



## 2012 TIERED INTERVENTION GRANT

### PART I: COVER PAGE *(Complete and attach as the first page of proposal)*

<b>Name of Lead Local Education Agency (LEA)/Organization:</b>		Denver Public Schools	
Mailing Address: 900 Grant Street Denver, CO 80203			
<b>District Turnaround Project Manager:</b>		Rebecca Grant	
Mailing Address: 900 Grant, Suite 706 Denver, CO 80203			
Telephone: 720-423-3995		E-mail: <a href="mailto:rebecca_grant@dps.12.org">rebecca_grant@dps.12.org</a>	
Signature: 			
<b>Program Contact Person (if different):</b>		(same as above)	
Mailing Address:			
Telephone:		E-mail:	
Signature:			
<b>Fiscal Manager:</b>		Chuck Carpenter	
Telephone: 720-423-3145		E-mail: <a href="mailto:charles_carpenter@dpsk12.org">charles_carpenter@dpsk12.org</a>	
Signature: 			
<b>Region:</b> <i>Indicate the region(s) this proposal will directly impact</i>			
<input checked="" type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
<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</b> (April 1, 2012 – September 30, 2013)	<b>Year 2</b> (October 1, 2013 – September 30, 2014)	<b>Year 3</b> (October 1, 2014 – September 30, 2015)	<b>Total</b>
\$1,216,210	\$1,192,632	\$1,162,192	\$3,571,034

**Please note:** If the grant is approved, funding will not awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

**PART IA: SCHOOLS TO BE SERVED**

*Complete the following information with respect to the schools that will be served with a School Improvement Grant and attach as the second page of proposal.*

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			
					Turn-around	Restart	Closure	Transformation
Charles M. Schenck (CMS) Community School	080336000400			X				\$790,367
Ford Elementary School	080336000350			X	\$890,774			
Smith Elementary School	080336000407			X				\$776,304
West High School	080336000423			X	\$1,113,589			

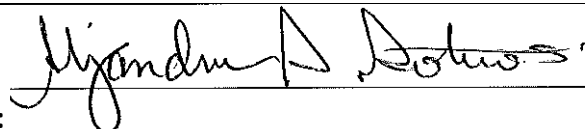
**PART IB: LEA/School Information and Signature Page***(Complete and attach as the third page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it after page 3.)***District Signatures****District Name: Denver Public Schools****District Code: 0803360****School Board President Signature:****Superintendent Signature:****School Information****School #1 Name: Charles M. Schenck (CMS) Community School****School Code: 9408**

Principal Name: Alejandra Sotiros

Telephone: 720-424-4300

E-mail: [alejandra.sotiros@bvsd.org](mailto:alejandra.sotiros@bvsd.org)

Is school currently receiving a School Improvement Grant funded through 1003(a) funds?

 Yes     No  
ISP Grant**Principal Signature:****School #2 Name: Ford Elementary School****School Code: 3038 (DCIS at Ford is 2205)**

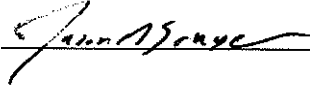
Principal Name: Ligia Gibson

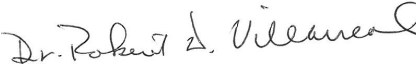
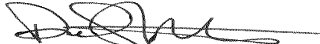
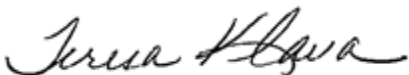
Telephone: 720-424-7300

E-mail: [ligia\\_gibson@dpsk12.org](mailto:ligia_gibson@dpsk12.org)

Is school currently receiving a School Improvement Grant funded through 1003(a) funds?

 Yes     No**Principal Signature:****School #3 Name: Smith Elementary School****School Code: 8006**

Principal Name: Jason Krause	
Telephone: 720-424-4000	E-mail: <a href="mailto:jason_krause@dpsk12.org">jason_krause@dpsk12.org</a>
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?	<input checked="" type="checkbox"/> Yes   No Diagnostic Grant
Principal Signature: 	

School #4 Name: West High School (and Manny Martinez Middle School)	School Code: 9408
Principal Name: Domonic Martinez, Robert Villareal, Teresa Klava	
Telephone: 720-423-5300	E-mail: <a href="mailto:domonic_martinez@dpsk12.org">domonic_martinez@dpsk12.org</a> , <a href="mailto:robert_villareal@dpsk12.org">robert_villareal@dpsk12.org</a> , <a href="mailto:teresa_klava@dpsk12.org">teresa_klava@dpsk12.org</a>
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Principal Signature:   	

**PART IC: Certification and Assurance Form**  
*(Complete and attach as the fourth and fifth pages of proposal)*

*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                     June 10                    , 2012 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 addition, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention Grant** agree to the following assurances.

The district agrees to...

**Federal Assurances:**

- 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;
- Establish annual targets 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, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive School Improvement funds;
- (If the applicant implements a restart model in a Tier I or Tier II school) 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; and
- Report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements.

**State Assurances:**

- 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/TCAP by State Assigned Student IDs, school level non-performance data). The district will report to CDE, at least quarterly, the school level interim measures of student learning required under section III of the final requirements (program guidance can be found at: <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf>);
- Align current and future funding sources in support of improvement goals, including commitment to identify and reallocate existing local funds for the purpose of sustaining the improvement work after federal funds expire;
- Commit to developing a Unified Improvement Plan that demonstrates how the district will increase overall student achievement in the identified schools and share that plan with CDE;
- At the end of Year 1, agree to a Facilitated Data Analysis (FDA) and an external review by a School Support Team and will update the UIP based on the findings outlined in the FDA and School Support Team's report;
- Provide the leadership capacity to oversee the implementation of intervention models;

- Provide a district level contact whose primary responsibility is the oversight and coordination of intervention models in the school(s);
- Participate in quarterly Professional Learning Communities focused on school and district improvement;
- Monitor and evaluate the impact of all intervention models;
- Agree to participate in the federal and state evaluation of School and District Improvement Initiatives;
- Submit to CDE the most recent UIP for each identified school.
- Commit to working with CDE to monitor progress on the UIP and make adjustments to the plan accordingly;
- Provide data on attainment of performance targets to CDE to inform decision around the continuation of funding.
- Develop a detailed budget for each school and submit a revised budget at least annually, as well as an annual financial report;
- Participate fully in on-site visits conducted by CDE to every funded Tier I, Tier II, or Tier III school during the grant cycle;
- Work collaboratively with CDE, as appropriate, in the selection of a strong school leader or partner, such as a Charter Management Organization (CMO), Education Management Organization (EMO) or other provider;
- Work cooperatively with CDE and provider(s), if applicable, in waiving district policies, procedures or practices that are deemed to be impediments to improvement, such as scheduling of the school day and year; staffing decisions; budgeting; and/or to obtain innovation school status for identified schools;
- Commit to engaging in significant mid-course corrections in the school if the data do not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation, such as replacing key staff, leadership or external providers;
- Maintain sole responsibility for the project even though subcontractors may be used to perform certain services; and
- Notify the community of the intent to submit an application and that any waiver request will be made available for public review prior to submission of the application.
- Participate in the development and submission of any reports necessary to meet statutory requirements within the time frames specified.
- 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.
- Submit budget revision(s), if applicable, to CDE on a **quarterly** basis for review and approval.
- Submit Annual Financial Reports as part of their annual review with CDE. CDE will utilize the information as a measure of performance and leading indicator of performance in subsequent year(s).
- Contracts with education providers must include a performance guarantee to increase student achievement based on services provided.

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 with 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.



**Mary Seawell**

Name of Board President

Signature of Board President



**Tom Boasberg**

Name of District Superintendent

Signature of District Superintendent



Rebecca Grant

Name of Program Contact

Signature of Program Contact

State Education Agency assurances – As a partner in the Tiered Intervention Grant, CDE agrees to provide the LEA with support and tools to foster successful implementation of the School Improvement Grant program. Specifically, CDE will:

- Provide the LEA with guidance about the specific types of changes and interventions each of the models require;
- Conduct a Facilitated Data Analysis (FDA) and an external review by a School Support Team and will assist with updating the UIP based on the findings outlined in the FDA and School Support Team’s report;
- Provide the LEA with descriptions and examples of special district governance structures that will ensure necessary freedom and support for interventions in identified schools;
- Provide the LEA with a description of the changes in policy or practice that may be required to ensure necessary flexibility for dramatic improvement in identified schools;
- Periodic review of school and district UIPs and provide feedback;
- Meet regularly with School/District to review performance data and implementation of improvement efforts, as defined in the UIP.
- Provide the LEA with a model budget and/or set of principles to guide allocation of 1003(g) and other funds in support of dramatic improvement of achievement in the school(s)
- Provide support for quarterly budget revisions;
- Provide ongoing professional development and technical assistance; and
- Define a set of leading indicators and overall performance targets that the identified school(s) and external providers, if applicable, will be required to demonstrate during the course of the reform effort; additionally, interim measures and implementation benchmarks that the LEA may use to hold school(s) and provider(s) accountable

## **PART II: Proposal Introduction – Executive Summary**

Denver Public Schools is an urban school district serving 81,870 students with the following ethnic/racial composition: .8% American Indian, 3.3% Asian, 24.5% Black, 58% Hispanic, 20.3% White and 2.9% Other. Our 2011 graduation rate was 56.1%. The mission of the Denver Public Schools is “to lead the nation’s cities in student achievement, high school graduation, college preparation, and college matriculation. Our students will be well-prepared for success in life, work, civic responsibility, and higher education.” To achieve our goals, The Denver Plan clearly outlines the strategy to turnaround our lowest performing schools, while welcoming new, high quality schools into our district. As a result, the district has embarked on an aggressive turnaround initiative, which includes strategically focusing resources to schools (and even an entire feeder pattern) with histories of persistent low performance. Nine of our turnaround schools currently receive Tiered Intervention Grant 1003g funds totaling over \$15 million, with eight schools in Cohort 1 and one in Cohort 2. Seventy of our district’s over 160 schools are identified as “Tier III” as defined by the Colorado Department of Education. Based on deep analysis of this opportunity, DPS is applying for TIG funds for four of our highest priority schools: West High School (also connected to the closure of Manny Martinez Middle School), Charles M. Schenck Community School, Ford Elementary School, and Smith Elementary School.

### Contents:

LEA Commitment and Capacity	p. 10-17
Needs Assessment and Program Plan: CMS Community School	p. 18-24
Needs Assessment and Program Plan: Ford Elementary School	p. 24-30
Needs Assessment and Program Plan: Smith Elementary School	p. 30-35
Needs Assessment and Program Plan: West High School	p. 35-40
Budget Narrative	p. 41-46

### Attachments:

Attachment UIP Addenda for CMS, Ford, Smith, and West  
One page graphic representation of DPS turnaround networks and turnaround schools.  
TIG Application Data for CMS, Ford, Smith, and West



## **PART III, Section I: LEA Commitment and Capacity**

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

Engagement and collaboration with stakeholders are key in our turnaround efforts. Therefore, the district utilizes multiple methods for reaching out to relevant stakeholders when making decisions about school intervention.

DPS' Office of Community Engagement organizes Regional Community Engagement meetings in seven different geographical areas of our district. Further information about these meetings can be found on the website at <http://communityrelations.dpsk12.org/>. The decision to transform West High School (and Manny Martinez) was indeed a collaborative, community-based choice. The plan was created and supported by the West Denver Equitable Education Collaborative (WDEEC), a community group that met for nine months to develop a vision for the future of a high school that for years had a pattern of low achievement and very low graduation. Similarly, the Far Northeast Collaborative Committee (FNECC) met for nine months in 2010 to build a future vision for Montbello High School and its struggling feeder pattern of schools, which included Rachel B. Noel Middle School and four elementary schools – one of which is Ford Elementary. CMS is part of the Southwest Region community engagement process, which has an ultimate goal to have every student in southwest Denver attending a high quality school that offers both programmatic and cultural diversity. There is a preference for improving traditional neighborhood schools wherever possible. Smith, too, is a focus school in a regional discussion in the near northeast. The purpose of this process is to develop a neighborhood vision and action steps that will serve to inform the DPS Board of Education and staff about community desires for area schools that will help guide future decisions. Both processes are designed for stakeholders to take a close look at school options and performance, to raise concerns, and to identify next steps to improving outcomes for students. All four schools are featured prominently in our district's community engagement processes. These intensive efforts have brought together all members of the community to participate in an extensive problem-solving process to discuss academic improvement, school options, and strategic planning for the future.

Denver Public Schools' senior leaders communicate with the Board of Education on an ongoing basis, providing updates of the status of the district's turnaround efforts. These presentations, dating from October 1, 2009 to the present can be found on the turnaround website, by following the link <http://turnaround.dpsk12.org/presentations>. In addition, DPS regularly shares turnaround progress with the Board, invites them to tour our schools, and shares with them any relevant stories. Board support was unanimous for the innovation application for both West academies.

Our turnaround initiative also has a strong communications platform. We have a Turnaround Communications Manager whose job it is to specifically support the messaging and dissemination of information about our turnaround efforts. Our school turnaround website acts as a clearinghouse of information on our turnaround initiative, including turnaround district and school strategies, community engagement efforts, recruitment, and turnaround resources. School information can also be found on this website, including updated TIG plans, school accomplishments, and links to revamped school websites. The website address is <http://turnaround.dpsk12.org/> and can also be found following the "School Turnaround" link on the district's homepage.

On a local and national level, our turnaround efforts have been featured in multiple publications, including an article featured in EdWeek this June. Our work is also featured in a book recently published by Harvard Education Press, and DPS has presented multiple times to national audiences, including twice to the United States Secretary of Education Arne Duncan.

The turnaround work purposefully focuses on supporting engagement efforts at the school sites as well. Parent and community engagement are critical aspects of the work of our two turnaround networks that are currently supporting the efforts of our nine schools receiving TIG, in addition to three of the four schools in this application

(West, CMS, and Ford). Part of the turnaround efforts include a complete upgrade to the parent engagement and communications systems for each school involved, which includes such strategies as hiring a communications specialist, revamping school websites, and developing clear and targeted goals for parent engagement – and steps for reaching those goals – at each school site. In addition to school events throughout the year that focus on academic achievement, each year begins with a school performance update to parents based on new CSAP data.

- **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 website).**

As mentioned above, DPS primary communications regarding turnaround efforts are in our community engagement processes and on our website. These applications, including waiver requests will, as always, be posted on our school turnaround website. In addition, should the efforts included in this application be funded, the district will utilize the community processes to collaborate with the school community on next steps.

- **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., SST Review, school board commitment, previous staffing changes)?**

This application is DPS' third for the Tiered Intervention Grant. To prepare for the first cohort of schools, DPS developed an entire district infrastructure to support school turnaround, which proliferated into two turnaround networks and 15 schools officially in turnaround, nine of which receive TIG funds. To date, our schools receiving funds are all improving. We communicate with the school board consistently to update them on our turnaround efforts, challenges, and successes. Fortunately, the DPS School Board has voted in favor of essentially all of our school turnaround recommendations.

Of the four schools in this application, one received an SST Review this spring (paid for by a diagnostic grant), all four received diagnostics performed by Cambridge Education last year, and one received a diagnostic review performed by McREL this spring. Staffing changes at the two schools implementing the turnaround school intervention model have already taken place, as has the hiring of new leaders for the schools. The "Needs Assessment" for each school in this application speaks specifically to LEA readiness to implement the model.

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

This question is addressed by focusing on the "musts" indicated in the Guidance on School Improvement Grants 1003g under "E. TRANSFORMATION MODEL."

For our two transformation schools, CMS and Smith:

**E-2. Which activities related to developing and increasing teacher and school leader effectiveness are required for an LEA implementing a transformation model? An LEA implementing a transformation model must:**

**(1) Replace the principal who led the school prior to commencement of the transformation model;**

The principals who led the schools prior to the transformation have been replaced.

**(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —**

**(a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and**

**(b) Are designed and developed with teacher and principal involvement;**

Both schools piloted all components of Empowering Effective Education and specifically, the teacher-developed LEAP Observation and Feedback tool, which will become the evaluation system for DPS teachers. The system

includes multiple classroom observations, as well as student achievement data.

**(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; Incentives are offered** through our ProComp compensation system, as well as financial bonuses for teaching in hard-to-serve schools. There are multiple teacher leadership opportunities and professional growth opportunities due to the infusion of additional resources. The LEAP system requires principals to be in classrooms observing instruction, which helps them identify teachers in need of an improvement plan right away in order to take next steps if necessary.

**(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and** Both schools utilized the PLC/data team model, as well as coaching to job-embed professional development for teachers. The district developed interim assessments to be administered at the beginning and throughout the school year, which are used in school-based Professional Learning Communities at both CMS and Smith.

**(5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.**

To get strong individuals on board, DPS has a recruiting effort through the school turnaround website, through which interested "turnaround teachers" may apply; human resources vets these resumes based on their "turnaround competency." In terms of retaining staff and offering leadership opportunities, the multiple professional supports in place will provide all teachers in the school with opportunities to improve their practice. Our district manages schools utilizing a system of rewards and incentives. Schools that are high performing are granted opportunities and autonomies, while schools that are not receive support and intervention.

**E-7. Which activities related to comprehensive instructional reform strategies are required as part of the implementation of a transformation model? An LEA implementing a transformation model must:**

**(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and**

CMS and Smith follow the Denver Public Schools' planning and pacing guides, which are mapped to state standards, as well as DPS' approved research-based curriculum materials. They utilize DPS' interim assessment system, which correlates directly to the guides. A key component of Empowering Effective Educators, the district-wide initiative that also includes LEAP, is the development of deep understanding of Common Core State Standards and requires schools/teachers to begin the process of transitioning to the new standards.

**(2) Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.**

Again, CMS and Smith will be using district interim assessment for five key summative data points throughout the year. The goal to developing a progress monitoring system is to initially target support in TIG-funded schools, which can then be scaled district-wide. Supporting CMS and Smith in the development of this system is one of the key network-wide goals for TIG schools.

**E-9. What activities related to increasing learning time and creating community-oriented schools are required for implementation of a transformation model? An LEA implementing a transformation model must:**

**(1) Establish schedules and strategies that provide increased learning time; and**

CMS and Smith have not yet expanded learning time, but will begin to think through plans to do so during the first year of transformation

**(2) Provide ongoing mechanisms for family and community engagement.**

CMS and Smith developed specific plans to engage parents in the academic life of the school and improved communication efforts to community through the hiring of a communications specialist and/or support from district school turnaround communications manager.

**E-13. What activities related to providing operational flexibility and sustained support are required for implementation of a transformation model? An LEA implementing a transformation model must:**

**(1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and**

These schools will be able to determine if they would like to submit an innovation application to the state. DPS' Office of School Reform and Innovation has supported multiple schools, including many turnaround schools, in securing innovation status.

**(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).**

DPS has two networks dedicated to supporting school turnaround and external partners supporting this work, described above.

This question is also addressed by focusing on the "musts" indicated in the Guidance on School Improvement Grants 1003g under "B. TURNAROUND MODEL."

For our two schools implementing the turnaround model, West and Ford:

**B-1. What are the required elements of a turnaround model? A turnaround model is one in which an LEA must do the following:**

**(1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;**

The schools have new principals and were granted innovation status, which provides them with full flexibility in their use of time, people, and money.

**(2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,**

**(A) Screen all existing staff and rehire no more than 50 percent; and**

**(B) Select new staff;**

The two schools are replacing close to 100% of the staff over the time of the phase-in; hiring is based on specific needs of school, including turnaround competencies.

**(3) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;**

Offer incentives through our ProComp compensation system, as well as financial bonuses for teaching in hard-to-serve schools. There are multiple teacher leadership opportunities and professional growth opportunities due to the infusion of additional resources. Teachers are paid a stipend for teaching an extended day and year.

**(4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;**

Use district-developed interim assessments at the beginning and throughout the school year, which are used or

will be used in school-based Professional Learning Communities at the academies at West and at DCIS Ford.

**(5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;**

The schools are supported by one of the two turnaround networks in our district. West Academies are supported by West Denver Network and Ford by Denver Summit Schools Network. DPS school turnaround staff support both networks.

**(6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;**

All phase-in programs are replications of locally and nationally-proven instructional models: College Board, International Studies Network, and Generations Schools.

**(7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;**

The schools use district-developed interim assessments at the beginning and throughout the school year, which are used or will be used in school-based Professional Learning Communities at the academies at West and at DCIS Ford.

**(8) Establish schedules and implement strategies that provide increased learning time; and**

The schools offer an extended day and year schedule, DCIS Ford will offer an additional hour per day and at least five additional days per year. The academies at West will each have eight hour school days and 200 day school years.

**(9) Provide appropriate social-emotional and community-oriented services and supports for students.**

All schools will focus on the social and emotional needs of students through the small school advisory structure. Schools are also supported with school psychologists and social workers.

Please see the “Needs Assessment” for each school in this application for additional information.

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

Starting in February 2010, DPS began meeting with potential partners to support our school turnaround work. Through a series of interviews between district and partners, and schools and partners, DPS selected Blueprint Schools Network to partner with the Denver Summit Schools Network (DSSN) and the Metro Center for Urban Education to partner with the West Denver Network (WDN). Both partners are connected to higher education institutions (Harvard University and New York University), have a prominent education reformer and thought leader at the helm (Roland Fryer and Pedro Noguera), and are on the forefront of educational change on the national stage. Blueprint Schools Network and Metro Center for Urban Education have partnered with the two networks since last year and are proving to be critical partners and facilitators in helping us progress monitor and make improvements in our school turnaround efforts.

An additional partner in some of our turnaround schools, also proposed for West, is the AmeriCorps City Year program, a nationally-recognized Tier II intervention program that places near-peers at school sites to support student attendance, behavior, and academic achievement.

In addition to research, testimonials, and face-to-face meetings, we seek feedback from our schools on their needs, gaps, and thoughts about partnering.

- **What specific actions has the district taken or will the district take to align other resources with the**

**proposed interventions (e.g., Title I, local grants)?**

Financial management is one of the great strengths of our turnaround work. DPS employs a turnaround budget manager who works closely with schools to ensure all funding sources are aligned and maximized with the selected program. This includes all Title I funds. Any additional grants schools are receiving are indicated in the “Needs Assessment” for each individual school.

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 processes 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.

Several key initiatives that complement and support school turnaround are described in the “Needs Assessment” section for each grant. These include teacher effectiveness/evaluation, teacher leadership, hiring processes, ELA focus schools, incentives, culturally responsive education, and innovation application development, among others. During the past three years, DPS has become organized to strategically support the work of school turnaround in many ways.

- **What specific actions has the district taken (or will 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)?**

With SB 191, the district can no longer permanently place teachers into vacant school assignments. All placements are considered temporary and last approximately twelve months. In addition, the superintendent determined that schools that are low performing according to the district’s School Performance Framework (which includes all of our TIG-funded schools) will not receive temporary placements. Therefore, principals at all TIG-funded schools are free to select their leadership teams and teaching staffs.

The district is very serious about supporting low-performing schools in ensuring they have the right team on board for dramatic improvement. Our Board approved the application for innovation status for some of our turnaround schools, including DCIS at Ford and the two new West academies. Innovation status offers autonomy over people, money, and time. Schools with innovation status can seek waivers from state statute, the Teacher Employment Compensation and Dismissal Act, which streamlines the process for removing ineffective teachers. In addition, they are given the option to budget their school on actual dollars versus the district’s traditional method of budgeting on averages. Finally, they may utilize a unique schedule, determining start/end dates, as well as the length of school day.

- **For schools that are selected, 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)? If there are Tier I and/or Tier II schools in the district that will not be served through this grant, 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).**

All of our Tier I schools have been served. We do not have any Tier II schools. The four schools for which we are applying in this grant are Tier III schools.

In spring 2010, DPS established a turnaround network of schools that proliferated into two turnaround networks of schools for the 2011-2012 school year, the West Denver Network (WDN) and Denver Summit Schools Network (DSSN), which serves far northeast Denver schools. WDN supports five schools in west Denver currently receiving TIG funds (and twelve schools total). Many features of the WDN make it truly a turnaround support structure. First, the network focuses expertise in the following areas: school leadership, data analysis, school improvement, and parent engagement. This means providing concerted support around implementation of Professional Learning Communities (PLCs). School leaders and teachers in WDN have many opportunities to increase their competency through network meetings, conferences, and other professional development opportunities. The Denver Summit Schools Network (DSSN) is a regionally-based network of turnaround schools in far northeast Denver, two of which are already supported by Tiered Intervention Grant dollars. All schools in the DSSN operate on an extended day (by one hour) and extended year (by six days), and most of them are innovation schools.

***Please see the appendix for a graphic representation of our two turnaround networks and all of our turnaround schools.***

The DPS Director of School Turnaround and Turnaround Budget Manager works closely with WDN and DSSN leaders, school principals and school leadership teams in preparing the TIG application, monitoring progress, and ensuring ongoing plan and budget alignment in accordance with 1003(g) guidance. A communications manager also works to support the two turnaround networks.

Our Assessment, Research, and Evaluation (A.R.E.) Office will administer in-house assessments on a quarterly basis that are aligned with our scope and sequence. These assessments will be used by schools for progress monitoring. They are also responsible for providing schools with student and teacher data on a monthly basis according to what is available (i.e. enrollment, attendance, behavior, etc.) Please see the appendix for the data analyses involved in this grant, much of which was supported by A.R.E. and our turnaround network data partners. In addition, all of our schools engage in Professional Learning Community work, during which grade/content teams identify common formative assessments, backward map the curriculum, compare student work, and utilize this process to inform their classroom instruction.

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

Our model is a capacity building model. Each turnaround school hires strategic, unique positions, each meant to lead a portfolio of turnaround work, such as instruction or communications. The role for these individuals – and our external partners – is to set the school up for success by training other leaders and teachers and empowering the school to make these systems a part of their typical operations. The positions are all aimed at building school infrastructure to support and maintain the work after the three-year cycle.

The purpose of all the positions written into the grant is singular: to build capacity. For example, instructional and communications positions at the school sites are focused exclusively on their portfolios of work in building instructional/data systems and communications systems. These systems must be built in such a way that they “run themselves” through the education and implementation by administrators and teachers. The data specialist position is focused on working with teachers to build the progress monitoring system for their sustained use.

Strategic hiring for sustainability is true at the district level, as well – and DPS is already following through on developing a sustainable structure to support this work. The director and finance manager position, two positions funded out of the grant, are capacity-building positions. These two positions were pioneering positions the first year in the start-up and built-out of turnaround systems, from budget management to progress monitoring. Now, as the initiative has gained traction, these two individuals work across the two turnaround networks have been

built to specifically support our turnaround schools – at the expense of the district and not turnaround dollars. The district has prioritized this initiative and funded these networks.

Finally, systems for progress monitoring are being developed and refined; systems for engaging with community and reporting on progress have also improved leaps and bounds. Since DPS’ grants are specifically designed for the purpose of building capacity, not adding and becoming dependent on new people or resources, we see no reliance on funding as soon as the grant period ends.

- **Set feasible, attainable, and measurable objectives for each project goal. Identify how progress will be monitored towards each objective. Identify the timeline by which progress targets should be met.**

The goals identified in Unified Improvement Planning and the TIG will be monitored on a monthly basis by the turnaround networks during Continuous Improvement meetings. This structure is already in place. Our Assessment, Research, and Evaluation department provides ongoing reports to networks and principals in all data areas to support these conversations. They are also a critical body in helping schools set targets and goals. During the first Continuous Improvement meeting of the year, networks work with school improvement teams to finalize action steps, identify implementation timeline targets, and to connect data points with actions to assist in progress monitoring. A user-friendly online form to bring together these concepts – actions, implementation, timeline, and progress – is currently being developed in order to simplify and support this work.

- **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, assessments administered on a specific assessment schedule).**

Last year, DPS utilized a “data map,” generated by our Post-Secondary Readiness department in cooperation with our Assessment, Research, and Evaluation department. These maps provide data to school leaders in an online interface that is disaggregated and focused around specific improvement areas: achievement, support for English language learners, student engagement, college readiness, and graduation. These maps are generated monthly, each month with a different, new set of data based on the assessments that were administered. A set of questions to accompany this data helps to focus analysis at both the district and school levels – as well as between district personnel and school leaders. This next generation of this data map will be used next school year in coordination with the form that is currently being developed to monitor actions and progress, described above. *See the Appendix for an example of the second semester 2011-2012 data map.*

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

Rebecca Grant, Director of School Turnaround, will monitor and evaluate the program in cooperation with the two school turnaround networks and their external partners. This will be her third year in this role.

- **How will the project strategies be modified if the progress monitoring data does not show that targets have been met?**

The Continuous Improvement meetings are designed specifically for turnaround networks and school leadership teams to review data and action steps, and determine progress. If the data indicate targets are not being met and/or action steps are not being implemented well, this monthly meeting provides the time, space, and multiple perspectives and expertise to develop a solid plan for course correction together. Progress with that plan would then be addressed during the next monthly meeting. Network leaders also visit schools and observe in classrooms on a weekly basis, and provide feedback to schools based on those observations.



## PART III, Section II: Needs Assessment and Program Plan

This section includes Needs Assessment and Program Plans for the following four schools:

CMS Community School  
 Ford Elementary  
 Smith Elementary School  
 West High School

### CHARLES M. SCHENCK (CMS) COMMUNITY SCHOOL

- a. **Submit the Unified Improvement Plan Addendum (Attachment D) for each proposed site. Use the template making sure to clearly address the needs assessment. Additional narrative detail may be added if there is not enough clarity within the Plan itself. *Please note:* To ensure success, it is imperative that specific needs are clearly delineated before an intervention model is chosen, before the plan is prepared and (if applicable) before a provider is chosen.**

Overview:

CMS is an ECE-5 school located in southwest Denver, which, for the past several years has offered three different programs for bilingual instruction: ELA-E, ELA-S, and two-way immersion. Due to lagging performance and a clear need to revise the bilingual program, CMS has been supervised and supported by one of Denver Public School’s (DPS) turnaround networks for the past year and was recently identified as a DPS ELA Focus School. While the school does have many assets, including a positive interaction with parents and some strong teaching, these features have not been successful in supporting student growth. In fact, CMS performance has lagged for several years and it is clear that the implementation of the transformation model will help CMS get back on track, solving for issues such as the program mismatch and lack of clear systems and structures.

The UIP Addendum for CMS Community School is attached.

- b. **Analyze the current conditions in the proposed school(s) by providing student performance and other relevant data in relation to intervention selected for each school site.**

Denver Public Schools utilizes multiple tools to analyze data. Please see the Appendix for CMS’ data analysis, which presents a variety of graphic representation from which the “trends,” identified below, originate. The analysis of multiple data categories – not achievement alone – provides a deep, multi-faceted approach to understand CMS’ successes, challenges, and concerns.

Data Category	Trends
Demographics	89.1% Hispanic, 5.4% White, 3.3% Asian, 1.6% Black, .7% American Indian 71.6% ELL 12.8% Special Education 90% Free and Reduced Lunch
Achievement	For the past five years, no more than approximately one-third of students were proficient on reading, writing, or math assessments.
District and State SPF 2010-2011	District: <b>Accredited On Watch – 42% points earned.</b> State: <b>Turnaround Plan Recommended – 41.7% points earned.</b> Flatlined or decreased in overall school improvement efforts based on district SPF.
Attendance	94% attendance but chronic absence for students in K and 1 (specifically ELL students).
Behavior	Overall suspensions were cut in half last year. Most suspensions were non-ELL students. However, interviews with staff indicated persistent challenges with behavior.

	Non-ELL students have a higher rate of behavior incidents (12% difference) than ELLs.
English Language Acquisition (CELA)	Level 1 (beginner students) are not progressing. (Usually harder to move Level 3, 4, 5). Better CELA growth this year. CMS had a smaller percentage of 3 <sup>rd</sup> graders at or above grade level on the DRA2 than ELLs in the District in TNLI/Dual Language Schools in 2009, 2010, and 2011. This gap increased in 2011. Selected as an ELA focus school because below average growth on CELA and not moving level 1 to level 2. CMS DRA and EDL has always been below that of any TNLI or dual language school in the district and had a significant decline over a three year period on Lectura. Low reading proficiency in kindergarten based on DRA and EDL.
School Culture	46% of CMS students do not “feel comfortable at school...” 44% of students at CMS report that students do not “treat each other nicely” on student satisfaction survey. ELA diagnostic performed by McREL and network school walkthroughs indicate a culture of low expectations of student performance. Network walkthrough data indicate 60% of tasks low level and 0% high level.
Teachers	41% of the teachers at CMS are probationary teachers. Teachers at CMS have, on average, 11 years of experience.
Principal/Leadership Team	Previous principal at school for seven years and the assistant principal had been with the school for 20 years. New principal and leadership team hired in June. Multiple district managers created irregularity in supervision and support.
Finances/Grants	School has received the following additional funding to support improvement efforts previously: \$150,000 extra funds from DPS because CMS is red on SPF. They received a school innovation grant from CDE in 2006-7 (Title I) and received Beacon school funding. For 2012-13, \$100,000 from IST (currently revising proposal) for the upcoming school year and a district allocation of ELA Dean and ELA tech for upcoming school year.
Enrollment	Approximately 700 students, enrollment has increased slightly over past five years. The majority of those students are coming from within the school’s boundaries. In a five year period, the number of students “choicing out” increased from 192 to 326, with 2010-11 school year having more students choice out than choice in.
Parent and Community Engagement	High scores on district SPF.

The above trends can be grouped into three key areas:  
School Culture and Student Engagement  
Leadership and Management  
Student Achievement

- c. Analyze the current conditions in the proposed school(s) by identifying root causes. What is preventing the school from increased academic performance? To what does the district attribute the failure of student academic growth over time?**

School culture and student engagement:

Low expectations: ELA diagnostic performed by McREL and network school walkthroughs indicate a culture of low expectations of student performance. The root cause of this finding is a history of inconsistent curricular, professional development and accountability structures, which has exacerbated the idea that students are incapable of making significant gains. It also created a culture where teachers were allowed to work in isolation. Furthermore, though multiple structures for professional development existed, these proved unable to focus school strategically to meet needs of students. Finally, teachers were not brought together to work toward a common goal or set of goals. There was no system in place to set goals and see progress. Therefore, this lack of experience informs belief systems about children’s progress and potential. On a related note, the network

walkthrough indicated 0% of high level tasks and 60% of tasks observed were at the lowest level. This stems from a lack of training and understanding of higher order thinking skills, as well as a lack of application of college and career readiness training. This is again connected to inconsistent understandings about college and career readiness for elementary students, as well as the constant changing supervision and support for the school.

Chronic absence: One of the reasons for chronic absences has to do with the fact that there is no set expectation from school leadership as to the importance of why kids need to be in school every day, ready to learn. These relate to unclear expectations among elementary schools, in general, around college and career readiness. As a result, attendance strategies were reactive – there was no proactive, preventative way to improve attendance and it wasn't seen as a priority. This had to do with a general lack of understanding on importance of attendance as a predictor of future success. Another source of the low attendance has to do with social barriers in the community, with undocumented parents learning how to navigate around systems and structures that are set up. Because the school didn't have the right parent engagement and communications around this topic, attendance suffered.

#### Leadership and Management:

Long-standing leadership team: As noted in the data trends above, a leadership team was in place at the school for seven years during which time the school has had low and uneven performance according to DPS' School Performance Framework. In addition, the school changed supervisors and networks averaging almost once every year. This constant change in management obviously presented challenges in fostering support needed through goal setting, progress monitoring, and identification of school supports. However, during this past year of extremely targeted supports for the school from the district perspective, systems were not set up in a way to support dramatic improvement.

#### Student Achievement:

Low performance: There are multiple root causes for the low performance among students at CMS. One key issue is a lack of vertical alignment grade level to grade level within the current program. This is a result of the constant change in program at the school, as well as the fact that the school has three programs: ELA-E, ELA-S and two-way dual immersion. There is also a lack of alignment among grade levels. This is due to the fact that there is no grade level planning and no thematic or backward planning across grade levels. There is also no systematic structure or protocol set up (PLCs, job-embedded coaching) for teachers to use data to drive instruction. Although there are coaches, the coaching focus has changed every week. Finally, the school has been dual-language for seven years. During this time, there was a lack of fidelity to implementation of the dual-language model. More problematic, two-way dual language is not a good fit with the demographics of the school (very few English speaking students). There was no deliberate plan for sheltered language instruction (use of SIOP strategies), and in general, there was not a deep understanding among staff around utilizing SIOP strategies.

- d. Analyze the current conditions in the district by demonstrating that the LEA has the capacity to ensure that the school(s) implement the required activities of the selected school intervention model fully and effectively. (Attach relevant data: external evaluation, relevant student achievement, school performance and relevant school culture data as an appendix.)**

There are multiple structures in Denver Public Schools that make it uniquely positioned to support multiple schools undergoing significant interventions – and specifically, CMS Community School.

Turnaround Networks: First, our instructional leadership teams are specifically “designed” to support school turnaround. CMS is part of the West Denver Network (WDN), one of our two school turnaround networks. WDN supports five other schools in west Denver currently receiving TIG funds. Many features of the WDN make it truly a turnaround support structure. First, the network focuses expertise in the following areas: school leadership, data analysis, school improvement, and parent engagement. This means providing concerted support around implementation of Professional Learning Communities (PLCs). Finally, school leaders and teachers in WDN have many opportunities to increase their competency through network meetings, conferences, and other professional

development opportunities.

DPS School Turnaround staff: The DPS Director of School Turnaround and Turnaround Budget Manager have worked and will continue to work closely with WDN leaders and the principal of CMS in preparing the TIG application, monitoring progress, and ensuring ongoing plan and budget alignment in accordance with 1003(g) guidance. A communications manager also works to support the two turnaround networks.

External Partners: NYU's Metro Center for Urban Education supports school improvement in all WDN schools. With CMS, Metro will facilitate the process to examine current curriculum through the lens of culturally responsive planning, instruction and selection of resources. The Metro Center for Urban Education is "a comprehensive, university-based center that focuses on educational research, policy, and practice. They are a partner and resource at the local and national levels in strengthening and improving access, opportunity, and the quality of education in our schools. Our mission is to target issues related to educational equity by providing leadership and support to students, parents, teachers, administrators, and policy makers. For 40 years, the Metro Center has been a transformational force inspiring positive change in schools, districts, and regions across the country. Metro Center is powerfully focused on driving equity and access in urban, suburban, and rural school settings - especially when confronting issues of race, gender, and national origin."

ELA Focus Schools: New for the 2012-13 school year, CMS will be an ELA focus school, one of ten in the district. A diagnostic was performed by McREL (30 classroom observations, parent focus groups, staff focus groups, student focus groups) to write a "major improvement strategy" and set of actions (awaiting report and will complete this during summer planning) all to support ELL instruction. In addition to this diagnostic opportunity all ELA focus schools receive an ELA academic dean (AP) who focuses on second language learners and an ELA TEC (teacher effectiveness coach) who supports classroom instructional improvement.

Principal hiring: Since 2005, DPS has focused on finding the very best principals to lead in our turnaround schools. Our district utilizes a selection process that, in addition to using the lens of turnaround competent leadership, partners with the community in making decisions about who is best to lead the turnaround of a school. In the case of CMS, staff and community identified what they are looking for in a leader by organizing characteristics into five strands. The WDN screened resumes for potential candidates, and then a school-based team developed interview questions oriented into the five strands and interviewed five finalists for the position.

Empowering Effective Educators: DPS is leading the nation in the development of evaluation systems that incorporate teacher observation, value-add data, common core implementation and professional development into one approach – and it is embedded within a greater context that focuses resources on recruitment and development, as well. Empowering Excellent Educators is a comprehensive set of district initiatives in a commitment to consistently develop, recognize, reward, recruit and retain great teachers and principals. This includes recognizing and rewarding our best teachers as an invaluable resource, and providing opportunities and advancement for highly effective teachers. In terms of recruitment, our district completes early hiring cycles to secure the best available talent and provides multiple pathways into teaching, including the Denver Teacher Residency. Our new evaluation system, LEAP, provides evaluations that are transparent, objective, and complete, uses multiple measures, including peer observation and student achievement data, all of which links to differentiated professional development. This support is meant to create progressive feedback loops at the school site, as well as provide teachers with online tools and resources they need to improve their work.

Incentives: Also on the leading edge in the area of pay-for-performance, DPS began its groundbreaking ProComp compensation system as a way to link teacher pay to the district's instructional mission. It was designed in partnership with the Denver Classroom Teachers Association and has received national attention because it rewards teachers for their professional accomplishments, while linking pay to student achievement. Additionally, teachers who teach in hard to serve schools or grades receive a stipend for this commitment.

District Opportunities for Teacher Leadership: There are multiple opportunities for teacher leadership in Denver Public Schools through the district's Office of Teacher Learning and Leadership. This includes the development of

school-based project focused on pedagogical content knowledge, differentiated professional development based on individual needs, frequent formative feedback loops with opportunities for feedback from peers, and teacher leadership pathways. In addition, a key component of LEAP is that teachers are observed by a “peer” as a part of the in-classroom feedback opportunities.

Culturally Responsive Education: DPS district and school leaders are currently working with the Metro Center for Urban Education to establish a set of values and vision for culturally responsive education in our district. During day-long instructional leadership and principal meetings, participants work together to learn the content of what it means to be a culturally responsive district and determine what that means and how it applies to our district and schools.

Diagnostic: If the school is a recipient of TIG funds, the school will collaborate with CDE to have diagnostic and facilitated data analysis performed on school in October.

- e. Provide evidence to demonstrate that overall goals and performance targets are included by year. Annual math and reading/language arts academic goals are set for each school site the grant will serve including Tier I, Tier II, and Tier III. Expectations for growth after one year are clear.

		2010-11 TCAP Performance (DPS Data)	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target	2010-11 State Expectations
<b>CMS</b>							
<b>Reading</b>		<b>21.0%</b>	33.8%	46.5%	59.3%	72.0%	<b>72.0%</b>
	Grade 3	<b>39.0%</b>	47.3%	55.5%	63.8%	72.0%	<b>72.0%</b>
	Grade 4	<b>15.0%</b>	29.3%	43.5%	57.8%	72.0%	<b>72.0%</b>
	Grade 5	<b>19.0%</b>	32.3%	45.5%	58.8%	72.0%	<b>72.0%</b>
<b>Math</b>		<b>34.0%</b>	43.0%	52.1%	61.1%	70.1%	<b>70.1%</b>
	Grade 3	<b>43.0%</b>	49.8%	56.6%	63.3%	70.1%	<b>70.1%</b>
	Grade 4	<b>33.0%</b>	42.3%	51.6%	60.8%	70.1%	<b>70.1%</b>
	Grade 5	<b>24.0%</b>	35.5%	47.1%	58.6%	70.1%	<b>70.1%</b>
<b>Writing</b>		<b>15.0%</b>	25.0%	34.9%	44.9%	54.8%	<b>54.8%</b>
	Grade 3	<b>21.0%</b>	29.5%	37.9%	46.4%	54.8%	<b>54.8%</b>
	Grade 4	<b>13.0%</b>	23.5%	33.9%	44.4%	54.8%	<b>54.8%</b>
	Grade 5	<b>15.0%</b>	25.0%	34.9%	44.9%	54.8%	<b>54.8%</b>
<b>Science</b>		<b>6.0%</b>	15.9%	25.7%	35.6%	45.4%	<b>45.4%</b>
	Grade 5	<b>6.0%</b>	15.9%	25.7%	35.6%	45.4%	<b>45.4%</b>

- f. Provide evidence to demonstrate interventions are consistent with the final requirements.

CMS’ root causes indicates that due to a lack of systems built to improve student achievement and support student and parent engagement, in addition to the recent hiring of a new principal, leadership team, and the identification of the school as an “ELA Focus school,” **the best school intervention model for CMS is transformation.** Based on current analyses, with the right professional supports in place for teachers, instruction and culture will be able to improve. It is also very helpful that parents are so involved and excited for this change.

CMS transformation plan meets all the requirements of the model, as shown in Appendix D, and goes beyond. Additional actions to ensure a successful transformation of the school fall into three categories:

To develop instructional systems and processes to dramatically improve achievement in the school, the plan includes the following action steps:

- Change in leadership and leadership team.
- Focus on Tier I instruction. An ILT grant provides for backward mapping and thematic planning, and consulting support in this area.
- Focus on ELL through SIOP.
- Utilize PLC model to implement the teaching and learning cycle school-wide, using data to drive instruction. Develop teacher leaders at each grade level to lead PLCs.

To ensure sharp and targeted professional support and development structures in the school, the plan includes the following action steps:

- Implementation of PLCs school-wide with focus on data to inform instruction. Leadership team will attend PLC conference in July. Teacher leaders and some admin team members will be attending a PLC workshop in Sept.
- Ensure professional development continues to focus on three areas:
  - Tier I instruction
  - English Language Acquisition
  - Plan the curriculum through backward mapping
- Commit to continuous improvement by identifying new areas for growth as they emerge

To ensure continuous and authentic community engagement, the plan includes the following action steps:

- Hold an open house at beginning of year for parents of incoming Ks to discuss curriculum and school system information.
- Offer parent information nights to work with parents to support student academics at home.
- Develop a parent report to communicate student progress three times/year; offer conferences in coordination with these reports.
- Develop better communication of overall school progress through monthly newsletters, website and phone calls.
- Offer school events to build community around academics and culture.
- Renew and revitalize Collaborative School Committee meetings to ensure parents are empowered and have a voice in the decision-making and improvement of the school.

**g. Provide evidence to demonstrate proposed plan is aligned with the district Unified Improvement Plan.**

Denver Public School's Unified Improvement Plan identifies four major improvement strategies that map directly to the four strategies in the district's strategic plan, The Denver Plan. Several of the initiatives and district structures described above, particularly Empowering Effective Educators and ELA Focus Schools are how our district brings to life Denver Plan Strategies. Strategy 4, focusing on schools most in need, is where our Tiered Intervention Grant work resides. This portfolio of work is also described in the LEA Commitment and Capacity section.

Strategy 1: Create conditions to ensure educator effectiveness. This will require us to develop a shared definition of effective teaching, strengthen our support for teachers to develop their professional skills, and develop principals to be effective leaders.

Strategy 2: Improve instruction and student achievement outcomes for our ELLs through focused professional development for teachers and school leaders, educational resources, assessment & parent communication.

Strategy 3: Align standards-based instruction, material and assessments to meet our diverse students' needs, and prepare for implementation.

Strategy 4: Support our highest-need schools.

**h. Provide evidence to demonstrate sustainability after the implementation of the changes.**

Since Tiered Intervention Grant funding expires in three years, the bulk of efforts focus on the development of

leadership and teaching capacity internally, while setting up the systems and processes to maintain sustainability in the schools. The multiple district systems already set up – as described in Question D. and in LEA Commitment and Capacity – show how our system is orienting itself operationally in support of our lowest performing schools. Since the beginning of the grant, the focus has been to start with intensive interventions – and the most costly supports related to those interventions – and then to scale back over time as more students are brought to grade level and the school moves out of intervention and into continuous improvement.

- i. **Provide a sequenced timeline for action steps that will occur in the implementation of this grant. Project timeline should include major implementation activities and the date by which they will be accomplished including: professional development for leadership and staff, policy changes, additional autonomy, staffing changes, etc. (See Attachment D)**

The UIP Addendum for CMS Community School is attached, and includes timeline of implementation activities.

---

## **FORD ELEMENTARY SCHOOL**

- a. **Submit the Unified Improvement Plan Addendum (Attachment D) for each proposed site. Use the template making sure to clearly address the needs assessment. Additional narrative detail may be added if there is not enough clarity within the Plan itself. *Please note: To ensure success, it is imperative that specific needs are clearly delineated before an intervention model is chosen, before the plan is prepared and (if applicable) before a provider is chosen.***

Overview:

From April-October 2010, A+ Denver partnered with Denver Public Schools to convene a Far Northeast Community Committee (FNECC). This committee, made up of parents, teachers, school and community leaders from throughout the region, examined 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.

The purpose of these meetings was determine how to address a persistently low performing feeder pattern of schools, including Montbello High School and Rachel B. Noel Middle School (two TIG Cohort 1 schools) and four elementary feeder schools – one of which was Ford Elementary. For Ford, the decision was made to phase in a replication of a high performing model, Denver Center for International Studies over a two year period – ECE-2 in 2011-2012 and full build out ECE-5 in 2012-13. DCIS at Ford opened in 2011, and will be at full-scale for the 2012-13 school year, serving students from ECE to grade five. DCIS at Ford serves a population of English language learners who have a variety of specialized needs. As a result, the school has an intensive focus on English language development and is pursuing individualized student interventions to bring students to grade level.

A new principal was hired to lead DCIS at Ford ECE-2, and will lead the entire school, ECE-5 in 2012-13. DCIS at Ford is staffing the school with teachers committed to the language focus and as the school is a new phase-in, nearly 100% of the staff will be new. The school has a strong professional development plan for enabling teachers to meet the diverse needs of students.

The new DCIS at Ford elementary school is patterned after the highly successful Denver Center for International Studies (DCIS) magnet school in downtown Denver. DCIS at Ford will provide a world-class global education to students from ECE to 5th grade, replicating elements of other successful international studies elementary schools around the nation and providing a foundation for future global education.

The UIP Addendum for Ford Elementary School is attached.

- b. **Analyze the current conditions in the proposed school(s) by providing student performance and other**

**relevant data in relation to intervention selected for each school site.**

Denver Public Schools utilizes multiple tools to analyze data. Please see the Appendix for Ford’s data analysis, which presents a variety of graphic representation from which the “trends,” identified below, originate. The analysis of multiple data categories – not achievement alone – provides a deep, multi-faceted approach to understand Ford’s successes, challenges, and concerns.

<b>Data Category</b>	<b>Trends</b>
Demographics	75% Hispanic, 22% Black, %1 White, %1 Asian, %0 American Indian, 1.5% multiple races 64% ELL 10% Special Education 98% Free and Reduced Lunch
Achievement	No more than 1/3 of student performing at a proficient level on state assessments. 2011-12 math interim data indicates that all grades (except for 1 <sup>st</sup> ) increased proficient and advanced and all grades increased in writing. Interim data also indicate major achievement gap – math interim shows Hispanic students twice as likely to be proficient than Black students and Hispanic students four times as likely to be proficient on STAR reading.
District and State SPF 2010-2011	District: <b>Accredited On Probation – 37.6% points earned.</b> State: <b>Turnaround Plan Recommended – 25% points earned.</b>
Attendance	Attendance over 94%, higher than the district average for elementary schools.
Behavior	Concern that behavior data may not be accurate due to lack of internal systems to track it. Concern that inaccurate data on this topic does not allow school to address issues of disproportionality. Of what was entered, well over 50% of incidents involved Black males, who account for 12% of the school’s population.
English Language Acquisition (CELA)	Not progressing students from one level to the next at a rate that meets either district goals or state expectations. Slower than the district overall rate. High ELL population, need for focus. Started year as dual language school, but inadequate training resulted in early course correction and instead, gradual implementation of Spanish, Chinese and English over time; goal is for school to be Spanish-English dual language in five years. English Language Development block not moving students at a high enough rate to another level.
Teachers	In the first year of K-2 implementation, DCIS Ford had 100% new teachers; in the second year of implementation, with the addition of 3-5, one teacher previously taught at Ford.
Principal/Leadership Team	A new principal, Ligia Gibson, was hired to lead DCIS at Ford. Ms. Gibson is a first year principal.
Finances/Grants	DPS provided the school with start-up funds of \$300,000 this past school year, year 1. In years 1 and 2, the school will receive some funding from Mill Levy. The school also received a grant from the Walton Family Foundation for \$300,000 to support the development of an innovation application.
Enrollment	429 at DCIS Ford 353 at Ford Enrollment at Ford has been slowly increasing over time. Most students at Ford live near the school.
Parent and Community Engagement	DCIS Ford is working to improve in this area: DCIS Ford received a home visit grant and will be using this to make home visits next year. A parent community liaison works to get parents engaged in school activities. Family literacy program.



The above trends can be grouped into two areas:

Low achievement

Gaps in academics and behavior

- c. Analyze the current conditions in the proposed school(s) by identifying root causes. What is preventing the school from increased academic performance? To what does the district attribute the failure of student academic growth over time?**

Low achievement: Ford Elementary School's low achievement can be attributed to a variety of factors. Historically, teachers have historically focused more on student care than academics. There has been a lack of consistent implementation of the curriculum and the curriculum has proven inadequate to meet student needs. For example, instructional strategies are not engaging, and the school is not oriented toward students "owning" their own learning. Finally, there is a lack of established goals and systems set up to identify proficient work and raise the level of expectations.

Gaps in academics and behavior: Root cause analysis indicates gaps that can be attributed to a variety of factors. First, there are recent historical patterns of concerted supports for Hispanic students and families. There has been a lack of training in area of Culturally Responsive Education and a lack of data previously on disproportionality. As a result, there is lack of understanding that a gap even exists. There is not a great depth in knowledge/understanding for addressing students' social and emotional needs, as well as tendency to address student behavior rather than motives behind the behavior, which may be low confidence in academics.

- d. Analyze the current conditions in the district by demonstrating that the LEA has the capacity to ensure that the school(s) implement the required activities of the selected school intervention model fully and effectively. (Attach relevant data: external evaluation, relevant student achievement, school performance and relevant school culture data as an appendix.)**

There are multiple structures in Denver Public Schools that make it uniquely positioned to support multiple schools undergoing significant interventions – and specifically, Ford Elementary School.

Turnaround Networks: Two of DPS' instructional leadership teams are specifically designed to support school turnaround. DCIS at Ford is supported by the Denver Summit Schools Network (DSSN), a regionally-based network of turnaround schools in far northeast Denver, two of which are already supported by Tiered Intervention Grant dollars. Like all schools in the DSSN, DCIS at Ford operates on an extended day (by one hour) and extended year (by six days) schedule.

DPS School Turnaround staff: The DPS Director of School Turnaround and Turnaround Budget Manager works closely with DSSN leaders and the principal of DCIS in preparing the TIG application, monitoring progress, and ensuring ongoing plan and budget alignment in accordance with 1003(g) guidance. A communications manager also works to support the two turnaround networks.

External Partners: In its partnership with Blueprint Schools, DSSN provides leadership and technical assistance to help their schools achieve dramatically improved academic outcomes.

Blueprint Schools Network focuses on the following five tenets in all DSSN schools:

1. Excellence in leadership and instruction
  - New principals for all nine DSSN schools.
  - Expanding an internal school turnaround leadership team to oversee DSSN.
  - Extended summer professional development institutes for principals and teachers.
2. Increasing instructional time
  - Extended the 2011-12 school year by six days.
  - Students at DSSN schools have a minimum of an additional 60 minutes of instructional time each day.
  - Together, the expanded learning time totals more than 37 additional days (~260 instructional

hours) of school.

3. Fostering a no-excuses culture of high expectations
  - Focus on school culture and expectation setting first week of school.
  - New systems to increase attendance and promote positive behavior.
  - Intentional college-going culture with achievement goals to be clearly and visibly stated throughout the schools.
4. Frequent assessments to improve instruction
  - Interim assessments administered regularly.
  - Teachers trained to interpret data, and supported on data use and analysis.
5. Daily tutoring in critical growth years
  - All 4th, 6th, and 9th graders receive 60 minutes of tutoring every day in a 2:1 or 3:1 student: tutor ratio.
  - Recruiting highly qualified candidates from across the country to serve as tutors for the DSSN.

Performance School Application and Innovation: With help from the district's Office of School Reform and Innovation, DCIS Ford developed, submitted, and got approved applications for Innovation in spring 2012. Innovation status provides for flexibility in how the school utilizes the key resources of people (staffing), time (scheduling), and money (budgeting). This application also includes a detailed description of the school programs and all operational components of the new school.

Extended Day and Year: All schools in the DSSN have an 8-hour student day/9-hour teacher day and a longer school year than other DPS schools by 6 days.

ELA Focus Schools: New for the 2012-13 school year, DCIS Ford will be an ELA focus school, one of ten in the district. A diagnostic will be performed by McREL in late August 2012. In addition to this diagnostic opportunity, Ford will receive an ELA TEC (teacher effectiveness coach) who supports classroom instructional improvement.

Principal hiring: Since 2005, DPS has focused on finding the very best principals to lead in our turnaround schools. Our district utilizes a selection process that, in addition to using the lens of turnaround competent leadership, partners with the community in making decisions about who is best to lead the turnaround of a school. In the case of Ford, Blueprint Schools worked together with DPS to identify visionary, creative, and instructionally experienced leaders for the DSSN schools who are committed to the overall vision and mission of the feeder pattern turnaround effort.

Empowering Effective Educators: DPS is leading the nation in the development of evaluation systems that incorporate teacher observation, value-add data, common core implementation and professional development into one approach – and it is embedded within a greater context that focuses resources on recruitment and development, as well. Empowering Excellent Educators is a comprehensive set of district initiatives in a commitment to consistently develop, recognize, reward, recruit and retain great teachers and principals. This includes recognizing and rewarding our best teachers as an invaluable resource, and providing opportunities and advancement for highly effective teachers. In terms of recruitment, our district completes early hiring cycles to secure the best available talent and provides multiple pathways into teaching, including the Denver Teacher Residency. Our new evaluation system, LEAP, provides evaluations that are transparent, objective, and complete, uses multiple measures, including peer observation and student achievement data, all of which links to differentiated professional development. This support is meant to create progressive feedback loops at the school site, as well as provide teachers with online tools and resources they need to improve their work.

Incentives: Also on the leading edge in the area of pay-for-performance, DPS began its groundbreaking ProComp compensation system as a way to link teacher pay to the district's instructional mission. It was designed in partnership with the Denver Classroom Teachers Association and has received national attention because it rewards teachers for their professional accomplishments, while linking pay to student achievement. Additionally, teachers who teach in hard to serve schools or grades receive a stipend for this commitment. Teachers at DSSN schools also receive \$5,000 for teaching a longer school day and year.

Social-emotional Supports: DCIS at Ford will be hiring a school psychologist for the upcoming year to support student needs. The Leader in Me and 2:1 tutoring can also support students by fostering supportive relationships, peer role models, and self-advocacy.

Assessments: DPS offers a set of internal interim assessments that are aligned with the scope and sequence of the curriculum, which is aligned with state standards. The Scholastic Math Inventory (SMI) is used in math tutoring.

District Opportunities for Teacher Leadership: There are multiple opportunities for teacher leadership in Denver Public Schools through the district’s Office of Teacher Learning and Leadership. This includes the development of school-based project focused on pedagogical content knowledge, differentiated professional development based on individual needs, frequent formative feedback loops with opportunities for feedback from peers, and teacher leadership pathways. In addition, a key component of LEAP is that teachers are observed by a “peer” as a part of the in-classroom feedback opportunities.

Culturally Responsive Education: DPS district and school leaders are currently working with the Metro Center for Urban Education to establish a set of values and vision for culturally responsive education in our district. During day-long instructional leadership and principal meetings, participants work together to learn the content of what it means to be a culturally responsive district and determine what that means and how it applies to our district and schools.

Diagnostic: If the school is a recipient of TIG funds, the school will collaborate with CDE to have a diagnostic and facilitated data analysis performed on school in October.

- e. Provide evidence to demonstrate that overall goals and performance targets are included by year. Annual math and reading/language arts academic goals are set for each school site the grant will serve including Tier I, Tier II, and Tier III. Expectations for growth after one year are clear.

		2010-11 TCAP Performance (DPS Data)	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target	2010-11 State Expectations
		<b>*based on Ford Elem data</b>					
<b>DCIS Ford</b>							
<b>Reading</b>		<b>27.0%</b>	38.2%	49.3%	60.5%	71.6%	<b>71.6%</b>
	Grade 3	<b>39.0%</b>	47.2%	55.3%	63.5%	71.6%	<b>71.6%</b>
	Grade 4	<b>22.0%</b>	34.4%	46.8%	59.2%	71.6%	<b>71.6%</b>
	Grade 5	<b>20.0%</b>	32.9%	45.8%	58.7%	71.6%	<b>71.6%</b>
<b>Math</b>		<b>32.0%</b>	41.7%	51.5%	61.2%	70.9%	<b>70.9%</b>
	Grade 3	<b>34.0%</b>	43.2%	52.5%	61.7%	70.9%	<b>70.9%</b>
	Grade 4	<b>30.0%</b>	40.2%	50.5%	60.7%	70.9%	<b>70.9%</b>
	Grade 5	<b>31.0%</b>	41.0%	51.0%	60.9%	70.9%	<b>70.9%</b>
<b>Writing</b>		<b>13.0%</b>	23.5%	33.9%	44.4%	54.8%	<b>54.8%</b>
	Grade 3	<b>12.0%</b>	22.7%	33.4%	44.1%	54.8%	<b>54.8%</b>
	Grade 4	<b>9.0%</b>	20.5%	31.9%	43.4%	54.8%	<b>54.8%</b>
	Grade 5	<b>19.0%</b>	28.0%	36.9%	45.9%	54.8%	<b>54.8%</b>
<b>Science</b>		<b>4.0%</b>	17.4%	30.8%	44.1%	57.5%	<b>57.5%</b>
	Grade 5	<b>4.0%</b>	17.4%	30.8%	44.1%	57.5%	<b>57.5%</b>

**f. Provide evidence to demonstrate interventions are consistent with the final requirements.**

Ford Elementary School's root causes indicates that due to a lack of systems built to improve student achievement and reflect and act in a culturally responsive manner, ***the best school intervention model for Ford is turnaround.*** The FNECC drew this conclusion about Ford during the community engagement process.

Smith's turnaround plan meets all the requirements of the model, as shown in Appendix D, and goes beyond.. All DCIS at Ford students will develop as:

- Global leaders (graduation portfolio system).
- Effective users of language (language proficiency in English and Spanish).
- Proficient users of technology to support their learning (technological literacy and use).
- Academically prepared learners (academic achievement & growth, reduced gaps).
- Critical thinkers and problem solvers and (performance based measures).
- Culturally aware and sensitive collaborators (participation in project based learning).

Actions to ensure a successful transformation of the school include:

- Change in leadership and leadership team and close to 100% of teachers.
- Focus on Tier I instruction.
- Address inequities in classroom management and teaching and learning through targeted professional development and Culturally Responsive Education training.
- Continue and expand math tutoring program, partner with United Way for reading tutoring.
- Leader in Me training to support student leadership and develop self-motivated learners committed to their own progress. Program is specially designed to support low-income students, which matches school's high FRL percentage. The training is for *students*.
- Professional development efforts supported by the International Studies Schools Network.

**g. Provide evidence to demonstrate proposed plan is aligned with the district Unified Improvement Plan.**

Denver Public School's Unified Improvement Plan identifies four major improvement strategies that map directly to the four strategies in the district's strategic plan, The Denver Plan. Several of the initiatives and district structures described above, particularly Empowering Effective Educators and ELA Focus Schools are how our district brings to life Denver Plan Strategies. Strategy 4, focusing on schools most in need, is where our Tiered Intervention Grant work resides. This portfolio of work is also described in the LEA Commitment and Capacity section.

Strategy 1: Create conditions to ensure educator effectiveness. This will require us to develop a shared definition of effective teaching, strengthen our support for teachers to develop their professional skills, and develop principals to be effective leaders.

Strategy 2: Improve instruction and student achievement outcomes for our ELLs through focused professional development for teachers and school leaders, educational resources, assessment & parent communication.

Strategy 3: Align standards-based instruction, material and assessments to meet our diverse students' needs, and prepare for implementation.

Strategy 4: Support our highest-need schools.

**h. Provide evidence to demonstrate sustainability after the implementation of the changes.**

Since Tiered Intervention Grant funding expires in three years, the bulk of efforts focus on the development of leadership and teaching capacity internally, while setting up the systems and processes to maintain sustainability in the schools. The multiple district systems already set up – as described in Question D. and in LEA Commitment and Capacity – shows how our system is orienting itself operationally in support of our lowest performing schools. Since the beginning of the grant, the focus has been to start with intensive interventions – and the most costly

supports related to those interventions – and then to scale back over time as more students are brought to grade level and the school moves out of intervention and into continuous improvement.

- i. **Provide a sequenced timeline for action steps that will occur in the implementation of this grant. Project timeline should include major implementation activities and the date by which they will be accomplished including: professional development for leadership and staff, policy changes, additional autonomy, staffing changes, etc. (See Attachment D)**

The UIP Addendum for Ford Elementary School is attached, and includes timeline of implementation activities.

### Smith Elementary School

- a. **Submit the Unified Improvement Plan Addendum (Attachment D) for each proposed site. Use the template making sure to clearly address the needs assessment. Additional narrative detail may be added if there is not enough clarity within the Plan itself. *Please note: To ensure success, it is imperative that specific needs are clearly delineated before an intervention model is chosen, before the plan is prepared and (if applicable) before a provider is chosen.***

Overview:

Smith Elementary School, located in the near northeast region of Denver, has seen low and up-down performance trends over the past five years. Serving the diverse Park Hill community, Smith has been struggling to find itself on a trajectory toward improvement due to a lack of stability over time – high turnover in staff and changing boundary and student population. A new principal, Jason Krause, was hired for the 2010-2011 school year to lead the school out of this pattern of underperformance. Since taking the lead, Krause has worked hard to recruit a highly competent teaching staff and set up the systems to lead Smith to success. Smith’s recent 3<sup>rd</sup> grade reading TCAP indicate such an improvement with 57% performing on state assessments as compared to last year’s rate of 25%.

The UIP Addendum for Smith Elementary School is attached.

- b. **Analyze the current conditions in the proposed school(s) by providing student performance and other relevant data in relation to intervention selected for each school site.**

Denver Public Schools utilizes multiple tools to analyze data. Please see the Appendix for Smith’s data analysis, which presents a variety of graphic representations from which the “trends,” identified below, originate. The analysis of multiple data categories – not achievement alone – provides a deep, multi-faceted approach to understand Smith’s successes, challenges, and concerns.

Data Category	Trends
Demographics	52% Hispanic, 43% Black, 2% American Indian, 0.1% White, 0% Asian 42% ELL 13% Special Education 98.9% Free and Reduced Lunch
Achievement	No more than 1/4 of students proficient on reading, math, or writing. Up-down performance for the past five years on state assessments. STAR reading interim assessments indicate growth in all grades across all sub-groups, indicating the school will likely meet its annual performance target of 31%. 3 <sup>rd</sup> grade TCAP went from 25% to 57% proficient (went from 41% unsatisfactory to 9% unsatisfactory). Identified as a key theme in the CDE diagnostic – planned, purposeful instruction that

	<p>meets the needs of all students.</p> <p>Extremely low achievement across all grades and up-down performance for past five years.</p> <p>Previous culture focus on care for students, not academics.</p>
District and State SPF 2010-2011	<p>District: <b>Accredited On Probation – 37% points earned.</b></p> <p>State: <b>Turnaround Plan Recommended – 27.1% points earned.</b></p>
Attendance	<p>95.3% attendance for 2011-2012 is a 1.8% increase from 2010-2011. 3% increase over three years. ECE and Kinder had the lowest attendance rates with 94%. Our two major ethnic subgroups of Black and Hispanic had attendance rates of 95% or higher. White, Multiple Races and American Indian had 93%, 92% and 94% respectively.</p>
Behavior	<p>Suspension rates declined this school year by 30%. Black students had out of school suspension rates significantly higher than all other ethnic subgroups. Special Education students compromised 67% of suspensions. These numbers include center based Affective Needs program. There were only two suspensions for ELLs.</p>
English Language Acquisition (CELA)	<p>ELL students are progressing at Smith. Overall, 60% are on track to reach CELA level 5. At the primary level, Smith students score higher on CELA than any TNLI school in the region. Less than one third of students are scoring at a level 1 in grades K, 1 and 2. This year, 45% of 1<sup>st</sup> graders reached level 3 which is 13% higher than last year. In comparison 61% of current 3<sup>rd</sup> graders are at level 3. Students in the intermediate grades predominately are reaching level 3 or 4. Only 5% of students are reaching level 5. There is no subgroup of ELLs that contains more than 15 students except gender groups. There is a small gap with females scoring around 3% higher than males.</p>
School Culture	<p>Previous to current principal, school was filthy and unwelcoming.</p> <p>In CDE Diagnostic Report, Smith was recognized for its positive school culture to support instructional improvement; PBIS model to support students.</p>
Teachers	<p>Significant turnover over time.</p> <p>Nine classroom teachers (out of 15) teachers targeted for improvement in the principal's first year; all nine teachers went elsewhere. Historical need for putting staff on improvement plans.</p> <p>Principal reallocated staff and changed teams to maximize instruction.</p>
Principal/Leadership Team	<p>Current Principal hired for 2010-2011 school year to lead dramatic improvement for the school.</p>
Finances/Grants	<p>Smith received the following supports (outside of SBB) included in the 2011-2012 budget:</p> <ul style="list-style-type: none"> <li>o Received CDE Diagnostic Grant</li> <li>o \$100,000 DPS Budget Assistance (one teacher and one day of social work)</li> </ul> <p>Smith will receive the following supports (outside of SBB) included in the 2012-2013 budget:</p> <ul style="list-style-type: none"> <li>o Year 2 of a \$120,00 School Improvement Grant to hire a behavior intervention teacher and implement Why Try curriculum. This grant ends in 2013-2014.</li> <li>o \$150,000 in Intervention dollars due to Smith's Accredited on Probation Status.</li> <li>o \$96,263 ELL dollars that fund direct ELL supports in the school. These dollars supported funding for a strong core instruction program by eliminating splits and increasing native language support personnel.</li> </ul>
Enrollment	<p>423 students; when Hallett Fundamental Academy closed at the end of the year 07-08 – enrollment jumped from 374 to 483.</p> <p>65% FRL in 08-09 95% FRL in 09-10).</p> <p>60% of students choice out of the school and attend other schools in the district.</p>
Parent and Community Engagement	<p>Resource room and community liaison supports engagement with parents.</p> <p>Passive engagement, not focused on academics.</p> <p>Identified as key theme in the CDE diagnostic – create an interactive school community culture.</p> <p>Extremely diverse community, challenge to meet needs.</p>

The above trends can be grouped into the following three key areas:

Student achievement

Staff and professional culture

Community engagement

- c. Analyze the current conditions in the proposed school(s) by identifying root causes. What is preventing the school from increased academic performance? To what does the district attribute the failure of student academic growth over time?**

Student achievement: Root cause of extremely low achievement was inconsistent and ineffective instruction across the school for many years. For example, teachers did not follow same scope and sequence, curriculum materials would sit unopened in closets. No systematic way for teachers to get support to improve their practice. Closure of a nearby low performing school resulted in the transfer of several students and teachers and no effective systems set up for supporting this transition. Improved scores this year stem from newly implemented structures to support teacher development.

Staff and professional culture: Root cause of teacher turnover – both voluntary and involuntary – has to do with a culture that previously existed based on relationships rather than professional conduct. No systems previously set up.

Community engagement: Recent change in school size and demographics; school serves a very culturally and linguistically diverse (half Hispanic, half Black) community and school not focused on the development of systems to address this change and engage and celebrate the school's diversity. Community building around academics is critical going forward.

- d. Analyze the current conditions in the district by demonstrating that the LEA has the capacity to ensure that the school(s) implement the required activities of the selected school intervention model fully and effectively. (Attach relevant data: external evaluation, relevant student achievement, school performance and relevant school culture data as an appendix.)**

There are multiple structures in Denver Public Schools that make it uniquely positioned to support multiple schools undergoing significant interventions – and specifically, Smith Elementary School.

Principal hiring: Since 2005, DPS has focused on finding the very best principals to lead in our turnaround schools. Our district utilizes a selection process that, in addition to using the lens of turnaround competent leadership, partners with the community in making decisions about who is best to lead the turnaround of a school. In the case of Smith, Jason Krause was hired in 2010 to lead the low-performing Smith to significantly improved outcomes.

Empowering Effective Educators: DPS is leading the nation in the development of evaluation systems that incorporate teacher observation, value-add data, common core implementation and professional development into one approach – and it is embedded within a greater context that focuses resources on recruitment and development, as well. Empowering Excellent Educators is a comprehensive set of district initiatives in a commitment to consistently develop, recognize, reward, recruit and retain great teachers and principals. This includes recognizing and rewarding our best teachers as an invaluable resource, and providing opportunities and advancement for highly effective teachers. In terms of recruitment, our district completes early hiring cycles to secure the best available talent and provides multiple pathways into teaching, including the Denver Teacher Residency. Our new evaluation system, LEAP, provides evaluations that are transparent, objective, and complete, uses multiple measures, including peer observation and student achievement data, all of which links to differentiated professional development. This support is meant to create progressive feedback loops at the school site, as well as provide teachers with online tools and resources they need to improve their work.

ELA Focus Schools: New for the 2012-13 school year, Smith will be an ELA focus school, one of ten in the district.

Smith will receive support from a full-time ELA TEC (teacher effectiveness coach) who supports classroom instructional improvement.

Incentives: Also on the leading edge in the area of pay-for-performance, DPS began its groundbreaking ProComp compensation system as a way to link teacher pay to the district’s instructional mission. It was designed in partnership with the Denver Classroom Teachers Association and has received national attention because it rewards teachers for their professional accomplishments, while linking pay to student achievement. Additionally, teachers who teach in hard to serve schools or grades receive a stipend for this commitment.

District Opportunities for Teacher Leadership: There are multiple opportunities for teacher leadership in Denver Public Schools through the district’s Office of Teacher Learning and Leadership. This includes the development of school-based project focused on pedagogical content knowledge, differentiated professional development based on individual needs, frequent formative feedback loops with opportunities for feedback from peers, and teacher leadership pathways. In addition, a key component of LEAP is that teachers are observed by a “peer” as a part of the in-classroom feedback opportunities.

Culturally Responsive Education: DPS district and school leaders are currently working with the Metro Center for Urban Education to establish a set of values and vision for culturally responsive education in our district. During day-long instructional leadership and principal meetings, participants work together to learn the content of what it means to be a culturally responsive district and determine what that means and how it applies to our district and schools.

Diagnostic: Smith received a CDE Diagnostic Grant this year and a diagnostic was performed in April 2012.

- e. Provide evidence to demonstrate that overall goals and performance targets are included by year. Annual math and reading/language arts academic goals are set for each school site the grant will serve including Tier I, Tier II, and Tier III. Expectations for growth after one year are clear.

		2010-11 TCAP Performance (DPS Data)	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target	2010-11 State Expectations
<b>Smith Elem.</b>							
<b>Reading</b>		<b>23.0%</b>	35.3%	47.5%	59.8%	72.0%	<b>72.0%</b>
	Grade 3	<b>25.0%</b>	36.8%	48.5%	60.3%	72.0%	<b>72.0%</b>
	Grade 4	<b>20.0%</b>	33.0%	46.0%	59.0%	72.0%	<b>72.0%</b>
	Grade 5	<b>23.0%</b>	35.3%	47.5%	59.8%	72.0%	<b>72.0%</b>
<b>Math</b>		<b>20.0%</b>	32.5%	45.1%	57.6%	70.1%	<b>70.1%</b>
	Grade 3	<b>17.0%</b>	30.3%	43.6%	56.8%	70.1%	<b>70.1%</b>
	Grade 4	<b>18.0%</b>	31.0%	44.1%	57.1%	70.1%	<b>70.1%</b>
	Grade 5	<b>25.0%</b>	36.3%	47.6%	58.8%	70.1%	<b>70.1%</b>
<b>Writing</b>		<b>13.0%</b>	23.5%	33.9%	44.4%	54.8%	<b>54.8%</b>
	Grade 3	<b>6.0%</b>	18.2%	30.4%	42.6%	54.8%	<b>54.8%</b>
	Grade 4	<b>14.0%</b>	24.2%	34.4%	44.6%	54.8%	<b>54.8%</b>
	Grade 5	<b>18.0%</b>	27.2%	36.4%	45.6%	54.8%	<b>54.8%</b>
<b>Science</b>		<b>7.0%</b>	16.6%	26.2%	35.8%	45.4%	<b>45.4%</b>
	Grade 5	<b>7.0%</b>	16.6%	26.2%	35.8%	45.4%	<b>45.4%</b>



**f. Provide evidence to demonstrate interventions are consistent with the final requirements.**

Smith's root causes indicate that due to a history of change in leadership and school culture, as well as a lack of systems built to hold teachers accountable and support them improve student achievement and support student and parent engagement, in addition to the hiring of Jason Krause as new principal, and his recent success in moving the school forward toward improvement, ***the best school intervention model for Smith is transformation.***

Smith Elementary School's transformation plan meets all the requirements of the model, as shown in Appendix D, and goes beyond. Additional actions to ensure a successful transformation of the school fall into three categories:

To develop instructional systems and processes to dramatically improve achievement in the school, the plan includes the following action steps:

- Focus RtI work:
  - Re-establish team meetings, ensure master schedule and individual student schedules are oriented to meet needs.
  - Focus on first instruction – Tier I.
- Research and develop a full inclusion model for special education.
- Continue to focus on academic language, supporting both ELLs and non-ELLs.

To ensure sharp and targeted professional support and development structures in the school, the plan includes the following action steps:

- Two intervention teachers who lead this work.
- Ten day Professional Learning Community schedule – one 90-minute meeting/week and one faculty meeting every two weeks:
  - Week 1: grade level planning and differentiated PD.
  - Week 2: vertical data analysis (K-2 and 3-5); 3-5 meetings are content-specific.
- Side-by-side coaching.

To ensure continuous and authentic community engagement, the plan includes the following action steps:

- Build a collaborative mission vision.
- Hire a parent engagement/communications specialist to sharpen and align community and parent engagement efforts and lead this work for the school, establish more avenues for communication.

**g. Provide evidence to demonstrate proposed plan is aligned with the district Unified Improvement Plan.**

Denver Public School's Unified Improvement Plan identifies four major improvement strategies that map directly to the four strategies in the district's strategic plan, The Denver Plan. Several of the initiatives and district structures described above, particularly Empowering Effective Educators and ELA Focus Schools are how our district brings to life Denver Plan Strategies. Strategy 4, focusing on schools most in need, is where our Tiered Intervention Grant work resides. This portfolio of work is also described in the LEA Commitment and Capacity section.

Strategy 1: Create conditions to ensure educator effectiveness. This will require us to develop a shared definition of effective teaching, strengthen our support for teachers to develop their professional skills, and develop principals to be effective leaders.

Strategy 2: Improve instruction and student achievement outcomes for our ELLs through focused professional development for teachers and school leaders, educational resources, assessment & parent communication.

Strategy 3: Align standards-based instruction, material and assessments to meet our diverse students' needs, and prepare for implementation.

Strategy 4: Support our highest-need schools.

**h. Provide evidence to demonstrate sustainability after the implementation of the changes.**

Since Tiered Intervention Grant funding expires in three years, the bulk of efforts focus on the development of leadership and teaching capacity internally, while setting up the systems and processes to maintain sustainability in the schools. The multiple district systems already set up – as described in Question D. and in LEA Commitment and Capacity – shows how our system is orienting ourselves operationally in support of our lowest performing schools. Since the beginning of the grant, the focus has been to start with intensive interventions – and the most costly supports related to those interventions – and then to scale back over time as more students are brought to grade level and the school moves out of intervention and into continuous improvement.

- i. **Provide a sequenced timeline for action steps that will occur in the implementation of this grant. Project timeline should include major implementation activities and the date by which they will be accomplished including: professional development for leadership and staff, policy changes, additional autonomy, staffing changes, etc. (See Attachment D)**

The UIP Addendum for Smith School is attached, and includes timeline of implementation activities.

---

### **West High School: West Leadership Academy and West Generations Academy**

- a. **Submit the Unified Improvement Plan Addendum (Attachment D) for each proposed site. Use the template making sure to clearly address the needs assessment. Additional narrative detail may be added if there is not enough clarity within the Plan itself. *Please note: To ensure success, it is imperative that specific needs are clearly delineated before an intervention model is chosen, before the plan is prepared and (if applicable) before a provider is chosen.***

Overview:

The plan to turnaround West High School has been underway since spring 2010 when west Denver community leaders met with DPS leaders to discuss the future of West High School. Due to the declining enrollment, the community sought the district's attention in order to proactively address the school's needs. This led to the formation of West Denver Educational Equity Committee (WDEEC) to guide the future of West High School.

Committee discussions led to the decision to phase out West High School and phase in two new 6<sup>th</sup>-12<sup>th</sup> grade schools co-located within the historic West High School building. Both schools will open during the fall of 2012 with inaugural 6th and 9th grade classes. West Generation Academy will also serve students in 8th grade. The existing West High program, now known as West Legacy School, will be phased out accepting only 10th, 11th and 12th grades starting in the fall of 2012. (Manny Martinez Middle School, one of the district's lowest performing schools, also found its home on the West campus and began its phase out to closure two years ago. It is closed as of the end of this school year.) Over the following years, the two West Academies will add additional grade levels while West High School phases out a grade level at a time. By the 2015-16 school year, West High School will be phased out completely, no longer enrolling any students, and the two new West Academies will be at full scale, serving students in grades six through 12.

West Generation Academy and West Leadership Academy are replications of successful public school models in New York City and State. West Generation Academy is a partnership between DPS and Generations Schools, which has received national acclaim for its innovative use time and scheduling. West Leadership Academy is a partnership between DPS and the College Board, which runs more than a dozen schools in New York and is the maker of rigorous Advanced Placement curriculum.

The two schools will partner to create a schedule and internship program that is both relevant to its target population and financially feasible given its smaller school and class size.

The UIP Addendum for West High School is attached.

**b. Analyze the current conditions in the proposed school(s) by providing student performance and other relevant data in relation to intervention selected for each school site.**

Denver Public Schools utilizes multiple tools to analyze data. Please see the Appendix for West’s data analysis, which presents a variety of graphic representation from which the “trends,” identified below, originate. The analysis of multiple data categories – not achievement alone – provides a deep, multi-faceted approach to understand West’s successes, challenges, and concerns.

<b>Data Category</b>	<b>Trends</b>
Demographics	96% Minority 26.3% ELL 18% Special Education 93% Free and Reduced Lunch
Achievement	No more than 1/3 of students proficient in reading writing or math on state assessments. Huge achievement gaps between sped and non-spud students (no proficient sped students except for reading last year). Wide gap between Latino and Black students in math and reading. Math proficiency between 3-7% over five years. Graduation rate not progressed over five years (2010 – 55.9% and 2011 55.5%). Remediation rate for students who attend college – higher for West than for any other school in the district. On-track-to-graduation decreases as students get older. Very low and decreasing IB/AP/concurrent enrollment courses.
District and State SPF 2010-2011	District: <b>Accredited On Probation – 35% points earned.</b> <b>(Manny Martinez Middle School) – 5% points earned.</b> State: <b>Turnaround Plan Recommended – 40% points earned.</b> <b>(Manny Martinez Middle School – 38% points earned).</b>
Attendance	Consistent lower attendance rate than district average for high schools (78-81% over past five years).
Behavior	In 2010-11 suspension rate double that of district average.
English Language Acquisition (CELA)	In all contents, ELL gap is significant (9-19%). No ELL MGP above 50%. No indications gap will close at current pace.
Teachers	Majority of teachers are tenured; there has been a reduction in the number of teachers due to decreases in enrollment over the past five years, so there has been few openings (Reduction in Building has required decreasing staff – and usually ineffective teachers – on annual basis).
Principal/Leadership Team	Five principals in past seven school years.
Finances/Grants	No significant additional funding to support improvement efforts except for graduation pathways; school innovation (mill levy grant) for focus on METAS.
Enrollment	28% decrease in enrollment in past five years; lose huge percentage of students who choice out and attend other schools.
Parent and Community Engagement	Very low scores on parent and community engagement, no parent liaison and no strategic planning to integrate.

**c. Analyze the current conditions in the proposed school(s) by identifying root causes. What is preventing the school from increased academic performance? To what does the district attribute the failure of student academic growth over time?**

The following is a summary of root causes is based on the above trends:

Management challenges or mismanagement of the school at all levels has resulted in the school struggling for a period of time. Five principals in seven years with multiple supervisors has made it difficult to establish a clear mission and vision and to identify a set of goals and actions for achieving them. In addition, a lack of financial and human resources targeting dramatic improvement also contributes to the struggles of this school. Because of this, systems to improve classroom instruction, interventions – and professional development to meet the needs of students were never set up and utilized consistently. The school has lacked, then, a culture of engagement on all levels that would result in improved academic outcomes.

West High School is a story of a “classic” underperforming school: extremely low (less than 1/3) of students performing on state achievement tests, very low graduation and high college remediation rates. Because the school is not providing a high quality education, students choose to go elsewhere (in 2012, 75% of students choiced out of the West boundary) and students who do attend West, do so at a very low rate, one of the lowest attendance rates in the district.

Rather than the identification of a few key focus areas, the school is in need of a new start altogether. This is the conclusion the WDEEC drew, which was supported unanimously by the DPS Board of Education.

- d. Analyze the current conditions in the district by demonstrating that the LEA has the capacity to ensure that the school(s) implement the required activities of the selected school intervention model fully and effectively. (Attach relevant data: external evaluation, relevant student achievement, school performance and relevant school culture data as an appendix.)**

There are multiple structures in Denver Public Schools that make it uniquely positioned to support multiple schools undergoing significant interventions – and specifically, West High School and its new academies.

Turnaround Networks: First, our instructional leadership teams are specifically “designed” to support school turnaround. West High School is part of the West Denver Network (WDN), one of our two school turnaround networks. WDN supports five other schools in west Denver currently receiving TIG funds. Many features of the WDN make it truly a turnaround support structure. First, the network focuses expertise in the following areas: school leadership, data analysis, school improvement, and parent engagement. This means providing concerted support around implementation of Professional Learning Communities (PLCs). Finally, school leaders and teachers in WDN have many opportunities to increase their competency through network meetings, conferences, and other professional development opportunities.

DPS School Turnaround staff: The DPS Director of School Turnaround and Turnaround Budget Manager works closely with WDN leaders and the principal of West in preparing the TIG application, monitoring progress, and ensuring ongoing plan and budget alignment in accordance with 1003(g) guidance. A communications manager also works to support the two turnaround networks.

External Partners: NYU’s Metro Center for Urban Education supports school improvement in all WDN schools. Metro will be working with West to facilitate a values identification process to ensure all staffs and students live a set of shared values throughout the campus. The principal of each academy will roll out the campus values work to their own staffs, while folding in school-specific values and beliefs. The Metro Center for Urban Education is “a comprehensive, university-based center that focuses on educational research, policy, and practice. They are a partner and resource at the local and national levels in strengthening and improving access, opportunity, and the quality of education in our schools. Our mission is to target issues related to educational equity by providing leadership and support to students, parents, teachers, administrators, and policy makers. For 40 years, the Metro Center has been a transformational force inspiring positive change in schools, districts, and regions across the country. Metro Center is powerfully focused on driving equity and access in urban, suburban, and rural school settings - especially when confronting issues of race, gender, and national origin.”

City Year: City Year is a nationally recognized Tier II intervention that targets Tier II students. We are utilizing City Year Corps Members as an important part of the turnaround strategies in Year 2 of our TIG-funded secondary schools. Plans to increase the number of schools participating in 2012-13 do include West and its academies. City Year's Program includes the following (from the City Year website):

**School Based Service –**

At City Year's 21 locations across the United States, teams of diverse young people called corps members serve full-time in schools for 10 months working to improve student attendance, behavior and course performance in English and math. As tutors, mentors and role models, corps members are uniquely able to help students and schools succeed through:

Academic Support: Provide one-on-one or small group tutoring before, during and after school.

- Attendance and Positive Behavior Encouragement: Lead energetic morning greetings, make attendance and positive phone calls home and lead mentor groups.
- Community and School Improvements: Organize and lead activities, celebrations and projects to improve the community and school environment which includes performing physical service such as: painting murals, planting community gardens, renovating schools and refurbishing community centers.

**Youth Leadership –**

One of the important ways corps members share their belief in service and their commitment to helping children is by leading programs that teach elementary, middle school and high school students about how to be active citizens in their communities and make a difference.

Performance School Application and Innovation: With help from the district's Office of School Reform and Innovation, West Leadership Academy and West Generations Academy developed, submitted, and got approved applications for Innovation in January 2012. Innovation status provides for flexibility in how the school utilizes the key resources of people (staffing), time (scheduling), and money (budgeting). This application also includes a detailed description of the school programs and all operational components of the new school.

Extended Day and Year: Both West Leadership Academy and West Generations Academy offer extended day (8 hours) and year (200 days) schedules.

Principal hiring: Since 2005, DPS has focused on finding the very best principals to lead in our turnaround schools. Our district utilizes a selection process that, in addition to using the lens of turnaround competent leadership, partners with the community in making decisions about who is best to lead the turnaround of a school. Three new, experienced principals were hired to lead the turnaround at West High School – one principal to lead the phasing out school and two principals to lead the phasing-in academies. Leaders for each school were evaluated through a process that included the WDEEC, the district, College Board and Generations schools.

Teacher hiring: The new principals of the two phasing in academies will hire entirely new staffs of teachers. They utilized the DPS hiring processes; DPS Human Resources department uses a set of turnaround teaching competencies when vetting resumes. DPS turnaround website offers a description for turnaround teaching and recommends that interested applicants indicate on their application that they are specifically interested in teaching in a turnaround school. In their hiring, West Generations focused on finding passionate, outside-the-box teachers who have a belief in mission and vision of Generations (atypical); West Leadership focused on seasoned, veteran teachers who showed success in other schools. Each school developed a set of criteria for hiring. By the time of full build-out, the two West academies will have far fewer than 50% of previous teachers as members of their staff.

Social-emotional Supports: This is an area that is currently lacking and a key feature for the use of TIG funds.

District assessments: DPS offers a set of internal interim assessments that are aligned with the scope and

sequence of the curriculum, which is aligned with state standards. ACT practice tests will also be used to assess students and inform instruction.

Empowering Effective Educators: DPS is leading the nation in the development of evaluation systems that incorporate teacher observation, value-add data, common core implementation and professional development into one approach – and it is embedded within a greater context that focuses resources on recruitment and development, as well. Empowering Excellent Educators is a comprehensive set of district initiatives in a commitment to consistently develop, recognize, reward, recruit and retain great teachers and principals. This includes recognizing and rewarding our best teachers as an invaluable resource, and providing opportunities and advancement for highly effective teachers. In terms of recruitment, our district completes early hiring cycles to secure the best available talent and provides multiple pathways into teaching, including the Denver Teacher Residency. Our new evaluation system, LEAP, provides evaluations that are transparent, objective, and complete, uses multiple measures, including peer observation and student achievement data, all of which links to differentiated professional development. This support is meant to create progressive feedback loops at the school site, as well as provide teachers with online tools and resources they need to improve their work.

Incentives: Also on the leading edge in the area of pay-for-performance, DPS began its groundbreaking ProComp compensation system as a way to link teacher pay to the district’s instructional mission. It was designed in partnership with the Denver Classroom Teachers Association and has received national attention because it rewards teachers for their professional accomplishments, while linking pay to student achievement. Additionally, teachers who teach in hard to serve schools or grades receive a stipend for this commitment.

District Opportunities for Teacher Leadership: There are multiple opportunities for teacher leadership in Denver Public Schools through the district’s Office of Teacher Learning and Leadership. This includes the development of school-based project focused on pedagogical content knowledge, differentiated professional development based on individual needs, frequent formative feedback loops with opportunities for feedback from peers, and teacher leadership pathways. In addition, a key component of LEAP is that teachers are observed by a “peer” as a part of the in-classroom feedback opportunities.

Culturally Responsive Education: DPS district and school leaders are currently working with the Metro Center for Urban Education to establish a set of values and vision for culturally responsive education in our district. During day-long instructional leadership and principal meetings, participants work together to learn the content of what it means to be a culturally responsive district and determine what that means and how it applies to our district and schools.

Diagnostic: If the school is a recipient of TIG funds, the school will collaborate with CDE to have diagnostic and facilitated data analysis performed on school in October.

- e. **Provide evidence to demonstrate that overall goals and performance targets are included by year. Annual math and reading/language arts academic goals are set for each school site the grant will serve including Tier I, Tier II, and Tier III. Expectations for growth after one year are clear.**

		2010-11 TCAP Performance (DPS Data)					2010-11 State Expectations
		2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target		
<b>West HS</b>	<b>Reading</b>	<b>26.0%</b>	37.6%	49.1%	60.7%	72.2%	<b>72.2%</b>
	Grade 9	<b>24.0%</b>	36.1%	48.1%	60.2%	72.2%	<b>72.2%</b>
	Grade 10	<b>27.0%</b>	38.3%	49.6%	60.9%	72.2%	<b>72.2%</b>
<b>Math</b>		<b>6.0%</b>	12.9%	19.8%	26.6%	33.5%	<b>33.5%</b>
	Grade 9	<b>8.0%</b>	14.4%	20.8%	27.1%	33.5%	<b>33.5%</b>

<b>Writing</b>	Grade 10	<b>3.0%</b>	10.6%	18.3%	25.9%	33.5%	<b>33.5%</b>
		<b>11.0%</b>	20.7%	30.3%	40.0%	49.6%	<b>49.6%</b>
	Grade 9	<b>12.0%</b>	21.4%	30.8%	40.2%	49.6%	<b>49.6%</b>
<b>Science</b>	Grade 10	<b>10.0%</b>	19.9%	29.8%	39.7%	49.6%	<b>49.6%</b>
		<b>13.0%</b>	22.3%	31.5%	40.8%	50.0%	<b>50.0%</b>
	Grade 10	<b>13.0%</b>	22.3%	31.5%	40.8%	50.0%	<b>50.0%</b>

**f. Provide evidence to demonstrate interventions are consistent with the final requirements.**

The root causes identified above – persistently low achievement, ongoing leadership turnover, declining enrollment and low attendance – shows the school is in need of a major change. Two other DPS schools are pursuing this same phase-in and phase-out approach in a way that is already showing marked gains. Therefore, the **best school intervention model for West is turnaround**. There is a bit of a classification challenge when it comes to West, but since Montbello, which is utilizing the same approach and receiving TIG funds, is considered a turnaround. West is also considered a turnaround. Since neither WLA or WGA are charter schools, it would not be called a restart.

West turnaround plan meets all the requirements of the model, as shown in Appendix D, and goes beyond.

Below is a description of the two new academies and the phasing out West High School.

<b>West Leadership Academy</b>	<b>West Generations Academy</b>
<p>The College Board program was selected as the base for the West Leadership Academy curriculum due to its academic rigor and student support in their quest to be college ready.</p> <p>The College Board Schools model is specifically designed to help middle school and high school students in low-income and underrepresented groups enter the pipeline to higher education.</p> <p>A College Board School features:</p> <ul style="list-style-type: none"> <li>• Small, personalized environments</li> <li>• Extensive training and ongoing professional learning for teachers and other school professionals</li> <li>• No screening of applicants</li> <li>• An extended school day</li> <li>• Advisory programs to support students' academic, social, and emotional development</li> <li>• Instructional, collaborative leadership</li> <li>• The use of College Board programs and services to drive academic rigor</li> <li>• Fully integrated, cutting-edge technology</li> </ul> <p>The culture of a College Board School:</p> <ul style="list-style-type: none"> <li>• Fosters an environment of academic rigor with high expectations for all</li> <li>• Encourages an all-encompassing commitment to learning</li> <li>• Provides meaningful relationships</li> </ul>	<p>West Generations Academy offers a rigorous college and career focused curriculum that provides students with hands-on opportunities to build the skills they need to be successful after graduation.</p> <p>Founded in 2004, Generation Schools Network is a national not-for-profit organization dedicated to whole-school and systemic innovation in urban education. Generation Schools Network's goal is to ensure that all students – regardless of life circumstances – have access to a great education.</p> <p>Evidence demonstrates that when good teachers have more time with much smaller classes, students achieve. The biggest hurdle to making this idea a reality in every school has been the perceived cost. Most efforts to increase learning time and reduce class size have been expensive. The team at Generation Schools, however, has solved this problem by fundamentally rethinking the way schools organize existing resources, particularly human capital and time. Our entire model operates at current per pupil funding levels.</p> <ul style="list-style-type: none"> <li>• Expands learning time by up to 30% for all students without increasing the teacher work year</li> <li>• Reduces class size in core Foundation Courses</li> <li>• Reduces the total teacher load by two-thirds</li> <li>• Increases professional development and provides common planning time daily for all teachers</li> </ul>

<ul style="list-style-type: none"> <li>Ensures challenging and engaging teaching and learning</li> </ul> Reflects knowledgeable and caring relationships with students	<ul style="list-style-type: none"> <li>Enhances the capacity of teachers to collect, analyze and respond continuously to data</li> <li>Leverages current and emerging instructional technologies in the classroom.</li> </ul>
<b>West High School</b>	
As West High School phases out, the school will focus on supporting the professional development of teachers to dramatically improve student outcomes. To these ends, West will: <ul style="list-style-type: none"> <li>Hold a summer retreat for all staff to prepare for the school year,</li> <li>Implement the Professional Learning Community model</li> <li>Identify teacher leaders</li> <li>Focus on SIOP and AVID instructional strategies in every classroom</li> </ul>	
All schools will partner with City Year to support Tier II students.	

**g. Provide evidence to demonstrate proposed plan is aligned with the district Unified Improvement Plan.**

Denver Public School’s Unified Improvement Plan identifies four major improvement strategies that map directly to the four strategies in the district’s strategic plan, The Denver Plan. Several of the initiatives and district structures described above, particularly Empowering Effective Educators and ELA Focus Schools are how our district brings to life Denver Plan Strategies. Strategy 4, focusing on schools most in need, is where our Tiered Intervention Grant work resides. This portfolio of work is also described in the LEA Commitment and Capacity section.

Strategy 1: Create conditions to ensure educator effectiveness. This will require us to develop a shared definition of effective teaching, strengthen our support for teachers to develop their professional skills, and develop principals to be effective leaders.

Strategy 2: Improve instruction and student achievement outcomes for our ELLs through focused professional development for teachers and school leaders, educational resources, assessment & parent communication.

Strategy 3: Align standards-based instruction, material and assessments to meet our diverse students’ needs, and prepare for implementation.

Strategy 4: Support our highest-need schools.

**h. Provide evidence to demonstrate sustainability after the implementation of the changes.**

Since Tiered Intervention Grant funding expires in three years, the bulk of efforts focus on the development of leadership and teaching capacity internally, while setting up the systems and processes to maintain sustainability in the schools. The multiple district systems already set up – as described in Question D. and in LEA Commitment and Capacity – shows how our system is orienting ourselves operationally in support of our lowest performing schools. Since the beginning of the grant, the focus has been to start with intensive interventions – and the most costly supports related to those interventions – and then to scale back over time as more students are brought to grade level and the school moves out of intervention and into continuous improvement.

**i. Provide a sequenced timeline for action steps that will occur in the implementation of this grant. Project timeline should include major implementation activities and the date by which they will be accomplished including: professional development for leadership and staff, policy changes, additional autonomy, staffing changes, etc. (See Attachment D)**

The UIP Addendum for West High School is attached, and includes timeline of implementation activities.

**PART III, Section III: Budget Form and Narrative**



## CMS ELEMENTARY SCHOOL

Over the past several years, Denver Public Schools (DPS) employed aggressive strategies to improve the city's schools where students have consistently underperformed. While each school participating in the 1003g School Improvement Grant has unique needs based on its program and the professional development connected to it, there also are several budgeted expenses that are consistent among all Denver turnaround schools. Whether specific to the unique school or consistent across all DPS Turnaround Schools, all budgeted items focus on the three consistent strategies DPS uses to dramatically increasing student achievement in Denver's schools for students:

- improving systems to enhance student achievement and student emotional wellbeing
- improving the capacity of teachers and school leaders, and
- strengthening community relationships

These strategies are rooted in research, and district's administrative team and school leaders have built the turnaround Unified Improvement Plans around those elements. The district has also created two Turnaround Networks to serve schools in the Northeast and also the West areas of the city – where schools traditionally struggle the most, and the district has a process to identify struggling schools, allocate resources, and implement a plan likely to improve outcomes for students.

CMS's proposed budget includes a request for \$790,367 over the entire three year period of the grant for its Turnaround plan. The request included with this application includes ~\$14k for pre-implementation and the remaining for implementation. Of the proposed expenditures, CMS is proposing ~\$105k of one-time costs for the curricular program and ~\$200k for instructional intervention salaries.

While all of the elements of a Turnaround will be employed by CMS, the school plans to use TIG funding specifically for a two of the strategies: improved direct instruction and improved human capital development through teacher professional growth.

CMS budgeted for three separate expenses focusing on direct instruction in its grant application. CMS planned a for a additional intervention teacher to focus on students will high needs, a supplemental curriculum above and beyond the traditional district provided materials – Accelerated Reader (AR), and technology to implement the AR program to more students.

The intervention teacher will be able to focus directly on students for whom first instruction was not effective for certain skills. This teacher will work with the students' classroom teachers to determine what was missed, and how those skills can best be taught.

Accelerated Reader is a product many DPS schools have used to supplement the traditional curriculum. The program is effective because it can personalize reading practice to each student's level, provide essential reading practice for every student, and assess students' reading with four different types of quizzes. In order to help implement the Accelerated Reader program, CMS also proposed technology which will help more students in different classrooms have access to the program.

The second major strategy CMS will fund using TIG is the human capital at the school using financial incentives and professional development for its teachers. Proposed in the TIG budget are expenses for teachers to stay extra hours for professional development provided by the instructional leadership team, recruitment and retention incentives for its teachers, and funding for teachers to attend the Professional Learning Communities (PLC) Conferences.

This focus on human capital is a requirement of the 1003g grant, and providing incentives along with additional teacher development is specifically noted in the guidance. The PLC model is also ideal for CMS because the data

provided through district and school assessments can be analyzed by a group of teachers with a common vision for student achievement.

Please find the detailed budget in the CDE form attached to this application.

#### DCIS AT FORD ELEMENTARY SCHOOL

Over the past several years, Denver Public Schools (DPS) employed aggressive strategies to improve the city's schools where students have consistently underperformed. While each school participating in the 1003g School Improvement Grant has unique needs based on its program and the professional development connected to it, there also are several budgeted expenses that are consistent among all Denver turnaround schools. Whether specific to the unique school or consistent across all DPS Turnaround Schools, all budgeted items focus on the three consistent strategies DPS uses to dramatically increasing student achievement in Denver's schools for students:

- improving systems to enhance student achievement and student emotional wellbeing
- improving the capacity of teachers and school leaders, and
- strengthening community relationships

These strategies are rooted in research, and DPS's administrative team and school leaders have built the turnaround Unified Improvement Plans around those elements. The district has also created two Turnaround Networks to serve schools in the Northeast and also the West areas of the city – where schools traditionally struggle the most, and the district has a process to identify struggling schools, allocate resources, and implement a plan likely to improve outcomes for students.

Ford's proposed budget includes only implementation costs. The request included with this application is for \$890,774 over the entire three year period of the grant. Of the proposed expenditures, roughly half are instructional and half are support expenses.

Ford will work with BluePrint schools network to implement its Turnaround plan. DPS often works with an external partner with many of its turnaround schools whether identified for turnaround by the state through the 1003g grant or by the district through our internal process. BluePrint Schools Network is a non-profit based on Boston. The relationship with BluePrint will not be charged to the grant, but two of the major strategies BluePrint promotes are high dosage tutoring and extended time, and those items are included in the budget. BluePrint is funded by philanthropic donations that the district pursued last year. The funds requested for this grant will help us expand our efforts and reach more students.

The tutoring coordinator and two of the tutors are planned expenses in all three years of the TIG. The tutoring coordinator manages the high dosage math tutoring and two of the tutors implementing the program are also included in the grant budget. The high dosage tutoring is currently being researched by BluePrint, and in the future, students who are most positively impacted by the program will be the students who receive the high dosage tutoring, and it is our belief that the program will be sustainable in the future because Denver and Ford will be able to focus its efforts in the way that is most effective for the most students.

BluePrint also encourages extended time for student/teacher contact. At Ford, the school will open for a full two extra weeks compared to traditional DPS schools. Ford will also be open for 1 hour longer each student contact day. This amounts to 240 extra hours for students over the course of the year – almost 7 extra weeks. With Ford's innovation status, its staff waived the collective bargaining rights, and a \$5000 stipend will be paid to each member of the instructional staff in order to cover the costs of the extended time. This cost is in the proposed TIG budget. While this is costly, the district and school team believe that in the future, Ford's budget autonomies

gained through their status as an innovation school will help the school focus their funds to extending the day or year in the future after the grant ends.

Even though Ford is part of a turnaround network working with BluePrint, the school leadership team also proposed student development expenses to the TIG. The Leader in Me Training Series for all of Ford's students is proposed. This supplemental support for students will help those individuals develop strategies and skills appropriate for 21<sup>st</sup> Century Learners.

Please find the detailed budget in the CDE form attached to this application.

#### SMITH ELEMENTARY SCHOOL

Over the past several years, Denver Public Schools (DPS) employed aggressive strategies to improve the city's schools where students have consistently underperformed. While each school participating in the 1003g School Improvement Grant has unique needs based on its program and the professional development connected to it, there also are several budgeted expenses that are consistent among all Denver turnaround schools. Whether specific to the unique school or consistent across all DPS Turnaround Schools, all budgeted items focus on the three consistent strategies DPS uses to dramatically increasing student achievement in Denver's schools for students:

- improving systems to enhance student achievement and student emotional wellbeing
- improving the capacity of teachers and school leaders, and
- strengthening community relationships

These strategies are rooted in research, and district's administrative team and school leaders have built the turnaround Unified Improvement Plans around those elements. The district has also created two Turnaround Networks to serve schools in the Northeast and also the West areas of the city – where schools traditionally struggle the most, and the district has a process to identify struggling schools, allocate resources, and implement a plan likely to improve outcomes for students.

Smith's proposed budget includes a request for \$776,304 over the entire three year period of the grant for its Turnaround plan. The request included with this application does not include pre-implementation costs and all expenses are considered support.

Smith Elementary plans to use TIG funding specifically for each of the three major improvement strategies. First with a focus on improving systems, Smith plans to hire two full time employees in the first year of implementation to improve school culture. The school will bring on a behavior interventionist and additional days of social work time to improve student behavior, increase accountability, and develop a high performing culture. After the focus on improving culture in the first year, the school will hire an instructional dean in the second and third years of the grant to focus on improving the academic systems.

The instructional dean will also be an academic leader at the school. The dean's primary responsibility will be for improving systems. Part of that will be teacher development which the TIG will financially support by providing funding for after hours PD time with teachers and also substitute teachers so that the instructional staff at Smith can observe model classrooms both at Smith and at other model schools in the metro area.

The proposed TIG budget also funds a Communications Specialist which will support the rebranding of the school and parent engagement. Communications Specialists have been full time employees at many of the TIG funded schools within DPS. These positions have been extremely helpful and become valuable members of the schools' leadership teams because of their strong connection to the communities, families and parents. The

Communications Specialist position also supports the school program by pursuing grants and other community support for students at the school.

Please find the detailed budget in the CDE form attached to this application.

#### WEST HIGH SCHOOL (AND WEST GENERATIONS AND WEST LEADERSHIP)

Over the past several years, Denver Public Schools (DPS) employed aggressive strategies to improve the city's schools where students have consistently underperformed. While each school participating in the 1003g School Improvement Grant has unique needs based on its program and the professional development connected to it, there also are several budgeted expenses that are consistent among all Denver turnaround schools. Whether specific to the unique school or consistent across all DPS Turnaround Schools, all budgeted items focus on the three consistent strategies DPS uses to dramatically increasing student achievement in Denver's schools for students:

- improving systems to enhance student achievement and student emotional wellbeing
- improving the capacity of teachers and school leaders, and
- strengthening community relationships

These strategies are rooted in research, and district's administrative team and school leaders have built the turnaround Unified Improvement Plans around those elements. The district has also created two Turnaround Networks to serve schools in the Northeast and also the West areas of the city – where schools traditionally struggle the most, and the district has a process to identify struggling schools, allocate resources, and implement a plan likely to improve outcomes for students.

West High School's proposed budget includes a request for \$1,113,589 over the entire three year period of the grant for its Turnaround plan. The request included with this application includes no expenses for pre-implementation and all of the expenditures are considered support.

The specific strategy at West High School was built from the success at the Montbello campus in the city's Far Northeast neighborhood. West will be divided into three academies starting in 2012-13 school year, and the after four years, the original West High School academy will shrink, serving one fewer grade each year, and the two new academies will grow until they each serve 6-12.

Eventually, only two academies will serve students at West: West Generations Academy supported by Generations Schools Network and West Leadership Academy supported by the College Board. The expenses proposed in the TIG budget are either shared or specific to one of the three unique academies.

The expenses that will be shared are the following:

- *Relationship with City Year*
- *2 extra days each week of Social Worker*
- *1.0 FTE Communications Specialist/Parent Engagement Specialist*

- *Travel and Registration to Professional Learning Communities (PLC) Conferences*
- *School Leadership Team Retreats*
- *Extra Pay for Professional Development for teachers & the accompanying materials*

The expenses that are shared cover each of the three major strategies. The systems for social and emotional well-being of students are supported by the additional social work time. The Communications Specialist will support the branding and marketing of the academies as well as parent outreach, and the human capital development for all instructional staff will be supported by extra professional development time, conferences, and retreats. While these supports are important and critical for the time while the schools transition, much of the work can be scaled down and rooted in systems built during the turnaround years, and because of that sustainability is not a critical issue.

Also, at all academies, City Year will provide support for students focused on the ABCs: attendance, behavior, and course completion. City Year has worked with other district schools beginning in 2011-12. In those years, City Year supported other TIG funded schools like Lake, North, Noel, and Montbello. City Year's approach is data driven and successful in helping students with both core academics and emotional well-being.

The proposed expenses unique to each academy will be the lead partners that will work with the leadership teams. At the West Generations Academy, Generation Schools Network (GSN) will lead the planning and implementation of the new academy. Generation Schools is not a CMO or an EMO and West Generations Academy is not a charter school. The academy is a district managed school, and GSN is a national not-for-profit organization dedicated to whole-school and systemic innovation in urban education. Their goal is to ensure that all students – regardless of life circumstances – have access to a great education.

The tenets of focus for GSN are the following:

- Expand learning time by up to 30% for all students without increasing the teacher work year
- Reduce class size in core Foundation Courses
- Reduce the total teacher load by two-thirds
- Increase professional development and provides common planning time daily for all teachers
- Enhance the capacity of teachers to collect, analyze and respond continuously to data
- Leverage current and emerging instructional technologies in the classroom.

The proposed budget includes expenses for the contractual relationship between Denver Public Schools and GSN in the implementation years of the West Generations Academy. After the school is serving all grades, the expense from the relationship with GSN will be sustainable and can be supported by the school's site based budget.

Like West Generations, the West Leadership Academy is also supported by a non-profit: College Board Schools (CBS). College Board seeks to ensure that every student has access to a high-quality education and is prepared to succeed in college. Their College Readiness initiatives promote curricula, assessment tools, district and guidance resources that help K-12 students prepare for the

academic rigors of higher education. The West Leadership Academy will be using College Board products and promoting a college going culture with its students.

The proposed budget includes expenses for the contractual relationship between Denver Public Schools and CBS in the implementation years of the West Generations Academy. After the school is serving all grades, the expense from the relationship with CBS will be sustainable because it can be supported by the school's site based budget.

Please find the detailed budget in the CDE form attached to this application.