ -
<b>9. Total Direct Costs (lines 1-8)</b>	<b>\$ 632,755.00</b>	<b>\$ 694,097.00</b>	<b>\$ 713,212.00</b>	<b>\$ 812,900.00</b>	<b>\$ 2,852,964.00</b>
10. Indirect Costs*	\$ 20,519.00	\$ 24,127.00	\$ 24,850.00	\$ 30,205.00	\$ 99,701.00
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>\$ 653,274.00</b>	<b>\$ 718,224.00</b>	<b>\$ 738,062.00</b>	<b>\$ 843,105.00</b>	<b>\$ 2,952,665.00</b>
12. Funds from other sources used to support the project					\$ -

<b>13. Total Budget (lines 11-12)</b>	<b>\$ 653,274.00</b>	<b>\$ 718,224.00</b>	<b>\$ 738,062.00</b>	<b>\$ 843,105.00</b>	<b>\$ 2,952,665.00</b>
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All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

**Table 3-3: Project-Level Budget Summary Table: Evidence for [fill in (F)(1)]****Project Name:** Middle School Initiatives**Primary Associated Criterion and Location in Application:** [(A)(3), Page 10]**Additional Associated Criteria (if any) and Location in Application:** [(C)(1), Page 56; (C)(2), Page 72]

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$175,200	\$206,000	\$212,180	\$218,545	\$811,925
2. Fringe Benefits	\$49,949	\$58,732	\$60,494	\$62,309	\$231,484
3. Travel					\$0
4. Equipment	\$83,876	\$83,876	\$83,876	\$83,876	\$335,504
5. Supplies	\$45,000	\$45,000	\$45,000	\$45,000	\$180,000
6. Contractual	\$40,000	\$40,000	\$40,000	\$40,000	\$160,000
7. Training Stipends	\$15,300	\$15,300	\$15,300	\$15,300	\$61,200
8. Other					\$0
<b>9. Total Direct Costs (lines 1-8)</b>	<b>\$409,325</b>	<b>\$448,908</b>	<b>\$456,850</b>	<b>\$465,030</b>	<b>\$1,780,113</b>
10. Indirect Costs*	\$12,957	\$14,695	\$15,043	\$15,403	\$58,098
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>\$422,282</b>	<b>\$463,603</b>	<b>\$471,893</b>	<b>\$480,433</b>	<b>\$1,838,211</b>
12. Funds from other sources used to support the project					\$0
<b>13. Total Budget (lines 11-12)</b>	<b>\$422,282</b>	<b>\$463,603</b>	<b>\$471,893</b>	<b>\$480,433</b>	<b>\$1,838,211</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

**Table 3-4: Project-Level Budget Summary Table: Evidence for [fill in (F)(1) or Optional Budget Supplement]****Project Name:** Elementary Initiatives**Primary Associated Criterion and Location in Application:** [(A)(3), Page 13]**Additional Associated Criteria (if any) and Location in Application:** [(C)(1), Page 56; (C)(2), Page 72]

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$455,200	\$519,944	\$535,542	\$551,609	\$2,062,295
2. Fringe Benefits	\$302,911	\$352,056	\$362,618	\$373,496	\$1,391,081
3. Travel	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
4. Equipment	\$335,504	\$335,504	\$335,504	\$334,504	\$1,341,016
5. Supplies	\$106,000	\$106,000	\$106,000	\$106,000	\$424,000
6. Contractual	\$52,000	\$52,000	\$52,000	\$52,000	\$208,000
7. Training Stipends	\$1,021,800	\$1,021,800	\$1,021,800	\$1,021,800	\$4,087,200
8. Other					\$0
<b>9. Total Direct Costs (lines 1-8)</b>	<b>\$2,293,415</b>	<b>\$2,407,304</b>	<b>\$2,433,464</b>	<b>\$2,459,409</b>	<b>\$9,593,592</b>
10. Indirect Costs*	\$39,910	\$44,910	\$46,058	\$47,241	\$178,119
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>\$2,333,325</b>	<b>\$2,452,214</b>	<b>\$2,479,522</b>	<b>\$2,506,650</b>	<b>\$9,771,711</b>
12. Funds from other sources used to support the project	\$0	\$0	\$0	\$0	\$0
<b>13. Total Budget (lines 11-12)</b>	<b>\$2,333,325</b>	<b>\$2,452,214</b>	<b>\$2,479,522</b>	<b>\$2,506,650</b>	<b>\$9,771,711</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

**BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE**

Note: See budget summary narrative and instructions above, *in particular* “Subpart 4: Project-Level Budget Narratives.”

The K-12 Connection project will connect, coordinate, integrate, and support the activities of the other three projects in Skyline High School, and the feeder middle and elementary schools. The activities in the K-12 Connection project will focus on providing a personalized learning environment, and increasing graduation and college- and career- readiness. This project will focus on eliminating the gap for the Hispanic student subgroup which makes up 62.1% % of the participating student population and reducing their gaps in educational attainment. The K-12 Connection activities will all be managed by the RTTT-D Director of Programming.

Note: This table is not part of the electronic budget spreadsheets. Please enter text for each project into this table or provide the information in another format that the applicant may choose. Please reproduce this table as needed.

**Table 4-1: Project-Level Itemized Costs**

Cost Description	Cost Assumption  (including whether the cost is one-time investment or ongoing operational cost)	Total
<b>1. Personnel:</b>		
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
<b>Race to the Top Director of Programming:</b> Provides leadership for project team and is accountable for the success of the program; gives implementation leadership to	Annual Salary is \$80,000, with 3% increases each year.  Is fully devoted to oversee the whole grant program.	Year 1 \$70,080 Year 2 \$82,400 Year 3 \$84,872

<p>include development, monitoring, and controlling implementation to include fiscal management; and leads capacity and sustainability development. Serves as project facilitator. Responsible for ensuring the proposed timeline and project management plan are adhered to. Responsible and accountable to ensure all deliverables are met. Ensures full cooperation with the Department of Education. Ensures all reports are made accurately and on-time.</p>		<p>Year 4 \$87,418 Total \$324,770</p>
<p><b>2. Fringe Benefits:</b> Explain the nature and extent of fringe benefits to be received and by whom.</p>		
<p>Race to the Top Director of Programming Director</p>	<p>By federal law, we will pay the employer share of FICA, Medicare, and Retirement for full-time employees calculated at 26.97% plus 6,620 for medical/dental insurance with 3% budgeted increases each year for insurance.</p>	<p>Year 1 \$18,901 Year 2 \$22,224 Year 3 \$22,891 Year 4 \$23,578 Total \$87,593</p>
<p>Stipends for Teachers</p>	<p>Fringe benefits for stipends and part-time employees will be paid at 17.63%; with annual increases of 3% percentage, as required by federal and state law, including: PERA and Medicare.</p>	<p>Year 1 \$24,682 Year 2 \$29,022 Year 3 \$29,892 Year 4 \$30,790 Total \$114,387</p>

<b>3. Travel:</b>		
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
NTSA Conference for professional development. Provides nationally recognized presenters for STEM specific topics.	13 Teachers and Leaders will attend. \$300 for registration, \$200 for hotel for each staff, \$65 for per diem, \$300 for airfare	Each Year \$11,245 Total \$44,980
<b>4. Equipment</b>		
Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.		
<b>5. Supplies</b>		
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
The key personnel for this project will need various expendable materials and supplies. These include paper, printing, ink, publishing supplies, and general office and educational supplies.	\$3,000 per staff for 11 staff	Each Year \$33,000 Total \$132,000
<b>6. Contractual</b>		
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.		
<b>NOTE:</b> Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a		

grant is awarded.		
Galileo Online Assessment: We will use the Galileo K-12 Online Assessment from Assessment Technology Incorporated. The annual license for the Galileo Online Assessment is \$8 per student. The assessments are a necessary component to achieving Objective 1: Provide students and their teachers with an instructional improvement system that supports data-driven instruction.	\$8 each for 5,727 students.  A brief statement that the applicant has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36	Year 1 \$45,816 Year 2 \$47,096 Year 3 \$48,000 Year 4 \$47,040 Total \$187,952
Consultants for Innovation Center and graduation lead counselor training	\$60,000 per year.	Each Year \$60,000 Total \$240,000
Evaluator: We will contract with the EPI International, Inc. (EPI) to conduct this evaluation. Our evaluator Education Policy Institute (EPI) will work with the Department and with a national evaluator or another entity designated by the Department to ensure that data collection and program design are consistent with plans to conduct a rigorous national evaluation of our program and of specific solutions and strategies we pursue. St. Vrain will include in contracts with external vendors provisions that allow contractors to provide implementation data, the Department, the national evaluator, or other appropriate entities in ways consistent with all privacy laws and regulations. St. Vrain and our evaluator EPI will	\$75,000 per year.	Each Year \$75,000 Total \$300,000

<p>develop in consultation with the national evaluator, a plan for identifying and collecting reliable and valid baseline data for program participants. St. Vrain will share metadata about content alignment with college- and career-ready standards and use through open standard registries. St. Vrain and EPI will make all project implementation and student data available to the Department and its authorized representatives in compliance with FERPA, as applicable.</p>		
<p><b>7. Training Stipends</b>          Explain what training is needed, and the purpose and relation to the project.  <b>NOTE:</b> The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).</p>		
<p>Stipends for REAL plan teachers.</p>	<p>Stipends will be provided for 5,000 hours of extra duty time for teachers at \$28/hour.</p>	<p>Year 1 \$140,000            Year 2 \$140,000            Year 3 \$140,000            Year 4 \$140,000            Total \$560,000</p>
<p><b>8. Other</b>          Explain other expenditures that may exist and are not covered by other categories.</p>		

<b>9. Total Direct Costs:</b>		
Sum lines 1-8.		
• n/a	• n/a	Year 1 \$478,724 Year 2 \$499,987 Year 3 \$504,901 Year 4 \$508,090 Total \$1,991,682
<b>10. Total Indirect Costs</b>		
Identify and apply the indirect cost rate.		
	St. Vrain has an approved indirect rate of 4.39%	Year 1 \$8,030 Year 2 \$8,907 Year 3 \$9,083 Year 4 \$9,264 Total \$35,284
<b>11. Total Grant Funds Requested</b>		
Sum lines 9-10.		
• n/a	• n/a	Year 1 \$486,754 Year 2 \$508,894 Year 3 \$513,984 Year 4 \$517,334
<b>12. Funds from other sources used to support the project</b>		

Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
Local Funds to support Interventionist program to improve Counseling Services in our schools. Will be funded with local funds.	\$223,002 each year	Year 1 \$223,002 Year 2 \$223,002 Year 3 \$223,002 Year 4 \$223,002 Total \$892,008
<b>13. Total Budget</b> Sum lines 11-12.		
• n/a	• n/a	Year 1 \$709,756 Year 2 \$731,896 Year 3 \$736,986 Year 4 \$740,336 Total \$2,918,974

Note: See budget summary narrative and instructions above, *in particular* “Subpart 4: Project-Level Budget Narratives.”

St. Vrain has established Skyline High School as a STEM Academy with the support of a USDOE Investing in Innovation grant. With this project we will scale-up our innovative practices and apply them to Skyline High Schools feeder schools.

Note: This table is not part of the electronic budget spreadsheets. Please enter text for each project into this table or provide the information in another format that the applicant may choose. Please reproduce this table as needed.

<b>Table 4-2: Project-Level Itemized Costs</b>		
<b>Cost Description</b>	<b>Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)</b>	<b>Total</b>
<b>1. Personnel:</b>		
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
<b>Innovation Center Director:</b> Oversees the staff and functions of the Innovation Center. Liaisons and partners with business and institute of higher education to bring project and educational resources to the Innovation Center. Provides leadership and PD for teachers and para-professionals in the school year and summer work plan. The program coordinator will assist in obtaining all objectives. Coordinates with partners and teachers	Annual Salary is \$80,000, with 3% increases each year. Is fully devoted to oversee the Innovation Center.	Year 1 \$70,080 Year 2 \$82,400 Year 3 \$84,872 Year 4 \$87,418 Total \$404,771

<p>to develop the activities for the Innovation Center. Responsible for ensuring the proposed timeline and project management plan are adhered to. Responsible for the development and monitoring of contracts, purchasing, scheduling, and correspondence.</p>		
<p><b>Engineering Design Project Advisors/STEM teachers:</b> As part of our Senior Engineering Design Project, we will provide students with a Senior Engineering Design Project Advisor. These advisors will start work with juniors and maintain mentorship through the development of the Senior Engineering Design Project. Students will choose their project based on their STEM career of interest. Seniors will be offered resources and experts from this grant initiative to choose a project that will: include elementary students in terms of design and research questions and data collection; include research and focus on a STEM career; and include technology integration learning and opportunities for elementary students. Design and deliver training to high school students on programming and technology use and integration. This position is important as a means of filling a gap in our STEM training at this level and furthers the development of pipeline from the middle school to the high school. This teacher will collaborate with other high school</p>	<p>There will be 2 full-time project advisors at \$45,000 each.</p>	<p>Year 1 \$78,840  Year 2 \$92,700  Year 3 \$95,481  Year 4 \$98,345  Total \$410,368</p>

<p>teachers to refine technology and pre STEM skills into the core curriculum.</p>		
<p><b>Innovation Center Project Manager:</b> Develop and provide students with a real world experience to be researchers, developers, project managers, data analysts, and other STEM Careers. The project manager will direct and coordinate the day to day activities within the Innovation Center. The project manager will assist seniors using the scientific method with their engineering design projects. The project manager will support technology development and the access to technology for use in the senior projects and the Innovation Center.</p>	<p>There will be 1 full-time project manager at \$60,000.</p>	<p>Year 1 \$52,560 Year 2 \$61,800 Year 3 \$63,654 Year 4 \$65,564 Total \$303</p>
<p><b>Quality Control/Data Manager:</b> Oversees the data and assessment systems relative to this project. Assists with continuous improvement.</p>	<p>There will be 1 full-time Quality Control/Data Manger at \$45,000 a year</p>	<p>Year 1 \$39,420 Year 2 \$46,350 Year 3 \$47,741 Year 4 \$49,173 Total \$227,684</p>
<p><b>IT Classified Technician:</b> Provides support to the technology components of the project.</p>	<p>There will be 1 full-time IT Classified Technician at \$40,000 a year</p>	<p>Year 1 \$35,040 Year 2 \$41,200 Year 3 \$42,436 Year 4 \$43,709 Total \$202,386</p>

<p><b>Lead Counselor Individual Career and Academic Plan:</b> Provides oversight to the development, implementation, and professional development relative to the implementation of an ICAP for each student. The lead counselor will develop and implement a Professional Development plan for all counselors. The Lead Counselor will train counselors on the implementation of personalized graduation checks of individual student progress toward graduation.</p>	<p>There will be 1 full-time Lead Counselor who will be fully devoted to this position at \$50,000 a year</p>	<p>Year 1 \$43,800 Year 2 \$51,500 Year 3 \$53,045 Year 4 \$54,636 Total \$252,982</p>
<p><b>STEM Coordinator:</b> Provides professional development focused on curriculum design, and integration of activities based on the Innovation Academy model. Works with teachers to reduce the achievement gap and produce significant gains. The STEM Coordinator will work with teachers across all disciplines to integrate STEM content into the core content improvements in early literacy and math. The STEM Coordinator will coordinate and develop curricular opportunities and options. Works with Telementoring at the middle school level to define use of the mentoring to support the development of quality individual STEM projects.</p>	<p>There will be one STEM Coordinator who will work one full FTE dedicated to their project responsibilities.</p>	<p>Year 1 \$43,800 Year 2 \$51,500 Year 3 \$53,045 Year 4 \$54,636 Total \$252,982</p>
<p><b>2. Fringe Benefits:</b> Explain the nature and extent of fringe benefits to be received and by whom.</p>		

Fringe Benefits for the Innovation Center Director, Engineering Design Project Advisors/STEM Teachers, Innovation Center Project Manager, IT Classified Technician, Lead Counselor ICAP, and STEM Coordinator. All full-time employees.	By federal law, we will pay the employer share of FICA, Medicare, and Retirement for full-time employees calculated at 26.97% plus 6,620 for medical/dental insurance with 3% budgeted increases each year for insurance.	Year 1 \$98,047 Year 2 \$115,288 Year 3 \$118,747 Year 4 \$122,309 Total \$817,931
Fringe Benefits on Stipends:	Fringe benefits for stipends and part-time employees will be paid at 17.63%; with annual increases of 3% percentage, as required by federal and state law, including: PERA and Medicare.	Year 1 \$5,818 Year 2 \$6,841 Year 3 \$7,046 Year 4 \$7,258 Total \$59,963
<b>3. Travel:</b> Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
<b>4. Equipment</b> Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.		
(b)(4) with Carts for storage and charging. We will provide each individual involved in the Innovation Center work with an (b)(4) for the collection of data and coordination of research projects.	30 (b)(4) at \$599 each, 2 carts and \$2,999 each.	Each Year \$23,968 Total 99,502
Desktop Computers. One desktop computer for each new staff	18 MacIntosh desktop computers with	Year 1 \$23,382

and employees of Innovation Center.	oversized screens at \$1,299 each. <b>This is a one time cost.</b>	
<p><b>5. Supplies</b></p> <p>Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.</p>		
Supplies for the implementation of the Innovation Center. These expendable supplies will resource student projects. Provides teachers with support materials students need to access to perform a variety of inquiry-based and problem-solving based learning activities. We anticipate most of these materials will be expendable and will need to be replenished each year. Also, the key personnel for this project will need various expendable materials and supplies. These include paper, printing, ink, publishing supplies, and general office and educational supplies.	Various	Year 1 \$80,000 Year 2 \$82,400 Year 3 \$84,872 Year 4 \$87,418 Total \$414,691
Copy and Publication. To assist students with the development, coordination, and dissemination of their project.	Various	Year 1 \$5,000 Year 2 \$5,150 Year 3 \$5,305 Year 4 \$5464 Total \$25,919
<p><b>6. Contractual</b></p> <p>Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.</p>		

<p><b>NOTE:</b> Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.</p>		
P-Tech Consultant Fee to establish the P-Tech program	\$80,000 for year four. <b>This is a one time cost.</b>	Year 4 \$80,000
<p><b>7. Training Stipends</b>          Explain what training is needed, and the purpose and relation to the project.  <b>NOTE:</b> The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).</p>		
Teacher Stipends will be paid to teachers for extra duty for Innovation Center, ICAP, and STEM activities.	High School teachers will participate in extra duty activities at \$25/hour for 120 hours.	Each Year \$3,000 Total \$12,145
Substitute teachers to free up teachers for full day professional development activities.	90 days at \$120/day.	Each Year \$10,800 Total \$43,410
Stipends paid to students for after school and summer project development. St. Vrain Valley School District will provide high school STEM students with job opportunities at their school site. This stipend will compensate the high school students for planning, supplies used to further involve the elementary	1,600 hours at \$12/day.	Each Year \$19,200 Total \$78,412

<p>students, and additional activities that that may necessary to develop, research and development projects with intentional collaboration with elementary students as the motivating factor behind the choice of subjects for their senior project. The stipend will incent students to apply a deeper level of effort and time to projects while intentionally including the elementary students as research assistants providing them real life experiences in STEM related career introductions. The stipend opportunity will support high school STEM students in working in the Innovation Center after school, on weekends, and in the summer in the development of industry supported projects and research opportunities by applying engineering skills and processes to real life projects. The development of the NREL portal with a link to the Innovation Center will provide market access to research projects of interest to the business community. This work experience opportunity will support the removal of the barrier of economic opportunity choice or lack thereof, by providing STEM students with an after school job which would otherwise most likely have been an entry level service industry position not related to a STEM field. Working at the Innovation Center outside of the school day for pay provides incentive for students to work and learn in their field of</p>		
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choice gaining valuable real world experience in a STEM career working on STEM related projects.		
<b>8. Other</b> Explain other expenditures that may exist and are not covered by other categories.		
<b>9. Total Direct Costs:</b> Sum lines 1-8.		
<ul style="list-style-type: none"> <li>n/a</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> </ul>	Year 1 \$632,755 Year 2 \$694,097 Year 3 \$713,212 Year 4 \$812,900 Total \$2,852,964
<b>10. Total Indirect Costs</b> Identify and apply the indirect cost rate.		
	Approved indirect rate of 4.39% applied to the direct cost.	Year 1 \$20,519 Year 2 \$24,127 Year 3 \$24,850 Year 4 \$30,205
<b>11. Total Grant Funds Requested</b> Sum lines 9-10.		

<ul style="list-style-type: none"> <li>n/a</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> </ul>	Year 1 \$653,274 Year 2 \$718,224 Year 3 \$738,062 Year 4 \$843,105 Total \$2,952,665
<b>12. Funds from other sources used to support the project</b> Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
<b>13. Total Budget</b> Sum lines 11-12.		
<ul style="list-style-type: none"> <li>n/a</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> </ul>	Year 1 \$653,274 Year 2 \$718,224 Year 3 \$738,062 Year 4 \$843,105 Total \$2,952,665

Note: See budget summary narrative and instructions above, *in particular* “Subpart 4: Project-Level Budget Narratives.”

St. Vrain’s Trail Ridge and Heritage Middle Schools will implement STEM at the middle school with exposure to integrated STEM for all students, which provide an additional layer of rigor and a foundation to STEM opportunities at the high school level. The curriculum plan for STEM will define, integrate, and implement core content for Middle School STEM. Yearly implementation of specific course descriptions and syllabus for each course offerings will be included in the plan. This introduction to STEM provides an additional layer of rigor and further exposure to STEM as a foundation to STEM opportunities at the high school level.

Note: This table is not part of the electronic budget spreadsheets. Please enter text for each project into this table or provide the information in another format that the applicant may choose. Please reproduce this table as needed.

<b>Table 4-3: Project-Level Itemized Costs</b>		
<b>Cost Description</b>	<b>Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)</b>	<b>Total</b>
<b>1. Personnel:</b>		
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
<b>Lead Counselor Individual Career and Academic Plan:</b> Provides oversight to the development, implementation, and professional development relative to the implementation of an	There will be 2 full-time Lead Counselors, one at each middle school who will each be fully devoted to this position. Each position is paid	Year 1 \$87,600 Year 2 \$103,000 Year 3 \$106,090

<p>ICAP for each student starting in 5<sup>th</sup> grade. The lead counselor will develop and implement a Professional Development plan for all counselors. The Lead Counselor will train counselors on the implementation of personalized graduation checks of individual student progress toward graduation.</p>	<p>\$50,000 annually with a projected 3% increase each year.</p>	<p>Year 4 \$109,273 Total \$405,963</p>
<p><b>STEM Coordinator:</b> Provides professional development focused on curriculum design, and integration of activities based on the Innovation Academy model. Works with teachers to reduce the achievement gap and produce significant gains. The STEM Coordinator will work with teachers across all disciplines to integrate STEM content into the core content improvements in early literacy and math into middle school curriculum. The STEM Coordinator will coordinate and develop curricular opportunities and options. The STEM Coordinator will design and deliver training to middle school students on programming and technology use and integration. This position is important as a means of filling a gap in our STEM training at this level and furthers the development of pipeline from the middle school to the high school. This teacher will collaborate with other middle school teachers to refine technology and pre STEM skills into the core curriculum. The coordinator will develop and</p>	<p>There will be two STEM Coordinators, one at each school, who will each work one full FTE dedicated to their project responsibilities. The position is paid \$50,000 annually with a projected 3% increase each year.</p>	<p>Year 1 \$87,600 Year 2 \$103,000 Year 3 \$106,090 Year 4 \$109,273 Total \$405,963</p>

implement a Telementoring plan for support of teams of STEM students as a means of improving individual STEM projects.		
<b>2. Fringe Benefits:</b> Explain the nature and extent of fringe benefits to be received and by whom.		
Fringe Benefits for 2 Lead Coordinators and 2 STEM Coordinators. All full-time employees.	By federal law, we will pay the employer share of FICA, Medicare, and Retirement for full-time employees calculated at 26.97% plus 6,620 for medical/dental insurance with 3% budgeted increases each year for insurance.	Year 1 \$47,251 Year 2 \$55,561 Year 3 \$57,227 Year 4 \$58,944 Total \$218,983
Fringe Benefits on Stipends:	Fringe benefits for stipends and part-time employees will be paid at 17.63%; with annual increases of 0.9 percentage points, as required by federal and state law, including: PERA and Medicare.	Year 1 \$2,697 Year 2 \$3,172 Year 3 \$3,267 Year 4 \$3,365 Total \$12,501
<b>3. Travel:</b> Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
<b>4. Equipment</b> Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.		

<p>(b)(4) We will provide individuals involved in STEM projects with an (b)(4) for the collection of data and coordination of research projects.</p>	<p>We will provide 120 (b)(4) and 4 (b)(4) each (b)(4) costing \$599 and each cart costing \$2,999.</p>	<p>Each Year \$83,876 Total \$335,504</p>
<p><b>5. Supplies</b> Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.</p>		
<p>Supplies for the implementation of STEM in the middle school. These expendable supplies will resource student projects. Provides teachers with support materials students need to access to perform a variety of inquiry-based and problem-solving based learning activities. We anticipate most of these materials will be expendable and will need to be replenished each year. Also, the key personnel for this project will need various expendable materials and supplies. These include paper, printing, ink, publishing supplies, and general office and educational supplies.</p>	<p>Various</p>	<p>Each Year \$40,000 Total \$160,000</p>
<p>Copy and Publication. To assist students with the development, coordination, and dissemination of their project.</p>	<p>Various</p>	<p>Each Year \$5,000 Total \$20,000</p>
<p><b>6. Contractual</b> Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. <b>NOTE:</b> Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include</p>		

information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
Tele-mentoring. Students will be provided virtual access to mentors. The Middle School Stem Coordinators will develop and implement a Tele-mentoring program for support of teams of STEM students and project implementation plans with mentors to support STEM integration and project quality.	200 students at \$200 each.	Each Year \$40,000 Total \$160,000
<b>7. Training Stipends</b>		
Explain what training is needed, and the purpose and relation to the project.		
<b>NOTE:</b> The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
Teacher Stipends will be paid to teachers for extra duty for the ICAP, and STEM activities.	Middle School teachers will participate in extra duty activities at \$25/hour for 180 hours.	Each Year \$4,500 Total \$18,000
Substitutes to free up teachers for full day professional development activities.	90 days at \$120/day.	Each Year \$10,800 Total \$43,200
<b>8. Other</b>		
Explain other expenditures that may exist and are not covered by other categories.		

<b>9. Total Direct Costs:</b>		
Sum lines 1-8.		
• n/a	• n/a	Year 1 \$409,325 Year 2 \$448,908 Year 3 \$456,850 Year 4 \$465,030 Total \$1,780,113
<b>10. Total Indirect Costs</b>		
Identify and apply the indirect cost rate.		
	Approved indirect rate of 4.39% applied to the direct cost.	Year 1 \$12,957 Year 2 \$14,695 Year 3 \$15,043 Year 4 \$15,403 Total \$58,098
<b>11. Total Grant Funds Requested</b>		
Sum lines 9-10.		
• n/a	• n/a	Year 1 \$422,282 Year 2 \$463,603 Year 3 \$471,893 Year 4 \$480,433 Total \$1,838,211

<b>12. Funds from other sources used to support the project</b>		
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
<b>13. Total Budget</b>		
Sum lines 11-12.		
• n/a	• n/a	Year 1 \$422,282 Year 2 \$463,603 Year 3 \$471,893 Year 4 \$480,433 Total \$1,838,211

Note: See budget summary narrative and instructions above, *in particular* “Subpart 4: Project-Level Budget Narratives.”

St. Vrain will integrate STEM into our elementary schools, provide students who live in poverty and are English Language Learners with language development supports and acceleration, and provide students with an augmented school year to improve literacy.

Note: This table is not part of the electronic budget spreadsheets. Please enter text for each project into this table or provide the information in another format that the applicant may choose. Please reproduce this table as needed.

<b>Table 4-4: Project-Level Itemized Costs</b>		
<b>Cost Description</b>	<b>Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)</b>	<b>Total</b>
<b>1. Personnel:</b>		
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
<b>STEM Coordinator:</b> Provides professional development to elementary school teachers focused on curriculum design, and integration of activities based on the Innovation Academy model. Works with teachers to reduce the achievement gap and produce significant gains. The STEM Coordinator will work with all elementary school teachers to integrate STEM content	There will be eight STEM Coordinators, one at each school, who will each work one full FTE dedicated to their project responsibilities. Each STEM Coordinator is paid \$50,000 annually with a projected 3% increase.	Year 1 \$350,400 Year 2 \$412,080 Year 3 \$424,360 Year 4 \$437,091 Total \$1,623,851

<p>into the core content improvements in early literacy and math into elementary school curriculum. The STEM Coordinator will coordinate and develop curricular opportunities and options. The STEM Coordinator will design and deliver training to elementary school students on programming and technology use and integration. This position is important as a means of filling a gap in our STEM training at this level and furthers the development of pipeline from the elementary school to the middle school to the high school. This teacher will collaborate with other elementary school teachers to refine technology and pre STEM skills into the core curriculum.</p>		
<p><b>Principals for Augmented School Year:</b> Provides administrative leadership at eight elementary schools to 10 teachers each for 35 days during the summer augmented school year. Oversees program that provides students with summer literacy intervention to include focused reading and writing supports based on identified and personalized literacy needs.</p>	<p>Each of 8 Elementary Schools will have on Principal for the 35 day augmented school year. Each principal will receive a \$4,000 additional annually.</p>	<p>Year 1 \$32,000 Year 2 \$32,960 Year 3 \$33,949 Year 4 \$34,967 Total \$133,876</p>
<p><b>Para-Professionals for Augmented School Year:</b> Provides 16 para-professionals to support augmented school year teachers.</p>	<p>16 Para-professionals, 2 at each site for 5 hours a day for 35 days each at \$16/hour.</p>	<p>Year 1 \$72,800 Year 2 \$74,984 Year 3 \$77,234</p>

		Year 4 \$79,551 Total \$304,568
<b>2. Fringe Benefits:</b>		
Explain the nature and extent of fringe benefits to be received and by whom.		
Fringe Benefits on STEM Coordinators, Augmented School Principals and Para-Professionals.	By federal law, we will pay the employer share of FICA, Medicare, and Retirement for full-time employees calculated at 26.97% plus 6,620 for medical/dental insurance with 3% budgeted increases each year for insurance. Applied to \$504,800 in salaries.	Year 1 \$122,767 Year 2 \$144,356 Year 3 \$148,687 Year 4 \$153,147 Total \$568,957
Fringe Benefits on teacher stipends.	Fringe benefits for stipends and part-time employees will be paid at 17.63%; with annual increases of 0.9 percentage points, as required by federal and state law, including: PERA and Medicare. Applied to \$1,021,800 in stipends.	Year 1 \$180,143 Year 2 \$211,821 Year 3 \$218,176 Year 4 \$224,721 Total \$1,403,818
<b>3. Travel:</b>		
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
Transportation for Students for Augmented School Year for eight schools for 100 students each for 35 days students to allow for the provision of the augmented school year.	Will provide an estimated 70,000 student one-way trips. Estimated at 5 buses per school for 8 schools at 40 bus trips per day.	Each Year \$20,000 Total \$80,000
<b>4. Equipment</b>		

<p>Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.</p>		
<p>(b)(4) Provides teachers with (b)(4) for data collection and to student for use during STEM projects which integrate technology. We will provide individuals involved in STEM projects with an (b)(4) for the collection of data and coordination of research projects.</p>	<p>Provides 400 (b)(4) at 599 each and 24 charging/storage carts at 2,999 each.</p>	<p>Each Year \$335,504 Total \$1,342,016</p>
<p><b>5. Supplies</b> Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.</p>		
<p>Supplies for the implementation of STEM in the elementary schools. These expendable supplies will resource student projects. Provides teachers with support materials students need to access to perform a variety of inquiry-based and problem-solving based learning activities. We anticipate most of these materials will be expendable and will need to be replenished each year. Also, the key personnel for this project will need various expendable materials and supplies. These include paper, printing, ink, publishing supplies, and general office and educational supplies.</p>	<p>Various</p>	<p>Each Year \$80,000 Total \$320,000</p>

Copy and Publication. To assist students with the development, coordination, and dissemination of their project.	\$1,000 for each school at 8 schools.	Each Year \$8,000 Total \$32,000
Supplies for Augmented School Year: Provides supplies to teachers during the augmented school year as they work with students to improve literacy and math.	Various	Each Year \$18,000 Total \$72,000
<p><b>6. Contractual</b></p> <p>Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.</p> <p><b>NOTE:</b> Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.</p>		
myON Reader. Provides additional reading practice at home.	One for each elementary school at \$6,500 each.	Each Year \$52,000 Total \$208,000
<p><b>7. Training Stipends</b></p> <p>Explain what training is needed, and the purpose and relation to the project.</p> <p><b>NOTE:</b> The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).</p>		

Teachers for Augmented School Year: Provides teachers for the augmented school year to assist students in achieving proficiency in literacy and math.	Provides 16,800 hours of additional teacher time with students at \$25/hour.	Each Year \$420,000 Total \$1,680,000
Teacher Stipends will be paid to teachers for extra duty for the ICAP, and STEM activities.	Elementary School teachers will participate in extra duty activities at \$25/hour for 14,280 hours.	Each Year \$357,000 Total \$1,428,000
Substitutes to free up teachers for full day professional development activities.	2040 days at \$120/day.	Each Year \$244,800 Total \$979,200
<b>8. Other</b>		
Explain other expenditures that may exist and are not covered by other categories.		
<b>9. Total Direct Costs:</b>		
Sum lines 1-8.		
• n/a	• n/a	Year 1 2,276,915 Year 2 2,407,304 Year 3 2,433,464 Year 4 2,459,409
<b>10. Total Indirect Costs</b>		
Identify and apply the indirect cost rate.		
	St. Vrain has an approved indirect rate of	Year 1 \$39,186

	4.39%.	Year 2 \$44,910 Year 3 \$46,058 Year 4 \$47,241 Total \$177,395
<b>11. Total Grant Funds Requested</b>		
Sum lines 9-10.		
• n/a	• n/a	Year 1 2,316,101 Year 2 2,452,214 Year 3 2,479,522 Year 4 2,506,650 Total 9,754,487
<b>12. Funds from other sources used to support the project</b>		
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
<b>13. Total Budget</b>		
Sum lines 11-12.		
• n/a	• n/a	Year 1 2,316,101 Year 2 2,452,214 Year 3 2,479,522 Year 4 2,506,650 Total 9,754,487

