

**School Improvement Grant
Section 1003(g)
Cohort 4—Fiscal Years 2014, 2015, and 2016**

Local Educational Agency

**Applications are due to the California Department
of Education no later than 4 p.m. on
September 8, 2016**

California Department of Education
Improvement and Accountability Division
School Turnaround Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901
916-319-0833

<http://www.cde.ca.gov/sp/sw/t1/sig09.asp>




Section I: Introduction

**Application Cover Sheet
School Improvement Grant
Cohort 4—Fiscal Years 2014, 2015, and 2016
Application for Funding**

**APPLICATION RECEIPT DEADLINE
September 8, 2016, 4 p.m.**

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

NOTE: Please print or type all information.

Local Educational Agency (LEA) Name: Ferndale Unified School District		LEA National Center for Education Statistics (NCES) Number: 0600037
County Name: Humboldt		County/District Code: 12-75374
LEA Address: 1231 Main St.		Total Grant Amount Requested: \$2,092,253.27
City: Ferndale		Zip Code: 95536
Name of Primary Grant Coordinator: Jack Lakin		Grant Coordinator Title: Superintendent
Telephone Number: 707-786-5903	Fax Number: 707-786-4865	E-mail Address: Jlakin@ferndalek12.org
CERTIFICATION/ASSURANCE SECTION:		
<p>x As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.</p> <p>x I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.</p>		
Printed Name of Superintendent or Designee: Jack Lakin		Telephone Number: 707-786-5903
Superintendent or Designee Signature (Blue Ink): 		Date: 9/7/16

Section I: Introduction

Schools to Be Served

An LEA must submit the list of schools it commits to serve, their NCES number (available at <http://nces.ed.gov/datatools/index.asp>), eligible Tier level of each school selected for improvement, and the selected intervention model for each category of identified schools listed. **Schools currently served with Cohort 2 or Cohort 3 SIG funds are not eligible to apply.**

The seven models that the LEA may select for each school are: (1) California State-determined Intervention Model; (2) Restart Model; (3) Evidence-based, Whole-school Reform Model; (4) Turnaround Model; (5) Transformation Model; (6) Closure Model; and (7) Early Learning Model. A complete description of the model requirements is located in the Guidance on School Improvement Grants for awards made with FYs 2014, 2015, and 2016 funds located at <http://www2.ed.gov/programs/sif/sigguidance032015.doc>.

School Name	NCES ID #	Tier I	Tier II	Tier III	Intervention Model (Tier I AND II only)	Planning Year Yes/No
Ferndale Elementary	06000370 1550	x			CASDIM	Yes
Total Number of Schools Implementing the California State-determined Intervention Model (CA SDIM):					1	

Section I: Introduction

Waiver

The waiver listed below would allow any LEA in California that receives SIG funds to use those funds in accordance with the FY 2014 SIG final requirements and the LEA's application for a sub-grant. The waiver period of availability will automatically apply to all LEAs with approved applications.

- Waive the 40 percent poverty eligibility threshold in Section 1114(a)(1) of the ESEA to permit an LEA with an approved application to implement a schoolwide program (SWP) in a Tier I or Tier II school that does not meet the poverty threshold (Note: Tier I or Tier II Title I schools only).

The LEA must indicate for which schools it will implement the SWP waiver in the table below.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.
<input checked="" type="checkbox"/> Implementing a SWP in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.
List of Schools implementing SWP waiver:
Ferndale Elementary School

Section I: Introduction

Executive Summary

For each school that the LEA has identified in this RFA, the LEA must provide a brief description of the school, including student/teacher/leadership characteristics, community and parent engagement, school and community climate, etc. (**One page limit**).

Ferndale Elementary School in the Ferndale Unified School District (FUSD) is located in the scenic Eel River Valley of Humboldt County, one of the more rural counties in the State. The Ferndale Community is a unique combination of a well-established dairy industry and city of numerous dwellings dating back to the 1800's. Given these factors, Ferndale is often referred to as the "Cream City" or the "Victorian Village".

Ferndale Elementary School presently serves 363 students from PK through 8th grade. The demographics of the student population have changed significantly over the past few years. The Hispanic/Latino enrollment at the school has seen an increase from 14% to 23% and the Socio-Economically Disadvantaged subgroup has risen from 27% to 49%. Additionally 18% of the students currently qualify for Special Education Services, nearly double the State average of 11%. Ferndale Elementary School has been in Program Improvement since 2011-2012.

It should be noted that a recent study of California counties, by the Center for Youth Wellness, identified Humboldt County as having the highest incidence rate in the State for experiencing Adverse Childhood Experiences. Adverse childhood experiences fall into three categories: (1) abuse; (2) neglect; and (3) household dysfunction. The study estimated over 75% of the residents in Humboldt County have 1 or more adverse childhood experiences and over 30% have 4 or more adverse experiences. The state averages are 61% and 14% respectively. These adverse childhood experiences potentially all have a negative impact on student learning in the classroom.

Ferndale Elementary School has also seen a transition in certificated staff. Over 60% have been hired since the summer of 2012, with a majority of them most recently employed by the District in 2015 and 2016. Site administration has seen similar change, with 3 site principals in the past 6 years and an extended period at the conclusion of the 2014-2015 school year without a principal.

Ferndale Elementary School is an integral part of the community. It provides a strong connection and bond between both families and generations. Senior Citizens are a significant presence at all student events and many seniors and parents also volunteer regularly in the classroom. Parents and community members actively participate in monthly meetings of the English Learner Advisory Committee (ELAC), School Site Council, Parent Club and Local Control Accountability Plan (LCAP) Committee.

Ferndale Elementary School selects the California California's State-determined

Intervention Model (CASDIM) for this SIG application.

Section II: Descriptive Information

Element A: Needs Assessment

Shortly after the modified SIG RFA was released on August 3 Ferndale Superintendent Jack Lakin and Ferndale Elementary Principal Renee Henderson reached out to Humboldt County Office (HCOE) staff, local education leaders, teachers and families. The consensus of all groups was to pursue application of the SIG with the intention of implementing the CASDIM. This model will provide an incredible opportunity for improving the educational outcomes of students at Ferndale Elementary, especially students from the two major subgroups (Low Income and Latino/EL).

The review identified **four priorities** aligned with the SIG goals that led to the selection of the CSDIM model: (1) to provide engaging and effective math/ science and English instruction, (2) to effectively support English Learners, (3) to improve school climate, and (4) to engage families (particularly of subgroups) to ensure student success.

Families were consulted through online and paper surveys (57 respondents) and meeting with focus groups including the English Learner Advisory Committee (ELAC) parent committee attended by 22 Hispanic/Latino parents. Foremost among parent responses was a desire for an afterschool program where students could receive additional tutoring support/homework help. However, since school was only in session seven days before this application was submitted, both District leadership and parents agreed that a much more intensive study and consultation process must be conducted starting in November. During this process, parent/teacher subcommittees will focus on the four priorities and with support from HCOE and outside consultants fully develop a multi-year improvement plan for Ferndale Elementary School (FES).

With the short timeframe, FES is applying for a planning year in 2016-17 to provide a more intensive review of existing data and an opportunity to collaborate with our families and partners in identifying and analyzing both student and family data. An emphasis will be placed on the area of family engagement and student success; how best to measure family engagement and to increase parental involvement in the decision making process concerning student learning.

Test data: HCOE assisted the District in reviewing 2015 and 2016 CAASPP data and NWEA Measures of Academic Progress (MAP) results from 2015-16. The results demonstrated not just overall low scores (ELA was 9% lower and Math was 7% lower than the county average) but particularly low and **declining** CAASPP scores among the two significant subgroups (Low Income and Hispanic/Latino students). NWEA test data showed similar patterns, particularly among the two subgroups.

2015-2016 Comparison of Ferndale Elementary CAASPP Results % of students Meeting and Exceeding Standards				
		2015	2016	Change
All students	ELA	33%	33%	0%
	Math	23%	25%	+2%
Not Economically Disadvantaged	ELA	36%	42%	+6%
	Math	24%	34%	+10%
Economically Disadvantaged	ELA	29%	24%	-5%
	Math	22%	14%	-8%
White	ELA	37%	39%	+2%
	Math	24%	27%	+3%
Hispanic/Latino	ELA	21%	13%	-8%
	Math	15%	9%	-6%

CAASPP Subgroup Achievement Gaps Comparisons of Single Year Achievement Gaps and 2015 vs. 2016 Gaps				
		2015	2016	Change
Economically Disadvantaged vs. Not Economically Disadvantaged	ELA	-7%	-18%	-11%
	Math	-2%	-20%	-18%
Hispanic/Latino vs. White	ELA	-16%	-26%	-10%
	Math	-9%	-18%	-9%

Grade level data was also analyzed and showed significant differences between specific grade levels and teachers, but we believe grade level data does not reach the granular size needed to identify and support individual students or identify teachers in need of additional instructional support. To accomplish this by February 1, 2017 all students' data will be reviewed by three grade level PLCs (TK-2, 3-5 and 6-8). HCOE and outside consultants will provide guidance and expertise ensuring planned interventions with a focus on the students most in need of effective instruction. An advantage of multi-grade PLCs is that teachers in higher grades can share their expectations for student outcomes with their colleagues in lower grades and through the PLC process develop common teaching strategies and assessments in evaluating student progress.

Adverse Childhood Experiences (ACEs) are a key measure of the difficulties students face. There are ten recognized ACEs which fall into three general types: (1) abuse; (2) neglect; and (3) household dysfunction. How do ACEs affect student success? A 2013 study by the Area Health Education Center of Washington State University found that students with at least **three ACEs** are **3x** as likely to experience academic failure, **6x** as likely to have behavioral problems, and **5x** as likely to have attendance problems. Why is this significant? Because in Humboldt County **30.8% of adults report experiencing four or more ACEs versus a state rate of 13%**.

Selecting CASDIM: Ferndale Elementary School (FES) is the only K-8 school in the district which precludes many of the other models. The Evidence-based, Whole-school

reform model was considered, but no one model focused on our four goals. Nor did any model have the five areas of focus (i.e. School Leadership, Teaching and Learning) of the CASDIM. The parent/family groups, teachers and administrators all agreed the CASDIM's five required focus areas provide the framework on which to reform how FES teachers, students, families and the principal work and achieve together.

Element B: Meaningful Engagement with Families and the Community (Required)

In both the survey and meetings with focus groups, families and school staff made clear that school-to-parent communication must be improved. Parents want FES to better communicate about issues like behavior, grades, and missing work so parents may better assist their children. Teachers want more parent involvement. Tellingly, both groups identified the needs of at-risk students and the challenges of getting their parents to attend and participate in school events and classroom activities.

As described, local families are subject to multiple stresses, including chronic and crisis-induced poverty, dysfunction and violence. Lacking access to private or public mental health services, children of working poor families must rely on school-based services.

Meaningful engagement requires improved outreach from the principal, office staff and teachers and increased parental involvement, but not only by the parents who typically volunteer. FES must reach out to parents of at-risk, low income and Hispanic/ Latino/EL students. For this reason, FES will hire a full time Spanish-speaking school social worker to act as a liaison between students, administration, community groups and families, providing a direct line of communication and developing a stronger connection between these families and the school.

The key to developing increased involvement of parents of struggling at-risk students is relationships. While the School Social Worker will lead this effort, teachers through their day-to-day interactions with their students will assist in the initial introductions of the social worker and the families. The School Social Worker will identify areas of interests of the families and assist the school in creating/identifying opportunities for the parents to participate as a volunteer on campus either before, during or after school. FES already provides parents with numerous volunteer opportunities and this step would serve as an outreach to a more diverse demographic of parent involvement and provide the foundation for increased school and parent relationships.

Parent support will also include parenting classes. HCOE offers the *Parent Project*, a research-based parent/family training workshop program to teach parents the skills to help their children succeed in school and life. Since 1988 over ½ million parents have been trained in raising difficult or out-of-control children. The Parent Project ensures parents are involved in school programs and are offered solutions for helping their children succeed. The curriculum offers practical, no-nonsense solutions, to even the most destructive behaviors. The social worker will ensure that this curriculum is delivered in the community and the results will be seen at home and in school. Classes in how to support students in a Common Core school will also be taught.

Behavior and School Climate: Last year FES took the first steps to implement PBIS. Dr. Peter Stull from HCOE is the countywide trainer and he and his staff will dedicate 30 days over the next two schoolyears to coach FES staff in fully implementing schoolwide PBIS (Tier 1) as well as more intense Tier 2 and 3 PBIS in 2017-18. The research-based Second Step program will be implemented at every grade level at first by the social worker and then by the teachers making it possible to integrate social-emotional learning into the classrooms, which decreases problem behaviors and increases whole-school success by promoting self-regulation, safety, and support.

FES staff will be trained and coached to implement Restorative Justice (RJ) to support Tier 2 and Tier 3 students. RJ is based on a theory of justice that involves both the victim and offender and helps students through a compassionate, trauma-sensitive/informed approach to discipline. Dr. Stull and HCOE Psychologist Haley Jones are both Certified RJ Trainers through the International Institute for Restorative Practices (IIRP). Families and students will partner with administrators and teachers in the RJ process to help bring students back into the fold and support student success.

To meaningfully engage families and community throughout the grant period parent committees, plus surveys and focus groups by the external evaluator will provide ongoing feedback and guidance. The existing **ELAC** committee will take a lead role in guiding outreach and support for FES' Hispanic/Latino/EL students and families. The existing Parent Club Group will become an Engaging and Rigorous Instruction Committee comprised of parents and teachers working to support student success in the classroom. A Family Engagement Team will work with the principal, social worker and teachers to ensure families feel welcome and are supported as possible to support their children's success. The team will identify communication barriers and implement strategies for removing them.

These groups will not just provide the necessary information to make appropriate informed decisions on behalf of their linguistically, culturally, and academically diverse students, but members of the groups will also serve the Site Council and LCAP Committee to ensure the school commits resources to address the identified needs.

The committees will meet within 60 days of notification of the SIG award to review the proposal and with the support of FES, HCOE and other staff develop a common understanding of their work tasks over the next six, 12 and 18 months. They will meet monthly during the remainder of the 2016-17 planning year and during the first three months of 2017-18. By November 2017 the teams will determine how often they will continue to meet (at least four times a schoolyear) based upon their workload.

As a sign of the emphasis the district places on this effort, Superintendent Jack Lakin will participate in these committees/groups.

To ensure an impartial assessment of the level to which stakeholder recommendations are incorporated the external evaluator will develop a fidelity matrix (described on page

17) that will measure progress towards SIG and local goals as well as the level to which stakeholder recommendations are incorporated into project activities.

This plan will be fully developed between November 2016 and May 2017 to ensure it fully complies with the CASDIM requirements in Focus Area IV prior to implementation starting in 2017-18.

Element C: Demonstration of Capacity (Required)

Determining district capacity and overcoming implementation barriers: The writing team including Superintendent Jack Lakin, FES Principal Renee Henderson, and Business Manager Denise Grinsell met in mid-August to review the capacity to support a SIG program at FES and barriers to success. Identified as the greatest barrier was limited number of District employees, currently there are only two; Mr. Lakin and Ms. Grinsell. FUSD lacks capacity to implement a SIG program on its own. FUSD already contracts with the County Office of Education for PD, special education, PBIS and other services, this close working relationship makes selecting HCOE as the lead External Service Provider an obvious choice. It also illustrates the need to contract with HCOE and other providers to (a) support the program, and (b) train FUSD and FES staff so they develop the capacity to lead and sustain the SIG changes beyond project funding.

Readiness to implement CASDIM: FUSD is prepared to implement a successful CASDIM program at Ferndale Elementary. This commitment includes the decision by Superintendent Jack Lakin to serve as the SIG Primary Grant Coordinator to ensure the school and district follows through on promises made in this application and as the application is planned. Mr. Lakin and the Board of Trustees are prepared to adopt the to-be-developed/adopted leadership and teaching competencies and use those competencies in staff and administrative hiring and retention. This commitment to change, combined with our service providers, will provide the capacity to improve student outcomes at FES.

Ferndale Elementary SIG Leadership Team: Jack Lakin, Superintendent, Renee Henderson, Principal, Stephanie Koch , Board Member, Jeremy Griffith, Gr. 6-8 teacher, Becca Meyer, Gr. 3-5 teacher, Megan Collenberg, K-2 teacher, Julie Hagemann, parent, Meaghan Langer, parent, and Maira Rodriguez, parent from ELAC. The team will use consensus based decision making to guide the program.

To implement a CASDIM the five focus areas must be addressed. Below is a preliminary list of responsible parties for each area. Within 90 days of funding the Leadership Team, HCOE and our other partners will identify additional partners and develop a timeline for training and implementation for the rest of the 2016-17 schoolyear to August 2017. The Team will finalize a 2017-18 school year implementation plan by May 2017.

Focus Area	Service Providers/Training Opportunities, Area of Support, Affiliation and Ferndale Elementary Staff to be trained
I: School	Dr. Kenny Richards, Humboldt State University’s (HSU) Administrative

Leadership	Credential Program Lead will train Ms. Henderson and teacher leaders in school leadership and student focused leadership. Ron Pontoni, the retired Cutten Elementary School District Principal/ Superintendent will directly coach Ms. Henderson 20 days per year in the first three years. Byrd Lochtie, Leadership Consultant with the League of Women’s Voters will train the leadership team and parent/community groups/committees in consensus based decision making.
II: Teaching and Learning	All classroom teachers and selected paraprofessionals will receive onsite PD and coaching from Michael Kauffmann, Math and Science instruction coach, Fortuna Elementary District (0.5 FTE) and HCOE Learning Specialists, Agustin Amaro, ELD, Rosie Slentz, ELA and strategies that support integrated learning (0.5 FTE), Dina Macdonald, McKinleyville Elementary, will serve as an Engaged and Rigorous Instruction Trainer and Coach (up to 10 days per year) and Data Team Trainers Tony Fabricius, Sean Smith and Judy Smith Del Norte Public Schools (up to 10 days per year).
III: Student Non-Academic Support	All staff will receive PBIS and RJ training from HCOE’s Dr. Peter Stull and Psychologist Haley Jones. Sherry Shipley, LCSW and School Social Worker will train FES social worker, office staff and principal. Ryan Keller, HCOE Learning Specialist will work with FUSD staff to arrange academic peer tutoring by Ferndale High School students for FES students and create an afterschool learning program. Finally, all teachers and selected staff will attend the June 2017 SHIFT Symposia at HCOE which will focus on fostering a supportive school climate.
IV: Family and Community Engagement	Sherry Shipley, LCSW and School Social Worker, will provide 10 days per year of training/coaching for staff and social worker in supporting families of at-risk students. As part of his combined 0.5 FTE assignment HCOE’s Agustin Amaro will support outreach to the Hispanic/Latino/ EL Community and develop FES outreach capacity. College of the Redwoods Adult Education program will work with FUSD to plan and develop free adult education courses, including English classes and short term Career Technical Education classes for families. Paso a Paso, St. Joseph’s Health System and Cynthia Kaup, HCOE/ First Five California will collaborate with FES to develop a closer partnership between FES and the pre-school/early learner community
V: Support and Oversight	Jack Bareilles, Northern Humboldt Grants and Evaluation Administrator will lead the evaluation, develop an Implementation Fidelity Matrix to conduct a multi-level evaluation of progress and assist Mr. Lakin in preparation of required reports. Dr. Dale Oliver, Humboldt State (HSU) Math Department will analyze student and school achievement data. Field evaluator, Dr. Nick Parker will conduct 75 classroom observations per year to measure student engagement and rigorous instruction.

This preliminary Ferndale Elementary SIG plan provides the framework on which to fully implement a multi-faceted program that affects teaching, learning and the school family relationship. The specific goals (listed later) are the ultimate measure of program

achievement and will help guide the project and form the basis for ongoing review of implementation and progress. By May of 2017 a fully developed CASDIM plan will be developed by the stakeholders and approved by the district and its board.

Section II: Descriptive Information

Two Page Limit per Element: Complete each element below in the space provided. Refer to the Rubric in Appendix F for all related elements.

Element D: Recruitment, Screening, and Selection of External Service Providers (Restart Only) (Required)—The LEA must describe the rigorous review process, as described in the SIG final requirements, it has conducted, or will conduct, of the CSO, CMO, or EMO that is has selected or will select to operate or manage the school(s).

Not applicable for this application.

Element E: Recruitment, Screening, and Selection of External Service Providers

Selecting External Service Providers: FUSD has intentionally selected local service providers because: (a) they are qualified, (b) many have worked with FUSD, and (c) they will remain available to support FES beyond grant funding. Ferndale is five hours from San Francisco. While locally available service providers can quickly drive to the school, out of the area service providers spend the better part of day coming and going. To embed consultants and coaches in classrooms and for them to meet afterschool with teacher and family teams distance matters. Additionally, their programs/schools are available for FES staff to visit and see how program components work elsewhere.

Qualifications and record of effectiveness of Providers: The identified providers have a record of effectiveness with similar (or more challenging) populations locally.

Humboldt County Office of Education (HCOE): HCOE is a required and logical lead partner. HCOE already works closely with FUSD. Colby Smart, HCOE's Learning Support Services Coordinator oversees PD and school reform efforts across the county's 31 districts. Before moving to HCOE he led e-learning and instructor support at HSU and earlier taught at Ferndale High. HCOE Learning Specialists, Agustin Amaro (ELD), Rosie Slentz (ELA and integrated learning strategies), and Ryan Keller (literacy, library and tutoring) have worked to implement some of the most successful programs locally. Collectively they will spend 0.5 FTE at FES training, supporting **and** coaching FES teachers and staff. HCOE's Cindy Kaup is the county's early learning specialist and works closely with programs like First Five. Dr. Peter Stull and Psychologist Haley Jones are both PBIS and Restorative Justice trainers and serve on local, regional and state leadership groups. Dr. Stull for instance is the Region 1 RJ Lead for California.

Math and Science Coach: Michael Kauffmann is a former K-8 science and math teacher who has directed a successful Gr. 6-12 California Math Science Partnership grant and also helps a lead a K-5 California Elementary Math Science Partnership project. Together the two directly serve over 100 teachers in 25 local schools (but not either FUSD school). Both projects focus on the Common Core Math Practice Standards and the Next Generation Science Standards and involve significant in-class coaching. Starting in 2017-18 Mr. Kauffmann will take his extensive experience into Ferndale Elementary as part of a 0.5 FTE position where he will work with all teachers.

Humboldt State University, the only CSU for over 200 miles, works closely with local schools. HSU's Administrative Credential Program Leader Dr. Kenny Richards a long time high school administrator and superintendent and retired K-8 superintendent Ron Pontoni will directly coach FES principal Renee Henderson. Together they led some of the highest achieving schools in the region. Both successfully implement shared leadership in their schools and will work with FUSD administrators, teachers, staff and families to help the school implement a shared leadership model.

Data Teams Trainers and Coaches: Three Del Norte County educators will work with

FES to implement and internalize the data team process so student achievement data drives classroom instruction and school decision making. While principal at Joe Hamilton Elementary Tony Fabricius led the implementation of data driven decision making and instruction. Over three years the number of students in nearly all subgroups meeting standards doubled. For example, Hispanic students' scores rose from 12.5% to 42.5%, American Indian student scores rose from 18.2% to 38.5% and Economically Disadvantaged students increased from 20.9% to 41.4% in a school with a 97% Free and Reduced Price Meals rate. He will be assisted by Sean Smith (an experienced 5-8 teacher and data coach) and Judy Smith (a K-2 instructor who has led data teams).

Leadership Training: Leadership Consultant Byrd Lochtie has trained leadership teams in the public and private sectors for over 20 years. Through her consulting work and her work as President of the League of Women's Voters, locally she is a leading organizational leadership expert whose extensive background with non-profits and civic organizations fits well with the need to collaborate with the families and community.

Evaluation Team: Jack Bareilles (NHUHSD), Dr. Dale Oliver (HSU Math) and Dr. Nick Parker (field evaluator) have evaluated over 40 state and federal grants nationwide. Locally they have evaluated over 20 grants/projects and led numerous others.

Measuring SIG Progress and Service Provider Performance: To measure overall progress and service provider performance the evaluators will develop a multi-tiered Implementation Fidelity Matrix that will be regularly reviewed by the LT and evaluators. IFM subsections will focus on student achievement as well as program-wide, school-wide, and focus area activities and service provider performance. Each subsection (which can have over 100 measures) will be given an overall weight (i.e. student achievement subsection = 35 pts) which when combined will total 100 points. An overall score of 85/100 will be the measurable threshold for acceptable SIG implementation.

Abbreviated <u>Example</u> Fidelity Matrix Implementation Fidelity Matrix (IFM) Focus Area 1 School Leadership Example Review date: June, 2017	Timeline	Responsible Parties	Met/ Achieved (2 pts)	Partially Met/ In Progress (1 pt)	Not Met/ Not yet attempted (0 pt)
Coach and principal develop a coaching plan and schedule for remainder of 16-17.	Dec. '16	Richards, Henderson, Pontoni	x		
Principal coach completes 20 site visits	May '17	Hend., Pontoni	x		
Leadership Team Teachers receive 10 hours of leadership training	May '17	Richards, Lochtie	x		
Parent groups finalize '17-18 schedule	Aug. '17	LT, teams		x	
LT & partners finalizes August '17 PD plan	July '17	LT, partners		x	
FUSD adopts new leadership competencies	Dec. '18	Supt., Board			x
Overall Progress Towards Meeting Goal:			8 / 12		
Overall Weight (Amount section counts towards overall					

Element F: Alignment of Resources (Required)

Ferndale Elementary has a number of resources paid for with Title I and LCAP funds that align with the proposed CASDIM. In planning meetings for this application, the consensus emerged that while there was a substantial investment in other resources, (a) they needed to better align with existing school goals and the CASDIM, (b) as the needs analysis clearly shows, there is great need among the subgroups for additional support, and (c) there is the need of a framework/ data system to identify students and issues that need additional support and attention. If this application is funded, by April 2017 a working group of the principal, teachers, paraprofessionals and parents will review what the below-described positions currently do and how they can be utilized to better support those students most in need of additional support.

Current resources (certificated): Ferndale Elementary employs a 0.4 FTE district-funded counselor who provides counseling services to high needs students. Currently, students are referred by teachers, the principal and office staff. Why students are identified varies greatly. Through PBIS and the CASDIM this support would focus more on high needs students identified through a consistent system.

FES also employs an ELA/Reading Intervention Teacher and an ELD Teacher. However, as the CAASPP results indicate, the effectiveness of this investment is not readily apparent. It is the consensus of the planning team that these positions, which will continue to be funded, could be made more effective if integrated into a more data driven system involving all teachers where student progress is jointly modified (by the data teams) and interventions and support are collaboratively planned and carried out. In addition, both teachers will receive ongoing, job-embedded coaching from the HCOE Learning Specialists.

Current resources (classified): Ferndale Elementary is served by a **four hour a day classified Library Technician**. This dedicated staff member receives limited support from HCOE as part of the County Office's support for library techs countywide. However, this support (approximately two days per year total) focuses more on managing collections and logistical considerations than using the library to support student learning. This proposal will provide ongoing coaching to this position from HCOE Learning Specialist Ryan Keller, a credentialed librarian.

Ten four hour a day classroom aides also serve FES teachers and to a lesser degree the students. In informal discussions with teachers and staff in preparation of this application it became clear that many if not most of these paraprofessionals spent a significant amount of their time grading papers and entering grades, or preparing class materials (i.e. cutting out handouts for primary grade students). Direct work with children who need additional practice in reading for instance, was if not lacking, seemingly underreported. This proposal will provide both training for these paraprofessionals in how to directly support student learning (from HCOE) and using data provide the

Other potential resources: Parents in the preliminary surveys and meetings repeatedly expressed a desire to offer extended library/homework help time afterschool daily and to ideally provide an afterschool snack/meal. In fact, all 22 parents at the ELAC meeting expressed a desire to offer an afterschool option from 2:15 pm to 5:30 pm so their children could receive help with homework and participate in enrichment activities.

While the SIG grant will help fund the extended library/homework component starting in 2017-18 to make this permanent requires a sustainable funding source. One funding source that FES is not currently eligible for, but potentially can be, is the at-risk afterschool meals component of the Child and Adult Care Food Program (CACFP) which offers Federal funding to afterschool programs that serve a meal or snack to children in low- income areas. What is different about this program from the school meals program is that all students are eligible for a free meal/snack—not just low income students—and the level of reimbursement per meal is approximately \$1.00 higher than the Free and Reduced Price Meal program. Other local schools have begun using this program to both provide a healthy and nutritious afterschool snack/meal and using revenue from the higher level of reimbursement (plus the fact that all students are eligible regardless of family income) use a portion of the reimbursement to help staff their afterschool program.

The threshold for eligibility for the program is 50% or more students be eligible for Free and Reduced Price Meals. Last school year FES' rate was 49%. With additional outreach, we are confident we can raise the rate above 50%. Once FES surpasses the 50% rate (which could be before this application is reviewed) FUSD will begin the application process for CACFP funding.

Aligning and coordinating available resources with the SIG: Ferndale Elementary has resources that can be more effectively activated to serve those students the needs analysis clearly showed need more support. The SIG will provide the framework to: (a) more effectively identify the students who need additional support, (b) lead the school to analyze how best to utilize these resources, and (c) provide training and coaching to these teachers and paraprofessionals so they can more effectively serve the students.

Supplement not Supplant: These positions will continue to be funded by FUSD at the same or greater level during and after the grant period. While during the grant period they will receive substantial training, coaching and support, new grant-funded employees will not be hired to take on part of their jobs. With the exception of the grant-funded school social worker (who will work closely with the part-time counselor to serve at-risk students) this proposal does not call for SIG funded positions to do work of the two teachers, library tech and ten classroom aides. This is in keeping with this proposal's basic model which is to make existing staff more effective through training, coaching and using data to guide the implementation of effective programs and interventions.

Element G: Modify LEA Practices/Policies (Required)

Ferndale Unified School District is prepared to modify its practices and policies to ensure the CASDIM is fully and effectively implemented at Ferndale Elementary. As mentioned, Superintendent Jack Lakin has chosen to serve as the Primary Grant Coordinator in great part to ensure the components of the CASDIM are effectively implemented at the school and classroom level. By serving as the Coordinator, Mr. Lakin will ensure that no district barriers stand in the way of successful implementation of the program. This includes a pledge to give the site leadership (Ms. Henderson, the teacher leaders and families) the authority to determine the areas of greatest need (as part of the process), make recommendations and to the greatest allowable extent implement those recommendations.

In preparing this application Mr. Lakin and the writing team reviewed the overall goals of the SIG and California State Determined Intervention Model. In particular the team reviewed each of the five CASDIM focus areas in a planning meeting in early August before this application was begun. In fact, it was the CASDIM's focus on school leadership, teaching and learning and school climate and family connections that convinced the team that this was an opportunity worth pursuing.

Principal Competencies: FUSD will develop or adopt leadership competencies that address: (1) systems thinking and sustainable outcomes; (2) capacity building and community; (3) results-oriented problem solving; (4) influence and team development; and (5) personal effectiveness. Dr. Richards, Mr. Pontoni, Mr. Smart, Mr. Lakin and Ms. Henderson will collaborate to identify, modify (if necessary), pilot and finalize these leadership competencies. The competencies will then be adopted by FUSD but perhaps more significantly, they will be shared through both HCOE and the HSU Administrative Credential program (which certifies most local administrators).

These competencies will be identified by January 2018 and then used in the coaching Ms. Henderson receives for the remainder of the 2017-18 school year. The goal is to integrate the competencies into FUSD's formal administrator evaluation starting in the 2018-19 school year.

Mr. Pontoni and Dr. Richards will engage Ms. Henderson and Mr. Lakin through a process where they develop a system to align supports and structures for student and teacher success. Teachers from the LT will also participate in this process which will help drive a school-wide instructional focus.

Shared leadership: Through the development of the leadership team (at the schoolwide level) and the data teams (K-2, 3-5 and 6-8) FES will develop and then practice sharing leadership expertise to strengthen teamwork, process lessons learned (as well as student progress), and identify successful approaches to needed change and continuous improvement. This process will be SIG driven at first but starting in 2019-20 the Leadership Team and district will begin exploring ways to formalize the

leadership team structure at Ferndale Elementary. This process will include both identifying specific responsibilities of the LT and determining a stipend/compensation system for participating teachers. The goal is to adopt these policies at the district level for the 2020-21 school year and sustain them after the grant ends.

Data Teams/Using Student Data to Drive Instruction, School Activities and District Policies: The practice that can have perhaps the greatest impact on student success is to adopt the data team model so K-2, 3-5 and 6-8 teams as well as the school as a whole uses data to determine the best practices to reach students. As mentioned in the Executive Summary, over 60% of FES staff are new since 2012. In that time no sustained effort to use student data to guide instruction has been undertaken by the school. Furthermore, when discussing the SIG plan with teachers who will serve on the Leadership Team (and have been at the school for longer) the consensus was that all 15 teachers needed training and job-embedded coaching in using data to guide how they teach.

Future modifications: While the writing team has closely reviewed the SIG and CASDIM goals/areas of focus if funded, the school and district (including the Board of Trustees) will even more closely review these focus areas with the teachers, paraprofessionals and families so all stakeholders understands the guiding principles behind CASDIM. Through this process and the ensuing implementation of the CASDIM at Ferndale Elementary we expect additional challenges and opportunities will become apparent.

As these challenges and opportunities become apparent Ferndale Unified School District pledges to modify its practices and policies as allowable to ensure no district policies stand in the way of improving education for the students at Ferndale Elementary.

Element H: Effective Oversight and Support for Implementation

The fact that this is a one school proposal in a two-school district and the project lead is the district superintendent ensures oversight is built into the process. As mentioned, Mr. Lakin and Ms. Henderson will serve on the Leadership Team where they will work with teachers, staff and parents to effectively implement the proposal. Additionally, the two already meet weekly if not more frequently—which will continue.

Thus we do not believe closeness and frequency of communication between the LEA administration and site will be a problem. Instead the challenge is to make time in these two busy administrators' schedules (both are site principals) to ensure they are able to concentrate on implementing the CASDIM.

One method to ensure a continued focus on the CASDIM proposal is the intentional alignment of the proposal with what Ferndale Elementary is attempting to do (or should be doing). If done correctly, this proposal should not be an added initiative on top of everything else the school is attempting to do. The data shows the areas of greatest need among FES students and this proposal provides support to implement a system to guide FES towards better serving those students most in need of support.

Another key method of building accountability is ensuring the proposal's goals (both project components and student growth targets) are widely understood. This starts with the leadership team and expands to the committees and data teams. As the planning year progresses there should be measurable increases in how well staff and families understand the CASDIM process at FES.

Every teacher and staff member at the school will be involved in multiple components of the proposal including PBIS, RJ and the data teams. And while all families will not directly interact with the school social worker there should be an increase in the families who positively interact with the school –particularly among the families of at-risk/struggling students who the social worker will support.

Timelines and Implementation Fidelity Matrices: Within 60 days of award notification the Leadership Team will expand the preliminary management plan timeline (below) and from that, this application, and review of the various interventions the evaluators will develop an implementation fidelity matrix for each component of the CASDIM within 90 days of notification. These documents will help measure progress and guide the project.

Preliminary Management Plan Timeline		
Year One: November 2016 – June 2017		
Activity	Responsible Parties	Time Frame
Mr. Lakin notifies school and partners of award.	Lakin	Within 30 days of Project Award
Leadership Team meets to review proposal as part of full day study session	Leadership Team (LT)	
Business office begins preparing contracts	Grinsell	

Leadership Team Meetings begin (Ongoing)	LT	Within 60 days	
Year One Management Plan Timeline expanded	LT		
Finalize contractual agreements	Grinsell		
NWEA Measures of Academic Progress Assessments (MAP) administered	Henderson, teachers		
Evaluators prepare four year evaluation timeline.	Evaluators	90 days after project award	
Complete detailed analysis of baseline student review data to finalize project goals.	LT, Evaluators		
Prepare Program Implementation Fidelity Matrix	Evaluators		
Evaluator/LT conduct first Fidelity Matrix review	LT, Evaluators		
Social worker hired	District, LT		
Teachers and staff surveyed	LT, Evaluator		
Baseline classroom observations begin	Evaluator		
Site-level planning meetings begin	Lakin, Henderson, LT		
SIG information meeting Ferndale Elementary	Lakin, Henderson		
Parent and community surveys	Evaluators		
Enhanced PBIS training of staff begins	Henderson, HCOE		
Year One Management Plan Timeline Finalized	LT		February 2017
Continued PBIS training	Henderson, HCOE		
NWEA MAP administered	Henderson, teachers		
Evaluator/LT conduct 2 nd Fidelity Matrix review	PD, LT, Evaluators		
First Data Team meetings at FES and use February MAP data	Henderson, Consultants	March 2017	
Follow-up staff, family/community surveys	Evaluators	April 2017	
Evaluator/LT conduct 3 rd Fidelity Matrix review	PD, LT, Evaluators	June 2017	
Yr. 2-4 Mgmt. timeline developed/ approved.	LT		

Please see SIG Form 2 for a more in-depth chart of planning year activities.

Using the Implementation Fidelity Matrices the Leadership Team will review level of implementation of the program components three times a year. These documents which integrate timelines of expected activities will support focused analysis around implementation data, and help highlight information and progress (or the lack thereof) that shows the need to make modifications to the program plan.

In addition to the Leadership Team the other committees/teams will also monitor progress for their specific area of focus three times a year using a targeted Implementation Fidelity Matrix and other reporting instruments to be developed by the evaluation team. These will include parent and community surveys as well as notes from focus groups and meeting with the working teams.

By coming together three times a year to formally monitor progress the teams and groups doing the work of the SIG will be repeatedly reminded of the student and school outcomes the project strives to achieve.

Element I: Sustaining the Reforms (Required)—The LEA must describe how it will sustain the reforms after the funding period ends.

This proposal is designed to build local capacity by training teachers and staff to implement and sustain effective programs like PBIS and data teams. The major costs of these components of the proposal are front-loaded—most involve paying release time for HCOE and other partners’ personnel so they can work directly with Ferndale Elementary teachers and staff.

By focusing on developing the Ferndale Elementary School’s teachers and staff this CASDIM proposal will build local capacity to affordably sustain the critical program components after SIG funding ends. For instance, program components that address the CASDIM Focus Areas 1-4 such as Data Teams, Common Core Math Practice Standards aligned instruction, PBIS and improved communication with families and the community are reforms how the school operates—not costly programs that need to be maintained at the cost of cutting somewhere else.

Sustainable Professional development time: Ferndale Elementary teachers work a 186 day contract which allows for up to six professional development days. In addition, the school has early dismissal at 2:15 pm on Wednesdays during which teachers meet until 4 pm. These two factors provide a sustainable low cost method to deliver PD to the teaching staff.

Sample Sustainable Program Components	
Program Component	Sustained at Limited Cost
Common Core aligned instruction (math and ELA)	Yes
Data teams/using data to determine student learning needs	Yes
PBIS and Restorative Justice	Yes
Parent committees and shared leadership	Yes
Improved communications with families and community	Yes

Sustainability Team: To ensure the most effective program components are sustained after SIG funding ends, starting in 2018-19 a sustainability team will begin meeting to determine how best to sustain the CASDIM at Ferndale Elementary after SIG funding ends in 2021. This process will analyze student academic, behavior and attendance data along with teacher, staff, family and community survey data to identify the most effective aspects of the program that must be sustained.

Sustaining programs that require continued funding: As mentioned above, many of these effective program components will be sustained at minimal costs because the school staff will have the capacity implement them without costly external support. However, some will require sustained funding and a commitment from the district. For these in particular, this review by the sustainability team will play a key role in convincing the district to sustain the program components.

The most significant personnel cost of the proposal is to hire a full time school social worker to work directly with families and students as well as support the PBIS program. Ferndale Unified School District is prepared to sustain this position beyond grant funding because it believes this position is critical to addressing the growing need among its families and students.

As detailed in the Budget Narrative, spending for this program decreases over the last two years to prepare the school and district to continue the key components of the CASDIM.

Ferndale Elementary SIG Program Year by Year Budget

2016-17	\$205,140.89
2017-18	\$546,979.67
2018-19	\$540,979.67
2019-20	\$453,837.21
2020-21	\$345,700.61

Alignment with District Mission: This proposal aligns with Ferndale Unified’s mission statement’s goal to partner with parents and the community to provide challenging and stimulating educational experiences in a structured, safe, efficient and caring environment. The district strives to meet the needs of all students and provide them with the skills necessary to succeed in homes, work places, and communities of today and tomorrow.

This proposal also aligns/supports instructional alignment with the Common Core Math and ELA standards. It promotes student success among diverse learners and fosters partnerships and cooperation between the school and families and the community. It is intended to close the achievement gap between FES students in general and subgroup students in particular and their peers across the county and state. It also focuses on the disparity of student learning between the school’s significant subgroups. While Ferndale Unified does not have a Strategic plan, these areas of focus are strategically aligned with what the state, district, educators and families want for their children.

Element J: LEA Monitoring of School Implementation (Required)

Ferndale Unified, the writing team as well as a teacher team reviewed the 2015 and 2016 CAASPP data and using that as a baseline determined the ending goal for students on the 2021 CAASPP assessment. In a nutshell the student achievement goal for the 2021 CAASPP assessment is for Ferndale Elementary students as a whole and Hispanic/Latino and Economically Disadvantaged students to score at or above state and local averages on the 2021 CAASPP assessment.

The annual achievement goals are in SIG Form 1a and SIG Form 1b (see below). The exact goal for implementation year four (2020-21) is a descriptive statement: to equal or surpass the 2021 CAASPP results for the state and county) annual goals in math and ELA. However, based upon 2015 and 2016 CAASPP results from Ferndale Elementary School we have developed yearly goals that increase towards a very rough prediction of what the state achievement levels may be in five years. Depending on state, county and school level scores the Leadership Team will have the option to increase the annual performance targets (though not decrease them) based upon new data.

Annual student performance goals for all students and selected subgroups are listed starting on page 27 in Section III.

Data reporting: Ferndale Unified School District is prepared to monitor and report all data required by the State of California as well as the School and Other Data required in the leading indicators in Section III of the FY 2014 SIG application. This includes the district's willingness to participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.

Some of that data will remain the same throughout the five years (i.e. the intervention model selected) but other data such as the "Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics. . . ." will change year to year.

School Level Data

- Which intervention the school used (e.g., turnaround, restart, evidence-based, whole-school reform model).
- Number of schools in rural LEAs implementing an intervention model with a modified element pursuant to section I.B.6 of these requirements.
- Which intervention the school in a rural LEA implementing an intervention model with a modified element pursuant to section I.B.6 of these requirements used.
- AYP status
- Which AYP targets the school met and missed
- School improvement status
- Number of minutes within the school year

Student Outcome/ Academic Progress Data

- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup.
- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup.
- Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup.
- Percentage of limited English proficient students who attain English language proficiency
- Graduation rate
- Dropout rate
- Student attendance rate
- College enrollment rates

Student Connection and School Climate Data

- Discipline incidents
- Chronic absenteeism rates

Talent Data

- Distribution of teachers by performance level on LEA’s teacher evaluation system
- Teacher attendance rate

Collecting, tracking, analyzing and communicating performance/progress data:

Our external evaluators, led by Northern Humboldt Grants and Evaluation Administrator Jack Bareilles will be granted access to the Ferndale Unified School District’s data systems (Aeries Student Information System, NWEA MAP reporting system and the Multiple Measures CAASPP reporting site) to collect all necessary student assessment data. Mr. Bareilles will also conduct student, teacher, parent and community surveys (including climate and event/component specific surveys) throughout the project.

Once collected, Mr. Bareilles will prepare the data for analysis by Humboldt State University Mathematics Professor Dr. Dale Oliver who will analyze FES student data and compare it to similar groups across the county and state. His analysis will attempt to determine the impact of the Ferndale Elementary SIG grant and will use statistical modeling to determine whether the observed effect is statistically significant (that is, not due simply to natural variation in the sample).

Behavior data will include disciplinary referrals as reported in the PBIS SWIS data system as well as suspension and expulsion data. Mr. Bareilles, who evaluates two federal PBIS/School Climate projects is experienced in this kind of reporting.

As data becomes available during the year the evaluation team will prepare reports for use by the leadership team and other site teams to help them better guide the program.

Insomuch as this is a single school proposal at this time there are no identified

compliance concerns and technical assistance needs.

Section III: Annual Student Performance and Progress Goals

SIG Form 1a—Annual Student Performance and Progress Goals: Reading/English Language Arts (Required)

- Use multiple measures for assessing student performance and progress, including the CAASPP.

Identified Need(s) :	School provides a comprehensive web of support for the whole child ensure that students become successful including addressing barriers to learning that challenge many students, including health, social, emotional, and behavioral.		
Goal(s) Applies to:	School:	Ferndale Elementary School	
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide, Latino and Economically Disadvantaged	
SIG Expected Annual Measurable Goal(s) Established Goals for Full Implementation Only			
Full Implementation Year 1 (2017-18)	40% of All Students 25% of Latino, and 30% economically disadvantaged students meet or exceed state standards		
Full Implementation Year 2 (2018-19)	47.5% of All Students, 40% of Latino and 40% economically disadvantaged students meet or exceed state standards		
Full Implementation Year 3 (2019-20)	55% of All Students, 45% of Latino and 50% economically disadvantaged students meet or exceed state standards		
Full Implementation Year 4 (2020-21)	Ferndale Elementary Students (All Students) meet or exceed State and County achievement levels in ELA for All Students. Ferndale Elementary Students (Hispanic/Latino) meet or exceed State and County achievement levels in ELA for Hispanic/Latino students. Ferndale Elementary Students (Economically Disadvantaged) meet or exceed State and County achievement levels in ELA for Economically Disadvantaged students.		
Full Implementation Year 5, if applicable	n/a		

Section III: Annual Student Performance and Progress Goals

SIG Form 1b—Annual Student Performance and Progress Goals: Mathematics (Required)

Identified Need(s) :	School provides a comprehensive web of support for the whole child ensure that students become successful including addressing barriers to learning that challenge many students, including health, social, emotional, and behavioral.		
Goal(s) Applies to:	School:	Ferndale Elementary School	
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide, Latino and Economically Disadvantaged	
SIG Expected Annual Measurable Goal(s) Established Goals for Full Implementation Only			
Full Implementation Year 1 (2017-18)	30% of All Students, 15% of Latino and 25% economically disadvantaged students meet or exceed standards		
Full Implementation Year 2 (2018-19)	37.5% of All Students, 20% of Latino and 30% economically disadvantaged students meet or exceed standards		
Full Implementation Year 3 (2019-20)	45% of All Students, 30% of Latino and 40% economically disadvantaged students meet or exceed state standards		
Full Implementation Year 4 (2020-21)	<p>Ferndale Elementary Students (All Students) meet or exceed State and County achievement levels in mathematics for All Students.</p> <p>Ferndale Elementary Students (Hispanic/Latino) meet or exceed State and County achievement levels in mathematics for Hispanic/Latino students.</p> <p>Ferndale Elementary Students (Economically Disadvantaged) meet or exceed State and County achievement levels in mathematics for Economically Disadvantaged students.</p>		
Full Implementation Year 5, if applicable	n/a		

SIG Form 2a—Planning and Other Pre-implementation Activities For a Tier I or Tier II School

LEA Name: Ferndale Unified School District		Date: August 31, 2016
School Name: Ferndale Elementary School		
Actions and Activities	Start and End Dates MM/YYYY	Description of how those activities will lead to successful implementation of the selected intervention
Mr. Lakin notifies school and partners of award.	Nov-16	Superintendent Lakin starts the process.
Leadership Team meets to review proposal as part of full day study session	Nov-16	To achieve distributed leadership and increase the number of stakeholders who understand the project, the LT must not just understand the program, but be able to explain its key components to staff and community members.
School information meeting at Ferndale Elementary	Nov-16	Leadership Team meets with FES staff to review key aspects of the grant and share the preliminary 2016-17 timeline.
Business office begins preparing contracts	Nov-16	Required to begin receiving services from partners.
Leadership Team Meetings begin (Ongoing)	Dec-16	The LT will lead the program and must meet regularly (particularly during the first 18 months) to ensure the program is being properly implemented and the needs of the students and families are being met.
Year One Management Plan Timeline expanded	Dec-16	Mr. Lakin, Ms. Henderson, the LT and partners will clearly lay-out the activities they will conduct for the remainder of the 2016-17 school year. The Timeline will also help hold vendors and participants accountable.
Finalize contractual agreements	Dec-16	Required to receive services from partners.
NWEA Measures of Academic Progress Assessments (MAP) administered	Dec-16	This will be the 2nd MAP assessment of the year and will factor into the baseline measures. The NWEA MAP is one of the common data sources the LT and committees will use to measure student progress.
Evaluators prepare four year evaluation timeline.	Jan-17	The evaluation timeline will provide a clear list of what data will need to be collected and analyzed to measure progress. CAASPP data will be used to track student progress towards meeting the student achievement goals. Other student data will be used formatively in Data Teams. Program implementation data will be analyzed using Implementation Fidelity Matrices to measure the level to which the program is meeting its targets.
Complete detailed analysis of baseline student data.	Jan-17	The detailed analysis of baseline student data will allow the LT to finalize student achievement goals.

SIG Form 2a—Planning and Other Pre-implementation Activities For a Tier I or Tier II School

Prepare Program Implementation Fidelity Matrix	Jan-17	Program implementation data will be analyzed using Implementation Fidelity Matrices to measure the level to which the program is meeting its targets.
Evaluator/LT conduct first Fidelity Matrix review	Jan-17	The IFM review is done with the LT and evaluators where they use the IFM to formally review the different components of the project. As new topics/measures are determined the subtopic IFMs can expand to measure progress towards achieving its goals.
SIG half time Clerical/PBIS technician hired	Jan-17	The technician will enter SWIS data and prepare reports, conduct daily Check In Check Out work with Tier 2 students, provide clerical support to principal and social worker, and support program activities.
Social worker hired	Jan-17	As described in the narrative FUSD will hire a social worker to lead family and community outreach, lead the PBIS initiative and provide counseling and other support for Tier 2 and Tier 3 PBIS students.
Social worker begins meeting with Sherry Shipley for job embedded support and coaching	Jan-17	The social worker will be coached by Sherry Shipley, an experienced and successful school social worker from a nearby district. Ms. Shipley is also a Licensed Clinical Social Worker and has extensive experience supervising social work interns. Her district implements PBIS and she is also able to help the to-be-hired social worker support PBIS implementation.
Teachers and staff surveyed	Jan-17	Teacher and staff survey data will be used to track their understanding the SIG process and to provide the LT and other groups data.
Baseline classroom observations begin	Jan-17	Dr. Nick Parker will conduct 75 observations per year to measure the level of student engagement and the prevalence of rigorous instruction.
Planning meetings begin	Jan-17	As described in the narrative leadership of the project is distributed where appropriate and teacher and parent teams/committees with support from the partners will have a key role in making decisions about how best to achieve program goals. This process begins with the committee planning meetings in January 2017.
SIG information meeting Ferndale Elementary	Jan-17	The community meeting would be held earlier (and in application planning meetings in August and September 2016 numerous parents indicated a willingness to participate in project leadership, but to ensure as many parents as possible hear about the initiative, and the teachers and staff are able to clearly explain the project's goals this meeting will be pushed back to January.
Parent and community surveys	Jan-17	These will be given to elicit additional responses from parents.
FES Principal Renee Henderson begins working with Dr. Richards and Mr. Pontoni	Jan-17	As per Focus Area 1 which requires the proposal provide customized and ongoing, outcome-driven professional development, Ms. Henderson will receive job-embedded coaching from Dr. Richards and Mr. Pontoni as well as other to be determined coaches.
Enhanced PBIS training of staff begins	Jan-17	While the school is gradually implementing PBIS the level of support currently provide requires the school site staff to lead the process with guidance (though only infrequently on site guidance) provided by HCOE. The SIG will provide funding to get HCOE PBIS trainers on site approximately one day per week for the remainder of the 2016-17 school year.

SIG Form 2a—Planning and Other Pre-implementation Activities For a Tier I or Tier II School

HCOE ELD Coach begins working with ELD teacher	Jan-17	As described, Agustin Amaro from HCOE will work closely with FES's ELD teacher to support improved instruction and support for EL students.
HCOE ELA Coach begins working with Intervention teacher	Jan-17	As described, Rosie Slentz from HCOE will work closely with FES's Intervention teacher to support improved instruction and support for students with reading difficulties.
Year One Management Plan Timeline Finalized	Feb-17	The LT will work with the different committees/groups to develop timelines for their activities for the rest of the school year and including August 2017 PD activities. These timelines will be merged into the finalized management plan.
Continued PBIS, ELD and ELA training	Feb-17	PBIS, ELD and ELA training will continue with multiple visits per month by HCOE staff.
NWEA MAP administered	Feb-17	Along with the CAASPP data, MAP results will help monitor student progress. The assessments will be given three times a year which will allow for comparison of student growth from the beginning of the year and inform the data teams.
Evaluator/LT conduct 2 nd Fidelity Matrix review	Feb-17	The LT and evaluators will use the IFM a 2nd time to formally review the different components of the project and check that the program is still progressing towards its stated goals.
Begin planning for Summer 2017 PD	Feb-17	The LT (or designees) will begin planning for summer 2017 teacher and paraprofessional PD to better prepare them for full SIG implementation starting August 2017.
First Data Team meetings at FES and use February MAP data	March '17	The use of data to measure and support student learning is a key to improving student outcomes at FES. These first data team meetings (with the three coaches from Del Norte present) will set the stage to the eventual independent and sustained use of data teams.
Follow-up staff, family/community surveys	Apr-17	These surveys will provide updated information as the school comes to the end of its planning year.
Complete 1st Data Team practice cycle using MAP data	May-17	A typical data team cycle requires both a review of data to determine what students know and don't know (the MAP data), followed by the use of a mutually agreed upon assessment by all teachers, and finally a coming back together to analyze how students did on the assessment.
Baseline classroom observations completed	May-17	Dr. Parker will complete his 75 observations to provide baseline data.
Evaluator/LT conduct 3rd Fidelity Matrix review	May-17	This IFM review will help determine the readiness of FES to move forward with implementation starting in August 2017.
Complete planning for summer 2017 PD	Jun-17	PD plans will be finalized prior to summer break--though the topics and dates would be distributed back in February.
Yr. 2-4 Mgmt. timeline developed/ approved.	Jun-17	While this will be reviewed again and again, the LT will prepare a management timeline that looks toward major activities during the upcoming year. It will also help calendar PD and other activities.

SIG Form 2a—Planning and Other Pre-implementation Activities For a Tier I or Tier II School

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School

LEA Name: Ferndale Unified School District		Date: September 4, 2016		
School Name: Ferndale Elementary				
Required Component	Strategy/Evidence-based Strategy	Start and End Dates (MM/YYYY)	Oversight	Description of Evidence
SD 01: Required Partnership				
Partner with the local educational agency's (LEA's) local county office of education, or local educational agency's Regional System of District and School Support Lead County Office of Education or The California Collaborative for Education Excellence				
Selecting the Lead Partner	Responsible parties: Jack Lakin, Superintendent, Renee Henderson, Principal FES	8/2016 12/2016	Superintendent, FUSD Board	Signed contract
Name of Lead Partner	Humboldt County Office of Education (HCOE)			
SD 02: Leadership Effectiveness				
Develop or adopt leadership competencies that address the following elements: (1) systems thinking and sustainable outcomes; (2) capacity building and community; (3) results-oriented problem solving; (4) influence and team development; and (5) personal effectiveness				
Develop or adopt leadership competencies	Responsible Parties: Jack Lakin, Renee Henderson, Kenny Richards, Ron Pontoni	Jan-18	Superintendent, FUSD Board	Draft competencies by 1/2018. Adopted competencies by 7/2018
Use the developed or adopted competencies to conduct a rigorous selection process to identify school leaders who possess the knowledge, ability, and skills necessary to lead school turnaround efforts and replace or retain the current principal.				
Assess the candidate's potential fit with the school and success with prior turnaround efforts	While FES is not replacing its principal the FUSD Superintendent will review the principal performance in regards to the turnaround effort in March 2018 and then yearly thereafter.	3/18 Ongoing	Superintendent, FUSD Board	
Implement multiple steps in the selection process	FUSDs current selection process will be reviewed to ensure there are adequate and multiple steps. Once reviewed and approved the steps will be included in FUSD's selection process for principals.	7/1/2018 Ongoing	Superintendent, FUSD Board	District policy and forms
Develop new recruitment strategies and a new leadership job description that aligns with the school's improvement goals and expectations	FUSD contracts with HCOE to recruit teachers, staff and administrators. Superintendent Lakin and Colby Smart from HCOE will collaborate to develop recruitment strategies which then implemented by HCOE when it advertises for FUSD principals.	7/1/2018 Ongoing	Superintendent, HCOE	Recruiting documents
Develop a prioritized set of selection criteria and rubrics	FES Principal Renee Henderson, Humboldt State University (HSU) Administrative Credential Program Lead Dr, Kenny Richards, Administrator Coach Ron Pontoni and FUSD Superintendent Jack Lakin will develop these along with the competencies.	7/1/2019 Ongoing	Superintendent, HCOE, HSU	District policy and forms
Utilize competency-based and job-characteristic interview questions	Upon adoption of the competencies interview questions will reflect the competencies. They will be utilized in FUSD administrator interviews starting in July 2019.	7/1/2019 Ongoing	Superintendent, HCOE,	FUSD interview questions
Replace or retain the current principal	FUSD will retain the current principal. Coaching will be provided for the current principal to develop skills necessary to meet the to-be-identified competencies. The FUSD Superintendent will review the principal performance in regards to the turnaround effort in March 2018 and then yearly thereafter.	3/18 Ongoing	Superintendent	Retention or release of principal.
Provide customized and ongoing, outcome-driven, professional development (PD) opportunities to strengthen leadership practice and build leadership capacity.				
Identify professional development needs	Key PD needs include: PBIS, Restorative Justice, Family and Community Engagement, Math and Science, ELA and ELD, Engaging and Rigorous Teaching and Learning	7/17 6/21	Leadership Team (LT), Committees	Needs analysis
Develop and Implement outcome-driven PD opportunities	Starting in early 2017 PD will be begin to be offered. Intensive PD and coaching will begin during the summer of 2017.	7/17 6/21	LT, Partners	Record of PD and coaching

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School

LEA Name: Ferndale Unified School District		Date: September 4, 2016		
School Name: Ferndale Elementary				
Name and content of PD	PBIS Tier 1, 2 and 3 (over multiple years) Restorative Justice (over multiple years) Math/Science PD and in-class coaching (introductory PD in spring 2017, classroom embedded coaching in 2017-2020 schoolyears with follow-up support in 2020-21) ELD coaching (beginning in January 2017 for ELD teacher and classroom embedded coaching in 2017-2020 schoolyears for all teachers with follow-up support in 2020-21) ELA coaching (introductory PD in spring 2017, and classroom embedded coaching in 2017-2020 schoolyears for all teachers with follow-up support in 2020-21) Engaged and Rigorous Instruction PD (2017-2020) for all teachers.	7/17 6/21	LT, Partners	Record of PD and coaching
Promote the use of continuous feedback that is connected to professional learning opportunities and supports ongoing learning and improvement for school principals				
Provide opportunities for continuous feedback and ongoing learning	Review of student achievement data to determine areas requiring PD for principals, teachers on leadership team and classroom teachers	7/17 6/21	LT, Partners, Evaluators	Record of PD and coaching
Optional: An LEA may also implement one or more of the following strategies based on identified needs:				
Create and implement career pathways for leadership to expand leadership capacity and set the stage for sustainability	n/a As a two school district with only one K-8 school teachers will be offered roles in leading school reform efforts, but formalized career pathways will not be developed.	n/a	n/a	n/a
Promote opportunities for sharing leadership expertise to strengthen teamwork, process lessons learned, and identify successful approaches to needed change and continuous improvement	A Leadership Team that includes three teachers will guide the program. Teachers will also serve on and in many cases lead the committees.	11/16 Ongoing	Superintendent	LT meeting notes and roster, stipends paid to participating teachers
Promote labor-management collaboration to enable innovation in educator roles, responsibilities, and compensation systems	n/a			
SD 03: Teaching and Learning				
Complete a comprehensive needs assessment of the instructional program				
Identify instructional program goals and objectives	Preliminary review of instructional goals and program goals conducted in August 2016 as part of the application process. Goals will be reviewed and adopted by LT by February 2017.	July 17 June 21	Superintendent, LT	List of goals submitted with application
Assess current and actual levels of implementation	To be reviewed using the to be developed Fidelity Matrices and student achievement data starting in January 2017. Reviews to occur three times annually throughout each following school year starting in August 2017 and continuing throughout the next four years.	Aug. 2017 Ongoing	LT, Evaluators	Fidelity Matrices
Determine discrepancies or gaps in program effectiveness	To be determined using the to be developed Fidelity Matrices and student achievement data starting in January 2017. Starting in August 2017 reviews to occur 3x each following school year as more data becomes available.	Aug. 2017 Ongoing	LT, Evaluators, Data Teams	Fidelity Matrices, student data
Prioritize needs	The LT with input from the committees will prioritize needs based upon student data starting in the planning year and at least 3x each following school year or as more data becomes available.	Aug. 2017 Ongoing	LT, committees	PD and support schedules
Implement an instructional program aligned with California State Standards in at least one full academic content area (including professional learning for all educators) that meets the needs of all students in the school, including but not limited to, socio-economically disadvantaged students, English language learners, and students who receive special education services				

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School

LEA Name: Ferndale Unified School District		Date: September 4, 2016		
School Name: Ferndale Elementary				
Use student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction and programs in order to meet the academic needs of individual students.	PD and in class coaching in K-8 math and ELA will be provided by the coaches (Michael Kauffmann for Math/Science) and Rosie Slentz (ELA) and Agustin Amaro (ELD). Teachers will use formative and other assessment data as part of data teams (coaching and support from Del Norte County educators).	Aug. 2017 Ongoing	LT, committees, PD providers	Data team notes, class observations, PD agendas, coaching records
Provide and ensure staff attend ongoing, high-quality and job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school or differentiated instruction)				
Align with the school's comprehensive instructional program	PD and in class coaching in K-8 math and ELA will be provided by the coaches (Michael Kauffmann for Math/Science) and Rosie Slentz (ELA) and Agustin Amaro (ELD). Teachers will use formative and other assessment data as part of data teams (coaching and support from Del Norte County educators).	Aug. 2017 Ongoing	LT, committees, PD providers	Data team notes, class observations, PD agendas, coaching records
Design with school staff to ensure they are equipped to facilitate effective teaching and learning	PBIS Tier 1, 2 and 3 (over multiple years) Restorative Justice (over multiple years) Math/Science PD and in-class coaching (introductory PD in spring 2017, classroom embedded coaching in 2017-2020) ELD coaching (beginning in January 2017 for ELD teacher and beginning in August 2017 for all classroom teachers) ELA coaching (introductory PD in spring 2017, classroom embedded coaching in 2017-2020) Engaged and Rigorous Instruction PD (2017-2010)	Aug. 2017 Ongoing	LT, Partners	Record of PD and coaching
Promote continuous improvement and feedback that supports ongoing learning	Teachers will use formative and other assessment data as part of data teams (coaching and support from Del Norte County educators and receive in-class coaching.	Aug. 2017 Ongoing	LT, committees, PD providers	Data team notes, class observations, coaching records
Implement, to the extent practicable, in accordance with this model, one or more evidence-based strategies				
Identify and select evidence-based strategies	K-8 classrooms will implement 2nd Step, an evidenced-base Socio Emotional Learning Program as the schoolwide Tier 1 PBIS intervention.	Aug. 2017 Ongoing	LT, Social Worker, Teachers	Purchase of 2nd Step Curriculum, Class visit schedules, student work
Optional: An LEA may also implement one or more of the following strategies based on identified needs:				
Developed or adopt a set of local competencies that include the following elements: (1) commitment to students and improved teaching and learning; (2) results-oriented outcomes and problem solving; (3) developing community; and (4) personal effectiveness				
Develop or adopt teaching competencies	n/a			
Use the developed or adopted competencies to conduct a rigorous selection process to identify teachers and staff who possess the knowledge, ability, and skills necessary to support all students in a school turnaround environment. Using the set of competencies, conduct all of the following activities:				
Screen all existing teachers and staff	n/a			
Retain teachers and staff who exemplify the competencies	n/a			
If necessary, hire new teachers and staff	n/a			
Provide high-quality, relevant increased learning time opportunities that are collaborative and meaningful, and help foster student achievement and content mastery.				

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School

LEA Name: Ferndale Unified School District Date: September 4, 2016
 School Name: Ferndale Elementary

Type(s) of increased learning time	Afterschool tutoring with credentialed teacher and extended library hours.	Aug. 2017 Ongoing	LT, Principal	Records of extended library hours and teacher and library tech pay records.
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SD 04: Student Non-Academic Support

Based on identified needs, provide appropriate social-emotional and community-oriented services and supports for students. Choose three or more of the following:

Implement an integrated social support network	Tier 1 (schoolwide) PBIS will be implemented by the spring of 2017. Tier 2 (targeted student) PBIS will be implemented during the 2017-18 schoolyear.	Aug. 2017 Ongoing	Principal, HCOE	SWIS data, PD records
Develop regular communication and implement a check in system that addresses students' needs	Tier 2 PBIS students will receive Check-In Check-Out support from a trained paraprofessional at FES.	Aug. 2017 Ongoing	Principal, HCOE	SWIS data, CICO records
Implement strategies and opportunities for ongoing student engagement	PD from Dina Macdonald in Engaged and Rigorous Instruction (supported by in class coaching from Ms. Maconald and the other coaches).	Aug. 2017 June 2020	LT, Parnters	PD and coaching records
Implement social and emotional program(s) and services	Check-In Check-Out support, Counseling for Tier 2 and Tier 3 students by school counselor, Second Step for all students	Aug. 2017 Ongoing	Principal, HCOE	SWIS data, PD records, CICO records
Implement strategies to improve school climate	PBIS, Community Outreach by Social Worker to support/connect with families of at-risk students. Tier 1 (schoolwide) PBIS will be implemented by the spring of 2017.	Aug. 2017 Ongoing	Principal, HCOE	SWIS data, Social Worker's records
Implement ways to improve school discipline	PBIS to reduce and quantify school discipline data and Restorative Justice to provide a means of <u>integrating</u> students back into the school community. RJ will <u>begin being</u>	Aug. 2017 Ongoing	Principal, HCOE	

SD 05: Family and Community Engagement

Based on identified needs, provide ongoing mechanisms for family and community engagement. Choose three or more of the following:

Implement or improve a system of regular communication with parents/guardians	Increased communication (including Spanish language outreach) by office staff and social worker. Monthly newsletters as well as hosting parents and families at the school. A major step will be to hire a bilingual social worker by January 2017.	Aug. 2017 Ongoing	Principal, LT	Copies of communication to families
Foster a welcoming school environment	The LT, teachers and paraprofessionals will review survey data from 2016-17 schoolyear and work with the Family Engagement Team to ensure families feel welcome and are supported as possible to support their children's success.	Aug. 2017 Ongoing	Principal, LT	Survey data, self assessments, Fam. Engage. Team notes
Develop a family engagement team of administrators, staff, and teachers	The existing Parent Group will become an Engaging and Rigorous Instruction Committee comprised of parents and teachers working to support student success in the classroom. The transition will occur during 2016-17 schoolyear with the full transition completed by August 2017.	Aug. 2017 Ongoing	Principal, LT	Meeting notes and roster
Develop a partnership culture with families and students	Outreach to families (particularly from subgroups) will be the primary responsibility of the Family Engagement Team which will work with the principal, social worker and teachers to ensure families feel welcome and are supported as possible to support their children's success.	Aug. 2017 Ongoing	Superintendent, Principal, F	Meeting notes and roster, records of family outreach and partnership events.
Identify communication barriers and implement strategies for removing the identified barrier	With assistance from Mr. Agustin Amaro (from HCOE) review school communications and signage and access points on site to identify and remove barriers.	Aug. 2017 Ongoing	LT, Social Worker, Amaro	Notes from review, recommendations to LT

SD 06: Support and Oversight

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School

LEA Name: Ferndale Unified School District		Date: September 4, 2016		
School Name: Ferndale Elementary				
Update an existing or adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new “turnaround office” with a newly hired “turnaround leader” in the LEA that directly supports SIG implementation				
Update or identify a new governance structure	Ferndale Unified School District is prepared to modify its practices and policies to ensure the CASDIM is fully and effectively implemented at Ferndale Elementary. As a two school rural district there is not a formal governance structure to modify. Please see next cell down for comments about providing the principal sufficient operational flexibility.	Aug. 2017 Ongoing	Superintendent, School Board	Records of modified policies.
Grant the principal sufficient operational flexibility to fully implement a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates				
Grant the principal operational flexibility	FUSD will give the site leadership (Principal Renee Henderson and the teacher leaders) the authority to determine the areas of greatest need and determine a course of action to address those needs as part of the SIG process.	Aug. 2017 Ongoing	Superintendent, Principal	Records of decisions made by the principal and teacher leaders.
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA or a designated external lead partner organization				
Provide technical assistance	HCOE and other partners will provide ongoing, intensive technical assistance and related support.	Aug. 2017 Ongoing	Superintendent, LT, HCOE, Partners	PD, coaching, meeting records.
Identify and implement LEA support and oversight	An external evaluation team will measure progress towards meeting SIG and program goals. The evaluation process will begin in 2016-17 planning year with the collection of baseline data and development of program implementation instruments to be completed by May 2017. This information will guide additional support for the school and staff.	Aug. 2017 Ongoing	Superintendent, LT, Evaluators	Required state reports, Fidelity Matrices, Evaluation reports