



Denver Public Schools

## Tiered Intervention Grant

*Supporting districts with chronically low performing schools  
in the lowest 5 percent of achievement as indicated by state assessments*

Prepared for the Colorado Department of Education  
May 2010

**Contents:**

Executive Summary	p. 3
Denver Public Schools' Commitment and Capacity	p. 4
Plans for Dramatic Improvement: Submission 1 Revisions	
Introduction to Submission 1 Revisions	p. 16
Evaluation Plan	p. 18
<b>Greenlee Elementary School</b> Plan for Dramatic Improvement	p. 20
<b>Lake Middle School</b> Plan for Dramatic Improvement	p. 40
<b>Gilpin Elementary School</b> Action Plan for Dramatic Improvement	p. 64
Plans for Dramatic Improvement: Submission 2	
Introduction to Submission 2	p. 80
Evaluation Plan	p. 82
<b>North High School</b> Plan for Dramatic Improvement	p. 84
<b>Montbello High School</b> Plan for Dramatic Improvement	p. 106
<b>Noel Middle School</b> Action Plan for Dramatic Improvement	p. 131

Budget Narrative	p. 153
Resources	p. 155
Appendix A. Lesson-driven Observation Protocol	p. 161
Appendix B. Data Tables, School Information, Problem Statements and Root Cause Identification (from initial drafts)	p. 164
Appendix C. Signatures and Waivers	p. 219

## Executive Summary

The mission of the Denver Public Schools (DPS) is "to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society." To this end, DPS is committed to focusing resources on the district's lowest-performing schools. Eleven DPS schools, including elementary, middle, K-8 and high, both district-led and charter, have been identified by the Colorado Department of Education as persistently underperforming, designating four schools as Tier I and seven schools as Tier II.

The district utilizes a targeted and transparent decision-making process to determine turnaround intervention based on data. Once decisions are made, the Office of School Turnaround is responsible for ensuring all schools receive the support needed to implement the selected model. Schools utilizing the turnaround and transformation models developed Action Plans that organize Key Action Steps according to three Major Improvement Strategies:

- Developing INSTRUCTIONAL STRUCTURES, SYSTEMS, AND PROCESSES to drive student achievement
- Utilizing innovative approaches to HUMAN CAPITAL DEVELOPMENT that drive student achievement
- Promoting COMMUNITY INVOLVEMENT AND ENGAGEMENT that supports improved student achievement

This approach builds upon the framework for repurposing an organization offered by Bowman & Deal (2003) in their book Reframing Organizations: Artistry, Choice, and Leadership.

The Tiered Intervention Grant provides each turnaround and transformation school with the necessary funding to fully implement its Action Plan, as presented in Part III, which outlines each school's strategic approach to dramatic improvement. In the case of closure, funding will allow for specific actions that help to mitigate the short-term impact of closing a school. In addition, the grant funding will ensure the schools are provided with support internally from the district, as well as external support from approved providers to ensure fidelity to the implementation of the plans and ultimately, success for Denver Public Schools' turnaround efforts.

## **Denver Public Schools' Commitment and Capacity**

*The following section provides answers to a series of questions posed by the Colorado Department of Education regarding DPS' overall ability to manage the turnaround effort.*

***What methods did the district use to consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and/or Tier II schools (e.g., stakeholder meetings (PTA, teacher unions, school board), print/web-based communication, surveys)?***

Denver Public Schools is committed to involving all stakeholders in school improvement decisions. Engagement efforts began in Spring 2009 and continue through the present, with specific plans for engagement already established through the fall 2010.

Over a dozen meetings were held throughout all areas of the city in Spring 2009. Topics at these meetings included school performance data, demographic data, and regional priorities for future years. Regional meetings were held in all areas of the city in Fall 2009. Topics addressed in these meetings included school performance data, demographic data, turnaround interventions, new school applicants, charter schools up for renewal, and other region-specific issues. Input from the regional meetings was collected both through conversation and through written comment sheets. All input was taken into account in the decision and recommendation process that transpired in the fall. The summary notes of the meetings were included in materials presented to the Board of Education and were posted on the district's website.

In fall 2009, DPS identified six schools for turnaround intervention based on the district's School Performance Framework, a comprehensive tool for measuring school progress. Five of the six schools were ultimately designated in need of intervention by CDE, as well, as Tier I and Tier II schools. Meetings focusing specifically on school turnaround were held at the six schools in October 2009. In addition, principals at all schools held meetings early in the school year regarding the School Performance Framework and school improvement with faculty, parents and community.

On November 9 2009, DPS presented to the Board of Education and the public recommendations for turning around six of its lowest-performing schools: Lake Middle School, Greenlee K-8, Philips Elementary, P.S. 1, Northeast Academy, and Skyland Community High School. District representatives met with parents at the schools the same night the recommendations were presented to the Board. For schools that were closing or had boundary areas that were changing, choice liaisons helped families make decisions about where to send their child or children if their current school would no longer be available next year.

Recognizing the criticality of involving with the community in matters of school turnaround, engagement efforts continued after the recommendations, with a focused plan for engagement starting in January 2010 through the fall. This plan is represented in the schematic below and was presented to the Board of Education on February 16, 2010.

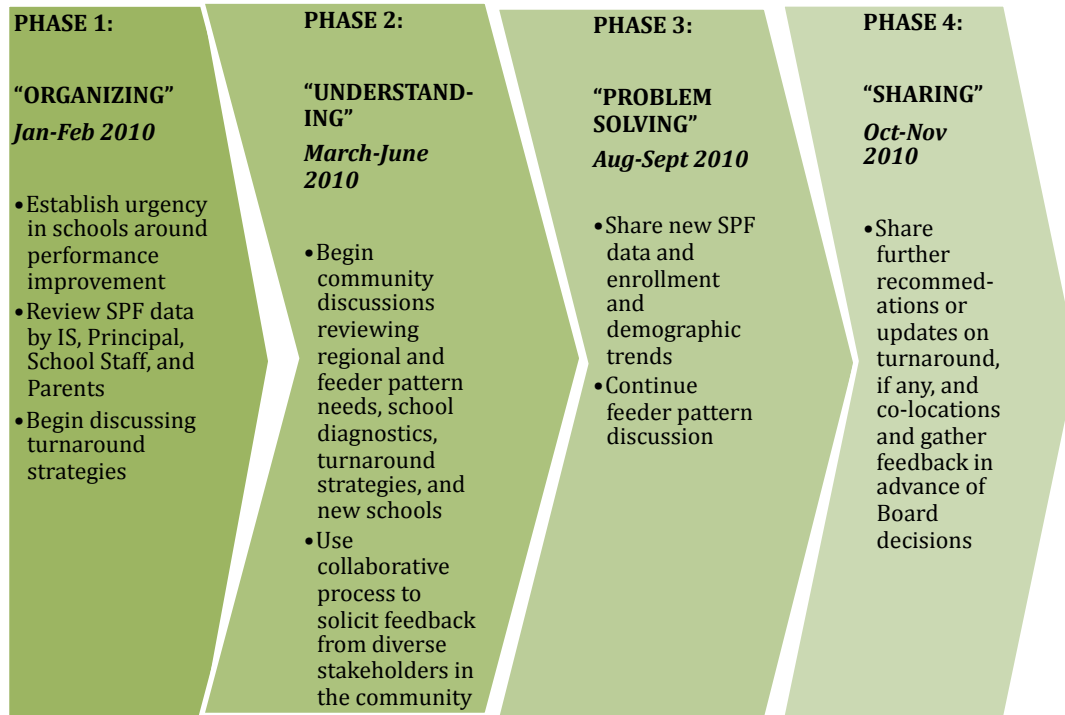
In January and February 2010, there was continued outreach to establish urgency in the district's lowest-performing schools. Meetings were led by principals that engaged both staff and parents. Topics covered in the meeting were a review of the SPF and a discussion of turnaround possibilities.

In April 2010, external diagnostic reviews (EDR) were performed at 12 low-performing schools. Staff and parents were briefed through letters or meetings to anticipate the EDR and understand its purpose. The diagnostic included a parent feedback component. Following the diagnostic review, meetings were held with staff, parents and community to share the EDR findings.

Starting in April 2010 and going through June 2010 a robust community process is being piloted in the Far Northeast community; members of a committee act in an ambassadorial role and together are developing a set of principles regarding what is valued in their schools. These principles will help inform further turnaround decisions that may be made in fall 2010 or in the future.

Finally, in April 2010, in addition to the five schools previously identified, another six schools were officially identified by CDE and added to the list. Communication plans for these schools were immediately drawn up, and are currently being implemented, which include staff, parent and community meetings, as well as written communication. These meetings help solicit and therefore incorporate staff, parent and community feedback into the transformation plans.

**Table 1: DPS Community Engagement 2010**



**Detail how the community was given notice of intent to submit an application and how any waiver requests will be made available for public review after submission of the application (e.g., newspaper/news releases, posted on the school and/or district Web site).**

In November and December, 9 News and The Denver Post covered multiple angles of the turnaround recommendations to the Board. DPS also issued a series of press releases on the decisions. Because particular guidance on turnaround was yet to be released, most discussion focused on a high level view of the four turnaround interventions and the models selected for the schools.

A DPS press release on April 13, 2010 formally confirmed the 11 schools eligible for funds, indicating the plans, progress, or status for each school selected. All press releases are posted on the district website and many are picked up as stories by the press.

Additionally, subsequent to the submission of the grant application, the application and all of the waivers will be posted on the district website.

Since Noel Middle School, Montbello High School and North High School were only recently made public, letters from the school's principal were sent out to parents and key community stakeholders on April 13 notifying them of their school's eligibility to apply for turnaround funds and inviting them to attend the parent/community meetings to help inform the school's action plans. The letters were also posted on the schools' websites.

**How is the district able to demonstrate readiness for the Tiered Intervention Grant and what steps have been taken that demonstrate commitment to the specific requirements of this grant (e.g., expedited review, school board commitment, previous staffing changes)?**

In order to determine how to dramatically improve our lowest-performing schools, the district utilizes a process to make targeted and transparent decisions, including consistent communication with all stakeholder groups in the community. After decisions are made, the district supports each school in its turnaround efforts. DPS' new Office of School Turnaround is responsible for directing the efforts at both the district and school levels.

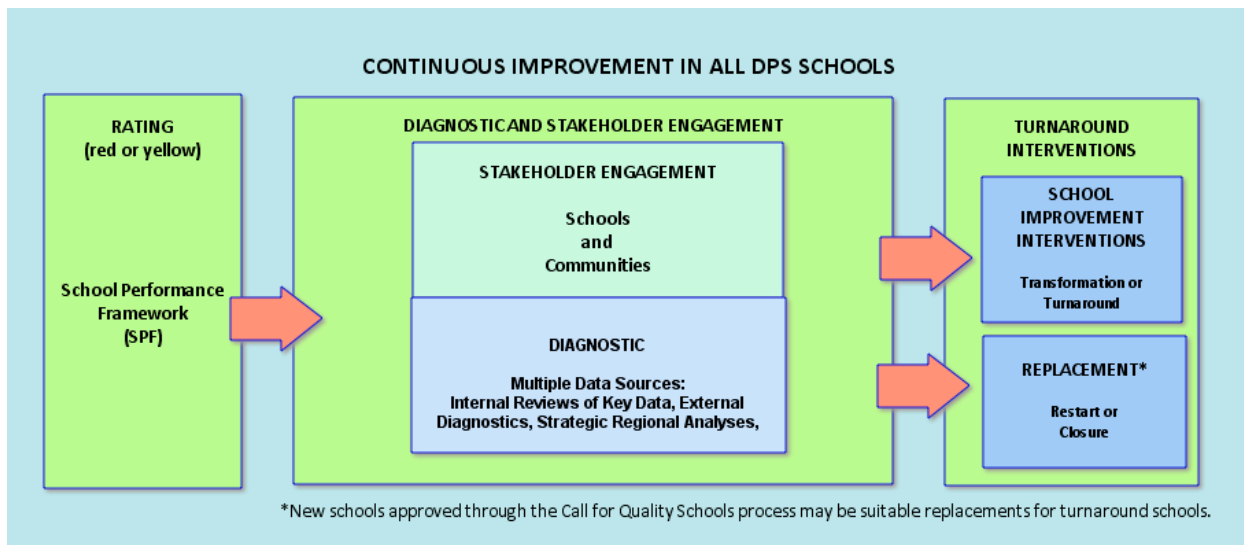
The 2009 Denver Plan identifies the following as one of the district's key strategies in focusing efforts on the instructional core: *"Implement a continuous improvement process informed by data and best practice."* A key component of this strategy is to *"focus on turnaround strategies in our low-performing schools and welcome high-quality new programs and schools."*

Thus, the district developed a comprehensive turnaround strategy that offers the following benefits:

1. Ensures commitment to continuous improvement and complements instructional improvement strategies underway everyday in all Denver Public Schools
2. Creates coherent, consistent, transparent, and logically sequential processes for the district to manage turnaround interventions, including a rigorous process for making decisions on how to dramatically improve low-performing schools, as well as selecting new schools that might be suitable to replace them
3. Develops a more robust school- and community-based stakeholder engagement process for school turnaround, new schools approvals, and school placement



At the February 16, 2010 presentation to the Board of Education, DPS codified the Turnaround Process represented in the following schematic:



This is the process we used and will continue to use to make targeted and transparent decisions on turnaround interventions.

Because of DPS' yearlong diagnostic and engagement process, and the fact that about half of the decisions that needed to be made regarding the grant were made in November, the district has already moved forward in making the needed changes.

New principals were hired for Greenlee and Lake, and both schools are almost fully staffed with the minimum number of new teachers required for the turnaround model. West Denver Prep was chosen as a "re-start" at Lake, and the planning for its opening is underway. Facilities at Lake are already being planned for construction and improvement to accommodate the two schools. The closure plans for Skyland and Philips have already begun, including finding new schools for students displaced by the closures. Gilpin's transformation really began in the 2008-2009 school year when the school reinstated its Montessori program that had been transitioned to another school several years before. In February, 2010, the Board approved a decision to discontinue the middle years program at Gilpin starting in fall 2010.

Principals at Lake and Greenlee partnered with Pearson K-12 Solutions to put together the plans for the grant. The district is currently hiring a new principal for Gilpin, who will work with Cambridge Education to further develop plans based on Cambridge's diagnostic review of the school. The administration of Rishel, which will be open for a final year of phase-out before closure, developed the plan for the school, in collaboration with district staff.

P.S. 1 was included in DPS' 2010 "Call for Quality Schools" proposal process, and several schools have submitted applications to replace it. The district is currently reviewing the proposals. Academy of Urban Learning was invited to submit a plan for the Tiered Intervention Grant.

All schools except for Academy of Urban Learning have had expedited reviews or have one scheduled during the month of April. Expedited reviews are scheduled in April for nine additional low-performing schools, most of which are designated as Tier III schools by CDE.

The principals at Montbello High School, North High School and Noel Middle School, who were all hired to begin the transformation efforts, developed their plans for school improvement in coordination with the school faculty, the school community and the OST. The three principals will partner with external providers to implement the plan.

DPS has committed internal resources to forming an Office of School Turnaround (OST). This office will be responsible for: leading decision-making meetings, supporting schools and holding them accountable for the implementation of their plans, coordinating external partnerships and internal support, leading communication efforts internally and collaborating with the Office of Community Engagement on external community engagement, supervising turnaround principals, potentially developing and managing a pipeline program (pending the approval of a recently submitted federal grant), and developing and implementing a plan to recruit and select turnaround leaders and teachers based on competencies, including the development of job descriptions, selection methods, and interview protocols based on turnaround teacher competencies. The OST will provide overall management for the Tiered Intervention Grant, and will manage other funding sources to support the district's turnaround efforts.

**What specific actions has the district taken or will the district take to design and implement interventions consistent with the final requirements?**

The Action Steps presented in the Action Plans and Closure Plans in Part III are in line with Allowable Use, according to the U.S Department of Education's Guidance released on January 30, 2010 and address the findings reported in the Colorado Department of Education's Expedited Diagnostic Reviews that were or are being conducted at the schools.

Many of these actions are further detailed in the above and below answers, as well.

**What specific actions has the district taken or will the district take to recruit, screen, and select external providers, if applicable, to ensure their quality (e.g., attended provider fair, interviews, screening tools created)?**

On February 8 and 9, 2010, DPS representatives attended the CDE-sponsored provider fair and met with a total of ten providers. From those ten, we selected five with whom we scheduled follow-up conversations at the district level.

On March 2, 2010, the principals of Lake and Greenlee had the opportunity to interview two comprehensive providers, and both determined to partner with the same group. The interview was important in that it was critical that representatives from the group displayed the ability to work with principals and could form relationships in order to support them in their work going forward. Lake and Greenlee principals put together their turnaround plans with the support from Pearson K-12 Solutions. Leadership teams from Montbello and Noel will also be working with Pearson in putting together their plans.

Cambridge Education performed a diagnostic for Gilpin and prepared a set of recommendations that informed the transformation plan. Since a principal has yet to be hired, it will be up to the principal to select the provider with whom he or she would like to work in the future.

**What specific actions has the district taken or will the district take to align other resources with the proposed interventions (e.g., Title I, other state or federal grant funding)?**

The planning for turnaround intervention aligns with current school improvement planning. The resources are allocated in such a way that activities supplement and do not supplant Title I funding, and also complement the activities previously allocated in Title I and SIG grants. Tiered Intervention Grant funding provides the opportunity for the district to take school improvement to a deeper, more dramatic level through increased professional development and leadership support from external providers, as well as increased materials and resources to provide improved learning opportunities for students.

Since Tiered Intervention Grant funding will expire in three years, the bulk of efforts will focus on developing leadership and teaching capacity internally, while setting up the systems and process to maintain sustainability in the schools, as well as in the district as a whole. Title I funds are typically recurring funds with which we will continue robust assistance and supports to improve Title I schools.

Two key initiatives that will complement school turnaround are in the areas of teacher effectiveness (evaluation) and technology. The district received a \$10 million grant from the Gates Foundation to design a new teacher evaluation system, which will be developed over the next few years and will certainly be an important tool to be used in turnaround schools. In terms of technology, the district is willing to commit resources from our bond to supply every teacher in a turnaround school with a laptop. We will also be seeking additional funding sources to supply turnaround schools with an eventual overall technology upgrade, including Promethean ActivBoards in every classroom (and training for teachers in using them), as well mobile laptop carts.

**What specific actions has the district taken or will the district take to ensure flexibility, modify its practices, policies or oversight structures, outside of normal district constraints, if necessary, to enable its schools to implement the interventions fully and effectively (e.g., flexible scheduling, principal autonomy over staff hiring/firing and placement, budget autonomy, obtaining innovation school/zone status, teacher/union agreements)?**

DPS established the Office of School Turnaround (OST) to create a “network” or “zone” of turnaround schools in order to provide a way to target support for schools in implementing their plans for dramatic improvement. Schools in the turnaround network have their own professional development, a separate link to the district, and of course, a set of supports not specifically available to schools outside the network. This direct line to the central office will also provide flexibility and support in navigating through some of the typical district constraints.

The OST is committed to working with schools so that have the best talent in their classrooms. To this end, the OST is developing a strong human capital plan, that includes focused hiring and professional development based on turnaround leader and turnaround teacher competencies. Such tools will provide the OST, who will oversee the hiring of turnaround leaders, and the turnaround school leadership teams, who will do teacher hiring, with a framework for selection. Additionally, The Innovation Schools Act of 2008, Colorado provides a unique environment in which schools can achieve the level of flexibility desired in school turnaround. This law encourages diverse approaches to learning and education within individual schools, improves educational performance through greater individual school autonomy and managerial flexibility; encourages innovation in education by providing local school communities and principals with greater control over levels of staffing, personnel selection and

evaluation, scheduling and educational programming with the goal of achieving improved student achievement; and encourages finding new ways to allocate resources. Innovation Plans may include waivers from local policy, including collective bargaining agreements, and state regulations and statute.

DPS will require that turnaround schools apply for innovation status within a year of beginning its turnaround or transformation efforts. Schools will also receive support from the OST and the Office of School Innovation and Reform in preparing their applications for innovation status. Such an action provides consistency with federal turnaround guidelines and supports turnaround schools in gaining the operational autonomy needed to make decisions that are best for improving outcomes for children.

Teachers who teach in a turnaround school are incentivized to both stay committed to their schools and to perform well in their work. Through the structured professional development supports and opportunities, additional school support and leadership, and increased materials, teachers' workplace conditions are improved. Also, a team-based incentive program will be developed to reward teachers and leaders whose students are making dramatic gains in achievement.

**Are there Tier I and/or Tier II schools in the district that will not be served through this grant? If so, please provide a detailed explanation for why the district lacks the capacity to serve them (e.g., lack of administrative or support staff to adequately support the implementation, improve academic achievement by focus on fewer schools).**

Though the district provided the opportunity for the Academy of Urban Learning, an alternative charter high school, to apply to the Tiered Intervention grant, and would have provided them with the support in doing so, they've chosen not to move forward with the application.

As previously mentioned, DPS' Board of Education approved the replacement of P.S. 1 in the 2011-2012 school year. P.S. 1 was then included in the 2010 "Call for Quality Schools" and a replacement decision may be made in June 2010. Since our progress to date in turning around this school is not synched exactly with Tiered Intervention Grant needs, we will wait for potential future options to secure funding for a replacement or turnaround for 2011-2012.

**In the schools that are selected by the district, how will the district demonstrate capacity to carry out the proposed interventions (e.g., leadership, detailed strategic or dissolution plans, capacity to administer and track progress monitoring assessments, capacity to engage in significant mid-course connections)?**

The Office of School Turnaround will ensure that the schools are implementing their plans with fidelity, will monitor whether the proposed interventions are, in fact, resulting in improvement, and will course correct if the monitoring provides evidence of lack of fidelity or impact.

In addition to the overall support and monitoring offered by the Office of School Turnaround, progress monitoring will take shape in variety of forms including looking at student benchmark data (see below), and reviewing the analysis provided by a program analyst, who will be working with every school. We will ensure a focused relationship with the schools through consistent communication with principals, the sharing/discussing of the benchmark products identified in the Action Plans, and the use of an observation protocol for site visits by Office of School Turnaround staff. This data will also be used as support for planning and discussion in monthly turnaround principal meetings and in Leadership Team meetings. Finally, an expectation will be set that the action plan for each school is a living, actionable document and will be expected to change as we implement the strategies within it. All of these actions combined provide multiple opportunities for analysis, problem-solving, and course correction.

**What specific actions has the district taken or will the district take to sustain the reforms after the funding period ends (e.g., professional development, trainer of trainer models, district commitment of continuation resources)?**

The Office of School Turnaround's focus on leadership and turnaround teaching competencies is related to a sustainable vision in building capacity from within. External providers will help schools get a "jump start," but a cadre of leaders will ultimately be responsible for seeing the school through to success. These individuals will be incentivized through targeted support and increasing responsibility with demonstrated accomplishment. Their success will allow them to find a niche within the district and these individuals will be able to guide and support others committed to the hard work of turning around schools.

The turnaround schools are being reorganized with new structures, and personnel to support the building of these structures. In the cases where additional personnel is requested, no one understands the need to be able to sustain these positions once the grant expires better than us. However, once we prove that this structure creates a greater return on the investment of time and resources as measured in student achievement, other structures will be abandoned so that the more productive ones can remain.

**How will the district measure progress toward the goals both formatively and summatively? Discuss how data will be disaggregated by subgroups on a regular basis (e.g., specific evaluation methods that are feasible and appropriate to the goals**

**and objectives of the proposed project, data reports generated monthly and reviewed at both district and school levels, specific assessments administered on a specific assessment schedule).**

DPS Turnaround Schools will participate in district wide formative assessments. These assessments will provide both diagnostic and predictive information to the teachers and principal. This assessment framework will enable schools to compare progress with similar schools, and each school will have the option of accessing a wide battery of formative and summative assessments to meet their unique needs. By accessing information through the teacher and administrative portal, turnaround schools will select creative performance assessments, lesson plans, and a bank of assessment strategies and forms aligned to specific state standards and available in English and Spanish. Each turnaround school will secure an external partner to facilitate the frequent and reflective use of assessments to improve analysis and decision-making based on student achievement outcomes, and each school will continue to have access to district resources in professional development, teacher effectiveness, teaching and learning supports, and action research and program evaluation.

Systems in DPS provide a framework for turnaround schools to disaggregate by subgroups on a regular basis (e.g., evaluation methods, goals and objectives of each proposed project, data reports generated monthly and reviewed at both district and school levels, and specific assessments administered on a school and district assessment schedule). The district schedule combines formative and summative district assessments that involve at least seven months when assessments are administered, and each school is encouraged to augment that for deeper understanding to ensure at least monthly assessments in each turnaround school.

**Who will monitor and evaluate the progress of the program. Who will be responsible for sharing those results with CDE on a monthly basis (e.g., name of specific company or person with expertise noted)?**

The Office of School Turnaround will monitor and evaluate the progress of the program and will share the results with CDE. Jenifer Jones, the Executive Director of School Turnaround, will oversee the team responsible for the entire portfolio of work. Rebecca Grant, Director of School Turnaround, and a budget analyst (TBD) will monitor the grant and communication with CDE.

## **Introduction to the Plans for Dramatic Improvement: Submission 1 Revisions**

This revised Tiered Intervention Grant describes in further detail the plans for dramatic school improvement for Greenlee Elementary School, Lake Middle School, and Gilpin Elementary School. It includes an evaluation plan for the turnaround strategy as a whole, including progress monitoring for each of the three schools using CSAP status and growth data from previous years, as well as data from non-FRL (free and reduced lunch) schools to set significant and realistic goals for the next three years. The budget narrative provides an overview of the budgets for each of the three schools, and provides details about the activities that require grant funding.

The three plans for dramatic improvement are included. These plans build upon the initial submitted drafts, but through the use of narrative between action steps, weave together a more cohesive, sequential plan of action than the previous draft. Through the combined narrative-action step structure, each school's "story" and individualized approach becomes clear.

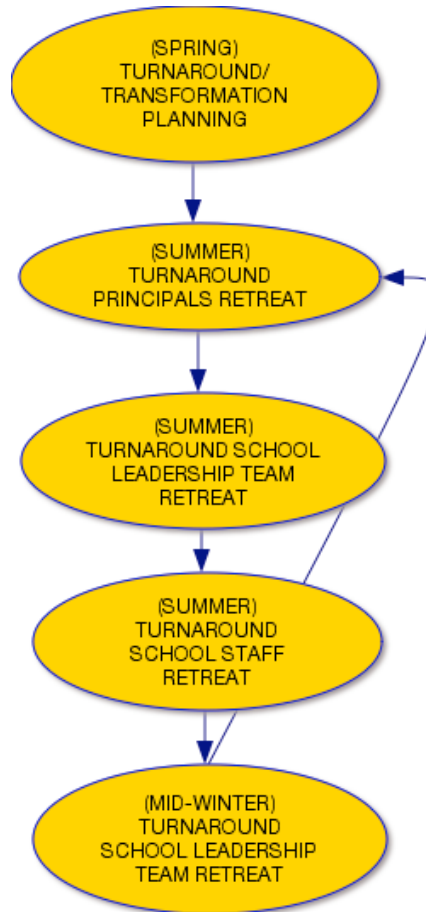
These plans are supported by evidence from research. A list of literature is provided in Appendix A. Taken directly from the initial draft, additional data, school information, data analyses, problem statements, and root cause identification are found in Appendix B.

### **A note on planning**

One of the biggest impediments to dramatic improvement in schools is lack of time, capacity, and resources for developing the necessary structures for deep and lasting change. The first step in setting up these missing structures was to involve all school leaders, and in some cases, several members of staff and faculty, in the development of the turnaround plans contained herein. As a continuation of this work, several summer retreats are set up and will be funded to further develop and operationalize the plans. The turnaround principal retreat will happen at the beginning of June for all turnaround schools, followed by elementary and secondary leadership retreats during the third week of June. Full staff retreats will take place in August. This process, repeated every summer (aside from the initial turnaround planning event), will allow principals, leadership teams, and school staff and faculty to have the time and resources for making the dramatic change promised in the turnaround plans. The schematic is shown in Figure A. Depending on need, a consultant or facilitator will partner with Denver Public Schools' (DPS) Office of School Turnaround or the school to provide essential expertise for the retreats.



Figure A. Flow of Turnaround Planning and Monitoring



## Evaluation Plan

Product (improved student achievement) and process (plan implementation, including changes in teaching practice) will be monitored using both quantitative and qualitative sources of data.

Quantitative data will be used for both product and process evaluation at both the school level and by DPS Office of School Turnaround (OST) for programmatic monitoring.

1. CSAP status and growth data will be monitored and goals set for 2011, 2012, and 2013. *These targets are embedded within each school's plan below.* These summative assessments are measured on an annual basis.
2. Benchmark assessment data will be monitored on an ongoing basis, supported by DPS' Assessment, Research, and Evaluation Department (ARE). ARE is equipped to help schools select the most appropriate formative assessments and help schools disaggregate the data so it can maximally be used to improve classroom instruction. Formative assessments are measured on a monthly or bi-monthly basis.

As a part of DPS district-wide assessment strategy, all DPS schools will administer and monitor online short-cycle assessments in math and reading (6/year), and will continue DPS writing assessments (K-12) twice annually. Turnaround schools will work directly with ARE, who will support the development of creative, engaging assessments tailored to the needs of each school.

Assessments will be predictive as well as diagnostic.

<b><i>Previous assessment resources that will continue</i></b>	<b><i>New assessments include</i></b>
<ul style="list-style-type: none"><li>• Semester Final and EOC</li><li>• DRA-2, SRI</li><li>• DPS Writing Assessments</li><li>• Optional local assessments</li><li>• Common formative assessments developed by teachers</li></ul>	<ul style="list-style-type: none"><li>• Acuity (6/year)</li><li>• STAR (6/year)</li><li>• Local Math Assessment (6/year)</li><li>• Online bank of assessment resources</li><li>• Online Spanish Assessments (2012)</li></ul>

Qualitative data will be collected using protocols at both the classroom and school levels.

1. Classroom instruction observation protocols will be developed by principals at the summer principal retreat and will correspond directly with each principal's school's mission and core program. These will be used as a method for establishing baseline data regarding teaching and learning, and will be used consistently throughout the year as an indicator of instructional improvement. An example of a classroom observation protocol is in Appendix A. Members of the leadership teams will perform classroom observation protocols on a daily basis.
2. A school observation protocol will be developed during June by the OST, in coordination with turnaround principals, will be used during school visits, and will focus on collecting evidence toward meeting goals of the turnaround plan. OST staff will perform school observation protocols on a regular basis.
3. The turnaround plan will be monitored monthly by the OST in coordination/collaboration with principals and their leadership teams. It will involve artifact collection for monitoring of implementation benchmarks identified in turnaround plans.

## **Greenlee Elementary School**

### ***A Plan for Dramatic Improvement***

#### **Introduction and Context**

Greenlee Elementary School, currently a K-8 school, is the second lowest-performing elementary school in Denver Public Schools according to the district's School Performance Framework, a tool used by the district to evaluate school performance in terms of student achievement and overall organizational strength using a variety of longitudinal measures. Greenlee's student achievement is low, with only 1/3 or less of students performing at proficient levels on achievement tests, and has been static or in decline over the past three years. In 2009, only 30% of students are at or above proficient in reading or math, 21% in writing, and only 6% in science.

The current principal at Greenlee has been leading the school for 18 years, during the time of the static and declining progress. Systems to support and develop teachers do not exist in the school, and the school lacks a collective mission and vision to lead the school to improvement. In addition, a coherent standards-based system for teaching and learning does not exist, resulting in low-level tasks, instruction that is not differentiated, and a lack of agreement on what makes work proficient.

In November 2009, the Denver Public Schools Board of Education approved Greenlee for turnaround and voted in favor of eliminating the middle years program. Decreasing live-and-attend enrollment served as a rationale for the middle years decision, as 64% of neighborhood students attend kindergarten, while only 16% of neighborhood students attend in 8<sup>th</sup> grade. Most middle years students choice-out to other district-led or charter schools.

#### **Evaluation Plan: Interim Targets and Goals**

According to the RFP the turnaround school will be judged successful in the turnaround efforts when the students it serves are performing at levels comparable to students' average performance in low-poverty schools across the state. Schools will be required to meet achievement levels in the core academic subjects that equal or exceed the average level for the state's non-low-income students.

The first table shows percent proficient and advanced by grade and subject for three years and sets targets for the next three years.

**Greenlee Elementary School CSAP percent proficient and advanced:**

Grade	Subject	2007	2008	2009	2010	2011 GOAL	2012 GOAL	2013 GOAL
3 <sup>rd</sup>	Reading	44	35	46	TBD	58	66	71
	Math	53	43	77	TBD	80	83	85
	Writing	23	15	28	TBD	38	49	55
4 <sup>th</sup>	Reading	22	24	29	TBD	46	58	65
	Math	36	18	30	TBD	48	62	70
	Writing	10	16	19	TBD	34	42	50
5 <sup>th</sup>	Reading	26	39	33	TBD	45	58	70
	Math	17	32	23	TBD	30	45	60
	Writing	6.5	22	24	TBD	30	44	58

**In addition to the CSAP goals, the number of students in grade three on an Individual Literacy Plan will be reduced by XX% each year.**

Number of students in grade three on an ILP	Current status 09-10 SY	Goal for EOY 2011	Goal for EOY 2012
	TBD	TBD	TBD

The following tables show CSAP growth data by school for reading, writing, and math, with a line comparing the percentage growth with the state’s growth for both FRL and non-FRL children. The data of the non-FRL children will be used to set targets for Greenlee students for 2011-2013.

**Greenlee Elementary School CSAP growth:**

	2007	2008	2009	2010	2011 GOAL	2012 GOAL	2013 GOAL
READING TOTAL	45	20	35	TBD	*	*	*
State FRL/non-FRL (Reading)	45/53	46/53	46/53	TBD	---	---	---
WRITING TOTAL	30	28	41	TBD	*	*	*

State FRL/non-FRL (Writing)	46/52	45/53	46/53	TBD	---	---	---
MATH TOTAL	44	23	26	TBD	*	*	*
State FRL/non-FRL (Math)	46/53	46/53	46/53		---	---	---

\*Meets or exceeds state average for non-FRL students

### Action Plan

To ensure success for Greenlee’s students and teachers in the upcoming year and to meet these ambitious goals, critical steps must be taken to address the current gaps that exist. The turnaround action plan below details specifically the steps that will be taken to dramatically improve the school. These steps are organized into three essential levers that develop the level of capacity necessary for improvement: building instructional and operational systems, supporting professionals, and engaging the community.

#### Improvement Lever 1: Building Instructional Structures, Systems and Processes

A thorough analysis of quantitative and qualitative data revealed that Greenlee lacks the INSTRUCTIONAL STRUCTURES, SYSTEMS, AND PROCESSES to drive student achievement, as well as a leadership team to establish, lead, and manage these systems. Accordingly, Laurie Grosselfinger, an experienced principal who served this past year as an Instructional Superintendent, was chosen to lead the turnaround effort at Greenlee. Ms. Grosselfinger was successful in turning around another DPS elementary school and is already taking the actions necessary for setting up the systems and structures to bring success to Greenlee. Two additional key members of Greenlee’s leadership team include a Positive Behavioral Supports coordinator and a Comprehensive Literacy Model coordinator. In addition to the three administrators, the leadership team will consist of three classroom teachers, four specials teachers, and one classified employee.

The Positive Behavioral Supports coordinator will support the school-wide work of establishing a tone and culture that supports teaching and learning. By utilizing the Positive Behavior Supports (PBS) school-wide approach, the principal and PBS Coordinator will work with school staff and faculty to establish systems and practices that aim to optimize students’ social competence and academic achievement. Using the PBS framework, Greenlee staff and faculty will establish a common approach to discipline in every classroom, delineate clear and positively-stated expectations for all students and staff, codify specific procedures for teaching the expectations to students, and identify a continuum of procedures for encouraging demonstration and maintenance of the

expectations and a continuum of discouraging rule-violating behavior. The PBS coordinator will be responsible for monitoring and evaluating the effectiveness of the discipline system and will coach and support staff and faculty in classroom management.

The Comprehensive Literacy Coordinator will drive a professional learning approach for Greenlee teachers and staff that is based on the Comprehensive Literacy Model, an integrated approach to literacy and a core content curriculum that develops thoughtful, proficient readers and writers through rich, individualized, and scaffolded instructional opportunities throughout the day. Acknowledging that reading proficiency is the foundation for all learning, the 8% decline in 3<sup>rd</sup> through 8<sup>th</sup> grade reading scores between 2006 and 2009 sounds an alarm. In order to improve learning across content, it is critical that students are supported in building literacy skills throughout the day, in every subject. The Comprehensive Literacy Model (CLM), developed by Dr. Linda Dorn at the University of Arkansas, Little Rock, offers a structure for doing this. The model incorporates a unique and seamless approach to Response to Intervention (RtI) in which instruction and explicit, meaningful, and authentic interventions are aligned. Figure B provides a description of the rationale and research base for Comprehensive Literacy Model, a model that was chosen specifically because of its positive results for students in low-performing schools.

Figure B. Rationale and Research Base for Comprehensive Literacy Model (CLM)

Developed in 1998 to “redesign struggling schools by increasing student achievement,” by 2006, the model had been implemented in over 150 schools in ten states. A 2002 study of 21 Comprehensive Literacy Model sites in Arkansas with an average poverty rate of 80% indicated that on average, 1<sup>st</sup> through 3<sup>rd</sup> grade reading performance had increased 20% or more when the model was implemented in the school (Dorn, Soffos, & Copes). This analysis also presented compelling data from one district with a 99% poverty level in which 100% of 1<sup>st</sup> grade students scored at proficiency on the state test.

The Partnerships in Comprehensive Literacy (PCL), the provider with whom Greenlee will work, offers intensive support and professional development for administrators, coaches, and teachers. An emphasis is placed on creating professional communities within schools where teachers examine and analyze data and learn new interventions or how to build on previously gained teaching competencies to improve student learning. PCL offers features that undergird an approach that hits on every component of what it takes to improve literacy across a school. Several of these components are addressed below in the professional supports section, but there are elements that provide direct guidance on developing structures for implementation.

The CLM model will be utilized to enhance learning around a curriculum that is based on state, national, and professional standards. Greenlee’s curriculum guides will be developed during the summer by a select group of teacher leaders and will be the foundation

upon which all lessons, tasks, and assessments are based. These guides will define performance measures for each standard within reading, writing, math, science, and social studies. Included in these guides will be a set of interventions, providing teachers with guidance on differentiating classroom instruction to meet individualized needs of students, while helping all students attain standards. Teachers will be expected to align all lesson objectives, tasks, and assessments to these guides throughout the year.

CLM is based on the highly successful Reading Recovery approach, an intensive support and intervention program for below grade-level 1<sup>st</sup> grade readers. At Greenlee, three Reading Recovery teachers will serve 1/3 of the lowest performing first graders for half the day. Two of the three teachers will then use Reading Recovery strategies in their work with struggling 3<sup>rd</sup> through 5<sup>th</sup> grade readers for the second half of the day. This targeted approach has a track record of bringing students to grade level in short periods of time. The benefit to concentrated interventions in the earlier grades is that it is extremely proactive, eliminating the deficits before students reach upper grades and the gaps become more pronounced and challenging to address.

CLM also emphasizes concentrated time during the day to sharpen reading and writing skills through the use of a workshop structure. This approach provides differentiated instruction in literacy including small group, whole group, and individual conferences to meet the diverse needs of all learners. Reading workshop at Greenlee will include a minimum of 15-20 minutes of whole-group explicit instruction and guided practice, followed by 40-60 minutes of differentiated, scaffolded instruction in which students work in small groups, one-on-one with teachers and reading and writing paraprofessionals, and on concrete independent tasks. Writing workshop follows a similar structure, but for more abbreviated periods of time. The teacher's running records of student conferences, tasks, and assessments are a required tool for professional development and accountability. A bookroom with essential curriculum resources and supplementary materials will be available to support teachers' classroom instruction. Because of the concentrated effort and individualized instruction inherent in reading and writing workshops, reading and writing paraprofessionals will provide the support necessary for ensuring every child everyday makes the most of his or her learning time.

Another targeted use of time is Greenlee Success Extended Learning Time. Success ELT is a one-hour extension of the school day Monday through Thursday, and is managed and directed by an Extended Learning Time Coordinator and staffed by certified Greenlee teachers. The program will be structured in such a way to allow focused small-group and individualized instruction on specific literacy and math skills for below-proficient students, and will be an extension of the instructional strategies being employed in Greenlee classrooms. Below- proficient students will be required to attend ELT until benchmark assessments indicate their skills are developed to grade-level.



Integral to success is the development of systems for accountability and measuring progress. A structured approach to overall school program reporting (a rubric for the report is offered on the CLM website), intervention assessment walls, and the development formal and informal summative and formative assessments are woven within the training teachers will receive in implementing the CLM approach. A key component of the CLM training is the development of short-term and long-term goals to set benchmark indicators, which teachers will use to evaluate and re-evaluate the impact of the strategies. Greenlee will also utilize several standard instruments for progress monitoring, including DPS’ benchmark assessments, Aimsweb, end of unit Everyday Math, and Colorado’s English Language Assessment.

In order to establish a new mission and vision for the school that develops ownership for the instructional approach outlined above, Greenlee staff and faculty will attend a retreat scheduled for June 3 and 4, 2010. In addition to the visioning process, teachers will have the opportunity to begin planning to operationalize this approach in their classrooms. Additional professional supports that will be employed in developing grade-level plans include the principles of backward design (Wiggins), nonlinguistic representation (Marzano), and guided reading (Fountas and Pinell). The visioning retreat is but the first step in establishing a school-wide professional culture for improving student achievement. Figure C below shows the draft schedule for the visioning retreat. The leadership team will also meet in a retreat setting both during the summer and in the mid-winter to develop concrete roles, plans, and protocols for implementation and to perform data analyses on progress. This is a critical piece in the evaluation of the program and progress at the school level. Following the visioning and leadership retreat is a second instructional retreat that focuses on CLM and provides further opportunity for planning.

Figure C. Visioning Retreat Schedule Day 1

8:00-8:30	Breakfast
8:30-9:15	Icebreaker Activity
9:15-10:30	Attributes of High Achieving Schools – Commit to core values for Greenlee
10:30-10:45	Break
10:45-12:00	“Nuts and Bolts” Presentation – presentation of program elements, classroom environments, schedules, professional development, calendar, and possible intervention times
12:00-1:00	Lunch
1:00-2:00	Team-building
2:00-3:00	Wrap Up

### Improvement Level 1: Building Instructional Systems, Structures and Processes

<b>Description of Actions Steps</b>	<b>Timeline</b>	<b>Key Personnel</b>	<b>Resources</b>	<b>Benchmarks</b>
Appoint a new principal with proven leadership experience and ability to lead school turnaround	March 2010	DPS Superintendent, Executive Director Office of School Turnaround	FTE	Principal hired
Hire a Positive Behavioral Supports Coordinator to establish a school-wide tone and culture that supports a the environment needed to drive dramatic student achievement	April 2010	Principal	FTE	PBS Coordinator hired
Hire a Comprehensive Literacy Coordinator (CLC)	April 2010	Principal	FTE	CLM coordinator hired
Hire new teachers, with no more than 50% coming from the existing Greenlee staff	June 2010	Principal	FTE	New teachers hired
Hire Reading Recovery/interventionists	June 2010	Principal and CLM coordinator	FTE	Interventionists hired
Hire reading and writing paraprofessionals to provide in-classroom support for students	2010-2013	Principal CLM Coordinator Leadership Team	Hourly pay/FTE ( <i>to be paid from general fund budget</i> )	Positions hired
Hire an Extended Learning Time Coordinator to staff the Greenlee Success program.	No later than July 15, 2010	Principal Leadership Team	FTE	Position hired
Hire an executive coach to work with the principal	August 2010	Principal Executive coach	Pay for executive coach	Coach hired

		ED of OST		
Hire a Community Liaison to facilitate and enhance community involvement and parent engagement.	June	Principal and Community Liaison	FTE (half time)	Position hired
Hire a part-time social worker to provide social and emotional support for students and families	June 2010	Principal	FTE 2 days/week	Position hired
Identify a leadership team who will lead the school in implementing the mission and vision, based on core values	June 2010	Principal	Selection of team	Roster of leadership team, including roles and responsibilities
Provide retreats during summer for staff members to develop a mission and vision for a school-wide commitment for expectations and practices aligned to school improvement, and to continue planning and monitoring	Summer 2010 Summer 2011 Summer 2012	Principal, Leadership Team Teachers External Partners	Facility/Meals Per Diem Pay for Staff Facilitator	Agenda from retreats Roster of attendees
Develop curriculum guides that are vertically and horizontally aligned, based on state, national and professional standards, defining “mastery” of standards Use backward design as part of mapping/planning process	Reading, writing and math curriculum guides completed by August 2010  Science and social studies curriculum	Principal Leadership Team Teachers External Partner	Pay for teachers	Curriculum guides developed and utilized by all teachers for planning

	guides completed by August 2011			
Develop a school wide master schedule ensuring that core subjects are given the instruction required in the CLM model	May, 2010	Principal Leadership Team		Schedule developed
Develop a schedule for Interventionists to work with the lowest performing students	August 2010	Principal Leadership Team	FTE	Schedules developed
Acquire, set-up and utilize the necessary inventory of curriculum resources/ supplementary materials for a bookroom and for classrooms to promote attainment of state learning standards and implementation of the CLM	August 2010	Principal, Instructional Coaching Team, Teaching Staff, External Partner	Needed materials (leveled books for bookroom and classrooms; computer tracking system; bookshelves/cases/bins; professional books on genre study/writing).	Building of classroom and resource room libraries
Develop and use district required summative and formative assessments and recording systems, so that the progress of all students is monitored as students move through the school, as well as to inform instruction.	August 2010 (Ongoing)	Principals, Leadership Team, Teachers, DPS Assessment, Research and Evaluation Program Evaluator	DPS electronic benchmark system, pre/post assessments, rubrics, portfolios, response logs, and student work	On-going analysis of data in teacher PLC meetings, with identification of strategies to remedy or support solutions. Log of teacher PLC sessions identifying analysis and strategy
Track progress of students in Reading Recovery using Reading Recovery records	Monthly, August-May each year	CLM coordinator and Reading Interventionists		Reading Recovery Records showing evidence of student progress

Monitor and provide feedback to teachers on lesson planning, lesson delivery and student work	Daily	Principal, Leadership Team Executive coach DPS Office of School Turnaround		Classroom observation protocol
Design and offer Greenlee Success Extended Learning Time to provide personalized learning to bring students to grade-level proficiency	M-Th beginning Sept 2010	Principals, Leadership Team, Teachers Extended Learning Time Coordinator	-Online learning tools -Instructional resources and materials -Extended learning personnel (coordinator, certified teachers to provide instruction).	Student attendance rosters Annual class schedules for extended learning

#### Improvement Lever 2: Human Capital Development

The low student achievement and lack of systems to manage the school indicate a need for a new principal, a new leadership team, and new teachers. Ms. Grosselfinger has replaced well over 50% of the previous teaching staff at Greenlee and hired teachers who are committed to the turnaround effort and prepared to focus on the development of literacy skills across the curriculum as a key strategy for improving student achievement. The hiring of experienced leaders and teachers and the concerted effort to provide multiple supports for their development and success is the key to HUMAN CAPITAL DEVELOPMENT strategy, which will drive student achievement at Greenlee.

The leadership team as a whole will be responsible for facilitating professional learning and support school-wide, with cross-functional, as well as distinct roles and responsibilities. The principal, of course, is responsible for consistent supervision of teaching staff, with significant time daily spent in classrooms, including a response method for sharing observations. The PBS coordinator will also spend time in classrooms, supporting teachers and providing feedback, focusing on instruction and classroom management. The Comprehensive Literacy Coordinator will be the critical link in implementing CLM at Greenlee. She will attend summer workshops at the University of Arkansas to learn how to facilitate the professional learning community structure that is critical to implementing the CLM with fidelity to the model. The leadership team will work together to facilitate professional learning

communities (PLCs), connecting the data and strategies that are the focuses of the sessions (which will be described in further detail) with in-classroom coaching and model teaching.

To best support the principal and the myriad of demands on her, she will have an executive coach with whom she works. Recognizing that the work of the turnaround principal is unique and takes the principal above and beyond typical school leadership responsibilities, a coach with whom the principal can develop a strong professional relationship will be critical for her own development. Drawing from the CLASS model developed by the New Teacher Center and the Association of California School Administrators, the approach for executive coaching for turnaround principals is the following: The coach is a "different observer" of the coachee and his/her context. Bringing a different perspective to the relationship, the coach can see both circumstances and possibilities that the coachee can't. The coaching relationship is based upon trust and permission. The coach moves between instructional and facilitative coaching strategies based upon assessment of the coachee's needs and in pursuit of agreed-upon goals. The coach's fundamental commitment is to student success, and the coach will appropriately push the coachee to that end.

An assessment of the principal's leadership strengths and weaknesses will be conducted between June and August, 2010. From that assessment, the executive coach and principal will set leadership goals for the year. The coach will work with the principal to achieve the leadership goals throughout the year, with at least one face-to-face meeting each month.

In addition to enhancing the principal's leadership skills, the coach will be expected to help the principal drive improved student achievement. During these observation periods and meetings, the coach will review summative and formative student data with the principal and data collected on teacher effectiveness through use of the observation protocol. They will spend time together conducting observations, focusing on areas noted in the PLC work as targeted areas. The principal will also participate in a summer turnaround principal's retreat and monthly turnaround leadership institutes to have the opportunity to meet in professional learning networks with colleagues also engaged in turnaround leadership.

Similarly, the principal will be responsible for ensuring that the two coordinators are well equipped and are performing in their roles as school leaders, supervising and at times serving as a coach for them, and they, in turn serve in a coaching capacity for teachers. The leadership team will participate in a summer turnaround leadership team retreat to further develop the plan for the upcoming year and to prepare for the 5-day whole-staff retreat.

The approach for teacher professional development at the school will consist of the following:

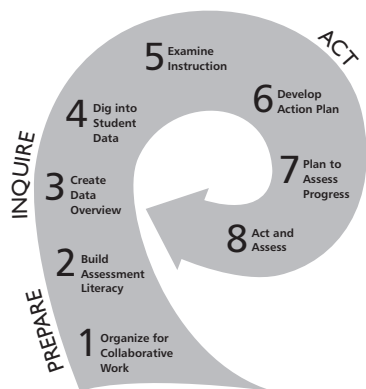
1. Two summer retreats – one for establishing a mission and vision for the school and one for training teachers in the implementation of the CLM
2. Weekly vertical and horizontal PLC meetings in which data is analyzed, instructional strategies (using both CLM and RtI) are identified and teachers support each other in planning for implementation, followed by reflection and next steps
3. In-classroom coaching support
4. “Model classrooms” for teachers to observe best practice, as well as peer observation
5. Monthly whole-staff professional development sessions based upon needs that arise from the PLC work
6. Opportunities for faculty and staff to individualize professional learning through attending workshops or conferences outside of school

The visioning retreat combined with training at the end of July for the whole staff will set the stage for the development of professional supports school-wide. Dr. Linda Dorn and Associates will play a critical role in the July training, using their Partnerships in CLM method for preparing for the implementation of CLM at the school.

This work gets extended throughout the year in weekly vertical and horizontal PLC meetings. During these structured work times, teams meet to analyze data and draw conclusions, set a plan for addressing the issues that emerge from the analysis with specific interventions or strategies, and check in methods after applying the strategy through a re-examination of data. These interventions will certainly include the school-wide strategies implicit in PBS, CLM and RtI, as well as additional strategies to pull into the conversation as instruction improves and need areas become more targeted. The principal, PBS coordinator or CLM coordinator will facilitate the weekly PLC meetings.

Coaching, model classrooms, and peer observation will serve as in-classroom supports for ensuring the strategies are being implemented and executed strategically to support student learning. A teacher will have at least two coaching, model classroom, or peer observation experiences on a weekly basis, complementing the PLC time. An example of this process is the “Data-Wise” approach, shown in Figure D.

Figure D: The Data-Wise Improvement Process



As patterns and issues in the PLCs emerge, these serve as the focal points for monthly staff development sessions. Similarly, as teachers learn about their own strengths and areas in need of growth, they will, in coordination with the leadership team, select their own professional learning opportunities that will help them improve their practice.

A critical area that will cut across all professional development is the teacher's use of technology to enhance teaching and increase student learning. DPS is committed to identifying funding sources for a technology upgrade in the turnaround schools, including the leveraging district resources for supporting teachers in the use of technology. As the technology is assessed and upgraded, appropriate timing and entry points for supporting staff will be identified. This includes whole-staff training opportunities, PLC time dedicated to using technology as a tool, and trainings offered outside school. Ensuring that all teachers know how to use technology effectively as an instructional tool is critical to bringing 21<sup>st</sup> Century learning to the district's turnaround schools.

There are several human capital initiatives sponsored by the Office of School Turnaround (OST), as well as within the district that further enhance the professional support strategies outlined above. First, all schools will develop a proposal to achieve Innovation Status. District staff from the OST and the Office of School Reform and Innovation will support the development of this proposal. Removing roadblocks that may hinder the schools' ability to meet dramatic turnaround goals is critically important, which is why it is important to provide the flexibility necessary for turnaround schools to make the most of people, time and money. The development of a recruitment plan for finding and hiring the best turnaround teachers and leaders is already underway by the OST, who is partnering with experts in this arena. In the same vein, developing evaluations that determine if teachers are adhering to professional standards and are able to support students in significant achievement gains is critically important. The Gates



Foundation-funded teacher evaluation work current taking place in the district will be the basis upon which turnaround schools can structure a new, appropriate evaluation system for teachers. Finally, the Turnaround Incentive Program (TIP), implemented in the second and third years of the grant funding cycle, will reward teacher teams whose students have demonstrated significant growth. Not only does this incentivize team-based collaboration in service of improved student achievement, it also provides financial supports that would encourage good teachers to stay in their positions. In this way, TIP serves as both a reward and a retention incentive.

### Improvement Level 2: Human Capital Development

<i>Description of Actions Steps</i>	<i>Timeline</i>	<i>Key Personnel</i>	<i>Resources</i>	<i>Benchmarks</i>
Develop and implement a schedule (and roles/responsibilities) for the three administrators regarding facilitating/supervising PLCs, conducting classroom observations, and coaching	June 2010	Principal PBS Coordinator CLM Coordinator		Schedule developed
Develop principal leadership goals and schedule monthly coaching sessions	August, 2010	Principal Executive Coach		Goals and schedule
Develop CLC's leadership capacity to lead the implementation of the Comprehensive Literacy Model through intensive summer training	July, 2010	CLM Consultant	Travel and registration	
Conduct an assessment of the teaching staff skills using a lesson driven protocol	August/September, 2010	Principal, CLC		Completed assessment with next steps for school wide PD listed
Develop teachers' instructional competency on the Comprehensive Literacy Model through intensive summer training and monthly professional development sessions.	Monthly, beginning July 2010	Principal, CLM Coordinator Leadership Team, CLM Consultant	CLM Trainer Linda Dorn to provide teacher training. Compensation for teachers to attend	Work products, such as lesson planning and formative/summative assessment decisions Implementation of CLM

			training Training materials and professional books.	into school schedule and instructional methodologies
Develop a schedule for weekly PLC meetings identifying step in the data cycle. PLCs should be grade-level, but some vertical teaming will be appropriate when focusing on alignment. The schedule should also indicate periods for coaching and peer observation by teacher. CLM and RtI strategies are woven throughout.	Weekly beginning August 2010	Principal, Leadership Team, Teachers	Time in the schedule mandated for PLCs	PLC agendas, notes, and minutes
Provide training for administrators in facilitating a data cycle/process during PLC sessions	June 2010	Principal PBS Coordinator CLM Coordinator	Time at the principal and leadership team retreats	Completion of training and evidence of effective facilitation
Identify 2-3 model classrooms for teachers to observe best practice in the implementation of the CLM model and best practice with RtI	Nov 2010	Principal PBS Coordinator CLM Coordinator		Identification of classrooms
Develop a schedule for monthly whole-staff development aligning focuses to address instructional issues that emerge from work in PLCs	August 2010 Ongoing	Principal PBS Coordinator CLM Coordinator		Schedule developed
Develop Instructional Technology Plan to increase teacher's use of technology to enhance teaching and increase student learning. <i>(Note: DPS will identify funding)</i>	Plan developed by January 2011	Principal, Leadership, External Partner	PD sessions	Instructional technology plan, including technology upgrade and teacher training

<i>sources for technology upgrade at turnaround schools and plans to contribute current resources to the upgrade, as well.)</i>				
Develop and submit a proposal to achieve Innovation status	December 2010	Principal, Teachers, OST Office of School Reform and Innovation	Teacher release time to write proposal	Proposal to present to Board of Education
Develop and implement a recruitment plan for finding and hiring the best talent, both turnaround leaders and teachers	Plan finalized by October, 2010	Office of School Turnaround Human Resources	Travel and materials	High quality staffing and high retention rates
Research and design new evaluation system in collaboration with the Gates Foundation-funded Teacher Effectiveness work taking place district-wide	2010-2013	Office of School Turnaround, Gates Steering Committee	Time to develop	Rollout of new evaluation system
Develop and implement a system of team incentives for increased student achievement: Turnaround Incentive Program (TIP)	January 2011-2013	Office of School Turnaround, HR, External Partners	Office of School Turnaround time to develop	Rollout of incentive program

### Improvement Lever 3: Community Involvement and Engagement

The third component to improving achievement at Greenlee is to promote COMMUNITY INVOLVEMENT AND ENGAGEMENT, inviting parents to become partners with the school in support their students' learning.

The principal, leadership team, and teachers play a key role in establishing these connections. A beginning of year orientation will help establish mission and vision based on shared beliefs. A Home Visit Program will build trust and relationships between the school and home.

A Community Liaison will also be responsible for making these essential connections and for facilitating the link between parents and school. S/he will do this through the organizing of several community events including:

- A series of meetings for local community groups during the summer recess and the fall semester to share improvement plan with community stakeholders
- Regular celebrations of student performance by inviting parents and community members to attend displays of work and presentations
- Student led conferences to enhance and increase parent participation in student learning (in collaboration with teachers)
- Regular social events involving the students that attract parents into the school.

The Community Liaison will also be responsible for reaching out to the business community and key stakeholders. S/he will conduct an audit of current community resources and programs and re-align support to increase effectiveness to improve Greenlee’s student achievement outcomes. S/he will also forge relationships with local commerce and industry so that the school has closer ties with local companies and associations.

Ensuring there are key structures built in to facilitate ongoing communication, the Community Liaison will work with the Collaborative School Committee and will develop and update the school website so that parents and community members can access information about the school, including homework and details of the curriculum provided in each grade level.

A part-time social worker will be hired to provide social and emotional support for students and families.

**Improvement Level 3: Community Involvement and Engagement**

<i>Description of Actions Steps</i>	<i>Timeline</i>	<i>Key Personnel</i>	<i>Resources</i>	<i>Benchmarks</i>
Host a back to school BBQ so that students and parents/guardians can meet the teachers	August 18, 2010	Greenlee staff	Community partners and businesses	
Build the mission of the school	September	Principal,	Community partners and	Mission statement that

on the shared beliefs and common vision of the school community through a beginning of year orientation for parents	2010	Leadership Team, Teachers, Parents, Students, Community Members	businesses	defines practices, shared beliefs and common vision aligned to support student learning.
Prepare a schedule for teacher visits to students homes (Home Visit Program) Lowest achieving students will be first priority to receive the home visit	September 2010	Teachers	Small stipend for teacher visits to student homes	Home visit log
Organize a series of meetings for local community groups during the summer recess and the fall semester to share improvement plan with community stakeholders	June and July 2010	Principal, Leadership Team, Teachers, School Community Liaison, External Partner, CSC	Meeting space Refreshments Printed Materials Invitations Personnel time to organize event and prepare materials	Agendas of community meetings
Organize regular celebrations of student performance by inviting parents and community members to attend displays of work and presentations.	Bi-monthly	Principal, Leadership Team, Teachers, Community Liaison	Supplies Staff time for school events	Roster of student performances/celebrations of learning.
Organize student led conferences to enhance and increase parent participation in student learning	Dec 2010 April 2011	Principal, Leadership Team, Teachers	Preparation of teaching materials to guide this process	Student led materials/video portfolio
Organize regular social events involving the students that	Bi-monthly	Principals, Leadership Team,	Community Liaison, Office of Community Engagement	Evidence of programs/activities that

attract parents into the school.		Teachers, Community Liaison, Office of Community Engagement		contribute to parent involvement in raising academic performance.
Conduct an audit of current community resources and programs and re-align support to increase effectiveness of Greenlee's student achievement outcomes.	Oct 2010	Community Liaison, Office of Community Engagement		Log and analysis of community and parent outreach activities and plan for improvement
Forge relationships with local commerce and industry so that the school has closer ties with local companies and associations.	Ongoing	Principal, Community Liaison, Office of Community Engagement		List of identified partners and potential contributions/interests
Revitalize and renew the Collaborative School Committee	August 2010	Principal Community Liaison, Office of Community Engagement, CSC	Team building activities Facilitator for mission/visioning process	Roster of Collaborative School Committee activities
Develop the school website so that parents and community members can access information about the school, including homework and details of the curriculum provided in each grade level.	Sept 2010	School Community Liaison, Library Media Specialist	Staff time to develop and update website.	Functional and informative website

## **Conclusion**

The improvement plan detailed above shows step-by-step how Greenlee Elementary will support and be supported in making dramatic increases in student achievement during the next three years. The fidelity to implementation of this plan will be monitored to ensure the most powerful levers and actions have been identified and that, when implemented, are making a difference. Such monitoring will provide needed evidence to course correct in order to meet established goals.

## Lake Middle School

### *A Plan for Dramatic Improvement*

#### **Introduction and Context**

Lake Middle School is the lowest performing middle school in Denver Public Schools according to the district's School Performance Framework, a tool used by the district to evaluate school performance in terms of student achievement and overall organizational strength using a variety of longitudinal measures. Lake's student achievement is low, with only 1/4 or less of students performing at proficient levels on achievement tests, and has been static or in decline over the past three years. In 2009, only 25% of students are at or above proficient in reading, 20% in math, and 17% in writing. In addition, only 1/3 of the students living within the Lake boundary actually attend Lake Middle School.

Lake became a fully authorized International Baccalaureate-Middle Years Programme (IB-MYA) in August, 2008. The current principal at Lake has been leading the school for five years, during the time of the static and declining progress. Systems to support and develop teachers do not exist in the school, and the school lacks a collective mission and vision to lead the school to improvement. In addition, a coherent standards-based system for teaching and learning does not exist, resulting in low-level tasks, instruction that is not differentiated, and a lack of agreement on what makes work proficient. Lake also suffers from an unhealthy school culture. Disruptive behavior is commonplace and low expectations of both adults and students is pervasive.

In November 2009, the Denver Public Schools Board of Education approved a re-start and turnaround for Lake. The first part of the decision indicated that West Denver Prep, the highest performing middle school program in the district, would be co-located in the Lake facility. This would provide a second offering for middle years students living within the Lake boundary. Second, the current IB Programme at Lake would be phased out and a new, revitalized IB Programme at Lake would be phased in, starting with a 6<sup>th</sup> Grade Academy. A new principal would be hired to lead the program and she would be able to hire her own staff.

#### **Evaluation Plan: Interim Targets and Goals**

According to the RFP the turnaround school will be judged successful in the turnaround efforts when the students it serves are performing at levels comparable to students' average performance in low-poverty schools across the state. Schools will be required to meet achievement levels in the core academic subjects that equal or exceed the average level for the state's non-low-income students.



The first table shows percent proficient and advanced by grade and subject for three years and sets targets for the next three years.

**Lake Middle School 6<sup>th</sup> Grade Academy CSAP percent proficient and advanced:**

Grade	Subject	2007	2008	2009	2010	2011 GOAL	2012 GOAL	2013 GOAL
6 <sup>th</sup>	Reading	24	32.5	28	TBD	44	54	60
	Math	25.5	18.5	20	TBD	32	42	50
	Writing	16.5	20.5	20	TBD	32	42	50
7 <sup>th</sup>	Reading	17.5	25	22	TBD	38	50	60
	Math	10	10	13	TBD	30	40	50
	Writing	17.5	15	21.5	TBD	32	42	50
8 <sup>th</sup>	Reading	22	21	27	TBD	40	52	60
	Math	17	10	17	TBD	30	40	50
	Writing	9	11	19	TBD	30	40	50

The following tables show CSAP growth data by school for reading, writing, and math, with a line comparing the percentage growth with the state's growth for both FRL and non-FRL children. The data of the non-FRL children will be used to set targets for Lake students for 2011-2013.

**Lake Middle School 6<sup>th</sup> Grade Academy CSAP growth:**

	2007	2008	2009	2010	2011 GOAL	2012 GOAL	2013 GOAL
READING TOTAL	40	45	40	TBD	*	*	*
State FRL/non-FRL (Reading)	46/52	48/51	47/52		---	---	---
WRITING TOTAL	44	45	49	TBD	*	*	*
State FRL/non-FRL (Writing)	48/52	48/52	49/52		---	---	---
MATH TOTAL	51	34	44	TBD	*	*	*
State FRL/non-FRL (Math)	46/51	47/52	47/51		---	---	---

\* Meets or exceeds state average for non-FRL students

## Action Plan

To ensure success for Lake's students and teachers in the upcoming year and to , critical steps must be taken to address the current gaps that exist. The re-start plan, presented first, provides details about West Denver Prep and the activities and actions that will support West Denver Prep in starting a new, successful middle years program in the Lake facility, alongside Lake IB Programme. The turnaround action plan for Lake IB Programme that follows details specifically the steps that will be taken to dramatically improve the school, while maintaining the IB authorization. These steps are organized into three essential levers that develop the level of capacity necessary for improvement: building instructional and operational systems, supporting professionals, and engaging the community.

### Re-start at Lake Middle School with West Denver Prep



WEST DENVER PREPARATORY  
• CHARTER SCHOOL •

### ***Turnaround Context***

In April 2009, West Denver Preparatory Charter School applied for two charters to operate new middle schools in Northwest Denver, based on the academic results of the flagship Federal Campus, the organizational capacity, and the strong parent demand in both Northwest and Southwest Denver. These schools were approved in June 2009. In November 2009, the Board of Education approved a turnaround proposal of Lake Middle School that includes incorporating the two West Denver Prep (WDP) campuses (now known as the Lake Campus and the Highland Campus) into the Lake boundary. Both West Denver Prep schools, as well as the Lake International Baccalaureate program, are on track for August, 2010 openings, fully enrolled, and dramatically increasing the enrollment of sixth grade students in the Lake neighborhood.

### ***Mission and Core Beliefs***

Through a demanding education of high standards, structure, and accountability, West Denver Preparatory Charter School prepares students in grades six through eight for educational success from middle school through college.

In support of our students, West Denver Prep is passionately committed to three Core Beliefs: Every child deserves a demanding, standards-based education; Accountable community develops character; Great teachers are essential for academic excellence.

### ***Demanding, Standards-based Education***

- West Denver Prep provides all students with a college-prep education.
- Students engage in an intensive curriculum with a strong focus on skill development, especially in the areas of literacy (150 minutes daily) and mathematics (110 minutes daily).
- Our curriculum is an adaptation of the effective standards-based process used by successful urban charter schools, with detailed standards, regular assessment, and the constant use of student achievement data to drive instructional practice.
- Students wear a simple uniform and adhere to a rigorous code of conduct.
- The school holds weekly Community Meetings and daily Morning Meetings at which students develop excellent public speaking and self-advocacy skills.
- Students will live up to the school's STRIVE values by conducting themselves according to the principles of Scholarship, Teamwork, Respect, Intelligence, Virtue, and Effort.

### ***Students***

- At our original Federal Campus, 325 students are enrolled in grades 6-8 for the 2009-2010 school year. At our new Harvey Park Campus, 121 students are enrolled in grade 6. Of the students at these two schools, approximately 90% are Latino and 93% qualify for free/reduced lunch.
- In 2009, applications to our schools nearly doubled the number of spaces available.
- Admission is open to all students eligible for 6<sup>th</sup> grade with preference given only to siblings of current students and residents of Denver County (academic proficiency is not considered for selection). Students are selected through public lotteries.
- Full capacity for the Lake campus is 300, which is the projected for 2013. It is the same for the Highlands campus.

### ***Results (Federal Campus)***

- On the Colorado Growth Model, a measure of student progress on the Colorado State Assessment Program (CSAP) tests, West Denver Prep students demonstrated the highest academic growth of students at any middle school in Denver for the third consecutive year, with median growth percentiles of 90 in Math, 85 in Writing, and 66 in Reading.
- With a population of 93% reduced/free lunch students, West Denver Prep's 8<sup>th</sup> grade graduates ranked second in the entire city in both math and science on CSAP proficiency, and first in all four subjects among open-enrollment schools serving greater than 50% reduced/free lunch students. 100% of these graduates now attend college-preparatory high schools across the city.

- West Denver Prep’s 8<sup>th</sup> grade students exceeded state average CSAP proficiency in all four subjects and exceeded DPS average CSAP proficiency by 49% in math, 38% in science, 31% in writing, and 28% in reading. 7<sup>th</sup> grade students also exceeded the district proficiency average, by 49% in math, 21% in writing, and 9% in reading.
- On the DPS School Performance Framework, a comprehensive, annual evaluation of student achievement and overall organizational strength, West Denver Prep ranked 2<sup>nd</sup> across all schools in the district. West Denver Prep was one of only 9 schools to earn the highest rating of “Distinguished” and the only school in this category serving a higher percentage of students eligible for Free or Reduced Lunch than the district average of 66%.

**West Denver Prep 8<sup>th</sup> Grade Proficiency Ranks, CSAP 2009**

<b>Subject</b>	<b>Rank among all middle schools (44 schools)</b>	<b>Rank among middle schools serving &gt; 50% Reduced/Free Lunch</b>	<b>Rank among middle schools serving &gt; 50% Reduced/Free lunch with open enrollment</b>
<b>Reading</b>	7 <sup>th</sup>	2 <sup>nd</sup>	1 <sup>st</sup>
<b>Writing</b>	5 <sup>th</sup>	1 <sup>st</sup>	1 <sup>st</sup>
<b>Math</b>	2 <sup>nd</sup>	1 <sup>st</sup>	1 <sup>st</sup>
<b>Science</b>	2 <sup>nd</sup>	1 <sup>st</sup>	1 <sup>st</sup>

**Turnaround Proposal**

West Denver Prep respectfully requests a portion of the 2010-2011 Lake Turnaround be committed to the combination of the two West Denver Prep Campuses, in the critical areas of central office support for these schools, leadership capacity, and financial incentives for the attraction and retention of teachers. All requests are areas that these schools can afford once each school is built to capacity at three grades, but during the phase-in years of only a single grade, these activities are supplemental to what PPOR could provide.

- 1) Central Office Support.** Federal turnaround guidelines allow for services from a charter school operator that has been selected through a rigorous review process, which describes the selection of West Denver Prep. In particular, the West Denver Prep central office will provide leadership coaching for each principal, through its Head of School, and operational support including systems management, facility management, procurement, and other functions, through its Chief Financial Officer. These individuals work across all schools in the West Denver Prep network, and funding a portion of their time spent at the Lake and Highland Campuses allows for more intensive and more detailed support for these schools and for a more

effective replication and implementation of the WDP model. *The costs associated with central office support are indicated in the budget detail.*

**2) Leadership Development.** One of the hallmarks of the West Denver Prep growth plan has been building schools one year at a time, but building administrative structures in advance of this growth to ensure excellent systems. As a result, each new WDP campus will hire a full-time Assistant Principal in year 1, even though PPOR of 120 students does not support this level of administrative support. This move allows for excellent school culture development and instructional support beginning immediately at the start of school. These are both costs associated with developing local competencies and implementing a new school model, and will support the development of excellent programs. *The costs associated with leadership development and administrative support are indicated in the budget detail.*

**3) Performance Pay for Teachers.** At its existing sites, West Denver Prep uses an aggressive performance pay program to support excellent teacher efforts to raising student achievement. This program has helped the network maintain an annual teacher retention rate above 85%. Teachers are eligible for 15% of the median teacher salary based entirely on student academic progress as measured by the Colorado State Assessment Program (CSAP) and the Stanford Achievement Test 10 (SAT-10). Teachers earn an individual bonus based on the growth of their own students in their own classroom, and also a team bonus based on the growth of all students in the subject area of their department. This program has demonstrated success at both recruiting and retaining excellent faculty. The budget estimate assumes that teachers earn approximately 70% of the available bonus payment, comparable to past results in the WDP network. *The costs associated with performance pay are indicated in the budget detail.*

### Turnaround Lake Middle School IB Programme

#### Improvement Lever 1:

A thorough analysis of quantitative and qualitative data revealed that Lake lacks the INSTRUCTIONAL STRUCTURES, SYSTEMS, AND PROCESSES to drive student achievement, as well as a leadership team to establish, lead, and manage these systems. Therefore, the Lake IB Programme, as it currently operates, will be phased out over the next two years, and a new, revitalized IB Programme will be phased in, led by a new principal.

Lake International School (6<sup>th</sup> Grade Academy in 2010-2011, with a complete phase in by 2012-2013):

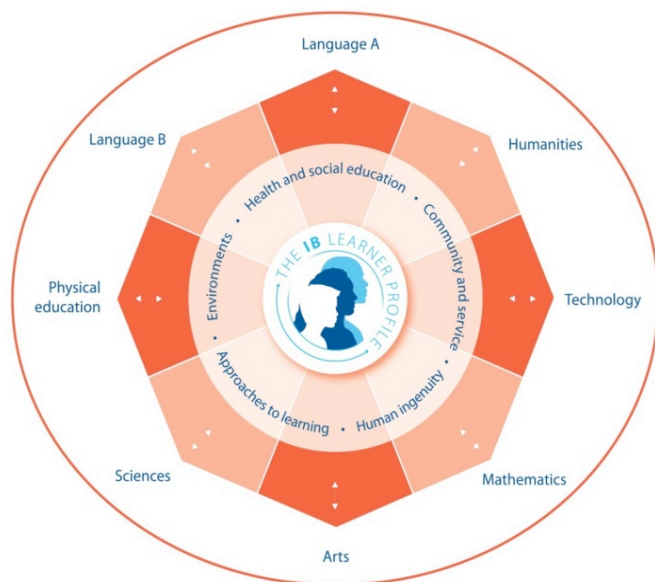
The new IB Programme, starting with a 6<sup>th</sup> Grade Academy, will be led by Amy Highsmith, and will grow one year at a time. Ms. Highsmith previously served as the IB Coordinator at Brown International Academy, an elementary school that feeds into Lake that just recently experienced a successful turnaround itself. Ms. Highsmith brings her experience as a part of the turnaround of Brown to the new Lake Middle School, as well as significant experience with IB. In addition, Ms. Highsmith is a locally grown school leader as a recent graduate of DPS Ritchie Fellows Program.

Ms. Highsmith will build a leadership team capable of supporting teachers and staff. The leadership team will consist of an IB coordinator, a PLC leader/coach, a teacher-librarian, a professional school counselor, and a restorative justice coordinator. All members of the leadership team will work together in leading the new mission and vision for the school, based on a set of agreed-upon core values, and will be accountable for seeing through the implementation of the turnaround plan.

Research shows that when implemented with fidelity in a school with high quality teaching and leadership, an IB program can lead to significant student gains. IB standards are aligned with best practice in education and can have a positive impact on the culture of a school. Members of the northwest Denver community have communicated the importance of having an IB option in their region of the city and that there exists a bridge between the high-quality education at Brown and a high-quality program at Lake. An IB-MYP education provides students with a concept-based approach to leverage success in high school. IB also provides opportunities for advanced learners, including grouping them in core subjects (English/Language and Math) and after-school programming for continued acceleration (described below in further detail).

The IB Programme is characterized by a globally minded, balanced curriculum, presented in Figure E.

Figure E. International Baccalaureate Curriculum



The IB curriculum is based on state, national, and professional standards. Developing guides that support the IB model, including a focused effort on Response to Intervention (RtI) will be critical to Lake’s success. Therefore, a select group of teacher leaders will spend time during the summer developing the IB- and RtI-aligned curriculum guides that will be the foundation upon which all lessons, tasks, and assessments are based. These guides will define performance measures for each standard within reading, writing, math, science, and social studies. Included in these guides will be a set of interventions, providing teachers with guidance on differentiating classroom instruction to meet individualized needs of students, while helping all students attain standards. Teachers will be expected to align all lesson objectives, tasks, and assessments to these guides throughout the year.

A newly developed schedule to accommodate a rigorous academic program will also be instituted. The features of this schedule are presented in Figure F.

### Figure F. IB @ Lake 6<sup>th</sup> Grade Academy Schedule

15-20 min. Advisory Period (0 period to begin day)
90-100 min. Language Arts and Mathematics blocks
45-50 min. Blocks for all other content areas (9 period day including lunch)
Schedule students with same LA/Math teachers for planning/teaming

To support such a curriculum, upgrades in technology and library resources will be made. IB relies on student-driven work products and for these, students will need access to research texts and opportunities to use online resources. Teachers will be supporting the use of these resources.

Another targeted use of time is Lake Extended Learning Time. Lake ELT is a one-hour extension of the school day Monday through Thursday, and is managed and directed by an Extended Learning Time Coordinator and staffed by certified Lake teachers. The program will be structured in such a way to allow focused small-group and individualized instruction on specific literacy and math skills for below-proficient students, and will be an extension of the instructional strategies being employed in Lake classrooms. Below-proficient students will be required to attend ELT until benchmark assessments indicate their skills are developed to grade-level. Above-proficient students will also be served through Lake ELT, as small group and independent work tasks will be provided to help these students be further challenged in their academic work.

In addition to the targeted instructional improvements, two programs that will help to re-establish a safe and orderly tone and culture of the school are Positive Behavioral Supports and Restorative Justice. Positive behavior supports is a “decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.” Lake staff will participate in PBS training during the summer and school year to ensure correct implementation of the framework. A Restorative Justice Coordinator will support not only PBS implementation school-wide, but will also help students work through conflict. Both programs will create a very proactive, supportive learning environment for students.

Integral to success is the development of systems for accountability and measuring progress. The fidelity to implementation and monitoring of progress through looking at student benchmark data and classroom observation data will be a core activity of data teams. In addition, the Office of School Turnaround will utilize two different protocols for school visits – a school observation tool and a turnaround fidelity to implementation tool. A program evaluator will develop a comprehensive progress reporting system that will be utilized for public reporting, including communications with the Colorado Department of Education. Lake will also utilize several standard instruments for progress monitoring with support from DPS’ Assessment and Research Department.



In order to establish a new mission and vision for the school that develops ownership for the instructional approach outlined above, Lake staff and faculty will follow the flow of retreat and planning time described in the introduction. In addition to the visioning process, teachers will have the opportunity to begin planning to comprehensively implement all components of the turnaround plan in their classrooms.

7<sup>th</sup>/8<sup>th</sup> Grade Academy Phase Out (7<sup>th</sup>/8<sup>th</sup> Grade Academy in 2010-2011 and 8<sup>th</sup> Grade Academy in 2011-2012)

The current program operating at Lake will become a 7<sup>th</sup>/8<sup>th</sup> Grade Academy led by the current assistant principal, Elza Guajardo, and will phase out by 2012-13. Ms. Guajardo will work with a leadership team that will support staff and students in the phase-out. The leadership team will consist of a High School Transition and Placement Coordinator, a PLC leader/coach, a teacher-librarian, a professional school counselor, and a restorative justice coordinator. All members of the leadership team will work together in leading the new mission and vision for the school, based on a set of agreed-upon core values, and will be accountable for seeing through the implementation of the turnaround plan.

The 7<sup>th</sup>/8<sup>th</sup> Grade Academy will continue to utilize the IB model. Ms. Guajardo will be responsible for setting up, with her leadership team, the same processes and procedures described above and outlined in the action steps below. However, the 7<sup>th</sup>/8<sup>th</sup> Grade Academy will have its own mission with a focus on a successful transition for the current students. This means, specifically, the implementation of a Transition Program to ensure students matriculate to an appropriate high school, as well as set their sights on college matriculation. This will be accomplished through high school placement counseling to all students and their families, and assistance with applications necessary for successful application and matriculation to an appropriate high school.

A High School Placement and Transition Coordinator will manage the Transition Program. The Coordinator is responsible for directly providing high school placement support during the entire transition process, from the selection of a school to matriculation, in addition to managing relationships with high schools and students, organizing high school visits, and organizing college visits.

**Improvement Level 1: Building Instructional Structures, Systems, Support and Process**

<i>Description of Actions Steps</i>	<i>Timeline</i>	<i>Key Personnel</i>	<i>Resources</i>	<i>Benchmarks</i>
Appoint a new principal for the 6 <sup>th</sup> grade academy with proven leadership experience and ability to	March 2010	DPS Superintendent, Executive Director	FTE	Principal hired

lead school turnaround		Office of School Turnaround		
Appoint a new principal for the 7 <sup>th</sup> /8 <sup>th</sup> grade academy who will be trusted and supportive in phasing out the current program	March 2010	DPS Superintendent, Executive Director Office of School Turnaround	FTE	Principal hired
Hire new teachers for the 6 <sup>th</sup> grade academy	June 2010	6 <sup>th</sup> Grade Academy Principal	FTE	New teachers hired
Hire a PLC Leader/Coach	April 2010	6 <sup>th</sup> Grade Academy Principal	FTE	PLC Leader/Coach hired
Hire a Library Media Specialist (LMS) who can help students make the most of library resources and support teachers in instructional methods that involve independent research by students	June 2010	6 <sup>th</sup> Grade Academy Principal	FTE <i>(from another funding source)</i>	LMS hired
Hire a Lake ELT Coordinator and Lake teachers to staff the Lake ELT program.	June 2010	6 <sup>th</sup> Grade Academy Principal	Extended learning personnel (coordinator, certified teachers to provide instruction).	ELT Coordinator hired and ELT teacher positions filed
Hire a Community Liaison to facilitate and enhance community involvement and parent engagement.	June 2010	6 <sup>th</sup> Grade Academy Principal	FTE	Community Liaison hired
Hire a High School Transition and Placement Coordinator	June 2010	7 <sup>th</sup> /8 <sup>th</sup> Grade Academy Principal	FTE <i>(from another funding source)</i>	Coordinator hired
Hire a part-time social worker to provide social and emotional support for students and families	June 2010	Principal	FTE (2 days/week)	Social worker hired

Hire an executive coach to work with each principal and set schedule, norms and goals for meetings	August 2010	Principals Executive coach	Pay for executive coach	Schedule and plan
Identify two leadership teams who will lead each academy in implementing the mission and vision, based on core values	June 2010	6 <sup>th</sup> Grade Academy Principal 7 <sup>th</sup> /8 <sup>th</sup> Grade Academy Principal	Selection of team	Roster of leadership team, including roles and responsibilities
Provide retreats during summer for staff members to develop a mission and vision for a school-wide commitment for expectations and practices aligned to school improvement, and to continue planning and monitoring	Summer 2010 Summer 2011 Summer 2012	Principals, Leadership Team Teachers External Partners	Facility/Meals Release time	Attendance and required deliverables (as determined at each session)
Develop curriculum guides that are vertically and horizontally aligned, based on state, national and professional standards, defining “mastery” of standards Use backward design as part of mapping/planning process  Reading, writing and math curriculum guides Science and social studies curriculum guides	August 2010  August 2011	Principals Leadership Team Teachers External Partner	Pay for teachers	Curriculum guides developed and utilized by all teachers for planning
Implement an International Baccalaureate-Middle Years program with fidelity to the model	Oct. 2010 Dec. 2010 Feb. 2011	6 <sup>th</sup> Grade Academy Principal, Leadership Team,	PD support for implementation, coaching and interventionist support	IB model report – bi-monthly

	April 2011	Teachers, IB Organization		
Implement a schedule with 90-100 minute focused blocks for literacy and math	July 2010	6 <sup>th</sup> Grade Academy Principal Leadership Team		
Acquire, set-up and utilize the necessary inventory of nonfiction and technology resources that provides students will sufficient access to learn from an IB curriculum	August 2010	6 <sup>th</sup> Grade Academy Principal, Instructional Coaching Team, Teaching Staff, External Partner	Needed materials	Build-out of library
Support a phase-out of the current IB Programme by continuing the use of IB, complemented with Rtl strategies and with a focus on high school transition and post-secondary readiness	May 2012 Bi-monthly monitoring	7 <sup>th</sup> /8 <sup>th</sup> Grade Academy Principal Leadership Team		Evidence of implementation throughout 7 <sup>th</sup> /8 <sup>th</sup> grade classrooms collected through classroom observations and school visits
Develop a prevention/intervention manual that defines mechanisms to build and sustain a positive and supportive school culture, including framework offered by PBS and conflict management strategies offered by Restorative Justice.	June 2010	Principals Leadership Teams Restorative Justice Coordinator		Evidence of implementation throughout building, using protocol developed by RJ Coordinator
Develop and use district required summative and formative assessments and recording systems,	August 2010 (Ongoing)	Principals, Leadership Teams, Teachers, DPS	DPS electronic benchmark system, pre/post assessments, rubrics,	On-going analysis of data in teacher PLC meetings, with

so that the progress of all students is monitored as students move through the school, as well as to inform instruction.		Assessment, Research and Evaluation Program Evaluator	portfolios, response logs, and student work	identification of strategies to remedy or support solutions. Log of teacher PLC sessions identifying analysis and strategy
Monitor and provide feedback to teachers on lesson planning, lesson delivery and student work	Daily	Principals, Leadership Teams Executive coach DPS Office of School Turnaround		Classroom observation protocol
Design and offer Lake Extended Learning Time to provide personalized learning to bring students to grade-level proficiency and to support above-proficient students by providing them with innovative enrichment opportunities	Design August 2010 Implement M-Th beginning Sept 2010	Principals, Leadership Team, Teachers Extended Learning Time Coordinator	Online learning tools Instructional resources and materials	Student attendance rosters Annual class schedules for extended learning
<i>Costs associated with West Denver Prep are described in the narrative above and indicated in the budget detail.</i>	n/a	n/a	n/a	n/a

#### Improvement Lever 2: Human Capital Development

The low student achievement and lack of systems to manage the school indicate a need for a new principal, a new leadership team, and new teachers. Ms. Highsmith has replaced well over 50% of the previous teaching staff for the 6<sup>th</sup> Grade Academy at Lake and hired teachers who are committed to the turnaround effort and offering a solid IB option that uses Response to Intervention as a key strategy in providing a rich, rigorous, differentiated instructional program for students. The hiring of experienced leaders and

teachers and the concerted effort to provide multiple supports for their development and success is the key to HUMAN CAPITAL DEVELOPMENT strategy, which will drive student achievement at Lake.

Each leadership team will be responsible for facilitating professional learning and support school-wide, with cross-functional, as well as distinct roles and responsibilities. The two principals are responsible for consistent supervision of teaching staff, with significant time daily spent in classrooms, including a response method for sharing observations. PLC Coaches will work in coordination with leadership teams to facilitate professional learning communities (PLCs), connecting the data and strategies that are the focuses of the sessions (which will be described in further detail) with in-classroom coaching and model teaching. They will also provide significant hands-on coaching to teachers.

To best support the principals of each academy and the myriad of demands on them, each principal will have an executive coach with whom she works. Recognizing that the work of the turnaround principal and the work of a “phase-out” principal is unique and takes the principal above and beyond typical school leadership responsibilities, a coach with whom each principal can develop a strong relationship professional relationship will be critical for their own development. Drawing from the CLASS model developed by the New Teacher Center and the Association of California School Administrators, the approach for executive coaching for these principals is the following: The coach is a "different observer" of the coachee and his/her context. Bringing a different perspective to the relationship, the coach can see both circumstances and possibilities that the coachee can't. The coaching relationship is based upon trust and permission. The coach moves between instructional and facilitative coaching strategies based upon assessment of the coachee's needs and in pursuit of agreed-upon goals. The coach's fundamental commitment is to student success, and the coach will appropriately push the coachee to that end.

An assessment of the principal’s leadership strengths and weaknesses will be conducted between June and August, 2010. From that assessment, the executive coach and principal will set leadership goals for the year. The coach will work with the principal to achieve the leadership goals throughout the year, with at least one face-to-face meeting each month.

In addition to enhancing the principal’s leadership skills, the coach will be expected to help the principal drive improved student achievement. During these observation periods and meetings, the coach will review summative and formative student data with the principal and data collected on teacher effectiveness through use of the observation protocol. They will spend time together conducting observations, focusing on areas noted in the PLC work as targeted areas. The principal will also participate in a summer turnaround principal’s retreat and monthly turnaround leadership institutes to have the opportunity to meet in professional learning networks with colleagues also engaged in turnaround leadership.

The principals will be responsible for ensuring the PLC Coaches, the IB coordinator, and the High School Transition and Placement Coordinator, are well equipped and are performing in their roles as school leaders, supervising and at times serving as a coach for them, and they, in turn serve in a coaching capacity for teachers. The leadership teams will participate in a summer turnaround leadership team retreats to further develop the plan for the upcoming year and to prepare for the 5-day staff retreats in August.

The approach for teacher professional development for the 6<sup>th</sup> Grade Academy will consist of the following:

1. Two summer retreats – one for establishing a mission and vision for the school and one for training teachers in the implementation of the IB and RtI models
2. Weekly vertical and horizontal PLC meetings in which data is analyzed, instructional strategies (using RtI and based on the IB curriculum) are identified and teachers support each other in planning for implementation, followed by reflection and next steps
3. In-classroom coaching support
4. “Model classrooms” for teachers to observe best practice, as well as peer observation
5. Monthly whole-staff professional development sessions based on areas identified through PLC work
6. Opportunities for faculty and staff to individualize professional learning through attending workshops or conferences outside of school

While the approach for teacher professional development for the 7<sup>th</sup>/8<sup>th</sup> Grade Academy will be similar, it will be tailored to the unique needs of a school phasing out. In particular, teachers will be supported in helping students prepare for an effective transition to high school, equipping students with academic skills and work habits required for success in high school and beyond.

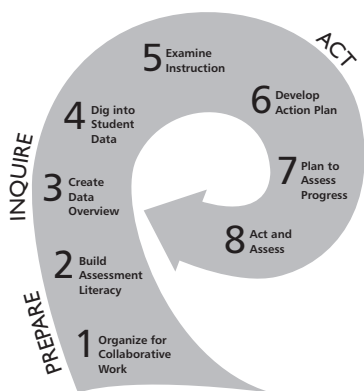
Summer planning time will prepare the leadership team and teachers for the implementation of the key strategies in the turnaround plan. This will be accomplished through both the visioning retreat, as well as a staff retreats in August. The retreats will set the stage for the development of professional supports school-wide. External partners will provide staff development support in Response to Intervention and PBS training, so that these strategies may be used in coordination with an IB curriculum.

This work gets extended throughout the year in weekly vertical and horizontal PLC meetings. During these structured work times, teams meet to analyze data and draw conclusions, set a plan for addressing the issues that emerge from the analysis with specific interventions or strategies, and check in methods after applying the strategy through a re-examination of data. These interventions will certainly include the school-wide strategies implicit in PBS and RtI, as well as additional strategies to pull into the conversation as

instruction improves and need areas become more targeted. The principal, or curriculum facilitators will facilitate the weekly PLC meetings.

Coaching, model classrooms, and peer observation will serve as in-classroom supports for ensuring the strategies are being implemented and executed strategically to support student learning. A teacher will have at least two coaching, model classroom, or peer observation experiences on a weekly basis, complementing the PLC time. An example of this process is the “Data-Wise” approach, shown in Figure G.

Figure G: The Data-Wise Improvement Process



As patterns and issues in the PLCs emerge, these serve as the focal points for monthly staff development sessions. Similarly, as teachers learn about their own strengths and areas in need of growth, they will, in coordination with the leadership team, select their own professional learning opportunities that will help them improve their practice.

A critical area that will cut across all professional development in the 6<sup>th</sup> Grade Academy is the teacher’s use of technology to enhance teaching and increase student learning. DPS is committed to identifying funding sources for a technology upgrade in the turnaround schools, including the leveraging district resources for supporting teachers in the use of technology. As the technology is assessed and upgraded, appropriate timing and entry points for supporting staff will be identified. This includes whole-staff training opportunities, PLC time dedicated to using technology as a tool, and trainings offered outside school. Ensuring that all teachers know how to use technology effectively as an instructional tool is critical to bringing 21<sup>st</sup> Century learning to the district’s turnaround schools.



There are several human capital initiatives sponsored by the Office of School Turnaround (OST), as well as within the district that further enhance the professional support strategies outlined above. First, all schools will develop a proposal to achieve Innovation Status. District staff from the OST and the Office of School Reform and Innovation will support the development of this proposal. Removing roadblocks that may hinder the schools' ability to meet dramatic turnaround goals is critically important, which is why it is important to provide the flexibility necessary for turnaround schools to make the most of people, time and money. The development of a recruitment plan for finding and hiring the best turnaround teachers and leaders is already underway by the OST, who is partnering with experts in this arena. In the same vein, developing evaluations that determine if teachers are adhering to professional standards and are able to support students in significant achievement gains is critically important. The Gates Foundation-funded teacher evaluation work current taking place in the district will be the basis upon which turnaround schools can structure a new, appropriate evaluation system for teachers. Finally, the Turnaround Incentive Program (TIP), implemented in the second and third years of the grant funding cycle, will reward teacher teams whose students have demonstrated significant growth. Not only does this incentivize team-based collaboration in service of improved student achievement, it also provides financial supports that would encourage good teachers to stay in their positions. In this way, TIP serves as both a reward and a retention incentive.

### **Improvement Lever 2: Human Capital Development**

<i><b>Description of Actions Steps</b></i>	<i><b>Timeline</b></i>	<i><b>Key Personnel</b></i>	<i><b>Resources</b></i>	<i><b>Benchmarks</b></i>
Develop a schedule (and roles/responsibilities) for the leadership team regarding facilitating/supervising PLCs, conducting classroom observations, and coaching	June 2010	Principals Leadership Team		Schedule
Assess principal leadership competencies using a research based instrument	August, 2010	ED OST	Leadership inventory	Completed assessment
Establish leadership performance goals and a schedule for tracking the progress toward goals	August 2010 (Make plan) October 2010 December 2010	ED OST Principal Leadership Team		Leadership plans Progress monitoring toward goals

	February 2011 April 2011			
Assess teacher competencies using a collaboratively designed instrument to gain baseline teacher behavior data	August-September	Principals, AP, Facilitators	Teacher behavior rubric	
Develop teachers' competency in implementing PBS and utilizing Response to Intervention	July 2010	Principals, Leadership Teams, External Providers	Compensation for teachers to attend training Training materials and professional books. External Provider	Work products, such as lesson planning and formative/summative assessment decisions Evidence of use of PBS and Rtl in classroom instruction into school
Develop a schedule for weekly PLC meetings identifying step in the data cycle. PLCs will be grade-level, but some vertical teaming will be appropriate when focusing on alignment. The schedule should also indicate periods for coaching and peer observation by teacher.	Weekly beginning August 2010	Principals, Leadership Teams, Teachers	Time in the schedule mandated for PLCs	PLC agendas, notes, and minutes
Provide training for leadership team in facilitating a data cycle/process during PLC sessions	June 2010	Principal Leadership Team	Time at the principal and leadership team retreats	Completion of training and evidence of effective facilitation
Develop a classroom observation protocol for the leadership team to use that references Rtl, PBS, and IB, which will help teachers improve their professional practice and raise standards.	2010-2013	Principals External Partner Program Evaluator		Classroom observation data

Identify 2-3 model classrooms for teachers to observe best practice in the implementation of RtI and PBS	Nov 2010	6 <sup>th</sup> Grade Academy Principal Leadership Team		Identification of classrooms
Develop a schedule for monthly whole-staff development aligning focuses to address instructional issues that emerge from work in PLCs	August 2010 Ongoing	Principals Leadership Teams		Schedule
Develop teacher's use of technology to enhance teaching and increase student learning. Embed instructional technology tools (i.e. teacher laptops, Promethean Boards, document cameras, computer projectors, mobile computer labs) to ensure students learn according to 21 <sup>st</sup> Century learning standards. (Note: DPS will identify funding sources for technology upgrade at turnaround schools and plans to contribute current resources to the upgrade, as well.)	2010-2013	6 <sup>th</sup> Grade Academy Principal, Leadership Team, External Partner	PD sessions	Instructional technology plan, including technology upgrade and teacher training
Develop and submit a proposal to achieve Innovation status	December 2010	6 <sup>th</sup> Grade Academy Principal, Teachers, Office of School Turnaround, Office of School Reform and Innovation	Teacher release time to write proposal	Proposal to present to Board of Education

Develop and implement a recruitment plan for finding and hiring the best talent, both turnaround leaders and teachers	Ongoing	Office of School Turnaround	Travel and materials	High quality staffing and high retention rates
Research and design new evaluation system in collaboration with the Gates Foundation-funded Teacher Effectiveness work taking place district-wide	2010-2013	Office of School Turnaround, Gates Steering Committee	Time to develop	Rollout of new evaluation system
Develop and implement a system of team incentives for increased student achievement: Turnaround Incentive Program (TIP)	January 2011-2013	Office of School Turnaround, HR, External Partners	Office of School Turnaround time to develop	Rollout of incentive program

### Improvement Lever 3: Community Involvement and Engagement

The third component to improving achievement at Lake Middle School is to promote COMMUNITY INVOLVEMENT AND ENGAGEMENT, inviting parents to become partners with the school in support their students' learning.

The principals, leadership teams, and teachers play a key role in establishing these connections. A beginning of year orientation will help establish mission and vision based on shared beliefs for both the 6<sup>th</sup> Grade Academy and 7<sup>th</sup>/8<sup>th</sup> Grade Academy. A Home Visit Program will build trust and relationships between the school and home.

A Community Liaison will also be responsible for making these essential connections and for facilitating the link between parents and school. S/he will do this through the organizing of several community events including:

- A series of meetings for local community groups during the spring to develop a new vision for Lake IB
- Regular celebrations of student performance by inviting parents and community members to attend displays of work and presentations
- Student led conferences to enhance and increase parent participation in student learning (in collaboration with teachers)
- Regular social events involving the students that attract parents into the school.

The Community Liaison will also be responsible for reaching out to the business community and key stakeholders. S/he will conduct an audit of current community resources and programs and re-align support to increase effectiveness to improve Greenlee’s student achievement outcomes. S/he will also forge relationships with local commerce and industry so that the school has closer ties with local companies and associations.

Ensuring there are key structures built in to facilitate ongoing communication, the Community Liaison will work with the Collaborative School Committees and will develop and update the school website so that parents and community members can access information about the school, including homework and details of the curriculum provided in each grade level.

A part-time social worker will be hired to provide social and emotional support for students and families.

**Improvement Level 3: Implementation**

<i><b>Description of Actions Steps</b></i>	<i><b>Timeline</b></i>	<i><b>Key Personnel</b></i>	<i><b>Resources</b></i>	<i><b>Benchmarks</b></i>
Organize series of meetings for local community groups during the spring to develop a new vision for Lake IB (costs incurred will be paid out of district student based budgeting)	April 2010	Principals, Leadership Teams, Teachers, School Community Liaison, Facilitator	Meeting space Refreshments Printed Materials Invitations Personnel time to organize event and prepare materials	Agenda and outcomes (statements of values)
Build the mission of the school on the shared beliefs and common vision of the school community through a beginning of year orientation for parents (BBQ) for 6 <sup>th</sup> grade academy families	August 2010	Principal, Leadership Team, Teachers, Parents, Students, Community Members		Mission statement that defines practices, shared beliefs and common vision aligned to support student learning.
Order student planners to serve as a communication tool for home and an organizational	August 2010	Principals	Planners	Evidence of students using planners

tool for students				
Prepare a schedule for teacher visits to students homes (Home Visit Program)	Sept-Oct 2010	Teachers	Small stipend for teacher visits to student homes	Home visit log
Communicate regularly with parents through email blasts, robo-calls, a bi-weekly newsletter, and principal-parent coffees	Monthly and ongoing	6 <sup>th</sup> grade academy principal	Refreshments and materials	Roster of attendees Communication materials (letters, newsletters)
Organize regular celebrations of student performance by inviting parents and community members to attend displays of work and presentations.	Bi-monthly	Principal, Leadership Team, Teachers, Community Liaison	Supplies Staff time for school events	Roster of student performances/celebrations of learning.
Organize student led conferences to enhance and increase parent participation in student learning	Dec 2010 April 2011	Principal, Leadership Team, Teachers	Preparation of teaching materials to guide this process	Student led materials/video portfolio
Organize regular social events involving the students that attract parents into the school.	Bi-monthly	Principals, Leadership Team, Teachers, Community Liaison, Office of Community Engagement	Community Liaison, Office of Community Engagement	Evidence of programs/activities that contribute to parent involvement in raising academic performance.
Conduct an audit of current community resources and programs and re-align support	Oct 2010	Community Liaison, Office of Community		Log and analysis of community and parent outreach activities and

to increase effectiveness of Lake's student achievement outcomes.		Engagement		plan for improvement
Forge relationships with local commerce and industry so that the school has closer ties with local companies and associations.	Ongoing	Principal, Community Liaison, Office of Community Engagement		List of identified partners and potential contributions/interests
Revitalize and renew the Collaborative School Committee	August 2010	Principal Community Liaison, Office of Community Engagement, CSC	Team building activities Facilitator for mission/visioning process	Roster of Collaborative School Committee activities
Develop the school website so that parents and community members can access information about the school, including homework and details of the curriculum provided in each grade level.	Sept 2010	School Community Liaison, Library Media Specialist	Staff time to develop and update website.	Functional and informative website

## Conclusion

The improvement plan detailed above shows step-by-step how Lake Middle School will support and be supported in making dramatic increases in student achievement during the next three years. The fidelity to implementation of this plan will be monitored to ensure the most powerful levers and actions have been identified and that, when implemented, are making a difference. Such monitoring will provide needed evidence to course correct in order to meet established goals.

## Gilpin Elementary School

### *A Plan for Dramatic Improvement*

#### **Introduction and Context**

Gilpin Elementary School is one of the lowest performing elementary schools in Denver Public Schools according to the district's School Performance Framework, a tool used by the district to evaluate school performance in terms of student achievement and overall organizational strength using a variety of longitudinal measures. Gilpin's student achievement is low, with only 1/5 or less of students performing at proficient levels on achievement tests, which is low even compared to the lowest-performing schools. This dismal performance has been a consistent over the past several years. In 2009, only 21% of students are at or above proficient in reading or 14% in math, and 13% in writing. Compared to even the lowest performing schools, the proficiency percentages are extremely low.

Gilpin has a history of redesign/restructuring efforts. In 2005, the DPS Board of Education, under superintendent Michael Bennet, made a key decision that would begin a transformation effort at Gilpin, starting with the re-establishment of a Montessori program in 2006 to serve the surrounding neighborhood. For the first time since 1998, students living in the neighborhood were able to attend a Montessori school since the program was moved out of the area from Mitchell to Denison.

Under the same leadership for the past five years, Gilpin has struggled to fully make the transition to a Montessori model for a variety of reasons. First, the school that existed previous to the Board decision was allowed to phase out, and teachers in that program were not required to use the Montessori method; instead, they adhered to a Core Matters approach. While most of the early childhood education and lower elementary teachers were trying in one form or another to implement Montessori, that approach was inconsistent, as well. While difficult to manage multiple approaches to instruction in one school at one time, the low-performance and lack of ability for the school to rebound became further entrenched as the systems to support instructional improvement were not set up. Finally, severely declining enrollment in the middle years program led to a Board of Education decision in February 2010 to eliminate the middle years program at the school.

In the 2010-2011 school year, grades ECE through 3<sup>rd</sup> grade will be implementing the Montessori curriculum and one class each of 4<sup>th</sup> and 5<sup>th</sup> grades will be the only classes remaining who utilize Core Matters. A new principal, who comes to the position with experience and commitment to implementing a Montessori model that will meet the academic needs of Gilpin students, will be responsible for leading the next and most critical phase of transformation. Although the transformation effort began two years ago,



the essential changes that needed to be made at the school have yet to be realized and therefore, this year will involve taking the school to the next level. The new principal will form a new leadership team and will be supported in doing the “heavy lifting” necessary for creating dramatic improvement at Gilpin.

**Evaluation Plan: Interim Targets and Goals**

According to the RFP the turnaround school will be judged successful in the turnaround efforts when the students it serves are performing at levels comparable to students’ average performance in low-poverty schools across the state. Schools will be required to meet achievement levels in the core academic subjects that equal or exceed the average level for the state’s non-low-income students.

The first table shows percent proficient and advanced by grade and subject for two years and sets targets for the next three years.

**Gilpin Elementary School CSAP percent proficient and advanced:**

Grade	Subject	2007	2008	2009	2010	2011 GOAL	2012 GOAL	2013 GOAL
3 <sup>rd</sup>	Reading	40	36	32	TBD	45	58	70
	Math	29	7	16	TBD	35	45	55
	Writing	27	10	11	TBD	30	40	50
4 <sup>th</sup>	Reading	17	12.5	23	TBD	35	50	60
	Math	19	18	29	TBD	36	50	60
	Writing	3	6	17	TBD	30	40	50
5 <sup>th</sup>	Reading	13	20.5	15	TBD	30	40	50
	Math	15.5	23	5	TBD	30	40	50
	Writing	13	15	15	TBD	35	45	55

**In addition to the CSAP goals, the number of students in grade three on an Individual Literacy Plan will be reduced by XX% each year.**

Number of students in grade three on an ILP	Current status 09-10 SY	Goal for EOY 2011	Goal for EOY 2012
	TBD	TBD	TBD

The following tables show CSAP growth data by school for reading, writing, and math, with a line comparing the percentage growth with the state’s growth for both FRL and non-FRL children. The data of the non-FRL children will be used to set targets for Gilpin students for 2011-2013.

**Gilpin Elementary School CSAP growth:**

	2007	2008	2009	2010	2011 GOAL	2012 GOAL	2013 GOAL
READING TOTAL	35	32	34	TBD	*	*	*
State FRL/non-FRL (Reading)	45/53	46/53	46/53	TBD	---	---	---
WRITING TOTAL	36	34	53	TBD	*	*	*
State FRL/non-FRL (Writing)	46/52	45/53	46/53	TBD	---	---	---
MATH TOTAL	37	37	50	TBD	*	*	*
State FRL/non-FRL (Math)	46/53	46/53	46/53	TBD	---	---	---

\* Meets or exceeds state average for non-FRL students

**Action Plan**

To ensure success for Gilpin’s students and teachers in the upcoming year, critical steps must be taken to address the current gaps that exist. The transformation action plan below details specifically the steps that will be taken to dramatically improve the school. These steps are organized into three essential levers that develop the level of capacity necessary for improvement: building instructional and operational systems, supporting professionals, and engaging the community.

**Improvement Lever 1: Building Instructional Structures, Systems and Processes**

A thorough analysis of quantitative and qualitative data revealed that Gilpin lacks the INSTRUCTIONAL STRUCTURES, SYSTEMS, AND PROCESSES to drive student achievement, as well as a leadership team to establish, lead, and manage these systems. In order to build these systems, Frank Vincent was hired to be principal of Gilpin. Mr. Vincent comes to DPS with over 20 years of experience, including 17 years as principal of a public Montessori school in Kansas City, MO. Most recently, he led a private Montessori school in

Boulder, CO. Mr. Alonso Escalante will work alongside Mr. Vincent as an assistant principal, bringing to the leadership team knowledge and experience from his role as an administrator at a high-performing DPS Montessori school.

In 1929, Dr. Maria Montessori, the founder of Montessori education, founded Association Montessori Internationale (AMI). AMI's website describes the Montessori approach as offering "a broad vision of education as an aid to life. It is designed to help children with their task of inner construction as they grow from childhood to maturity. It succeeds because it draws its principles from the natural development of the child. Its flexibility provides a matrix within which each individual child's inner directives freely guide the child toward wholesome growth." The Montessori pedagogy is described as "a comprehensive and continuous response to the vital exigencies of the total human being, adapted to each stage of development."

Foundational skill building methods that are based in child development theory will be the cornerstone of the approach at Gilpin Montessori School. Montessori teachers, who are specially trained and certified to teach the Montessori method, use specialized manipulative instructional materials to provide an engaging and developmentally tailored classroom environment. Through structured classroom activities, students learn how to make their own choices regarding learning tasks and materials are available for them to explore and build upon previous learning. The Montessori program begins in early childhood, at age 3, and students learn in multiage classrooms: primary (ages 3, 4, 5), elementary I (1<sup>st</sup> through 3<sup>rd</sup> grade) and elementary II (4<sup>th</sup> through upper grades). Skill building in literacy and mathematics begins right away.

The Montessori model that will be implemented at Gilpin will be in line with state, national, and professional standards. To this end, Gilpin will capitalize on the hard work already done by other district Montessori schools in curriculum alignment based on Montessori principles. During the summer, teachers will use these already developed guides to further define performance measures for each standard within reading, writing, math, science, and social studies. Included in these guides will be a set of interventions, providing teachers with guidance on differentiating classroom instruction to meet individualized needs of students, while helping all students attain standards. Teachers will be expected to align all lesson objectives, tasks, and assessments to these guides throughout the year.

In a Montessori classroom, children work individually and in small groups. They use paper and pencil, as well as the instructional materials, which correspond to developmental theory. The work environment is highly individualized to meet the unique needs of each student, and teachers work with one student or small groups of students on particular lessons. Montessori students learn to make guided, independent choices about their learning. Mr. Vincent will also be working with the physical education, art, and music

teachers to incorporate developmentally oriented principles into the important learning that takes place for students in these three classes, complementing the other classroom instruction.

In 2010-2011, ECE through 3<sup>rd</sup> grade will be all Montessori classrooms, and will phase in 4<sup>th</sup> grade in 2011-2012 and 5<sup>th</sup> grade in 2012-2013. However, over the next two years Montessori will not be the approach utilized in 4<sup>th</sup>/5<sup>th</sup> and then 5<sup>th</sup> grade classrooms, but best practice instruction will indeed be the focus. The principal will work as closely with the two teachers to locate challenge areas and make determinations on supports for most quickly and dramatically improving teaching and learning. District planning and pacing guides as well as district-adopted textbooks will be used.

Learning will extend for longer than the typical school day as a part of Gilpin's Extended Learning Time Program. Gilpin ELT is a one-hour extension of the school day Monday through Thursday, and is managed and directed by an Extended Learning Time Coordinator and staffed by certified Gilpin teachers. The program will be structured in such a way to allow focused small-group and individualized instruction on specific literacy and math skills for below-proficient students. Below-proficient students will be required to attend ELT until benchmark assessments indicate their skills are developed to grade-level.

Integral to success is the development of systems for accountability and measuring progress. The fidelity to implementation and monitoring of progress through looking at student benchmark data and classroom observation data will be a core activity of data teams. The school will utilize a "Montessori Monitoring Form" developed by Mr. Vincent and used successfully in Montessori schools in which he previously worked. In addition, the Office of School Turnaround will utilize two different protocols for school visits – a school observation tool and a turnaround fidelity to implementation tool. A program evaluator will develop a comprehensive progress reporting system that will be utilized for public reporting, including communications with the Colorado Department of Education. Gilpin will utilize several standard instruments for progress monitoring, including DPS' benchmark assessments, supported by DPS Assessment, Research and Evaluation Department.

In order to establish a new mission and vision for the school that develops ownership for the instructional approach outlined above, Gilpin staff and faculty will follow the flow of retreat and planning time described in the introduction of this document. In addition to the visioning process, teachers will have the opportunity to begin planning to comprehensively implement all components of the transformation plan in their classrooms.

### Improvement Level 1: Building Instructional Systems, Structures and Processes

<i>Description of Actions Steps</i>	<i>Timeline</i>	<i>Key Personnel</i>	<i>Resources</i>	<i>Benchmarks</i>
Appoint a new principal with proven leadership experience and ability to lead school turnaround and a Montessori program	March 2010	DPS Superintendent, Executive Director Office of School Turnaround	FTE	Principal hired
Appoint a new assistant principal with proven leadership experience and ability to lead school turnaround and a Montessori program; AP will also manage Extended Learning Time	May 2010	DPS Superintendent, Executive Director Office of School Turnaround	FTE	AP hired
Recruit Montessori teachers (if possible) to fill vacancies	April 2010	Principal	FTE	Teachers hired
Hire an executive coach to work with the principal	August 2010	Principal Executive coach ED of OST	Pay for executive coach	Coach hired
Hire a Community Liaison to facilitate and enhance community involvement and parent engagement.	June	Principal and Community Liaison	FTE	Position hired
Identify a leadership team who will lead the school in implementing the mission and vision, based on core values	June 2010	Principal	Selection of team	Roster of leadership team, including roles and responsibilities
Provide retreats during summer for staff members to develop a mission and vision for a school-wide commitment for expectations and practices aligned to school	Summer 2010 Summer 2011 Summer 2012	Principal, Leadership Team Teachers External Partners	Facility/Meals Per Diem Pay for Staff Facilitator	Attendance and required deliverables (as determined at each session)

improvement, and to continue planning and monitoring				
Use already developed Montessori-CO State Standards guides to map the curriculum for the year.		Principal Leadership Team Teachers External Partner	Pay for teachers	Curriculum guides developed and utilized by all teachers for planning
Develop and use district required summative and formative assessments and recording systems, so that the progress of all students is monitored as students move through the school, as well as to inform instruction.	August 2010 (Ongoing)	Principals, Leadership Team, Teachers, DPS Assessment, Research and Evaluation Program Evaluator	DPS electronic benchmark system, pre/post assessments, rubrics, portfolios, response logs, and student work	On-going analysis of data in teacher PLC meetings, with identification of strategies to remedy or support solutions. Log of teacher PLC sessions identifying analysis and strategy
Monitor and provide feedback to teachers on lesson planning, lesson delivery and student work. This includes use of the “Montessori Monitoring Form”	Daily and ongoing	Principal, Instructional Coaching Team, Teaching Staff, Executive coach DPS Office of School Turnaround	-Teacher PD on effective Instructional Strategies -Teacher PD on -Instructional Coaches to model & support strategies in classroom & collect observational data. -Teacher Lesson Walks to practice strategies with peer feedback. -Tools to monitor instructional practices.	- Classroom observation logs identifying instructional strategies -Reports generated from classroom observation tools monitoring instructional strategies.
Design and offer Gilpin Extended Learning Time to provide personalized learning to bring students to grade-	M-Th beginning Sept 2010	Principals, Leadership Team, Teachers	-Online learning tools -Instructional resources and materials	Student attendance rosters Annual class schedules

level proficiency		Extended Learning Time Coordinator	-Extended learning personnel (coordinator, certified teachers to provide instruction).	for extended learning
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### Improvement Lever 2: Human Capital Development

The low student achievement, divided staff, and lack of systems to manage the school indicate a need for a new principal, and a new leadership team. The hiring of an experienced leader and teachers, and the concerted effort to provide multiple supports for their development and success is the key to HUMAN CAPITAL DEVELOPMENT strategy, which will drive student achievement at Gilpin.

The leadership team as a whole will be responsible for facilitating professional learning and support school-wide, with cross-functional, as well as distinct roles and responsibilities. The principal, of course, is responsible for consistent supervision of teaching staff, with significant time daily spent in classrooms, including a response method for sharing observations. The leadership team will work together to facilitate professional learning communities (PLCs), connecting the data and strategies that are the focuses of the sessions (which will be described in further detail) with in-classroom coaching and model teaching.

To best support the principal and the myriad of demands on him, he will have an executive coach with whom he works. Recognizing that the work of the turnaround principal is unique and takes the principal above and beyond typical school leadership responsibilities, a coach with whom the principal can develop a strong relationship professional relationship will be critical for her own development. Drawing from the CLASS model developed by the New Teacher Center and the Association of California School Administrators, the approach for executive coaching for turnaround principals is the following: The coach is a "different observer" of the coachee and his/her context. Bringing a different perspective to the relationship, the coach can see both circumstances and possibilities that the coachee can't. The coaching relationship is based upon trust and permission. The coach moves between instructional and facilitative coaching strategies based upon assessment of the coachee's needs and in pursuit of agreed-upon goals. The coach's fundamental commitment is to student success, and the coach will appropriately push the coachee to that end.

An assessment of the principal's leadership strengths and weaknesses will be conducted between June and August 2010. From that assessment, the executive coach and principal will set leadership goals for the year. The coach will work with the principal to achieve the leadership goals throughout the year, with at least one face-to-face meeting each month.

In addition to enhancing the principal's leadership skills, the coach will be expected to help the principal drive improved student achievement. During these observation periods and meetings, the coach will review summative and formative student data with the principal and data collected on teacher effectiveness through use of the observation protocol. They will spend time together conducting observations, focusing on areas noted in the PLC work as targeted areas. The principal will also participate in a summer turnaround principal's retreat and monthly turnaround leadership institutes to have the opportunity to meet in professional learning networks with colleagues also engaged in turnaround leadership.

Similarly, the principal will be responsible for ensuring members of the leadership team, who will include both an assistant principal and a Montessori coordinator, are well equipped and are performing in their roles as school leaders, supervising and at times serving as a coach for them, and they, in turn serve in a coaching capacity for teachers. The leadership team will participate in a summer turnaround leadership team retreat to further develop the plan for the upcoming year and to prepare for the 5-day whole-staff retreat.

The approach for teacher professional development at the school will consist of the following:

1. A summer retreat in which the mission and vision of school is established and norms are set for the year
2. Weekly vertical and horizontal PLC meetings in which data is analyzed, instructional strategies are identified and teachers support each other in planning for implementation, followed by reflection and next steps
3. In-classroom coaching support
4. "Model classrooms" for teachers to observe best practice, as well as peer observation
5. Monthly whole-staff professional development sessions based upon needs that arise from the PLC work
6. Opportunities for faculty and staff to individualize professional learning through attending workshops or conferences outside of school

This work gets extended throughout the year in weekly vertical and horizontal PLC meetings. During these structured work times, teams meet to analyze data and draw conclusions, set a plan for addressing the issues that emerge from the analysis with specific interventions or strategies, and check in methods after applying the strategy through a re-examination of data. These interventions will certainly include the school-wide strategies implicit in Positive Behavior Supports and Response to Intervention within the framework of Montessori education, as well as additional strategies to pull into the conversation as instruction improves and need areas become more targeted. The principal and members of the leadership team will facilitate the weekly PLC meetings.



Coaching, model classrooms, and peer observation will serve as in-classroom supports for ensuring the strategies are being implemented and executed strategically to support student learning. A teacher will have at least two coaching, model classroom, or peer observation experiences on a weekly basis, complementing the PLC time. An example of this process is the “Data-Wise” approach, shown in Figure H.

Figure H: The Data-Wise Improvement Process



As patterns and issues in the PLCs emerge, these serve as the focal points for monthly staff development sessions. Similarly, as teachers learn about their own strengths and areas in need of growth, they will, in coordination with the leadership team, select their own professional learning opportunities that will help them improve their practice.

It is important that all teachers understand at a deep level the requirements of the Montessori pedagogical model. Therefore, any teacher who has not been certified in Montessori will need to do so, and training is held at the Montessori Education Center of the Rockies. All courses require a teacher overview course, then specialization into either Early Childhood Education or Elementary I (lower elementary). Ultimately, in terms of the build out over the next two years, at least two teachers will need to receive training in Elementary II in order to serve the upper elementary students.

The teacher’s use of technology to enhance teaching and increase student learning is also important, and can be essential in the implementation of a Montessori model, which is very self-directed. DPS is committed to identifying funding sources for a technology upgrade in the turnaround schools, including the leveraging district resources for supporting teachers in the use of technology. As the technology is assessed and upgraded, appropriate timing and entry points for supporting staff will be identified.

This includes whole-staff training opportunities, PLC time dedicated to using technology as a tool, and trainings offered outside school. Ensuring that all teachers know how to use technology effectively as an instructional tool is critical to bringing 21<sup>st</sup> Century learning to the district’s turnaround schools. In addition, the school has applied for a grant to bring in Reading Plus Online, a structured silent reading computer-based program that focuses on reading skill development. This will be the primary step in the technology upgrade.

There are several human capital initiatives sponsored by the Office of School Turnaround (OST), as well as within the district that further enhance the professional support strategies outlined above. First, all schools will develop a proposal to achieve Innovation Status. District staff from the OST and the Office of School Reform and Innovation will support the development of this proposal. Removing roadblocks that may hinder the schools’ ability to meet dramatic turnaround goals is critically important, which is why it is important to provide the flexibility necessary for turnaround schools to make the most of people, time and money. The development of a recruitment plan for finding and hiring the best turnaround teachers and leaders is already underway by the OST, who is partnering with experts in this arena. In the same vein, developing evaluations that determine if teachers are adhering to professional standards and are able to support students in significant achievement gains is critically important. The Gates Foundation-funded teacher evaluation work current taking place in the district will be the basis upon which turnaround schools can structure a new, appropriate evaluation system for teachers. Finally, the Turnaround Incentive Program (TIP), implemented in the second and third years of the grant funding cycle, will reward teacher teams whose students have demonstrated significant growth. Not only does this incentivize team-based collaboration in service of improved student achievement, it also provides financial supports that would encourage good teachers to stay in their positions. In this way, TIP serves as both a reward and a retention incentive.

**Improvement Level 2: Human Capital Development**

<i>Description of Actions Steps</i>	<i>Timeline</i>	<i>Key Personnel</i>	<i>Resources</i>	<i>Benchmarks</i>
Develop and implement a schedule (and roles/responsibilities) for the three administrators regarding facilitating/supervising PLCs, conducting classroom observations, and coaching	June 2010	Principal Leadership Team		Schedule

Develop principal leadership goals and schedule monthly coaching sessions	August, 2010	Principal Executive Coach		Goals and schedule
Conduct an assessment of the teaching staff skills using a lesson driven protocol	August/September, 2010	Principal, CLC		Completed assessment with next steps for school wide PD listed
Provide Montessori certification for every Gilpin teacher who needs it	2010-2012 as per schedule of classes	Uncertified teachers	Tuition	All teachers at Gilpin certified per Montessori requirements
Develop a schedule for weekly PLC meetings identifying step in the data cycle. PLCs should be grade-level, but some vertical teaming will be appropriate when focusing on alignment. The schedule should also indicate periods for coaching and peer observation by teacher. RtI strategies are woven throughout.	Weekly beginning August 2010	Principal, Leadership Team, Teachers	Time in the schedule mandated for PLCs	PLC agendas, notes, and minutes
Provide training for administrators in facilitating a data cycle/process during PLC sessions	June 2010	Principal Leadership Team	Time at the principal and leadership team retreats	Completion of training and evidence of effective facilitation
Identify 2-3 model classrooms for teachers to observe best practice in the implementation of the Montessori model	Nov 2010	Principal Leadership Team		Identification of classrooms
Develop a schedule for monthly whole-staff development aligning focuses to address instructional issues that emerge from work in PLCs	August 2010 Ongoing	Principal Leadership Team		Schedule
Develop Instructional Technology Plan	Plan developed by	Principal,	PD sessions	Instructional technology

to increase teacher's use of technology to enhance teaching and increase student learning. <i>(Note: DPS will identify funding sources for technology upgrade at turnaround schools and plans to contribute current resources to the upgrade, as well.)</i>	January 2011	Leadership, External Partner		plan, including technology upgrade and teacher training
Develop and submit a proposal to achieve Innovation status	December 2010	Principal, Teachers, Office of School Turnaround, Office of School Reform and Innovation	Teacher release time to write proposal	Proposal to present to Board of Education
Develop and implement a recruitment plan for finding and hiring the best talent, both turnaround leaders and teachers	Plan finalized by October, 2010	Office of School Turnaround Human Resources	Travel and materials	High quality staffing and high retention rates
Research and design new evaluation system in collaboration with the Gates Foundation-funded Teacher Effectiveness work taking place district-wide	2010-2013	Office of School Turnaround, Gates Steering Committee	Time to develop	Rollout of new evaluation system
Develop and implement a system of team incentives for increased student achievement: Turnaround Incentive Program (TIP)	January 2011-2013	Office of School Turnaround, HR, External Partners	Office of School Turnaround time to develop	Rollout of incentive program

### Improvement Lever 3: Community Involvement and Engagement

The third component to improving achievement at Gilpin is to promote COMMUNITY INVOLVEMENT AND ENGAGEMENT, inviting parents to become partners with the school in support their students' learning.

The principal, leadership team, and teachers play a key role in establishing these connections. A beginning of year orientation will help establish mission and vision based on shared beliefs. A Home Visit Program will build trust and relationships between the school and home.

A Community Liaison will also be responsible for making these essential connections and for facilitating the link between parents and school. S/he will do this through an organized plan to connect parents with the school, including:

- A beginning of year parent orientation (and BBQ) to introduce or review with parents the Montessori methodology and connect the parents with the school and new leadership
- Consistent opportunities for students to observe in classrooms
- School tours
- Parent education sessions about Montessori, taught by the principal and/or staff

The Community Liaison will also be responsible for reaching out to the business community and key stakeholders. S/he will conduct an audit of current community resources and programs and re-align support to increase effectiveness to improve Gilpin's student achievement outcomes. S/he will also forge relationships with local commerce and industry so that the school has closer ties with local companies and associations.

Ensuring there are key structures built in to facilitate ongoing communication, the Community Liaison will work with the Collaborative School Committee and will develop and update the school website so that parents and community members can access information about the school, including homework and details of the curriculum provided in each grade level.

### Improvement Lever 3: Community Involvement and Engagement

<i>Description of Actions Steps</i>	<i>Timeline</i>	<i>Key Personnel</i>	<i>Resources</i>	<i>Benchmarks</i>
Build the mission of the school on the shared beliefs and common vision around	September 2010	Principal, Leadership Team, Teachers, Parents,	Community partners and businesses	Mission statement that defines practices, shared beliefs and common vision

Montessori through a beginning of year orientation/BBQ for parents		Students, Community Members		aligned to support student learning.
Prepare a schedule for teacher visits to students homes (Home Visit Program) Lowest achieving students will be first priority to receive the home visit	September 2010	Teachers	Small stipend for teacher visits to student homes	Home visit log
Organize regular celebrations of student performance by inviting parents and community members to attend school tours and observe in classrooms	Bi-monthly	Principal, Leadership Team, Teachers, Community Liaison	Supplies Staff time for school events	Roster of student performances/celebrations of learning.
Organize student led conferences to enhance and increase parent participation in student learning	Dec 2010 April 2011	Principal, Leadership Team, Teachers	Preparation of teaching materials to guide this process	Student led materials/video portfolio
Organize regular social events involving the students that attract parents into the school, including Cinco de Mayo, a winter holiday celebration, and a poetry contest.	Bi-monthly	Principal, Leadership Team, Teachers, Community Liaison, Office of Community Engagement	Community Liaison, Office of Community Engagement	Evidence of programs/activities that contribute to parent involvement in raising academic performance.
Conduct an audit of current community resources and programs and re-align support to increase effectiveness of	Oct 2010	Community Liaison, Office of Community Engagement		Log and analysis of community and parent outreach activities and plan for improvement

Gilpin's student achievement outcomes.				
Forge relationships with local commerce and industry so that the school has closer ties with local companies and associations.	Ongoing	Principal, Community Liaison, Office of Community Engagement		List of identified partners and potential contributions/interests
Revitalize and renew the Collaborative School Committee	August 2010	Principal, Community Liaison, Office of Community Engagement, CSC	Team building activities Facilitator for mission/visioning process	Roster of Collaborative School Committee activities
Develop the school website so that parents and community members can access information about the school, including homework and details of the curriculum provided in each grade level.	Sept 2010	School Community Liaison, Library Media Specialist	Staff time to develop and update website.	Functional and informative website

## Conclusion

The improvement plan detailed above shows step-by-step how Gilpin Elementary will support and be supported in making dramatic increases in student achievement during the next three years. The fidelity to implementation of this plan will be monitored to ensure the most powerful levers and actions have been identified and that, when implemented, are making a difference. Such monitoring will provide needed evidence to course correct in order to meet established goals.

## **Introduction to the Plans for Dramatic Improvement: Submission 2**

Denver Public Schools (DPS) submitted an initial draft for three schools for a Tiered Intervention Grant on April 14, 2010. The Colorado Department of Education provided the district with feedback and suggestions for revision on the grant May 6-17, 2010 in the form of both written and verbal comments. The revised submission for the three schools was provided to the CDE on May 20, 2010.

This document is DPS' second submission for three additional schools for a Tiered Intervention Grant, and applies conceptually the suggestions from the first submission. It details plans for dramatic school improvement for North High School, Montbello High School, and Noel Middle School. It includes an evaluation plan for the turnaround strategy as a whole, including progress monitoring for each of the three schools using CSAP status and growth data from previous years, as well as data from non-FRL (free and reduced lunch) schools to set significant and realistic goals for the next three years. Post-secondary readiness data are also key data points to monitor for high schools. The budget narrative provides an overview of the budgets for each of the three schools, and provides details about the activities that require grant funding.

The three plans for dramatic improvement are included. The use of narrative between action steps weaves together a cohesive, sequential plan of action. Through the combined narrative-action step structure, each school's "story" and individualized approach becomes clear.

These plans are supported by evidence from research. A list of literature is provided in Appendix A. Additional data, school information, data analyses, problem statements, and root cause identification are found in Appendix B.

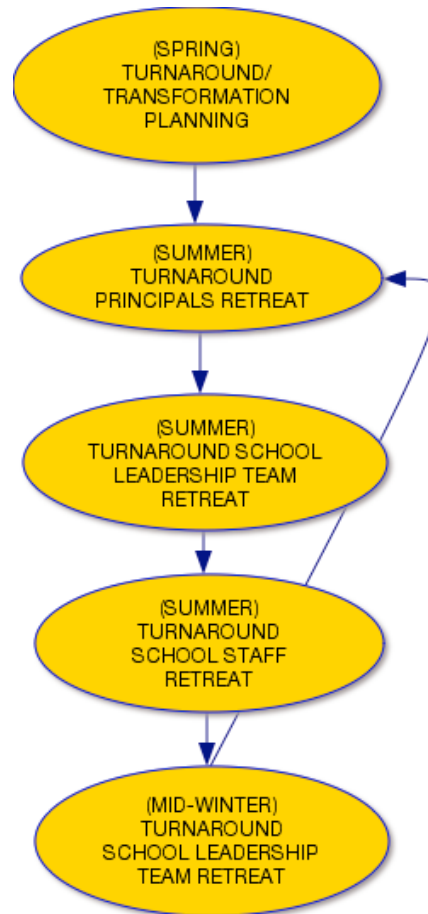
### **A note on planning**

One of the biggest impediments to dramatic improvement in schools is lack of time, capacity, and resources for developing the necessary structures for deep and lasting change. The first step in setting up these missing structures was to involve all school leaders, and in some cases, several members of staff and faculty, in the development of the turnaround plans contained herein. As a continuation of this work, several summer retreats are set up and will be funded to further develop and operationalize the plans. The turnaround principal retreat will happen at the beginning of June for all turnaround schools, followed by High and secondary leadership retreats during the third week of June. Full staff retreats will take place in August. This process, repeated every summer



(aside from the initial turnaround planning event), will allow principals, leadership teams, and school staff and faculty to have the time and resources for making the dramatic change promised in the turnaround plans. The schematic is shown in Figure A. Depending on need, a consultant or facilitator will partner with Denver Public Schools' (DPS) Office of School Turnaround or the school to provide essential expertise for the retreats.

Figure A. Flow of Turnaround Planning and Monitoring



## Evaluation Plan

Product (improved student achievement) and process (plan implementation, including changes in teaching practice) will be monitored using both quantitative and qualitative sources of data.

Quantitative data will be used for both product and process evaluation at both the school level and by DPS Office of School Turnaround (OST) for programmatic monitoring.

3. CSAP status and growth data will be monitored and goals set for 2011, 2012, and 2013. *These targets are embedded within each school's plan below.* These summative assessments are measured on an annual basis.
4. For the high schools, measures of post-secondary readiness will be monitored and targets set on an annual basis, including graduation rate, composite ACT, and dropout rate. *These targets are embedded within each school's plan below.*
5. Benchmark assessment data will be monitored on an ongoing basis, supported by DPS' Assessment, Research, and Evaluation Department (ARE). ARE is equipped to help schools select the most appropriate formative assessments and help schools disaggregate the data so it can maximally be used to improve classroom instruction. Formative assessments are measured on a monthly or bi-monthly basis.

As a part of DPS district-wide assessment strategy, all DPS schools will administer and monitor online short-cycle assessments in math and reading (6/year), and will continue DPS writing assessments (K-12) twice annually. Turnaround schools will work directly with ARE, who will support the development of creative, engaging assessments tailored to the needs of each school.

Assessments will be predictive as well as diagnostic.

<b><i>Previous assessment resources that will continue</i></b>	<b><i>New assessments include</i></b>
<ul style="list-style-type: none"><li>• Semester Final and EOC</li><li>• DRA-2, SRI</li><li>• DPS Writing Assessments</li><li>• Optional local assessments</li><li>• Common formative assessments developed by teachers</li></ul>	<ul style="list-style-type: none"><li>• Acuity (6/year)</li><li>• STAR (6/year)</li><li>• Local Math Assessment (6/year)</li><li>• Online bank of assessment resources</li><li>• Online Spanish Assessments (2012)</li></ul>

Qualitative data will be collected using protocols at both the classroom and school levels.

4. Classroom instruction observation protocols will be developed by principals at the summer principal retreat and will correspond directly with each principal's school's mission and core program. These will be used as a method for establishing baseline data regarding teaching and learning, and will be used consistently throughout the year as an indicator of instructional improvement. An example of a classroom observation protocol is in Appendix A. Members of the leadership teams will perform classroom observation protocols on a daily basis.
5. A school observation protocol will be developed during June by the OST, in coordination with turnaround principals, will be used during school visits, and will focus on collecting evidence toward meeting goals of the turnaround plan. OST staff will perform school observation protocols on a regular basis.
6. The turnaround plan will be monitored monthly by the OST in coordination/collaboration with principals and their leadership teams. It will involve artifact collection for monitoring of implementation benchmarks identified in turnaround plans.

## North High School

### *A Plan for Dramatic Improvement*

#### **Introduction and Context**

North High School is the lowest performing high school and the third lowest performing school in the Denver Public Schools according to the district's School Performance Framework, a tool used by the district to evaluate school performance in terms of student achievement and overall organizational strength using a variety of longitudinal measures. North's student achievement is low, with less than 1/5 of students performing at proficient levels on achievement tests (except 10<sup>th</sup> grade reading, which has a 30% proficiency rate). Student achievement has been static, in decline, or only marginally increasing over the past three years, and across the school, 1/3 of students are not on track to graduate.

It is possible that one reason for North's inability to improve over many years of reform is that it suffers from what education researcher Frederick Hess calls "policy churn." Policy churn, in effect, is the constant introduction of new, big changes/reforms with significant attention and resources, which eventually turn out to be short-lived until a new reform effort is introduced. This is why the goal of this transformation effort at North is *to build upon the improvement efforts currently underway at North and to fill in gaps that have yet to be addressed rather than introduce a new program, new staff, or new community process*. Within the last ten years, North can count multiple (4-5) reform efforts and leaders as a part of its history. Though this pattern is attributable to a complex set of factors, it is clear that what is needed now is to allow North the time, space, and resources to improve, without a huge "reform" package to accompany it.

Ed Salem, the current principal at North, is completing his second year as leader of the current reform strategy. Mr. Salem has the support and commitment of his staff and the community, and in turn can use the support of the district, external partners, and the financial, material, and human resources provided by the Tiered Intervention Grant to continue the necessary work he has begun with his leadership team and staff. However, there is still a great deal of work still to be accomplished. Instruction is still inconsistent within and between classrooms and needs to be dramatically and consistently improved, driven by standards. With the many years of leadership and staff turnover, the school has lacked continuous, laser-like focus. Therefore, previous attempts at creating instructional systems and structures have not been fully implemented, in part due to a failure to develop complete buy-in among staff and community.

This is precisely why the plan described below aims to change these patterns. School leaders and school staff built this plan together through a data analysis and problem-solving process. Through community meetings, community members brought their perspectives on what is critically needed to improve the school and were consulted before and after the development of the plan. Accordingly, the transformation plan’s emphasis is to build the lacking structures collaboratively, to implement them with fidelity through close monitoring and course correction, to provide teachers with the conditions, expectations, and supports needed to teach a standards-based curriculum in their classrooms, and to continually engage and capitalize upon the interests, concerns, and critical perspectives of all members of the community.

**Evaluation Plan: Interim Targets and Goals**

According to the RFP the turnaround school will be judged successful in the turnaround efforts when the students it serves are performing at levels comparable to students’ average performance in low-poverty schools across the state. Schools will be required to meet achievement levels in the core academic subjects that equal or exceed the average level for the state’s non-low-income students.

The first table shows percent proficient and advanced by grade and subject for three years and sets targets for the next three years.

**North High School CSAP percent proficient and advanced:**

Grade	Subject	2007	2008	2009	2010	2011 GOAL	2012 GOAL	2013 GOAL
9 <sup>th</sup>	Reading	21.5	24.5	21.5	TBD	35	45	60
	Math	7	5	6	TBD	20	30	35
	Writing	15	10	11	TBD	30	40	55
10 <sup>th</sup>	Reading	22.5	21	34	TBD	45	55	60
	Math	5	6	3	TBD	20	30	35
	Writing	12	13	16.5	TBD	30	40	50

In addition to the CSAP goals, North High School measures of post-secondary readiness will be monitored and goals set.

**North High School post-secondary readiness:**

	2009	2010	2011 GOAL	2012 GOAL	2013 GOAL
Graduation Rate	58.15	TBD	Increase by 7%	Increase by 7%	85

			the 2010 rate	the 2011 rate	
ACT Composite	15	TBD	16	17	18
Dropout Rate	4.3	TBD	3.8	3.5	2

The following tables show CSAP growth data by school for reading, writing, and math, with a line comparing the percentage growth with the state’s growth for both FRL and non-FRL children. The data of the non-FRL children will be used to set targets for North students for 2011-2013.

**North High School CSAP growth:**

	2007	2008	2009	2010	2011 GOAL	2012 GOAL	2013 GOAL
READING TOTAL	31	40	44	TBD	*	*	*
State FRL/non-FRL (Reading)	31/28	40/41	43/44	TBD	---	---	---
WRITING TOTAL	40	45	53	TBD	*	*	*
State FRL/non-FRL (Writing)	40/28	45/46	55/50	TBD	---	---	---
MATH TOTAL	36	39	40	TBD	*	*	*
State FRL/non-FRL (Math)	37/34	41/33	42/35	TBD	---	---	---

\*Meets or exceeds state average for non-FRL students

**Action Plan**

To ensure success for North’s students and teachers in the upcoming year and to meet these ambitious goals, critical steps must be taken to address the current gaps that exist. The transformation action plan below details specifically the steps that will be taken to dramatically improve the school. These steps are organized into three essential levers that develop the level of capacity necessary for improvement: building instructional and operational systems, supporting professionals, and engaging the community.

## Improvement Lever 1: Building Instructional Structures, Systems and Processes

A thorough analysis of quantitative and qualitative data revealed that North lacks the INSTRUCTIONAL STRUCTURES, SYSTEMS, AND PROCESSES to drive student achievement. Some structures are under development, but the establishment of systems must be accelerated through the identification and codification of practices by all staff members across the school. Mr. Salem's leadership team will be responsible primarily for leading this effort.

The first step to improvement is systematizing practice so that it meets state, national, and professional standards, and takes it further by identifying engaging approaches to offering a high quality learning experience for students. North's curriculum guides will be developed during summer 2010 and throughout the next two years by a select and representative group of teacher leaders who will work on detailed curricular plans for major subject areas. This work will utilize backward planning and will map to both Colorado state standards and ACT standards. Mapping at the high school level is critical for establishing clear learning paths that delineate a student's college readiness through a designation (above average, average, below average) and an indication of the number of college level classes needed before graduation.

The curriculum guides will be the foundation upon which all lessons, tasks, and assessments are based. These guides will define performance measures for each standard within reading, writing, math, science, and social studies. Included in these guides will be a set of interventions, providing teachers with guidance on differentiating classroom instruction to meet individualized needs of students, while helping all students attain standards. This differentiated approach will accordingly require time built into each lesson for intervention, acceleration and re-teaching depending on the teachers' assessment of each student's mastery of the standards. All teachers will be expected to align lesson objectives, tasks, and assessments to these guides throughout the year. Grading practices will also be aligned with mastery of standards and will reflect both product, as well as progress. Correspondingly, zeros will not be permitted and students who are not completing work or meeting standards will be supported with through intervention until mastery is reached. Opportunities to collaborate and reassess the curriculum guides and lessons will be an inherent component in the process set up for Professional Learning Communities (PLCs discussed under Improvement Lever 2).

The curriculum guides will organize and drive the content and approach to instruction in North's classrooms, while the master schedule will be restructured in such a way that maximizes implementation. This means including in the schedule daily time for teachers to meet in PLCs. It also means offering courses for students in the 9<sup>th</sup> Grade Academy (which currently operates as a

school-within-a-school) in reading and math to bring them up to grade level. Finally, it means extending the school day for all North students.

Extending the school day at North allows teachers to provide personalized instruction to enable the progress of all students, from those who are below proficient, bringing them to grade level to students following an Advanced Placement (AP) pathway, accelerating their learning. On Monday through Thursday, the school day will extend by an additional hour; the master schedule will reflect this extension and all students will be expected to adhere to the official schedule. Teachers will be well compensated for their additional work time. This additional hour provides extra time during the day to target academic supports for students in all grades and at levels of proficiency. In addition to an extended school day, there is time during the summer to support students who need extra supports in a summer school program, as well as an 8<sup>th</sup> grade transition camp.

There are also learning opportunities for students after the extended school day. The Advanced Placement Seminar provides extra skills supports for students in honors, AP and concurrent enrollment courses. Time and support are provided in a writing seminar, as well as study skills and college planning. ACT preparation and AP test preparation (including practice tests, student progress monitoring, and parent communication) will be included. The Re-engagement Center (ReC), which runs as a full evening school program, is designed to support students not on track to graduate in June of the previous year. The ReC program helps these students in get “on track” to graduation by providing them with individualized, targeted instruction to support the building of proficiency levels in core academic areas. ReC is funded through a separate grant and will have its own director.

In order to best scaffold support for students school wide and to help with planning for both differentiated instruction in the classroom as well as for structuring the extended school day, all staff members must support students in systematically completing and regularly updating their Personal Education Plans (PEPs). These PEPs should include the post-secondary readiness and planning referred to above, analysis of the present academic status of each student, as well as goal and course setting. This is the critical document all counselors and teachers will use to best meet the needs and support the progress of each individual student. The leadership team will be responsible for ensuring that PEPs drive student monitoring and will be part of the data/documentation utilized during PLCs.

In parallel with the building of instructional systems will be the development of a student handbook that clearly and concisely outlines school policies and consequences for not adhering to the rules that are aligned with Positive Behavioral Supports (PBS). This will be developed in collaboration with students and will provide the profile of a prepared, responsible and respectful North student, setting a context for school behavior expectations and norms including materials preparedness, completion of homework,



dressing appropriately and professionally, and attendance. Arriving at school on time and ready to learn is critical to develop a daily rhythm for growth and learning, and will be the minimal expectation. Students will work together to develop a common understanding of the work and behavioral habits that indicate a student is ready to learn, which will then support the student in his or her learning. Failure to observe the school-wide expectations will result in logical consequences, as identified and detailed in the handbook, with parental contact, involvement and buy-in being key to upholding the norms. In terms of attendance, the parents of absent students will always be called immediately following first period. If a student misses several consecutive days of school, the parents will be required to come into the school for a conference or school staff will visit the home. All parents will receive the handbook and will have to “sign-on” that they are committed to supporting the school in maintaining a rigorous academic environment. The Restorative Justice Coordinator will help with the inclusion of conflict resolution processes and procedures for the school.

Integral to success is the development of systems for accountability and measuring progress. A structured approach to overall program monitoring will help teachers on an ongoing basis target intervention. These data will also drive PLC meetings, support the school faculty in making determinations about the effectiveness of the instructional strategies being utilized in terms of meeting state standards. North will work with DPS’ Department of Assessment Research and Evaluation to select from a battery of benchmark assessments those that would be most effective given the high school curricular goals. Qualitative data through classroom observation and school visit observation will also be collected in order to best monitor instruction and plan implementation and to identify when course correction is required.

In order to establish a new mission and vision for the school that develops ownership for the instructional approach outlined above, North staff and faculty will attend a retreat scheduled in August. The leadership team will also meet in a retreat setting both during the summer and in mid-winter to develop concrete roles, plans, and protocols for implementation and to perform data analyses on progress. This is a critical piece in the evaluation of the program and progress at the school level.

**Improvement Level 1: Building Instructional Systems, Structures and Processes**

<i>Description of Actions Steps</i>	<i>Timeline</i>	<i>Key Personnel</i>	<i>Resources</i>	<i>Benchmarks</i>
Hire an Dean of Instruction to organize and lead the strategic professional support plan for the school, including facilitating PLCs and coaching	June 2010	Principal	FTE	Dean of Instruction hired

Hire a Program Manager/Assistant Principal for the Re-Engagement Center and Extending Learning Time	June 2010	Principal Director of Re-engagement Center	FTE	Program Manager hired
Hire an executive coach to work with the principal	August 2010	Principal Executive coach ED of OST	Pay for executive coach	Coach hired
Hire a Community Liaison to facilitate and enhance community involvement and parent engagement. Utilize parent feedback to align with job description and search.	June 2010	Principal Support from community members	FTE	Community Liaison hired
Identify a leadership team who will lead the school in implementing the mission and vision, based on core values	June 2010	Principal	Selection of team	Roster of leadership team, including roles and responsibilities
Provide retreats during summer for staff members to develop a mission and vision for a school-wide commitment for expectations and practices aligned to school improvement, and to continue planning and monitoring	Summer 2010 Summer 2011 Summer 2012	Principal, Leadership Team Teachers External Partners	Facility/meals Per diem pay for teachers Facilitator (possible)	Agenda from retreats and deliverables (planning documents) Roster of attendees
Provide a retreat for leadership team mid-winter to do mid-year data analysis	January 2011	Principal Leadership Team	Facility/meals Facilitator (possible)	Agenda from retreat and deliverables (progress monitoring) Roster of attendees
Develop curriculum guides that are vertically and horizontally aligned,	Reading, writing and	Principal Leadership Team	Pay for teachers	Curriculum guides developed and utilized

based on CO state and ACT standards, defining “mastery” of standards Use backward design as part of mapping/planning process	math curriculum guides completed by August 2010  Science and social studies curriculum guides completed by August 2011	Teachers External Partner		by all teachers for planning
Develop a school wide master schedule that extends the school day and provides time for daily PLCs, and key freshman academy courses	May 2010	Principal Leadership Team		Schedule developed
Develop/revise the student handbook/brochure for parents and students that outlines school policies and consequences including determining a policy for tardy students	August-Sept 2010	Principal Committee	Release time and materials for printing	Publication of the handbook, plus parent and student orientation to handbook, agreement building
Develop and use district required summative and formative assessments and recording systems, so that the progress of all students is monitored as students move through the school, as well as to inform instruction.	August 2010 (Ongoing)	Principals, Leadership Team, Teachers, DPS Assessment, Research and Evaluation Program Evaluator	DPS electronic benchmark system, pre/post assessments, rubrics, portfolios, response logs, and student work	On-going analysis of data in teacher PLC meetings, with identification of strategies to remedy or support solutions. Log of teacher PLC sessions identifying

				analysis and strategy Use of PEPs
Monitor and provide feedback to teachers on lesson planning, lesson delivery and student work	Daily	Principal, Leadership Team Executive coach DPS Office of School Turnaround		Protocols used daily to inform coaching and feedback conversations, as well as to inform PLC work
Design and offer Extended Learning Time to provide personalized learning to enable students to reach mastery performance on essential learning, including an extended daily schedule, ReC, AP Seminar, and Post-Secondary Educational Opportunity (PSEO) supports for students who want to obtain credit at local community colleges	M-Th beginning Sept 2010	Principals, Leadership Team, Teachers Extended Learning Time Coordinator	Online learning tools Instructional resources and materials Extended learning personnel (coordinator, certified teachers to provide instruction). Time to observe/learn about extended day program at Bruce Randolph and model program after it	Revised master schedule including extra hour of instructional time M-Th Student attendance rosters AP Seminar, summer school, and PSEO agendas and student work products

## Improvement Lever 2: Human Capital Development

The low student achievement and lack of systems to manage instructional practice at the school indicates the need for an experienced instructional leader to work in collaboration with the principal to support the implementation of these systems. The “Dean of Instruction,” therefore, will be responsible for implementing a concerted effort to provide multiple supports for staff development and success, which is key to the HUMAN CAPITAL DEVELOPMENT strategy that will drive student achievement at North.

The Dean of Instruction will work with leadership team as a whole, who will be responsible for facilitating professional learning and support school-wide, with cross-functional, as well as distinct roles and responsibilities. The principal, of course, is responsible for

consistent supervision of teaching staff, with significant time daily spent in classrooms, including a response method for sharing observations. All members of the leadership team, including the Dean of Instruction will spend time in classrooms, supporting teachers and providing feedback, focusing on instruction and classroom management.

To best support the principal and the myriad of demands on him, he will have an executive coach with whom he works. Recognizing that the work of the turnaround principal is unique and takes the principal above and beyond typical school leadership responsibilities, a coach with whom the principal can develop a strong professional relationship will be critical for his own development. Drawing from the CLASS model developed by the New Teacher Center and the Association of California School Administrators, the approach for executive coaching for turnaround principals is the following: The coach is a "different observer" of the coachee and his/her context. Bringing a different perspective to the relationship, the coach can see both circumstances and possibilities that the coachee can't. The coaching relationship is based upon trust and permission. The coach moves between instructional and facilitative coaching strategies based upon assessment of the coachee's needs and in pursuit of agreed-upon goals. The coach's fundamental commitment is to student success, and the coach will appropriately push the coachee to that end.

An assessment of the principal's leadership strengths and weaknesses will be conducted between June and August 2010. From that assessment, the executive coach and principal will set leadership goals for the year. The coach will work with the principal to achieve the leadership goals throughout the year, with at least one face-to-face meeting each month.

In addition to enhancing the principal's leadership skills, the coach will be expected to help the principal drive improved student achievement. During these observation periods and meetings, the coach will review summative and formative student data with the principal and data collected on teacher effectiveness through use of the observation protocol. They will spend time together conducting observations, focusing on areas noted in the PLC work as targeted areas. The principal will also participate in a summer turnaround principal's retreat and monthly turnaround leadership institutes to have the opportunity to meet in professional learning networks with colleagues also engaged in turnaround leadership.

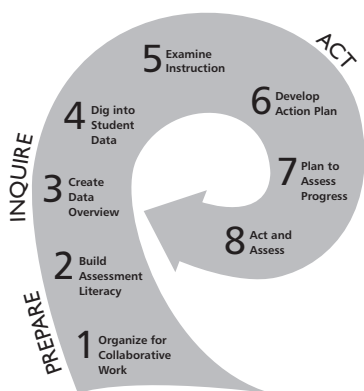
Similarly, the principal will be responsible for ensuring that leadership team members are well equipped and are performing in their roles as school leaders, supervising and at times serving as a coach for them, and they, in turn serve in a coaching capacity for teachers. The leadership team will participate in a summer turnaround leadership team retreat to further develop the plan for the upcoming year and to prepare for the 5-day whole-staff retreat.

The approach for teacher professional development at the school will consist of the following:

7. Summer retreats for planning and preparation for the school year: mission/vision, curriculum mapping, norm setting, planning, data team preparation
8. Weekly vertical and horizontal PLC meetings in which data is analyzed, instructional strategies are identified and teachers support each other in planning for implementation, followed by reflection and next steps
9. In-classroom coaching support
10. “Model classrooms” for teachers to observe best practice, as well as peer observation
11. Monthly whole-staff professional development sessions based upon needs that arise from the PLC work
12. Opportunities for faculty and staff to individualize professional learning through attending workshops or conferences outside of school

This work gets extended throughout the year in weekly vertical and horizontal PLC meetings. During these structured work times, teams meet to analyze data and draw conclusions, set a plan for addressing the issues that emerge from the analysis with specific interventions or strategies, and check in methods after applying the strategy through a re-examination of data. These interventions will certainly include the school-wide strategies implicit in PBS, RtI and literacy strategies across content areas, as well as additional strategies to pull into the conversation as instruction improves and need areas become more targeted. Members of the leadership team will facilitate the weekly PLC meetings. An example of this process is the “Data-Wise” approach, shown in Figure A.

Figure A: The Data-Wise Improvement Process



The data wise instructional improvement process *centers on three key phases: prepare, inquire, and act. As the graphic central to this process shows, this pathway of phases is cyclical and requires schools to consistently re-inquire and act accordingly.*

In the “prepare” phase of the Data Wise Improvement Process (Steps 1 and 2), PLCs (which may also be called data teams) organize for collaborative work and build assessment literacy. This phase of the Data Wise is a one-time event and will take place during the summer retreat, as it sets the stage for inquire-act parts of the process that the PLCs will cycle through during the year. In the “inquire” phase of the Data Wise Process (Steps 3, 4, 5), data teams/PLCs develop a data overview, dig into the data by analyzing it, and key examine instructional practices. Then in the “act” phase (Steps 6, 7, 8), teachers develop an action plan, as well as a plan to assess student progress, then use the strategy or intervention in the classroom, and come back to the PLC to share, reflect, and determine next steps. This is when the Process cycles back around to the “inquire” phase.

Depending on the story the data tell, the problem of practice identified, the structure of the PLC, the facilitator of the PLC and other unique variables, the amount of time spent on each phase and each step within the phase will vary. An entire “inquire” phase could fit into the hour a PLC meets or the PLC may determine that time is best spent with just Step 3 or Step 3 and 4, reviewing and digging into the data and really deeply analyzing it.

The steps of the Data Wise Improvement Process are shown in Figure B.

Figure B. Data Wise Details

### **PREPARE**

#### **Step 1: Organize for Collaborative Work:** *Building a data- or inquiry-based culture*

- Assign Data Teams
- Develop a structure and schedule that supports inquiry and collaboration
- Develop protocols, norms, and a collaboration structure to support difficult conversations

#### **Step 2: Build Assessment Literacy:** *Being able to “read” and interpret data*

- Develop a staff understanding of score reports, inferences, and key concepts such as: reliability, validity, measurement error, and sampling error.
- Awareness of “gaming the system” and the dangers of teaching to the test
- Identify key sources of data including benchmark tests, daily/weekly informal assessment, and other student work that reveals understanding

## INQUIRE

### **Step 3: Create a Data Overview:** *How to present the data*

- Repackage data to present patterns and trends to the teaching staff
- Engage teachers in structured and protocol-driven conversations about what exists in the data
- This overview can be a collaborative effort, though time may be better spent when the Leadership Team develops the overviews

### **Step 4: Dig into Data:** *Identifying a Learner-Centered Problem*

- Analyze student data to identify problems of understanding common to many students as shown on assessments or student work
- Focus on data both in the overview as well as other sources (triangulate data)
- Support and protocols to drive through difficult points and conversations
- Arrive at the goal of a shared understanding of what students need the most

### **Step 5: Examine Instruction:** *Problems of Practice*

- Develop a vision of what effective instruction of the learner-centered problem looks like
- Support from leaders and coaches on what is actually happening in classrooms versus what is needed in classrooms – *the classroom observation protocols can help provide evidence to support this discussion*

## ACT

### **Step 6: Develop an Action Plan:** *Solutions!*

- Decide on an instructional strategy to solve the problem of practice and develop a vision of what it would look like in classrooms
- Writing the plan and document roles and responsibilities
- Identify professional development and instruction needed to achieve the plan

### **Step 7: Plan to Assess Progress:** *How will success be measured?*

- Decide what short-, medium-, and long-term data will be collected
- Create short-, medium-, and long-term goals from the collected data



**Step 8: Acting and Assessing:** *Living the action plan*

- Ensure that everyone is on the same page (consistency over conformity)
- Monitor and support team members living up to responsibilities (accountability for deliverables at PLCs, coaching support)
- Assess student progress via data and goals
- Revisit the inquiry steps to continue the improvement process and identify next steps

Coaching, model classrooms, and peer observation will serve as in-classroom supports for ensuring the strategies are being implemented and executed strategically to support student learning. A teacher will have at least two coaching, model classroom, or peer observation experiences on a weekly basis, complementing the PLC time. The opportunity for teachers to observe other teachers engaged in best practice is critical. There will be one model classroom for every content area in the school, building toward one model classroom for every content area in every grade. Each model classroom will have star elements that may include the following: clear and explicit structures, differentiated strategies to meet the multiple learning styles in the room, differentiated instruction through interventions for students at different levels of proficiency, best practice with PBS, efficient and effective use of the classroom as a learning environment, and strategies that allow students to work cooperatively. This last element combines all the best of the aforementioned elements. In a classroom that utilizes cooperative learning strategies well, students are grouped with students of different ability levels. The students work together, engaged in a task in which the entire team is responsible for both improving skills and gaining content knowledge – together – and become responsible for the learning of each member of the group. A classroom like this, in which all elements of best practice are present, serves as the best model for other teachers to improve their own practice.

As shown above, as patterns and issues in instructional practice emerge, these serve as the focal points for monthly staff development sessions. Similarly, as teachers learn about their own strengths and areas in need of growth, they will, in coordination with the leadership team, select their own professional learning opportunities that will help them improve their practice.

A critical area that will cut across all professional development is the teacher's use of technology to enhance teaching and increase student learning. DPS is committed to identifying funding sources for a technology upgrade in the turnaround schools, including the leveraging district resources for supporting teachers in the use of technology. As the technology is assessed and upgraded, appropriate timing and entry points for supporting staff will be identified. This includes whole-staff training opportunities, PLC time dedicated to using technology as a tool, and trainings offered outside school. Ensuring that all teachers know how to use technology effectively as an instructional tool is critical to bringing 21<sup>st</sup> Century learning to the district's turnaround schools.

There are several human capital initiatives sponsored by the Office of School Turnaround (OST), as well as within the district that further enhance the professional support strategies outlined above. First, all schools will develop a proposal to achieve Innovation Status. District staff from the OST and the Office of School Reform and Innovation will support the development of this proposal. Removing roadblocks that may hinder the schools' ability to meet dramatic turnaround goals is critically important, which is why it is important to provide the flexibility necessary for turnaround schools to make the most of people, time and money. The development of a recruitment plan for finding and hiring the best turnaround teachers and leaders is already underway by the OST, who is partnering with experts in this arena. In the same vein, developing evaluations that determine if teachers are adhering to professional standards and are able to support students in significant achievement gains is critically important. The Gates Foundation-funded teacher evaluation work current taking place in the district will be the basis upon which turnaround schools can structure a new, appropriate evaluation system for teachers. Finally, the Turnaround Incentive Program (TIP), implemented in the second and third years of the grant funding cycle, will reward teacher teams whose students have demonstrated significant growth. Not only does this incentivize team-based collaboration in service of improved student achievement, it also provides financial supports that would encourage good teachers to stay in their positions. In this way, TIP serves as both a reward and a retention incentive.

**Improvement Level 2: Human Capital Development**

<i>Description of Actions Steps</i>	<i>Timeline</i>	<i>Key Personnel</i>	<i>Resources</i>	<i>Benchmarks</i>
Develop a schedule for weekly PLC meetings identifying step in the data cycle. PLCs will meet in both content area and grade level teams. The schedule will indicate periods for coaching and peer observation by teacher.	Weekly beginning August 2010	Principal, Leadership Team, Teachers	Time in the schedule mandated for PLCs	PLC agendas, notes, and minutes, student PEPs
Develop and implement a schedule including roles/responsibilities for the leadership team regarding facilitating/supervising PLCs, conducting classroom observations, and coaching	June 2010	Principal Leadership Team		Schedule developed

Select grade team and content area team leaders to facilitate meetings, responsible for reporting out progress	August 2010	Teacher leaders	Roles are unpaid teacher leadership opportunities	Selection of teacher leaders
Develop clear protocols and expectations for coaching, peer and administrative observations, including specific forms to provide critical feedback;	June 2010	Dean of Instruction Leadership Team Teacher Leaders Teachers	Printing	Protocols used daily to inform coaching and feedback conversations, as well as to inform PLC work
Create a new teacher induction plan including support, mentoring to meet the unique needs of new teachers	June-August 2010	Dean of Instruction Leadership Team Teacher Leaders Teachers	Best practice resources on new teacher induction, such as the book Finders and Keepers	Implementation of new teacher induction plan
Develop a “manual” of protocols that delineates expectations; a living document that can be amended as the school improves – a “binder” that includes the protocols, as well as materials for PD and space for data and reflection tools	June-August 2010	Dean of Instruction Leadership Team Teacher Leaders Teachers	Materials costs	Development and use of manual
Provide training for administrators in facilitating a data cycle/process during PLC sessions	June 2010	Principal Leadership Team	Time at the principal and leadership team retreats	Completion of training and evidence of effective facilitation
Develop principal leadership goals and schedule monthly coaching sessions	August 2010	Principal Executive Coach		Goals and schedule
Conduct an assessment of the teaching staff skills using a lesson driven protocol	August/September 2010	Principal, Dean of Instruction		Completed assessment with next steps for school wide PD listed

Identify 2-3 model classrooms for teachers to observe best instructional practice by content area	Nov 2010	Principal Leadership Team		Identification of classrooms
Develop a schedule for monthly whole-staff development aligning focuses to address instructional issues that emerge from work in PLCs	August 2010 Ongoing	Principal Leadership Team		Schedule developed
Develop Instructional Technology Plan to increase teacher's use of technology to enhance teaching and increase student learning. <i>(Note: DPS will identify funding sources for technology upgrade at turnaround schools and plans to contribute current resources to the upgrade, as well. Ideally, the school should pursue a 1:1 computer phase-in model.)</i>	Plan developed by January 2011	Principal, Leadership, External Partner	PD sessions	Instructional technology plan, including technology upgrade and teacher training
Develop and submit a proposal to achieve Innovation status	December 2010	Principal, Teachers, OST Office of School Reform and Innovation	Teacher release time to write proposal	Proposal to present to Board of Education
Develop and implement a recruitment plan for finding and hiring the best talent, both turnaround leaders and teachers	Plan finalized by October 2010	Office of School Turnaround Human Resources	Travel and materials	High quality staffing and high retention rates
Research and design new evaluation	2010-2013	Office of School	Time to develop	Rollout of new

system in collaboration with the Gates Foundation-funded Teacher Effectiveness work taking place district-wide		Turnaround, Gates Steering Committee		evaluation system
Develop and implement a system of team incentives for increased student achievement: Turnaround Incentive Program (TIP)	January 2011-2013	Office of School Turnaround, HR, External Partners	Office of School Turnaround time to develop	Rollout of incentive program

### Improvement Lever 3: Community Involvement and Engagement

The third component to improving achievement at North is to promote COMMUNITY INVOLVEMENT AND ENGAGEMENT, inviting parents to become partners with the school in support their students' learning.

The principal, leadership team, and teachers play a key role in establishing these connections. A beginning of year orientation will help establish mission and vision based on shared beliefs. A Home Visit Program will build trust and relationships between the school and home.

A concerted effort will be put toward including student voice in decision making and providing opportunities for student leadership. This will be accomplished through re-instituting a student council and having members present at important meetings, as well as in electing class officers who will lead the planning of student events.

A Community Liaison will be responsible for making essential connections and for facilitating the link between parents and school. S/he will do this through the organizing of several community events including:

- Regular celebrations of student performance by inviting parents and community members to attend displays of work and presentations
- Student led conferences to enhance and increase parent participation in student learning (in collaboration with teachers)
- Regular social events involving the students that attract parents into the school.

The Community Liaison will also be responsible for reaching out to the business community and key stakeholders. S/he will conduct an audit of current community resources and programs and re-align support to increase effectiveness to improve North’s student achievement outcomes. S/he will also forge relationships with local commerce and industry so that the school has closer ties with local companies and associations.

Ensuring there are key structures built in to facilitate ongoing communication, the Community Liaison will work with the Collaborative School Committee and will develop and update the school website so that parents and community members can access information about the school, including homework and details of the curriculum provided in each grade level.

**Improvement Level 3: Community Involvement and Engagement**

<i>Description of Actions Steps</i>	<i>Timeline</i>	<i>Key Personnel</i>	<i>Resources</i>	<i>Benchmarks</i>
Build the mission of the school on the shared beliefs and common vision of the school community through a beginning of year orientation for parents. At this event, expectations will be shared (parents to school, school to parents) and in particular, a sharing the communication strategies to which the school is committed	May-Sept 2010	Principal Leadership Team, Teachers Parents Students Community Members	Community partners and businesses	Mission statement that defines practices, shared beliefs and common vision aligned to support student learning.
Prepare a schedule for teacher visits to students’ homes (Home Visit Program). The lowest achieving students will be first priority to receive the home visit. Visits will be conducted in the families’	Sept 2010	Teachers	Small stipend for teacher visits to student homes	Home visit log

home language				
Organize regular celebrations of student performance by inviting parents and community members to attend displays of work and presentations.	Bi-monthly	Principal, Leadership Team, Teachers, Community Liaison	Supplies Staff time for school events	Roster of student performances/celebrations of learning.
Organize student-led conferences to enhance and increase parent participation in student learning	Dec 2010 April 2011	Principal, Leadership Team, Teachers	Preparation of teaching materials to guide this process	Student led materials/video portfolio
Develop a schedule of community events (including parade, chili cook-off, etc.) that is year-round	Sept 2010 Ongoing	Community Liaison Teachers Student leaders	Meeting space Refreshments Printed Materials Invitations Personnel time to organize event and prepare materials	Calendar of events
Conduct an audit of current community resources and programs and re-align support to increase effectiveness of North's student achievement outcomes.	Oct 2010	Community Liaison, Office of Community Engagement		Log and analysis of community and parent outreach activities and plan for improvement
Forge relationships with local commerce and industry so that the school has closer ties with local companies and associations.	Ongoing	Principal, Community Liaison, Office of Community Engagement		List of identified partners and potential contributions/interests
Revitalize and renew the	August 2010	Principal	Team building activities	Roster of Collaborative

Collaborative School Committee		Community Liaison DPS PFL Team CSC	Facilitator for mission/visioning process	School Committee activities
Develop the school website so that parents and community members can access information about the school, including homework and details of the curriculum provided in each grade level. Teachers should have updated class websites connected to the homepage that are user-friendly for students and their parents.	Sept 2010	Community Liaison Library Media Specialist	Staff time to develop and update website.	Functional and informative website
Develop a physical and visual directory of school staff (with photos, roles) to map the resources in the school; have available as a handout on the website	Sept 2010	Community Liaison	Materials, if necessary	Map as handout and on website
Reinstitute a student council to encourage student voice and leadership, with student representatives in every grade participating – bring student voice to SLT, CSC, PTSA (student government)	2010-2013	Community Liaison Student leaders	Time in schedule or afterschool for meetings	Meetings scheduled and evidence of student voice in decisions



Elect class officers who will help to raise money for each class in order to sponsor class events (student “rallyers”)	2010-2013	Community Liaison Student leaders	Time in schedule or afterschool for meetings	New student-driven events offered
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**Conclusion**

The improvement plan detailed above shows step-by-step how North High will support and be supported in making dramatic increases in student achievement during the next three years. The fidelity to implementation of this plan will be monitored to ensure the most powerful levers and actions have been identified and that, when implemented, are making a difference. Such monitoring will provide needed evidence to course correct in order to meet established goals.

## Montbello High School

### *A Plan for Dramatic Improvement*

#### **Introduction and Context**

Montbello High School is the third lowest performing high school in the Denver Public Schools according to the district's School Performance Framework, a tool used by the district to evaluate school performance in terms of student achievement and overall organizational strength using a variety of longitudinal measures. Montbello's student achievement is low, with approximately 30% students performing at proficient levels on reading achievement tests, 15% on writing and a shockingly low 5% in math. Student achievement patterns are uneven, with some grade/content areas in decline, some marginally increasing, and some decreasing then increasing or increasing then decreasing.

The story of Montbello High School is similar to that of other persistently underperforming schools: many years of low achievement, turnover in school leadership and teaching staff (including 9 principals in 10 years), low attendance and graduation rates, and challenges in engaging the community. What makes the Montbello story unique, however, is a specific need that has been expressed by members across the Montbello community from school leaders, teachers, and students to parents and community leaders. This need is simple, yet complex: Montbello High School needs an identity change.

The sentiment that many people express on this issue is that the high school has somehow become intertwined or – as it is often stated – confused with the Denver neighborhood called Montbello. Developed during the late-60's and 70's, the Montbello neighborhood is comprised of large apartment complexes, as well as single-family homes and townhouses. It was the first Denver neighborhood developed with a vision for racial, social, and economic diversity. Within the recent years, however, the Montbello neighborhood has seen some troubled times, including several years of significant foreclosures starting in 2004. The struggles of the community – and “anything negative that happens there” – seems to impact Montbello High School, as well. Community members want to find a way to de-couple the high school from the neighborhood, with the idea that a renewed, positive, and prideful connection to the school will be key to not only a renewed, high-achieving academic environment, but also a source for community pride that might actually serve to support renewal in far northeast Denver, in general.

Recognizing the need for strategic problem solving in the far northeast region of Denver, a committee convened by A Plus Denver in partnership with Denver Public Schools, began the collaborative work of long-term planning in April. The Far Northeast Community Committee (FNECC) examines issues critical to Far Northeast Denver schools including: academic performance, effective feeder

patterns, program offerings, high school configurations, school overcrowding, and strategies to close the achievement gap and meet the needs of English Language Learners. Throughout 2010, the FNECC will continue to work together to provide guidance and problem solving around the vision for schools in the far northeast. This includes the potential opening of new schools in the 2011-2012 school year in order to provide high quality choice in the region. The key dates and process deliverables are shown in Figure B.

Figure B. FNECC Process

April 6, 2010	Introduction to process and brainstorm of values that define the FNE community
April 27, 2010	Review of values and development of a set of “principle” statements upon which future work will be based
May 11, 2010	Review of principles and brainstorm of related actions; identification of gaps in the principles
May 25, 2010	Opportunity for anyone in community to participate in continued refinement of principals
June 8, 2010	Final refinement of principles
August-Sept, 2010	Meeting dates and agendas TBD
Sept 30/Oct 7, 2010	FNECC presents the process to the Board of Education
October 21, 2010	FNECC presents recommendations to the Board of Education

A new principal for Montbello, Anthony Smith, who was hired in December 2009, is one of many key community leaders involved in the FNECC planning. In coordination with the long-term planning effort, Mr. Smith, who in just the first months of his tenure has won the respect and confidence of his staff and community, will lead the school in making the much-needed changes in the first stage of transformation. Now that Mr. Smith has successfully led the school through to end-of-year, he will now have the time, space, and resources to prepare for the building of new structures and processes to guide the school toward dramatic improvement. He will continue to work together with school staff, faculty, students, parents, and members of the community in taking Montbello High School to the new height it seeks, transforming the instructional environment, the social environment, and moving outward into the community.

**Evaluation Plan: Interim Targets and Goals**

According to the RFP the turnaround school will be judged successful in the turnaround efforts when the students it serves are performing at levels comparable to students’ average performance in low-poverty schools across the state. Schools will be required to meet achievement levels in the core academic subjects that equal or exceed the average level for the state’s non-low-income students.

The first table shows percent proficient and advanced by grade and subject for three years and sets targets for the next three years.

**Montbello High School CSAP percent proficient and advanced:**

Grade	Subject	2007	2008	2009	2010	2011 GOAL	2012 GOAL	2013 GOAL
9 <sup>th</sup>	Reading	24	31	30	TBD	45	55	67
	Math	5.5	8	5.5	TBD	20	30	35
	Writing	13.5	12	15	TBD	30	40	55
10 <sup>th</sup>	Reading	30	31	36	TBD	45	55	60
	Math	3	4.5	4	TBD	20	30	35
	Writing	15	11.5	14.5	TBD	30	40	50

In addition to the CSAP goals, Montbello High School measures of post-secondary readiness will be monitored and goals set.

**Montbello High School post-secondary readiness:**

	2009	2010	2011 GOAL	2012 GOAL	2013 GOAL
Graduation Rate	57.43	TBD	Increase by 7% the 2010 rate	Increase by 7% the 2011 rate	Increase by 7% the 2012 rate
ACT Composite	14.7	TBD	15.7	16.7	17.7
Dropout Rate	6.1	TBD	5.5	4.5	3.5

The following tables show CSAP growth data by school for reading, writing, and math, with a line comparing the percentage growth with the state's growth for both FRL and non-FRL children. The data of the non-FRL children will be used to set targets for Greenlee students for 2011-2013.

**Montbello High School CSAP growth:**

	2007	2008	2009	2010	2011 GOAL	2012 GOAL	2013 GOAL
READING TOTAL	49	59	51	TBD	*	*	*
State FRL/non-FRL (Reading)	31/28	40/41	43/44	TBD	---	---	---
WRITING TOTAL	54	60	56	TBD	*	*	*
State FRL/non-FRL	40/28	45/46	55/50	TBD	---	---	---

(Writing)

MATH TOTAL	56	59	46	TBD	*	*	*
State FRL/non-FRL	37/34	41/33	42/35	TBD	---	---	---

(Math)

\*Meets or exceeds state average for non-FRL students

### Action Plan

To ensure success for Montbello’s students and teachers in the upcoming year and to meet these ambitious goals, critical steps must be taken to address the current gaps that exist. The transformation action plan below details specifically the steps that will be taken to dramatically improve the school. These steps are organized into three essential levers that develop the level of capacity necessary for improvement: building instructional and operational systems, supporting professionals, and engaging the community.

#### Improvement Lever 1: Building Instructional Structures, Systems and Processes

A thorough analysis of quantitative and qualitative data revealed that Montbello lacks the INSTRUCTIONAL STRUCTURES, SYSTEMS, AND PROCESSES to drive student achievement. Some structures are under development, but the establishment of systems must be accelerated through the identification and codification of practices by all staff members across the school. Mr. Smith’s leadership team will be responsible primarily for leading this effort.

The first step to improvement is systematizing practice so that it meets state, national, and professional standards, and takes it further by identifying engaging approaches to offering a high quality learning experience for students. Montbello’s curriculum guides will be developed during summer 2010 and throughout the next two years by a select and representative group of teacher leaders who will work on detailed curricular plans for major subject areas. This work will utilize backward planning and will map to both Colorado state standards and ACT standards. Mapping at the high school level is critical for establishing clear learning paths that delineate a student’s college readiness through a designation (above average, average, below average) and an indication of the number of college level classes needed before graduation.

The curriculum guides will be the foundation upon which all lessons, tasks, and assessments are based. These guides will define performance measures for each standard within reading, writing, math, science, and social studies. Included in these guides will be a set of interventions, providing teachers with guidance on differentiating classroom instruction to meet individualized needs of

students, while helping all students attain standards. This differentiated approach will accordingly require time built into each lesson for intervention, acceleration and re-teaching depending on the teachers' assessment of each student's mastery of the standards. All teachers will be expected to align lesson objectives, tasks, and assessments to these guides throughout the year. Opportunities to collaborate and reassess the curriculum guides and lessons will be an inherent component in the process set up for Professional Learning Communities (PLCs discussed under Improvement Lever 2).

Another new component of system wide instructional improvement at Montbello will be a concerted effort to standardize grading in such a way that grading practices are aligned with mastery of standards and will reflect both product, as well as progress. Correspondingly, zeros will not be permitted and students who are not completing work or meeting standards will be supported with through intervention until mastery is reached. Teachers will work together to standardize grading through the use of common rubrics for identifying proficient work, as well as the development of common pre- and post-assessments of learning. Once these systems have become standard for all classrooms, the stage will be set for improving upon the assessment model by moving toward a portfolio approach, specifically electronic portfolios. Some research needs to go into this, and this plan provides for time to research, plan, and then pilot the use of electronic portfolios.

Standardizing instructional strategies will be key to improvement and the school will implement the Sheltered Instruction Observation Protocol (SIOP) in all classrooms across grades and content areas. SIOP is an approach to "making content comprehensible" to English Language Learners. The two goals of sheltered instruction are to provide access to mainstream, grade-level content, and to promote the development of English language proficiency. Sheltered instruction allows for the content to be equal to that of native English speakers while improving their grasp of the language. In sheltered instruction, the teacher utilizes a variety of instructional strategies to simultaneously allow the accessibility of content to be equal between English learners and native English speakers, while improving English language acquisition. The SIOP work will be supported by external consultants who specialize in best practice implementation of SIOP in schools.

Another key action that will help to embellish and systematize instruction is extending the school day. This means extending the school day by an hour, and scheduling students into academic and affective interventions throughout the day in such a way that provides staff the opportunity to serve student needs individually. This provides more opportunity to meet students at their edge of growth. Whether it's working toward proficiency in core subjects or toward performance on the Advanced Placement (AP) exam, students at all levels will be served. For example, an AP Seminar provides extra skills supports for students in honors, AP and concurrent enrollment courses. Time and support are provided in a writing seminar, as well as study skills and college planning. ACT

preparation and AP test preparation (including practice tests, student progress monitoring, and parent communication) will be included.

In addition to extending the school day, the school week and school year will be extended, providing additional learning time. Throughout the school year, Saturday school is mandatory for students who are failing more than one class. The possibility of extending the school year by ten days is currently under review. Providing the time truly needed for quality, targeted, individualized instruction is critical to the success of the overall instructional strategy. An Extended Learning Time Coordinator will manage the scheduling, implementation, and monitoring of extended day, week, and year.

In order to best scaffold support for students school wide and to help with planning for both differentiated instruction in the classroom as well as for structuring the extended day schedule, all staff members must support students in systematically completing and regularly updating their Personal Education Plans (PEPs). These PEPs should include the post-secondary readiness and planning referred to above, analysis of the present academic status of each student, as well as goal and course setting. This is the critical document all counselors and teachers will use to best meet the needs and support the progress of each individual student. The leadership team will be responsible for ensuring that PEPs drive student monitoring and will be part of the data/documentation utilized during PLCs.

As 9<sup>th</sup> grade is a critical transition, and success in 9<sup>th</sup> grade has implications for the remainder of a students' high school experience, Montbello High School is committed to providing extra academic supports for 9<sup>th</sup> grade students. The Advisor for Student Engagement and Academic Success will work with 9<sup>th</sup> grade students who are identified as needing support throughout the year. The 9<sup>th</sup> Grade Success Advisor will work both individually and with student groups. Individualized advising will include goal setting and monitoring with Personal Education Plans (PEPs), connecting students in need of academic support with tutoring services and other organizations by helping them make arrangements, as well as providing individualized support with organizational skills and improving work habits. The 9<sup>th</sup> Grade Success Advisor will also work with small groups of students on the following skills: identifying academic and career interests, identifying academic strengths and challenge areas, learning to take responsibility for personal learning through accessing necessary resources for support, learning to be organized with managing a schedule, keeping lists, and being prepared by having work completed and the necessary materials, and, in general, learning to advocate for one's own success. Small group and individualized advising will focus on "habits of mind," as well as "habits of work."

In parallel with the building of instructional systems will be the development of a student handbook that clearly and concisely outlines school policies and consequences for not adhering to the rules that are aligned with Positive Behavioral Supports (PBS). This will be developed in collaboration with students and will provide the profile of a prepared, responsible and respectful Montbello student, setting a context for school behavior expectations and norms including materials preparedness, completion of homework, dressing appropriately and professionally, and attendance. Arriving at school on time and ready to learn is critical to develop a daily rhythm for growth and learning, and will be the minimal expectation. Students will work together to develop a common understanding of the work and behavioral habits that indicate a student is ready to learn, which will then support the student in his or her learning. Failure to observe the school-wide expectations will result in logical consequences, as identified and detailed in the handbook, with parental contact, involvement and buy-in being key to upholding the norms. In terms of attendance, the parents of absent students will always be called immediately following first period. If a student misses several consecutive days of school, the parents will be required to come into the school for a conference or school staff will visit the home. All parents will receive the handbook and will have to “sign-on” that they are committed to supporting the school in maintaining a rigorous academic environment. The Restorative Justice Coordinator will help with the inclusion of conflict resolution processes and procedures for the school.

Integral to success is the development of systems for accountability and measuring progress. A structured approach to overall program monitoring will help teachers on an ongoing basis target intervention. These data will also drive PLC meetings, support the school faculty in making determinations about the effectiveness of the instructional strategies being utilized in terms of meeting state standards. Montbello will work with DPS’ Department of Assessment Research and Evaluation to select from a battery of benchmark assessments those that would be most effective given the high school curricular goals. Qualitative data through classroom observation and school visit observation will also be collected in order to best monitor instruction and plan implementation and to identify when course correction is required.

In order to establish a new mission and vision for the school that develops ownership for the instructional approach outlined above, Montbello staff and faculty will attend a retreat scheduled in August. The leadership team will also meet in a retreat setting both during the summer and in mid-winter to develop concrete roles, plans, and protocols for implementation and to perform data analyses on progress. This is a critical piece in the evaluation of the program and progress at the school level.

**Improvement Level 1: Building Instructional Systems, Structures and Processes**

<i>Description of Actions Steps</i>	<i>Timeline</i>	<i>Key Personnel</i>	<i>Resources</i>	<i>Benchmarks</i>
Hire an Dean of Instruction to	June 2010	Principal	FTE	Dean of Instruction



organize and lead the strategic professional support plan for the school, including facilitating PLC meetings (currently referred to as SLC) and coaching				hired
Hire an Extended Learning Time Coordinator	June 2010	Principal	FTE	Coordinator hired
Hire an executive coach to work with the principal	August 2010	Principal Executive coach ED of OST	Pay for executive coach	Coach hired
Hire a Community Liaison to facilitate and enhance community involvement and parent engagement. Utilize parent feedback to align with job description and search.	June 2010	Principal Support from community members	FTE	Community Liaison hired
Hire a 9 <sup>th</sup> Grade Advisor for Student Engagement and Academic Success	June 2010	Principal	FTE	9 <sup>th</sup> Grade Success Advisor hired
Identify a leadership team who will lead the school in implementing the mission and vision, based on core values	June 2010	Principal	Selection of team	Roster of leadership team, including roles and responsibilities
Provide retreats during summer for staff members to develop a mission and vision for a school-wide commitment for expectations and practices aligned to school improvement, and to continue planning and monitoring	Summer 2010 Summer 2011 Summer 2012	Principal, Leadership Team Teachers External Partners	Facility/meals Per diem pay for teachers Facilitator (possible)	Agenda from retreats and deliverables (planning documents) Roster of attendees

Provide a retreat for leadership team mid-winter to do mid-year data analysis	January 2011	Principal Leadership Team	Facility/meals Facilitator (possible)	Agenda from retreat and deliverables (progress monitoring) Roster of attendees
Develop curriculum guides that are vertically and horizontally aligned, based on CO state and ACT standards, defining “mastery” of standards Use backward design as part of mapping/planning process	Reading, writing and math curriculum guides completed by August 2010  Science and social studies curriculum guides completed by August 2011	Principal Leadership Team Teachers	Pay for teachers	Curriculum guides developed and utilized by all teachers for planning
Create common rubrics for identifying proficient student work and common pre- and post-assessments	August 2010 Ongoing	Teachers External Partners	External Partners	Rubrics, pre and post assessments developed and utilized by all teachers in instruction
Research and pilot use of electronic portfolios to serve as assessment method	Research 2010-2011 Pilot 2011-2012 Implementation 2012-2013	Principal Leadership Team Teachers		Pilot in 2011-2012 and use of portfolios in 2012-2013
Implement school-wide SIOP	August 2010	Principal	Provide PD opportunities	Weekly/monthly PD

strategies in all classrooms		Leadership Team Consultant	in SIOP for all teachers and staff <u>99 Strategies for SIOP</u> books for every teacher	centered around use of SIOP strategies Observation protocols show evidence of implementation, common exit ticket, assessments
Develop/revise the student handbook/brochure for parents and students that outlines school policies and consequences including determining a policy for tardy students	August-Sept 2010	Principal	Release time and materials for printing	Publication of the handbook, plus parent and student orientation to handbook, agreement building
Develop and use district required summative and formative assessments and recording systems, so that the progress of all students is monitored as students move through the school, as well as to inform instruction.	August 2010 (Ongoing)	Principals, Leadership Team, Teachers, DPS Assessment, Research and Evaluation Program Evaluator	DPS electronic benchmark system, pre/post assessments, rubrics, portfolios, response logs, and student work	On-going analysis of data in teacher PLC meetings, with identification of strategies to remedy or support solutions. Log of teacher PLC sessions identifying analysis and strategy Use of PEPs
Monitor and provide feedback to teachers on lesson planning, lesson delivery and student work	Daily	Principal, Leadership Team Executive coach DPS Office of School Turnaround		Protocols used daily to inform coaching and feedback conversations, as well as to inform PLC work
Design and offer Extended Learning Time to provide personalized learning to enable students to reach mastery	M-Th beginning	Principals, Leadership Team,	Online learning tools Instructional resources and	Revised master schedule including extra hour of instructional

performance on essential learning, including an extended daily schedule, AP Seminar, Saturday school, and extended year (by 10 days)	Sept 2010	Teachers Extended Learning Time Coordinator	materials Extended learning personnel (coordinator, certified teachers to provide instruction). Time to observe/learn about extended day program at Bruce Randolph and model program after it	time M-Th Student attendance rosters Student work products
Develop a plan for how space is strategically utilized in the school, including placement/pairing of teachers and focus on using all space as learning space and maintaining it	August 2010	Principal Leadership Team RtI Team Lead Teachers		Set of norms and plan

#### Improvement Lever 2: Human Capital Development

The low student achievement and lack of systems to manage instructional practice at the school indicates the need for an experienced instructional leader to work in collaboration with the principal to support the implementation of these systems. The “Dean of Instruction,” therefore, will be responsible for implementing a concerted effort to provide multiple supports for staff development and success, which is key to the HUMAN CAPITAL DEVELOPMENT strategy that will drive student achievement at Montbello.

The Dean of Instruction will work with leadership team as a whole, who will be responsible for facilitating professional learning and support school-wide, with cross-functional, as well as distinct roles and responsibilities. The principal, of course, is responsible for consistent supervision of teaching staff, with significant time daily spent in classrooms, including a response method for sharing observations. All members of the leadership team, including the Dean of Instruction will spend time in classrooms, supporting teachers and providing feedback, focusing on instruction and classroom management.

To best support the principal and the myriad of demands on him, he will have an executive coach with whom he works. Recognizing

that the work of the turnaround principal is unique and takes the principal above and beyond typical school leadership responsibilities, a coach with whom the principal can develop a strong professional relationship will be critical for his own development. Drawing from the CLASS model developed by the New Teacher Center and the Association of California School Administrators, the approach for executive coaching for turnaround principals is the following: The coach is a "different observer" of the coachee and his/her context. Bringing a different perspective to the relationship, the coach can see both circumstances and possibilities that the coachee can't. The coaching relationship is based upon trust and permission. The coach moves between instructional and facilitative coaching strategies based upon assessment of the coachee's needs and in pursuit of agreed-upon goals. The coach's fundamental commitment is to student success, and the coach will appropriately push the coachee to that end.

An assessment of the principal's leadership strengths and weaknesses will be conducted between June and August 2010. From that assessment, the executive coach and principal will set leadership goals for the year. The coach will work with the principal to achieve the leadership goals throughout the year, with at least one face-to-face meeting each month.

In addition to enhancing the principal's leadership skills, the coach will be expected to help the principal drive improved student achievement. During these observation periods and meetings, the coach will review summative and formative student data with the principal and data collected on teacher effectiveness through use of the observation protocol. They will spend time together conducting observations, focusing on areas noted in the PLC work as targeted areas. The principal will also participate in a summer turnaround principal's retreat and monthly turnaround leadership institutes to have the opportunity to meet in professional learning networks with colleagues also engaged in turnaround leadership.

Similarly, the principal will be responsible for ensuring that leadership team members are well equipped and are performing in their roles as school leaders, supervising and at times serving as a coach for them, and they, in turn serve in a coaching capacity for teachers. The leadership team will participate in a summer turnaround leadership team retreat to further develop the plan for the upcoming year and to prepare for the 5-day whole-staff retreat.

The approach for teacher professional development at the school will consist of the following:

13. Summer retreats for planning and preparation for the school year: mission/vision, curriculum mapping, norm setting, planning, data team preparation
14. Weekly vertical and horizontal PLC meetings in which data is analyzed, instructional strategies are identified and teachers support each other in planning for implementation, followed by reflection and next steps
15. In-classroom coaching support

16. “Model classrooms” for teachers to observe best practice, as well as peer observation
17. Monthly whole-staff professional development sessions based upon needs that arise from the PLC work
18. Opportunities for faculty and staff to individualize professional learning through attending workshops or conferences outside of school

This work gets extended throughout the year in weekly vertical and horizontal PLC meetings. During these structured work times, teams meet to analyze data and draw conclusions, set a plan for addressing the issues that emerge from the analysis with specific interventions or strategies, and check in methods after applying the strategy through a re-examination of data. These interventions will certainly include the school-wide strategies implicit in PBS, RtI and literacy strategies across content areas, as well as additional strategies to pull into the conversation as instruction improves and need areas become more targeted. Members of the leadership team will facilitate the weekly PLC meetings. An example of this process is the “Data-Wise” approach, shown in Figure A.

Figure A: The Data-Wise Improvement Process



The data wise instructional improvement process *centers on three key phases: prepare, inquire, and act. As the graphic central to this process shows, this pathway of phases is cyclical and requires schools to consistently re-inquire and act accordingly.*

In the “prepare” phase of the Data Wise Improvement Process (Steps 1 and 2), PLCs (which may also be called data teams) organize for collaborative work and build assessment literacy. This phase of the Data Wise is a one-time event and will take place during the summer retreat, as it sets the stage for inquire-act parts of the process that the PLCs will cycle through during the year. In the “inquire” phase of the Data Wise Process (Steps 3, 4, 5), data teams/PLCs develop a data overview, dig into the data by analyzing it,

and key examine instructional practices. Then in the “act” phase (Steps 6, 7, 8), teachers develop an action plan, as well as a plan to assess student progress, then use the strategy or intervention in the classroom, and come back to the PLC to share, reflect, and determine next steps. This is when the Process cycles back around to the “inquire” phase.

Depending on the story the data tell, the problem of practice identified, the structure of the PLC, the facilitator of the PLC and other unique variables, the amount of time spent on each phase and each step within the phase will vary. An entire “inquire” phase could fit into the hour a PLC meets or the PLC may determine that time is best spent with just Step 3 or Step 3 and 4, reviewing and digging into the data and really deeply analyzing it.

The steps of the Data Wise Improvement Process are shown in Figure B.

Figure B. Data Wise Details

## **PREPARE**

### **Step 1: Organize for Collaborative Work:** *Building a data- or inquiry-based culture*

- Assign Data Teams
- Develop a structure and schedule that supports inquiry and collaboration
- Develop protocols, norms, and a collaboration structure to support difficult conversations

### **Step 2: Build Assessment Literacy:** *Being able to “read” and interpret data*

- Develop a staff understanding of score reports, inferences, and key concepts such as: reliability, validity, measurement error, and sampling error.
- Awareness of “gaming the system” and the dangers of teaching to the test
- Identify key sources of data including benchmark tests, daily/weekly informal assessment, and other student work that reveals understanding

## **INQUIRE**

### **Step 3: Create a Data Overview:** *How to present the data*

- Repackage data to present patterns and trends to the teaching staff
- Engage teachers in structured and protocol-driven conversations about what exists in the data
- This overview can be a collaborative effort, though time may be better spent when the Leadership Team develops the overviews

**Step 4: Dig into Data:** *Identifying a Learner-Centered Problem*

- Analyze student data to identify problems of understanding common to many students as shown on assessments or student work
- Focus on data both in the overview as well as other sources (triangulate data)
- Support and protocols to drive through difficult points and conversations
- Arrive at the goal of a shared understanding of what students need the most

**Step 5: Examine Instruction:** *Problems of Practice*

- Develop a vision of what effective instruction of the learner-centered problem looks like
- Support from leaders and coaches on what is actually happening in classrooms versus what is needed in classrooms – *the classroom observation protocols can help provide evidence to support this discussion*

**ACT**

**Step 6: Develop an Action Plan:** *Solutions!*

- Decide on an instructional strategy to solve the problem of practice and develop a vision of what it would look like in classrooms
- Writing the plan and document roles and responsibilities
- Identify professional development and instruction needed to achieve the plan

**Step 7: Plan to Assess Progress:** *How will success be measured?*

- Decide what short-, medium-, and long-term data will be collected
- Create short-, medium-, and long-term goals from the collected data

**Step 8: Acting and Assessing:** *Living the action plan*

- Ensure that everyone is on the same page (consistency over conformity)
- Monitor and support team members living up to responsibilities (accountability for deliverables at PLCs, coaching support)
- Assess student progress via data and goals
- Revisit the inquiry steps to continue the improvement process and identify next steps



Coaching, model classrooms, and peer observation will serve as in-classroom supports for ensuring the strategies are being implemented and executed strategically to support student learning. A teacher will have at least two coaching, model classroom, or peer observation experiences on a weekly basis, complementing the PLC time. The opportunity for teachers to observe other teachers engaged in best practice is critical. There will be one model classroom for every content area in the school, building toward one model classroom for every content area in every grade. Each model classroom will have star elements that may include the following: clear and explicit structures, differentiated strategies to meet the multiple learning styles in the room, differentiated instruction through interventions for students at different levels of proficiency, best practice with PBS, efficient and effective use of the classroom as a learning environment, and strategies that allow students to work cooperatively. This last element combines all the best of the aforementioned elements. In a classroom that utilizes cooperative learning strategies well, students are grouped with students of different ability levels. The students work together, engaged in a task in which the entire team is responsible for both improving skills and gaining content knowledge – together – and become responsible for the learning of each member of the group. A classroom like this, in which all elements of best practice are present, serves as the best model for other teachers to improve their own practice.

As shown above, as patterns and issues in instructional practice emerge, these serve as the focal points for monthly staff development sessions. Similarly, as teachers learn about their own strengths and areas in need of growth, they will, in coordination with the leadership team, select their own professional learning opportunities that will help them improve their practice.

A critical area that will cut across all professional development is the teacher's use of technology to enhance teaching and increase student learning. DPS is committed to identifying funding sources for a technology upgrade in the turnaround schools, including the leveraging district resources for supporting teachers in the use of technology. As the technology is assessed and upgraded, appropriate timing and entry points for supporting staff will be identified. This includes whole-staff training opportunities, PLC time dedicated to using technology as a tool, and trainings offered outside school. Ensuring that all teachers know how to use technology effectively as an instructional tool is critical to bringing 21<sup>st</sup> Century learning to the district's turnaround schools.

There are several human capital initiatives sponsored by the Office of School Turnaround (OST), as well as within the district that further enhance the professional support strategies outlined above. First, all schools will develop a proposal to achieve Innovation Status. District staff from the OST and the Office of School Reform and Innovation will support the development of this proposal. Removing roadblocks that may hinder the schools' ability to meet dramatic turnaround goals is critically important, which is why it is important to provide the flexibility necessary for turnaround schools to make the most of people, time and money. The development of a recruitment plan for finding and hiring the best turnaround teachers and leaders is already underway by the OST,

who is partnering with experts in this arena. In the same vein, developing evaluations that determine if teachers are adhering to professional standards and are able to support students in significant achievement gains is critically important. The Gates Foundation-funded teacher evaluation work current taking place in the district will be the basis upon which turnaround schools can structure a new, appropriate evaluation system for teachers. Finally, the Turnaround Incentive Program (TIP), implemented in the second and third years of the grant funding cycle, will reward teacher teams whose students have demonstrated significant growth. Not only does this incentivize team-based collaboration in service of improved student achievement, it also provides financial supports that would encourage good teachers to stay in their positions. In this way, TIP serves as both a reward and a retention incentive.

### Improvement Level 2: Human Capital Development

<i>Description of Actions Steps</i>	<i>Timeline</i>	<i>Key Personnel</i>	<i>Resources</i>	<i>Benchmarks</i>
Develop a schedule for weekly PLC meetings identifying step in the data cycle. PLCs will meet in both content area and grade level teams. The schedule will indicate periods for coaching and peer observation by teacher.	Weekly beginning August 2010	Principal, Leadership Team, Teachers	Time in the schedule mandated for PLCs	PLC agendas, notes, and minutes, student PEPs
Develop and implement a schedule including roles/responsibilities for the leadership team regarding facilitating/supervising PLCs, conducting classroom observations, and coaching	June 2010	Principal Leadership Team		Schedule developed
Select grade team and content area team leaders to facilitate meetings, responsible for reporting out progress	August 2010	Teacher leaders	Roles are unpaid teacher leadership opportunities	Selection of teacher leaders
Develop clear protocols and expectations for coaching, peer and	June 2010	Dean of Instruction	Printing	Protocols used daily to inform coaching and

administrative observations, including specific forms to provide critical feedback		Leadership Team Teacher Leaders Teachers		feedback conversations, as well as to inform PLC work
Revise approach to new teacher induction including support, mentoring to meet the unique and real needs of new teachers	June-August 2010	Dean of Instruction Leadership Team Teacher Leaders Teachers	Best practice resources on new teacher induction, such as the book Finders and Keepers	Implementation of new teacher induction plan
Develop a “manual” of protocols that delineates expectations; a living document that can be amended as the school improves – a “binder” that includes the protocols, as well as materials for PD and space for data and reflection tools	June-August 2010	Dean of Instruction Leadership Team Teacher Leaders Teachers	Materials costs	Development and use of manual
Provide training for administrators in facilitating a data cycle/process during PLC sessions	June 2010	Principal Leadership Team	Time at the principal and leadership team retreats	Completion of training and evidence of effective facilitation
Develop principal leadership goals and schedule monthly coaching sessions	August 2010	Principal Executive Coach		Goals and schedule
Conduct an assessment of the teaching staff skills using a lesson driven protocol	August/September 2010	Principal, Dean of Instruction		Completed assessment with next steps for school wide PD listed
Identify 2-3 model classrooms or “learning labs” for teachers to observe best instructional practice by	Nov 2010	Principal Leadership		Identification of classrooms

content area		Team		
Develop a schedule for monthly whole-staff development aligning focuses to address instructional issues that emerge from work in PLCs	August 2010 Ongoing	Principal Leadership Team		Schedule developed
Offer opportunity/requirement for all teachers become ELA-E certified within 2 years	2010-2012	Teachers College personnel	Release time for learning walks, coaching, materials	Evidence of school-wide implementation during learning walks
Provide teacher professional development in culturally competent instruction as part of PLCs	Sept-Nov 2010	Principal Dean of Instruction	Internal or external partner	Evidence of impact of PD on classroom instruction visible in observation protocols
Continue resource mapping to capitalize on expertise/knowledge in the teaching faculty	2010	Resources mapping committee	Incentives include honor/acknowledgement of leadership	Survey
Develop Instructional Technology Plan to increase teacher's use of technology to enhance teaching and increase student learning. <i>(Note: DPS will identify funding sources for technology upgrade at turnaround schools and plans to contribute current resources to the upgrade, as well. Ideally, the school should pursue a 1:1 computer phase-in model.)</i>	Plan developed by January 2011	Principal, Leadership, External Partner	PD sessions	Instructional technology plan, including technology upgrade and teacher training
Develop and submit a proposal to achieve Innovation status	December 2010	Principal, Teachers, OST	Teacher release time to write proposal	Proposal to present to Board of Education

		Office of School Reform and Innovation		
Develop and implement a recruitment plan for finding and hiring the best talent, both turnaround leaders and teachers	Plan finalized by October 2010	Office of School Turnaround Human Resources	Travel and materials	High quality staffing and high retention rates
Research and design new evaluation system in collaboration with the Gates Foundation-funded Teacher Effectiveness work taking place district-wide	2010-2013	Office of School Turnaround, Gates Steering Committee	Time to develop	Rollout of new evaluation system
Develop and implement a system of team incentives for increased student achievement: Turnaround Incentive Program (TIP)	January 2011-2013	Office of School Turnaround, HR, External Partners	Office of School Turnaround time to develop	Rollout of incentive program

### Improvement Lever 3: Community Involvement and Engagement

The third component to improving achievement at Montbello is to promote COMMUNITY INVOLVEMENT AND ENGAGEMENT, inviting parents to become partners with the school in support their students' learning.

Described above, the FNECC will continue to play a key role in the collaboration between community, schools, and district.

The principal, leadership team, and teachers will also play a key role in establishing these connections. A beginning of year orientation will help establish mission and vision based on shared beliefs. A Home Visit Program will build trust and relationships between the school and home.

Several steps need to be taken in order to fully reorient and target community engagement in such a way that it serves all members of the community. A Community Liaison will be responsible for making essential connections and for facilitating the link between parents and school. S/he will do this through the taking the lead on several activities including:

- Taking inventory of current student services and restructure offerings to decrease duplication, ineffectiveness and increase accessibility to all stakeholders
- Taking the lead on communications, including celebrating successes through announcements, assemblies, and written communication – all bilingual
- Ensure that more bilingual staff are involved with the counseling center, Nulites, CSC meetings, and PCI center
- Organizing regular celebrations of student performance by inviting parents and community members to attend displays of work and presentations
- Organizing student led conferences to enhance and increase parent participation in student learning (in collaboration with teachers)
- Organizing regular social events involving the students that attract parents into the school, such as picnics and dances (like the “Big Do” on a Saturday)

The Community Liaison will also be responsible for reaching out to the business community and key stakeholders. S/he will conduct an audit of current community resources and programs and re-align support to increase effectiveness to improve Montbello’s student achievement outcomes. S/he will also forge relationships with local commerce and industry so that the school has closer ties with local companies and associations.

Ensuring there are key structures built in to facilitate ongoing communication, the Community Liaison will work with the Collaborative School Committee and will develop and update the school website to be bilingual so that all parents and community members can access information about the school, including homework and details of the curriculum provided in each grade level. In addition, s/he will work with a communications consultant who will help develop a set of norms, protocols, and expectations for bilingual communications and marketing both internally and externally.

The school will also provide some adult education opportunities, including English classes for parents, Spanish classes for teachers, and other adult education opportunities through the school’s Re-engagement Center (ReC).

### Improvement Level 3: Community Involvement and Engagement

<b>Description of Actions Steps</b>	<b>Timeline</b>	<b>Key Personnel</b>	<b>Resources</b>	<b>Benchmarks</b>
Continue organizing the series of meetings for key stakeholders during the spring to, involving them in the planning and implementation of improvement strategies	2010-2013	FNECC	<i>Provided by district and A Plus Denver</i>	Agendas of community meetings and deliverables for each meeting
Build the mission of the school on the shared beliefs and common vision of the school community through a beginning of year orientation for parents. At this event, expectations will be shared (parents to school, school to parents) and in particular, a sharing the communication strategies to which the school is committed	May-Sept 2010	Principal Leadership Team, Teachers Parents Students Community Members	Community partners and businesses	Mission statement that defines practices, shared beliefs and common vision aligned to support student learning.
Prepare a schedule for teacher visits to students' homes (Home Visit Program). The lowest achieving students will be first priority to receive the home visit. Visits will be conducted in the families' home language	Sept 2010	Teachers	Small stipend for teacher visits to student homes	Home visit log
Develop a set of norms and practices for communication to	Sept-Oct 2010	Community Liaison		Norms developed, distributed, and followed

be used school-wide		Consultant		
Celebrate successes through announcements, assemblies, and written communication – all bilingual	August 2010 Ongoing	Leadership Team, Teachers	Materials for communication	Copies of announcements, positive news stories, Student engagement survey
Organize regular celebrations of student performance by inviting parents and community to attend work displays and presentations.	Bi-monthly	Principal, Leadership Team, Teachers, Community Liaison	Supplies Staff time for school events	Roster of student performances/celebrations of learning.
Organize student-led conferences to enhance and increase parent participation in student learning	Dec 2010 April 2011	Principal, Leadership Team, Teachers	Preparation of teaching materials to guide this process	Student led materials/video portfolio
Develop a schedule of community events (picnics, dances) that is year-round	Sept 2010 Ongoing	Community Liaison Teachers Student leaders	Meeting space Refreshments Printed Materials Invitations Personnel time to organize event and prepare materials	Calendar of events
Conduct an audit of current community resources and programs and re-align support to increase effectiveness of Montbello's student achievement outcomes.	Oct 2010	Community Liaison, Office of Community Engagement		Log and analysis of community and parent outreach activities and plan for improvement
Forge relationships with local commerce and industry so that	Ongoing	Principal, Community		List of identified partners and potential



the school has closer ties with local companies and associations.		Liaison, Office of Community Engagement		contributions/interests
Revitalize and renew the Collaborative School Committee	August 2010	Principal Community Liaison DPS PFL Team CSC	Team building activities Facilitator for mission/visioning process	Roster of Collaborative School Committee activities
Develop the school website so that it is bilingual so that all parents and community members can access information about the school, including homework and details of the curriculum provided in each grade level. Teachers will have updated class websites connected to the homepage that are user-friendly for students and their parents.	Sept 2010	Community Liaison Library Media Specialist	Staff time to develop and update website.	Functional and informative website
Develop a physical and visual directory of school staff (with photos, roles) to map the resources in the school; have available as a handout on the website	Sept 2010	Community Liaison	Materials, if necessary	Map as handout and on website
Offer English classes for parents at school	Oct 2010	Spanish teacher, guest teacher	Child care, space, books, stipends	Roster of parents attending

Offer Spanish classes for teachers/community members	Oct 2010	Guest teachers	Stipend/payment for Spanish teachers	Roster of teachers attending
Align the role of the Parent-Family Liaison to fit the restructuring of student services and the community engagement approach	August 2010	Principal and Community Liaison		
Provide parent and community members with opportunities to receive various trainings the school's Re-Engagement Center	Beginning Sept 2010	Principal ELT Coordinator Community Liaison	Pay for workshop leaders (from ReC Center budget)	Roster of participation from classes and calendar of events

### Conclusion

The improvement plan detailed above shows step-by-step how Montbello High will support and be supported in making dramatic increases in student achievement during the next three years. The fidelity to implementation of this plan will be monitored to ensure the most powerful levers and actions have been identified and that, when implemented, are making a difference. Such monitoring will provide needed evidence to course correct in order to meet established goals.

## Noel Middle School

### *A Plan for Dramatic Improvement*

#### **Introduction and Context**

Rachel B. Noel Middle School is the second lowest performing middle school in the Denver Public Schools according to the district's School Performance Framework, a tool used by the district to evaluate school performance in terms of student achievement and overall organizational strength using a variety of longitudinal measures. Noel's student achievement is low, with less than 1/3 of students performing at proficient levels on achievement tests.

Noel Middle School (along with one K-8 school) is the "feeder" school, whose students attend Montbello High School. As described in the Montbello High School plan, key stakeholders in the far northeast region of Denver are engaged in a collaborative problem-solving effort. Recognizing this need, a committee convened by A Plus Denver in partnership with Denver Public Schools, began the collaborative work of long-term planning in April. The Far Northeast Community Committee (FNECC) examines issues critical to Far Northeast Denver schools including: academic performance, effective feeder patterns, program offerings, high school configurations, school overcrowding, and strategies to close the achievement gap and meet the needs of English Language Learners. Throughout 2010, the FNECC will continue to work together to provide guidance and problem solving around the vision for schools in the far northeast. This includes the potential opening of new schools in the 2011-2012 school year in order to provide high quality choice in the region. The key dates and process deliverables are shown in Figure B.

Figure B. FNECC Process

April 6, 2010	Introduction to process and brainstorm of values that define the FNE community
April 27, 2010	Review of values and development of a set of "principle" statements upon which future work will be based
May 11, 2010	Review of principles and brainstorm of related actions; identification of gaps in the principles
May 25, 2010	Opportunity for anyone in community to participate in continued refinement of principals
June 8, 2010	Final refinement of principles
August-Sept, 2010	Meeting dates and agendas TBD
Sept 30/Oct 7, 2010	FNECC presents the process to the Board of Education
October 21, 2010	FNECC presents recommendations to the Board of Education

While Noel and Montbello share a feeder pattern that is connected to an identity from which both schools are looking to re-emerge with a new identify, the problems of Noel are also unique from those of Montbello. Like Montbello, significant administrative turnover over the past few years has left the school without a clear vision and set of norms from which to operate that are based in a common set of agreements or beliefs. This lack of stability has left the staff without a focus and in a somewhat “fractured” state. The current principal, Sylvia Bookhardt, along with Noel staff, has identified the absolute need for “one Noel” – to bring everyone together to work to dramatically improve student achievement. The steps in the action plan below aim to set up the systems needed to provide clarity on daily instruction, operations, expectations and accountability for contributing to the common vision for the Rachel B. Noel Middle School.

### Evaluation Plan: Interim Targets and Goals

According to the RFP the turnaround school will be judged successful in the turnaround efforts when the students it serves are performing at levels comparable to students’ average performance in low-poverty schools across the state. Schools will be required to meet achievement levels in the core academic subjects that equal or exceed the average level for the state’s non-low-income students.

#### NOEL MIDDLE SCHOOL

The first table shows percent proficient and advanced by grade and subject for three years and sets targets for the next three years.

#### Noel Middle School 6<sup>th</sup> Grade Academy CSAP percent proficient and advanced:

Grade	Subject	2007	2008	2009	2010	2011 GOAL	2012 GOAL	2013 GOAL
6 <sup>th</sup>	Reading	25	33	24	TBD	45	60	70
	Math	27	26	28.5	TBD	45	55	62
	Writing	19	19.5	24	TBD	45	55	60
7 <sup>th</sup>	Reading	30	32	27	TBD	45	60	65
	Math	16.5	16.5	27	TBD	40	48	55
	Writing	28	16	32.5	TBD	45	55	65
8 <sup>th</sup>	Reading	23	30	24.5	TBD	40	53	63
	Math	5.5	11	10	TBD	30	40	50
	Writing	11	18	11	TBD	30	40	50

The following tables show CSAP growth data by school for reading, writing, and math, with a line comparing the percentage growth with the state’s growth for both FRL and non-FRL children. The data of the non-FRL children will be used to set targets for Lake students for 2011-2013.

**Noel Middle School 6<sup>th</sup> Grade Academy CSAP growth:**

	2007	2008	2009	2010	2011 GOAL	2012 GOAL	2013 GOAL
READING TOTAL	44	50	38	TBD	*	*	*
State FRL/non-FRL (Reading)	46/52	48/51	47/52		---	---	---
WRITING TOTAL	52	48	54	TBD	*	*	*
State FRL/non-FRL (Writing)	48/52	48/52	49/52		---	---	---
MATH TOTAL	43	40	40	TBD	*	*	*
State FRL/non-FRL (Math)	46/51	47/52	47/51		---	---	---

\* Meets or exceeds state average for non-FRL students

**Action Plan**

To ensure success for Noel’s students and teachers in the upcoming year and to meet these ambitious goals, critical steps must be taken to address the current gaps that exist. The transformation action plan below details specifically the steps that will be taken to dramatically improve the school. These steps are organized into three essential levers that develop the level of capacity necessary for improvement: building instructional and operational systems, supporting professionals, and engaging the community.

**Improvement Lever 1: Building Instructional Structures, Systems and Processes**

A thorough analysis of quantitative and qualitative data revealed that Noel lacks the INSTRUCTIONAL STRUCTURES, SYSTEMS, AND PROCESSES to drive student achievement. Some structures are under development, but the establishment of systems must be accelerated through the identification and codification of practices by all staff members across the school. Ms. Bookhardt’s will select a “transformation team,” a group of teacher leader representatives who will be responsible for leading this effort.

The first step to improvement is systematizing practice so that it meets state, national, and professional standards, and takes it further by identifying engaging approaches to offering a high quality learning experience for students. Noel's curriculum guides will be developed during summer 2010 and throughout the next two years by a select and representative group of teacher leaders who will work on detailed curricular plans for major subject areas. This work will utilize backward planning and will map to both Colorado state standards. These maps will indicate what teachers need to teach and what students need to know, and will be both vertically and horizontally articulated.

The curriculum guides will be the foundation upon which all lessons, tasks, and assessments are based. These guides will define performance measures for each standard within reading, writing, math, science, and social studies. Included in these guides will be a set of interventions, providing teachers with guidance on differentiating classroom instruction to meet individualized needs of students, while helping all students attain standards. This differentiated approach will accordingly require time built into each lesson for intervention, acceleration and re-teaching depending on the teachers' assessment of each student's mastery of the standards. All teachers will be expected to align lesson objectives, tasks, and assessments to these guides throughout the year. Grading practices will be also be aligned with mastery of standards and will reflect both product, as well as progress. Correspondingly, zeros will not be permitted and students who are not completing work or meeting standards will be supported with through intervention until mastery is reached. Opportunities to collaborate and reassess the curriculum guides and lessons will be an inherent component in the process set up for Professional Learning Communities (PLCs discussed under Improvement Lever 2). The curriculum guides will organize and drive the content and approach to instruction in Noel's classrooms, while the master schedule will be restructured in such a way that maximizes implementation. This means including in the schedule daily time for teachers to meet in PLCs.

A method for supporting each student's individual learning needs is to organize students into groups of 12-15 for "learning families." The teacher who leads each learning family of students will be the main point of contact for parents in the school. In addition, there will be a defined set of deliverables and guidelines for making the most out of learning families. Teachers heading up learning families will be in charge of helping students complete and regularly update their Personal Education Plans (PEPs). This is the critical document all counselors and teachers will use to best meet the needs and support the progress of each individual student. Then these documents are an excellent way of looking at individual student data during PLCs.

An Rachel B. Noel (RBN) Handbook FOR STAFF will be developed to codify systems and expectations. This handbook will include a set of protocols/norms for best practice operational management, including norms and tools for communication (including emailing, announcements, phone calls home, advance notice of meetings, student attendance, professional expectations regarding absences

and tardiness); teacher, student, and parent expectations; such as expectations for exemplary student work and the use of space/the classroom as a learning environment. Expectations for attendance will also be delineated in the handbook. Such a handbook will help with the lack of clarity in regard to professional norms and expectations that currently exists.

In support of the building of instructional systems at Noel, the Beacon Neighborhood Center offers an after school program and summer academy through a partnership with the school. Noel Beacon Neighborhood Center offers “out of school time” programming, parent engagement, partner coordination and wrap-around services. To this end, the Center partners with dozens of organizations to support the success of youth and families to facilitate on-site service provision, ensuring access to community-based services. What makes this Beacon Neighborhood Center unique from other after-school programs, however, is that certified Noel teachers will be hired to staff both the after school and summer programs to make the essential connection between what is being taught and learned during the school day to the after-school tutoring and intervention support. This will provide the opportunity for teachers to work in small groups or individually with students to accelerate learning for all students at all levels of proficiency.

Integral to success is the development of systems for accountability and measuring progress. A structured approach to overall program monitoring will help teachers on an ongoing basis target intervention. These data will also drive PLC meetings, support the school faculty in making determinations about the effectiveness of the instructional strategies being utilized in terms of meeting state standards. Noel will work with DPS’ Department of Assessment Research and Evaluation to select from a battery of benchmark assessments those that would be most effective given the high school curricular goals. Qualitative data through classroom observation and school visit observation will also be collected in order to best monitor instruction and plan implementation and to identify when course correction is required.

In order to establish a new mission and vision for the school that develops ownership for the instructional approach outlined above, Noel staff and faculty will attend a retreat scheduled in August. The transformation team will also meet in a retreat setting both during the summer and in mid-winter to develop concrete roles, plans, and protocols for implementation and to perform data analyses on progress. This is a critical piece in the evaluation of the program and progress at the school level.

### Improvement Level 1: Building Instructional Systems, Structures and Processes

<i>Description of Actions Steps</i>	<i>Timeline</i>	<i>Key Personnel</i>	<i>Resources</i>	<i>Benchmarks</i>
Hire an Dean of Instruction to organize and lead the strategic professional support plan for the school, including facilitating PLCs and coaching	June 2010	Principal	FTE	Dean of Instruction hired
Hire an executive coach to work with the principal	August 2010	Principal Executive coach ED of OST	Pay for executive coach	Coach hired
Hire a Communications Manager to facilitate and enhance community involvement and parent engagement.	June 2010	Principal Support from community members	FTE	Community Manager hired
Identify a transformation team who will lead the school in implementing the mission and vision, based on core values	June 2010	Principal	Selection of team	Roster of transformation team, including roles and responsibilities
Provide retreats during summer for staff members to develop a mission and vision for a school-wide commitment for expectations and practices aligned to school improvement, and to continue planning and monitoring	Summer 2010 Summer 2011 Summer 2012	Principal, Transformation Team Teachers External Partners	Facility/meals Per diem pay for teachers Facilitator (possible)	Agenda from retreats and deliverables (planning documents) Roster of attendees
Provide a retreat for transformation team mid-winter to do mid-year data analysis	January 2011	Principal Transformation Team	Facility/meals Facilitator (possible)	Agenda from retreat and deliverables (progress monitoring) Roster of attendees



<p>Develop curriculum guides that are vertically and horizontally aligned, based on CO state standards Use backward design as part of mapping/planning process</p>	<p>Reading, writing and math curriculum guides completed by August 2010  Science and social studies curriculum guides completed by August 2011</p>	<p>Principal Transformation Team Teachers External Partner</p>	<p>Pay for teachers</p>	<p>Curriculum guides developed and utilized by all teachers for planning</p>
<p>Develop a master schedule that provides time for daily PLCs</p>	<p>May 2010</p>	<p>Principal Transformation Team</p>		<p>Schedule developed</p>
<p>Organize groups of 12-15 students into “learning families,” with a defined set of deliverables and guidelines including supporting individual students, being the point of contact for parents</p>	<p>August 2010</p>	<p>Principal AP Dean of Instruction Teachers</p>	<p>Time in schedule Materials to guide best practice for student advisories and relationship building, such as The Morning Meeting Book</p>	<p>“Learning Families” in schedule and evidence that support is further developing relationships with students and families and promoting student achievement</p>
<p>Develop an RBN Handbook for teachers and school staff to delineate and codify school wide operational, communication, and professional practices</p>	<p>June 2010</p>	<p>Principal Committee</p>	<p>Release time and materials for printing</p>	<p>Publication and review of handbook for August retreat</p>

Develop and use district required summative and formative assessments and recording systems, so that the progress of all students is monitored as students move through the school, as well as to inform instruction.	August 2010 (Ongoing)	Principals, Transformation Team, Teachers, DPS Assessment, Research and Evaluation Program Evaluator	DPS electronic benchmark system, pre/post assessments, rubrics, portfolios, response logs, and student work	On-going analysis of data in teacher PLC meetings, with identification of strategies to remedy or support solutions. Log of teacher PLC sessions identifying analysis and strategy Use of PEPs
Monitor and provide feedback to teachers on lesson planning, lesson delivery and student work	Daily	Principal, Transformation Team Executive coach DPS Office of School Turnaround		Protocols used daily to inform coaching and feedback conversations, as well as to inform PLC work
Offer an after school program and summer school academy through a partnership with Beacon Neighborhood Center	Summer 2010 M-F beginning Sept 2010	Principals, Transformation Team, Teachers Catholic Charities	Hire teachers for 2-3 hours afterschool per day and during the summer for 90 hours of teaching for summer program Academic materials <i>Program will be supported by two additional FTEs, funding by a different grant</i>	Student attendance rosters and work product deliverables

## Improvement Lever 2: Human Capital Development

The low student achievement and lack of systems to manage instructional practice at the school indicates the need for an experienced instructional leader to work in collaboration with the principal to support the implementation of these systems. The “Dean of Instruction,” therefore, will be responsible for implementing a concerted effort to provide multiple supports for staff development and success, which is key to the HUMAN CAPITAL DEVELOPMENT strategy that will drive student achievement at Noel.

The Dean of Instruction will work with transformation team as a whole, who will be responsible for facilitating professional learning and support school-wide, with cross-functional, as well as distinct roles and responsibilities. The principal, of course, is responsible for consistent supervision of teaching staff, with significant time daily spent in classrooms, including a response method for sharing observations. All members of the transformation team, including the Dean of Instruction will spend time in classrooms, supporting teachers and providing feedback, focusing on instruction and classroom management. The transformation team will also conduct learning walks with a protocol that they developed together.

To best support the principal and the myriad of demands on her, she will have an executive coach with whom she works. Recognizing that the work of the turnaround principal is unique and takes the principal above and beyond typical school leadership responsibilities, a coach with whom the principal can develop a strong professional relationship will be critical for her own development. Drawing from the CLASS model developed by the New Teacher Center and the Association of California School Administrators, the approach for executive coaching for turnaround principals is the following: The coach is a "different observer" of the coachee and his/her context. Bringing a different perspective to the relationship, the coach can see both circumstances and possibilities that the coachee can't. The coaching relationship is based upon trust and permission. The coach moves between instructional and facilitative coaching strategies based upon assessment of the coachee's needs and in pursuit of agreed-upon goals. The coach's fundamental commitment is to student success, and the coach will appropriately push the coachee to that end.

An assessment of the principal's leadership strengths and weaknesses will be conducted between June and August 2010. From that assessment, the executive coach and principal will set leadership goals for the year. The coach will work with the principal to achieve the leadership goals throughout the year, with at least one face-to-face meeting each month.

In addition to enhancing the principal's leadership skills, the coach will be expected to help the principal drive improved student achievement. During these observation periods and meetings, the coach will review summative and formative student data with the principal and data collected on teacher effectiveness through use of the observation protocol. They will spend time together

conducting observations, focusing on areas noted in the PLC work as targeted areas. The principal will also participate in a summer turnaround principal's retreat and monthly turnaround leadership institutes to have the opportunity to meet in professional learning networks with colleagues also engaged in turnaround leadership.

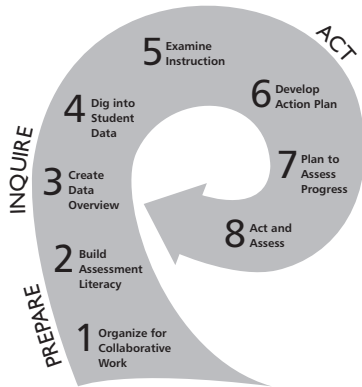
Similarly, the principal will be responsible for ensuring that leadership team members are well equipped and are performing in their roles as school leaders, supervising and at times serving as a coach for them, and they, in turn serve in a coaching capacity for teachers. The leadership team will participate in a summer turnaround leadership team retreat to further develop the plan for the upcoming year and to prepare for the 5-day whole-staff retreat.

The approach for teacher professional development at the school will consist of the following:

1. Summer retreats for planning and preparation for the school year: mission/vision, curriculum mapping, norm setting, planning, data team preparation.
2. Weekly vertical and horizontal PLC meetings in which data is analyzed, instructional strategies are identified and teachers support each other in planning for implementation, followed by reflection and next steps
3. In-classroom coaching support
4. "Model classrooms" for teachers to observe best practice, as well as peer observation
5. Monthly whole-staff professional development sessions based upon needs that arise from the PLC work
6. Opportunities for faculty and staff to individualize professional learning through attending workshops or conferences outside of school

This work gets extended throughout the year in weekly vertical and horizontal PLC meetings. During these structured work times, teams meet to analyze data and draw conclusions, set a plan for addressing the issues that emerge from the analysis with specific interventions or strategies, and check in methods after applying the strategy through a re-examination of data. These interventions will certainly include the school-wide strategies implicit in PBS, RtI and literacy strategies across content areas, as well as additional strategies to pull into the conversation as instruction improves and need areas become more targeted. Members of the leadership team will facilitate the weekly PLC meetings. An example of this process is the "Data-Wise" approach, shown in Figure A.

Figure A: The Data-Wise Improvement Process



The data wise instructional improvement process *centers on three key phases: prepare, inquire, and act*. As the graphic central to this process shows, this pathway of phases is cyclical and requires schools to consistently re-inquire and act accordingly.

In the “prepare” phase of the Data Wise Improvement Process (Steps 1 and 2), PLCs (which may also be called data teams) organize for collaborative work and build assessment literacy. This phase of the Data Wise is a one-time event and will take place during the summer retreat, as it sets the stage for inquire-act parts of the process that the PLCs will cycle through during the year. In the “inquire” phase of the Data Wise Process (Steps 3, 4, 5), data teams/PLCs develop a data overview, dig into the data by analyzing it, and key examine instructional practices. Then in the “act” phase (Steps 6, 7, 8), teachers develop an action plan, as well as a plan to assess student progress, then use the strategy or intervention in the classroom, and come back to the PLC to share, reflect, and determine next steps. This is when the Process cycles back around to the “inquire” phase.

Depending on the story the data tell, the problem of practice identified, the structure of the PLC, the facilitator of the PLC and other unique variables, the amount of time spent on each phase and each step within the phase will vary. An entire “inquire” phase could fit into the hour a PLC meets or the PLC may determine that time is best spent with just Step 3 or Step 3 and 4, reviewing and digging into the data and really deeply analyzing it.

The steps of the Data Wise Improvement Process are shown in Figure B.

Figure B. Data Wise Details

## **PREPARE**

### **Step 1: Organize for Collaborative Work:** *Building a data- or inquiry-based culture*

- Assign Data Teams
- Develop a structure and schedule that supports inquiry and collaboration
- Develop protocols, norms, and a collaboration structure to support difficult conversations

### **Step 2: Build Assessment Literacy:** *Being able to “read” and interpret data*

- Develop a staff understanding of score reports, inferences, and key concepts such as: reliability, validity, measurement error, and sampling error.
- Awareness of “gaming the system” and the dangers of teaching to the test
- Identify key sources of data including benchmark tests, daily/weekly informal assessment, and other student work that reveals understanding

## **INQUIRE**

### **Step 3: Create a Data Overview:** *How to present the data*

- Repackage data to present patterns and trends to the teaching staff
- Engage teachers in structured and protocol-driven conversations about what exists in the data
- This overview can be a collaborative effort, though time may be better spent when the Leadership Team develops the overviews

### **Step 4: Dig into Data:** *Identifying a Learner-Centered Problem*

- Analyze student data to identify problems of understanding common to many students as shown on assessments or student work
- Focus on data both in the overview as well as other sources (triangulate data)
- Support and protocols to drive through difficult points and conversations
- Arrive at the goal of a shared understanding of what students need the most

### **Step 5: Examine Instruction:** *Problems of Practice*

- Develop a vision of what effective instruction of the learner-centered problem looks like
- Support from leaders and coaches on what is actually happening in classrooms versus what is needed in classrooms – *the*

*classroom observation protocols can help provide evidence to support this discussion*

## **ACT**

### **Step 6: Develop an Action Plan:** *Solutions!*

- Decide on an instructional strategy to solve the problem of practice and develop a vision of what it would look like in classrooms
- Writing the plan and document roles and responsibilities
- Identify professional development and instruction needed to achieve the plan

### **Step 7: Plan to Assess Progress:** *How will success be measured?*

- Decide what short-, medium-, and long-term data will be collected
- Create short-, medium-, and long-term goals from the collected data

### **Step 8: Acting and Assessing:** *Living the action plan*

- Ensure that everyone is on the same page (consistency over conformity)
- Monitor and support team members living up to responsibilities (accountability for deliverables at PLCs, coaching support)
- Assess student progress via data and goals
- Revisit the inquiry steps to continue the improvement process and identify next steps

Coaching, model classrooms, and peer observation will serve as in-classroom supports for ensuring the strategies are being implemented and executed strategically to support student learning. A teacher will have at least two coaching, model classroom, or peer observation experiences on a weekly basis, complementing the PLC time. This work will build upon the current Model Teacher Program at Noel. The opportunity for teachers to observe other teachers engaged in best practice is critical. There will be one model classroom for every content area in the school, building toward one model classroom for every content area in every grade. Each model classroom will have star elements that may include the following: clear and explicit structures, differentiated strategies to meet the multiple learning styles in the room, differentiated instruction through interventions for students at different levels of proficiency, best practice with PBS, efficient and effective use of the classroom as a learning environment, and strategies that allow students to work cooperatively. This last element combines all the best of the aforementioned elements. In a classroom that utilizes cooperative learning strategies well, students are grouped with students of different ability levels. The students work together, engaged in a task in which the entire team is responsible for both improving skills and gaining content knowledge – together – and become responsible for the learning of each member of the group. A classroom like this, in which all elements of

best practice are present, serves as the best model for other teachers to improve their own practice. In addition, the Dean of Instruction will be trained in Cognitive Coaching strategies, and will work with teachers to adapt strategies for dialogue when debriefing learning walks or meeting in PLCs.

As shown above, as patterns and issues in instructional practice emerge, these serve as the focal points for monthly staff development sessions. These monthly sessions will also focus on overall progress monitoring. Monthly professional development days will provide time for PLCs/data teams to meet and to focus more intensively on specific instructional strategies. For example, staff have already identified a key area for development, focusing on classroom management from an adolescent developmental perspective, including techniques for de-escalating conflict and empowering students. Similarly, as teachers learn about their own strengths and areas in need of growth, they will, in coordination with the transformation team, select their own professional learning opportunities that will help them improve their practice.

A critical area that will cut across all professional development is the teacher's use of technology to enhance teaching and increase student learning. DPS is committed to identifying funding sources for a technology upgrade in the turnaround schools, including the leveraging district resources for supporting teachers in the use of technology. As the technology is assessed and upgraded, appropriate timing and entry points for supporting staff will be identified. This includes whole-staff training opportunities, PLC time dedicated to using technology as a tool, and trainings offered outside school. Ensuring that all teachers know how to use technology effectively as an instructional tool is critical to bringing 21<sup>st</sup> Century learning to the district's turnaround schools.

There are several human capital initiatives sponsored by the Office of School Turnaround (OST), as well as within the district that further enhance the professional support strategies outlined above. First, all schools will develop a proposal to achieve Innovation Status. District staff from the OST and the Office of School Reform and Innovation will support the development of this proposal. Removing roadblocks that may hinder the schools' ability to meet dramatic turnaround goals is critically important, which is why it is important to provide the flexibility necessary for turnaround schools to make the most of people, time and money. The development of a recruitment plan for finding and hiring the best turnaround teachers and leaders is already underway by the OST, who is partnering with experts in this arena. In the same vein, developing evaluations that determine if teachers are adhering to professional standards and are able to support students in significant achievement gains is critically important. The Gates Foundation-funded teacher evaluation work current taking place in the district will be the basis upon which turnaround schools can structure a new, appropriate evaluation system for teachers. Finally, the Turnaround Incentive Program (TIP), implemented in the second and third years of the grant funding cycle, will reward teacher teams whose students have demonstrated significant growth. Not only does this incentivize team-based collaboration in service of improved student achievement, it also provides financial



supports that would encourage good teachers to stay in their positions. In this way, TIP serves as both a reward and a retention incentive.

### Improvement Level 2: Human Capital Development

<i>Description of Actions Steps</i>	<i>Timeline</i>	<i>Key Personnel</i>	<i>Resources</i>	<i>Benchmarks</i>
Develop and implement a schedule including roles/responsibilities for the transformation team regarding facilitating/supervising PLCs, conducting classroom observations, and coaching	June 2010	Principal Transformation Team		Schedule developed
Develop a schedule for weekly PLC meetings identifying step in the data cycle. PLCs will meet in both content area and grade level teams. The schedule will indicate periods for coaching and peer observation by teacher	Weekly beginning August 2010	Principal, Transformation Team, Teachers	Time in the schedule mandated for PLCs	PLC agendas, notes, and minutes, student PEPs
Select grade team and content area team leaders to facilitate meetings, responsible for reporting out progress	August 2010	Teacher leaders	Roles are unpaid teacher leadership opportunities	Selection of teacher leaders
Develop clear protocols and expectations for coaching, peer and administrative observations, including specific forms to provide critical feedback;	June 2010	Dean of Instruction Transformation Team Teacher Leaders Teachers	Printing	Protocols used daily to inform coaching and feedback conversations, as well as to inform PLC work
Conduct learning walks to collect data regarding implementation and	Sept 2010	Principal AP	PD support and materials on	Use of protocol to collect critical data on

progress of the transformation plan		Dean of Instruction Transformation Team	conducting learning walks	implementation
Create a new teacher induction plan including support, mentoring to meet the unique needs of new teachers	June-August 2010	Dean of Instruction Transformation Team Teacher Leaders Teachers	Best practice resources on new teacher induction, such as the book Finders and Keepers	Implementation of new teacher induction plan
Develop a “manual” of protocols that delineates expectations; a living document that can be amended as the school improves – a “binder” that includes the protocols, as well as materials for PD and space for data and reflection tools	June-August 2010	Dean of Instruction Transformation Team Teacher Leaders Teachers	Materials costs	Development and use of manual
Provide training for administrators in facilitating a data cycle/process during PLC sessions	June 2010	Principal Transformation Team	Time at the principal and leadership team retreats	Completion of training and evidence of effective facilitation
Provide Cognitive Coaching professional development for the Dean of Instruction who will then train teachers in the strategies	By Oct 2010	Principal Instructional Facilitators/ Coaches	Cost of training	Evidence of use of strategies in all instructional conversations, including PLCs
Develop principal leadership goals and schedule monthly coaching sessions	August 2010	Principal Executive Coach		Goals and schedule
Conduct an assessment of the teaching staff skills using a lesson driven	August/September 2010	Principal, Dean of Instruction		Completed assessment with next steps for

protocol				school wide PD listed
Identify 2-3 model classrooms for teachers to observe best instructional practice by content area, building on the Model Teacher Program currently underway	Nov 2010	Principal Transformation Team		Identification of classrooms
Develop a schedule for monthly whole-staff development aligning focuses to address instructional issues that emerge from work in PLCs	August 2010 Ongoing	Principal Transformation Team		Schedule developed
Provide staff with workshop opportunities in classroom management from an adolescent developmental perspective	Sept 2010	Principal AP Teachers with expertise in area (Jo Williams)	External provider or internal support for leading session, materials	Roster of teachers attending, evidence of use of strategies in classroom
Develop Instructional Technology Plan to increase teacher's use of technology to enhance teaching and increase student learning. <i>(Note: DPS will identify funding sources for technology upgrade at turnaround schools and plans to contribute current resources to the upgrade, as well. Ideally, the school should pursue a 1:1 computer phase-in model.)</i>	Plan developed by January 2011	Principal, Transformation Team, External Partner	PD sessions	Instructional technology plan, including technology upgrade and teacher training
Develop and submit a proposal to achieve Innovation status	December 2010	Principal, Teachers, OST	Teacher release time to write proposal	Proposal to present to Board of Education

		Office of School Reform and Innovation		
Develop and implement a recruitment plan for finding and hiring the best talent, both turnaround leaders and teachers	Plan finalized by October 2010	Office of School Turnaround Human Resources	Travel and materials	High quality staffing and high retention rates
Research and design new evaluation system in collaboration with the Gates Foundation-funded Teacher Effectiveness work taking place district-wide	2010-2013	Office of School Turnaround, Gates Steering Committee	Time to develop	Rollout of new evaluation system
Develop and implement a system of team incentives for increased student achievement: Turnaround Incentive Program (TIP)	January 2011-2013	Office of School Turnaround, HR, External Partners	Office of School Turnaround time to develop	Rollout of incentive program

### Improvement Lever 3: Community Involvement and Engagement

The third component to improving achievement at Noel is to promote COMMUNITY INVOLVEMENT AND ENGAGEMENT, inviting parents to become partners with the school in support their students' learning.

Described above, the FNECC will continue to play a key role in the collaboration between community, schools, and district.

The principal, transformation team, and teachers play a key role in establishing these connections. A beginning of year orientation will help establish mission and vision based on shared beliefs. A Home Visit Program will build trust and relationships between the school and home.

A Communications Manager will be responsible for making essential connections and building systems and organizing events for facilitating the link between parents and school. S/he will take on the following responsibilities:

- Developing/organizing “team” of parent-students-teachers to enhance communication.
- Working with teachers to provide more opportunities for students to join student organizations and incorporate concerns raised in meetings into school decisions.
- Conduct a needs assessment, learning how to best enhance communication with parents
- Develop a physical and visual directory of the school
- Work with a staff or community member who will update the website
- Reassess and revise the use of the parent room to include strategies to support teaching and learning, such as parent portal access
- Schedule “parent potlucks” to showcase community members’ skills and expertise by providing opportunities to engage and equip parents in support of their students’ learning

The Communications Manager will also be responsible for reaching out to the business community and key stakeholders. S/he will conduct an audit of current community resources and programs and re-align support to increase effectiveness to improve Noel’s student achievement outcomes. S/he will also forge relationships with local commerce and industry so that the school has closer ties with local companies and associations.

Ensuring there are key structures built in to facilitate ongoing communication, the Communications Manager will work with the Parent Leadership Team and will work with a staff or community member to develop and update the school website so that parents and community members can access information about the school, including homework and details of the curriculum provided in each grade level.

The school will also offer classes for parents to learn English and for teachers to learn Spanish.

**Improvement Lever 3: Community Involvement and Engagement**

<i>Description of Actions Steps</i>	<i>Timeline</i>	<i>Key Personnel</i>	<i>Resources</i>	<i>Benchmarks</i>
Continue organizing the series of meetings for key stakeholders during the spring to, involving them in the	April 2010- Sept 2010	FNECC	<i>Provided by district and A Plus Denver</i>	Agendas of community meetings and deliverables for each meeting

planning and implementation if improvement strategies				
Prepare a schedule for teacher visits to students' homes (Home Visit Program). The lowest achieving students will be first priority to receive the home visit. Visits will be conducted in the families' home language	Sept 2010	Teachers	Small stipend for teacher visits to student homes	Home visit log
Further develop and build the Parent Leadership Team	August 2010	Principal Transformation Team Communications Manager DPS PFL Team	Materials and space for meetings	Calendar of meetings of the PLT and outcomes
Develop cross-sectional teams of students, parents, school staff, and community members to streamline and coordinate communications to all stakeholders; create a calendar of events for the cross-sectional teams, including community service, workshops, cultural events, opportunities to hear student voice	August 2010	Principal Transformation Team Communications Manager School Leadership Team	Materials and space for meetings	Calendar of meetings and outcomes
Provide more opportunities for students to join student	August 2010	Principal	Teacher/Staff/Community volunteers	Calendar of meetings and outcomes

organizations and incorporate concerns raised in meetings to school decisions		Leadership Team Communications Manager Transformation Team School Leadership Team		
Do a needs assessment to determine community needs, including how to best disseminate information between school and home	Sept 2010	Communications Manager Beacon	Survey materials and postage costs	Analysis of survey results and implementation of new approach according to findings
Offer language classes in both English and Spanish	Oct 2010	Communications Manager	Stipend for teachers to teach	Calendar of class offerings and attendance
Develop a physical and visual directory of school staff (with photos, roles) to map the resources in the school; have as handout and on website	Sept 2010	Communications Manager	Materials, if necessary	Map as handout and on website
Appoint a staff or community member who will lead the development and then provide updates to the school's website.	Sept 2010	Principal Communications Manager School Website Manager	Support or materials needed to develop website	Position appointed
Reassess and revise use of the parent room to include strategies to support teaching and learning, such as parent portal access	Sept 2010	Principal Communications Manager	Parent room budget	

Schedule "Parent Potlucks" to showcase community members skills/expertise by providing opportunities to engage and equip parents in support their students' learning	Sept 2010 Ongoing	Principal Communications Manager Teachers	Meeting space Refreshments Printed Materials Invitations Personnel time to organize event and prepare materials	Calendar of events and roster of attendees
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**Conclusion**

The improvement plan detailed above shows step-by-step how Noel Middle School will support and be supported in making dramatic increases in student achievement during the next three years. The fidelity to implementation of this plan will be monitored to ensure the most powerful levers and actions have been identified and that, when implemented, are making a difference. Such monitoring will provide needed evidence to course correct in order to meet established goals.



## Budget Narrative

While each school included in this grant has unique funding needs based on its curricular program and the professional development connected to it, there are several costs that are consistent among all turnaround schools. In general, the “theme” of the budgetary items points to targeted capacity building in every school.

The first capacity-building costs are associated with hiring key members of the leadership team. These roles include a community liaison and a coordinator for extended day programming. These individuals will be responsible for leading the “plans-within-a-plan,” as community engagement and extended day are important pieces of the overall turnaround approach and are programs unto themselves. There are other leadership roles that are specific to each school, such as the Dean of Instruction, which is common to North, Montbello, and Noel. Though they differ in title and domain, they are all focused on instructional improvement through PLC facilitation and coaching support. The hiring expenses for West Denver Prep are associated directly with their proposed plans previously described.

As described in the introduction, key to building capacity in the schools is taking the time and contributing resources to the development of a structured, explicit turnaround plan with the identification of benchmarks and monitoring them on a consistent basis. Accordingly, there are several line items in the budgets that account for the expenses of holding retreats, allowing time for principals, leadership teams, and school staff and faculty to work together to implement and monitor the plan for dramatic improvement. There is funding for each school to bring in consultants or experts as needed for retreats or to support the development of curriculum guides and/or to lead training in the use of the guides. Executive coaching is another important source of capacity building and funding for a coach for each principal is in the plan.

Greenlee, Lake, and Gilpin have specific professional development needs according to the specific curricular programs being implemented at the schools. Greenlee needs support from the Partnerships in Comprehensive Literacy and will receive training and support from this organization from the University of Arkansas. Lake will utilize IB training, in addition to RtI and other training necessary for implementing a high quality, differentiated curriculum at the school. With the goal of having 100% of its teachers certified in the Montessori method, Gilpin will be sending their teachers to get trained on an ongoing basis.

Yet these will not be the sole sources for professional supports. For each school, an amount of money is set aside to pay for consultants to provide coaching, training, and other professional support as gaps become more narrowly targeted and needs arise. This capacity building strategy allows for timely and focused decisions to be made to accommodate and directly address professional

growth. The final critical touches on the capacity building strategy includes funding for recruitment of high quality teachers and leaders, as well as for rewarding – and therefore incentivizing – teachers who work together to improve learning outcomes for their students.

Each budget also contains funding for community events, including outreach such as marketing and a home visit program where teachers go to each student's home to meet with family members.

The goal of the budget narrative is to illuminate some of the core points from the above plans, and to demonstrate a rationale for the costs found in the budget. A detailed budget worksheet is attached.

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Appendix A. Example of a Lesson-Driven Classroom Observation Protocol

TEACHER:	OBSERVER:
DATE:	GRADE/CLASS:

<b>Pre-observation Interview</b>	<b>Teacher Answers</b>
What is the objective of the lesson?	
What is the assessment for students meeting the objective?	
Is there anything you would like me to look for as I am observing today?	

Observation	Evidence
Is the lesson objective stated or written for the students?	
How does the classroom environment support the meeting of the objective, in terms of classroom set up, procedures, and expectations?	
What are the major components of the lesson (presentation, task, summary/assessment)?	
How much time is spent on each lesson component?	
What skills or processes are students asked to use to perform the task(s) in the lesson?	

<p>Is there direction on how the skills, processes, or content knowledge might be applied in future situations?</p>	
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<b>Post-observation Interview</b>	<b>Teacher Answers</b>
<p>How do you think the lesson went?</p>	
<p>Do you think the lesson met the lesson objectives?</p>	
<p>Can you tell me “where” the kids are in the lesson and how you know what they know?</p>	
<p>Is there anything you would do differently?</p>	

Comments:

**GREENLEE ELEMENTARY SCHOOL**

**School Data**

**Student Performance Measures for State and NCLB Accountability**

Performance Indicators	Measures/ Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?			
Student Achievement (Status)	CSAP -- Reading (% P+A)	State average or above	29%	No			
	CSAP -- Writing (% P+A)	State average or above	21%	No			
	CSAP -- Math (% P+A)	State average or above	31%	No			
	Adequate Yearly Progress (AYP is the % PP+P+A on CSAP in Reading and Math for each subgroup)	Overall number of targets for School: Elem: 28 Middle: 24	Overall % of targets met by School: Elem: 71% Middle: 83%		Elem	Mid	High
			Reading	NO	NO		
			Math	NO	YES		
Student Growth	Med Std Growth %	50 <sup>th</sup> Percentile or above	Elem: 35 – Reading 26 – Math 41 – Writing Middle: 43 – Reading	No	No	No	No

			50 – Math 51 – Writing	No Yes
	% on Track to Catch-Up	n/a	Elem: 20– Reading 5 – Math 20 – Writing Middle: 24 – Reading 7 – Math 11 – Writing	n/a
	% on Track to Keep-Up	n/a	Elem: 57– Reading 37 – Math NA– Writing Middle: 50– Reading NA– Math NA– Writing	n/a

Student Performance Measures for State and NCLB Accountability (cont.)

Performance Indicators	Measures/Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?
Achievement Gaps	CSAP	32.5%	<p><b>Elementary</b></p> <p><b>Reading</b> Black/White-Asian -48% Hispanic/White-Asian -42%</p> <p><b>Math</b> Black/White-Asian -55% Hispanic/White-Asian -31%</p> <p><b>Writing</b> Black/White-Asian -48% Hispanic/White-Asian -41%</p> <p><b>Middle</b></p> <p><b>Reading</b> Black/White-Asian -66% Hispanic/White-Asian -55%</p> <p><b>Math</b> Black/White-Asian -51% Hispanic/White-Asian -48%</p> <p><b>Writing</b> Black/White-Asian -64% Hispanic/White-Asian -47%</p>	<p>No</p> <p>No</p> <p>No</p> <p>Yes</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p>
Growth Gaps	CSAP		<p><b>Elem:</b></p> <p><b>Reading</b> Minority/Non NA FRL/Non NA</p>	

			IEP/Non NA ELL/Non +12 <u><b>Math</b></u> Minority/Non NA FRL/Non NA IEP/Non NA ELL/Non -8 <u><b>Writing</b></u> Minority/Non NA FRL/Non NA IEP/Non NA ELL/Non -3  <u><b>Middle:</b></u>  <u><b>Reading</b></u> Minority/Non NA FRL/Non NA IEP/Non NA ELL/Non +10 <u><b>Math</b></u> Minority/Non NA FRL/Non NA IEP/Non NA ELL/Non +11 <u><b>Writing</b></u> Minority/Non NA FRL/Non NA IEP/Non NA ELL/Non +15	
Post Secondary Readiness	Graduation Rate	n/a	n/a	n/a
	Mean ACT	n/a	n/a	n/a
	Dropout Rate	n/a	n/a	n/a

\* Currently, districts set targets for schools on these indicators. The state will set these targets for schools in the 2010-11 school year.

**Accountability Status and Requirements for Improvement Plan**

Program	Identification Process	Identification for School	Directions for completing improvement plan
---------	------------------------	---------------------------	--

State Accountability			
* Not required in SY 2009-10.	Requirements for 2010-11 will be released at a later date. School plan type will be identified based on the state's review of the school's performance.	n/a	n/a
NCLB Accountability			
School Improvement or Corrective Action (Title I)	School missed same AYP target for at least two consecutive years**	RI1	

\*\* Not sure if the school has been identified under Title I? See <http://www.cde.state.co.us/FedPrograms/AYP/results.asp> to check this year's list of identified schools.



**Additional Information about the District**

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the school eligible for a Tiered Intervention grant? If so, which intervention approach has been chosen?	<input checked="" type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? What was the date of the grant award?	Yes 2008-2009
School Support Team or Expedited Review	Has (or will) the district participate in an SST review or an Expedited Review? If so, when?	YES February 9 – February 13, 2009
External Evaluator	Has the district partnered with an external evaluator to provide comprehensive evaluation of the school? If so, include the year and the name of the provider/tool used.	NO

## Improvement Plan Information

The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

Accreditation    Title IA    Tiered Intervention Grant    School Improvement Grant    Other:

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Laurie Grosselfinger, Principal
	Email	laurie_grosselfinger@dpsk12.org
	Phone	303-629-6364
	Mailing Address	1150 Lipan St., Denver, CO 80204
2	Name and Title	Julia Linkous, Assistant Principal
	Email	Julia_linkous@dpskk12.org
	Phone	303-629-6364
	Mailing Address	1150 Lipan St., Denver, CO 80204

**Data Analysis and Root Cause Identification**

→ **KEY DATA TRENDS:**

Greenlee		
SPF		
Year	Overall Rating	Growth Rating
2007	NA	Does not meet (24%)
2008	Accredited on Probation	Does not meet (17%)
2009	Accredited on Probation	Does not meet (14%)

QUANTITATIVE	QUALITATIVE – CDE Diagnostic Areas of Concern
<ul style="list-style-type: none"> <li>• ES – SPF Growth: 3%; SPF Status: 38%</li> <li>• MS – SPF Growth: 24%; SPF Status: 25%</li> <li>• Between 2006 and 2009, 3-8 grade reading scores declined 8 percentage points</li> <li>• Slightly marginal increases in all content areas between 2008 and 2009 scores</li> <li>• In 2009, only 1/3 of students are at or above proficient in reading or math, 21% in writing, and only 6% in science.</li> <li>• Two years of data indicate 80% student satisfaction rates</li> <li>• Continual decline in AYP growth</li> <li>• Ranked as the second lowest school according to the district’s School Performance Framework</li> <li>• Marginal growth on the SPF (14%)</li> <li>• No significant gains in percent proficient and advanced over last three years of CSAP data</li> <li>• Gap analysis indicates 30-50% difference between school and student groups (FRL, SpEd, African-American, Hispanic)</li> <li>• Decreasing live and attend enrollment: 64% of</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Performance               <ul style="list-style-type: none"> <li>○ A thorough understanding of what it means to be standards based in planning, instruction and assessment is not in place throughout the school</li> <li>○ Collaboration to identify requirements of proficient work and key learning targets has not occurred</li> <li>○ Staff report an ongoing lack of communication regarding curriculum alignment across academic programs</li> <li>○ A lack of scaffolding for underperforming students presents inequitable access to the curriculum</li> <li>○ Teaching higher order thinking and problem solving skills is a strategy not widely used in classroom instruction</li> </ul> </li> <li>• Learning Environment               <ul style="list-style-type: none"> <li>○ High impact instructional strategies are addressed through professional development, however, it is a scattered approach without a</li> </ul> </li> </ul>

<p>neighborhood students attend K, while only 16% of neighborhood students attend in 8<sup>th</sup> grade</p>	<p>central focus</p> <ul style="list-style-type: none"> <li>○ There is no formal school-wide program to promote education equity</li> <li>• Organizational Effectiveness <ul style="list-style-type: none"> <li>○ School leadership does not actively reinforce and monitor the mission and vision or use them to guide decision-making</li> <li>○ Leadership provides little emphasis on developing teacher leaders</li> <li>○ The School Improvement Plan reflects little current research on student achievement</li> </ul> </li> </ul>
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**→ QUALITATIVE AND QUANTIATIVE DATA TRENDS INDICATE THE FOLLOWING PROBLEMS**

Student achievement at Greenlee is low, with only 1/3 or less of students performing on achievement tests, and has been static or in decline over the past three years.

Enrollment in the school decreases between K and 8<sup>th</sup> grade, most likely due to lagging achievement

**→ WITH THE ASSOCIATED ROOT CAUSES**

The current principal has been there for 18 years, during the time of the static/declining progress. Their leader has not set up systems to support and develop teachers, nor has the leader adhered to a mission and vision to lead the school to improvement.

A coherent standards-based system for teaching and learning does not exist, resulting in low-level tasks, instruction that is not differentiated, and a lack of agreement on what makes work proficient.

**LAKE MIDDLE SCHOOL**

**School Data**

**Student Performance Measures for State and NCLB Accountability**

Performance Indicators	Measures/ Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?			
Student Achievement (Status)	CSAP -- Reading (% P+A)	State average or above	25%	No			
	CSAP -- Writing (% P+A)	State average or above	20%	No			
	CSAP -- Math (% P+A)	State average or above	17%	No			
	Adequate Yearly Progress (AYP is the % PP+P+A on CSAP in Reading and Math for each subgroup)	Overall number of targets for School: 32	Overall % of targets met by School: 91%		Elem	Mid	High
			Reading		NO		
			Math		YES		
Student Growth	Median Student Growth Percentile	50 <sup>th</sup> Percentile or above	40 – Reading 44 – Math 49– Writing	No	No	No	
	% on Track CatchUp	n/a	22 – Reading 7 – Math 16 – Writing	n/a			
	% on Track to Keep-Up	n/a	53– Reading 26– Math	n/a			

			61 – Writing	

**Student Performance Measures for State and NCLB Accountability (cont.)**

Performance Indicators	Measures/Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?
Achievement Gaps	CSAP	32.5%	<p><b><u>Middle Reading</u></b>                      Black/White-Asian -53%                      Hispanic/White-Asian -51%</p> <p><b><u>Math</u></b>                      Black/White-Asian -51%                      Hispanic/White-Asian -48%</p> <p><b><u>Writing</u></b>                      Black/White-Asian -51%                      Hispanic/White-Asian -49%</p>	No No No No No No
Growth Gaps	CSAP	No targets set	<p><b><u>Reading</u></b>                      Minority/Non +28                      FRL/Non -10                      IEP/Non -2                      ELL/Non +10</p> <p><b><u>Math</u></b>                      Minority/Non +4                      FRL/Non +3                      IEP/Non -3                      ELL/Non +5</p> <p><b><u>Writing</u></b>                      Minority/Non +14                      FRL/Non -1                      IEP/Non -1                      ELL/Non +9</p>	n/a

Post Secondary Readiness	Graduation Rate	n/a	n/a	n/a
	Mean ACT	n/a	n/a	n/a
	Dropout Rate	n/a	n/a	n/a

\* Currently, districts set targets for schools on these indicators. The state will set these targets for schools in the 2010-11 school year.

### Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
<b>State Accountability</b>			
* Not required in SY 2009-10.	Requirements for 2010-11 will be released at a later date. School plan type will be identified based on the state's review of the school's performance.	n/a	n/a
<b>NCLB Accountability</b>			
School Improvement or Corrective Action (Title I)	School missed same AYP target for at least two consecutive years**	RI4	

\*\* Not sure if the school has been identified under Title I? See <http://www.cde.state.co.us/FedPrograms/AYP/results.asp> to check this year's list of identified schools.



**Additional Information about the District**

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the school eligible for a Tiered Intervention grant? If so, which intervention approach has been chosen?	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? What was the date of the grant award?	Yes 2009-2010
School Support Team or Expedited Review	Has (or will) the district participated in an SST review or an Expedited Review? If so, when?	An expedited review was conducted on October 12 – 16, 2009.
External Evaluator	Has the district partnered with an external evaluator to provide comprehensive evaluation of the school? If so, include the year and the name of the provider/tool used.	No

### Improvement Plan Information

The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

Accreditation  Title IA  Tiered Intervention Grant  School Improvement Grant  Other: \_\_\_\_\_

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Amy Highsmith, Principal, Lake International School, 6 <sup>th</sup> Grade Academy
	Email	Amy_Highsmith@dpsk12.org
	Phone	720-424-0260
	Mailing Address	1820 Lowell Blvd. Denver, CO 80204
2	Name and Title	Elza Guajardo, Principal, Lake International School, 7 <sup>th</sup> /8 <sup>th</sup> Grade Academy
	Email	Elza_Guajardo@dpsk12.org
	Phone	720-424-0260
	Mailing Address	1820 Lowell Blvd. Denver, CO 80204
3	Name and Title	Chris Gibbons, Head of School, West Denver Preparatory Charter School
	Email	cgibbons@westdenverprep.org
	Phone	303-573-2017 x307
	Mailing Address	1825 South Federal Boulevard, Denver, CO 80219

## Data Analysis and Root Cause Identification

### → KEY DATA TRENDS:

Lake		
SPF		
Year	Overall Rating	Growth Rating
2007	NA	Does not meet (32%)
2008	Accredited on Probation	Does not meet (17%)
2009	Accredited on Probation	Does not meet (20%)

### QUANTITATIVE

- Of the approximately 1400 middle years students who live with the Lake boundary, 950 students attend a DPS school and only 535 attend Lake
- Over the last three years, Lake has seen very slow progress in improving student achievement. While there has been an increase in a few areas by content by grade, the changes have not been significant.
- SPF:
  - Earned Points – 23% (-0.04% change from 08)
  - Growth - 20% (16/80)
  - Status – 28% (11/40)
  - Gaps: Large gaps for all subgroups in reading, math, and writing ranging from a low of 35% for ELL's in math to a high of 53% for African-American students in reading.

### QUALITATIVE – CDE Diagnostic Areas of Concern

- Academic Performance:
  - Academic rigor that attains the level of proficient as defined by the Colorado Model Content Standards and the performance level descriptors is not the norm at Lake Middle School
  - The curriculum does not clearly identify interdisciplinary connections within or between content areas
  - Higher order thinking and problem solving skills are seldom observed in classroom instruction
  - Some students do not have equitable access to a common academic core curriculum
  - Most teachers employ a limited range of instructional strategies
  - There are few specific opportunities available to meet the learning needs of under-performing, advanced, and/or gifted students
  - Some staff members report they have insufficient

- training in the intervention they are delivering
- Learning Environment
  - The general tone set at the school is that students' needs and challenges, in many cases, are so great that holding high expectations is not practical
  - Not all teachers believe that all students can learn at high levels; teachers are unclear how to demonstrate high academic expectations for students
  - Many of the one-on-one conversations between teachers and students revolve around behavior rather than academic issues
  - School staff members may establish, but do not sustain, a culture that minimizes the impact of physical, cultural, or socio-economic factors on learning
- Organizational Effectiveness
  - School leadership does not actively reinforce and monitor the mission and vision or use them to guide decision-making
  - School leadership occasionally monitors instruction to ensure that specific programs and strategies are implemented with fidelity but does not always make appropriate and/or timely modifications to sustain continuous school improvement
  - Feedback to staff concerning rigor is limited
  - School leadership provides little direction or support for the implementation of the School Improvement Plan
  - Most staff members have a low awareness level

of the School Improvement Plan and are not actively involved in its implementation

→ **QUALITATIVE AND QUANTIATIVE DATA TRENDS INDICATE THE FOLLOWING PROBLEMS**

Student achievement at Lake is low, with only 1/4 or less of students performing on achievement tests, and has been static or in decline over the past three years.

Approximately 1/3 of the students living in the Lake boundary attend Lake.

→ **WITH THE ASSOCIATED ROOT CAUSES**

A coherent standards-based system for teaching and learning does not exist, resulting in low-level tasks, instruction that is not differentiated, and a lack of agreement on what makes work rigorous and proficient.

Expectations for students are low, a situation that remains unchanged due to lack of leadership and accountability on the issue.

**GILPIN ELEMENTARY SCHOOL**

**School Data**

**Student Performance Measures for State and NCLB Accountability**

Performance Indicators	Measures/ Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?			
Student Achievement (Status)	CSAP -- Reading (% P+A)	State average or above	21%	No			
	CSAP -- Writing (% P+A)	State average or above	13%	No			
	CSAP -- Math (% P+A)	State average or above	14%	No			
	Adequate Yearly Progress (AYP is the % PP+P+A on CSAP in Reading and Math for each subgroup)	Overall number of targets for School: Elem: 20 Middle: 24	Overall % of targets met by School: Elem: 85% Middle: 96%		Elem	Mid	High
			Reading	NO	NO		
			Math	NO	YES		
Student Growth	Median Growth %	50 <sup>th</sup> Percentile or above	Elem: 34 – Reading 50 – Math 53 – Writing Middle: 65 – Reading 56 – Math	No Yes Yes Yes Yes Yes			

			52 – Writing	Yes
	% on Track to Catch-Up	n/a	Elem: 19– Reading 25 – Math 24 – Writing Middle: 43 – Reading 6 – Math 13 – Writing	n/a
	% on Track to Keep-Up	n/a	Elem: NA– Reading NA– Math NA– Writing Middle: NA– Reading NA– Math NA– Writing	n/a

Student Performance Measures for State and NCLB Accountability (cont.)

Performance Indicators	Measures/Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?
Achievement Gaps	CSAP	32.5%	<p><b>Elementary Reading</b> Black/White-Asian Not Reported Hispanic/White-Asian -52%</p> <p><b>Math</b> Black/White-Asian Not Reported Hispanic/White-Asian -57%</p> <p><b>Writing</b> Black/White-Asian Not Reported Hispanic/White-Asian -45%</p> <p><b>Middle Reading</b> Black/White-Asian Not Reported Hispanic/White-Asian -55%</p> <p><b>Math</b> Black/White-Asian Not Reported Hispanic/White-Asian -53%</p> <p><b>Writing</b> Black/White-Asian Not Reported Hispanic/White-Asian -57%</p>	<p>n/a no n/a no n/a no n/a no</p>
Growth Gaps	CSAP	n/a	<p><b>Elem: Reading</b> Minority/Non NA FRL/Non NA IEP/Non NA</p>	n/a



			ELL/Non NA <u>Math</u> Minority/Non NA FRL/Non NA IEP/Non NA ELL/Non NA <u>Writing</u> Minority/Non NA FRL/Non NA IEP/Non NA ELL/Non NA  <u>Middle:</u>  <u>Reading</u> Minority/Non NA FRL/Non NA IEP/Non NA ELL/Non -26 <u>Math</u> Minority/Non NA FRL/Non NA IEP/Non NA ELL/Non -12 <u>Writing</u> Minority/Non NA FRL/Non NA IEP/Non NA ELL/Non -6	
Post Secondary Readiness	Graduation Rate	n/a	n/a	n/a
	Mean ACT	n/a	n/a	n/a
	Dropout Rate	n/a	n/a	n/a

\* Currently, districts set targets for schools on these indicators. The state will set these targets for schools in the 2010-11 school year.

**Accountability Status and Requirements for Improvement Plan**

Program	Identification Process	Identification for School	Directions for completing improvement plan
<b>State Accountability</b>			
* Not required in SY 2009-10.	Requirements for 2010-11 will be released at a later date. School plan type will be identified based on the state's review of the school's performance.	--	--
<b>NCLB Accountability</b>			
School Improvement or Corrective Action (Title I)	School missed same AYP target for at least two consecutive years**	R13	

\*\* Not sure if the school has been identified under Title I? See <http://www.cde.state.co.us/FedPrograms/AYP/results.asp> to check this year's list of identified schools.

**Additional Information about the District**

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the school eligible for a Tiered Intervention grant? If so, which intervention approach has been chosen?	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? What was the date of the grant award?	No
School Support Team or Expedited Review	Has (or will) the district participated in an SST review or an Expedited Review? If so, when?	(see below)
External Evaluator	Has the district partnered with an external evaluator to provide comprehensive evaluation of the school? If so, include the year and the name of the provider/tool used.	An expedited review was completed by Cambridge Education on March 23-4, 2010

## Improvement Plan Information

The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

Accreditation  Title IA  Tiered Intervention Grant  School Improvement Grant  Other: \_\_\_\_\_

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Mr. Frank Vincent, Principal
	Email	
	Phone	720-424-7140
	Mailing Address	2949 California St. Denver, CO 80205-3053
2	Name and Title	Mr. Alonso Escalante, Assistant Principal
	Email	ALONSO_ESCALANTE@dpsk12.org
	Phone	720-424-7140
	Mailing Address	2949 California St. Denver, CO 80205-3053

**Narrative on Data Analysis and Root Cause Identification**

**→ KEY DATA TRENDS:**

Gilpin		
SPF		
Year	Overall Rating	Growth Rating
2007		
2008	Accredited on Probation	
2009	Accredited on Probation	Approaching (42%)

**QUANTITATIVE**

- Marginal increase in SPF between 2008 and 2009 (30% to 32%)
- Decreasing enrollment in at the middle school level (66 students in grades 6-8), but increasing enrollment in 3-5 grades
- Little overlap between the Core Matters PD and the move toward Montessori

**QUALITATIVE – Cambridge Education Diagnostic Areas of Concern**

- The lack of leadership means that the school has no vision or direction and as a result staff members, parents and students are frustrated.
- Leadership activities are vested in the principal, who does not apply them with any real purpose. No functioning leadership team.
- A lack of accountability systems means that the fidelity of the curriculum is not assured.
- The lack of management means that there are no established processes or procedures to ensure the school runs smoothly
- The quality of learning and teaching is not monitored and teaching staff are not given sufficient guidance about how to improve what they do.
- Many teachers have poor classroom management skills and as a result most teaching, including in the Montessori classes are very teacher directed
- There is conflict between different sectors in the school, these being Montessori classes, Core Matters, Middle School classes and Special Education.
- Students are exiting the Montessori classes without the skills necessary to reach appropriate state standards.
- The learning environment in classrooms is not generally stimulating and students are not routinely provided with exemplars or grade standards
- Montessori classes do not have a common culture
- The learning in many classes is disturbed by disruptive behavior because there

is no consistency in the application of discipline, and in many cases violent and obstructive behavior goes.

- There are few positive links with parents or the community.
- Expectations are too low throughout the building.

#### **QUALITATIVE AND QUANTITATIVE DATA TRENDS INDICATE THE FOLLOWING PROBLEMS**

- Student achievement at Gilpin is very low, with only 1/3 or less of students performing at an acceptable level on achievement tests, and has been static over the past three years.
- Enrollment in the school decreases significantly between the elementary and middle grades.
- Attitudes to learning in the school are poor and there are numerous behavior problems.
- Basic day-to-day procedures are not sufficiently well established.
- Student attendance is low.
- Levels of engagement are very low in many classes.
- The school operates in silos and teaching staff is needing clear direction and purpose
- Parents are dissatisfied and significant numbers are withdrawing their students from school.
- Students are given very few opportunities to work independently or use their initiative

#### **WITH THE ASSOCIATED ROOT CAUSES**

- Leadership is weak and does not make a positive impact on the standards achieved by students.
- The school is not managed effectively.
- Expectations of teachers and students are low.
- Teaching is not sufficiently compelling and does not motivate students.
- The school operates in silos and has two different curriculum models (Montessori in grades C through 2 and Core Matters in Grades 3 through 8).

**NORTH HIGH SCHOOL**

**School Data**

**Student Performance Measures for State and NCLB Accountability**

Performance Indicators	Measures/ Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?			
Student Achievement (Status)	CSAP -- Reading (% P+A)	State average or above	9 <sup>th</sup> - 22 10 <sup>th</sup> - 34	No			
	CSAP -- Writing (% P+A)	State average or above	9 <sup>th</sup> - 11 10 <sup>th</sup> - 17	No			
	CSAP -- Math (% P+A)	State average or above	9 <sup>th</sup> - 6 10 <sup>th</sup> - 3	No			
	Adequate Yearly Progress (AYP is the % PP+P+A on CSAP in Reading and Math for each subgroup)	Overall number of targets for School: 14	Overall % of targets met by School: 25		Elem	Mid	High
			Reading			No	
			Math			No	
Student Growth	Med Std Growth %	50 <sup>th</sup> Percentile or above	44 - reading 40 - math 53 - writing	No			
	% on Track to Catch-Up	n/a	12 - reading 1 - math 7 - writing	n/a			

	% on Track to Keep-Up	n/a	74 - reading 31 - math 65 - writing	n/a

**Student Performance Measures for State and NCLB Accountability (cont.)**

Performance Indicators	Measures/Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?
Achievement Gaps	CSAP		<p><b>Reading</b> Black/White-Asian: n/a Hispanic/White-Asian: - 50%</p> <p><b>Math</b> Black/White-Asian: n/a Hispanic/White-Asian: - 39.4%</p> <p><b>Writing</b> Black/White-Asian: n/a Hispanic/White-Asian: - 50%</p>	
Growth Gaps	CSAP	<p><b>Reading</b> Min/Non: 50/50 FRL/Non: 48/51</p>	<p><b>Reading</b> Min/Non: 44/- FRL/Non: 43/44</p>	



		IEP/Non: 44/50 ELL/Non: 53/49  <u><b>Math</b></u> Min/Non: 48/51 FRL/Non: 46/52 IEP/Non: 45/51 ELL/Non: 50/50  <u><b>Writing</b></u> Min/Non: 49/51 FRL/Non: 48/52 IEP/Non: 42/51 ELL/Non: 53/50	IEP/Non: 36/45 ELL/Non: 45/43  <u><b>Math</b></u> Min/Non: 40/- FRL/Non: 42/35 IEP/Non: 39/41 ELL/Non: 42/39  <u><b>Writing</b></u> Min/Non: 53/- FRL/Non: 55/50 IEP/Non: 45/56 ELL/Non: 57/48	
Post Secondary Readiness	Graduation Rate		58.15%	
	Composite ACT	State: 19.6	15	
	Dropout Rate		4.3%	

\* Currently, districts set targets for schools on these indicators. The state will set these targets for schools in the 2010-11 school year.

**Accountability Status and Requirements for Improvement Plan**

Program	Identification Process	Identification for School	Directions for completing improvement plan
<b>State Accountability</b>			
* Not required in SY 2009-10.	Requirements for 2010-11 will be released at a later date. School plan type will be identified based on the state's review of the school's performance.	n/a	n/a
<b>NCLB Accountability</b>			
School Improvement or Corrective Action (Title I)	School missed same AYP target for at least two consecutive years**	Reading – Reading – School Improvement Restructuring Math – School Improvement Restructuring School	

**Additional Information about the District**

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the school eligible for a Tiered Intervention grant? If so, which intervention approach has been chosen?	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? What was the date of the grant award?	Yes, the school had a SIG grant for 07-08.
School Support Team or Expedited Review	Has (or will) the district participate in an SST review or an Expedited Review? If so, when?	The school had an Expedited Review on April 12-15, 2010.
External Evaluator	Has the district partnered with an external evaluator to provide comprehensive evaluation of the school? If so, include the year and the name of the provider/tool used.	No

## Improvement Plan Information

The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

Accreditation  
  Title IA  
  Tiered Intervention Grant  
  School Improvement Grant  
  Other:

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Ed Salem, Principal
	Email	Edwin_salem@dpsk12.org
	Phone	720-423-2700
	Mailing Address	2960 N. Speer Blvd. Denver, CO 80211-3754
2	Name and Title	David Trajtenberg, Assistant Principal
	Email	David_trajtenberg@dpsk12.org
	Phone	720-424-4072
	Mailing Address	2960 N. Speer Blvd. Denver, CO 80211-3754

## Data Analysis and Root Cause Identification

### → KEY DATA TRENDS:

QUANTITATIVE	QUALITATIVE – CDE Diagnostic Areas of Concern
<ul style="list-style-type: none"> <li>• Did not make AYP in reading or math in 2008 or 2009</li> <li>• Overall growth in reading, math, and writing CSAP for last three years in all grades</li> <li>• Decline in 9<sup>th</sup> grade reading after increase the previous year years</li> <li>• Decrease in high level discipline offenses (36 fights in 07-08, 24 fights in 08-09, 13 fights in 09-10 as of 5/1/10)</li> <li>• 14 new teachers in 09-10</li> <li>• 45.7% graduation rate in 2008, increased to 58% in 2009</li> <li>• 26% of students taking at least one AP course</li> <li>• 80% attendance rate, which is a 3% increase from last year</li> <li>• Increases in CELA scores for below proficient students, while decreases for above proficient students</li> <li>• 168 students in 11<sup>th</sup> grade (10%) are not on track to graduate (deficient in credit in core classes or has an “F” in the third nine weeks) ; 33% of the entire school population not on track to graduate; 8 students (4%) in 9<sup>th</sup> grade not on track to graduat3 principals in the past 5 years</li> <li>• Three years ago the entire staff had to reapply for their positions. Of the teachers who were rehired three years ago, 10 of those teachers have left</li> <li>• Science CSAP performance has increased overall</li> <li>• Class of 2008: 137 graduates 90 applied to at least one college, 40 enrolled into a college, \$1,020,276 offered in</li> </ul>	<p>Instruction</p> <ul style="list-style-type: none"> <li>• Not all staff members are knowledgeable of standards-based instruction</li> <li>• Lack of support, resources, resource classes (small groups, labs), scheduling (resource classes started at beginning of year) and space impede improvement for special education students</li> <li>• Though the needs of students in the first and third tier are being met, students in the second tier need to be targeted</li> <li>• Low-intensity, low-level instruction characterizes many classes</li> <li>• Not all instructional strategies are researched based</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• Many teachers are not trained properly to align assessments to standards</li> <li>• Teachers don’t know how to effectively use data to drive instruction</li> </ul> <p>Curriculum</p> <ul style="list-style-type: none"> <li>• Not implementing a standards-based curriculum, not vertically-aligned</li> </ul> <p>School Culture</p> <ul style="list-style-type: none"> <li>• Lack of consistency among staff in understanding and implementing school policies</li> <li>• Low level of student engagement</li> <li>• Tardiness</li> </ul>

<p>scholarships; Class of 2009: 181 graduates, 154 applied to at least one college, 98 have been accepted to at least one college, 4,320,310 offered in scholarships</p> <ul style="list-style-type: none"> <li>• Staff has conducted over 300 home visits during the 09-10 school year</li> <li>• 60-152 parents engaged in quarterly school celebrations</li> <li>• 2 parent surveys returned last year – close to 300 surveys turned in this year</li> <li>• Increase in # of students scoring 20 or better on ACT in 2008</li> <li>• 2% of students enrolled in a post-secondary options course in 07-08</li> <li>• 27% of 11<sup>th</sup>/12<sup>th</sup> graders enrolled in at least one AP course</li> </ul>	<ul style="list-style-type: none"> <li>• Some teachers believe the curriculum is too difficult for their students and holding high expectations is not practical</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Closing the learning gaps are not usually the focus of PD or staff meetings</li> </ul> <p>Leadership/Planning</p> <ul style="list-style-type: none"> <li>• Students can fail pre-reqs and be moved onto the next course</li> <li>• Rtl implementation is inconsistent</li> </ul>
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**→ QUALITATIVE AND QUANTITATIVE DATA TRENDS INDICATE THE FOLLOWING PROBLEMS**

Student achievement is low and has been low historically. At least 1/3 of students have not been on track to graduate. North High School has had a high rate of administrative and teacher turnover. The school lacks consistent systems aligned with vision, mission, goals, and expectations for the school.

**→ WITH THE ASSOCIATED ROOT CAUSES**

- Low student achievement:
- Students are arriving at high school below grade-level proficiency.
  - Standards do not drive teaching and learning
  - Students have unaddressed English language acquisition needs
  - There is inconsistent instruction within and between classrooms
  - Some teachers resist new training
  - Courses do not target student needs

Lack of consistent leadership, teachers, systems:

- Lack of continuous focus

- No trust or team building structures in place

- Previous attempts at creating systems and structures have not been fully implemented and have failed in developing complete buy-in among staff and community

**MONTBELLO HIGH SCHOOL**

**School Data**

**Student Performance Measures for State and NCLB Accountability**

Performance Indicators	Measures/ Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?			
Student Achievement (Status)	CSAP -- Reading (% P+A)	State average or above	9 <sup>th</sup> – 30 10 <sup>th</sup> - 35	No			
	CSAP -- Writing (% P+A)	State average or above	9 <sup>th</sup> - 15 10 <sup>th</sup> - 15	No			
	CSAP -- Math (% P+A)	State average or above	9 <sup>th</sup> - 6 10 <sup>th</sup> - 4	No			
	Adequate Yearly Progress (AYP is the % PP+P+A on CSAP in Reading and Math for each subgroup)	Overall number of targets for School: 22	Overall % of targets met by School: 32		Elem	Mid	High
			Reading			No	
			Math			No	
Student Growth	Med Std Growth %	50 <sup>th</sup> Percentile or above	51 - reading 46 - writing 56 – math	Yes No Yes			
	% on Track to Catch-Up	n/a	21 - reading 1 - writing 11 – math	n/a			
	% on Track to Keep-	n/a	79 - reading	n/a			



	Up		27 - writing 72 - math	

**Student Performance Measures for State and NCLB Accountability (cont.)**

Performance Indicators	Measures/Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?
Achievement Gaps	CSAP		<p><b>Reading</b> Black/White-Asian: -46% Hispanic/White-Asian: -46%</p> <p><b>Math</b> Black/White-Asian: -40% Hispanic/White-Asian: -38%</p> <p><b>Writing</b> Black/White-Asian: -48% Hispanic/White-Asian: -50%</p>	
Growth Gaps	CSAP	<p><b>Reading</b> Min/Non: 50/50 FRL/Non: 48/51 IEP/Non: 44/50 ELL/Non: 53/49</p> <p><b>Math</b> Min/Non: 48/51 FRL/Non: 46/52 IEP/Non: 45/51 ELL/Non: 50/50</p> <p><b>Writing</b> Min/Non: 49/51 FRL/Non: 48/52</p>	<p><b>Reading</b> Min/Non: 51/- FRL/Non: 45/50 IEP/Non: 49/46 ELL/Non: 47/45</p> <p><b>Math</b> Min/Non: 46/- FRL/Non: 45/50 IEP/Non: 49/46 ELL/Non: 47/45</p> <p><b>Writing</b> Min/Non: 56/- FRL/Non: 56/54</p>	

		IEP/Non: 42/51 ELL/Non: 53/50	IEP/Non: 56/56 ELL/Non: 55/58	
Post Secondary Readiness	Graduation Rate		57.43%	
	Composite ACT	State: 19.6	14.7	
	Dropout Rate		6.1%	

\* Currently, districts set targets for schools on these indicators. The state will set these targets for schools in the 2010-11 school year.

**Accountability Status and Requirements for Improvement Plan**

Program	Identification Process	Identification for School	Directions for completing improvement plan
<b>State Accountability</b>			
* Not required in SY 2009-10.	Requirements for 2010-11 will be released at a later date. School plan type will be identified based on the state's review of the school's performance.	n/a	n/a
<b>NCLB Accountability</b>			
School Improvement or Corrective Action (Title I)	School missed same AYP target for at least two consecutive years**	Math – School Improvement Restructuring	

\*\* Not sure if the school has been identified under Title I? See <http://www.cde.state.co.us/FedPrograms/AYP/results.asp> to check this year's list of identified schools.

**Additional Information about the District**

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the school eligible for a Tiered Intervention grant? If so, which intervention approach has been chosen?	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? What was the date of the grant award?	The school received a SIG grant in 06-07 and 07-08 for a total of \$686,967.
School Support Team or Expedited Review	Has (or will) the district participate in an SST review or an Expedited Review? If so, when?	The school had an Expedited Review April 6-9, 2010.
External Evaluator	Has the district partnered with an external evaluator to provide comprehensive evaluation of the school? If so, include the year and the name of the provider/tool used.	No

## Improvement Plan Information

The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

Accreditation  
  Title IA  
  Tiered Intervention Grant  
  School Improvement Grant  
  Other:

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Anthony Smith, Principal
	Email	Anthony_smith2@dpsk12.org
	Phone	720-423-5700
	Mailing Address	5000 Crown Blvd. Denver, CO 80239-4329
2	Name and Title	Gionni Thompson, Assistant Principal
	Email	Gionni_Thompson@dpsk12.org
	Phone	720-423-5700
	Mailing Address	5000 Crown Blvd. Denver, CO 80239-4329

**Data Analysis and Root Cause Identification**

**→ KEY DATA TRENDS:**

QUANTITATIVE	QUALITATIVE – CDE Diagnostic Areas of Concern
<ul style="list-style-type: none"> <li>• 11% of students enrolled in a post-secondary options course</li> <li>• 28% of 11<sup>th</sup>/12<sup>th</sup> graders enrolled in at least one AP course</li> <li>• Consistent low performance on reading and math CSAP, with marginal gains or static achievement in all areas between 2007-2009.</li> <li>• Improvement in CSAP writing:               <ul style="list-style-type: none"> <li>○ 3% growth in writing</li> <li>○ In increases in catch up and keep up in 2009</li> <li>○ English dept led the SCR (short constructed response Initiative, a school-wide approach to improving writing</li> </ul> </li> <li>• Looking at longitudinal data, the same class’s proficiency declined over time</li> <li>• 2009: Made AYP in reading, did not make AYP in math</li> <li>• 2 ELA students exited in 2008; Approximately 140 students in ELA program</li> <li>• The number of teachers in years 1-3 of teaching experience is approximately 60%</li> <li>• Average number of years of teaching experience is 4 years</li> <li>• Larger class sizes for new teachers than for veteran teachers (as different as 5 students in a class to 30 students in a class)</li> <li>• Restorative justice was used with 300 students the first semester Of 2009</li> </ul>	<p>Instruction</p> <ul style="list-style-type: none"> <li>• Lack of urgency to improve practice to drive high achievement levels.</li> <li>• Lack of rigor in classroom instruction</li> <li>• Lack of higher order thinking</li> <li>• teaching is geared toward district pacing guides rather than state standards</li> <li>• Teachers are not all on board with advisory - not understanding the goal and what should be done</li> <li>• Lack of respect and rules for classroom behavior (though this data contradicts quantitative data collected from a student survey)</li> <li>• Parents do not feel students are prepared for college</li> <li>• Utilizing IEP accommodations is inconsistent</li> <li>• Lack of student engagement</li> <li>• Lack of structure and buy-in for co-planning</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• "Some" teaming to look at data</li> <li>• Data not used efficiently or consistently</li> <li>• No common grading system in place</li> <li>• Teachers are not aware of how upperclassmen are evaluated, and don’t know how things are aligned to ACT</li> </ul> <p>Curriculum</p> <ul style="list-style-type: none"> <li>• Advanced Placement courses are open to any student whether or not they have passed prerequisite classes, and/or have the necessary skills (e.g., reading, writing, higher level thinking) to be successful.</li> </ul>

- Student survey results show that the school has a respectful environment
- Over ½ of dropouts in 2008 were “freshman” (7% of 13%)
- Attendance for freshman less than 79%
- School wide attendance at 81%
- Attendance for Mondays and Tuesdays averages 78%, Wednesdays and Thursdays are close to 80%, and Fridays average 82%. Attendance decreases for periods 5 and 7 (near lunch time)
- Discipline referral data decreased from 1860 in 08-09 to 1480 in 09-10 (as of 5/3/10)

- Courses are collection instead of "4 year college plan"
- Courses do not seem to be standards driven, concern that this is pushed from district that it must be covered and in a particular way.
- Teachers do not have a clear set of expectations for proficient work, lack of set rubrics and what proficiently looks like (also grade books)
- Lacking clear definition of what "on grade level" looks like
- Still working on path and no intentional mapping. What does this mean?
- Teachers can't collect exemplars or build clear expectations for course work when on average teachers only teach the same course for two years.
- The number of students who potentially could perform on the AP level is substantially low versus the kids who are placed in AP courses.
- No vertical articulation in building or feeder schools.
- Big decisions are not student centered.

#### School culture

- Latino parent engagement is minimal
- There is good advertisement for school sports.
- Security guard interaction with students (need more training)
- La Porra Guerrero fan club at B Ball games this year

#### Professional Development

- There is a no clear vision for professional development
- PD time needs to be balanced with planning time
- PD must be relevant – veteran teachers taking the same PD repeatedly
- PD is not completely implemented as designed – no resources, etc.

	<ul style="list-style-type: none"> <li>• Elective teachers report being overlooked and their PD needs are not met</li> <li>• Follow-up of PD doesn't happen on both sides: Was it relevant? Will it be implemented?</li> </ul> <p>Leadership/Planning</p> <ul style="list-style-type: none"> <li>• There has been a high turnover of teachers, counselors, etc.</li> <li>• No clear monitoring of either the Revitalization Plan or the SIP</li> <li>• Data is not used consistently to drive instruction. Specific feedback needs to be provided to teachers when school administrators conduct walkthroughs</li> <li>• No clear distinction between "small learning communities" and Data Teams. These two words are used interchangeably.</li> <li>• No buy-in from all concerned.</li> </ul>
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→ **QUALITATIVE AND QUANTITATIVE DATA TRENDS INDICATE THE FOLLOWING PROBLEMS**

1. Student achievement is low, and on average, has gained only marginally or minimally within the past several years.
2. There is a lack of accountability at all levels: school leaders, teachers, and students
3. The school culture and climate is not conducive to improved student outcomes.
4. Students are truant or otherwise not engaged.
5. There is high teacher and administrative turnover.
6. Parents and students are still not engaged, even with some marginal improvements during the past few years.

→ **WITH THE ASSOCIATED ROOT CAUSES**

- **Lack of consistent systems and processes that are implemented with fidelity school-wide**
  - Lack of distributed leadership
  - Lack of systems of accountability
  - Instruction not standards based or data driven
  - The vision of the school is not very clear to everyone



- No plan/direction for school
- Need for communication norms/structures
- Lack of sense of urgency
- **Lack of systems for supporting professionals**
  - Lack of a protocols for planning
  - “Sink or swim” atmosphere for new teachers
  - Preparation for culturally-responsive teaching
- **Lack of success in engaging the community**
  - Perception of the school among community members – where did it come from and how might we address it?
  - Parent Engagement Center – what are we really doing?
  - How are we reaching out?
  - Who is “the community?” Who is on the CSC? Who is representing?

**NOEL MIDDLE SCHOOL**

**School Data**

**Student Performance Measures for State and NCLB Accountability**

Performance Indicators	Measures/ Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?			
Student Achievement (Status)	CSAP -- Reading (% P+A)	State average or above	6 <sup>th</sup> - 24 7 <sup>th</sup> - 27 8 <sup>th</sup> - 24	No			
	CSAP -- Writing (% P+A)	State average or above	6 <sup>th</sup> - 24 7 <sup>th</sup> - 32 8 <sup>th</sup> - 11	No			
	CSAP -- Math (% P+A)	State average or above	6 <sup>th</sup> - 27 7 <sup>th</sup> - 10 8 <sup>th</sup> - 36	No			
	Adequate Yearly Progress (AYP is the % PP+P+A on CSAP in Reading and Math for each subgroup)	Overall number of targets for School: 36	Overall % of targets met by School: 30		Elem	Mid	High
				Reading	No		
				Math	No		
Student Growth	Med Std Growth %	50 <sup>th</sup> Percentile or above	38 – reading 40 – math 54 - writing	No			
	% on Track to Catch-Up	n/a	21 -reading	No			

			8 - math 32 - writing	
	% on Track to Keep-Up	n/a	51 - reading 38 - math 51 - writing	n/a

**Student Performance Measures for State and NCLB Accountability (cont.)**

Performance Indicators	Measures/Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?
Achievement Gaps	CSAP		<p><b>Reading</b> Black/White-Asian: -51% Hispanic/White-Asian: -51%</p> <p><b>Math</b> Black/White-Asian: -40% Hispanic/White-Asian: -50%</p> <p><b>Writing</b> Black/White-Asian: -52% Hispanic/White-Asian: -44%</p>	
Growth Gaps	CSAP	<p>(State)</p> <p><b>Reading</b> Min/Non: 48/51 FRL/Non: 47/52 IEP/Non: 46/50 ELL/Non: 51/50</p>	<p><b>Reading</b> Min/Non: 38/- FRL/Non: 38/35 IEP/Non: 32/39 ELL/Non: 42/36</p>	

		<b>Math</b> Min/Non: 49/52 FRL/Non: 47/51 IEP/Non: 44/51 ELL/Non: 52/50  <b>Writing</b> Min/Non: 51/50 FRL/Non: 49/52 IEP/Non: 40/51 ELL/Non: 56/49	<b>Math</b> Min/Non: 40/- FRL/Non: 40/39 IEP/Non: 30/41 ELL/Non: 43/33  <b>Writing</b> Min/Non: 54/- FRL/Non: 55/43 IEP/Non: 47/55 ELL/Non	
Post Secondary Readiness	Graduation Rate	n/a	n/a	n/a
	Mean ACT	n/a	n/a	n/a
	Dropout Rate	n/a	n/a	n/a

\* Currently, districts set targets for schools on these indicators. The state will set these targets for schools in the 2010-11 school year.

**Accountability Status and Requirements for Improvement Plan**

		Identification Process	Identification for School	Directions for completing improvement plan
<b>State Accountability</b>				
* Not required in SY 2009-10.	Requirements for 2010-11 will be released at a later date. School plan type will be identified based on the state's review of the school's performance.		n/a	n/a
<b>NCLB Accountability</b>				
School Improvement or Corrective Action (Title I)	School missed same AYP target for at least two consecutive years**	Reading – School Improvement Restructuring Math – School Improvement Restructuring		

\*\* Not sure if the school has been identified under Title I? See <http://www.cde.state.co.us/FedPrograms/AYP/results.asp> to check this year's list of identified schools.

**Additional Information about the District**

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the school eligible for a Tiered Intervention grant? If so, which intervention approach has been chosen?	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? What was the date of the grant award?	No
School Support Team or Expedited Review	Has (or will) the district participate in an SST review or an Expedited Review? If so, when?	The school had an Expedited Review on April 13-15, 2010
External Evaluator	Has the district partnered with an external evaluator to provide comprehensive evaluation of the school? If so, include the year and the name of the provider/tool used.	No

## Improvement Plan Information

The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

Accreditation  
  Title IA  
  Tiered Intervention Grant  
  School Improvement Grant  
  Other:

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Sylvia Bookhardt, Principal
	Email	Sylvia_bookhardt@dpsk12.org
	Phone	720-424-0800
	Mailing Address	5290 Kittridge St. 80239-5628
2	Name and Title	Cesar Rivera, Assistant Principal
	Email	Cesar_rivera@dpsk12.org
	Phone	720-334-2163
	Mailing Address	5290 Kittridge St. 80239-5628

**Data Analysis and Root Cause Identification**

**→ KEY DATA TRENDS:**

QUANTITATIVE	QUALITATIVE – CDE Diagnostic Areas of Concern
<ul style="list-style-type: none"> <li>• 3 principals in four years</li> <li>• Increases in growth (4-11%) in CSAP reading 07-08 in all grades and growth decrease in CSAP reading (9-16%) in all grades 08-09</li> <li>• Growth decrease in CSAP writing 07-08 in all grades (2-11%) and growth increase (3-12%) in CSAP writing 08-09 by 6% in all grades</li> <li>• Decreases in growth in CSAP math for 6<sup>th</sup> grade and 8<sup>th</sup> grade 07-08 and 08-09</li> <li>• Increases in growth in CSAP math for 7<sup>th</sup> grade 07-08 and 08-09</li> <li>• Comparison of reading proficiency with the state’s proficiency rate               <ul style="list-style-type: none"> <li>○ In 08-09, state 6<sup>th</sup> grade reading proficiency rate was 72% while Noel’s proficiency rate was 23%</li> <li>○ In 08-09, state 7<sup>th</sup> grade reading proficiency rate was 67% while Noel’s proficiency rate was 27%</li> <li>○ In 08-09, state 8<sup>th</sup> reading proficiency rate was 64% while Noel’s proficiency was 24%</li> </ul> </li> <li>• In 08-09 in 8<sup>th</sup> grade writing 9% proficiency for African-American students; 6% proficiency in 8<sup>th</sup> grade math; 6% proficiency in 8<sup>th</sup> grade science</li> <li>• There is a decline in attendance between 6<sup>th</sup> (92%) and 8<sup>th</sup> (89%) grades; 8<sup>th</sup> graders have lower proficiency rates than 6<sup>th</sup> grade in CSAP performance</li> <li>• 08-09 6<sup>th</sup> (74%) and 7<sup>th</sup> (67%) grade and 8<sup>th</sup> grade (88%) students NOT proficient (in what?)</li> <li>• 08-09 LEP students, FRL students, and SpEd students in</li> </ul>	<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>• Implementation of school-wide identified strategies (reading, writing, planning) is not consistent.</li> <li>• Some staff may be aware of strategies, but are not implementing them</li> <li>• Students are off task and disruptive behavior in some classrooms</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Although teachers have data available, the use of data to impact classroom instruction varies across the school</li> <li>• Use of planning time to link data and instruction was not observed</li> <li>• The use of rubrics is inconsistent</li> <li>• Exemplars of student work was not observed</li> <li>• Instruction is focused on teaching “to the middle” and is not differentiated</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Language! has a computer program that is not being used</li> <li>• Social studies and science have class sets of textbooks only</li> <li>• SpringBoard curriculum is only in first year of implementation</li> <li>• Teachers report that the curriculum is rigorous and needs substantial differentiation</li> </ul> <p><b>School Culture</b></p> <ul style="list-style-type: none"> <li>• Inconsistent discipline system</li> <li>• No school-wide agreed-upon expectations (teachers and</li> </ul>



<p>math all reached safe harbor for proficiency in AYP; African-American students did not</p> <ul style="list-style-type: none"> <li>• 60.5% of ELL students are Spanish speakers; total of 8 languages spoken at the school</li> <li>• At beginning of 09-10 students, 11.5% of students were classified as gifted and talented, 12.9% students identified with Individualized Education Plans</li> <li>• Parents of approximately 200 students participated in student-teacher conferences in the fall; Parents of approximately 400 students participated in student-teacher conference in the spring – parents attend traditionally scheduled events and conferences, but are not generally engaged in other school activities</li> </ul>	<p>students)</p> <ul style="list-style-type: none"> <li>• Bullying is a problem</li> <li>• There is evidence amongst some staff of low student expectations</li> <li>• The displays around the building do not reflect the rich culture of the students</li> <li>• Some students have opportunities to participate in leadership and community service projects</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• The school lacks a strategic approach to professional development, including lack of a data cycle, expectations for follow-up to professional development sessions, and identified leadership roles and responsibilities for these topics, though all school leaders participate in supporting PD in different ways.</li> <li>• The topics that are covered are not targeted or following a strategic approach to PD, and often include administrative items</li> <li>• There is no data provided in the report regarding job-embedded PD, such as coaching, peer observation or other mechanisms that indicate successful implementation of strategies – though the review does say PD is job-embedded.</li> <li>• There is not a clear data cycle and leadership for it</li> </ul> <p>Leadership/Planning</p> <ul style="list-style-type: none"> <li>• Faculty meetings are not held with a consistent timeline or protocol that faculty feel they can depend on</li> <li>• Though there is desire to be a unified school, there are clearly divisions among the staff in terms of the actual vision/mission of the school and no current mechanism for accountability in terms of upholding the Noel's</li> </ul>
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	mission/vision <ul style="list-style-type: none"> <li>• Leadership opportunities exist, but roles and responsibilities</li> </ul>
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**→ QUALITATIVE AND QUANTITATIVE DATA TRENDS INDICATE THE FOLLOWING PROBLEMS**

1. Student achievement is low and has declined over time.
2. There is high turnover in leadership and teaching staff. There is not a “team” mentality
3. The school is only marginally successful in engaging stakeholders.

**→ WITH THE ASSOCIATED ROOT CAUSES**

**LOW STUDENT ACHIEVEMENT**

There has been inconsistent implementation of systems, strategies, vision/mission, practices, expectations, and communication for staff, students, and parents.

There is a culture of low expectations, and possibly assumptions about student capability.

Some students are not engaged in or “owning” their own learning.

There are gaps in performance between different student groups.

**HIGH ADMINISTRATIVE/TEACHER TURNOVER**

Lack of focus on student data and achievement

There aren’t protocols in place to exercise and have someone in place for facilitating those meetings, lack of opportunities for productive PLC work.

There isn’t a master schedule.

Teachers have multiple demands, are not equipped to address some of the challenges, and feel overwhelmed.

There is not a trigger/tool to ensure there staff buy-in to mission/vision.




Teachers have a lack of knowledge, preparation, and training on how to differentiate instruction.

**MARGINAL SUCCESS IN ENGAGING STAKEHOLDERS**

The needs of the whole child aren’t being met.

Members of the school community do not share a common mission/vision.

Appendix C. Signatures and Waivers

<b>SIGNATURES</b>	
<b>Name of Lead Local Education Agency (LEA)/Organization:</b>	<b>Denver Public Schools</b>
Mailing Address: 900 Grant Street, Denver, CO 80203	
720-423-3300	
<b>District Turnaround Project Manager:</b>	<b>Jenifer Jones</b>
Mailing Address: 900 Grant Street, Denver, CO 80203	
Telephone: 720-423-3110	E-mail: Jenifer_jones@dpsk12.org
<b>Signature:</b> 	
<b>Program Contact Person:</b>	<b>Jenifer Jones</b>
Mailing Address: 900 Grant Street, Denver, CO 80203	
Telephone: 720-423-3110	E-mail: Jenifer_jones@dpsk12.org
<b>Signature:</b> 	
<b>Fiscal Manager:</b>	<b>Nancy Connor</b>
Telephone: 720.423.3921	E-mail: nancy_connor@dpsk12.org
<b>Signature:</b> 	
<b>Region: Indicate the region(s) this proposal will directly impact</b>	
<input checked="" type="checkbox"/> <b>Metro</b> <input type="checkbox"/> <b>Pikes Peak</b> <input type="checkbox"/> <b>North Central</b> <input type="checkbox"/> <b>Northwest</b> <input type="checkbox"/> <b>West Central</b> <input type="checkbox"/> <b>Southwest</b> <input type="checkbox"/> <b>Southeast</b> <input type="checkbox"/> <b>Northeast</b>	

<b>Total LEA Request:</b> <i>Indicate the total amount of funding you are requesting. Please note: An individual budget will be required for each school site totaling to the amount listed below.</i>
<b>Year 1 (Greenlee, Lake Gilpin):</b> \$
<b>Year 2 (Greenlee, Lake Gilpin):</b> \$
<b>Year 3 (Greenlee, Lake Gilpin):</b> \$
<b>TOTAL (Greenlee, Lake Gilpin):</b> \$
<b>Year 1 (North, Montbello, Noel):</b> \$
<b>Year 2 (North, Montbello, Noel):</b> \$
<b>Year 3 (North, Montbello, Noel):</b> \$
<b>TOTAL (North, Montbello, Noel):</b> \$

## SCHOOLS TO BE SERVED

Please provide the following information for each participating school (additional rows may be added), starting with Tier I schools:									
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY) Include requested amount per school				
					Turnaround	Restart	Closure	Transformation	Review needed
Gilpin K-8 School	080336000353	X						\$ \$ \$	
Greenlee K-8 School	080336000358	X			\$ \$ \$				
Lake Middle School	080336000374		X		\$ \$ \$	A portion of this is for re-start			
Montbello High School	080336001338	X						\$ \$ \$	
Noel Middle School	080336001870		X					\$ \$ \$	
North High School	080336000389		X					\$ \$ \$	
Philips Elementary School	080336000392	X					\$36,413		
Rishel Middle School	080336000403		X				\$34,886		
Skyland Community High School	080336001956		X				\$37,940		


\* An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50% of those schools.

**LEA/School Information and Signature Page**

**District Signatures**

**District Name: Denver Public Schools    NCES District ID: 0803360**

**School Board President Signature:** 

**Superintendent Signature:** 

**School Information**

**School #1 Gilpin K-8 School**

Principal Name: Catherine Gonzales

Telephone: 303.297.0313

E-mail: Catherine\_gonzales@dpsk12.org


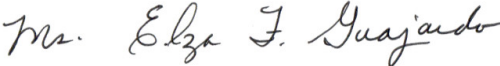

**Principal Signature:** 





**School #2 Name: Greenlee K-8 School**

Principal Name: Josephine Garcia

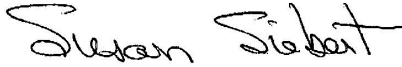
Telephone: 720.629.6364

E-mail: Josephine\_garcia@dpsk12.org

<b>Principal Signature:</b> 	
<b>School #3 Name: Lake Middle School</b>	
<b>Principal Name:</b> Hans Kayser	
Telephone: 720.424.0260	E-mail: hans_kayser@dpsk12.org
<b>Principal Signature:</b>  per Hans Kayser	
<b>School #4 Name: Montbello High School</b>	
<b>Principal Name:</b> Anthony Smith	
Telephone: 720.423.5700	E-mail: Anthony_smith2@dpsk12.org
<b>Principal Signature:</b> 	
<b>School #5 Name: Noel Middle School</b>	
<b>Principal Name:</b> Sylvia Bookhardt	
Telephone: 720.424.0800	E-mail: Sylvia_bookhardt@dpsk12.org

<b>Principal Signature:</b> 	
<b>School #6 Name:</b> North High School	
<b>Principal Name:</b> Ed Salem	
Telephone: 720.423.2700	E-mail: edwin_salem@dpsk12.org
<b>Principal Signature:</b> 	
<b>School #7 Name:</b> Philips Elementary School	
<b>Principal Name:</b> Rachel Starks (interim)	
Telephone: 720.388.5313	E-mail: Rachel_starks@dpsk12.org
<b>Principal</b> 	<b>Signature:</b>
<b>School #8 Name:</b> Rishel Middle School	
<b>Principal Name:</b> Craig Harrier	
Telephone: 720.424.1260	E-mail: craig_harrer@dpsk12.org
<b>Principal Signature:</b> 	



<b>School #9 Name: Skyland Community High School</b>	
<b>Principal Name:</b> Susan Siebert	
Telephone: 303.388.4759	E-mail: ssiebert1@comcast.net
<b>Principal Signature:</b> 	

## Certification and Assurance Form

*The School Board President and Board- Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.*

On April 21, 2010, the Board of Denver Public Schools hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools. In additional, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention** grant agree to the following assurances:

- To use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- To establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
- That if the applicant implements a restart model in a Tier I or Tier II school, it will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- To provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant (e.g., CSAP by State Assigned Student IDs). The district will report to CDE the school level data required under section III of the final requirements;
- To align current and future funding sources in support of improvement goals, including commitment to identify and reallocate existing district funds for the purpose of sustaining the improvement work after federal funds expire;
- To commit to developing a plan that demonstrates how the district will increase overall student achievement in the identified schools;
- To commit to addressing the findings outlined in the external review.
- To provide the leadership capacity to oversee the implementation of turnaround interventions;
- To provide a district level contact whose primary responsibility is the oversight and coordination of turnaround interventions in the schools;

- To participate in quarterly Professional Learning Communities focused on turning around schools;
- To monitor and evaluate the impact of all turnaround interventions;
- That by accepting grant funds, applicants agree to participate in the federal and state evaluation of Turnaround School Initiatives;
- To participate in a one-day networking conference during each year of the grant cycle to discuss implementation issues and access technical assistance. In addition, there will be an orientation meeting for all approved applicants;
- To submit to CDE an Improvement Plan for each identified school updated annually as a requirement for securing continued funding from year to year during the three-year term of this grant;
- To submit a revised budget annually, as well as an annual financial report;
- To participate fully in on-site visits conducted by CDE to every funded Tier I, Tier II, or Tier III school during the grant cycle;
- To not discriminate against anyone regarding race, gender, national origin, color, disability, or age;
- To maintain sole responsibility for the project even though subcontractors may be used to perform certain services; and
- To notify the community of the intent to submit an application and the application and that any waiver request will be made available for public review after submission of the application.

Funded sites will be expected to cooperate with CDE in the development and submission of certain reports to meet statutory requirements. *All grantees must work with and provide requested data to CDE for the Tiered Intervention Grant Program within the time frames specified.*

In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award upon thirty (30) days notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

**Nate Easley**

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Name of Board President

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Signature of Board President

**Tom Boasberg**

---

Name of District Superintendent

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Signature of District Superintendent

**Jenifer Jones**

Name of Program Contact



Signature of Program Contact

Addendum to Turnaround Grant  
Re: Closures

**Skyland**

*Description of funding for the student transition contractor – criteria for selection and specific services to be provided.*

In order to identify a vendor to assist with student transitions, DPS used the following criteria:

1. Ability to begin work immediately upon award of the grant.
2. Significant, relevant and recent experience with similar projects in the community being served.
3. Significant knowledge of and relationships with appropriate educational options for students being served.

In general, the vendor will orchestrate the successful transition of Skyland Community High School students to their next school. The vendor will hire a full-time staff member to manage the transitioning of Skyland students for a 16 week period beginning as close to May 17<sup>th</sup> as possible and attending at the end of August.

Specifically, the vendor will provide the following services:

- Taking over, maintaining and updating the school selection spreadsheet
- Work with district staff and Skyland staff to create current transcripts including Skyland credit
- Locate students who have not made a school choice and assist them with the process of choosing a next appropriate educational setting
- Utilize age, credit and proximity to schools as factors in helping students choose their next school

*Turnaround Closure Manager*

Funding for this position is no longer being sought. The line item will be deleted from the budget.

*Closure Logistics*

There are several operational and logistical matters which must be addressed during the closure of the school. These include organization of student records, inventorying and/or moving of furniture, technology, and/or instructional supplies, disposal of unusable items/materials, and shredding as necessary.

**Rishel**

*Student Transition Program*

Funding for this program is no longer being sought. There are no funds currently requested in the budget.

*Field Lessons to Local Colleges*

The line item for field lessons to local colleges will be deleted from the budget.

*Closure Logistics*

There are several operational and logistical matters which must be addressed during the closure of the school. These include organization of student records, inventorying and/or moving of furniture,

technology, and/or instructional supplies, disposal of unusable items/materials, and shredding as necessary.

**Philips**

*Closure Logistics*

There are several operational and logistical matters which must be addressed during the closure of the school. These include organization of student records, inventorying and/or moving of furniture, technology, and/or instructional supplies, disposal of unusable items/materials, and shredding as necessary.