

Leadership Site Award Application 2010

Must be received by CalSTAT March 10, 2010

Applicant Eligibility

Yes

- This applicant is in a California public school, consortium of schools, or a school district.
- This applicant serves middle school or high school students.
- This site has a statewide rank of six or higher
- This site does not have outstanding systemic non-compliance of state or federal law
- This site has not been designated as a Program Improvement Site

Please check the core message area for this application (Please submit separate applications if applying in more than one area):

- Behavior Supports
 Reading
 GE/SE Collaboration
 Family-School Partnerships
 Transition to Adult Life

Applicant Profile

Name of School(s) or District _____

Mailing Address _____ City _____ State _____ Zip _____

School Phone _____ School Fax _____ Grade Levels Served _____

Team Lead Name _____ Contact's Position at School _____

Contact's Phone _____ Contact's Fax _____ Contact's Email _____

CDS Code _____

Leadership Site Representative Team

(The four to six person team should include administrative, special education, general education, and parent representatives.)

Name	Position
1. (Team Lead)	
2.	
3.	

4.	
5.	
6.	

Scope of Approach

- School Site
 Consortium of Schools*
 District wide (must include several identifiable schools within district)

List the school(s) involved including grade levels. Outline how special education students are included in all aspects of the approach.

* At least one school must serve middle or high school students

School/District Background and Demographic Data

Data provided in this section must match the scope of approach indicated above, e.g., Applicants claiming district wide scope of approach must provide district wide data.

Which category best describes the community where your school/district is located?

- Urban or large central city
 Suburban with typical urban school characteristics
 Suburban
 Small city or town in rural area
 Rural

of students enrolled _____

of students in special education _____

% of IEP meetings with a parent/guardian present _____

% of IEP meeting with student present _____

% of English learners _____

This application is available electronically on the CalSTAT Web site: www.calstat.org

The following reports will be considered during site selection. These reports are also available on the CDE Web site for your review.

1. 2009 STAR California Standards Test (CST) - English Language Arts, for All Students and Students with Disabilities
2. 2009 API Base report
3. 2008-2009 Growth report
4. 2008 AYP report
5. 2008 CASHEE report (if applicable)

	In-school	Out-of-School	Total
# of students suspended	_____	_____	_____
# of days of suspension	_____	_____	_____
# of students expelled			_____
# of office discipline referrals			_____
API Growth Scores	2007 _____	2008 _____	2009 _____

Rate the degree of collaboration between special education and general education at your site in the following six areas:

	Totally Separate			Totally Collaborative	
	1	2	3	4	5
Assessment that informs Instruction (such as Schoolwide screening, progress monitoring, tiered service delivery, data-based decision making)	1	2	3	4	5
Researched/Evidence-based Academic Intervention	1	2	3	4	5
Behavior Intervention	1	2	3	4	5
Instructing Core Curriculum	1	2	3	4	5
Teaming	1	2	3	4	5
Parent Involvement	1	2	3	4	5

Narrative

Please describe your exemplary work in the relevant core message area, addressing the critical elements for effective implementation of validated and/or promising practices referenced in sections A through E below. **Do not include your school or district's name** in the written response. Refer to yourself as School X or District X. Anonymity allows consideration of all applicants fairly.

A. Introductory Description

- What are the purposes, goals, and objectives of the work that is the focus of this application?
- What activities are being implemented to achieve the goals and objectives (e.g., parent involvement, structures, communication strategies, time, materials, training, and student assessment)?
- What practices (models, programs, or program components) are being implemented to achieve the goals?

- What are the conceptual, theoretical, or research bases for the practices/activities in the project? Please cite references and, if necessary, include these references in an appendix.
- What evidence (data, graphs, charts, etc.) can you cite to verify the accomplishments of your project over time? If necessary, include a summary of evidence in an appendix.
- What additional resources (if any) are being used to achieve the goals and objectives?

B. Core Message Area Specific Questions

For this section, answer only the set of questions listed for the core message area for which you are applying

Positive Behavioral Supports

- Is there active administrator support and involvement on behavior support teams?
- Is improvement of positive behavior supports one of the site's top three goals?
- Is there a team established to oversee prevention and support activities for all general and special education students?
- Does your team have a consistent system for gathering, summarizing, and reporting data to faculty and parents on challenging behaviors (e.g., office discipline referrals, suspensions, and expulsions)?
- Go to the CalSTAT Web site www.calstat.org/cores.html. Read the Positive Behavioral Supports Core Messages. How does the site's program infuse one or more of these messages into its activities and outcomes?

Reading

- How are students' Reading needs assessed?
- How do you match Reading interventions to assessed needs?
- What curricular programs are utilized?
- How are students grouped for Reading intervention?
- Go to the CalSTAT Web site www.calstat.org/cores.html. Read the Reading Core Messages. How does the site's program infuse one or more of these messages into its activities and outcomes?

Collaboration

- For each of the degree of collaboration ratings (above) give specific reasons why you rated your collaboration efforts as you did:
- Referral and Assessment (Your rating above: ____.) Specifics and examples:
 - Academic Intervention (Your rating above: ____.) Specifics and examples:
 - Behavior Intervention (Your rating above: ____.) Specifics and examples:
 - Core Curriculum (Your rating above: ____.) Specifics and examples:
 - Teaming (Your rating above: ____.) Specifics and examples:
 - Parent Involvement (Your rating above: ____.) Specifics and examples:
- How are general education classroom teachers held accountable for all students, including special education students?

- What areas of collaboration are you most proud? What areas do you hope to continue to improve?
- Go to the CalSTAT Web site www.calstat.org/cores.html. Read the Collaboration Core Messages. How does the site's program infuse one or more of these messages into its activities and outcomes?

Family/School Partnerships

- Describe the inclusive and culturally sensitive family, school, and community partnerships of the project.
- Explain what evidence you have in relation to how your parent project addresses the following key partnership best practices: parent education, home-school communication, decision making, learning at home, volunteering, community resources, and student roles in the project. Cite one example and one outcome for each of the practices.
- What indication do you have that your parent/family involvement is culturally appropriate for your school community?
- What type of accommodations do you offer to diverse parents/families to ensure their participation (e.g., alternative formats and other languages)?
- Go to the CalSTAT Web site www.calstat.org/cores.html. Read the Family/School Partnerships Core Messages. How does the site's program infuse one or more of these messages into its activities and outcomes?

Transition – School to Adult Life

- Student focus
 - What supports does your program offer to help students identify post-school goals that are based on their dreams, interest, and preferences for their future?
 - Give examples of transition services that are student driven for school and career preparation.
- Student development: What steps are taken to assure that **students** ...:
 - Have access to school and work-based learning that includes the core curriculum?
 - Have an understanding of the connection between school to career learning?
 - Are included in developing a coordinated set of activities at school and in their community that support the students' vision for post-school adult life?
- Describe how your project uses interdisciplinary and interagency collaboration to involve programs, systems, and service delivery to assist students at school, in the community, and in transitional workplaces.
- Family involvement: In what ways does your program ...
 - Recognize parents and family as equal members of IEP/ITP?
 - Address the cultural and diversity needs of students and families?
 - Inform parents/families of transition services available at school and in their community?
- Discuss how your program's structure and attributes make it a model site for transition from school to adult life. (e.g., does your program have a strong transition team of stakeholders?)
- Go to the CalSTAT Web site www.calstat.org/cores.html. Read the Transition Core Messages. How does your program infuse one or more of these messages into its activities and outcomes?

C. What assessment (academic and behavior) procedures are in place to maintain high standards and monitor student progress?

- How is student progress consistently and regularly monitored (daily and periodically), using both formal and informal assessment strategies?
- How are all accountability measurements aligned with the content and processes involved in the practice?
- What interventions are immediately available in response to low performance?
- How are parents/families involved in assessment procedures?

D. Describe how you prepare teachers, staff, administrators, parents, and other relevant persons to participate in this project.

- How is the training focused, intensive, culturally appropriate, and sustained over time?
- Who is involved in the training (i.e., teachers, staff, coordinators, administrators, parents, agency representatives)?
- Is everyone trained who is involved in the implementation?
- How does the training use appropriate and effective adult learning strategies (e.g. coaching, follow-up, and individualized learning assistance)?
- What measures are used to determine if persons receiving training have achieved necessary levels of proficiency?

E. How is the work described in this application supported by the organizational structure of the site and community?

- How are stakeholders involved in plans and implementations (e.g., students, parents, educators, and culturally representative community members)?
- How do administrators demonstrate their commitment and leadership in a clear and consistent fashion (e.g., budget commitments and emphasis on student performance data)?
- What incentives are in place for implementers to advance the work?

Applicant Commitments

In submitting this application, our Representative Team commits to the following **REQUIRED** activities:

- ✓ Participating in the CalSTAT Leadership Community Network
- ✓ Participating in marketing and evaluation efforts
- ✓ Conducting at least three professional development trainings during the 2010-2011 school year
- ✓ Developing a project Web page with CalSTAT technical and financial support

Our Representative Team is interested in the following **OPTIONAL** activities (with support)

- Providing additional regional and statewide training or technical assistance

How did you hear about the Leadership Site Award? _____

Checklist for a complete eligible application

Be sure that you:

- Include no more than TEN pages in your project narrative.
- Use Arial 12-point font in the narrative.
- Spell out all acronyms and abbreviations.
- Omit your school's or district's name in the project narrative. Refer to yourself as X.
- Double-space narrative.
- Use one-inch margins.
- Use white paper.

Application Deadline: Must be RECEIVED by CalSTAT by March 10, 2010

Applications received after this date will be disqualified. This application is available electronically on the CalSTAT Web site: www.calstat.org

Mail Application to: Leadership Site Selection Committee
CalSTAT
5789 State Farm Drive, Suite 230
Rohnert Park, CA 94928

Contact phone: 707-849-2265
Contact Fax: 707-586-2735
Contact email: marin.brown@calstat.org