

2010 TIERED INTERVENTION GRANT

PART I: COVER PAGE (Complete and attach as the first page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it with the application.)

Adams 14

Mailing Address: 5291 E. 60th Ave
Commerce City, CO

Lynn Heintzman
Mailing Address: 5291 E. 60th Ave

Telephone: 303-853-3200 E-mail:

Signature: *Lynn Heintzman*
Nelson VanVranken

Mailing Address:
Telephone: 303 853-5804 E-mail: *nvanranken@adams14.org*

Signature: *Nelson V V*
Martha Baldwin

Telephone: 303-853-3209 E-mail: *mabaldwin@adams14.org*

Signature: *Martha A. Baldwin*

- Metro Pikes Peak North Central Northwest West Central
 Southwest Southeast Northeast

\$ 2,128,018

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 Name: Adams 14

School Board President Signature:

Superintendent Signature: Sue Chandler

School #1 Name: Hanson Elementary School

Principal Name: Nelson Van Vranken

Telephone: 303-853-5804 | **E-mail:** nvanvranken@adams14.or

Principal Signature: Nelson Van Vranken

School #2 Name:

Principal Name:

Telephone: | **E-mail:**

Principal Signature:

School #3 Name:

Principal Name:

Telephone: | **E-mail:**

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 _____ (date) , 2010 the Board of _____ (district) 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:

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

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

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

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

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

Name of Board President

Susan Chandler

Name of District Superintendent

Nelson Van Vranken

Name of Program Contact

Signature of Board President

Sue Chandler

Signature of District Superintendent

Nelson Van Vranken

Signature of Program Contact

Hanson Elementary School
Inspiring, Educating, and Empowering Students in the 21st Century

Adams 14
2010 Tiered Intervention Proposal

Executive Summary

Adams 14 and Hanson Elementary School seek funding to substantially transform Hanson Elementary School. The overarching goal of this project is to increase student learning by improving the quality of instruction. Thus, the plan focuses on supporting the Hanson teaching staff with intensive professional development, embedded coaching, and additional collaboration. Effective teaching and the opportunity (PD and collaboration) to improve were identified by both the Expedited Diagnostic Review (EDR) team and Adams 14 leadership as root causes for low performance. Hanson, in collaboration with the District, is working to create a “tipping point” of high quality instruction by: (1) providing extended time for teachers to improve collaboration, (2) additional supports through coaching in English language development, reading, writing, math, and data (continuous embedded coaching of 90 minutes per month, modeling, and feedback) (3) purchasing materials to replace a series that is woefully out of date and identified as one of the root causes for low math performance, and (4) reviewing the teacher evaluation to include student outcomes as a significant portion of the rating. The requested funds will be used to:

- Hire three coaches (math, language and literacy, and data and RTI).
- Hire a math intervention as an effort to get an early win by improving math performance among those students most significantly below grade-level.
- Purchase new math materials.
- Hire WestEd to provide more intensive professional development and coaching. This will include 11 days beyond the eight the District has purchased for all schools in year one. In year two and three Hanson will receive 15 additional days.
- Prior to the start of year two and three Hanson will work with WestEd to run a “lab school” for nine days where students will volunteer to attend in the morning and in the afternoon teachers will receive feedback on their instruction, reflect, and receive additional professional development.
- Expand the Parent and Community Engagement Liaison role by launching an interactive homework program.

Hanson has the added benefit of being selected this year to receive the 21st Century Learning Community Learning Centers grant that enables the school to offer enrichment two days per week and student intervention in reading and math two days per week. The goal of the 21st CCLC proposal for Adams 14 was to increase CSAP reading and math scores by offering instructional support, activities that have a positive impact on youth development and academic performance, and increase family involvement.

Adams 14 also offers adult education classes (serving approximately 800 adults annually) that Hanson will refer parents to. Courses include ESOL, technology, and GED prep.

Hanson and Adams 14 are implementing intensive professional development and job-embedded coaching in an effort to address the root cause of low student performance. The model expects that after three years of work the need to intervene intensively with teachers will be minimal and the systemic change is sustainable.

Table of Contents

Part II: LEA Commitment and Capacity 1
Part III: Needs Assessment and Program Plan 3
Part IV: Budget Form and Narrative 9

Part II: LEA Commitment and Capacity

Consulting with stakeholders

Adams 14 connected with the following stakeholders: parents, teachers, community, school board and teachers association. In November of 2009 a presentation was made to the Adams 14 school board outlining the potential turnaround. In November 2009 teachers at Hanson PK-8 were informed that their school was likely to be identified as a turnaround school. In March 2010 (following official notification from CDE that Hanson Elementary was a turnaround school) Adams 14 sent a letter (in English and Spanish) to all Hanson households informing them that Hanson was a turnaround school and why (Appendix A). The letter also announced two community meetings. Adams 14 hosted two community meetings to engage parents and other community members in April. To increase involvement Adams 14 called every Hanson household to announce the meetings, canvassed the neighborhood making direct face-to-face contact with the community and hung 500 door hangers announcing each meeting (Appendix B). The PTO at Hanson also developed interest by standing at the pick-up/drop-off line handing out meeting announcements. Adams 14 held two teacher meetings in April to solicit feedback on a draft version of the plan. Adams 14 also met with the local teacher's association to develop support for the plan.

Commitment to the grant

Adams 14 has shown commitment to the reform initiatives demanded by the turnaround process. In 2009 Adams 14 replaced the Hanson PK-8 principal because of low performance and lack of urgency for the proposed reforms. Adams 14 received an EDR in December 2009. Adams 14 has reported to the board of education and will recommend that the board formerly support the plan on April 27, 2010.

Interventions Consistent with Final Requirements

Adams 14 has developed a plan of interventions that are aligned with the four primary areas for transformation: (1) teacher and leader effectiveness, (2) instructional reform, (3) additional time and community-oriented schools, and (4) operational effectiveness.

External Providers

Adams 14 attended the provider and reviewed several providers. In the Fall 2009 Adams 14 started an ambitious effort to reform instructional practice District-wide in partnership with WestEd. Based on the review of the available partners at the provider fair, Adams 14 has elected to continue the successes already achieved with WestEd and expand the partnership to ensure that Hanson receives more intense consulting, coaching, and feedback than the rest of the District. In addition, Adams 14 identified RMC Research as the partner that will lead the review and adoption of a new math series with Hanson as the pilot site.

Operational Flexibility

Adams 14 is a small school district with relatively few operational constraints. For example, the principal reports directly to the CAO and is free to call the COO directly when operational concerns are impeding his ability to implement instructional reform. However, the principal of Hanson will have autonomy of hiring and firing. No involuntary placements or transfers will be accepted at Hanson. The principal will directly oversee the Intervention Grant budget (in contrast to Title I budgets managed by District personnel). The principal will have autonomy to communicate directly with all consultants. These steps will remove the few remaining constraints on District schools.

Tier II Schools

Adams 14 has one school identified as a Tier II school, Lester Arnold High School (LAHS). Adams 14 has elected not to use any of the grant monies to serve LAHS because a plan is already in place to significantly alter this alternative high school's curriculum to focus on workforce readiness.

Capacity and Strategy for carrying out interventions

In the Spring of 2009 Adams 14 selected a new principal for Hanson PK-8. The key criteria for selection being their ability to lead a turnaround. The selected leader has experience working in Denver with a struggling K-8 that was turned around. Adams 14 will be proposes an independent consultant over the three years to work with the school to develop measuring progress, develop leading and lagging indicators of success, and create a continuous feedback loop between the school and the leadership. In the Fall of 2008 Adams 14 launched a new strategic plan, which included the adoption of a Balanced Scorecard (BSC). The BSC allows the District to monitor leading indicators continuously. The BSC model will be cascaded to schools this year, including Hanson. Hanson will have a BSC that will include District goals and School goals (from the turnaround plan). Hanson leadership will be required to monitor the scorecard monthly and make appropriate corrections if the leading indicators are showing the school is not on track for success.

Sustaining Reforms

The model for this reform plan is to build capacity. Over the course of three years Hanson teachers will work with WestEd consultants for 41 days. During that time leadership (principal, learning coordinator, coaches), teachers, and other staff will build the knowledge and skills to train new teachers. In addition, Adams 14 has an ongoing contract with WestEd to support the entire District. It is necessary that capacity is built over three years because the annual cost of the plan will exceed Adams 14's ability to pay in the fourth year.

Measuring Progress

Adams 14 uses a Balanced Scorecard (BSC) to monitor leading indicators on a monthly basis. Measures used in the BSC are either monthly or quarterly. For example, Hanson will monitor the proportion of students on benchmark on a quarterly basis. If targets are not met the school will put a plan in place to address the gap before the next reporting period. Hanson will also have monthly measures (e.g. proportion of teachers meeting instructional objectives measured by walk throughs, student and teacher attendance, and hits to the data portal). Hanson will administer the following assessments: (1) ATI Galileo common assessments (approximately every six weeks at grade-level in math and language arts) and NWEA MAP (three times per year for growth and discrepancy from grade-level).

Monitoring and evaluating the program

Adams 14 will hire an independent contractor to monitor and evaluate the progress of the implementation of the plan. This contractor will: (1) ensure that the goals and objectives have measures that can be monitored monthly or quarterly (will work with the school to develop these), (2) will develop surveys and other instruments to collect feedback from teachers, staff, and families regarding the implementation and success of the turnaround, and (3) will review the BSC on a monthly basis with the leadership to develop a course correction as needed. This contractor will be required to have an expertise in school planning, school metrics, education assessment, BSC, and program evaluation.

Part III: Needs Assessment and Program Plan

Adams 14 believes that significant turnaround has already begun at Hanson PK-8. As stated in the Expedited Diagnostic School Review (EDR) Summary of Findings "Adams School District #14 leadership is initiating reforms at Hanson ECE, K-8 School including replacement of the previous principal, increasing accountability and focusing on professional development." The EDR went on to point out that the principal brings a vision of excellence and student achievement that is backed up by his practices of sharing and implementing best practices and increasing accountability. The report notes that accountability has been increased through review of teacher lesson plans and weekly walk throughs. The report finds that "transparency, communication, and staff collaboration is becoming more focused on instruction and student achievement." Adams 14 launched two major instructional reform initiatives (WestEd's Teach for Success and Coalition on Reading Excellence) District-wide and added a part-time community and parent engagement liaison at Hanson to increase the involvement and contributions, in both school-based and home-based settings of parent and community partners. It is clear from the EDR and other interim feedback that these initiatives have resulted in reaching short-term goals of increasing awareness among the staff of the need to change, improving instructional practice, and increasing parental involvement (especially in classes geared towards informing parents of their rights).

The EDR identified the following areas for concern:

- The textbook is considered the curriculum and some supplementary materials may be needed.
- Math materials are lacking (intervention materials) or inadequate.
- Data are not looked at by disaggregated groups as a common practice.
- Teachers are not consistently developing common assessments.
- There is a sense of urgency, but it is not consistent. Not all teachers embrace the achievement results.
- The school plan is not known by all and leadership is sometimes perceived as making decisions without adequate teacher input.

The Adams 14 leadership team with the Hanson leadership team identified additional areas of need and root cause for low achievement results:

- Instructional practices are inconsistent and need to be improved.
- Professional development time and collaboration time is inadequate to improve instructional practices.
- Parent involvement has improved, but still needs focus on home-based setting for student improvement.
- Ineffective teachers need an incentive to leave the system and a more effective method for identifying teachers that will be successful needs to be developed.
- The data systems do not meet the current school needs.

Hanson leadership is proposing a variety of additional reforms in each of the four areas required for the transformation model. Based on the review of the EDR, internal data (Appendix C – School Profile), and generation of additional data by leadership, it is clear that there are five key areas that Hanson needs to focus on: (1) professional development and collaboration, (2) intentional parent involvement, (3) deliberate and effective coaching and embedded professional

development, (4) math materials (or series adoption), and (5) teacher evaluation.

This transformation plan integrates with the District's strategic plan and strategy for overall improvement. The District's strategy, "to improve student achievement so that 80% of students assessed will be on grade level by 2014 by ensuring that each classroom has a dynamic, standards-based teacher who provides powerful 21st century learning experiences to all students" makes instructional improvement the key to success. Successful organizations focus on strategy to achieve outcomes and in Adams 14 we are relentlessly pursuing our strategy by monitoring instruction through weekly walk throughs and reporting on performance through the Balanced Scorecard.

Goals

Below are the goals for the Hanson Transformation plan. The goals with their interim measures are contained in Appendix D - Measurement Table. Appendix E includes the list of activities and the timeline for completion.

- 95% of students will be PP+ in reading and math (3-5)(AYP goal).
- Increase student achievement results on CSAP by 10% in all subjects combined (weighted mean growth).
- Increase the proportion of students scoring at benchmark on Dibels.
- Increase teacher understanding of the instructional program to greater than 95% of teachers reporting understanding on a survey.
- Increase teacher satisfaction with the professional development alignment to greater than 95% of staff reporting professional development is effective.
- Increase the proportion of students "catching up" in reading (from 19% to 40%) and math (from 21% to 40%) by 2012.
- Increase teacher use of data to greater than 95% of teachers responding that they use data to plan instruction.
- Increase frequency of coaching conversations for literacy, math, and data to a minimum of 30 minutes per teacher per month.
- Increase the frequency of professional development on literacy, math, and data to greater than two hours per month.
- Increase effectiveness of coaching by obtaining effectiveness satisfaction rating of 85% by the end of the year.
- Increase knowledge of data systems (TAAT, Infinite Campus, University of Oregon Dibels data portal and Galileo) and comfort using these systems to 85% of all teachers.
- Increase the use of TAAT (internal data system) by 100% in month to month comparisons.
- Increase the median growth percentile from 21 %-ile to 60 %-ile in math and 28%-ile to 60%-ile in reading by 2012.
- Increase the effectiveness of teacher lesson plans to greater than 90% of observed plans will be rated proficient or above by the end of the year.
- Increase parent participation in homework to greater than 50%.
- Increase teacher and administration collaboration at Hanson among teachers and leadership (measured using a variety of survey measures).

Interventions

Professional Development and Collaboration

Professional development for this project is intended to result in ongoing collaborative relationships between teachers and administrators/principals within Hanson¹. The activities proposed in this grant request are directly aligned with three of the focus areas from the Adams 14 strategic plan: (1) effective instruction is the basis of student achievement success, (2) using data to plan instruction increases student success, and (3) collaboration is necessary to improve quality of instruction (see the Adams 14 Strategy Map – Appendix F).

Hanson is planning to partner with approved vendor WestEd to expand the instructional and content professional development already under contract for Adams 14. Under the current contract Adams 14 has agreed to eight days (or one day per month) of professional development for each school. Hanson has negotiated another agreement to receive an additional 11 days in year one to obtain additional feedback and deeper exploration of content PD with instructional PD. WestEd will spend an additional day or two each month with Hanson teachers and leadership to improve the effectiveness of instruction. In year two and three WestEd consultants will join Hanson staff nine days before the start of the school year. The first three days of summer PD will be spent in intensive review and development of new instructional skills under the WestEd Teach for Success model. Starting on the fourth day volunteer students will return to school for half days for six days. During the morning session teachers will teach lessons in reading and math using the WestEd strategies. In the afternoon the WestEd consultants and the Hanson leadership team will provide feedback on the morning instruction, give additional PD, co-plan for the next day’s lesson, and give time for teacher’s to reflect. This process is intended to create a “lab school” approach to teachers improving their skills and abilities. Proposed schedule for beginning of year two and three.

Date	Activity
Day 1-3	Professional Development (Full Day)
Day 4-9	Students (Half Day) and Reflection, Planning, and Coaching (Half Day)

Each month for the next three years (2010-2013) Hanson teachers will attend four hours of structured collaborative time after school. Teachers will attend PD planned and implemented by school coaches, plan with grade-level and vertical teams, and analyze student data. The EDR identified collaborative time as one of the main impediments to improved instructional practices. This time will be structured by the Hanson leadership team (principal, learning coordinator, and coaches) to ensure that teams are on task and meet the expectations of the time (See Appendix D for progress monitoring metrics).

Intentional Parent Involvement

Hanson is committed to enhancing parent and community engagement in a way that ensures student achievement gains. Studies demonstrate that when teachers guide parent involvement and interaction, more parents become involved in ways that benefit their children.

¹ Hanson is incorporating the NSDC professional development standards. The standard referenced here is contextual standard 1: Organizes adults into learning communities whose goals are aligned with those of the school and district. Also from the Process Standards: Provides educators with the knowledge and skills to collaborate.

For example, when teachers frequently use practices to involve families in reading, students gain more in reading than do similar students whose teachers do not involve families. Parents that are assisted by schools with work at home are more engaged in their student's education and stay in closer contact with teachers. Hanson families have commented that they need more information from schools about how they can help their children with homework.

Hanson is proposing starting a Teachers Involving Parents in School (TIPS)(Epstein 2009) program this Fall. TIPS is specifically designed to answer the question: How do I help my own child at home? With TIPS, students take responsibility for and complete homework designed to promote their success in school. TIPS activities are homework assignments that require students to talk to someone at home about something interesting that they are learning in class. TIPS enables families to become involved regardless of their education level or knowledge of content (e.g. science, math, reading) because the student is explaining the homework to the adults, rather than the adults explaining it to the student. TIPS is designed so that students share and enjoy their work, ideas, and progress with their families, not just practice time. TIPS encourages families to comment on work and request more information from teachers in a formal way (using the home to school communication portion of the parent sign-off sheet).

TIPS is designed to get students talking (an important element of language development) with their families at least once per week in language arts and math and at least once per month in science. Family members may listen to what a student has written and then react to the writing, help edit, share similar experiences, or provide ideas. With TIPS teachers provide specific instructions for each lesson that include: objectives for learning, materials needed, how the student and family should interact, a request for communication back, and place for the parent to sign off.

The Parent and Community Engagement Liaison at Hanson will develop a team of TIPS teacher leaders that will train the whole staff, develop TIPS example-lessons, and collect feedback from parents on progress (tweak as necessary). The work will begin in the summer of 2010 with teams of teachers developing a rollout plan and a group of lessons to start the year.

Coaching and Embedded Professional Support

The key to the Hanson professional development model is the addition of three coaches that will spearhead job embedded professional development. Each of these coaches must be an accomplished educator and instructional leader². Educational research has shown that coaching provides four key benefits to teachers: (1) improved instructional performance (Huling-Austin 1990; Reiman et al. 1995), (2) effective transfer of organizational goals, objectives, and values (Reiman and Sprinthall 1998), (3) help defining how to add this new pedagogy to the toolkit, and (4) promote collaboration (National Center for Research on Teacher Learning at Michigan State University 1999). Coaches are expected to act as an example of effective instruction in the Adams 14 model, provide continuous and relevant feedback to teachers, and participate as a member of the leadership team.

Hanson plans to build capacity in the following areas: English language development instruction, reading instruction, writing instruction, math instruction, use of data, and identification of students for response to intervention (RTI). Hanson proposes adding three FTE

² Each professional selected as a facilitator at Hanson will be required to demonstrate their effectiveness in this role by modeling during the interview process high quality instructional practice and effective coaching.

to the staff to develop the staff in these areas. These staff are (1) Language and Literacy Coach, (2) Math Coach, and (3) Data and RTI Coach. The role of these coaches is to develop teacher capacity, skill, and ability. These coaches will:

- Develop staff surveys for Literacy, ELD, Writing, Math, Technology Integration, and Use of Data to determine staff perceived strengths and weaknesses. Professional development will be implemented to address these areas.
- Participate in weekly walk throughs with the leadership team and develop individual teacher coaching plans based on the instructional walk throughs.
- Design and lead professional development sessions during teacher collaboration time.
- Track student progress and review with individual teachers and the instructional leadership team.
- Provide direct coaching for teachers (e.g. reflective sessions, classroom modeling, co-planning).
- Participate in curriculum development and school reform efforts.

Hanson is proposing an incentive to attract the most highly skilled coaches available. Applicants with experience as instructional coaches and a track record of student achievement are needed to implement the transformation model at Hanson, so a stipend of \$4,000 (plus benefits) will be offered. To obtain the stipend the coaches must successfully complete a list of activities (e.g. provide monthly professional development, coach every teacher every month for a minimum of 30 minutes).

This coaching model also support Hanson's plan for using data to improve instruction. Hanson's threefold approach to transitioning to a data-driven culture: Hanson will (1) implement, with the support of the central administration, a system of common (or interim and formative assessments), (2) provide a highly skilled Data and RTI Coach³ to support instructional improvement systems and the transition to a data-driven culture, and (3) provide continuous feedback to central administration on the improvement of the data portal currently used in Adams 14 (TAAT).

In the summer of 2009 Adams 14 received the School Improvement through a Formative Assessment grant from CDE. The grant allowed Adams 14 to implement the ATI Galileo assessment system to use for benchmark assessments. In addition, teachers can use the Galileo system to develop classroom formative assessments. Teachers are participating in the benchmark assessments, but few are developing formative classroom assessments on their own or using the benchmark data effectively. Hanson proposes focusing additional time and professional development on the understanding and use of this system.

To support the transition to data-driven culture that uses state, interim and benchmark, and formative assessments to improve student learning Hanson proposes a Data and RTI Coach. The Data and RTI Coach will collaborate with the school leadership (principal and learning coordinator), other coaches in the school, and District-level support staff (e.g. Technology Integration Coaches) to ensure that every teacher and leader has the core technical and pedagogical skills to use data to inform instruction. The Data and RTI Coach will do this by (1) providing embedded professional development time for teachers on analyzing data, (2) disaggregating data for teachers and leaders to identify patterns, and (3) evaluating individual student learning patterns to place these students in interventions or accelerated courses. The

³ All coaches will be screened for their comfort with using data to guide instruction.

culture shift at Hanson is going to be dependent upon developing a core set of technical (e.g. pulling data) and pedagogical (e.g. using data to target need) skills among the teachers and leaders of the school. The role of Data and RTI Coach is to work with individual teachers, small groups of teachers, and the leadership team by facilitating collaborative time, providing data to teachers, and providing pedagogical and technical professional development. The Data and RTI Coach will pull all data necessary for RTI meetings and prepare the RTI profile for each student up for review.

The Data and RTI Coach is expected to provide continuous feedback and support to central administration to ensure that the data system (TAAT) is being developed to support the needs of Hanson, that Galileo is being supported, and that they are provided all necessary data for success.

Math Materials

It has been twelve years since Adams 14 has adopted a new math textbook at elementary. The EDR identified math materials as an issue and District leadership has identified math instruction and materials as a root cause for the failure to meet the requirements of AYP for math. In the section on coaching and embedded staff development Hanson proposed a math coach as a key component to this reform. To ensure success Hanson must also adopt new materials, which will serve as a pilot for the rest of the District as Adams 14 moves towards a District-wide adoption in the next two years.

Hanson proposes: (1) contracting with RMC Research as the adoption consultant⁴, (2) purchasing materials in late Fall or early Spring, and (3) attending professional development on the series in the Spring. In addition, to obtain an "early win" Hanson proposes hiring a math interventionist for three years to work with small groups of students that are significantly off grade level.

Teacher Evaluation

Hanson proposes creating an internal Technical Advisory Panel (TAP) to review the potential for including student growth as a significant portion of the teacher evaluation. The TAP would spend the first year (2010-2011) working with a consultant on developing appropriate measures of student growth. During the second and third year teachers would be incented to participate in the beta version of the teacher evaluation that includes growth. In addition, teachers would have the ability to earn additional compensation (based on the agreed upon formula) based on student growth (up to \$1,750 each). An MOU between the CTA and central administration outlining the parameters of the new evaluation system would need to be agreed upon before the beta system could be used in trial.

The TAP will include four teacher members (two invited by CTA, two invited by the principal), the principal of Hanson, and a consultant⁵. In addition, considerable support will be provided by the research and assessment department (e.g. running a variety of models, pulling data). The TAP will meet for a minimum of 20 hours out of contract or three full days with substitute support per year. At the end of the first year the TAP will agree on a test model for including student growth in the teacher evaluation. In second and third years teachers will volunteer to participate in the beta evaluation system. Meetings will be spread out adequately to allow for development of models and testing of suggestions inbetween.

⁴ Is an approved vendor that has worked with other school districts on math adoptions.

⁵ A consultant used to facilitate a project like this would need to know growth for MAP and CSAP and have the skills and abilities to explore other potential measures for growth.

Part IV: Budget Form and Narrative

Instructional Support

Instructional Salaries (0100) are allocated \$1,426,614 (\$460,038 year 1, \$533,288 year 2 and \$533,288 year 3). Salaries cover the annual cost of 0.5 FTE Parent Liaison (\$10,560), Language and Literacy Coach (\$65,000), Math Coach (\$65,000), Data and RTI Coach (\$65,000), and Math Interventionist (\$65,000). Annual stipend for additional work of Language and Literacy Coach (\$4,000), Math Coach (\$4,000), Math Interventionist (\$4,000), and Data and RTI Coach (\$4,000). Summer stipends for the TIPS leadership team (\$8,528). Out of contract stipends for the TIPS leadership team during the year (\$4,264). Payment for all teachers to attend TIPS training in the Fall (\$1,866). Nine full days of professional development before school starts for 35 teachers in years two and three (\$94,500 annually). One hundred and twenty sub days per year to create blocks of time for teachers to collaborate for half day each month (\$14,400). In years two and three teachers that agree to participate in a beta evaluation system will be incented for signing up \$500 (\$17,500). Technical Advisory Panel of teachers to review potential growth measures to be included in beta evaluation paid for out of contract work annually (\$2,665). Four hours per month of out of contract teacher collaboration time annually (\$41,755). In years two and three reward for teachers that achieve exceptional student growth up \$1,750 per teacher (up to \$61,250).

Employee Benefits (0200) are allocated \$356,374 (\$115,036 year 1, \$133,349 year 2 and \$133,349 year 3). Benefits for the annual cost of 0.5 FTE Parent Liaison (\$2,640), Language and Literacy Coach (\$16,250), Math Coach (\$16,250), Data and RTI Coach (\$16,250), and Math Interventionist (\$16,250). Benefits for annual stipend for additional work of Language and Literacy Coach (\$1,000), Math Coach (\$1,000), Math Interventionist (\$1,000), and Data and RTI Coach (\$1,000). Benefits summer stipends for the TIPS leadership team (\$2,132). Benefits for out of contract stipends for the TIPS leadership team during the year (\$1,066). Benefits for payment for all teachers to attend TIPS training in the Fall (\$467). Benefits nine full days of professional development before school starts for 35 teachers in years two and three (\$23,625 annually). Benefits for one hundred and twenty sub days per year to create blocks of time for teachers to collaborate for half day each month (\$3,600). Benefits for teachers that agree to participate in a beta evaluation system will be incented for signing up \$500 (\$4,375). Benefits for Technical Advisory Panel of teachers to review potential growth measures to be included in beta evaluation paid for out of contract work annually (\$666). Benefits for four hours per month of out of contract teacher collaboration time annually (\$10,465). Benefits for teachers that achieve exceptional student growth up \$1,750 per teacher (up to \$15,313).

Instructional Purchased Services (0300) are allocated \$109,970 (\$44,870 year 1, \$32,550 year 2, and \$32,550 year 3). Contract with RNC Research for six days of consulting for the selection of new math series (\$9,000). Professional development for new math series (\$12,000). Eleven days of consulting from WestEd year 1 (\$23,870), 15 days in year 2 (\$32,550) and year 3 (\$32,550).

Instructional Supplies (0600) are allocated \$164,500 (\$130,500 in year 1, \$17,000 in year 2, and \$17,000 in year 3). Supplies for launching the parent resource center (word to word dictionaries, books, paper, ink for printers), incentives for parents to attend workshops on TIPS (grocery cards, food, books), incentives for student participation (stickers, fruit, erasers),

supplies for parent liaison position (printing costs) (\$27,000 in year 1, \$17,000 in year 2, and \$17,000 in year 3). Purchase of teacher materials for math series adoption (\$90,000). Purchase of student textbooks for math adoption (\$13,500).

Project Support

Support Purchased Services (0300) are allocated \$70,200 (\$25,100 in year 1, \$22,550 in year 2 and \$22,550 in year 3). Independent expert in student growth, developing metrics and surveys, and evaluation to support the development of necessary tools for progress monitoring of the plan, facilitating focus groups, and writing interim reports based on analysis of benchmarks (\$20,000 annually). Independent contractor in technology services to develop reports and interfaces to display student growth data for teachers in existing data portal (TAAT) (\$5,100 in year 1 and \$2,550 in years 2 and 3).

Alignment of Current Funding and Sustainability

Hanson was selected as an 21st Century Schools grantee beginning this summer and running through the summer of 2013. The grant creates enrichment opportunities for elementary two days per week and tutoring for struggling students two days per week. Students will have the opportunity to participate in up to 128 hours annually of enrichment and intervention services after school. Students identified as below grade level will be personally invited to join the after school tutoring (math and reading).

Hanson Elementary and Adams 14 are committed to ensuring that the reforms initiated at Hanson between May 2010 and September 2013 are lasting. The plan is expected to be sustained in the following ways: First, Adams 14 currently 0.5 FTE Parent Liaison through Title I. An additional 0.5 FTE is requested at Hanson through grant. The Parent Liaison is expected to develop the PTO over the next three years to support the systemic reform efforts at Hanson (e.g. attend meetings, provide feedback on how the school can improve communication, develop positive partnerships). This work is already paying off (28 parents attended a meeting regarding the Transformation Plan last week). The Parent Liaison is also expected to launch and maintain the TIPS program at Hanson. At the end of three it is expected this position could be reduced to 0.5 FTE again because of the momentum developed.

Hanson is focused on professional development and coaching as the essential elements to reforming the instructional practices in the school. After three years Adams 14 and Hanson anticipate that sufficient teacher leadership capacity and leadership team (principal and learning coordinator) capacity will be developed to maintain these improvements. Quality instruction will continue to be monitored on a monthly basis. In the year following the expiration of the grant (year 4) if the instructional gains begin to slide, then Hanson and Adams 14 must consider changing the allocation of Title I or general fund monies to fund the necessary coaching position.

Cover Sheet for Colorado's Unified Improvement Plan for Schools

Organization Code: 0030 District Name: Adams 14

School Code:

School Name: Hanson Elementary

Section I: Summary Information about the District/Consortium

Directions: Complete the form with the appropriate data. Most of this data can be found on SchoolView: www.schoolview.org.

Student Performance Measures for State and NCLB Accountability

Performance Indicators	Measures, Metrics	'08-'09 Targets		'08-'09 School Results		Requirements Met?				
		State average or above	23%	Overall % of targets met by School: 50%	No	Reading	Math	Elem	Mid	High
Student Achievement (Status)	GSAP -- Reading (%P+A)	State average or above	23%	Overall % of targets met by School: 50%	No					
	GSAP -- Writing (%P+A)	State average or above	15%		No					
	GSAP -- Math (%P+A)	State average or above	21%		No					
Student Growth	Adequate Yearly Progress (AYP is the % P+P+A on CSAP in Reading and Math for each subgroup)	Overall number of targets for School:								
	Median Student Growth Percentile	50 th Percentile or above	33		No					
	% on Track to Catch-Up	n/a	22%							
	% on Track to Keep-Up	n/a	33%							

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

Performance Indicators	Measures/Metrics	08-09 Targets	08-09 School Results	Requirements Met?
		*N/A		

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

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
	Requirements for 2010-11 will be released at a later date. School plan type will be identified based on the state's review of the school's performance.	--	--
	School missed same AYP	S1Y1	

Corrective Action (Title I)	target for at least two consecutive years**		
-----------------------------	---	--	--

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

Additional Information about the District

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

Improvement Plan Information

The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):
 Accreditation
 Title IA
 Tiered Intervention Grant
 School Improvement Grant
 Other:

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Nelson Van Vranken
	Email	nvanranken@adams14.org

Phone	303-853-5804
Mailing Address	7133 East 73rd Avenue Commerce City, CO 80022
2	
Name and Title	
Email	
Phone	
Mailing Address	

Section II: Narrative on Data Analysis and Root Cause Identification

Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. This section should not exceed five pages. A data analysis worksheet has been included to help organize your analysis – you may complete the chart and attach it to your narrative. It will not count as one of the five pages.

Required elements of the data analysis. The narrative must:

- Acknowledge any missed targets and resulting accountability identifications. Much of this information is provided in section I.
 - Discuss trends in the data and prioritize needs. This will entail digging deeper into the data and even looking at past years. Some required reports and suggested data sources are listed below.
 - Identify root causes for areas of concern. Include explanations of what prevented the school from meeting its targets. This is a requirement for any missed NCLB targets under the Title I program.
 - Examine annual targets and interim targets that will provide the school with evidence that it is making adequate progress to meet its targets – state-set accountability targets and district/school set targets – over the next two years (2009-10 and 2010-11);

Required reports. At a minimum, the school is expected to reference the key data sources posted on SchoolView (www.schoolview.org/SchoolPerformance/index.asp), including: (1) Growth Summary Report, (2) AYP Summaries (including

detailed reports in reading and math for each subpopulation of students), (3) NCLB Highly Qualified Teacher data, and (4) Post Secondary Readiness data (i.e., graduation, ACT, dropout rates).

Suggested data sources. Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	District Processes Data	Perception Data
<ul style="list-style-type: none"> Local outcome and benchmark assessments Student work samples Classroom assessments (frequency and consistency) 	<ul style="list-style-type: none"> District locale and size of student population Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity Student mobility rates Staff characteristics (e.g., experience, attendance, turnover) List of schools and feeder patterns Student attendance Discipline referrals and suspension rates 	<ul style="list-style-type: none"> Comprehensive evaluations of the school (e.g., SST) Curriculum and instructional materials Instruction (time and consistency among grade levels) Academic interventions available to students Schedules and class sizes Family/community involvement policies/practices Professional development structure Services and/or programs (Title I, special ed, ESL) Extended day or summer programs 	<ul style="list-style-type: none"> Teaching and learning conditions surveys (e.g., TELL Colorado) Any survey data (e.g., parents, students, teachers, community, school leaders) Self-assessment tools (district and/or school level)

Data Analysis

Hanson used a variety of data in developing an understanding of the needs of the school (e.g. CSAP, AYP, surveys)

Hanson's elementary CSAP scores have either flat lined or decreased in all content areas. The percent proficient and above in elementary reading ranged from 20 to 27%. For writing the range was 13-16%. For math the scores ranged from 18-21%. All three content areas are far below the district averages. In middle school Hanson's CSAP scores are higher than elementary. In reading 2009 scores as measured by percent of students scoring proficient or higher ranged from 26-46% in reading, 23-28% in writing and 20-21% in math. All three core content areas and science are areas of challenge. The priority is elementary literacy as it is foundational to learning.

One pattern observed is that females are outperforming males in 18 of twenty categories (Table 2). The gaps are school-wide and involve all content areas. Writing is the area with the largest gender achievement gap. For example when looking at district and state averages in writing girls outperform boys by an average of 10-12 percent in elementary and an average of 18 percent in middle school, based on percent of students scoring proficient or above. In fifth grade Hanson had a gap of 18% and in sixth grade writing it was 28%. In fourth grade Hanson had no boys reached proficiency in writing.

The data clearly show a trend of ineffective instruction and highlight the need for focused work related to instruction, curriculum, data driven decision-making, collaboration, and targeted professional development.

ELA students underperformed the general population in all categories but one content area (5th Science).

Reading and math in grades three-eight are the greatest area of need. Overall the MAP data show a high need for targeted instruction using MAP data school and content area wide.

The average daily attendance rate at Hanson has gone down over each of the last three consecutive years by close to one percentage point. In 2006-2007 the rate was 97.2% and in 2008-2009 it was 95.8%. It should be noted that some of the decrease in last year's rate can be attributed to organized walkouts by parents. Attendance needs to be closely monitored and the importance of attendance needs to be stressed to all stakeholders.

One hundred and sixty-four parent satisfaction surveys were returned. Reported parent satisfaction was on average favorable with positive scores in areas ranging from 70-90%. The one area of concern in the parent survey was a high percentage of parents disagreeing with the statement that "students were treated fairly by staff." In 2009-2010 school year staff will be given training on how to interact fairly with students and parents.

The staff at Hanson rated collaboration and parent involvement the lowest. They also rated central administration support low in the question on adequate time for PD and also district leadership being responsive to their concerns. Bringing the school in line with the district and increasing parent involvement will be a focus during this transitional time here at Hanson.

Data Analysis Worksheet

Directions: This chart will help you organize your data for the analysis and identification of root cause for the data analysis narrative. Ultimately your analysis will then guide the major improvement strategies you choose in section III. You may conduct a more

comprehensive analysis by examining all of the performance indicators. At a minimum, you must address the performance indicators for the 2008-09 NCLB targets that were not met.

Identify problems from current/past performance



Ensure future activities are headed in proper

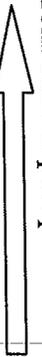


Performance Indicators	Measures/Measures	Trends	Priority Needs	Root Causes	Annual Targets 2009-10 and 2010-11	Interim Targets and Measures	Major Improvement Strategies
Student Achievement (Status)	CSAP (% P+A)	R 29-31-23	Pedagogy and lack of collaboration and professional development time to improve. Need parents and families to participate in student growth/education.	Focus on pedagogy. Deep understanding of content. Development of a consistent reading block (implemented in 2009-2010)	40-50		
		W 20-22-15	Pedagogy and lack of collaboration and professional development time to	Development of a writing instructional format that is parallel to reading.	25-30		

			collaboration and professional development time to improve. Need parents and families to participate in student growth/education.	Language Development time for all LEP students. In the past this time was missing. Resources and materials.				
Student Growth	Median Student Growth Percentile	33	Pedagogy and lack of collaboration and professional development time to improve. Need parents and families to participate in student growth/education.	High quality instructional practices are missing. Need to focus on the implementation of the literacy block.	50-55			
	% on Track to Catch-Up	22%	Pedagogy and lack of collaboration		30-30			

Data Analysis Worksheet (cont.)

Identify problems from current/past performance



Ensure future activities are headed in proper



Performance Indicators	Measures/Metrics	Trends	Priority Needs	Root Causes	Annual Targets 2009-10 and 2010-11	Interim Targets and Measures	Major Improvement Strategies	
Achievement Gaps	CSAP	N/A	N/A	N/A				
Growth Gaps	CSAP	N/A	N/A	N/A				
		Graduation Rate	N/A	N/A	N/A			
		Mean ACT	N/A	N/A	N/A	N/A		
Secondary Readiness	Dropout Rate	N/A	N/A					
English Language Development & Attainment	CELA	Increase students moving at least one level.	Pedagogy and lack of collaboration and professional development time to improve. Need parents and families to participate in student	Implementation of English Language Development time for all LEP students. In the past this time was missing. Resources and materials.				

			growth/education				
Highly Qualified Teachers	HQ data	100% HQ		100-100			

To get more information on state-set targets over the next two years, go to:

- Accreditation: This will continue to evolve as the state implements SB 09-163. Get updates at http://www.cde.state.co.us/index_accredit.htm or <http://www.schoolview.org/>.
- NCLB AYP: <http://www.cde.state.co.us/FedPrograms/ayp/index.asp>
- NCLB Highly Qualified: The target will remain at 100% HQ core content teachers.

Section III: Action Plan(s)

Based on your data analysis in section II, prioritize the root causes that you will address through your action plans. Identify a major strategy (e.g., Adjust reading approach). Then indicate which accountability provisions it will address, including how the strategy will help the school to no longer be identified under that accountability provision. In the chart below, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If identified under Title I, include family/community engagement strategies and professional development (including mentoring) strategies as they are specifically required by NCLB. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Expand the role of parents in the educational success of students by launching (Teachers Involving Parents in Schoolwork (TIPS))

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

- School Plan under Accreditation. Describe:
- Title I School Improvement/Corrective Action. Describe:
- Application for a Tiered Intervention Grant.
- School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
<p>Research shows that particular parent involvement practices improve student achievement, attitudes, homework, report card grades, and aspirations. Studies also demonstrate that when teachers guide parent involvement and interaction, more parents become involved in ways that benefit their children. For example, when teachers frequently use practices to involve families in reading, students gain more in reading than do similar students whose teachers do not involve families. Hanson families have commented that they need more information from schools about how they can help their children with homework. Parents that are assisted by schools with work at home are more engaged in their student's education and stay in closer contact with teachers. Hanson is proposing starting a TIPS program this Fall. TIPS is specifically designed to answer the question: How do I help my own child at home? With TIPS, students complete homework designed to promote their success in school. TIPS activities are homework assignments that require students to talk to someone at home</p>	<p>Summer 2010 train leadership team and develop first set of potential assignments.</p> <p>Fall 2010 train all teachers and begin implementing at K-2.</p> <p>Ongoing work by leadership</p>	<p>Parent Liaison</p>		<ul style="list-style-type: none"> • Eighty-five percent of parents responding to a survey will report that they know how to help their children at home. • Eighty-five percent of teachers surveyed will report that they know how to implement TIPS. • Eighty-five percent of parents will report above average levels of communication with their child's teacher.

<p>about something interesting that they are learning in class. TIPS enables families to become involved regardless of their education level or knowledge of content (e.g. science, math, reading). TIPS makes the responsibility of homework the student's. TIPS is designed so that students share and enjoy their work, ideas, and progress with their families, not just practice time or time to learn new content. TIPS encourages families to comment on work and request more information from teachers in a formal way (using the home to school communication portion of the parent sign-off sheet).</p> <p>With TIPS each assignment is designed to extend student learning time by providing students an opportunity to practice and explain what they are learning to their parents. TIPS is designed to get students talking (an important element of language development) with their families at least once per week in language arts and math and at least once per month in science. Family members may listen to what a student has written and then react to the writing, help edit, share similar experiences, or provide ideas. With TIPS teachers provide specific instructions for each lesson that include: objectives for learning, materials needed, how the student and family should interact, a request for communication back, and place for the parent to sign off.</p> <p>The parent liaison at Hanson will work with teacher leaders to train the whole staff, develop TIPS lessons, and collect feedback from parents on progress (tweak as necessary). The work will begin in the summer of 2010 with teams of teachers developing a rollout plan and a group of lessons to start the year.</p> <p>Parents will be trained on the use of word to word dictionaries to assist with homework.</p>	<p>team to develop a set of potential assignments.</p> <p>Rollout 3-5 Fall 2011</p>			
---	---	--	--	--

--	--	--	--

Major Improvement Strategy #2: Increase the availability of embedded coaching in math, literacy, and data.

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

School Plan under Accreditation. Describe:

Title I School Improvement/Corrective Action. Describe:

Application for a Tiered Intervention Grant.
 School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
<p>Increase Data Coaching and RTI Facilitation by adding Data Coach/RTI Facilitator.</p> <p>Hanson's plan for using data to improve instruction is threefold: Hanson will (1) implement, with the support of the central administration, a system of common (or interim and formative assessments), (2) provide a Data/RTI Facilitator to support instructional improvement systems and the transition to a data-driven culture, and (3) provide continuous feedback to central administration on the improvement of the</p>	<p>Hire the Data Coach/RTI Facilitator in Fall 2010.</p>			<ul style="list-style-type: none"> Increase the proportion of teachers reporting they use data to drive instruction to 85%. Increase the proportion of students reviewed for RTI. Increase the proportion of students "catching up" in reading (from 19% to 40%) and math (from 21% to 40%) by 2012. (1003g funding for elementary only, so this is measured at elementary) 100% of teachers will be met with on a monthly basis. (minimum of 30 minutes per teacher)

<p>data portal currently used in Adams 14 (TAAT).</p> <p>In the summer of 2009 Adams 14 received the <i>School Improvement through a Formative Assessment</i> grant from CDE. The grant allowed Adams 14 to implement the ATI Galileo assessment system to use for benchmark assessments. In addition, teachers can use the Galileo system to develop classroom formative assessments. Teachers are participating in the benchmark assessments, but few are developing formative classroom assessments on their own or using the benchmark data effectively. Hanson proposes focusing additional time and professional development on the understanding and use of this system To support the transition to data-driven culture that uses state, interim and benchmark, and formative assessments to improve student learning Hanson proposes a Data/RTI Facilitator. The Data/RTI Facilitator will collaborate with the school leadership (principal and learning coordinator), other coaches in the school, and District-level support staff (e.g. Technology Integration Coaches) to ensure that every teacher and leader has the core technical and pedagogical skills to use data to inform instruction. The Data/RTI Facilitator will</p>				<ul style="list-style-type: none"> • Facilitated a minimum of 2 hours per month small group professional development. • Delivers quarterly surveys on the effectiveness of the coaching efforts. • Obtains a minimum of 85% satisfaction rating from teachers by the end of the year. • Delivers quarterly survey on the quality of the data system and needed improvements (TAAT). • Increase the proportion of teachers reporting that they are able to use the formative assessment component of Galileo (comfort level). • Increase the proportion of teachers reporting they are comfortable using the reports in Galileo. • Increase the proportion of teachers saying they are comfortable using TAAT. • Increase by 100% the year to year comparison (September 2009 vs. September 2010) of teacher logins to TAAT. • Increase the proportion of students "catching up" in math from 5% to 25% and reading from 2% to 25% by 2012. (1003g funding for elementary only, so this is
---	--	--	--	--

<p>do this by (1) providing embedded professional development time for teachers on analyzing data, (2) disaggregating data for teachers and leaders to identify patterns, and (3) evaluating individual student learning patterns to place these students in interventions or accelerated courses. The culture shift at Hanson is going to be dependent upon developing a core set of technical (e.g. pulling data) and pedagogical (e.g. using data to target need) skills among the teachers and leaders of the school. The role of data coach is to work with individual teachers, small groups of teachers, and the leadership team by facilitating collaborative time, providing data to teachers, and providing pedagogical and technical professional development. The Data/RTI Facilitator will pull all data necessary for RTI meetings and prepare the RTI profile for each student up for review.</p> <p>The Data/RTI Facilitator is expected to provide continuous feedback and support to central administration to ensure that the data system (TAAT) is being developed to support the needs of Hanson, that Galileo is being supported, and that they are provided all necessary data for success.</p>				<p>measured at elementary).</p> <ul style="list-style-type: none"> • Increase the proportion of students “keeping up” in math from 13% to 65% and 7% to 75% in reading by 2012. (1003g funding for elementary only, so this is measured at elementary) • Increase the median growth percentile from 21 %-ile to 60 %-ile in math and 28%-ile to 60%-ile by 2012.
--	--	--	--	--

	Increase the understanding and implementation of the literacy block and the ELD by adding a Literacy and Language Facilitator.	Hire the Literacy and Language Facilitator		<ul style="list-style-type: none"> • Increase the proportion of teachers reporting they use understand the 90 minute reading block to 85%. • Increase the proportion of students "catching up" in reading (from 19% to 40%) • 100% of teachers will be met with on a monthly basis. (minimum of 30 minutes per teacher) • Facilitated a minimum of 2 hours per month small group professional development. • Delivers quarterly surveys on the effectiveness of the coaching efforts. • Obtains a minimum of 85% satisfaction rating from teachers by the end of the year. • Increase the proportion of students "catching up" in math from 5% to 25% • 24% to 75% in reading by 2012. • Increase the median growth percentile from 21 %-ile to 60 %-ile by 2012 in reading.
The Literacy and Language facilitator will be expected to meet with teachers during planning time, facilitate small group collaboration, lead professional development, organize resources, mentor, and provide in classroom coaching and assistance (e.g. side by side coaching, co-teaching, etc...).				<ul style="list-style-type: none"> • Increase the proportion of teachers reporting they use data to drive instruction to 85%.

				<ul style="list-style-type: none"> • Increase the proportion of students reviewed for RTI. • Increase the proportion of students "catching up" in reading (from 19% to 40%) and math (from 21% to 40%) by 2012. (1003g funding for elementary only, so this is measured at elementary) • 100% of teachers will be met with on a monthly basis. (minimum of 30 minutes per teacher) • Facilitated a minimum of 2 hours per month small group professional development. • Delivers quarterly surveys on the effectiveness of the coaching efforts. • Obtains a minimum of 85% satisfaction rating from teachers by the end of the year. • Delivers quarterly survey on the quality of the data system and needed improvements (TAAT). • Increase the proportion of teachers reporting that they are able to use the formative assessment component of Galileo (comfort level). • Increase the proportion of teachers reporting they are comfortable using the reports in Galileo.
--	--	--	--	--

<p>Increase the understanding and implementation of the math instructional practices.</p> <p>The Math Facilitator will be expected to meet with teachers during planning time, facilitate small group collaboration, lead</p>	<p>Hire the Math Facilitator</p>			<ul style="list-style-type: none"> • Increase the proportion of teachers saying they are comfortable using TAAAT. Increase by 100% the year to year comparison (September 2009 vs. September 2010) of teacher logins to TAAAT. • Increase the proportion of students "catching up" in math from 5% to 25% and reading from 7% to 25% by 2012. (1003g funding for elementary only, so this is measured at elementary). • Increase the proportion of students "keeping up" in math from 13% to 65% and 7% to 75% in reading by 2012. (1003g funding for elementary only, so this is measured at elementary) • Increase the median growth percentile from 21 %-ile to 60 %-ile in math and 28%-ile to 60%-ile by 2012. • Increase the proportion of students "catching up" in math (from 21% to 40%) by 2012. • 100% of teachers will be met with on a monthly basis. (minimum of 30 minutes per teacher) • Facilitated a minimum of 2
---	----------------------------------	--	--	--

professional development, organize resources, mentor, and provide in classroom coaching and assistance (e.g. side by side coaching, co-teaching, etc...).				hours per month small group professional development • Delivers quarterly surveys on the effectiveness of the coaching efforts. • Obtains a minimum of 85% satisfaction rating from teachers by the end of the year. • Increase the proportion of students "catching up" in math from 5% to 25%. • Increase the proportion of students "keeping up" in math from 13% to 65% by 2012. • Increase the median growth percentile from 21 %-ile to 60 %-ile in math by 2012.
---	--	--	--	--

Major Improvement Strategy #3: Adopt a new math series and intervention materials

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

- School Plan under Accreditation. Describe:
- Title I School Improvement/Corrective Action. Describe:
- Application for a Tiered Intervention Grant.
- School Improvement Grant.

Description of Action Steps to Implement	Timeline	Key Personnel (optional)	Resources (federal, state, and/or	Implementation Benchmarks
--	----------	--------------------------	-----------------------------------	---------------------------

the Major Improvement Strategy			Local)	
<p>Hanson has shown a decrease in overall math performance among elementary school students over the past three years. Hanson is below District and State average for the proportion of students proficient or advanced and continues to lag in such measures as “keep up” and “catch up” based on the new Colorado Growth Model. Hanson Elementary also did not make math AYP in 2009. The EDR found that intervention materials for math are lacking and the text series is not conducive to improving math performance.</p>	<p>Fall 2010 select series</p>			<p>December 2010 select new math series.</p> <p>June-August 2011 complete professional development on math series.</p>
<p>Hanson will work RMC to select a new math series.</p> <p>Hanson recognizes the need for short-term “wins” and intends to implement math interventions (not currently in place) to students below grade-level in math to develop a sense of urgency and improve math scores in the short term.</p> <p>Hanson will hire 1.0 FTE Math Interventionist to work with small groups of students struggling in math.</p>	<p>Fall 2010 hire new Math Interventionist.</p>			<ul style="list-style-type: none"> • Increase the proportion of students “catching up” in math from 20% to 40% by 2012. (1003g funding for elementary only, so this is measured at elementary) • Increase the proportion of students “keeping up” in math from 44% to 65% by 2012. • Increase the median growth percentile from 38 %-ile to 60 %-ile by 2012.

Major Improvement Strategy #4: Expand Teacher Professional Development and Collaboration

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

- School Plan under Accreditation. Describe:
- Title I School Improvement/Corrective Action. Describe:
- Application for a Tiered Intervention Grant.
- School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
<p>Hanson recognizes the need for additional professional development to address the gap in instructional practices identified as the root cause of low performance. Adams 14 is already providing each school eight days per year of professional development through key partner WestEd. Hanson, dues to the lack of quality instruction, recognizes the need for more coaching from WestEd. Thus, Hanson will purchase 11 addition days in year one (for a total of 19), 15 in year two, and 15 in year three.</p>	<p>Three days before school professional development.</p> <p>Two days per month consulting (e.g. data sweeps, feedback, professional development on modules)</p> <p>In year two and three WestEd will</p>			<ul style="list-style-type: none"> • Increase the proportion of walk throughs that observe teachers with the appropriate objective posted to 95%. • Increase the proportion of walk throughs that observe teachers referring to the objective to 85%. • Increase the proportion of walk throughs that observe teachers making engagement mandatory to 85%. • Meet expectations for AYP for Reading and Math. • Increase student achievement results by 10% in all subjects combined (weighted mean growth).

	<p>provide six days of professional development and coaching before the school year starts. This will include students for half day where teachers will implement what they have learned and be provided feedback in the afternoon and opportunity to reflect.</p>			<ul style="list-style-type: none"> ● 95% of teachers will respond that they understand the expectations of the instructional program. ● 95% of teachers will report that they have adequate training to implement the instructional program
<p>The EDR identified collaboration time as a major impediment to improving instruction. Hanson proposes increasing collaboration time to four hours per month (mandatory).</p>	<p>Create a schedule and share with teacher.</p>			<ul style="list-style-type: none"> ● Increase the proportion of Hanson teachers that answer "almost daily" or "several times per week" to the following questions regarding how often these particular activities take place (current % of respondents answering "almost daily" and "several times per week" on 2010 staff survey): <ol style="list-style-type: none"> 1. Administration and staff

Hanson Elementary School

Inspiring, Educating, and Empowering Students in the 21st Century

**Adams 14
2010 Tiered Intervention Proposal
Addendum**



Contents

Balanced Scorecard	3
Math Materials	12
Coaching (Professional Development)	12
Independent Contractor	15
Math Interventionist.....	16
Sustainability.....	16
Measuring Teacher Practice and Results.....	17
Appendices	19
Appendix A: Bookman’s Review.....	19

Balanced Scorecard

One critique of Adams 14 practices in the CADI report (2008) was the District's lack of a management structure that encouraged efficient, data-driven decision making at all levels of the organization. In fact, after two days of discussion and debate in July and August of 2008, the initial team that reviewed the findings from the CADI report agreed that one of the priorities of the District should be to develop a management system that brings cohesion to the organization. The group defined key components of this management structure:

- Reflects the mission of the District and ensures high levels of learning for all;
- Includes a plan with clear goals, actions, timelines and checks for implementation;
- Aligns budget to goals and actions;
- Aligns all curriculum, including English Language Acquisition.

To achieve this end, Adams 14 has chosen to borrow from management processes and tools from the private sector that are considered best practice. The framework that Adams 14 will adopt is called the *Balanced Scorecard*. The Balanced Scorecard is a framework which translates an organization's vision and strategy into a coherent set of performance measures. Developed by Robert Kaplan and David Norton (*Harvard Business Review* 1993), a balanced system-wide scorecard helps organizations evaluate how well they are succeeding at meeting their strategic objectives. The scorecard is intended to measure those behaviors, activities, or objectives deemed most important to the overall success of the organization.

The keys to the Balanced Scorecard are vision and strategy. Vision is the desired outcome from the work of the organization. Strategy is the approach to achieving the vision. The desired outcome for Adams 14 is that "all students do learn and succeed." The strategy for Adams 14, and all of its schools, is to provide a high quality teacher in every classroom. From this starting point the District, and all of its schools, have adopted a set of metrics that indicative of success. The metrics include both leading and lagging indicators. Leading indicators are monitored at monthly and appropriate changes are made to improve the performance of the system.

Hanson PK-8 has modified its *Balanced Scorecard* to align with the Turnaround Plan while still encompassing the Adams 14 strategic plan. Before delving into the Hanson *Balanced Scorecard* the basics will be described.

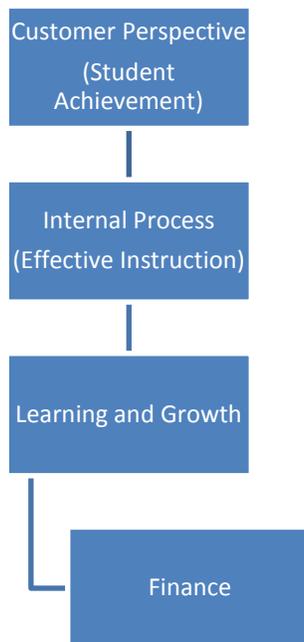
Basics of the Balanced Scorecard

The Balanced Scorecard management tool is a framework to make decisions. The *Balanced Scorecard* is divided into four hierarchical domains or perspectives: Finance (budgeting), Learning and Growth, Internal Processes, and Customer Outcomes (see diagram below). Finance is on the bottom of the system and Customer on the top. Finance is the base of the system. Adams 14 must pay special attention to the budget and alignment of expenditures to ensure financial viability of our strategy. Finance supports the objective directly above it in the hierarchy, Learning and Growth. However, The Learning and Growth perspective is focused on the workforce development that is required to accomplish Hanson's mission. Hanson must align budgets to ensure that we have dollars to pay for professional development, which is why the Turnaround plan is heavily focused on increasing the offerings and quality of professional development. The professional development must be targeted and

high quality to improve instruction in the classroom. And, ultimately, when instruction is effective, students will learn.

The Balanced Scorecard integrates strategic objectives so that all parts of the system are measured (by extension, no part of the system is ignored). The *Balanced Scorecard* illustrates codependent relationships between the parts of the system. This means that managers/administrators are more likely to recognize when a part of the system is not performing up to expectation. As a result, the principal understands the implications of whether they choose to intervene to impact performance.

Diagram of the hierarchy of the Balanced Scorecard



The *Balanced Scorecard* has evolved from its early use as a simple performance measurement framework to a full strategic planning and management system. The “new” *Balanced Scorecard* transforms an organization’s strategic plan from an attractive but passive document into the "marching orders" for the organization on a daily basis. It is a framework that not only provides performance measurements, but it also helps planners identify what actions to take and how to measure their results. It enables executives to truly execute their strategies.¹

Strategy Map

There is a visual tool that is used to organize the Balanced Scorecard and depict the strategy of an organization. A *strategy map* is a diagram that describes how an organization creates value by connecting strategic objectives in explicit cause-and-effect relationships with each other across the four perspectives (customer, processes, learning and growth, financial). Strategy maps are an integral part of the Balanced Scorecard framework that describe strategies for success.

¹ Information on the Balanced Scorecard was obtained at this website:
<http://www.balancedscorecard.org/BSCRResources/AbouttheBalancedScorecard/tabid/55/Default.aspx>

A short description of strategy maps:

- All of the information is contained on one page; this enables relatively easy strategic communication.
- There are four perspectives: Customer, Internal, Learning and Growth, Financial.
- In each perspective there are three to five strategic objectives.
- The financial perspective supports learning and growth. Learning and growth supports effective teaching (internal perspective). Effective teaching leads to increased student achievement (customer perspective).
- Finally, cause-and-effect relationships can be described by connecting arrows vertically through the map (though this is not necessary for displaying the strategy).

The strategy map for Adams 14 is displayed on the next page. Adams 14 has three strategic objectives in each perspective. Hanson is expected to organize all activities within the umbrella of the District's strategy map.

ADAMS 14 STRATEGY MAP

Improve Student Achievement

**HIGHLY SUCCESSFUL,
SATISFIED CUSTOMERS**

Increase Student,
Family, and Community
Satisfaction



Improve
Student
Products

EFFECTIVE INSTRUCTION	Increase Collaboration	Increase Quality Instructional Practices	Increase Use of Data to Inform Instruction
STAFF LEARNING AND GROWTH	Increase Employee Satisfaction	Improve Communication	Improve Quality and Alignment of Professional Development
FINANCIAL PERFORMANCE	Increase Revenue	Prioritize Resources	Manage Costs

The Hanson *Balanced Scorecard* is organized in monthly increments of leading indicators². Each month the Hanson leadership team will monitor performance on the leading indicators and change appropriately when they are not meeting their goals. The *Balanced Scorecard* also serves as a mechanism for communicating how Hanson is performing. The *Balanced Scorecard* will be available to all staff through the data portal (TAAT). The next page displays the *Balanced Scorecard*.

² Leading indicators are metrics that give an early indication of how the system will perform on outcome measures. An example of leading indicator is student attendance indicating something about student achievement. Students cannot perform at a high level without attending school.

		Measure	Target	August	September	October	November	December	January	February	March	April	May	
Customer	Student Achievement	Students projected proficient or advanced on MAP Reading, Language Usage, and Math	R-55%											
			W-35%											
			M-40%											
		Students at Benchmark on DIBELS (K-5)	45/60/75											
		Projected P+ performance gap on MAP between ethnic minority and White students is lower than 10%	R - <10%											
			W - <10%											
			M - <10%											
	Performance gap on DIBELS between ethnic minority and White students is lower than 10% (measured in percent on benchmark)	<10%												
	Projected AYP	R - 95%												
		M - 95%												
Satisfaction	School attendance (PK-5) rate will exceed 95%.	95%												
	Proportion of parents who respond to a quarterly survey that they know how to help their children with homework.	85%												
	Proportion of parents who will report "above average" communication with their child's teacher.	85%												
	80% of parents responding to survey will report that Hanson is performing satisfactorily.	80%												
Internal Processes	Instruction	Aligns the learning -- Elementary	95%											
		Displays GLET(s) in student friendly language -- Elementary	95%											
		Explicitly states or refers -- Elementary	85%											
		Directs -- Elementary	95%											
		Directs 95% -- Elementary	95%											
		Makes Engagement Mandatory -- Elementary	85%											
		Teachers will respond that they understand the expectations of the instructional program	95%											

		I understand the purpose of the Tuesday walk throughs.	95%										
		When my classroom is visited I know what is expected.	95%										
		The written feedback I have received has helped me improve my instruction.	95%										
		The verbal feedback I have received has helped me improve my instruction.	95%										
		When my classroom is visited I know what is expected.	95%										
		Proportion of lesson plans that will be rated "effective" using the lesson plan rubric (measured monthly)	90%										
		TIPS leadership team members will create and share 10 lessons developed in each math and reading over the summer months.	100										
		TIPS leadership team members will create and share 5 lessons developed in each math and reading during the school year.	25										
	Collaboration	Increase the proportion of Hanson teachers that answer "almost daily" or "several times per week" to the question "Administration and staff working together to make decisions and resolve problems"	50%										
		Increase the proportion of Hanson teachers that answer "almost daily" or "several times per week" to the question "Discussions with other teachers about how to teach a particular topic"	75%										
		Increase the proportion of Hanson teachers that answer "almost daily" or "several times per week" to the question "Discussions with other teachers about ideas for student or group projects"	65%										

Data	Increase the proportion of Hanson teachers that answer "almost daily" or "several times per week" to the question "Discussions with other teachers about different views of a common issue"	75%										
	Increase the proportion of Hanson teachers that answer "almost daily" or "several times per week" to the question "Informal discussions with other teachers of matters unrelated to teaching"	65%										
	Proportion of increase in TAAT hits by Hanson staff compared to the same month one year ago	20%										
	Proportion of teachers that say "I use data to drive instruction."	95%										
	Proportion of teachers (grades 3-5) that respond "three or more" when asked how many formative assessments they created in Galileo in the last three months	80%										
	Proportion of teachers that rate their knowledge of data systems as "good" or better.	85%										
	Percent of teachers (PK-5) that the math coach met with at least 30 minutes in the month.	100%										
	Total minutes math coach met with teachers one on one in the month	300										
	Percent of teachers (PK-5) that the data coach met with at least 30 minutes in the month.	100%										
	Total minutes data coach met with teachers one on one in the month	300										
	Percent of teachers (PK-5) that the language/literacy coach met with at least 30 minutes in the month.	100%										
	Total minutes language/literacy coach met with teachers one on one in the month	300										
	Total hours of professional development conducted by math coach per month (not including one on one time)	2										

Learning and		Total hours of professional development conducted by Data coach per month (not including one on one time)	2											
		Total hours of professional development conducted by Language and Literacy coach per month (not including one on one time)	2											
	Satisfis Aligned PD	Monthly attendance rate for staff will exceed 95%.	95%											
		I have received adequate professional development around displaying appropriate content objectives.	85%											
		Teachers will rate the coaching effective (math, language/literacy, and data)	85%											
		I have received adequate professional development around making engagement mandatory.	95%											

Math Materials

Hanson PK-8 intends to adopt math materials for grades K-5. Included in these materials will be core text and intervention materials. Adams 14 leaders have used Bookman's Review as the method for adopting new text materials. Hanson PK-8 will work with RMC to adapt the Bookman's Review for non-fiction (Appendix A) for math. During the Bookman's Review Hanson will consider the skill of the teachers K-5 in math instruction. The materials adopted will reflect the increased need for structure if pedagogy is particularly weak in math.

Coaching (Professional Development)

The purpose of coaching is to improve instructional practices of teachers with the aim of increasing student achievement (Oliver 2007). Coaching, as designed for Hanson, is about the development of teaching potential and should be an empowering process that engages teachers in reflection, content, students, and their classroom environment (Dantonio 2001). Hanson defines coaches as:

A content specialist (literacy, math, RTI, or data) who acts as a professional development liaison within the school to support, model, and continuously improve instructional programs (math, literacy, RTI, and data). The coaching model is teacher-centered and aimed at altering beliefs and behaviors of classroom teachers through demonstration, observation and feedback, co-planning, and reflective conversations.

To achieve this goal Hanson's coaching model will be (1) developmental and (2) differentiated for teacher need and student need.

First, the model is developmental. The Hanson model focuses on developing pedagogical and content knowledge. The coaches hired to lead Hanson will be required to be instructional and content experts³. The model is also focused on developing a reflective processes and critical thinking skills around teaching practice with these coaches. The coaches are expected to develop the teacher behaviors through these processes.

Second, the model requires that coaching is differentiated to meet the needs of individual teachers. The model is differentiated because coaches will develop (with consulting assistance) and implement a needs assessment to determine the individual needs. Based on the outcomes of the needs assessment coaches then develop individual coaching plans for each staff member.

Our plan is to recruit experience coaches from outside the district. Recruitment will include a three step interview process. The first step will be a Haberman screener that screens for aptitude for service in a high poverty district. The second step will be either an on-site or video observation of the candidate. Lastly, there will be an interview targeted at selecting a candidate that will effectively meet the desired outcomes of the specific coaching job. A coach with a proven track record and strong relational trust-building skills will be selected for each of the three positions. Coaches selected to work at Hanson PK-8 will be required to have demonstrated each of the ten characteristics of coaches (Killion

³ The monetary incentive must be large enough to attract these experts.

and Harrison 2006) in their previous position (Table I). Interviews and reference checks will be targeted to uncover whether the applicant has these characteristics.

Table I: Coach Characteristics

Characteristic	Definition
Resource provider	the purpose is to expand teacher’s use of a variety of resources to improve instruction
Data coach	the purpose is to ensure that student achievement data drives instructional decisions at the classroom and school level.
Curriculum specialist	the purpose is to ensure implementation of adopted curriculum.
Instructional specialist	the purpose is to align instruction with curriculum to meet the needs of all students.
Classroom supporter	the purpose is to increase the quality and effectiveness of classroom instruction.
Mentor	the purpose is to increase instructional skills of the novice teacher and support school-wide induction activities.
Learning facilitator	the purpose is to design collaborative, job-embedded, standards-based professional learning.
School leader	the purpose is to work collaboratively with the school’s formal leadership to design, implement, and assess school change initiatives to ensure alignment and focus on intended results.
Catalyst for change	the purpose is to create disequilibrium with the current state as an impetus to explore alternatives to current practice.
Learner	the purpose is to model continuous learning, to keep current, and to be a thoughtful leader in the school.

Coaching Action Plan

Activity	Timeline	Responsibility	Notes
----------	----------	----------------	-------

Needs assessments: develop and implement a needs assessment that shows areas for development for each teacher.	August-September	Math Coach, Literacy Coach, RTI/Data Coach	
Instructional observations for every teacher (K-5)	September-October	Math Coach and Literacy Coach	Instructional observations will focus on: (1) content knowledge and (2) pedagogy as defined by the District's strategic plan (T4S).
Develop personalized coaching/collaborative plan.	September-October	Math Coach, Literacy Coach, RTI/Data Coach	Each teacher in Hanson is required to develop a professional development plan that is aligned with the school turnaround plan and the District's strategic plan.
Review <i>Balanced Scorecard</i> to determine if interim benchmarks are being achieved.	Monthly	Math Coach, Literacy Coach, RTI/Data Coach with leadership team	The <i>Balanced Scorecard</i> has 53 interim measures that school leaders are expected to monitor. The coaches are to participate in the development of plans in response to the measures.
Meet with teachers (100% of teachers must be met with for at least 30 minutes once per month)	Monthly	Math Coach, Literacy Coach, RTI/Data Coach	Coaches are expected to keep logs of meetings with notes on reflective conversations. These logs serve to monitor meeting and also keep the principal informed regarding the nature of coaching. The coaching must include a mix of modeling, providing feedback, participating in reflective conversations, demonstrating, co-planning, and co-teaching. These data will be entered into a database for monitoring coaching behaviors.

Formal professional development (at least two hours of professional development provided monthly to whole or small group)	Monthly	Math Coach, Literacy Coach, RTI/Data Coach	Individual coaching, collaboration, co-planning, and etc... are not considered "Professional Development" for the purpose of this activity. After school or small group on plan time professional development counts.
Analyze weekly walk through data for overall patterns in teacher performance	Weekly	Math Coach, Literacy Coach, RTI/Data Coach	Coaches are expected to access TAAT and analyze weekly data. Patterns in the data are to be used in developing professional development.

During the summer of 2010 the Instructional Leadership Team (ILT) will develop a rubric for evaluating the performance of the coaches. The design process will include a collaborative review from peers in and out of the district to ensure a rigorous and balanced measure is created. The rubric will be tailored to the specific outcomes of the coaching position and will be completed by the principal and the coach. All rubrics will share a heavy weighting on the key elements of student achievement data and teacher support as measured by improved classroom instruction (walk through data). The evaluation will be supplemental to the existing evaluation system. The coaches' supplemental evaluation will have two additional components. The first will be a teacher survey given twice yearly to all teachers. The survey will be aligned to the identified desired outcomes and the performance rubric. Lastly, there will be a written self-reflection component with a required emphasis on rubric-based reflection that will be shared with the ILT team and members of the district leadership team.

Independent Contractor

Hanson plans to use an independent contractor for two purposes: (1) to facilitate the process of studying the teacher evaluation and potential for including student growth as a significant factor and (2) to manage the myriad of metrics and develop process management tools.

First, Hanson Pk-8 proposes under the Tiered Intervention Plan to create a Technical Advisory Panel (TAP) to study the potential for including student growth as a significant portion of teacher evaluation. In addition, Hanson has proposed creating a system where teachers can earn a bonus for superior growth. In the first year the TAP will create a model for including growth. In years two and three the TAP will refine the model and test with volunteering teachers. Teachers that agree to participate will have the capacity to earn up to \$1,750 for achieving extraordinary student growth.

Hanson PK-8 and Adams 14 will need an independent consultant with experience facilitating groups, assessment data, and student growth to lead the TAP. Hanson has identified departing Chief Accountability Officer Dr. Joseph Miller as the consultant for these two projects⁴.

Second, Hanson PK-8 requires support developing, implementing, and analyzing the results of the significant number of measures included in this plan. The measures in this plan include a variety of surveys and needs assessments that must be development from scratch. In addition, the school leadership team has requested a process checklist and assistance keeping track of the benchmarks and activities (e.g. are coaches submitting their coaching logs and meeting requirements). Dr. Miller has agreed to serve in this role.

The Hanson PK-8 Transformation plan includes over 50 leading indicators and nearly 20 lagging indicators. While many of the lagging indicators are based on student performance on CSAP and/or other standardized assessments, the leading indicators in many cases are based on unique or custom measures. These measures include teacher surveys, parents surveys, and coaching logs. These measures must be created and data collected throughout the year. The performance management consultant on this plan will implement these measures and ensure that these data are collected.

The cost for this consulting is accounted for in the original budget. The total cost is not to exceed \$20,000 annually.

Math Interventionist

Hanson believes that the Math Interventionist position is a necessary component of the *Transformation Plan*. Hanson believes that a Math Interventionist working with small groups of students will dramatically increase overall CSAP performance. As the Tiered Intervention grant stated, “research shows that ‘early wins’, or strong and measurable gains in the first year, are common to successful turnarounds.” Hanson believes that focusing on math will get those early wins because of the paucity of focus in this area in the past.

Hanson intends to evaluate the work of the Interventionist by evaluating longitudinal growth. Students that are working directly with the Interventionist will be expected to make more than a year’s growth in a year’s time. Students may not reach benchmark (depends on the magnitude of distance from grade-level), but they can be expected to make growth when compared to like students. MAP effect size data and CO Growth Model will be used to measure impact.

Sustainability

Adams 14 has previously used instructional coaches as a strategy for improving teaching. However, the coaching model operated outside of the realm of the strategic plan and the impact of the coaches was

⁴ Dr. Joseph Miller has over seven years of experience working in student assessment in Colorado. He has been at the cutting edge of developing methods for measuring growth, which includes developing and implementing a measure in Adams 14 that measures value-added growth using NWEA MAP testing. Dr. Miller is moving from Colorado to New Hampshire this summer, but has agreed to continue to serve Hanson and Adams 14 as this plan is being implemented. Dr. Miller has agreed to travel periodically to Colorado to lead the TAP.

not monitored. The method for monitoring the coaches within the school and District strategic plan is a change from past practice. Adams 14 believes that this *Transformation Plan* will provide significant insight into how coaching works and evidence for the success of coaching. The Adams 14 strategic plan focuses on high quality instruction and if the coaches at Hanson are proven effective, then the District will use that evidence to support the expansion (and improvement) of the program.

Measuring Teacher Practice and Results

Hanson PK-8 measures both teaching practice and student outcomes with equal tenacity. Hanson has set ambitious student achievement goals that include, overall CSAP gains, CO Growth Model, and DIBELs and MAP interim benchmark measures. One of the key elements of the *Balanced Scorecard* is that the organization takes a “balanced” look at their measures. By adopting the *Balanced Scorecard* Hanson has developed a group of student achievement outcomes and teacher practices and behaviors metrics. In the section above the interim benchmarks are described, which include teaching behaviors and student achievement measures. Table 3 lists the measures that are the year-end (or product measures). The measures are exclusively focused on student achievement.

Table 3: Student Achievement Outcomes (Annual Products Measures)

Measure	Source
Increase the proportion of students “catching up” in reading (from 19% to 40%)	CSAP CO Growth Model
Increase the proportion of students “catching up” in and math (from 21% to 40%) by 2012	CSAP CO Growth Model
Increase the proportion of students “keeping up” in math from 13% to 65% by 2012.	CSAP CO Growth Model
Increase the proportion of students “keeping up” in reading from 19% ⁵ to 75% by 2012.	CSAP CO Growth Model
Increase the median growth percentile from 21%-ile to 60 %-ile in math by 2012.	CSAP CO Growth Model
Increase the median growth percentile from 28%-ile to 60%-ile in reading by 2012.	CSAP CO Growth Model
Increase proportion of students scoring proficient in reading from 24% to 75% in by 2012	CSAP
Meet expectations for AYP for Reading and Math.	CSAP and AYP
Increase students projected proficient or advanced on MAP Reading, Language Usage, and Math (year #1 55%, 35%, and 40% respectively)	MAP
Increase students projected proficient or advanced on MAP Reading, Language Usage,	MAP

⁵ Number is currently unreported.

and Math (year #2 65%, 40%, and 45% respectively)	
Increase students projected proficient or advanced on MAP Reading, Language Usage, and Math (year #3 75%, 45%, and 50% respectively)	MAP
Proportion of students at Benchmark on DIBELS (K-5) 75% in year #1.	DIBELS
Proportion of students at Benchmark on DIBELS (K-5) 80% in year #2.	DIBELS
Proportion of students at Benchmark on DIBELS (K-5) 85% in year #3.	DIBELS
Projected P+ performance gap on MAP between ethnic minority and White students is lower than 10% (annually)	DIBELS
Performance gap on DIBELS between ethnic minority and White students is lower than 10% (annually)	DIBELS
Projected AYP (measured three times per year—achieve 95% of targets).	DIBELS
Achieve effect sizes ⁶ of greater than 0.5 in Reading and Math (NWEA MAP Fall to Spring measurement)(grades 3-5)	MAP

⁶ Adams 14 uses a measure of “effect size” to determine value-added growth for a school, grade-level, and teacher. This measure is statistically sound method for determining how a student performed compared to like pers. Current effect sizes for grades 3-5 are all negative with one exception (3rd grade math). Most are within normal variation (or students are growing a year in a year’s time). Unfortunately, normal variation is not adequate to achieve overall growth.

Appendices

Appendix A: Bookman's Review

Textbook Sample _____

(A, B, C, D, or E ?)

Bookman's Review

Directions

Name of Analyst: _____

Department: _____

Title of Materials: _____

Publisher: _____

Date: _____

Determine goals for textbook adoption and record them below.

Goals:

1.

2.

3.

4.

General Instructions:

For the most part, no narrative is required. Most of the items require a check (✓) answer and/or a numerical rating. At the end of each section a space is available to tally a final number of points for that section.

All items require numerical rating using the following scale:

None

Poor

Average

Excellent

If the item does not apply to the materials, the item receives a “0.” At the end of the instrument, transfer the ratings of the sections on the Evaluation Summary sheet.

Bookman’s Review

Section I: Focus

What is the specific content focus of the series?

Does the text address the overall content focus for the class requirements?

Please check(✓) the appropriate box

	Yes	Final Rating <u>Section 1</u>
	No	(circle one) 0 1 2 3

Section 2: State Standards

Does the scope and sequence focus align with State Standards?

Please check(✓) the appropriate box

	Yes	Final Rating <u>Section 2</u>
	No	(circle one) 0 1 2 3

Section 3: School/District Goals

Does the scope and sequence focus conform to the goals of the school committee/District?

Please check(✓) the appropriate box

	Yes	Final Rating Section 3
--	-----	---------------------------

	No	(circle one)
		0 1 2 3

Section 4: Teaching Strategies

4a. What major teaching strategies are suggested? (discussion, lecture, inquiry etc)

<p>4.a Rating</p> <p>(circle one)</p> <p>0 1 2 3</p>

4b. What major student involvement activities are suggested? (discussion, listening, writing, reading etc)

<p>4.b Rating</p> <p>(circle one)</p> <p>0 1 2 3</p>

4c. Do the strategies provide opportunity for individualization?

Comments : _____

Please check(√) the appropriate box

	Yes	(4.c) Rating (circle one) 0 1 2 3
	No	

Final Rating
Total pts. for Section 4

Section 5: Teacher's Guide

5.a Criteria to consider	Check (√) if yes	5.a Rating (circle one)
Teacher and student page together?		0 1 2 3
Vocabulary listed, defined and located in selection		
Question- higher level questions, not just literal		
List of sources/resources		

5.b To what extent are there opportunities for enrichment and extension?

<p>5.b Rating</p> <p>(circle one)</p> <p>0 2 3</p>
--

5.c To what extent are there suggestions for differentiation?

English Language Learners	IEP Students	Other	Total
<p>Rating</p> <p>(circle one)</p> <p>0 2 3</p>	<p>Rating</p> <p>(circle one)</p> <p>0 2 3</p>	<p>Rating</p> <p>(circle one)</p> <p>0 2 3</p>	<p>5.c Overall Rating</p> <p>Add the three columns together:</p> <p>0 2 3 4 5 6 7 8 9</p>

5.c To what extent is there a *variety* of suggestions for classroom management? (cooperative grouping, individual work etc)?

5.c Rating
(circle one)

0 1 2 3

5.d To what extent does the Teacher’s guide promote strategies such as the use of essential questions and/or multiple intelligences?

5.d Rating
(circle one)

0 1 2 3

Final Rating
Total pts. for
Section 5

Section 6: Skills

6.a Reference and study skills in student text/teacher guide

<p>6.a Rating</p> <p>(circle one)</p> <p>0 1 2 3</p>

6.b Expository text features

Please check(√) the appropriate box

	Table of Contents	(6.b) Rating (circle one) 0 1 2 3
	Titles, subtitles, captions	
	Glossary	
	Index	

6.c Student workbook/worksheets

Please check(√) the appropriate box

	Clear directions	(6.c) Rating (circle one) 0 1 2 3
	Consistent format	

	Repetition and reinforcement	
	Motivating, interesting format	
	Optional worksheets to use for differentiation	

Final Rating
Total pts. for Section 6

Section 7: Assessment

7.a Are the following available?	Check (√) if yes	7.a Rating (circle one)
Pre-Assessments		0 2 3
Formative Assessments (ongoing assessment to inform instruction)		

Summative Assessments		
Assessment tools (rubrics, checklists, continuums etc)		

7.b. To what extent are the assessments varied?

Assessment Strategies		7.b Rating (circle one) 0 2 3
Check all that apply:		
Selected Response		
Short constructed responses		
Extended constructed responses		
Observations		
Performance based		

Final Rating
Total pts. for Section 7

Evaluative Statement

Write a short evaluative statement based on your judgment of the material. Be sure to specify your criteria for the evaluation.

Final step: Transfer your final scores for each of the **SEVEN** sections to the Evaluation Summary sheet.

Cover Sheet for Colorado's Unified Improvement Plan for Schools

Organization Code: 0030 District Name: Adams 14

School Code:

School Name: Hanson Elementary

Section I: Summary Information about the District/Consortium

Directions: Complete the form with the appropriate data. Most of this data can be found on SchoolView: www.schoolview.org.

Student Performance Measures for State and NCLB Accountability

Performance Indicators	Measures/ Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?		
				Elem	Mid	High
Student Achievement (Status)	CSAP -- Reading (% P+A)	State average or above	23%	No		
	CSAP -- Writing (% P+A)	State average or above	15%	No		
	CSAP -- Math (% P+A)	State average or above	21%	No		
	Adequate Yearly Progress (AYP is the % PP+P+A on CSAP in Reading and Math for each subgroup)	Overall number of targets for School:	Overall % of targets met by School: 50%		Elem	Mid
	Reading			N		
	Math			N		
Student Growth	Median Student Growth Percentile	50 th Percentile or above	33	No		
	% on Track to Catch-Up	n/a	22%			
	% on Track to Keep-Up	n/a	33%			

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

Performance Indicators	Measures/Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?
Achievement Gaps	CSAP	*N/A		
Growth Gaps	CSAP	*N/A		
Post Secondary Readiness	Graduation Rate	*N/A		
	Mean ACT	*N/A		
	Dropout Rate	*N/A		

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

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
* Not required in SY 2009-10.	Requirements for 2010-11 will be released at a later date. School plan type will be identified based on the state's review of the school's performance.	--	--
NCLB Accountability			
School Improvement or	School missed same AYP	SIY1	

Corrective Action (Title I)	target for at least two consecutive years**		
-----------------------------	---	--	--

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

Additional Information about the District

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

Improvement Plan Information

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

Accreditation Title IA Tiered Intervention Grant School Improvement Grant Other:

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Nelson Van Vranken
	Email	nvanranken@adams14.org

	Phone	303-853-5804
	Mailing Address	7133 East 73rd Avenue Commerce City, CO 80022
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section II: Narrative on Data Analysis and Root Cause Identification

Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. This section should not exceed five pages. A data analysis worksheet has been included to help organize your analysis – you may complete the chart and attach it to your narrative. It will not count as one of the five pages.

Required elements of the data analysis. The narrative must:

- Acknowledge any missed targets and resulting accountability identifications. Much of this information is provided in section I.
- Discuss trends in the data and prioritize needs. This will entail digging deeper into the data and even looking at past years. Some required reports and suggested data sources are listed below.
- Identify root causes for areas of concern. Include explanations of what prevented the school from meeting its targets. This is a requirement for any missed NCLB targets under the Title I program.
- Examine annual targets and interim targets that will provide the school with evidence that it is making adequate progress to meets it targets – state-set accountability targets and district/school set targets – over the next two years (2009-10 and 2010-11).

Required reports. At a minimum, the school is expected to reference the key data sources posted on SchoolView (www.schoolview.org/SchoolPerformance/index.asp), including: (1) Growth Summary Report, (2) AYP Summaries (including

detailed reports in reading and math for each subpopulation of students), (3) NCLB Highly Qualified Teacher data, and (4) Post Secondary Readiness data (i.e., graduation, ACT, dropout rates).

Suggested data sources. Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	District Processes Data	Perception Data
<ul style="list-style-type: none"> • Local outcome and benchmark assessments • Student work samples • Classroom assessments (frequency and consistency) 	<ul style="list-style-type: none"> • District locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates 	<ul style="list-style-type: none"> • Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs 	<ul style="list-style-type: none"> • Teaching and learning conditions surveys (e.g., TELL Colorado) • Any survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Data Analysis

Hanson used a variety of data in developing an understanding of the needs of the school (e.g. CSAP, AYP, surveys)

Hanson’s elementary CSAP scores have either flat lined or decreased in all content areas. The percent proficient and above in elementary reading ranged from 20 to 27%. For writing the range was 13-16%. For math the scores ranged from 18-21%. All three content areas are far below the district averages. In middle school Hanson’s CSAP scores are higher than elementary. In reading 2009 scores as measured by percent of students scoring proficient or higher ranged from 26-46% in reading, 23-28% in writing and 20-21% in math. All three core content areas and science are areas of challenge. The priority is elementary literacy as it is foundational to learning.

One pattern observed is that females are outperforming males in 18 of twenty categories (Table 2). The gaps are school-wide and involve all content areas. Writing is the area with the largest gender achievement gap. For example when looking at district and state averages in writing girls outperform boys by an average of 10-12 percent in elementary and an average of 18 percent in middle school, based on percent of students scoring proficient or above. In fifth grade Hanson had a gap of 18% and in sixth grade writing it was 28%. In fourth grade Hanson had no boys reached proficiency in writing.

The data clearly show a trend of ineffective instruction and highlight the need for focused work related to instruction, curriculum, data driven decision-making, collaboration, and targeted professional development.

ELA students underperformed the general population in all categories but one content area (5th Science).

Reading and math in grades three-eight are the greatest area of need. Overall the MAP data show a high need for targeted instruction using MAP data school and content area wide.

The average daily attendance rate at Hanson has gone down over each of the last three consecutive years by close to one percentage point. In 2006-2007 the rate was 97.2% and in 2008-2009 it was 95.8%. It should be noted that some of the decrease in last year's rate can be attributed to organized walkouts by parents. Attendance needs to be closely monitored and the importance of attendance needs to be stressed to all stakeholders.

One hundred and sixty-four parent satisfaction surveys were returned. Reported parent satisfaction was on average favorable with positive scores in areas ranging from 70-90%. The one area of concern in the parent survey was a high percentage of parents disagreeing with the statement that "students were treated fairly by staff." In 2009-2010 school year staff will be given training on how to interact fairly with students and parents.

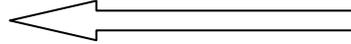
The staff at Hanson rated collaboration and parent involvement the lowest. They also rated central administration support low in the question on adequate time for PD and also district leadership being responsive to their concerns. Bringing the school in line with the district and increasing parent involvement will be a focus during this transitional time here at Hanson.

Data Analysis Worksheet

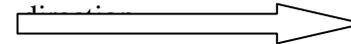
Directions: This chart will help you organize your data for the analysis and identification of root cause for the data analysis narrative. Ultimately your analysis will then guide the major improvement strategies you choose in section III. You may conduct a more

comprehensive analysis by examining all of the performance indicators. At a minimum, you must address the performance indicators for the 2008-09 NCLB targets that were not met.

Identify problems from current/past performance



Ensure future activities are headed in proper



Performance Indicators	Measures/Metrics	Trends	Priority Needs	Root Causes	Annual Targets 2009-10 and 2010-11	Interim Targets and Measures	Major Improvement Strategies
Student Achievement (Status)	CSAP (% P+A)	R	29-31-23	Pedagogy and lack of collaboration and professional development time to improve. Need parents and families to participate in student growth/education.	Focus on pedagogy. Deep understanding of content. Development of a consistent reading block (implemented in 2009-2010)	40-50	
		W	20-22-15	Pedagogy and lack of collaboration and professional development time to	Development of a writing instructional format that is parallel to reading.	25-30	

			improve. Need parents and families to participate in student growth/education.			
		M	41-32-21	Pedagogy and lack of collaboration and professional development time to improve. Need parents and families to participate in student growth/education.	No update to math series in 12 years. Lack of intervention materials or identification of students for intervention.	40-50
		R	Overall AYP (%PP+P+A) 78.35	Pedagogy and lack of collaboration and professional development time to improve.	High quality instructional practices are missing. Need to focus on the implementation of the literacy block.	95-95

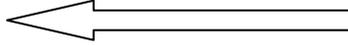
				Need parents and families to participate in student growth/education.			
		M	85.22	Lack of a math series update in 12 years.	Need materials (including intervention)	95-95	
	AYP for students on IEPs	R	N/A (78.73)				
		M	N/A (71.99)				
	AYP for ELLs	R	77.77	Pedagogy and lack of collaboration and professional development time to improve. Need parents and families to participate in student growth/education.	Implementation of English Language Development time for all LEP students. In the past this time was missing. Resources and materials.	95-95	
		M	84.83	Pedagogy and lack of	Implementation of English	95-95	

			<p>collaboration and professional development time to improve.</p> <p>Need parents and families to participate in student growth/education.</p>	<p>Language Development time for all LEP students. In the past this time was missing. Resources and materials.</p>			
Student Growth	Median Student Growth Percentile	33	<p>Pedagogy and lack of collaboration and professional development time to improve.</p> <p>Need parents and families to participate in student growth/education.</p>	<p>High quality instructional practices are missing. Need to focus on the implementation of the literacy block.</p>	50-55		
	% on Track to Catch-Up	22%	<p>Pedagogy and lack of collaboration</p>		30-30		

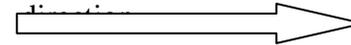
			<p>and professional development time to improve.</p> <p>Need parents and families to participate in student growth/education.</p>			
	% on Track to Keep-Up	33%	<p>Pedagogy and lack of collaboration and professional development time to improve.</p> <p>Need parents and families to participate in student growth/education.</p>		85-85	

Data Analysis Worksheet (cont.)

Identify problems from current/past performance



Ensure future activities are headed in proper



Performance Indicators	Measures/Metrics	Trends	Priority Needs	Root Causes	Annual Targets 2009-10 and 2010-11	Interim Targets and Measures	Major Improvement Strategies
Achievement Gaps	CSAP	N/A	N/A	N/A			
Growth Gaps	CSAP	N/A	N/A	N/A			
Post Secondary Readiness	Graduation Rate	N/A	N/A	N/A			
	Mean ACT	N/A	N/A	N/A	N/A		
	Dropout Rate	N/A	N/A				
English Language Development & Attainment	CELA	Increase students moving at least one level.	Pedagogy and lack of collaboration and professional development time to improve. Need parents and families to participate in student	Implementation of English Language Development time for all LEP students. In the past this time was missing. Resources and materials.			

			growth/education.			
Highly Qualified Teachers	HQ data	100% HQ		100-100		

To get more information on state-set targets over the next two years, go to:

- Accreditation: This will continue to evolve as the state implements SB 09-163. Get updates at http://www.cde.state.co.us/index_accredit.htm or <http://www.schoolview.org/>.
- NCLB AYP: <http://www.cde.state.co.us/FedPrograms/ayp/index.asp>
- NCLB Highly Qualified: The target will remain at 100% HQ core content teachers.

Section III: Action Plan(s)

Based on your data analysis in section II, prioritize the root causes that you will address through your action plans. Identify a major strategy (e.g., Adjust reading approach). Then indicate which accountability provisions it will address, including how the strategy will help the school to no longer be identified under that accountability provision. In the chart below, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If identified under Title I, include family/community engagement strategies and professional development (including mentoring) strategies as they are specifically required by NCLB. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Expand the role of parents in the educational success of students by launching (Teachers Involving Parents in Schoolwork (TIPS)

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

School Plan under Accreditation. Describe:

Title I School Improvement/Corrective Action. Describe:

Application for a Tiered Intervention Grant.

School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
<p>Research shows that particular parent involvement practices improve student achievement, attitudes, homework, report card grades, and aspirations. Studies also demonstrate that when teachers guide parent involvement and interaction, more parents become involved in ways that benefit their children. For example, when teachers frequently use practices to involve families in reading, students gain more in reading than do similar students whose teachers do not involve families. Hanson families have commented that they need more information from schools about how they can help their children with homework. Parents that are assisted by schools with work at home are more engaged in their student's education and stay in closer contact with teachers. Hanson is proposing starting a TIPS program this Fall. TIPS is specifically designed to answer the question: How do I help my own child at home? With TIPS, students complete homework designed to promote their success in school. TIPS activities are homework assignments that require students to talk to someone at home</p>	<p>Summer 2010 train leadership team and develop first set of potential assignments.</p> <p>Fall 2010 train all teachers and begin implementing at K-2.</p> <p>Ongoing work by leadership</p>	<p>Parent Liaison</p>		<ul style="list-style-type: none"> • <u>Process:</u> Eighty-five percent of parents responding to a survey will report that they know how to help their children at home. • <u>Process:</u> Eighty-five percent of teachers surveyed will report that they know how to implement TIPS. • <u>Process:</u> Eighty-five percent of parents will report above average levels of communication with their child's teacher.

<p>about something interesting that they are learning in class. TIPS enables families to become involved regardless of their education level or knowledge of content (e.g. science, math, reading). TIPS makes the responsibility of homework the student's. TIPS is designed so that students share and enjoy their work, ideas, and progress with their families, not just practice time or time to learn new content. TIPS encourages families to comment on work and request more information from teachers in a formal way (using the home to school communication portion of the parent sign-off sheet).</p> <p>With TIPS each assignment is designed to extend student learning time by providing students an opportunity to practice and explain what they are learning to their parents. TIPS is designed to get students talking (an important element of language development) with their families at least once per week in language arts and math and at least once per month in science. Family members may listen to what a student has written and then react to the writing, help edit, share similar experiences, or provide ideas.</p> <p>With TIPS teachers provide specific instructions for each lesson that include: objectives for learning, materials needed, how the student and family should interact, a request for communication back, and place for the parent to sign off.</p> <p>The parent liaison at Hanson will work with teacher leaders to train the whole staff, develop TIPS lessons, and collect feedback from parents on progress (tweak as necessary). The work will begin in the summer of 2010 with teams of teachers developing a rollout plan and a group of lessons to start the year.</p> <p>Parents will be trained on the use of word dictionaries to assist with homework.</p>	<p>team to develop a set of potential assignments.</p> <p>Rollout 3-5 Fall 2011</p>			
--	---	--	--	--

--	--	--	--	--

Major Improvement Strategy #2: Increase the availability of embedded coaching in math, literacy, and data.

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

School Plan under Accreditation. Describe:

Title I School Improvement/Corrective Action. Describe:

Application for a Tiered Intervention Grant.

School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
<p>Increase Data Coaching and RTI Facilitation by adding Data Coach/RTI Facilitator.</p> <p>Hanson’s plan for using data to improve instruction is threefold: Hanson will (1) implement, with the support of the central administration, a system of common (or interim and formative assessments), (2) provide a Data/RTI Facilitator to support instructional improvement systems and the transition to a data-driven culture, and (3) provide continuous feedback to central administration on the improvement of the</p>	Hire the Data Coach/RTI Facilitator in Fall 2010.			<ul style="list-style-type: none"> • <u>Process</u>: Increase the proportion of teachers reporting they use data to drive instruction to 85%. • <u>Process</u>: Increase the proportion of students reviewed for RTI. • <u>Product</u>: Increase the proportion of students “catching up” in reading (from 19% to 40%) and math (from 21% to 40%) by 2012. (1003g funding for elementary only, so this is measured at elementary) • <u>Process</u>: 100% of teachers will be met with on a

<p>data portal currently used in Adams 14 (TAAT).</p> <p>In the summer of 2009 Adams 14 received the <i>School Improvement through a Formative Assessment</i> grant from CDE. The grant allowed Adams 14 to implement the ATI Galileo assessment system to use for benchmark assessments. In addition, teachers can use the Galileo system to develop classroom formative assessments. Teachers are participating in the benchmark assessments, but few are developing formative classroom assessments on their own or using the benchmark data effectively. Hanson proposes focusing additional time and professional development on the understanding and use of this system To support the transition to data-driven culture that uses state, interim and benchmark, and formative assessments to improve student learning Hanson proposes a Data/RTI Facilitator. The Data/RTI Facilitator will collaborate with the school leadership (principal and learning coordinator), other coaches in the school, and District-level support staff (e.g. Technology Integration Coaches) to ensure that every teacher and leader has the core technical and pedagogical skills to use data to inform instruction. The Data/RTI Facilitator will</p>				<p>monthly basis. (minimum of 30 minutes per teacher)</p> <ul style="list-style-type: none"> • <u>Process:</u> Facilitated a minimum of 2 hours per month small group professional development. • <u>Process:</u> Delivers quarterly surveys on the effectiveness of the coaching efforts. • <u>Process:</u> Obtains a minimum of 85% satisfaction rating from teachers by the end of the year. • <u>Process:</u> Delivers quarterly survey on the quality of the data system and needed improvements (TAAT). • <u>Process:</u> Increase the proportion of teachers reporting that they are able to use the formative assessment component of Galileo (comfort level). • <u>Process:</u> Increase the proportion of teachers reporting they are comfortable using the reports in Galileo. • <u>Process:</u> Increase the proportion of teachers saying they are comfortable using TAAT. • <u>Process:</u> Increase by 100% the year to year comparison (September 2009 vs. September 2010)
---	--	--	--	--

<p>do this by (1) providing embedded professional development time for teachers on analyzing data, (2) disaggregating data for teachers and leaders to identify patterns, and (3) evaluating individual student learning patterns to place these students in interventions or accelerated courses. The culture shift at Hanson is going to be dependent upon developing a core set of technical (e.g. pulling data) and pedagogical (e.g. using data to target need) skills among the teachers and leaders of the school. The role of data coach is to work with individual teachers, small groups of teachers, and the leadership team by facilitating collaborative time, providing data to teachers, and providing pedagogical and technical professional development. The Data/RTI Facilitator will pull all data necessary for RTI meetings and prepare the RTI profile for each student up for review.</p> <p>The Data/RTI Facilitator is expected to provide continuous feedback and support to central administration to ensure that the data system (TAAT) is being developed to support the needs of Hanson, that Galileo is being supported, and that they are provided all necessary data for success.</p>				<p>of teacher logins to TAAT.</p> <ul style="list-style-type: none"> • <u>Product:</u> Increase the proportion of students “catching up” in math from 5% to 25% and reading from ?% to 25% by 2012. (1003g funding for elementary only, so this is measured at elementary). • <u>Product:</u> Increase the proportion of students “keeping up” in math from 13% to 65% and ?% to 75% in reading by 2012. (1003g funding for elementary only, so this is measured at elementary) • <u>Product:</u> Increase the median growth percentile from 21 %-ile to 60 %-ile in math and 28%-ile to 60%-ile by 2012.
--	--	--	--	--

<p>Increase the understanding and implementation of the literacy block and the ELD by adding a Literacy and Language Facilitator.</p> <p>The Literacy and Language facilitator will be expected to meet with teachers during planning time, facilitate small group collaboration, lead professional development, organize resources, mentor, and provide in classroom coaching and assistance (e.g. side by side coaching, co-teaching, etc...).</p>	<p>Hire the Literacy and Language Facilitator</p>			<ul style="list-style-type: none"> • <u>Process:</u> Increase the proportion of teachers reporting they use understand the 90 minute reading block to 85%. • <u>Product:</u> Increase the proportion of students “catching up” in reading (from 19% to 40%) • <u>Process:</u> 100% of teachers will be met with on a monthly basis. (minimum of 30 minutes per teacher) • <u>Process:</u> Facilitated a minimum of 2 hours per month small group professional development. • <u>Process:</u> Delivers quarterly surveys on the effectiveness of the coaching efforts. • <u>Process:</u> Obtains a minimum of 85% satisfaction rating from teachers by the end of the year. • <u>Product:</u> Increase the proportion of students “catching up” in math from 5% to 25% • <u>Product:</u> 24% to 75% in reading by 2012. • <u>Product:</u> Increase the median growth percentile from 21 %-ile to 60 %-ile by 2012 in reading.

				<ul style="list-style-type: none"> • <u>Process:</u> Increase the proportion of teachers reporting they use data to drive instruction to 85%. • <u>Process:</u> Increase the proportion of students reviewed for RTI. • <u>Product:</u> Increase the proportion of students “catching up” in reading (from 19% to 40%) and math (from 21% to 40%) by 2012. (1003g funding for elementary only, so this is measured at elementary) • <u>Process:</u> 100% of teachers will be met with on a monthly basis. (minimum of 30 minutes per teacher) • <u>Process:</u> Facilitated a minimum of 2 hours per month small group professional development. • <u>Process:</u> Delivers quarterly surveys on the effectiveness of the coaching efforts. • <u>Process:</u> Obtains a minimum of 85% satisfaction rating from teachers by the end of the year. • <u>Process:</u> Delivers quarterly survey on the quality of the data system and needed improvements (TAAT). • <u>Process:</u> Increase the
--	--	--	--	--

				<p>proportion of teachers reporting that they are able to use the formative assessment component of Galileo (comfort level).</p> <ul style="list-style-type: none"> • <u>Process:</u> Increase the proportion of teachers reporting they are comfortable using the reports in Galileo. • <u>Process:</u> Increase the proportion of teachers saying they are comfortable using TAAT. • <u>Process:</u> Increase by 100% the year to year comparison (September 2009 vs. September 2010) of teacher logins to TAAT. • <u>Product:</u> Increase the proportion of students “catching up” in math from 5% to 25% and reading from ?% to 25% by 2012. (1003g funding for elementary only, so this is measured at elementary). • <u>Process:</u> Increase the proportion of students “keeping up” in math from 13% to 65% and ?% to 75% in reading by 2012. (1003g funding for elementary only, so this is measured at elementary) • <u>Product:</u> Increase the median growth percentile from 21 %-ile to 60 %-ile in math and 28%-ile to
--	--	--	--	--

				60%-ile by 2012.
<p>Increase the understanding and implementation of the math instructional practices.</p> <p>The Math Facilitator will be expected to meet with teachers during planning time, facilitate small group collaboration, lead professional development, organize resources, mentor, and provide in classroom coaching and assistance (e.g. side by side coaching, co-teaching, etc...).</p>	Hire the Math Facilitator			<ul style="list-style-type: none"> • <u>Product:</u> Increase the proportion of students “catching up” in math (from 21% to 40%) by 2012. • <u>Process:</u> 100% of teachers will be met with on a monthly basis. (minimum of 30 minutes per teacher) • <u>Process:</u> Facilitated a minimum of 2 hours per month small group professional development. • <u>Process:</u> Delivers quarterly surveys on the effectiveness of the coaching efforts. • <u>Process:</u> Obtains a minimum of 85% satisfaction rating from teachers by the end of the year. • <u>Product:</u> Increase the proportion of students “catching up” in math from 5% to 25%. • <u>Product:</u> Increase the proportion of students “keeping up” in math from 13% to 65% by 2012. • <u>Product:</u> Increase the median growth percentile from 21 %-ile to 60 %-ile in math by 2012.

Major Improvement Strategy #3: Adopt a new math series and intervention materials

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

School Plan under Accreditation. Describe:

Title I School Improvement/Corrective Action. Describe:

Application for a Tiered Intervention Grant.

School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
<p>Hanson has shown a decrease in overall math performance among elementary school students over the past three years. Hanson is below District and State average for the proportion of students proficient or advanced and continues to lag in such measures as “keep up” and “catch up” based on the new Colorado Growth Model. Hanson Elementary also did not make math AYP in 2009. The EDR found that intervention materials for math are lacking and the text series is not conducive to improving math performance.</p> <p>Hanson will work RMC to select a new math series.</p>	<p>Fall 2010 select new series</p> <p>Spring 2011 order series and begin professional development.</p>			<p>December 2010 select new math series.</p> <p>June-August 2011 complete professional development on math series.</p>
<p>Hanson recognizes the need for short-term “wins” and intends to implement</p>	<p>Fall 2010 hire new Math</p>			<ul style="list-style-type: none"> • <u>Product</u>: Increase the proportion of students

<p>math interventions (not currently in place) to students below grade-level in math to develop a sense of urgency and improve math scores in the short term.</p> <p>Hanson will hire 1.0 FTE Math Interventionist to work with small groups of students struggling in math.</p>	Interventionist.			<p>“catching up” in math from 20% to 40% by 2012. (1003g funding for elementary only, so this is measured at elementary)</p> <ul style="list-style-type: none"> • <u>Product:</u> Increase the proportion of students “keeping up” in math from 44% to 65% by 2012. • <u>Product:</u> Increase the median growth percentile from 38 %-ile to 60 %-ile by 2012.

Major Improvement Strategy #4: Expand Teacher Professional Development and Collaboration

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

School Plan under Accreditation. Describe:

Title I School Improvement/Corrective Action. Describe:

Application for a Tiered Intervention Grant.

School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Hanson recognizes the need for additional professional development to address the gap in instructional practices identified as the root cause of low	Three days before school professional development.			<ul style="list-style-type: none"> • <u>Process:</u> Increase the proportion of walk throughs that observe teachers with the appropriate objective

<p>performance. Adams 14 is already providing each school eight days per year of professional development through key partner WestEd. Hanson, due to the lack of quality instruction, recognizes the need for more coaching from WestEd. Thus, Hanson will purchase 11 additional days in year one (for a total of 19), 15 in year two, and 15 in year three.</p>	<p>Two days per month consulting (e.g. data sweeps, feedback, professional development on modules)</p> <p>In year two and three WestEd will provide six days of professional development and coaching before the school year starts. This will include students for half day where teachers will implement what they have learned and be provided feedback in</p>			<p>posted to 95%.</p> <ul style="list-style-type: none"> • <u>Process:</u> Increase the proportion of walk throughs that observe teachers referring to the objective to 85%. • <u>Process:</u> Increase the proportion of walk throughs that observe teachers making engagement mandatory to 85%. • <u>Product:</u> Meet expectations for AYP for Reading and Math. • <u>Product:</u> Increase student achievement results by 10% in all subjects combined (weighted mean growth). • <u>Process:</u> 95% of teachers will respond that they understand the expectations of the instructional program. • <u>Process:</u> 95% of teachers will report that they have adequate training to implement the instructional program
---	---	--	--	---

	the afternoon and opportunity to reflect.			
The EDR identified collaboration time as a major impediment to improving instruction. Hanson proposes increasing collaboration time to four hours per month (mandatory).	Create a schedule and share with teacher.			<ul style="list-style-type: none"> • <u>Process:</u> Increase the proportion of Hanson teachers that answer “almost daily” or “several times per week” to the following questions regarding how often these particular activities take place (current % of respondents answering “almost daily” and “several times per week” on 2010 staff survey): <ol style="list-style-type: none"> 1. Administration and staff working together to make decisions and resolve problems (0% and 27%). 2. Discussions with other teachers about how to teach a particular topic (18% and 46%). 3. Discussions with other teachers about ideas for student or group projects (18% and 27%). 4. Discussions with other teachers about different views of a common issue (9% and 46%). 5. Informal discussions with other teachers of matters unrelated to teaching (36% and 18%).