

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.)*

Name of Lead Local Education Agency (LEA)/Organization:	Center Consolidated School District		
Mailing Address: 550 South Sylvester, Center, CO 81125			
District Turnaround Project Manager:	Tom Mendoza & Andrea Kutinsky, Ph.D.		
Mailing Address: 416 Higuera St. San Luis Obispo, CA 93401			
Mailing Address: PO Box 19832, Boulder, CO 80308			
Telephone: 1-800-233-1819 ext 717 719-565-6872		E-mail: tom.mendoza@lindamoodbell.com drandie305@aol.com	
Signature:			
Program Contact Person:	Lori Cooper		
Mailing Address: 550 S. Sylvester Ave. Center, CO 81125			
Telephone: 719-754-3442		E-mail: lcooper@center.k12.co.us	
Signature:			
Fiscal Manager:	Coleen Casanova		
Telephone: 719-754-3442		E-mail: bcasanova@center.k12.co.us	
Signature:			
Region: <i>Indicate the region(s) this proposal will directly impact</i>			
<input type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input checked="" type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
Total LEA Request: <i>Indicate the total amount of funding you are requesting. Please note: An individual budget will be required for each school site totaling to the amount listed below.</i>			
\$			

PART IA: SCHOOLS TO BE SERVED (Complete the following information with respect to the schools that will be served with a School Improvement Grant and attach as the second page of proposal.)

To ensure success, it is imperative that each site undergo an external review so needs are clearly delineated before an intervention model is chosen, before the plan is prepared and (if applicable) before a provider is selected. If a site has not had an external review, put the amount of funding needed in the 'Review Needed' column below. The individual budget for the site should reflect costs for the evaluation review, but additional costs must be listed as 'TBD' until a plan can be created for specific activities and costs. Districts may only access funds for the cost of the review until the review is completed and an approved plan is in place.

Please provide the following information for each participating school (additional rows may be added), starting with Tier I schools:									
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY) Include requested amount per school				
					Turnaround	Restart	Closure	Transformation	Review needed
Haskin Elementary		x						x	

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

PART IB: LEA/School Information and Signature Page

(Complete and attach as the third page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it after page 3.)

District Signatures

District Name: Center Consolidated School District

School Board President Signature:

Superintendent Signature:

School Information

School #1 Name: Haskin Elementary School

Principal Name: Kathy Kulp

Telephone: 1-719-754-3981

E-mail: kkulp@center.k12.co.us

Principal Signature:

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 4-20-2010, 2010 the Board of Center Consolidated School District 26 JT 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.

Michael Lobato

Name of Board President

Signature of Board President

George Welsh

Name of District Superintendent

Signature of District Superintendent

Lori Cooper

Name of Program Contact

Signature of Program Contact

PART ID: WAIVERS *(Complete and attach as the sixth page of proposal)*

The Center Consolidated School District requests a waiver of the requirements it has selected below. *Please note:* If the district does not intend to implement the waiver with respect to each applicable school, then it must indicate for which schools it will implement the waiver.

Extending the period of availability of school improvement funds.

“Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Michael Lobato

Name of Board President

Signature of Board President

George Welsh

Name of District Superintendent

Signature of District Superintendent

Lori Cooper

Name of Program Contact

Signature of Program Contact

Tiered Intervention Grant 2010 Grant Review Rubric

Part I:	Proposal Introduction	No Points
Part II:	LEA Commitment and Capacity	/25
Part III:	Needs Assessment and Program Plan	/50
Part IV:	Budget Narrative	/25
	Electronic Budget	No Points
Total		/100

GENERAL COMMENTS: *Reviewers, please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

Recommendation:

Funded ____

Fund w/ Changes ____

Not Funded ____

Executive Summary

Center School District's Haskin Elementary School faces a unique set of demographic challenges and experiences consistently lower than expected student academic achievement. The district fully supports Haskin and believes the staff and students can overcome these challenges, impact student success and close the achievement gaps. In order to raise student achievement the school must monitor effective teaching as well as the overall effectiveness of the school organization. After careful analysis of the school data, Haskin identified three key goals to reform the school:

- 1. Students will make academic gains by having access to a guaranteed and viable curriculum.**
- 2. Students will make gains by having access to quality resources aligned to the curriculum, as well as engaging and quality instructional strategies based on the available student data regarding their current performance.**
- 3. Students will make academic gains by having an embedded system that assures fidelity and monitoring of program and initiative implementations.**

The school had a team that participated in a thoughtful selection process of appropriate CDE providers, Lindamood-Bell and Focal Point. Lindamood-Bell was selected for its quality reading instructional practices, much needed reading intervention support, instructional support and data interpretation and analysis of instructional practices. Focal Point was selected for its quality curriculum work, leadership training ("systems thinking") and support, focus on increasing quality instructional practices and teacher evaluation tied to student success.

Through an identification process, these key areas were targeted for intentional work and focus that will bring substantial and sustainable positive change to Haskin. Effective implementation of all parts of this grant will help the school to realize positive impact on the overall academic performance and success of all students.

Part Two: LEA Commitment & Capacity

Center Consolidated School District: Haskin Elementary

In the spring of 2009, April 6-9, 2009, the Center School District participated in a CADI review (CDE provided) followed by a rollout on June 1-2, 2009. The review of community members included Headstart staff, parents, staff, students and teachers. Thirty-five school community members participated in the June rollout, reflections, and priority setting. The roll out established an Academic Improvement Plan for district schools (the district has only one elementary school – Haskin Elementary) and district (see attached District Improvement Plan - Appendix A).

Following the CADI review and rollout, on November 17-19, 2009, Haskin Elementary was identified as a Tier 1 school in need of reform. The district has only one elementary and only one identified Tier 1 school. Once notified by CDE, the district fully participated in the Expedited Diagnostic Review (CDE provided) necessary for the Tiered Intervention Grant process. Immediately after being identified as a Tier 1 school, the district communicated Haskin's eligibility through the local press, beginning in November 2009. The administration also placed the EDR review and grant possibilities on its District Accountability agenda every month, October 13, November 10, December 8 January 12, February 9, March 9 and April 13. The District Accountability Committee reviewed eligibility for the grant and identification of needs. The district has sought input from the District Accountability members on the direction of the improvements and ideas for school reform at Haskin.

In January 2010, in preparation for the Tiered Intervention Grant, the superintendent and Center Education Association local union president attended a CEA key communicator presentation, with presenter Darryl Bonds, for the purpose of communication on issues of participation in this school reform effort. The district also engaged in discussion with the local education association multiple times over possible changes brought along with this grant opportunity.

The district engaged the staff three times in dialogue and also with multiple e-mails over this review and upcoming changes brought from it. The district participated in the CDE inventory that matched school needs to possible providers. The district then sent a team of teachers and administrators to the CDE provider fair in February 2010.

Once the plan was in place and the application process began, the district gave notice of the intent to submit an application and how any waiver requests will be made available for public review through postings to the Center School District website for public review.

The district has demonstrated readiness for the Tiered Intervention Grant by fully participating in all CDE required activities. In the spring of 2009 the district participated in a CADI review followed by an Expedited Diagnostic Review in October of 2009. The preparation for grant participation the school board approved and signed an MOU dated 11/10/2009 and the district has agreed to restructure the governance process of Haskin Elementary. Also, ineffective educators have been and will continue to be counseled out of the school.

The district has taken actions to design and implement interventions consistent with the final requirements. First, the school superintendent has consulted with CDE personnel regarding the EDR, the grant expectations, and external providers numerous times in person, via telephone and through e-mail. The district participated in Root Causes mapping based on the EDR and used the results of the EDR matching process to select providers to engage in dialog with. In order to select an appropriate external provider, the district attended the providers fair with an administrative and teacher team (2 administrators and 3 teachers) to interview the possible providers. The district has followed all CDE

requirements by engaging the CDE designated providers to help identify and meet the intensive needs of the student population.

The district is committed to leveraging district funds to support the implementation at Haskin. The creation of the 2010-2011 Haskin Elementary school-wide Title 1 application will include leverages of monies to directly support the success of the implementation model. The district is committed to providing an additional \$60,000 from the general fund to purchase administrative support that can be sustained beyond the length of the grant in an effort to redesign Haskin governance structure. The district is also committed to continuing programs that have shown value in instruction and assessment of students (Yearly Progress Pro, Marilyn Burns Do the Math, DIBELS, NWEA). The district will also continue supporting instructional improvement through Promethean Board use and teacher support of its use.

The district will ensure flexibility, modify its practices, policies and governance by working with a school administrative team and the providers to review and make modifications to instructional scheduling, school day and calendar, and preparation time. Changes will be made with building administration in consultation with providers to increase the flexibility of current scheduling and increase the instructional purpose of the daily and yearly schedule. Building administration will have autonomy in staff and budget to make necessary changes. In order to attract high quality instructors, the district will support necessary changes in evaluations and develop incentives tied to developed evaluations and any necessary adjustments to the salary schedule as a result of these developed changes.

To build and support the leadership capacity of the school administration to carry out the interventions, the building administrator FTE will increase from 1 FTE to 2 FTE. The district is committed to success and will leverage district funds to make this additional support available. The administrative team will have the decision-making capacity to utilize budgeted funds available.

The selected providers, Lindamood-Bell and Focal Point, will support the school in making systemic changes, increasing leadership capacity, carrying out the proposed interventions and tracking student progress, monitoring student assessments and guiding any necessary mid-course connections or alterations.

In order to sustain the reform, the district increased administrative support to the school and is committed to continuing this financial support through the general fund for the purpose of overseeing the implementation of teacher professional development into instructional practices into the future. In addition, Haskin's school-wide Title 1 plan will be revised on a regular basis to address issues critical to sustaining the achievement momentum from this reform.

In all plans, the goal is to develop personnel who, through intensive embedded, modeled and supported professional development, become district certified trainers, allowing the intervention model to continue. Leadership training will be provided for building administration and all district administrators to allow for a common understanding and plan of leadership.

Part Three: Needs Assessment and Program Plan

In summary of the CSAP data (CDE provided CADI report, pg. 12, District Improvement Plan-Appendix A, and in the Growth Data Summary in Appendix B), Haskin's growth in academic

achievement is low, as is the percent of students scoring proficient and advanced on the CSAP. In both the academic achievement area and growth achievement area, the elementary school is below the state averages. The elementary school's growth rate dropped from 2007 in reading, writing, and math. This implies that over time, students are less able to reach proficient levels of academic performance as they move through up in grade-levels. The Adequate Yearly Progress (2009 AYP - Appendix C) criteria increased for the 2008 school year, resulting in the elementary school not achieving the required targets in both reading and math and in all content areas, the percent of proficient and advanced students is considerably lower than the state average. Across the grades and content, a greater percent of Hispanic students, ELLs, students on ILPs and F/R Lunch students are performing at the unsatisfactory level.

CSAP Summary Findings:

- In grade 3 reading, there was a drop in the percent of proficient and advanced students from 2007-2008 but an increase from 2008 to 2009.
- In grade 3 writing, there was a drop in the percent of proficient and advanced students from 2007-2008 but an increase from 2008 to 2009.
- In grade 3 math, there was a drop in the percent of proficient and advanced students from 2007 to 2009.
- In grade 4 reading, there was a drop in the percent of proficient and advanced students from 2007- 2009.
- In grade 4 writing, there was a drop in the percent of proficient and advanced students from 2007-2009.
- In grade 4 math, there was a drop in the percent of proficient and advanced students from 2007 to 2008 and a slight increase from 2008-2009.
- In grade 5 reading, there was an increase in the percent of proficient and advanced students from 2007-2008 but decrease from 2008 to 2009.
- In grade 5 writing, there was an increase in the percent of proficient and advanced students from 2007-2008 but a decrease from 2008 to 2009.
- In grade 5 math, there was an increase in the percent of proficient and advanced students from 2007 to 2008 but a decrease from 2008-2009.
- The grade 3 (2007) and grad 4 (2008) cohort group had a drop in the percent of proficient and advanced students in reading.
- The following cohort groups had a drop in the percent of proficient and advanced students in
 - Writing: grade 3 (2007) to grade 4 (2008); grade 5 (2007)
 - Math cohort groups who had less percent of proficient and advanced students from one year to the next.
 - Grade 3 – Grade 4 (2007-2008) and Grade 4 – Grade 5 (2007-2008)

Overall 2008-2009 CSAP growth highlights:

In all CSAP tested areas, approximately half or more of all students are making low growth.

- Grade 3 2008 to Grade 4 2009: Reading 46%, Writing 53%, Math 65%
- Grade 4 2008 to Grade 5 2009: Reading 49%, Writing 59%, Math 50%

Currently, grades 2-5 are implementing the formative assessment of CTB-McGraw-Hill's Yearly Progress Pro (YPP). The assessment data from implementation in the fall through 3rd quarter is highly reflective of current student standard mastery levels. In the upper grades, very few students are coming close to reaching the appropriate mastery level of content necessary for year-end targets (YPP Mastery

Data – Appendix D). All the data reviewed along with the CDE reviews point to several root causes of low student academic performance.

Haskin’s Root Causes Summary:

- 1. Students are behind due to lack of a viable, aligned curriculum without gaps/overlaps.**
- 2. Students are behind due to availability of resources, implementation of quality instructional strategies and turning available student data into practices in the classroom.**
- 3. Students are behind due to low implementation and success of previous interventions, programs and initiatives**

Overall, one of the causes of Haskin’s low student performance being under state averages is due to lack of a viable, aligned and guaranteed curriculum as well as gaps and overlaps in curriculum. In order to address this, staff will be taught to integrate strategies school-wide to develop vocabulary and comprehension with the adopted core. In addition, Instructional Leadership (district leaders, principals and teacher leaders) will be taught curriculum alignment and prioritization to the new Reading, Writing, Math and Science standards.

Reviewed data also indicates students are behind due to availability of resources, current constraints of day/calendar, and exposure to strategies for turning available student data into practices in the classroom. School leadership will utilize Focal Point Curriculum Maps in grades K-5 that are aligned to the new Colorado State standards. This will provide both leadership and instructional staff with curriculum maps in reading/writing, math, science, and social studies and sample lesson objectives and Demonstrations of Learning (DOLs) for each grade and subject. Textbooks and resources will be mapped to the curriculum and provided by August 2010. The budget and district leverage will support the purchase of any necessary text, resources or support materials to support proper implementation of the updated curriculum.

To support the curricular, instructional and intervention changes, the school day will be extended for all students and targeted students will have an extended calendar in summer and during the school year after-school in the Lindamood-Bell After-School or Summer Reading Academy. If, after year 1 data analysis shows the need, the entire school-year calendar will be reviewed for possible extension and monies will be budgeted to support this.

All professional development must become “the way we do business.” It must be part of the teaching culture of the school. To increase the capacity to support this change, administration and instructional staff will have a full-time Lindamood-Bell trainer for a year, a school coach who will also learn and guide teachers in LMB reading, Focal Point embedded leadership coaching for administrative staff to monitor and sustain implementation, as well as the Focal Point guided development of a teacher performance instrument that is tied to student success. Through these processes above, the three root causes have become Haskin’s three major goals:

- 1. Students will make academic gains by having access to a guaranteed and viable curriculum.**
- 2. Students will make gains by having access to quality resources aligned to the curriculum, as well as engaging and quality instructional strategies based on the available student data regarding their current performance.**
- 3. Students will make academic gains by having an embedded system that assures fidelity and monitoring of program and initiative implementations.**

Year One – 2010-2011

Curriculum Alignment

As with most districts seeking to transform, there are many instructional areas that will eventually need to be improved. The best approach at the beginning of a reform initiative is to focus on the two or three instructional practices that will have the greatest impact on student achievement.

According to several experts, perhaps most notably Robert Marzano (2005), an aligned curriculum is the most important factor in improving school academic achievement. Very few other practices will make as much difference if teachers are not teaching the right things or if their lessons are not purposeful and focused.

Focal Point will help Center align the curriculum and train both school leaders and teachers to ensure teachers teach the guaranteed and viable curriculum combining that work with the work of Lindamood-Bell to improve and sustain reading growth.

Focal Point Key Actions:

1. **Design curriculum maps that are aligned to the new State standards.** Center Staff will:
 - have curriculum maps in Reading/Writing, Math, Science, and Social Studies
 - sample lesson objectives and Demonstrations of Learning (DOLs) for each grade and subject
 - maps will align resources (textbooks) to the curriculum
 - provide completed prioritized curriculum maps by August 2010
2. **Train leaders on curriculum alignment.** Center Leaders will:
 - Experience two days of training on systemic curriculum alignment
 - Experience one-day of job-embedded training to strengthen alignment
 - Providers will assess alignment strengths of areas improvement at the end of the first semester
3. **Train teachers on how to use curriculum maps.** Center Staff will experience:
 - One day of training on curriculum alignment and how to use curriculum maps to staff

Leadership

Recent draft legislation on principal effectiveness in Colorado highlights the growing attention that will be placed on instructional leadership. Effective school-level instructional leaders are central to making instruction – and concomitantly, student achievement – the focus of reform. However, having been trained or selected as managers, many principals find it difficult to exercise instructional leadership.

Focal Point will help school leaders and administrators in Center School District become more effective instructional leaders. We will provide training and professional development to the administrators (and selected teacher leaders). Focal Point’s core approach, however, will be to provide *on-the-job coaching* of building administrators and teacher leaders to strengthen instructional leadership and improve the quality of instruction.

Focal Point experts and successful practitioners will:

4. **Conduct three-day leadership academy for administrators (and selected teachers).** Participants will learn to:
 - Measure principal effectiveness and identify principles of a high- performing school
 - Provide effective instructional feedback
 - Identify and help ensure “good, first instruction”
 - Expand leadership capacity

- Monitor the school for continuous improvement
 - Identify and implement the best in Culturally Instructional Practices
5. **Conduct two days of on-the-job coaching of instructional leadership**
- For selected administrators and instructional coaches

Lindamood-Bell experts will:

6. **Conduct a two-day leadership institute for administrators and select instructional leaders. Participants will learn to:**
- Provide effective reading and comprehension instruction
 - Monitor program quality and fidelity
 - Identify best practices and areas to improve during classroom “Look-Fors”
 - Have a deep understanding of assessment data, and utilize data to differentiate instruction
 - Create a positive culture of school-wide learning and recognition
7. **Provide ongoing professional development in the above, and collaborate monthly with district leadership to address school-wide key indicators related to program quality and fidelity.**

Professional Development in Language and Literacy Strategies for All Students

Lindamood-Bell will support Center’s Transformation Initiative by implementing its Professional Learning Community (PLC) model. This model of high quality instruction, rigorous professional development, and systemic program monitoring and evaluation will ensure that student academic performance is improved and sustained on a large scale. The Lindamood-Bell instructional methodologies systematically address the five components of scientifically-based reading instruction. They are designed to strengthen core curricula and standards by addressing the varied learning needs of all students, including English Learners and students with disabilities, thus ensuring all students have the learning tools to access a guaranteed and viable curriculum.

With aggressive and rigorous professional development provided by Lindamood-Bell, the goal is to support all staff to reach a level of competency or mastery in the instructional practices by the end of 2010-11. Further, a key instructional leader (e.g. coach) will be identified to become the site program coordinator, certified by Lindamood-Bell, to sustain the model and continue supporting staff development in the process beyond Year One of implementation. To accomplish these goals:

Lindamood-Bell will provide:

- A student diagnostic needs assessment for all Center students (May and August 2010, January 2011) to determine and prioritize instructional need
- A four day staff development workshop for all staff in language processing skills to develop or remediate reading and comprehension (June and August 2010)
- A comprehensive framework for effective instruction school wide, in all classrooms and intervention settings, consistent with Colorado’s Response to Intervention model
- Full-time, embedded project director during Summer School Academy 2010 and the 2010-11 school year to provide ongoing professional development, coaching, and program management
- 3 days of training in assessment and data management for key instructional leaders (Fall 2010)
- 4 advanced training workshops for key instructional leaders in differentiated instruction, pacing, and program management (Winter & Spring 2011)

- Certification for a qualifying instructional leader(s) in the Lindamood-Bell process by end of 2010-11 school year
- A minimum of 2 Parent *Tips for Home* Workshops

Monitor and Evaluate the System for Continuous Improvement

Any reform initiative will stall if there is not strong attention placed on monitoring the system for continuous improvement. Focal Point will review data, indicators of success, and program goals and evaluate progress. The District will establish ambitious targets to increase academic achievement, beginning immediately in the first year of implementation. Students will demonstrate significant progress in mean scale score growth on CSAP. Further, students receiving targeted intervention will make significant progress in various measures of reading and comprehension skills, which underlie reading fluency. Students will also show growth on the district-adopted NWEA MAP assessment data, consistent with the district's Strategic Plan.

Focal Point will:

8. **Provide a program evaluator who will review and analyze achievement data and assess progress on goals for the turnaround proposal.**

Lindamood-Bell will:

9. **Provide a program evaluator who will review and analyze achievement data and assess progress on goals for the turnaround proposal.**
10. **Guide weekly PLC meetings to analyze formative assessments, monitor student progress, diagnose learning needs, and customize instruction/interventions appropriately.**
11. **Provide monthly key indicator reports and quarterly data analysis reports analyzing both professional development of teachers and literacy growth of students. Based on these data, recommendations will be provided to increase program fidelity and effectiveness.**

Year Two – 2011-2012

Purposeful Instruction and Engagement

After aligning the curriculum and training administrators to be instructional leaders, Center will be ready to focus on improving the quality of instruction in the classroom across curricular content.

“The top-performing school systems recognize that the only way to improve outcomes is to improve instruction: learning occurs when students and teachers interact, and thus to improve learning implies improving the quality of that interaction.”

[*How the World's Best-performing School Systems Come Out on Top*, McKinsey and Company (2007).]

Focal Point is expert at coaching teachers and administrators in improving classroom instruction. The Focal Point team will:

1. **Train teachers and administrators on “good, first instruction,” purposeful instruction, and student/teacher engagement.**
 - Provide three days of professional development to teachers
 - Focus on teaching the aligned curriculum; good, first instruction; and multiple response and other engagement strategies
2. **Conduct job-embedded professional development for selected teachers on “good, first instruction,” purposeful instruction, and student/teacher engagement.**
 - a. Provide feedback and coaching directly to teachers
 - b. Conduct this job-embedded training and coaching over three separate days
3. **Provide a program evaluator who will review and analyze achievement data and assess progress on goals for the turnaround proposal.**

Tying teacher effectiveness to student achievement

The work done in 2010-2011 and 2011-2012 school years will help set the stage for tying teacher effectiveness to student achievement. Only a system that is aligned will be able to effectively implement a plan to tie teacher effectiveness to student achievement. An aligned system would include strong instructional leaders, a culture of instructional feedback, aligned professional development and PLCs, effective use of data, expanded leadership capacity, and an evaluation system that differentiates performance.

Focal Point will help analyze the strength of system alignment and preparedness for tying teacher effectiveness to student achievement. It will provide consulting services and design a detailed and customize plan to tie teacher effectiveness to student achievement by the 2012-2013 school year.

Focal Point will:

4. **Analyze strength of system alignment and preparedness for tying teacher effectiveness to student achievement.**
5. **Design a customized plan to tie teacher effectiveness to student achievement**

Ongoing professional development in literacy instruction

Lindamood-Bell will continue providing embedded professional development through the first semester of Year Two, along with follow up visits during the second semester. Additionally, the site coordinator who was certified by Lindamood-Bell in Year One will provide peer mentoring and support. The goal is to identify all instructors needing more continuous support to reach a level of competency in the Lindamood-Bell instructional methodologies, and to apply the strategies through the curriculum. Ongoing program monitoring, assessment, and leadership support will be provided, similar to Year One, including refresher workshops. Lindamood-Bell will recertify the school's program coordinator.

Year Three – 2012-2013

Program Refinement and Support

Any new staff to Center will participate in ongoing Lindamood-Bell, Curriculum Alignment and Leadership workshops, prior to the start of the school year. District leadership and site teachers will collaborate to identify ongoing professional development needs and then customize a staff development workshop to address those needs. Areas of focus will be the seamless integration of Systemic Effectiveness, Leadership, Curriculum Alignment, Purposeful Instruction, Student Engagement, Lindamood-Bell's instructional practices through the curriculum for all content standards. The site's certified Lindamood-Bell program coordinator will assume nearly all of the program management, monitoring and coaching duties.

Focal Point will:

1. **Implement the customized plan to tie teacher effectiveness to student achievement, assuming the analysis at the end of year 2 indicates readiness for implementation**

Approach to Promotion of Cultural Responsiveness

Focal Point's work is based on the creation of reinforcing systems that work together in ways that make sense. The systems have built-in processes to monitor continuous improvement in all aspects of improvement. Teacher Leaders, Staff Leaders, Building, District and Community Leaders all receive specific training, protocols and practice in culturally responsive philosophy and techniques as part of the regular and ongoing Leadership Academies. The results of that training are carefully monitored as part of the Systemic Coaching Cycles, Mid-Year Reviews and Systems Reviews.

Interventions and Plan Alignment

The interventions in place are provided by an approved CDE provided so are in alignment with the grant requirements and will be monitored to help reach the goals in the district's strategic plan ("Focused on the Future, 2007-12" Appendix E). Student immediate growth in grades 2-5 will be monitored by LindaMood-Bell assessments, DIBELS, and CTB-McGraw-Hill's YPP. Student immediate growth in grades K-1 will be monitored by LindaMood-Bell assessments, DIBELS and NWEA Skills Checklist assessments. Students will also show benchmark growth on the district-adopted NWEA MAP assessment data, consistent with the districts Strategic Plan.

The key areas of planning from the district's Strategic Plan are aligned with this proposed Transformation initiative. Specifically, implementation of the Lindamood-Bell model and Focal Point addresses strategies to increase instructional skills and data analyses. Extensive professional development will be provided (e.g., full-time, on-site, embedded coaching) to support teachers in best practices and ongoing professional development and coaching for Curriculum Alignment, Instructional Leadership for Alignment, Instructional Effectiveness and Teacher Effectiveness based on student growth.

Sustainability

With aggressive and rigorous professional development provided by Lindamood-Bell, the goal is to support all staff to reach a level of competency or mastery in the instructional practices. Further, a key instructional leader(s) (e.g. coach) will be recruited to become the site program coordinator, certified by Lindamood-Bell, to manage the model and continue supporting staff development in the process after the initiative ends in year 3.

Lindamood-Bell timeline of events - In Year 1, a full implementation of the Lindamood-Bell model and process will be done school-wide. In summer 2010, an initial student needs assessment, staff development and summer school reading/math academy will be scheduled. District and school level leadership will attend a leadership institute focusing on best instructional practices, assessment, and data analysis. In August 2010, a second student needs assessment and staff development session will be scheduled, with a focus on school-wide implementation at the start of the 2010-11 school year. All staff school-wide, including the principal, certificated staff, and classified staff, will be trained in the main instructional methodologies. Other key staff will also be trained in diagnostic assessment, analysis, and web-based data management, during the first semester.

During the summer and regular school year, a full-time Lindamood-Bell Project Director will be on site to manage the model, coach all teaching staff, and provide ongoing professional development. Advanced training sessions will be provided for all staff during the second semester. By the end of the 2010-11 school year, it is expected that at least one instructional leader will be certified by Lindamood-Bell, to continue supporting the model beginning in Year 2. At the end of the first semester and second semester, students participating in the targeted intervention will be post-tested with a summative diagnostic assessment.

Part Three: Budget Narrative

The Haskin Turnaround project has three major goals.

1. **Students will make academic gains by having access to a guaranteed and viable curriculum.**
2. **Students will make gains by having access to quality resources aligned to the curriculum, as well as engaging and quality instructional strategies based on the available student data regarding their current performance.**
3. **Students will make academic gains by having an embedded system that assures fidelity and monitoring of program and initiative implementations.**

Year 1 Total: \$539,325 (plus \$31,820 in indirect costs) Expenditure summary:

Focal Point: \$85,000 to **implement** a viable, guaranteed and articulated curriculum, curriculum maps and demonstrations of learning that is aligned to current school resources and new state standards, \$12,000 to **support** leadership in this implementation, \$3,000 to **support** teachers in this implementation through training, \$8,000 to **support** implementation through job embedded development and \$11,000 to **support** implementation through leadership academy instruction for administrators.

Lindamood-Bell: \$214,000 to **implement and support** a reading program via professional development, consulting, coaching, management, certification, leadership orientation, test administration, quality control, data analysis, reporting and parent support, plus an additional \$30,932 for **implementation** through purchase of teacher kits, student workbooks and testing materials.

Various Other Purchases: Include up to \$20,000 for purchase of curricular materials identified as needed by Focal Point to **implement** our new curriculum, \$42,000 in salary and \$6,205 in benefits to **implement** a Lindamood-Bell summer reading academy in conjunction with teacher training and implementation of the LB process, \$16,200 in salary and \$2,365 in benefits to **implement** a Lindamood-Bell After School Reading Academy for the purpose of extending the school day for below grade level readers, up to \$5,000 to purchase incentives for students who attend the Lindamood-Bell After School Reading Academy, \$3,000 in salary and \$438 in benefits to pay a stipend for a Center Schools Lindamood-Bell Program Coordinator to **support** implementation, \$22,500 in salary and \$3,285 in benefits to pay for teacher time for Focal Point and Lindamood-Bell summer training to **implement** improvement processes, and up to \$50,000 **support** counseling teachers who are identified as being unable to implement training and instruction expectations out of profession.

\$65,000 in Center Schools General Fund dollars will be spent to hire a full time Instructional Coach to be trained to **support** and **implement** transformation efforts during Year 1, with the goal being to retain this position for continued **support** beyond the three year term of the Transformation process.

Year 2 Total: \$489,534 (not including indirect costs at this point) Expenditure summary:

Focal Point: \$18,000 to **implement** teacher training on purposeful instruction and engagement strategies, , up to \$50,000 to **support** teachers in this implementation through follow up coaching, \$5,000 to **support** Transformation by evaluating Year 1 progress and success, and \$5,000 to **support** the analysis of system preparedness for Year 2.

Lindamood-Bell: \$85,000 to **implement and support Year 2** of a reading program via professional development, consulting, coaching, management, certification, leadership orientation, test administration, quality control, data analysis, reporting and parent support, plus an additional \$5,000 for **implementation** through purchase of teacher kits, student workbooks and testing materials.

Various Other Purchases: Include up to \$5,000 for purchase of curricular materials identified as needed by Focal Point to **implement** our new curriculum in Year 2, \$50,000 in salary and \$7,300 in

benefits to reward teachers for successfully implementing Year 1 Transformation training, \$13,500 in salary and \$1,971 in benefits to pay for 3 days of Focal Point summer staff development in purposeful instruction and engagement strategies, \$42,000 in salary and \$6,205 in benefits to **implement** a Year 2 Lindamood-Bell summer reading academy, \$16,200 in salary and \$2,365 in benefits to **implement** a Lindamood-Bell After School Reading Academy, up to \$5,000 to purchase incentives for students who attend the Lindamood-Bell After School Reading Academy, \$3,000 in salary and \$438 in benefits to pay a stipend for a Center Schools Lindamood-Bell Program Coordinator to **support** implementation, up to \$4,000 in salary and \$584 in benefits to pay for Year 2 New Teacher summer staff development time for Focal Point and Lindamood-Bell summer training to **implement** improvement processes, \$60,000 in salary and \$8,760 in benefits to reward teachers for successfully implementing Year 2 Transformation training, and up to \$70,000 in salary and \$10,220 in benefits for the possible implementation of an extended school year plan.

\$66,500 in Center Schools General Fund dollars will be spent to hire a full time Instructional Coach to be trained to **support** and **implement** transformation efforts during Year 2, with the goal being to retain this position for continued **support** beyond the three year term of the Transformation process.

Year 3 Total: \$473,276 (not including indirect costs at this point) expenditure summary:

Focal Point: \$60,000 to **implement** spot check evaluations or teachers utilizing curriculum and instructional strategies, and \$40,000 to **implement** an effectiveness and results evaluation process of teachers.

Lindamood-Bell: \$40,000 to **implement and support Year 3** of a reading program via professional development, consulting, coaching, management, certification, leadership orientation, test administration, quality control, data analysis, reporting and parent support, plus an additional \$5,000 for **implementation** through purchase of teacher kits, student workbooks and testing materials.

Various Other Purchases: Include \$70,000 in salary and \$10,220 in benefits to reward teachers for results based on new effectiveness and results evaluation process, up to \$5,000 for purchase of curricular materials identified as needed by Focal Point to **implement** our new Year 3 curriculum, \$14,000 in salary and \$2,044 in benefits to pay for 3 days of Focal Point and Lindamood-Bell summer staff development as deemed necessary, \$42,000 in salary and \$6,205 in benefits to **implement** a Year 3 Lindamood-Bell summer reading academy, \$16,200 in salary and \$2,365 in benefits to **implement** a Lindamood-Bell After School Reading Academy, up to \$5,000 to purchase incentives for students who attend the Lindamood-Bell After School Reading Academy, \$3,000 in salary and \$438 in benefits to pay a stipend for a Center Schools Lindamood-Bell Program Coordinator to **support** implementation, and up to \$4,000 in salary and \$584 in benefits to pay for Year 3 New Teacher summer staff development time for Focal Point and Lindamood-Bell summer training to **implement** improvement processes, and up to \$70,000 in salary and \$10,220 in benefits for the possible implementation of an extended school year plan, and \$67,000 to pay a full time Instructional Coach to be trained to continue these efforts for year 4 and beyond.

Cover Sheet for Colorado's Unified Improvement Plan for Schools

Organization Code: 0802850 District Name: Center Consolidated School District School Code: 080285000177 School Name: Haskin 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?		
Student Achievement (Status)	CSAP -- Reading (% P+A)	State average or above 3 rd Reading: 73% 4 th Reading: 65% 5 th Reading: 69%	3 rd Reading: 41% 4 th Reading: 28% 5 th Reading: 33%	3 rd Grade: Requirements not met 4 th Grade: Requirements not met 5 th Grade: Requirements not met		
	CSAP -- Writing (% P+A)	State average or above 3 rd Writing: 54% 4 th Writing: 51% 4 th Writing: 58%	3 rd Writing: 17% 4 th Writing: 18% 5 th Writing: 26%	3 rd Grade: Requirements not met 4 th Grade: Requirements not met 5 th Grade: Requirements not met		
	CSAP -- Math (% P+A)	State average or above 3 rd Math: 69% 4 th Math: 70% 5 th Math: 63%	3 rd Math: 32% 4 th Math: 27% 5 th Math: 20%	3 rd Grade: Requirements not met 4 th Grade: Requirements not met 5 th Grade: Requirements not met		
	Adequate Yearly	Overall number of	Overall % of		Elem	Mid

	Progress (AYP is the % PP+P+A on CSAP in Reading and Math for each subgroup)	targets for School: Reading: 12 Math: 12	targets met by School: Reading: 8/12=67% Math: 8/12=67%	Reading	No		
				Math	No		
Student Growth	Median Student Growth Percentile	50 th Percentile or above	4 th Grade: Reading: 41%ile Writing: 34%ile Math: 25%ile 5 th Grade Reading: 39%ile Writing: 30%ile Math: 35.5%ile	None at 50 th Percentile or above			
	% on Track to Catch-Up	n/a	<u>Reading:</u> 2007: 13% 2008: 17% 2009: 17% <u>Writing:</u> 2007: 30% 2008: 20% 2009: 21% <u>Math:</u> 2007: 21% 2008: 0% 2009: 11%				
	% on Track to Keep-Up	n/a	<u>Reading:</u> 2007: 48% 2008: 45% 2009: 74%				

			<u>Math:</u> 2007: 29% 2008: 10% 2009: 17%	
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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	*		
Growth Gaps	CSAP	*	In all CSAP areas, approximately half or more of all students are making low growth. 3 rd - 4 th Gr. 08-09: Reading: 46% Writing: 53% Math: 65% 4 th - 5 th Gr. 08-09: Reading: 49% Writing: 59% Math: 50%	
Post Secondary Readiness	Graduation Rate	*		
	Mean ACT	*		
	Dropout Rate	*		

* 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 Corrective Action (Title I)	School missed same AYP target for at least two consecutive years**	Yes	

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

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the school eligible for a Tiered Intervention grant? If so, which intervention approach has been chosen?	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? What was the date of the grant award?	Yes, in 2004 Haskin had an SST review and received \$150,000 for improvement.
School Support Team or Expedited Review	Has (or will) the district participated in an SST review or an Expedited Review? If so, when?	EDR on November 17-19, 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	Kathy Kulp
	Email	kkulp@center.k12.co.us
	Phone	719-754-3982
	Mailing Address	550 S. Sylvester Ave., Center, CO 81125
2	Name and Title	Lori Cooper
	Email	lcooper@center.k12.co.us
	Phone	719-754-3442
	Mailing Address	550 S. Sylvester Ave., Center, CO 81125

Section II: Narrative on Data Analysis and Root Cause Identification

In summary of the CSAP data, Haskin's academic achievement growth is low as is the percent of students scoring proficient and advanced on the CSAP. In both the academic achievement area and growth achievement area, the elementary school is below the state average. The elementary school's achievement growth rate dropped from 2007 in reading, writing, and math. This implies that over time, students are less able to reach proficient levels of academic performance as they move up through the grade-levels. The Adequate Yearly Progress (AYP) criteria increased for the 2008 school year, resulting in the elementary school failing to achieve the required targets in both reading and math and in all content areas. The percent of proficient and advanced students is considerably lower than the state average. Across the grades and content, a greater percent of Hispanic students, ELLs, students on ILPs and F/R Lunch students are performing at the unsatisfactory level.

Other specific findings:

- In grade 3 reading, there was a drop in the percent of proficient and advanced students from 2007-2008 but an increase from 2008 to 2009.
- In grade 3 writing, there was a drop in the percent of proficient and advanced students from 2007-2008 but an increase from 2008 to 2009.
- In grade 3 math, there was a drop in the percent of proficient and advanced students from 2007 to 2009.
- In grade 4 reading, there was a drop in the percent of proficient and advanced students from 2007- 2009.
- In grade 4 writing, there was a drop in the percent of proficient and advanced students from 2007-2009.
- In grade 4 math, there was a drop in the percent of proficient and advanced students from 2007 to 2008 and a slight increase from 2008-2009.
- In grade 5 reading, there was an increase in the percent of proficient and advanced students from 2007-2008 but decrease from 2008 to 2009.
- In grade 5 writing, there was an increase in the percent of proficient and advanced students from 2007-2008 but a decrease from 2008 to 2009.
- In grade 5 math, there was an increase in the percent of proficient and advanced students from 2007 to 2008 but a decrease from 2008-2009.
- The grade 3 (2007) and grad 4 (2008) cohort group had a drop in the percent of proficient and advanced students in reading.
- The following cohort groups had a drop in the percent of proficient and advanced students in
 - Writing: grade 3 (2007) to grade 4 (2008); grade 5 (2007)
 - Math cohort groups who had less percent of proficient and advanced students from one year to the next.
 - Grade 3 – Grade 4 (2007-2008)
 - Grade 4 – Grade 5 (2007-2008)

Overall 2008-2009 CSAP growth:

In all CSAP tested areas, approximately half or more of all students are making low growth.

- Grade 3 2008 to Grade 4 2009: Reading 46%, Writing 53%, Math 65%
- Grade 4 2008 to Grade 5 2009: Reading 49%, Writing 59%, Math 50%

Overall, one of the causes of Haskin's low student performance is under state averages due to lack of and viable, aligned and guaranteed curriculum as well as gaps and overlaps in curriculum. In order to address this, staff will be taught to integrate strategies school-wide to develop vocabulary and comprehension with the adopted core. In addition, Instructional Leadership (District, principals and teacher leaders) will be taught curriculum alignment and prioritization to the new Reading, Writing, Math and Science standards.

Review of data also indicates students are behind due to availability of resources, current constraints of day/calendar, and exposure to strategies for turning available student data into practices in the classroom. School leadership will utilize Focal Point Curriculum Maps in grades K-8 that are aligned to the new Colorado State standards. This will provide both leadership and instructional staff with curriculum maps in reading/writing, math, science, and social studies and sample lesson objectives and Demonstrations of Learning (DOLs) for each grade and subject. Resources (textbooks) will be mapped to the curriculum and provided by August 2010. In order to support the curricular, instructional and intervention changes, the school day will be extended for all students and targeted students will have an extended calendar in summer and during the school year after-school in the Lindamood-Bell After-School Reading Academy. If, after year one, data analysis shows the need the entire school-year calendar will be reviewed for possible extension and monies will be budgeted to support this.

1. Students are behind due to lack of an aligned, viable and guaranteed curriculum and one without gaps or overlaps.

- a. Teachers will be taught to integrate strategies school wide to develop vocabulary and comprehension with the adopted core.
- b. Instructional Leadership (District, principals and teacher leaders) will be taught curriculum alignment and prioritization to the new Reading, Writing, Math and Science standards

2. Students are behind due to availability of resources and implementation of quality instructional strategies for turning available student data into practices in the classroom.

- a. Leadership will utilize Focal Point Curriculum Maps in grades K-8 that are aligned to the new State standards. This will provide both leadership and instructional staff with :
 - Curriculum maps in reading/writing, math, science, and social studies.
 - Provide sample lesson objectives and Demonstrations of Learning (DOLs) for each grade and subject
 - Map resources (textbooks) to the curriculum
 - Provide completed curriculum maps by 30 of August 2010
- b. Train leaders on curriculum alignment.
 - Conduct two days of training on systemic curriculum alignment
 - Conduct one day of job-embedded training to strengthen alignment
 - Assess alignment strengths and areas of improvement at the end of the first semester
- c. Train teachers on how to use curriculum maps.
 - Conduct one day of training on curriculum alignment and how to use curriculum maps to staff
- d. Staff will be trained in diagnostic assessment and interpretation.
 - The Lindamood-Bell Learning Processes will be taught to all staff.
 - Training and implementation of data discussions will be done weekly and monthly with grade level teams

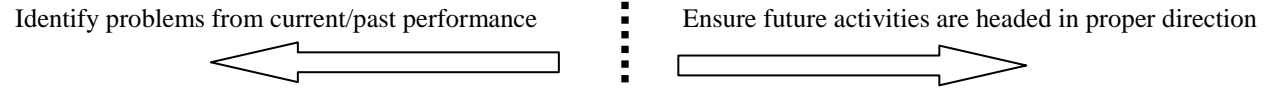
3. Students are behind due to low implementation and success of previous programs and initiatives

- a. Conduct three-day leadership academy for administrators (and selected teachers). Participants will learn to:
 - Measure principal effectiveness and identify principles of a high-performing school
 - Provide effective instructional feedback
 - Identify and help ensure “good, first instruction”
 - Expand leadership capacity
 - Monitor the school for continuous improvement
- b. Conduct two days of on the job coaching of instructional leadership
 - Train administrators and instructional coaches

- c. Provide a full-time embedded Project Director from Lindamood-Bell during the Summer Academy and all of the 2010-2011 school year
- Coaching will be provided daily or weekly for all staff
 - Weekly data meetings will be facilitated
 - Training for Teachers and Instructional Staff

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.



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	Students are far below state average and either basically flat-lined or decreasing	Teachers and instructional leaders need an aligned and prioritized curriculum with pacing guide, and training to use and evaluate them	There are gaps and overlaps in the curriculum There is a lack of resources and strategies for using available data to inform practice There is poor fidelity to implementation of new initiatives	Overall goal is for student achievement to match state average in CSAP P+A	<ul style="list-style-type: none"> ● NWEA MAP assessment RIT score will be used to determine whether or not students are on track to achieve median grade level or a year of growth in a year of time ● 75% or more students in grades K-5 will reach benchmark on DIBELS on their End of Year benchmark assessment. ● Progress toward standards mastery as measured by YPP 	<ul style="list-style-type: none"> ● Curriculum Maps and Pacing Guides will be provided, ● Provide Sample Lesson Objectives and Demonstrations of Learning ● Staff and Leadership will be trained and coached around these initiatives ● Full time project manager will be part of the staff for Summer Academy and 2010/2011 School year ● Teacher and staff will integrate vocabulary and comprehension strategies using the Lindamood-Bell Performance Learning
		W	Students are far below state	Teachers and instructional		Overall goal is for student	● Progress toward writing proficiency	● Curriculum Maps and Pacing Guides will be

			average and either basically flat-lined or decreasing	leaders need an aligned and prioritized curriculum with pacing guide, and training to use and evaluate them		achievement to match state average in CSAP P+A	levels will be monitored by monthly writing assessments ●Progress toward standards mastery as measured by YPP	provided ● Provide Sample Lesson Objectives and Demonstrations of Learning ● Staff and Leadership will be trained and coached around these initiatives
		M	Student are far below state average and either basically flat-lined or decreasing	Teachers and instructional leaders need an aligned and prioritized curriculum with pacing guide, and training to use and evaluate them		Overall goal is for student achievement to match state average in CSAP P+A	●NWEA MAP assessment RIT score will be used to determine whether or not students are on track to achieve median grade level or a year of growth in a year of time. ●Progress toward standards mastery as measured by YPP	● Curriculum Maps and Pacing Guides will be provided ● Provide Sample Lesson Objectives and Demonstrations of Learning ● Staff and Leadership will be trained and coached around these initiatives

	Overall AYP (%PP+P+A)	R	Did not meet	<p>Teachers and instructional leaders need an aligned and prioritized curriculum with pacing guide, and training to use and evaluate them</p>	<p>There are gaps and overlaps in the curriculum</p> <p>There is a lack of resources and strategies for using available data to inform practice</p> <p>There is poor fidelity to implementation of new initiatives</p>	<p>Overall Target: PP+P+A+ 88.46%</p>	<ul style="list-style-type: none"> ●NWEA MAP assessment RIT score will be used to determine whether or not students are on track to achieve median grade level or a year of growth in a year of time. ●75% or more students in grades K-5 will reach benchmark on DIBELS on their End of Year benchmark assessment. ●Progress toward standards mastery as measured by YPP. 	<ul style="list-style-type: none"> ● Curriculum Maps and Pacing Guides will be provided, ● Provide Sample Lesson Objectives and Demonstrations of Learning ● Staff and Leadership will be trained and coached around these initiatives
		M	Did not	<p>Teachers and instructional leaders need an aligned and prioritized curriculum with pacing guide, and training to use and evaluate them</p>	<p>There are gaps and overlaps in the curriculum</p> <p>There is a lack of resources and strategies for using available data to inform practice</p> <p>There is poor fidelity to implementation of new initiatives</p>	<p>Overall Target: PP+P+A+ 89.05%</p>	<ul style="list-style-type: none"> ●NWEA MAP assessment RIT score will be used to determine whether or not students are on track to achieve median grade level or a year of growth in a year of time. ●Progress toward standards mastery as measured by YPP. 	<ul style="list-style-type: none"> ● Curriculum Maps and Pacing Guides will be provided ● Provide Sample Lesson Objectives and Demonstrations of Learning ● Staff and Leadership will be trained and coached around these initiatives

	AYP for students on IEPs	R	*numbers too small	Teachers and instructional leaders need an aligned and prioritized curriculum with pacing guide, and training to use and evaluate them with Key Vocabulary Identified for specific instruction	<p>There are gaps and overlaps in the curriculum</p> <p>There is a lack of resources and strategies for using available data to inform practice</p> <p>There is poor fidelity to implementation of new initiatives</p>		<ul style="list-style-type: none"> ●NWEA MAP assessment RIT score will be used to determine whether or not students are on track to achieve median grade level or a year of growth in a year of time. ●75% or more students in grades K-5 will reach benchmark on DIBELS on their End of Year benchmark assessment. ●Progress toward standards mastery as measured by YPP. 	
		M	*numbers too small				<ul style="list-style-type: none"> ●NWEA MAP assessment RIT score will be used to determine whether or not students are on track to achieve median grade level or a year of growth in a year of time. ●Progress toward standards mastery as measured by YPP. 	
	AYP for	R	Did not meet	Teachers and instructional	There are gaps and overlaps in	●Increase the level of LEP	●NWEA MAP assessment RIT	● Curriculum Maps and Pacing Guides will be

	ELLs			<p>leaders need an aligned and prioritized curriculum with pacing guide, and training to use and evaluate them with Key Vocabulary Identified for specific instruction</p>	<p>the curriculum</p> <p>There is a lack of resources and strategies for using available data to inform practice</p> <p>There is poor fidelity to implementation of new initiatives</p>	<p>students scoring partially proficient or above in reading from 70% in 2008 to 88% in 2010 as measured by CSAP.</p>	<p>score will be used to determine whether or not students are on track to achieve median grade level or a year of growth in a year of time.</p> <ul style="list-style-type: none"> ●75% or more students in grades K-5 will reach benchmark on DIBELS on their End of Year benchmark assessment. ●Progress toward standards mastery as measured by YPP. ●Monitor language acquisition of LEP and NEP students using language attainment rubric and CELA standard attainment reporting system of language acquisition each quarter. 	<p>provided</p> <ul style="list-style-type: none"> ● Provide Sample Lesson Objectives and Demonstrations of Learning ● Staff and Leadership will be trained and coached around these initiatives
			M	Did not meet	<p>Teachers and instructional leaders need an aligned and prioritized curriculum with pacing guide, and</p>	<p>There are gaps and overlaps in the curriculum</p> <p>There is a lack of resources and</p>		<ul style="list-style-type: none"> ●NWEA MAP assessment RIT score will be used to determine whether or not students are on track to achieve

			<p>training to use and evaluate them with Key vocabulary identified for specific instruction</p>	<p>strategies for using available data to inform practice</p> <p>There is poor fidelity to implementation of new initiatives</p>		<p>median grade level or a year of growth in a year of time.</p> <ul style="list-style-type: none"> ●Progress toward standards mastery as measured by YPP. 	<p>Learning</p> <ul style="list-style-type: none"> ● Staff and Leadership will be trained and coached around these initiatives
Student Growth	Median Student Growth Percentile	Did not meet 50 th percentile for any subject/grade	<p>Teachers and instructional leaders need an aligned and prioritized curriculum with pacing guide, and training to use and evaluate them with Key vocabulary identified for specific instruction</p>	<p>There are gaps and overlaps in the curriculum</p> <p>There is a lack of resources and strategies for using available data to inform practice</p> <p>There is poor fidelity to implementation of new initiatives</p>	<ul style="list-style-type: none"> ●Increase the CSAP median growth percentile in Reading from 36 in 2008 to 50 in 2010 as measured by the Colorado Growth Model ● Increase the CSAP median growth percentile in Reading from 36 in 2008 to 50 in 2010 as measured by the Colorado Growth Model. ●Increase the CSAP median growth percentile in Writing level from 37 in 2008 to 50 in 2010 as measured by the Colorado 	<p>●NWEA MAP assessment RIT score will be used to determine whether or not students are on track to achieve median grade level or a year of growth in a year of time.</p> <ul style="list-style-type: none"> ●75% or more students in grades K-5 will reach benchmark on DIBELS on their End of Year benchmark assessment. ●Progress toward standards mastery as measured by YPP. 	<ul style="list-style-type: none"> ● Curriculum Maps and Pacing Guides will be provided ● Provide Sample Lesson Objectives and Demonstrations of Learning ● Staff and Leadership will be trained and coached around these initiatives

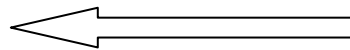
					<p>Growth Model.</p> <ul style="list-style-type: none"> ● Increase the CSAP median growth percentile in Math from 32 in 2008 to 50 in 2010 as measured by the Colorado Growth Model. 		
	<p>% on Track to Catch-Up</p>	<p>In most all areas less than 20% of students were on track to catch-up</p>	<p>Teachers and instructional leaders need an aligned and prioritized curriculum with pacing guide, and training to use and evaluate them with Key vocabulary identified for specific instruction</p>	<p>There are gaps and overlaps in the curriculum</p> <p>There is a lack of resources and strategies for using available data to inform practice</p> <p>There is poor fidelity to implementation of new initiatives</p>	<ul style="list-style-type: none"> ● Increase the percentage of low income student who are on track to “catch up” in Reading from 27.6 in 2008 to 50 in 2010 to meet or exceed the state median growth percentile as measured by the Colorado Growth Model ● Increase the percentage of minority students who are on track to “catch up” in Reading from 27.8 in 2008 to 50 in 2010 to meet or exceed the state median growth 	<ul style="list-style-type: none"> ● NWEA MAP assessment RIT score will be used to determine whether or not students are on track to achieve median grade level or a year of growth in a year of time. ● 75% or more students in grades K-5 will reach benchmark on DIBELS on their End of Year benchmark assessment. ● Progress toward standards mastery as measured by YPP. 	<ul style="list-style-type: none"> ● Curriculum Maps and Pacing Guides will be provided ● Provide Sample Lesson Objectives and Demonstrations of Learning ● Staff and Leadership will be trained and coached around these initiatives

					<p>percentile as measured by the Colorado Growth Model</p> <ul style="list-style-type: none"> ● Increase the percentage of low income students who are on track to “catch up” in Math from 10.5 in 2008 to 50 in 2010 to meet or exceed the state median growth percentile as measured by the Colorado Growth Model ● Increase the percentage of minority students who are on track to “catch up” in Math from 9.8 in 2008 to 50 in 2010 to meet or exceed the state median growth percentile as measured by the Colorado Growth Model 		
	% on Track to Keep-Up	In Reading 50% were on track	Teachers and	There are gaps and overlaps in the curriculum	<ul style="list-style-type: none"> ● The percentage of students on 	<ul style="list-style-type: none"> ● NWEA MAP assessment RIT score will be used 	<ul style="list-style-type: none"> ● Curriculum Maps and Pacing Guides provided ● Provide Sample

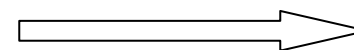
		<p>increasing to 74% in 2009 In Math 29% or less in all grades were on track to keep-up from 2009 scores</p>	<p>instructional leaders need an aligned and prioritized curriculum with pacing guide, and training to use and evaluate them with Key vocabulary identified for specific instruction</p>	<p>There is a lack of resources and strategies for using available data to inform practice</p> <p>There is poor fidelity to implementation of new initiatives</p>	<p>track to keep up will increase each year until reaching 100%.</p>	<p>to determine whether or not students are on track to achieve median grade level or a year of growth in a year of time.</p> <ul style="list-style-type: none"> ●75% or more students in grades K-5 will reach benchmark on DIBELS on their End of Year benchmark assessment. ●Progress toward standards mastery as measured by YPP. 	<p>Lesson Objectives and Demonstrations of Learning</p> <ul style="list-style-type: none"> ● Staff and Leadership will be trained and coached around these initiatives ● Full time project manager will be part of the staff for Summer Academy and 2010/2011 ● Teachers and staff will integrate vocabulary and comprehension strategies using the LMB Performance Learning
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Data Analysis Worksheet (cont.)

Identify problems from current/past performance



Ensure future activities are headed in proper direction



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	Even with low numbers of students from other ethnic groups by grade, in the aggregate there is still a large gap between Hispanic student and Other groups.	Teachers and instructional leaders need an aligned and prioritized curriculum with pacing guide, and training to use and evaluate them with Key vocabulary identified for specific instruction	<p>There are gaps and overlaps in the curriculum.</p> <p>There is a lack of resources and strategies for using available data to inform practice.</p> <p>There is poor fidelity to implementation of new initiatives.</p>	<ul style="list-style-type: none"> ●Decrease the achievement gap in Reading between elementary Hispanic students and other groups as measured on the 2010 CSAP from 16% percent to 6% percent. ●Decrease the achievement gap in Writing between Low Income students and other groups as measured on the 2010 CSAP from 15% percent to 4% percent 	<ul style="list-style-type: none"> ●NWEA MAP assessment RIT score will be used to determine whether or not students are on track to achieve median grade level or a year of growth in a year of time. ●75% or more students in grades K-5 will reach benchmark on DIBELS on their End of Year benchmark assessment. ●Progress toward standards mastery as measured by YPP. 	
Growth Gaps	CSAP	In all grades and content, approximately half or more of all students are making low growth	Teachers and instructional leaders need an aligned and prioritized curriculum with pacing guide,	<p>There are gaps and overlaps in the curriculum</p> <p>There is a lack of resources and</p>	<ul style="list-style-type: none"> ●Decrease the gap in the CSAP Median Student Growth Percentile between male and female students in Writing from 12 	<ul style="list-style-type: none"> ●Goal interim monitoring with benchmark and progress monitoring DIBELS data. ●NWEA MAP 	<ul style="list-style-type: none"> ● Curriculum Maps and Pacing Guides will be provided ● Provide Sample Lesson Objectives and

			and training to use and evaluate them with Key vocabulary identified for specific instruction	strategies for using available data to inform practice There is poor fidelity to implementation of new initiatives	to 4. ●Decrease the gap in the CSAP Median Student Growth Percentile between male and female students in Math from 15 to	assessment RIT score will be used to determine whether or not students are on track to achieve median grade level or a year of growth in a year of time. ●75% or more students in grades K-5 will reach benchmark on DIBELS on their End of Year benchmark assessment. ●Progress toward standards mastery as measured by YPP.	Demonstrations of Learning ● Staff and Leadership will be trained and coached around these initiatives ● Full time project manager will be part of the staff for Summer Academy and 2010/2011 School year ● Teacher and staff will integrate vocabulary and comprehension strategies using the Lindamood-Bell Performance Learning
Post Secondary Readiness	Graduation Rate	N/A					
	Mean ACT	N/A					
	Dropout Rate	N/A					
English Language Development & Attainment	CELA	Steady decreases in students at beginning level and increases in proficient rates 2006-6009 but lower CSAP prof. rates	Teachers and instructional leaders need an aligned and prioritized curriculum with pacing guide, and training to use and evaluate them with Key vocabulary	There are gaps and overlaps in the curriculum There is a lack of resources and strategies for using available data to inform practice	●Increase the level of LEP students scoring partially proficient or above in reading from 70% in 2008 to 88% in 2010 as measured by CSAP.	●NWEA MAP assessment RIT score will be used to determine whether or not students are on track to achieve median grade level or a year of growth in a year of time. ●75% or more	● Curriculum Maps and Pacing Guides will be provided for each discipline highlighting key academic vocabulary highlighted ● Provide Sample Lesson Objectives

			identified for specific instruction	There is poor fidelity to implementation of new initiatives		<p>students in grades K-5 will reach benchmark on DIBELS on their End of Year benchmark assessment.</p> <ul style="list-style-type: none"> ●Progress toward standards mastery as measured by YPP. ●Monitor language acquisition of LEP and NEP students using language attainment rubric and CELA standard attainment reporting system of language acquisition each quarter. 	<p>and Demonstrations of Learning</p> <ul style="list-style-type: none"> ● Staff and Leadership will be trained and coached around these initiatives ● Full time project manager will be part of the staff for Summer Academy and 2010/2011 School year ● Teacher and staff will integrate vocabulary and comprehension strategies using the Lindamood-Bell Performance Learning
Highly Qualified Teachers	HQ data	22/23 are highly qualified	Not a priority at this time				

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: The curriculum will become aligned, prioritized and mapped into the available instructional time in the core academic subjects and teachers will be instructing daily from it.

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
Instruction and coaching on systemic and classroom curriculum alignment	June-Aug 2010 and ongoing in 2010-2011	All Teachers and Leaders	Tiered Intervention Grant	Continuous staff growth on Focal Point Curriculum Alignment Rubric
Embedded school-wide training in vocabulary and comprehension strategies	June-Aug 2010 and ongoing in the 2010-2011	All Teachers and Leaders	Tiered Intervention Grant	80% of certificated staff will reach level 2 proficiency in LMB process and level 3 by end of 2010-2011
Train new staff in utilizing curriculum, maps and DOLs	2012 and ongoing	School Admin Team/Lead Teachers	Curriculum/text/Resources	100% of new staff will have completed required training

Continually monitor implementation and effectiveness of curriculum	2012 and ongoing	School Admin Team/Lead Teachers	Curriculum Mapper, and lesson plan and DOLs	100% of teachers will be successfully utilizing curriculum, maps and DOLs. Student achievement will increase according to goals.
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Major Improvement Strategy #2 Increase the availability of resources and exposure to strategies for using student data to inform instructional practice in the classroom.

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
Curriculum Maps and pacing guides for core academic instructional areas provided to all certificated staff	June 2010-Aug 2010	All certificated instructional staff	Turnaround Grant	Continuous staff growth on Focal Point Curriculum Alignment Rubric monitored quarterly
Train leaders on curriculum alignment	Aug-Dec 2010	District, building and teacher leadership	Turnaround Grant	Continuous staff growth on Focal Point Curriculum Alignment Rubric monitored quarterly
Train teachers on curriculum alignment	Aug-Dec 2010	All instructional staff	Turnaround Grant	Continuous staff growth on Focal Point Curriculum Alignment Rubric monitored quarterly
Train teachers on diagnostic assessment and interpretation	June and Aug 2010	All certificated staff	Turnaround Grant	80% of certificated staff will reach level 2 proficiency in Lindamood-Bell process and level 3 by end of 2010-2011
Provide full time Project Manager to help train and conduct data meetings and training	Summer Academy and School year 2010-2011	All certificated staff	Turnaround Grant	80% of certificated staff will reach level 2 proficiency in Lindamood-Bell process and level 3 by end of 2010-2011
Continue the work with the PLC model embedded into schedule and daily practices	2012 and beyond	School Admin, all instructional staff,	School calendar and local time allocated, necessary funds for any additional out of school time planned	100% of all staff will continue to work in the PLC model, reviewing data, setting goals, and altering instructional practices as evidences by PLC meeting notes

<p>Continue with walkthroughs and new teacher evaluation to ensure that resources are utilized and “best practice” instructional strategies are being consistently implemented.</p>	<p>2012 and beyond</p>	<p>District and school admin</p>	<p>Local admin staff time</p>	<p>Walkthrough and evaluation evidence will show that 100% of teachers are implementing resources and appropriate strategies.</p>
<p>Review resource and materials at the end of each year to assure the current curriculum needs are met, prior to the next school year.</p>	<p>2012 and beyond</p>	<p>Director of Instruction, Instructional Saff & Principal</p>	<p>District monies budgeted as priority needs each year.</p>	<p>By the end of March each year 100% of teachers will report on anticipated needs for the next year. The Building Leadership Team will review the needs, facilitate staff discussion and organize resource needs by the end of April.</p>
<p>Continue to support instructional staff with an instructional coach to sustain “best practices” instructional strategies and sustained application of the interventions and Data Team model in PLCs.</p>	<p>2012 and beyond</p>	<p>District Admin, Principal and Coach</p>	<p>District monies budgeted to support this position.</p>	<p>Coach will meet with 100% of staff during the year, as evidenced by meeting notes.</p>

Major Improvement Strategy #3: Improve implementation practices and support success of initiatives

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
Three day Leadership Academy	Aug-Dec 2010	District/building and teacher leadership	Turnaround grant	Continuous growth on Curriculum Alignment Rubric
Job Embedded Professional Development	Oct 2010-Jan 2011	All staff	Turnaround grant	Continuous growth on Curriculum Alignment Rubric
Summative evaluation of progress and success	2010-2011	Focal Point staff presenting to leadership	Turnaround grant	Formative spot observations and feedback loops coupled with final report to staff
Continue to support instructional staff with an instructional coach to sustain “best practices” instructional strategies and sustained application of the interventions and Data Team model in PLCs.	2012 and beyond	District Admin, Principal and Coach	District monies budgeted to support this position.	Coach will meet with 100% of staff during the year, as evidenced by meeting notes.
The school admin team will continue to meet, learn and work together to support continued success of previous implementation work.	2012 and beyond	District Admin, Principal and Coach	Necessary district monies will be budgeted to support this work	Monthly meeting notes and goals will be reviewed and kept.
The Building Leadership Team (BLT) will continue to meet, plan, review and support all implementation work, resulting school achievement data, and any other necessary business.	2012 and beyond	Principal and BLT	Necessary district monies will be budgeted to support this work	Monthly meeting notes and goals will be reviewed and kept.

<p>The school will continue the use of the new evaluation measure to support quality instructional practices to continue to increase and sustain student achievement.</p>	<p>2012 and beyond</p>	<p>District and Principal</p>	<p>Necessary district monies will be budgeted to support this work</p>	<p>100% of staff will be evaluated using the newly developed evaluation instrument.</p>

Appendix A

District Improvement Plan

District Accreditation- Annual Education Improvement Plan 2009-2010
Signature / Cover Page

District: Center School District 26 JT

District Number: 2810

District Accreditation Status: Accredited, with Letter of Support (using soon-to-be adopted accreditation criteria)

The undersigned attest that the information in the following plan accurately represents the policies and programs that will be implemented by the Center School District as it complies with the Colorado Accreditation Rules and Guidelines and is based on the district's Strategic Plan (adopted fall, 2008) and the priorities collaboratively determined as a result of the district-requested Comprehensive Appraisal of School Improvement (CADI) conducted in May, 2009 through the facilitated roll-out June 1 & 2, 2009 for the purpose of District Improvement of Academic Achievement and the realization of the district's vision and mission.

Board of Education President: Ernie Myers **Board President Signature:** _____

Accountability Chairman: Denise Lobato **Accountability Chair Signature:** _____

Superintendent Name: George Welsh **Superintendent Signature:** _____

Date: June 1, 2009

Our Vision

The Center Schools Community seeks to develop independent, self directed, self motivated, adventurous, risk taking, experiential learners armed with the skills necessary to meet the challenges they will face in the 21st Century.

Our Mission

By 2012 our graduates will...

Self:

- Have a high personal value for life long education.
- Have a personal vision and a strong sense of direction regarding their future.
- Be able to effectively communicate about issues of personal importance with their family members and personal support network members.
- Be able to reflect upon and evaluate their own performance and effort in a meaningful manner for the purpose of personal growth and improvement.
- Have a good sense as to how to balance their work life with their personal life and leisure time in a healthy and positive fashion.

Social/Emotional:

- Be a committed life long learner who is able to adapt to fast-paced change.
- Have a high level of personal confidence because of the abilities they have gained and the skills they have obtained.
- Have college level social skills and the ability to use them both face to face and via the use of technology.
- Be nominally fluent in a minimum of two languages other than English.
- Be an independent, self directed, self motivated, adventurous, risk taking, experiential learner.
- Be skilled at collaboration for the purpose of solving problems and accomplishing tasks.
- Be able to function in the world outside of the San Luis Valley because of actual exposure to real life experiences outside of the San Luis Valley.

Education:

- Be able to effectively communicate with numerous parties in a skillful and articulate fashion both verbally and in writing.
- Have college level academic skills, including being able to read, write and compute numbers at or beyond the 12th grade level and the ability to apply these skills to new problems and real life situations because they have been exposed to such situations.
- Have access to and be able to use up-to-date technology and software in a legal and ethical fashion for the purpose of accessing information, learning, creating, problem-solving and completing useful tasks.
- Be a skilled and creative problem solver.

- Be armed with real world skills for personal use and gaining employment such as; interviewing, building resumes, applying for scholarships, effectively completing job applications, creating a personal support network and being financially literate.

We will do all of this by:

- ✓ Keeping students performing at or above grade level so their continued success in school can expand their value for education.
- ✓ Providing appropriate data based instruction, intervention and assistance to keep students performing at or above grade level.
- ✓ Designing and delivering curriculum in a purposeful manner to where students will be able to make connections regarding their need for knowledge to how it will actually benefit them in the real world.
- ✓ Leading by example and having staff members model that they are willing to grow and change as doing so becomes necessary.
- ✓ Encouraging academic risk taking behavior in the realm of learning and rewarding students for hard work and “thinking outside of the box.”
- ✓ Helping students overcome their fear of failure by helping them to identify their strengths and by supporting them in their learning and improvement efforts at skills at which they currently do not excel.
- ✓ Giving our students the opportunity to discover what it is they are good at and what it is they enjoy doing.

Reviewed/Revised:

October, 2008

Demographics:

Center School District 26 JT is located in the south central part of the state, in the San Luis Valley. The economy in the county is largely agricultural-based. Over the past several years, there has been fluctuation of enrollment between 550-625 students. For the 2008-09 school year, the district had an enrollment of 550 students in grades PK-12. The district has one pre-school, one elementary school serving grades K-5, a middle school serving grades 6-8, and a high school serving grades 9-12. There is an alternative school for academic recovery opportunities. In addition, there is a federal Head-Start program in the community.

The demographics include a Hispanic population of 88%, Anglo of 9% and American Indian of 2%. The district has a free and reduced lunch rate of 86%. There is some mobility of students due to migrant students being in the schools during the planting and harvesting seasons and students moving from one Valley school district to another.

Introduction:

The Center community is extremely proud of its schools and is highly supportive of the district. There is a commitment to provide a good education for Center’s students and a sense of hope for Center students to go to college and “make it” in their lives. The community demonstrates an exceptional effort to maximize use of limited resources, with the Town of Center, Center School District and other local agencies collaborating and sharing to meet the needs of the district, families, and students. Throughout the Valley, the Center School District has been viewed as a leader in the use of technology and is currently transitioning to electronic tools for instruction and laptops for individual student use. A joint effort between the town and district is mobilizing to provide wireless access to students and families.

The district has realized superintendent stability with its long-term superintendent, Mr. George Welsh. Building administrators have changed much more frequently and there is a high teacher turnover rate. Recruitment and retention of highly-qualified administrators, specialists, and teachers is a challenge for the district.

Over the past several years, the district has been making multiple efforts to raise student achievement. During the spring of 2005 the Colorado Department of Education conducted reviews at Haskin Elementary and Skoglund Middle Schools to provide support for academic improvement. The district has responded to many key recommendations since that time, especially in the areas of curriculum, assessment, instruction, building leadership teams, and collaborative professional dialogues. The ARC (Academic Recovery Center) provides students the ability to recover lost credits, flexible learning hours to accommodate work and family schedules, and serves as a way to reduce the high school dropout rate and increase graduation rates. In May, 2009, the district participated in a Comprehensive Appraisal for District Improvement and has included priorities and strategies into its Annual Education Improvement Plan.

The district requested a CADI review in a pro-active effort to address concerns that the Center Schools have demonstrated low academic performance and are continuing to perform lower than most districts in the region. The district has realized some shift the past year with the middle

and high schools commendably achieving growth percentages in Reading, Writing, and Mathematics that exceed the state growth, yet the percentage of students that are proficient and advanced remains in the low category and below the state averages. The elementary school’s growth in academic achievement is low as is the percent of students scoring proficient and advanced on the CSAP. In both the academic achievement area and growth achievement area, the elementary school is below the state averages.

Data Profiles, Analysis and Implications:

Following are several profiles that describe the most recent growth and achievement data and implications of the results as well as serve as a foundation for setting achievement goals for the 2009-2010 Annual Education Improvement Plan:

DIBELS GROWTH, 2008-2009 - Percent of Students at Low Risk and/or Established in Measures for Grade- Level Reading Success

	ISF – Initial Sound Fluency		LNF – Letter Naming Fluency		PSF – Phonemic Segmentation Fluency		NWF – Nonsense Word Fluency		ORF - Oral Reading Fluency		Benchmark	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	BOY	EOY
Kindergarten	63%		63%		Mid – 76%		Mid –73%				36%	67%
Grade 1			46%		Fall - 77%		Fall - 54%		Mid – 26%		53%	60%
Grade 2							Fall - 54%		Fall - 33%		33%	26%
Grade 3									Fall – 37%		37%	39%
Grade 4									Fall – 39%		39%	32%

Grade 5								Fall – 51%	56%	61%
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* Disaggregating data by each sub-test for fall, winter, and spring is not a common practice. Without specific analysis it is difficult for classrooms to target needs for supplementary instruction to bring students to **Established** at the end of the year and strengthening the percent of students being at **Benchmark** at the end of the year. Too, without consistent progress monitoring, it is difficult to determine the effectiveness of regular, supplementary, and intensive instruction.

	2006-07		2007-08		2008-09	
AT BENCHMARK	BOY	EOY	BOY	EOY	BOY	EOY
Kindergarten	23%	49%	28%	63%	36%	67%
Grade 1	53%	57%	58%	43%	53%	60%
Grade 2	49%	57%	58%	43%	33%	26%
Grade 3	42%	42%	37%	41%	37%	39%
Grade 4	46%	46%	35%	36%	39%	32%
Grade 5	46%	55%	40%	75%	56%	61%

- 3 out of 6 classes had minimal growth or fewer students at benchmark at the end of the year than at the beginning the past two years.
- Kindergarten and fifth grade showed growth each year.
- An implication may be that many students are not securing foundational reading skills at each grade level.

PERCENT OF STUDENTS MEETING STATE AYP ACHIEVEMENT CRITERIA:

Haskin Elementary School went off of School Improvement for 2008-09. Skoglund Middle School has been off of School Improvement the past two years. Center School District 26JT is on Corrective Action, year 3.

	2007	2008	Hispanic	LEP	Econ.Dis.	2007	2008	Hispanic	LEP	Econ.Dis.
	READING					MATH				
State Target	82.69%	88.46%				83.64%	89.09%			
Elementary	90.82%	86.66%*	No	No	No	90.79%	79.95%*	No	No	No
State Target	80.21%	86.81%				75.20%	79.75%			
Middle School	86.66%	88.29%				69.63%*	84.03%			
State Target	84.74%	89.83%				60.25%	73.5%			
High School	93.56%	95.85%				54.76%*	57.62%*	No	No	No

Yearly Progress (AYP) criteria increased for the 2008 school year, resulting in the elementary school not achieving the required targets in both reading and math. In math, the middle school reached the higher 2008 target after having not reached the lower target in 2007. The high school has not reached the required targets in math for the past two years, but is accelerating student growth in this area.

- At the elementary level, there is an achievement gap for Hispanic, Limited English Proficient, and Economically Disadvantaged students in both reading and math. At the high school level, there is an achievement gap for these targeted populations in math.

MEDIAN GROWTH PERCENTILES: * Exceeds the state growth average

	2007	2008	2007	2008	2007	2008
	READING		WRITING		MATH	
Elementary	37.5	36	41	37	42	32
Middle School	63*	52*	60*	72*	57*	64*

High Schools	63*	62.5*	60*	70*	63*	53*
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- The elementary school’s growth rate dropped from 2007 in reading, writing, and math. This implies that over time, students will be less able to reach proficient levels of academic performance as they move through the system.

PERCENT ON TRACK TO CATCH UP: * Fewer students on track to catch up to grade-level achievement performance.

	2007	2008	2007	2008	2007	2008
	READING		WRITING		MATH	
Elementary	27.3	12.2*	28.6	18.9*	29	4.5*
Middle School	41.4	32.7*	34.1	32.8*	16.5	22.4
High Schools	22.4	36.6	4.4	23	0	4.5
District-Low Income	31	27.6*	22.8	23.5	12.6	10.5*
District-Minority	30.8	27.8*	22.1	23.8	12.0	9.8*

- The high school is making notable progress in moving more low-performing students toward proficient academic performance.
- At the elementary and middle schools, fewer low-performing students are moving toward becoming proficient at their grade level since 2007 in reading and writing, and at the elementary level in math.
- Fewer low income and minority students are “catching up” in reading and mathematics.
- The longer these students are in school without pronounced acceleration in learning, the further behind in school they will become.

PERCENT ON TRACK TO KEEP UP: * More students on track to keep up with expected grade-level achievement.

	2007	2008	2007	2008	2007	2008
	READING		WRITING		MATH	
Elementary	56.3	65.7*	58.8	52.2	27	25
Middle School	65.1	68.6*	60.6	65.4*	38.9	47.1*
High Schools	69.6	94.6*	64.7	64.7	30.8	25
District-Low Income	60	72.8*	65.1	56.9*	22.9	29.4
District-Minority	60.5	74.7*	63.5	56.1	24.1	26.4*

The percent of students who are on track to keep their status as proficient and advanced learners in reading has increased in each school and by targeted populations. This is encouraging in that to raise overall academic achievement, it is important that students continue to progress to higher levels of learning every year they are in school. The middle school has increased the percent of students that are staying on track in writing and math as well. There is a slight increase in the percent of minority students “keeping up” in math.

- The percent of students who are on track to keep their

KEY FINDINGS OF 2007 and 2008 CSAP RESULTS INCLUDE:

- In grades 3 and 4 reading, there was a drop in the percent of proficient and advanced students from 2007 to 2008.

- In grades 3, 4, 6, and 10 writing, there was a drop in the percent of proficient and advanced students from 2007 to 2008.
- In grades 3, 4, 5, 8, and 10 math, there was a drop in the percent of proficient and advanced students from 2007 to 2008.
- The percent of proficient and advanced students in all three content areas varies from year to year.
- In all three content areas, the percent of proficient and advanced students is considerably lower than the state average.
- Across the district and content areas, a greater percent of Hispanic students, English language learners, students on Individual Educational Plans (ILPs), and Free/Reduced Lunch students are performing at the unsatisfactory level.
- The achievement gap between minority students and other groups is at or above 10% in reading and writing.

Cohort Groups:

- The grade 3 (2007) to grade 4 (2008) cohort group had a drop in the percent of proficient and advanced students in reading.
- The following cohort groups had a drop in the percent of proficient and advanced students in writing: grade 3 (2007) to grade 4 (2008); grade 5 (2007) to grade 6-slight drop (2008); and grade 7 (2007) to grade 8 (2008).
- Math had the most number of cohort groups who had less percent of proficient and advanced students from one year to the next:

grade 3 to grade 4	grade 4 to grade 5	grade 6 to grade 7	grade 8 to grade 9	grade 9 to grade 10
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Key implications include:

- To realize consistent growth from one grade level to another, and by cohort groups, there must be consistency, alignment, and coherence in the curricula, use of instructional resources, and instructional practices.
- Academic growth of all students must be accelerated, with the growth trajectory steepened, if Center schools are to reach and exceed the state performance averages.
- Special attention must be made to aggressively close the achievement gap of key sub-group populations in the district.

SMART Goals for Early Literacy Development:

- 100% of elementary classroom teachers will administer DIBELS and analyze the data at fall, winter, and spring benchmarks during the 2009-2010 school year.
- 100% of elementary students that are at risk for not reaching benchmark will receive supplementary and intervention instruction and will be progress monitored on a weekly basis, using DIBELS and other inventories during the 2009-2010 school year.
- 75% or more students will reach benchmark on DIBELS on their End of Year benchmark assessment.

SMART Goals for Increasing Growth:

1. Increase the CSAP **median growth percentile** in **Reading** at each school level as measured by the Colorado Growth Model:

	2008	2010
Elementary	36	50
Middle School	52	60
High School	62	66

2. Increase the Center School District **median growth percentile** in **Writing** at the elementary school level from **37** in 2008 to **50** in 2010 as measured by the Colorado Growth Model.

3. Maintain or exceed the Center School District CSAP **median growth percentile** in **Writing** at the middle school level at **72** as measured by the Colorado Growth Model.

4. Maintain or exceed the Center School District CSAP **median growth percentile** in **Writing** at the high school level at **70** as measured by the Colorado Growth Model.

5. Increase the Center School District CSAP **median growth percentile** in **Math** at each school level as measured by the Colorado Growth Model:

	2008	2010
Elementary	32	50
Middle School	64	68
High School	53	60

SMART Goals for Reducing Learning Gaps:

1. Decrease the achievement **gap** in **Reading** between **elementary Hispanic** students and other groups as measured on the 2010 CSAP from 16% percent to 6% percent.

2. Decrease the achievement **gap** in **Math** between **high school Hispanic** students and other groups as measured on the 2010 CSAP from 26% percent to 10% percent.

3. Decrease the achievement **gap** in **Writing** between **Low Income** students and other groups as measured on the 2010 CSAP from 15% percent to 4% percent.

4. Increase the **percentage** of low income and minority students who are on track to “catch up” in **Reading** and **Math** to meet or exceed the state median growth percentile as measured by the Colorado Growth Model.

	Read	2008	2010		Math	2008	2010
Low Income		27.6	50.0			10.5	50.0
Minority		27.8	50.0			9.8	50.0

5. Decrease the **gap** in the CSAP Median Student Growth Percentile between **male** and **female** students at the elementary school level in:

Writing	2008	2010		Math	2008	2010
	12	4			15	5

Post-Secondary Readiness SMART Goals:

1. Increase Center School District's **graduation rate** for:

	2007	2010
LEP students	69.2%	80%
Economically Disadvantaged Students	80%	90%
Migrant Students	60%	80%

2. Increase the high schools' **ACT** scores in:

	2008	2010
Composite	16.5	17.5
English	13.5	15.5
Math	18.4	19.4

3. Increase successful completion of post-secondary options courses with a grade of "C" or better from 82% in 2009 to 90% in 2010.

Action Plan for Standard 1

The district has established clear goals that support improving student achievement.

Vision	The plan includes the district’s compelling vision and mission that are referenced and drive improvement efforts and are owned by all stakeholders.
Data	District plan articulates a systematic process for conducting an analysis of longitudinal data that identifies strengths and gaps for all students and subgroups and guides professional development.
Goals	District plan includes SMART goals for status and growth of all students (including Subgroups), and closing achievement gaps for identified populations based on data analysis.
Monitoring	The district plan has been developed that is built on data analysis. Progress is monitored frequently and the plan is adjusted, as needed.

Actions / Strategies / Interventions	Timeline	Resources/Estimated Costs	Person(s) Responsible	Evaluation Methods and Indicator
<p>Vision: The district reviewed and revised its vision and mission in the fall of 2008 through a collaborative process that included parents, staff, the school board and accountability committees.</p> <p>The vision and mission are the anchors for the district’s strategic plan and accompanying action steps.</p> <p>Data: Expand administrator and teacher training in the analysis of disaggregated achievement data by cohort groups in the areas of reading, writing, and math to inform program and instructional decisions and guide professional development priorities.</p>	<p>Review/revise in fall 2010.</p> <p>Fall, 2009</p> <p>Winter, 2010</p>	<p>District & Building Leadership Teams</p> <p>Accountability Committees</p> <p>On-site Training by consultant - \$4,500</p> <p>Implementation and follow-up through PLCs for reinforcement of training and Stiggins’ training initiated in 2008-09.</p>	<p>School Board and Superintendent</p> <p>Director of Instruction</p> <p>Director of Instruction</p> <p>Principals and Building Leadership Teams</p>	<p>Agendas and minutes of Leadership Team, Accountability Committees.</p> <p>Board action reflected in minutes.</p> <p>Data Profiles, Analysis of Findings, Action Recommendations completed and reviewed:</p> <ul style="list-style-type: none"> - November, 2009 - February, 2010

<p>Goals: Refer to identified achievement and growth targets cited above.</p> <p>Monitoring: Quarterly progress monitoring toward achievement of goals to determine adjustments in strategies and practices needed to realize goals by spring, 2010 in the content areas of reading, writing, and math.</p>	<p>2008-2010</p> <p>July 14, 2009</p> <p>Fall, 2009</p> <p>October, 2009</p> <p>2nd Quarter, 2010</p> <p>February, 2010</p> <p>May, 2010</p>	<p>Targets identified through analysis of the 2008 Accreditation Report and 2009 CADI Report data, and goals determined by the District Leadership Team.</p> <p>Analysis of spring 2009 CSAP data at on-site training by staff.</p> <p>Scoring of grades 3-12 writing sample by PLC teams using CSAP rubric.</p> <p>Analysis of fall and winter DIBELS and NWEA data by PLC teams.</p> <p>Scoring of grades 3-12 writing sample by PLC teams using CSAP rubric.</p> <p>Analysis of spring DIBELS and NWEA data by PLC teams.</p>	<p>(BLTs)</p> <p>District Leadership Team (DLT)</p> <p>Director of Instruction</p> <p>Building Principals & Interventionists</p> <p>Principals & BLTs</p>	<p>Adoption of goals for District Improvement Plan by Board of Education. (agenda, minutes)</p> <p>Data Profiles, Analysis Findings, Action Recommendations completed. Benchmarks set for progress monitoring.</p> <p>Individual teacher SMART Goals for their class(es).</p> <p>Data Profiles, Analysis of Findings, Action Recommendations completed.</p> <p style="text-align: center;">↓</p>
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Action Plan for Standard 2

The district has established and maintains a standards-based and aligned curriculum.

Students	The plan documents that the curriculum is research-based and clearly aligned to adopted standards and assessment frameworks.
Review	The plan includes a timeline for systematic review and revision of curriculum. The review and revision process is clearly tied to student achievement.
Resources	The plan documents consistent practices for offering adequate time, materials and support for instruction. Resource allocations are based on student achievement data.
Monitoring	The plan describes how the district consistently monitors fidelity of curriculum implementation, provides support and holds schools accountable.

Actions / Strategies / Interventions	Timeline	Resources/Estimated Costs	Person(s) Responsible	Evaluation Methods and Indicators
<p>Students: Ensure completed K-12 Power Standards are aligned horizontally and vertically in each content area for a according to the following assurances:</p> <ul style="list-style-type: none"> ▪ Aligned with state standards and assessment frameworks; ▪ Rigorous and sustain high expectations for each grade level; ▪ Eliminate overlaps and gaps; ▪ Using a common template, are written in concise, clear, understandable language. 	August-October 30, 2009	<p>Pre-service training and Biweekly PLC time on Wednesdays</p> <ul style="list-style-type: none"> -Colorado Standards & Grade Level Expectations -Assessment Frameworks -CSAP Item Maps -Alpine Achievement Data -CEDAR Profiles -ACT Data and Learning Target Profiles 	<p>On-site trainer Director of Instruction DLT and BLTs</p> <p style="text-align: center;">↓</p>	<p>K-12 document reviewed by District Leadership Team - November, 2009</p> <p>Adopted by Board of Education - December, 2009</p> <p>Power Standards posted for all to see.</p> <p>Full implementation by January, 2010 as evidenced by review of weekly lesson plans and walkthrough protocol by Principals.</p>

<p>Determination of grade-level proficiency indicators for Reading, Writing, and Mathematics Power Standards that are horizontally and vertically aligned to support rigor, high expectations, and reduce “quality drift”.</p> <p>Review: Annually evaluate Power Standards based on student achievement outcomes, using CSAP, NWEA, and other district-determined assessment results.</p> <p>Resources: The core instructional block for elementary literacy (reading and writing) and for math will be 90 minutes per day, with intervention time provided in addition for 30 minutes per day for targeted low-performing students and language development for identified NEP/LEP students.</p> <p>All middle and high school students will have daily core instruction of 100 minutes in literacy and 50 minutes in math. Targeted low-performing students will have an additional 200 minutes per week for intervention. Identified NEP/LEP students will have an additional daily period of language development.</p> <p>Consensus reached on core instructional materials and programs that are to be used to support delivery of Power Standards for consistency, coherence, and fidelity in reading,</p>	<p>January-May, 2010</p> <p>Fall, 2010</p> <p>2009-2010 school year</p> <p>November, 2009</p>	<p>Examples of proficiency descriptions from high performing districts and schools.</p> <p>Exemplars and rubrics from high performing districts and schools.</p> <p>CSAP Item Maps Alpine Achievement Data-CSAP and NWEA CEDAR Profiles</p> <p>Adopted school calendar</p> <p>School master schedules</p> <p>Class sizes of: Elementary-15 or less Middle School-25 or less High School- 25 or less</p> <p>Interventionists at elementary and middle/high schools paid for through consolidated federal programs funding.</p> <p>ESL teachers at elementary and middle/high schools paid for through consolidated federal programs funding.</p> <p>Adopted core materials and identification of core academic language.</p>	<p>Director of Instruction</p> <p>BLTs and PLC teams</p> <p style="text-align: center;">↓</p> <p>Director of Instruction</p> <p>DLT and BLTs</p> <p>Supt. and Board</p> <p>Principals</p> <p>Board/Supt. and Principals</p> <p>Superintendent & Principals</p> <p style="text-align: center;">↓</p>	<p>Written proficiency descriptions for each grade level.</p> <p>Portfolio collection of various performance exemplars and rubrics for each grade level.</p> <p>Agendas and minutes of DLT and BLTs meetings.</p> <p>Updated K-12 Power Standard document distributed to all administrators and staff.</p> <p>Instructional time exceeds state requirements.</p> <p>Analysis of student population trends.</p> <p>Documented by weekly Walkthroughs conducted by principals.</p> <p>Master schedules and observation by weekly Walkthroughs.</p> <p>Document outlining core instructional materials</p>
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<p>writing, and math.</p> <p>Monitoring: All instructional staff are expected to use the adopted curriculum and core instructional materials and programs in reading, writing, and math.</p>	<p>August-September, 2009</p> <p>November, 2009 – May, 2010</p>	<p>Training of new teachers & Peer Coaching</p> <p>PLC bi-weekly meetings</p>	<p>DLT, BLTs, Superintendent, Director of Instruction, Principals</p> <p>Director of Instruction</p> <p>Principals</p> <p>DLT & BLTs</p>	<p>that are to be used for reading, writing, and math.</p> <p>Agendas and minutes of PLC meetings.</p> <p>Summary data of weekly Walkthroughs reported to DLT and BLTs.</p>
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Action Plan for Standard 3

The district has developed a program of instruction that meets the needs of all students.

Instruction & Assessment	District plan has a systematic, research-based comprehensive assessment program to monitor effectiveness of instructional program.
Training	District requires staff to participate in quality job-embedded, ongoing professional development based on identified needs. Professional development is tied to district mission, vision, and goals.
Interventions	The plan specifies a process for aligning interventions with the individual needs of under performing and gifted students.
Monitoring	District plan details how the district will consistently monitor and support schools to ensure assessments drive instructional changes on an ongoing basis. Plan describes how the district, school, and staff members are held accountable.

Actions / Strategies / Interventions	Timeline	Resources/Estimated Costs	Person(s) Responsible	Evaluation Methods and Indicators
<p>Instruction & Assessment: Develop a clear, comprehensive assessment plan that articulates key summative and formative assessments, their purpose, the administration windows, and training to ensure fidelity in their administration and validity of results. (CSAP, NWEA, DIBELS, Writing Samples, Benchmark Assessments, CELA).</p> <p>All staff measure student progress toward achievement of the Power Standards using common formative assessments (Benchmarks) that have been selected/developed by content area teams for each grade level.</p> <p>All staff make high-quality instructional decisions based on analysis of a body of evidence (variety of assessment data) by PLC and Data Teams and portrayed through Data Walls, Data Graphics.</p>	<p>August 15, 2009</p> <p>– May, 2010</p> <p>School year, 2009-2010</p> <p>Monthly, August-May</p>	<p>Administration training tools and PD in quality assessment practices.</p> <p>Qualified trainer in each assessment</p> <p>Portfolio of examples from which to select/develop Center’s formative assessments that are aligned to Power Standards.</p> <p>Stipends for content teams to develop proficiency level descriptors and gather exemplars at a cost of \$200/ 7.5 hours engaged.</p> <p>Standards-based progress monitoring tools to track student</p>	<p>Director of Instruction</p> <p>Director of Instruction</p> <p>DLT, BLTs</p> <p>Principals</p> <p>Individual teachers</p>	<p>District Assessment Plan is completed, distributed to all staff, and fully implemented.</p> <p>Portfolio of approved common assessments for each grade level and content area.</p> <p>Progress monitoring records that identify student progress toward proficient and advanced performance on the Power</p>

<p>Training: In selection and use of appropriate common formative assessments, establishing benchmark goals, and monitoring student progress to make instructional decisions and adjustments.</p> <p>All administrators and teachers will be proficient in applying the Standards-Based Teaching and Learning Cycle to their instructional planning and implementation.</p> <p>With the overall intent to raise student achievement and demonstrate rigor and high expectations for both students and staff, professional development will focus on prioritized, research-based instructional practices:</p> <ul style="list-style-type: none"> ▪ new staff will be trained in the practices, ▪ additional professional development and support will be provided for staff previously trained, ▪ monitoring, coaching, and support will be provided to ensure fidelity and accountability of implementation by all instructional staff. <p>Prioritized practices to be in all teachers' "tool box":</p> <ul style="list-style-type: none"> ▪ Three results-based, best practices from McRel & Marzano's Classroom Instruction that Works, determined by DLT. ▪ Kagan Cooperative Learning strategies ▪ Differentiation and Higher-Order Thinking ▪ Math Solutions (K-5) <p>Interventions: Develop/design a pyramid of intervention to portray selected interventions for Tiers I, II, and III for reading and</p>	<p>November, 2009 – May, 2010</p> <p>March, 2010</p> <p>August-Sept. 2009-2010 school year</p> <p>May, 2010</p>	<p>progress.</p> <p>Formative Assessment Grant, CDE with funded amount to be determined.</p> <p>Consultant – PD \$4,500</p> <p>PLC Book Studies and Dialogue</p> <p>Consultants and Trainers in each of the targeted professional development priorities. \$7,500</p> <p>In-house Trainer of Trainers</p> <p>Cognitive Coaching</p> <p>Pre-service PD</p> <p>Early Release PLC – scheduled once per month</p> <p>Roster of each school's</p>	<p>Director of Instruction</p> <p>Principals</p> <p>Director of Instruction</p> <p>Principals</p> <p>Director of Instruction</p> <p>Principals</p> <p>DLT, BLTs</p> 	<p>Standards.</p> <p>Common assessments are administered, graded, and analyzed to identify instructional gaps.</p> <p>Classroom SMART goals developed to meet gaps in proficiency of Power Standards.</p> <p>Portfolio of common formative assessments for reading, writing, and math piloted.</p> <p>Self-assessment Pre/Post results, Colorado source.</p> <p>Analysis of administrator Walkthrough data that 100% teachers are employing prioritized best practices as appropriate 75% of the time.</p> <p>Review of daily/weekly lesson plans.</p>
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<p>math at each school level.</p> <p>Develop/design the RtI process and protocols for determining supplementary and intervention support for low-performing and advanced (G/T) students. Include guidance to support:</p> <ul style="list-style-type: none"> ▪ Emphasis on first best instruction in classroom ▪ Assessment tools and timeline for monitoring progress ▪ Communication between classroom teacher and intervention provider <p>Establish RtI teams at each school to implement the RtI process for the purpose of data-driven decision-making to determine student placement for intervention support and alignment of intervention with identified student need(s).</p> <p>Monitoring: Quarterly progress monitoring toward achievement of goals to determine adjustments in strategies and practices needed to realize goals by spring, 2010 in the content areas of reading, writing, and math.</p>	<p>October, 2009</p> <p>November, 2009</p> <p>Implement November, 2009 – May, 2010</p> <p>Fall, 2009</p> <p>October, 2009</p> <p>2nd Quarter, 2010</p> <p>February, 2010</p> <p>May, 2010</p>	<p>interventions and description of focus, targeted population, use.</p> <p>Interventionists (Title I)</p> <p>Training and sample models from BOCES</p> <p>Analysis of spring 2009 CSAP data at on-site training by staff.</p> <p>Scoring of grades 3-12 writing sample by PLC teams using CSAP rubric.</p> <p>Analysis of fall and winter DIBELS and NWEA data by PLC teams.</p> <p>Scoring of grades 3-12 writing sample by PLC teams using CSAP rubric.</p> <p>Analysis of spring DIBELS and NWEA data by PLC teams.</p>	<p>Interventionists</p> <p>BOCES</p> <p>ELL Teachers</p> <p>Principals</p> <p>Superintendent, Director of Instruction</p> <p>Building Principals & Interventionists</p> <p>Principals & BLTs</p> <p>Superintendent and DLT.</p>	<p>Pyramid of intervention document is adopted, distributed to all, and implemented.</p> <p>Agendas and minutes of weekly RtI meetings at each school.</p> <p>Data analysis of progress monitoring to determine effectiveness of intervention.</p> <p>Profiles of students/intervention that show actual growth.</p> <p>Data Profiles, Analysis of Findings, Action Recommendations completed for reaching quarterly benchmarks.</p> <p>Individual teacher SMART Goals for their class(es) and targeted instructional</p>
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				<p>strategies and supplementary support.</p> <p>Compilation of Walkthrough data for instructional trends, with accompanying strategies for improvement in classroom practices and celebrations for successes.</p>
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Action Plan for Standard 4

The district promotes post-secondary readiness.

Post-Secondary	The district plan has SMART goals, strategies and resources that promote student participation in post-secondary/advanced courses. Data is used to ensure that all students (including subgroups) are represented.
ACT	The plan documents SMART goals, strategies and resources to improve student ACT performance.
Graduation	The district plan has SMART goals to improve graduation and attendance rates for students. There is a clear and ongoing process for identifying students early that are at risk of not graduating based on attendance, behavior, course completion and other data. Meaningful supports are documented.
Monitoring	The plan details how the district monitors progress annually on goals, provides support and holds schools accountable.

Actions / Strategies / Interventions	Timeline	Resources/Est. Costs	Person(s) Responsible	Evaluation Methods and Indicators
<p>Post-Secondary: Individual planning each year for 8th-12th grade students to develop and monitor progress of HS course pathways, using career inventories, career exploration tools and ACT career profiles.</p> <p>Administration of ACCUPLACER to all students at the end of the 10th grade to assess readiness for post-secondary opportunities and provide remediation for those not ready.</p> <p>Provide an adult advisor to high school students who are enrolled in Adams State and Trinidad Community Colleges post-secondary options and college correspondence courses to supervise their progress and support their completion of work to gain college credits.</p>	<p>April, 2009</p> <p>May, 2010</p> <p>August, 2010</p> <p>Each semester, 2009-2010</p>	<p>Career Inventories and Career Planning tools \$500</p> <p>Partnership with Adams State College</p> <p>Tuition costs for eligible courses taken at Adams State and Trinidad Community Colleges for students. \$8,000</p>	<p>MS/HS Counselor</p> <p>MS/HS Counselor</p> <p>MS/HS Counselor</p> <p>MS/HS Principal</p>	<p>Individual Career Planning Portfolio completed for each student, with corresponding enrollment in classes.</p> <p>Increased enrollment of students in post-secondary courses for 2010-2011 school year, as reflected through a demographic profile comparing 2009-2010.</p> <p>Profile of students enrolled by course each semester @ tracking matrix to monitor progress and goal</p>

<p>ACT: Determine ACT Power Standards and align with district Language Arts and Math Power Standards to ensure essential learning targets continue in grades 11 and 12.</p> <p>All students enrolled in full continuum of core academic courses grades 9-12.</p> <p>Strategic development of higher-order thinking skills through higher-level questioning and constructed response test questions in all academic classes.</p> <p>Review of ACT assessment data with individual students for academic and career-path goal-setting for 12th grade.</p> <p>Graduation: Academic advisors for each grade, 7-12 to monitor student attendance and performance; to act as a bridge between</p>	<p>August-October, 2009</p> <p>August, 2009</p> <p>2009-2010 school year</p> <p>September, 2009 and May, 2010</p> <p>August-May,</p>	<p>Salary for MS/HS Counselor</p> <p>Analysis of ACT data and expected learning targets that are assessed on ACT.</p> <p>Pre-service training and Biweekly PLC time on Wednesdays</p> <p>-Colorado Standards & Grade Level Expectations -Assessment Frameworks -CSAP Item Maps -Alpine Achievement Data -CEDAR Profiles -ACT Data and Learning Target Profiles</p> <p>Individual ACT reports and planning documents.</p> <p>Federal Program Funds to pay</p>	<p>Director of Instruction</p> <p>Secondary Content Teams</p> <p>MS/HS Principals</p> <p>MS/HS BLT</p> <p>MS/HS Counselor & Principals</p> <p>MS/HS BLT</p> <p>MS/HS Counselor and Principals</p>	<p>setting.</p> <p>Adopted Power Standards are extended to include key essential learnings (Power Standards) for grades 11 and 12 and used for instructional planning as evidenced by evaluation of lesson plans.</p> <p>Matrix of enrollment profiles of core classes- HS</p> <p>Analysis of Walkthrough observation data for trends in application of higher-order thinking skills, based on Bloom's continuum.</p> <p>Scoring of constructed responses questions using a 4 point rubric, analysis of results and trends.</p> <p>Individual student conference records and goals.</p>
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<p>students and teachers; and to conduct regular home visits to enlist the support of parents in ensuring student success.</p> <p>Alternative delivery methods (e.g. on-line), multiple pathways towards graduation, and the Academic Recovery Center (ARC) to retain students in school and continue progress toward graduation.</p> <p>Monitoring: Quarterly monitoring of implementation status to determine effectiveness, consider adjustments to student rosters, provide additional support to realize full implementation of each strategy through updates by key personnel and review of data/portfolio documents.</p>	2009-2010	stipends for teacher advisors. \$6,000	MS/HS Counselor and Principals	<p>Reduced drop-out rate, improved attendance, and grades by identified at-risk students.</p> <p>Reduced drop-out rate and increased graduation rate as compared to 2009.</p> <p>Status report to Board of Education as reflected in Agendas and minutes following monitoring meeting.</p>
	August-May, 2009-2010	General funds for staffing at ACR and access to on-line courses. Federal funds for vocational courses. \$100,000	Superintendent	
	3 rd Wednesday in: September, 09 November, 09 February, '10 April, '10	Release time for identified staff or stipends for after-school work. Federal funds. \$11,000	DLT	

Action Plan for Standard 5

The district maintains positive student, family, and community support including accountability committees.

Communication	The plan provides details how the district supports two-way, meaningful communication about school activities and its performance consistently, in home languages and through a variety of sources.
Family Activities	The plan provides details about the district actively engaging families through numerous outreach activities and providing ways for families to partner in students' learning.
Partnerships	The plan provides details about the district having multiple partnerships, including district and school accountability committees, with and beyond the district, to enrich student opportunities. The plan describes how stakeholders have multiple ways to influence policy and accountability.

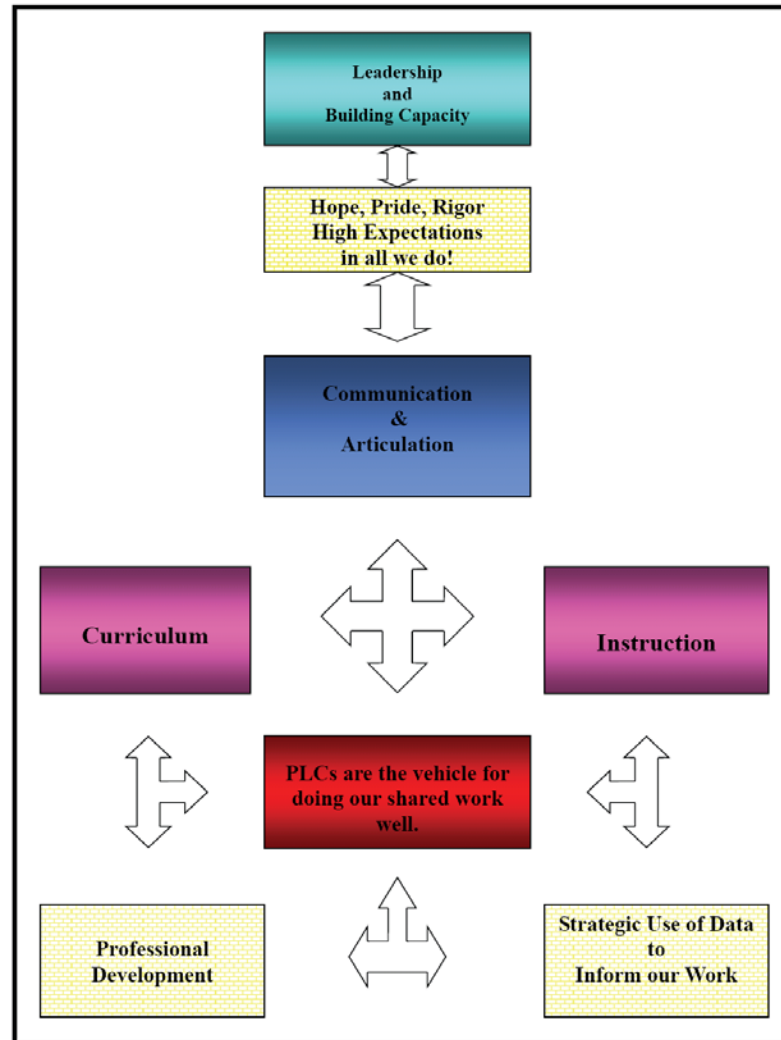
Actions / Strategies / Interventions	Timeline	Resources/Est. Costs	Person(s) Responsible	Evaluation Methods and Indicators
<p>Communication: Create district-wide norms for purposeful communication among staff, with families and students about:</p> <ul style="list-style-type: none"> - Posting of year-long Power Standards K-12 - Achievement data and academic goals - Expectations for Rigor and Higher Achievement - Behavior and academic expectations - Communication expectations with parents/families - Utilization of various means of communication to be effective and match to needs/purposes <p>Hire support staff in each building that have effective Spanish language skills, including the positions of Receptionist, Secretary, and Resource Behavior Specialist.</p> <p>Consistent parent/home communications in both Spanish and English by purchasing translation services from qualified English to Spanish translators.</p> <p>Maintain the staffing of an At-Risk Student Behavior Specialist who can be free to contact parents at home or at work as needed to communicate regarding their child’s needs at school.</p> <p>Parents and community members will have access to Center Schools’ technology instruction classes by Center Schools’ staff.</p> <p>Purchase, implement, and train parents in the use of Infinite Campus’s Parent Web Portal for the purpose of parents to contact</p>	<p>November, 2009</p> <p>Implement all year</p> <p>August, 2009</p> <p>Year-round, as needed</p> <p>2009-2010 school year</p> <p>Fall and Spring semesters</p>	<p>Models and examples from exemplary parent/home communications (CDE)</p> <p>No special resources needed.</p> <p>ELPA Improved Instruction funds for translations \$5,000</p> <p>General funds and Grant funding \$16,000</p> <p>Title I Parent Involvement funds to pay for instructors For adult technology \$6,000</p>	<p>Superintendent</p> <p>BLTs and DLT</p> <p>Superintendent</p> <p>Principals</p> <p>Building Secretaries</p> <p>Superintendent</p> <p>Board of Education</p> <p>Superintendent</p> <p>Technology Dir.</p>	<p>Adoption of communication plan and norms by Accountability Committee and Board of Education</p> <p>Qualified Spanish-speaking personnel in each office and building for communications with non-English speaking parents and the general public.</p> <p>All communications are translated by a qualified Spanish translator.</p> <p>Log of contacts and resulting actions.</p> <p>Increase in attendance, academic performance and reduction of disciplinary actions for each referred at-risk student.</p> <p>A minimum of 20 people have attended at least 8 technology instruction sessions, earning a reconditioned laptop computer for having successfully completed the</p>

<p>classroom teachers, and monitor the academic, behavior, and attendance performance of their student(s).</p> <p>Family Activities: Quarterly family nights to provide parents skills in helping their child at-home, including Homework help, Family Math, Family Geography, and Literacy.</p> <p>Parenting classes to parents, guardians using Jim Fay’s Discipline with Love and Logic training materials.</p> <p>Partnerships: Partner with Town of Center and Saguache County to bring wireless services to the community through Century Tel.</p> <p>Offer adult technology classes to community members free of charge and provide participants with technology devices on which to practice learned skills.</p> <p>Partner with community members and businesses who participate in the district’s vocational education programs as mentors, take on apprentices and work-study students for the purpose of helping them learn post-secondary readiness skills and explore career pathways.</p> <p>Establish and maintain effective building and district Accountability Committees that participate in the process of advising the school board regarding policy items and the review of student performance data for the purpose of making</p>	January, 2010	General fund \$2,000	Superintendent	coursework.
	September, November, February, April	Title I Parent Involvement funds to pay for supplies, hospitality and child care. \$3,000	Technology Director	25% parents using the service during 2009-2010 school year and 75% using by the end of 2010-2011 school year.
	Mid-October for a total of 4 sessions.	Saguache County TANF funding and Title I parent involvement funds.	At-Risk Counselor and Principals	Participation records
		Parent training handbooks Incentives for parents to attend.	At-Risk Counselor	Submitted parent logs of activities used at home following session.
	January, 2010	Title IID \$8,000-equipment Secure Rural Schools funding for access to wireless connectivity \$15,000	Superintendent	10 parents earn the completion certificate.
	Fall and Spring semesters	Refurbished laptop computers formerly used by students or staff.	Board of Education	Contract completed with wireless service provider and multi-agencies.
	August 2009-May 2010	Title I parent involvement funds	Superintendent	20 adults satisfactorily complete coursework.
		Vocational funds	Director of Technology	
	Community partners	Vocational Director, Vocational Advisory Committees, HS Counselor	20% of senior students successfully participate and complete.	
	General fund			
	General funding for Annual			

<p>recommendations to the BOE regarding district and building Accreditation status according to Accountability Rules & Regulations and Committee By-laws.</p>	<p>Regularly scheduled meetings held during 2009-2010 school year</p>	<p>Report to the Public Meeting spaces and employee time</p>	<p>Superintendent Principals Board of Education</p>	<p>80% of membership participates at each meeting. Agendas and Minutes</p>
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APPENDIX – A (Center School District Prioritized Framework to Raise Student Achievement)

Center School District Prioritized Framework to Raise Student Achievement



APPENDIX – B

Center School District Prioritized Framework to Raise Student Achievement

Leadership and Building Capacity

Develop Leadership, Organizational Frameworks, and Focus

- Develop a schema that portrays our goals, initiatives, and professional development so we have a clear map on what we are doing and “how we do business”.
- Build leadership capacity at the district and school levels to take action to:
 - Develop cohesive systems
 - Improve communication, continuity, and follow-through
 - Use teacher leaders to be role models and to provide guidance and support
- Use Leadership Teams to:
 - Revisit district goals and initiatives to prioritize those which will lead to greatest success in closing the gap in student achievement.
 - Prioritize specific goals to scaffold the work/implementation and keep it within a doable/manageable timeframe. “Go fast-Go alone. Go slow-Go together”.
 - Monitor and evaluate our work

Hope, Pride, and Rigor

High Expectations in all We do!

- We need to develop a community of hope. We must have a culture for realizing high achievement and everyone must know what is expected of them, including non negotiable items. We will have a culture of “no excuses”.
 - All district employees must believe that all children can learn at high levels
 - All district employees are committed to academic improvement and success.
 - We have a commitment as a district to work together to realize these results.
 - We will publish and share our high expectations in all we do.
- We, as a district, cannot let the life circumstances of our students become the reason they don’t excel. School is a place where each student can change his/her life!
 - We cannot let our students off the hook when it comes to learning, to performing, and to proving what they can do.
- Academic rigor must be defined. There needs to be consistent understanding about what it means to have high expectations for every child, in every classroom, everyday.
 - We must raise the bar to higher levels, know what that means, and have modeling and examples for students and teachers alike.
 - Our work must be at grade-level to begin to close the achievement gap.
 - Each person working in this district must have the highest expectations for themselves, their peers, and the students in order to strive for excellence.
 - High expectations + support necessary to achieve them = high rates of academic success.
- Behavior expectations must be defined at each school and district-wide for a safe, disciplined, and productive learning environment.

- Develop self-discipline, self-reliance, and mutual respect between and among students and adults.
- Clear consequences, follow-through, and consistent implementation/application.
- We show pride in our schools. Our campus reflects the good that goes in our schools and district. One way we can change the perception of our district is through:
 - Upkeep of the appearance of our grounds and facilities. Our classrooms, buildings, and grounds reflect our high expectations.
- We commit to holding high standards in all we do.

Communication

Through clear, planned, thoughtful and timely communication, build understanding and input with staff, students, parents, and the community.

- We need a foundation of collaboration and communication to build support for reaching our next milestones.
- Create district-wide norms for purposeful communication among staff/families/students about:
 - Behavior and academic expectations
 - Year-long curriculum/power standards for all to see.
 - Communication expectations/requirements to and from parents/families.
 - Utilize various means of communication to be effective – match to needs/purpose.
- Communicate expectations among all stakeholders in the district.
 - Parent/Student/Teacher communication so all know where we are at, what we are working on, and our expectations for achieving our goals.
 - Build strong support to help meet the goals together and build motivation.
 - Parents as Partners.
 - Help parents have high expectations
 - Share student data to understand their students
 - Share curriculum standards and benchmarks
 - Students as Partners:
 - Use data as an instructional tool to give students ownership in their scores and clarifying what the scores mean to the students.
 - Share curriculum standards, benchmarks, and assessment data
 - Set goals for what students should know at the end of the year and growth goals. Let students know how far they are in reaching their goals and what they need to do to get there.
 - Post learning goals and let students know what is expected of them.
 - Teachers as Partners:
 - Increase structured cooperation/collaboration among teachers
 - Interdisciplinary connections, such as cross-curricular initiatives such as writing, shared units (math/science, music/art)
 - District-wide behavior expectations
 - Common Academic Language

- Peer evaluations, coaching
- Horizontal and Vertical Planning
- Maximize achievement results
- Include non-teaching certified personnel
- All teachers must have easy access to all curriculum materials.

Curriculum

Complete the work of a guaranteed and viable curriculum.

- Identify (PreK) K-12 Power Standards and align horizontally and vertically in each content area.
 - Make sure they are:
 - Aligned with state standards,
 - Rigorous and sustains high expectations
 - Aligned to eliminate overlaps and address gaps
 - Concise
 - Reviewed to ensure they meet changing needs of our student population
 - Determine:
 - Proficiency level descriptors
 - Identify and collect exemplars that show proficiency levels
 - Communicate what students need to know and be able to do.
- Move into curriculum mapping after this to make this meaningful to our instruction through building connections of standards/power standards, objectives, benchmarks and indicators of success.
 - Align Strategies
 - Align Assessments
 - Formative
 - Summative
 - Establish benchmarks
 - Use the assessments to drive our instruction.
 - Align Resources

Instruction

We use research-based strategies that are effective in supporting teaching and learning.

- We strive for high-quality delivery of the curriculum through the use of effective instructional and management practices.
 - We focus on quality, not quantity. Too, we build upon and refine what we are doing well. Focus on 2-3 strategies and do them well.
 - We support and monitor implementation for fidelity to effective strategies. We are all accountable.
- We use strategies that meet varied needs of students such as:

- Differentiated instruction for “first best instruction” in the classroom
- Effective interventions
- Effective resources
- We focus on standards-based practices and formalize the teaching and learning cycle:
 - Identify our essential learning targets (Power Standards)
 - Plan and deliver effective instruction
 - Assess and monitor student learning through both formative and summative data
 - Determine support and enrichment
 - Continue the cycle
- We are purposeful in how we achieve data-driven instruction.
 - Use findings as a focus, but continually monitor and evaluate.
- We are strategic in our work
-

Professional Learning Communities
PLCs are the vehicle for doing our shared work well.

- Re-purpose and refocus what PLC is and what it looks like. Ensure it focuses on enhancing our instruction and practices to raise achievement as we impact student learning:
 - Ensure that all students learn
 - Focus on results through analysis of data to decide how to best drive instruction
 - Foster a culture of collaboration
- Our framework for PLCs is based on DuFour’s and Colorado’s four questions of the teaching and learning cycle:
 - What is it we want our students to learn?
 - How will we know when each student has learned it?
 - How can we improve on current levels of student achievement through best practices?
 - How do we support students who need more help and those students who are exceeding proficiency?
- Structure our PLC work for best results:
 - Use our time effectively to do the most important work. Minimize time devoted to housekeeping.
 - Focus our work on raising student achievement and what it takes to get the job done.
 - Our work should be focused, specific, and measurable.
 - Monitor our implementation of best practices through collaboration and collegiality.
 - Include PLC time for [across-building](#) collaboration and communication.

Professional Development
Our professional development supports identified priorities and needs

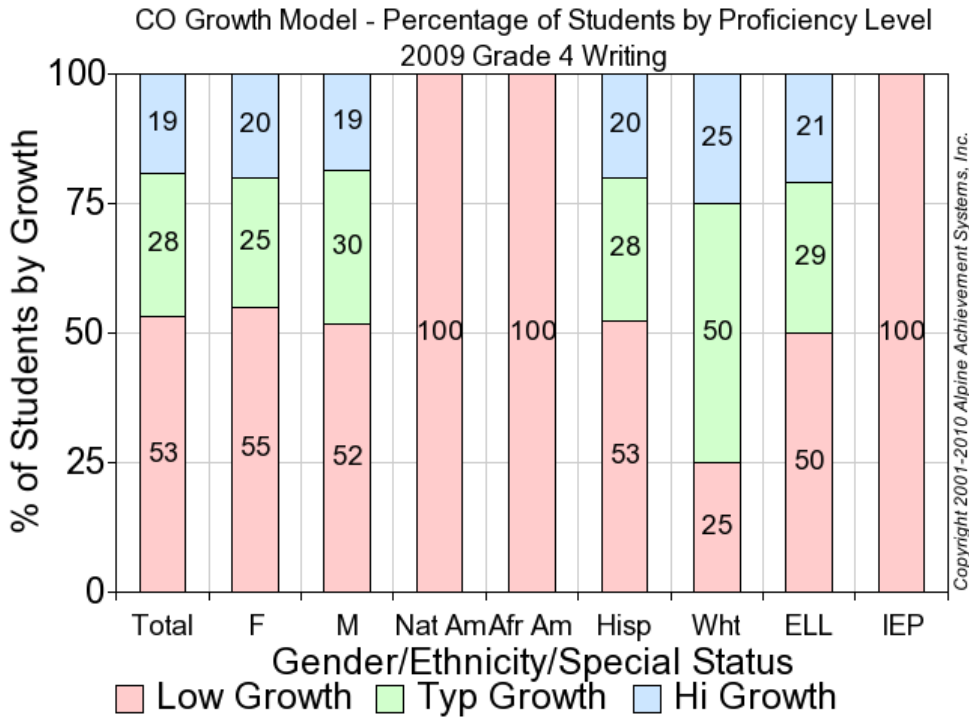
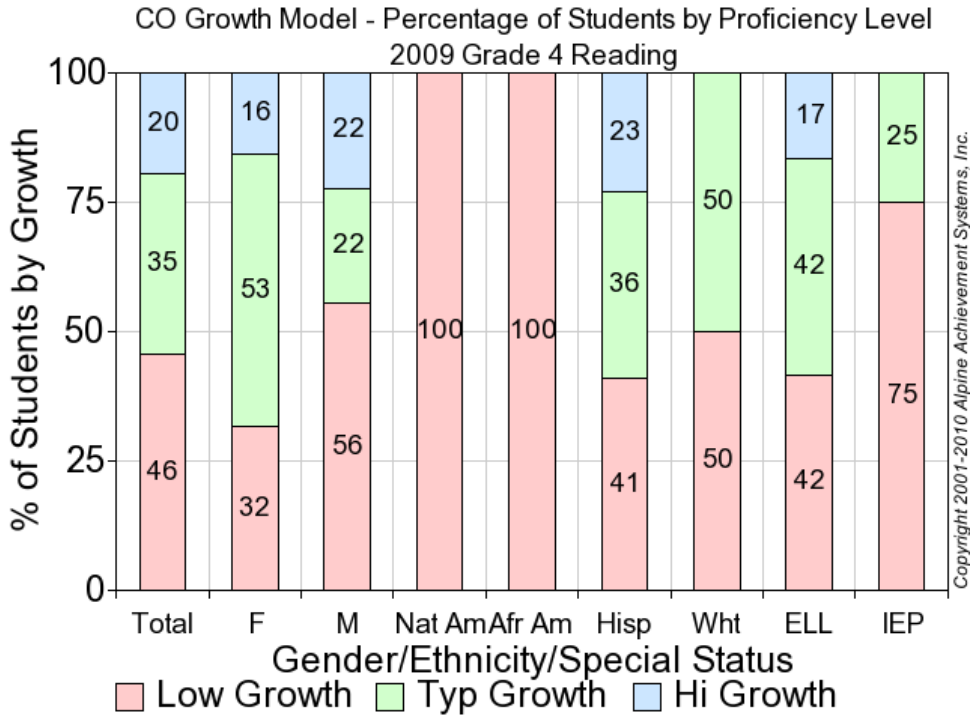
- Assure that current and future professional development has clear implementation expectations, is supported, monitored and evaluated for fidelity to implementation and effectiveness in raising student achievement.
 - We must all be accountable for quality implementation
- Follow through on professional development to give teachers time and support to master new skills before moving on to another topic/initiative.
 - Demonstration teaching
 - Instructional coaching
 - Follow-up activities
 - Peer observations
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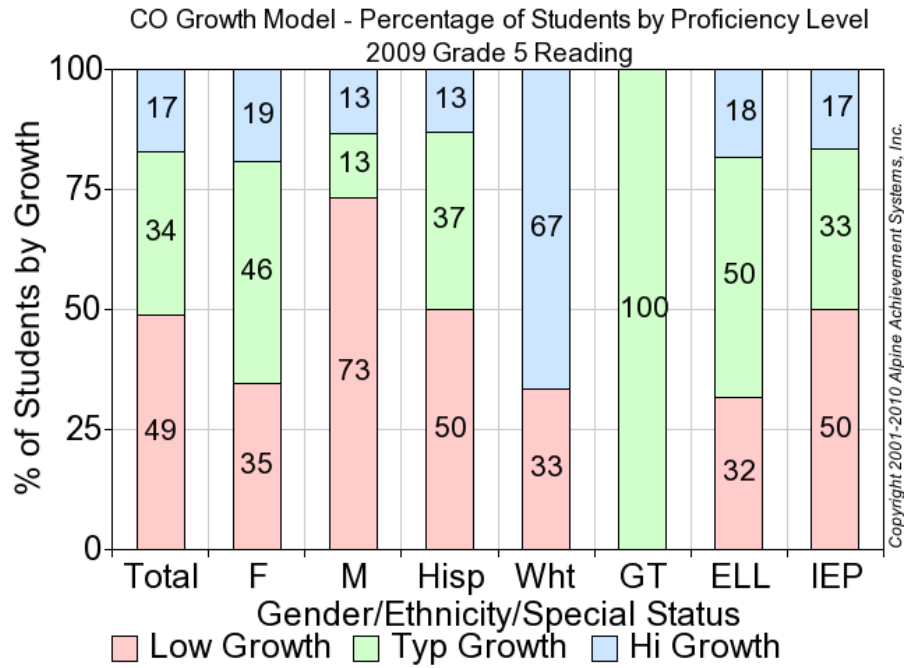
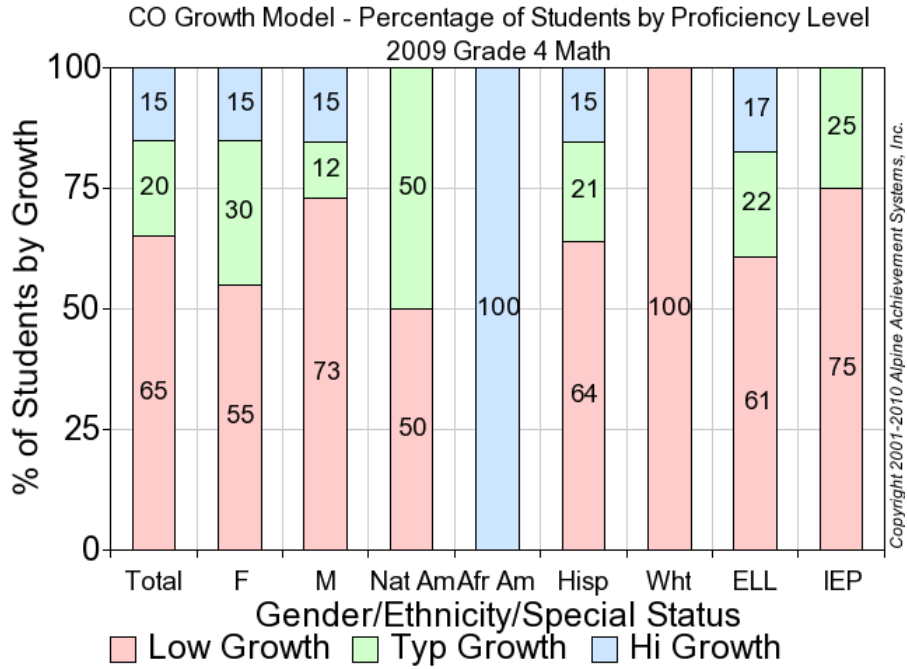
Strategic Use of Data to Inform our Work **Data-Driven Decision-Making**

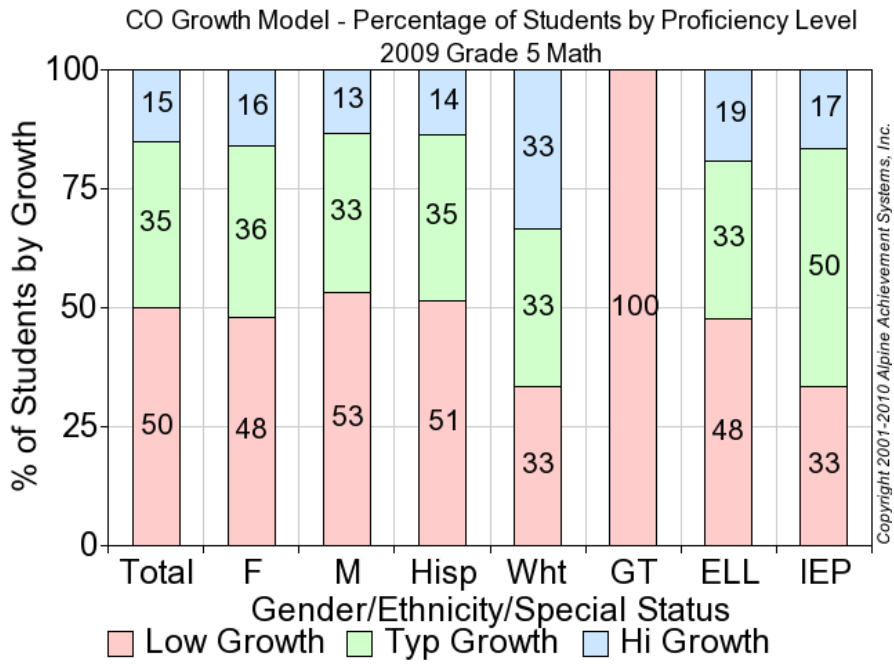
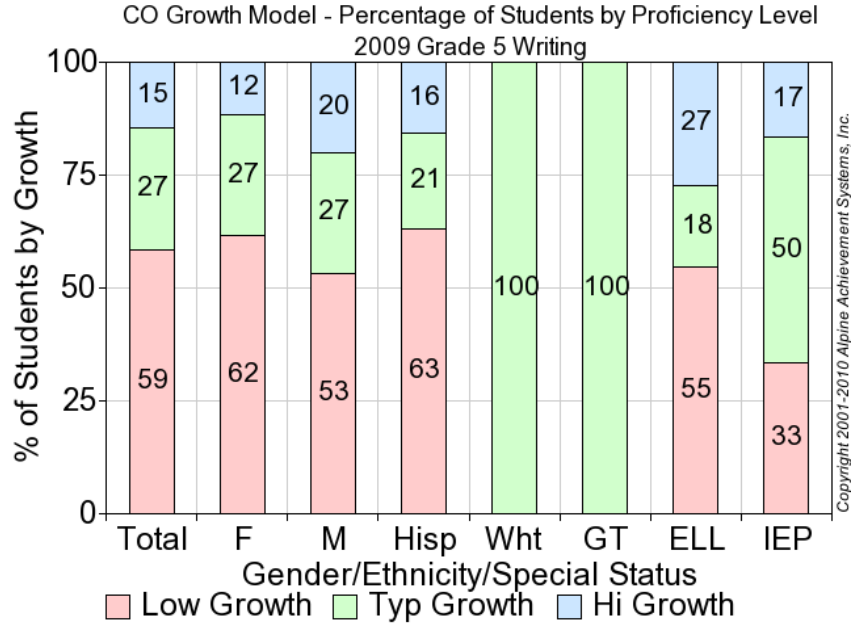
- Effective, deep use of data to:
 - Inform Instruction
 - Close the Achievement Gap
 - Make decisions for the District Improvement Plan
- Every teacher K-12 must be skilled in the use of data to meet the individual needs of every student.
 - Disaggregated data to understand specific, targeted needs
 - Use the system to gather and use data
 - Build Data Teams and Data Walls
- Students need to know and understand their own data and set goals.

Appendix B

2009 Growth Data







Appendix C

2009 AYP Summary



2009 CSAP AYP Report
Haskin Elem

No Child Left Behind (NCLB) Annual Report - PUBLIC VERSION
Adequate Yearly Progress (AYP) - Performance Objectives and Goals

Made AYP for Reading? **N (8 / 12 indicators)**

2009 Elementary School Reading
School: Haskin Elem
District: Center 26 Jt

	All	Race/Ethnicity					Limited English Proficient	Economically Disadvantaged	Students with Disabilities
		American Indian or Alaskan Native	Asian or Pacific Islander	Black (Not Hispanic)	Hispanic	White (Not Hispanic)			
Participation Rate									
Target minimum # of students required to qualify	1	30	30	30	30	30	30	30	30
Target minimum Participation Rate %	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Target minimum Participation Rate % (adj. for rounding)	94.45%	94.45%	94.45%	94.45%	94.45%	94.45%	94.45%	94.45%	94.45%
Number of participants	126				114	64	118		
Total number of students	126	2	0	1	114	9	118	15	
Actual Participation Rate %	100.00%				100.00%		100.00%		
Meets AYP requirement	Y	N/A	N/A	N/A	Y	N/A	Y	Y	N/A
For what groups are you responsible for meeting AYP on Indicators 1 and 2?									
Target minimum # of students required to qualify	1	30	30	30	30	30	30	30	30
Actual # of students 2008	110	1	0	2	99	8	63	106	13
Actual # of students 2009	107	2	0	1	95	9	52	99	15
Actual # of students 2009 (excl. CSAP A)	107	2	0	1	95	9	52	99	15
Must meet AYP on Indicator 1?	Y	N	N	N	Y	N	Y	Y	N
May use Safe Harbor?	Y	N/A	N/A	N/A	Y	N/A	Y	Y	N/A
May use Matched Safe Harbor?	Y	N/A	N/A	N/A	Y	N/A	Y	Y	N/A
Must meet AYP on Indicator 2?	Y	N	N	N	Y	N	Y	Y	N
Indicator 1: Performance Targets - Achievement Target									
Target minimum PP+P+A %	88.46%				88.46%		88.46%	88.46%	
Actual number of students PP+P+A	72				65		34	66	
Total number of students	107				95		52	99	
Actual PP+P+A %	67.29%				68.42%		65.38%	66.67%	
Confidence Interval	57.94% - 75.45%				58.51% - 76.90%		51.80% - 76.85%	56.91% - 75.16%	
Meets AYP requirement	N				N		N	N	
Indicator 1: Performance Targets - Safe Harbor Provision									
Last year <PP %	22 / 110 = 20.00%				22 / 99 = 22.22%		19 / 63 = 30.16%	22 / 106 = 20.75%	
Target maximum <PP % (10% decrease)	18.00%				20.00%		27.14%	18.66%	
Actual number of students <PP	35				30		18	33	
Total number of students	107				95		52	99	
Actual <PP %	32.71%				31.58%		34.62%	33.33%	
Meets AYP requirement	N				N		N	N	
Indicator 1: Performance Targets - Matched Safe Harbor Provision									
Last year <PP %	18 / 80 = 20.00%				15 / 70 = 21.43%		12 / 42 = 28.57%	18 / 74 = 21.62%	
Target maximum <PP % (10% decrease)	18.00%				19.29%		25.71%	19.46%	
Actual number of students <PP	28				24		15	28	
Total number of students	80				70		42	74	
Actual <PP %	35.00%				34.29%		35.71%	37.84%	
Meets AYP requirement	N				N		N	N	
Indicator 2: Advanced Performance									
Target minimum A %	1.2%				1.2%		1.2%	1.2%	
Actual number of students A	3				1		0	2	
Total number of students	107				95		52	99	
Actual A %	2.80%				1.05%		0.00%	2.02%	
Confidence Interval	1.0% - 7.8%				0.2% - 5.7%		0.0% - 8.9%	0.8% - 7.1%	
Meets AYP requirement	Y				Y		Y	Y	
Overall Summary									
Meets all AYP targets	N	N/A	N/A	N/A	N	N/A	N	N	N/A



2009 CSAP AYP Report
Haskin Elem

No Child Left Behind (NCLB) Annual Report - PUBLIC VERSION
Adequate Yearly Progress (AYP) - Performance Objectives and Goals

Made AYP for Math? **N (8 / 12 indicators)**

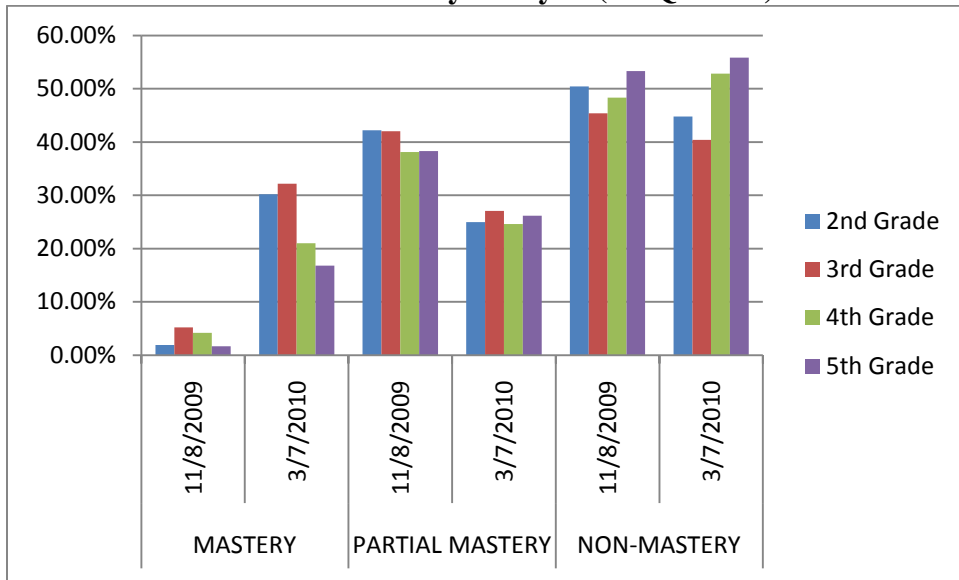
2009 Elementary School Math
School: Haskin Elem
District: Center 26 Jt

	All	Race/Ethnicity					Limited English Proficient	Economically Disadvantaged	Students with Disabilities
		American Indian or Alaskan Native	Asian or Pacific Islander	Black (Not Hispanic)	Hispanic	White (Not Hispanic)			
Participation Rate									
Target minimum # of students required to qualify	1	30	30	30	30	30	30	30	30
Target minimum Participation Rate %	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Target minimum Participation Rate % (adj. for rounding)	94.45%	94.45%	94.45%	94.45%	94.45%	94.45%	94.45%	94.45%	94.45%
Number of participants	124				112		63	118	
Total number of students	124	2	0	1	112	9	63	118	15
Actual Participation Rate %	100.00%				100.00%		100.00%	100.00%	
Meets AYP requirement	Y	N/A	N/A	N/A	Y	N/A	Y	Y	N/A
For what groups are you responsible for meeting AYP on Indicators 1 and 2?									
Target minimum # of students required to qualify	1	30	30	30	30	30	30	30	30
Actual # of students 2008	111	1	0	2	100	9	62	105	13
Actual # of students 2009	104	2	0	1	92	9	50	98	15
Actual # of students 2009 (excl. CSAP A)	104	2	0	1	92	9	50	98	15
Must meet AYP on Indicator 1?	Y	N	N	N	Y	N	Y	Y	N
May use Safe Harbor?	Y	N/A	N/A	N/A	Y	N/A	Y	Y	N/A
May use Matched Safe Harbor?	Y	N/A	N/A	N/A	Y	N/A	Y	Y	N/A
Must meet AYP on Indicator 2?	Y	N	N	N	Y	N	Y	Y	N
Indicator 1: Performance Targets - Achievement Target									
Target minimum PP+PA %	85.09%				85.09%		85.09%	85.09%	
Actual number of students PP+PA	88				88		32	80	
Total number of students	104				92		50	98	
Actual PP+PA %	83.48%				84.12%		64.00%	82.50%	
Confidence Interval	53.89% - 72.08%				53.85% - 73.18%		50.14% - 75.98%	52.51% - 71.53%	
Meets AYP requirement	N				N		N	N	
Indicator 1: Performance Targets - Safe Harbor Provision									
Last year <PP %	31.71% = 27.93%				28.70% = 28.80%		23.73% = 36.51%	30.71% = 28.57%	
Target maximum <PP % (10% decrease)	25.14%				25.20%		21.58%	25.71%	
Actual number of students <PP	38				33		18	38	
Total number of students	104				92		50	98	
Actual <PP %	36.54%				35.87%		36.00%	37.50%	
Meets AYP requirement	N				N		N	N	
Indicator 1: Performance Targets - Matched Safe Harbor Provision									
Last year <PP %	24.77% = 30.38%				21.68% = 30.43%		15.48% = 37.50%	22.73% = 30.58%	
Target maximum <PP % (10% decrease)	27.34%				27.38%		23.75%	27.50%	
Actual number of students <PP	31				27		15	28	
Total number of students	79				69		40	72	
Actual <PP %	39.24%				39.13%		37.50%	40.28%	
Meets AYP requirement	N				N		N	N	
Indicator 2: Advanced Performance									
Target minimum A %	1.2%				1.2%		1.2%	1.2%	
Actual number of students A	2				2		1	2	
Total number of students	104				92		50	98	
Actual A %	1.92%				2.17%		2.00%	2.05%	
Confidence Interval	0.5% - 6.7%				0.6% - 7.6%		0.4% - 10.5%	0.6% - 7.3%	
Meets AYP requirement	Y				Y		Y	Y	
Overall Summary									
Meets all AYP targets	N	N/A	N/A	N/A	N	N/A	N	N	N/A

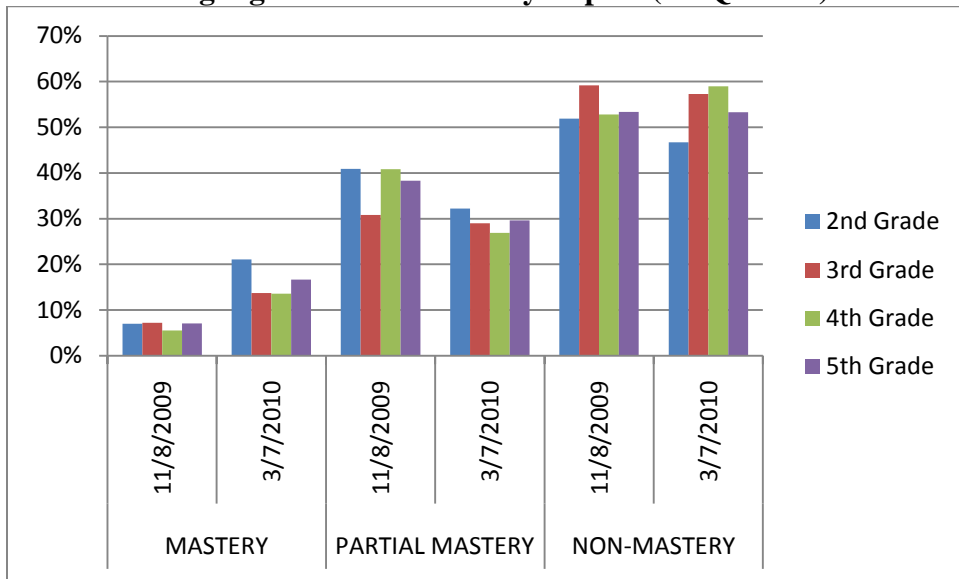
Appendix D

Yearly Progress Pro (YPP) 2009 Progress Data

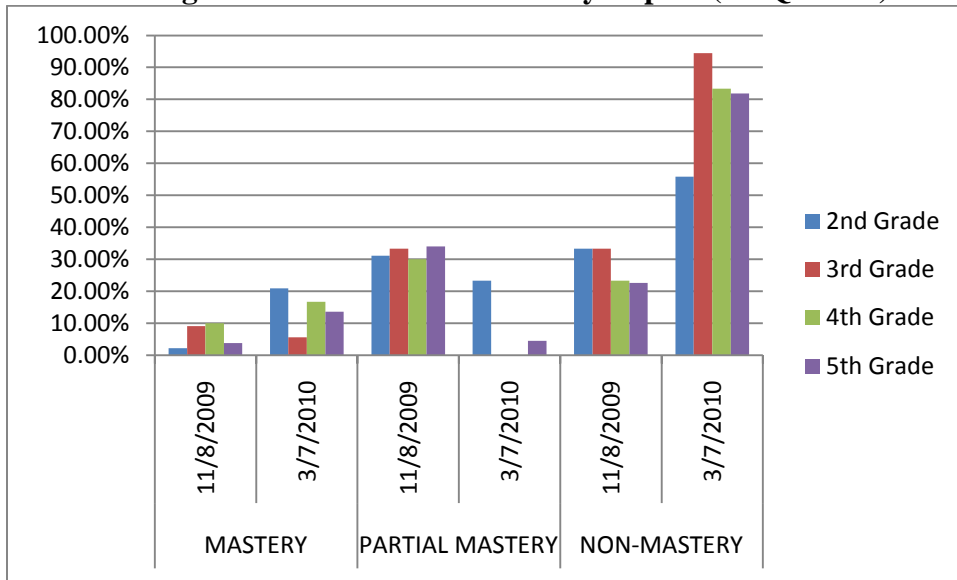
Math YPP Mastery Analysis (3rd Quarter)



Language Arts YPP Mastery Report (3rd Quarter)



Reading CBM Measure YPP Mastery Report (3rd Quarter)



Appendix E

Center School District Strategic Plan



Center Consolidated School District 26-JT

“Focused on the Future”

Vision
Mission
and
Education Improvement Plan

2007-2012

Center Consolidated Schools has once again embarked on a long range planning effort with the establishment of a board adopted District Vision, Mission and Strategic Plan for Improvement. The following pages include the district's commitment to its children, developed through a year long feedback process involving students, parents, staff members, administrators, community members and the Board of Education.

In consort with this plan, all district evaluation documents will be revised to measure and encourage employee efforts in their work toward the achievement of these goals.

We commit ourselves, long term, to this plan as a working document. It will be evaluated on a yearly basis and revisions will be made as necessary.

As we "Focus on the Future" we encourage all of you to help us work together to make Center Schools the finest educational institution in the State of Colorado.



George Welsh
Superintendent of Schools

**Center Consolidated Schools
Governing Board**

Mr. Ernie Myers, President
Ms. Kim Martinez, Vice President
Mr. Miguel Cendejas, Secretary
Mr. Archie Gallegos, Director
Mr. Michael Lobato, Director

Our Vision

The Center Schools Community seeks to develop independent, self directed, self motivated, adventurous, risk taking, experiential learners armed with the skills necessary to meet the challenges they will face in the 21st Century.

Our Mission

By 2012 our graduates will...

Self

- Have a high personal value for life long education.
- Have a personal vision and a strong sense of direction regarding their future.
- Be able to effectively communicate about issues of personal importance with their family members and personal support network members.
- Be able to reflect upon and evaluate their own performance and effort in a meaningful manner for the purpose of personal growth and improvement.
- Have a good sense as to how to balance their work life with their personal life and leisure time in a healthy and positive fashion.

Social/Emotional

- Be a committed life long learner who is able to adapt to fast-paced change.
- Have a high level of personal confidence because of the abilities they have gained and the skills they have obtained.
- Have college level social skills and the ability to use them both face to face and via the use of technology.
- Be nominally fluent in a minimum of two languages other than English.
- Be an independent, self directed, self motivated, adventurous, risk taking, experiential learner.
- Be skilled at collaboration for the purpose of solving problems and accomplishing tasks.
- Be able to function in the world outside of the San Luis Valley because of actual exposure to real life experiences outside of the San Luis Valley.

Education

- Be able to effectively communicate with numerous parties in a skillful and articulate fashion both verbally and in writing.
- Have college level academic skills, including being able to read, write and compute numbers at or beyond the 12th grade level and the ability to apply these skills to new problems and real life situations because they have been exposed to such situations.
- Have access to and be able to use up-to-date technology and software in a legal and ethical fashion for the purpose of accessing information, learning, creating, problem-solving and completing useful tasks.
- Be a skilled and creative problem solver.

- Be armed with real world skills for personal use and gaining employment such as; interviewing, building resumes, applying for scholarships, effectively completing job applications, creating a personal support network and being financially literate.

We will do all of this by:

Keeping students performing at or above grade level so their continued success in school can expand their value for education.

Providing appropriate data based instruction, intervention and assistance to keep students performing at or above grade level.

Designing and delivering curriculum in a purposeful manner to where students will be able to make connections regarding their need for knowledge to how it will actually benefit them in the real world.

Leading by example and having staff members model that they are willing to grow and change as doing so becomes necessary.

Encouraging academic risk taking behavior in the realm of learning and rewarding students for hard work and “thinking outside of the box.”

Helping students overcome their fear of failure by helping them to identify their strengths and by supporting them in their learning and improvement efforts at skills at which they currently do not excel.

Giving our students the opportunity to discover what it is they are good at and what it is they enjoy doing.

Key Areas of Planning

I. Curriculum, Instruction and Assessment

A. By creating a guaranteed and viable curriculum to be used in guiding what will be learned by our children at each grade level in each subject area:

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. By identifying Power Standards, Big Ideas and Essential Questions in all subject areas at all grade levels through the utilization of PLC time as well as summer staff development time to guide teachers through the process, and by continually revising these standards based on student achievement outcomes	Director of Instruction, Teacher Quality Coach, Building Principals, Superintendent	Standards in place by y January 1, 2009 with a review of standards to occur each fall	Purchase of Power Standards Manuals, PLC Time, Per Diem salary during	The district has a document that outlines its Power Standards, Big ideas and Essential Questions in all subject areas at all grade levels that can then be used to guide the district in creating grade level/subject area assessments and this document

according to CSAP, NWEA and district created assessments.		beginning in the fall of 2009.	summer as needed, PLC time during school year as needed.	continues to be refined as holes are discovered based on assessment results.
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Strategy	Responsibility	Timeline	Resources	Indicators of Success
2. By refining subject area monthly Curriculum Maps and Diaries to reflect newly identified Power Standards for the purpose of focusing instruction on those Power Standards and by continually revising these Maps based on student achievement outcomes according to CSAP, NWEA and district created assessments..	K-12 classroom Teachers with monitoring to be done by Building Principals to include monthly reports to the Superintendent regarding individual Teacher progress.	By the first day of each month beginning October 1 st 2008 with a review to occur each fall beginning in the fall of 2009.	Training for Principals in monitoring teacher progress on maps. Training for teachers as needed on use of Curriculum Mapping software.	Teacher Curriculum Maps and Diaries show how instruction is being focused on Power Standards on a monthly basis, based on classroom observation by district level and building level administrators and based on review of Maps and Diaries by Building Principals on a monthly basis.

B. By instructing our students through the utilization of research based strategies and best classroom practices that address the district’s curriculum, facilitate the development of critical thinking and address identified areas of instructional concern.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. By ensuring that teachers are utilizing research based best classroom instructional practices as represented through Marzano’s work, use of Cooperative Learning strategies and use of Reading First and Math Solutions instructional techniques through a periodic analysis of	Superintendent, entire administrative team.	Each administrator performs 5 walkthrough observations per week. Quarterly analysis of teaching trends as observed through walkthroughs to take place in October, December, March and May through administrative round table discussion on an annual basis.	Purchase of Administrative Observer software and training to use such software for each district administrator.	Walkthrough Observation reports represent that 95% of observations made reflect teacher use of research based best practices classroom instruction as represented through Marzano’s work, use of Cooperative Learning strategies and use of Reading First and Math Solutions instructional techniques.

administrator Walkthrough Observations.				
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Strategy	Responsibility	Timeline	Resources	Indicators of Success
2. Developing and training teachers to use a district adopted lesson plan format that supports use of best instructional practices and that ties to the district curriculum and curriculum maps that are already in place then observing and evaluating teachers based on the use of this model.	Superintendent of Schools, Building Leadership Teams, Building Principals, committee formed to create model.	Develop lesson plan model by August 1, 2008. Put in use for 2008-09 school year.	Creation of team to develop format, time for training of teachers, possible development of electronic format to be used.	All district administrators evaluating teachers or conducting walkthrough observations will see the format being effectively utilized, that instruction is tied to the district's Power Standards and will be able to connect actual written plans to the instruction that is being delivered.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
3. By instructing all teachers in the use of Kagan Cooperative Learning strategies, administratively observing them utilizing this instructional strategy on a periodic basis as appropriate and offering PLC time for teachers to sharpen their ability to apply cooperative learning techniques in the classroom.	Director of Instruction, Superintendent and Building Level Administrators.	Instruction in Kagan Cooperative Learning Strategies to occur on an annual basis as needed for staff members who have not progressed in use.	Staff stipends paid for participation in training. Stipends paid for trainer as needed. Purchase of materials as needed.	Through an analysis of administrator Walkthrough Observations, teachers employ Cooperative Learning techniques when appropriate at least 25% of the time.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
4. By conducting a pilot program in which a "Problem Solving Instructional Model" is tested and implemented for the	Superintendent of Schools, Pilot Committee	To be in place for the 2009-10	A committee to research Problem Solving	Observation by administration that problem solving techniques are being

<p>purpose of teaching teachers how to develop critical thinking in students, get students to problem solve and evaluate their efforts on a daily basis for the purpose of then expanding the program to appropriate instructional levels throughout the district.</p>	<p>participants</p>	<p>school year with possible expansion during the 2009-10 instructional year.</p>	<p>models and decide upon which is to be implemented. Teacher volunteers to participate. Staff development to implement program.</p>	<p>applied in the pilot classrooms and analysis of student performance, both academic and via surveys of student attitude toward the process, in order to guide the decision making process regarding whether the program should be expanded or not.</p>
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Strategy	Responsibility	Timeline	Resources	Indicators of Success
<p>5. By creating Response to Intervention programs at the elementary and middle/high levels that bring staff members and parents together to create strategies to better meet the needs of at-risk and gifted and talented students based on data and research based best practices.</p>	<p>Superintendent of Schools, Board of Education, Federal Programs Director</p>	<p>By August 1, 2008 and continuing into the future.</p>	<p>Title I program dollars and General Fund resources to pay for salaries and staff development.</p>	<p>Elementary and Middle/High schools have hired qualified employees to coordinate programs, employees have received training regarding the process and meetings are being held, data is being analyzed and intervention recommendations are being put in place to support student learning.</p>

C. By measuring what our students know through the creation and administration of district level assessments in all subjects at all grade levels.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
<p>1. To measure Center Schools Student Achievement of identified Power Standards through the use of common formative assessments developed per grade level/subject</p>	<p>Superintendent of Schools, Director of Instruction, Building Principals.</p>	<p>Instruction in assessment to take place in July 2008, with a PLC book study to occur during the 08-09 school year. Tests</p>	<p>Cost of training in quality assessment practices, per diem salary for teachers to attend</p>	<p>High quality assessments designed to measure student achievement of our Power Standards have been developed in all subject areas at all grade levels by</p>

<p>area by teachers in those areas and with administrative oversight of the finished product. These assessments will then be administered according to testing schedules to be determined by August 15, 2009</p>		<p>to be acceptably developed by August 15, 2009. Tests to be administered as determined by a testing schedule to be set in August and fully administered by May 15, 2010.</p>	<p>the training, set amount per test to be paid for developing assessments, PLC time for creating, testing and refining assessments.</p>	<p>the stated deadline and all tests have been administered, graded and analyzed for the purpose of identifying instructional gaps as per stated deadline as well.</p>
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Strategy	Responsibility	Timeline	Resources	Indicators of Success
<p>2. To build staff capacity to make instructional decisions based on the reviewing of a variety of assessment data through the creation and training of Data Review Teams that review all and subgroup achievement data for the purpose of developing smart goals to address learning gaps.</p>	<p>Director of Instruction, Building Principals.</p>	<p>2008-09 school year and into the future.</p>	<p>Inservice training date at beginning of 2008-09 school year (after receipt of 08 CSAP results). PLC time to be set aside for training and meeting about data.</p>	<p>Teachers utilize data in a manner in which they are able to identify specific student learning gaps and are able to adjust instruction appropriately. Teachers establish specific smart goals and align appropriate strategies for the purpose of addressing these specific learning gaps.</p>

D. By developing Portfolios for each individual student that consist of an annual student interest survey, performance evidence of achievement of specific Power Standards at various levels in varying subject areas and evidence of the student’s annual reflections upon their achievement and progress toward specific personal goals on an annual basis, that can be used by Teachers to individualize instruction for each of their students.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
<p>1. To initiate a pilot electronic portfolio process in at least one grade level in each of the schools (elementary, middle and high school) by soliciting staff member volunteers that are interested in participating in the pilot. Various existing models</p>	<p>Superintendent of Schools, Pilot Teacher Teams</p>	<p>Pilot Volunteers selected by August 1, 2008. Model to use to be selected by December 15, 2008. Pilot process to be implemented during 2008-09</p>	<p>Staff development as needed to begin the program. Stipend for pilot participants. Purchase of software and</p>	<p>A pilot electronic portfolio that consists of a beginning of year student interest survey, performance evidence of achievement of specific Power Standards in varying subject areas and evidence of the student’s reflections upon their achievement and progress toward specific personal goals is fully</p>

will be explored and a decision to use an existing model or to create a new one will be made prior to implementation. The process will then be evaluated at the end of the pilot year in order to make recommendations for adjustments and improvements for the future.		school year. Evaluation of pilot and recommendations for improvement to be made by May 15, 2009.	storage space as needed to conduct model. Release time for pilot participants to conduct evaluation of progress.	conducted and evaluated by the stated deadline. Teachers of incoming students who have electronic portfolios form the prior year are given adequate time to review portfolios in preparation of upcoming instructional year.
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Strategy	Responsibility	Timeline	Resources	Indicators of Success
2. To expand an electronic portfolio process to all grade levels in each of the schools by evaluating the success of the pilot electronic portfolio project conducted during the 2008-09 school year and administering recommended changes by training all staff members regarding how to review electronic portfolios of each student and how to add required material to each student portfolio on a periodic basis.	Superintendent of Schools, Pilot Participants.	Make recommended changes to the portfolio process by August 15, 2009. Train entire instructional staff on use and review of portfolios by August 1, 2009. Allow for professional time to review all incoming student portfolios by August 15, 2010.	Purchase of software and storage space as needed to conduct model. Staff development training for teachers to conduct the model. Calendar time to be built in for teachers to review student portfolios by first day of school of the 2010-11 school year.	An electronic portfolio that consists of a beginning of year student interest survey, performance evidence of achievement of specific Power Standards in varying subject areas and evidence of the student's reflections upon their achievement and progress toward specific personal goals is fully implemented by the stated deadline. In addition, teachers are trained and given time to review the electronic portfolios of all incoming students prior to the 2010-11 school year.

II. Personnel and Staff Development

A. By maintaining appropriate and affordable staffing levels.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. Student population trends will be analyzed on an annual basis and staffing levels for the upcoming instructional year will be	Superintendent of Schools, Building	Each year by May 1 st .	Student information system,	District classrooms and classified areas are staffed in a manner which is conducive to

<p>established in a conservative manner to help the district stay ahead of the curve regarding possible continued decreases in student population and funding.</p>	<p>Principals, Remote Business Manager.</p>	<p>trend data for prior years, local economic indicators.</p>	<p>maintaining required district reserves and positive fund balances.</p>
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B. By maintaining manageable student to teacher ratios

Strategy	Responsibility	Timeline	Resources	Indicators of Success
<p>1. The district will aim to limit average K-3 class sizes to no more than 18 students, 4-8 class sizes to no more than 22 students and high school core subject classrooms to no more than 25 students, whenever possible.</p>	<p>Superintendent of Schools, Building Principals, employees responsible for scheduling.</p>	<p>By October 1st each year.</p>	<p>Spring time student population data, beginning of school head count data, October 1 count data.</p>	<p>Classroom populations and student to teacher ratios are generally maintained at target levels on an annual basis.</p>

C. By supporting the knowledge and skills our teachers must have to guide this student learning?

Strategy	Responsibility	Timeline	Resources	Indicators of Success
<p>1. All new and continuing teachers in grades 6-12 will be trained in McRel and Marzano's Classroom Instruction that Works and all teachers will be evaluated on their use of such strategies in the classroom.</p>	<p>MS/HS Principal with support by other administrative walkthroughs.</p>	<p>Each year on an annual basis</p>	<p>New Teacher orientation time, 3 days prior to start of regular school year...or as needed.</p>	<p>All teachers are using the McRel strategies on a regular basis based on observation of classroom instruction and observation of teacher lesson plans.</p>

Strategy	Responsibility	Timeline	Resources	Indicators of Success
<p>2. Math Solutions training will be provided for all new and continuing K-5</p>	<p>Elementary Principal with</p>	<p>Each year on an</p>	<p>New Teacher</p>	<p>All teachers are using Math Solutions strategies on a regular</p>

Teachers and all teachers will be evaluated on their use of such strategies.	support by other administrative walkthroughs.	annual basis	orientation time, 3 days prior to start of regular school year...or as needed.	basis based on observation of classroom instruction and observation of teacher lesson plans.
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Strategy	Responsibility	Timeline	Resources	Indicators of Success
3. All teachers in all subject areas will utilize the Teaching/Learning Cycle, differentiating instruction to provide students with the opportunity to apply their learning of concepts and skills to a real life situation that they have shown interest in during each school year.	Teachers, Building Principals through observation of classroom instruction and verification with teachers	Each year on an annual basis beginning in 2008-09.	Teacher ability to connect learning to real life. Local community resources. Technology for distance opportunities.	Each teacher and each child in the teacher's classroom is able to articulate or show how a concept being taught applies to a real world situation.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
4. To provide instructional staff with coaching and support regarding the use of instructional technology and information literacy resources and to encourage each teacher to become an "expert" in at least one way to use technology.	Superintendent of Schools, Contracted Services Instructional Technology Coach.	To be in place by August 15, 2008 and to continue forward as the need exists.	Federal Programs funding for teacher training through Title II D.	Each Teacher will be able to successfully apply the use of technology resources by students to a rich student lesson that is appropriate to their subject area and grade level standards
5. All staff members will be given the opportunity to earn a salary bonus by completing an online basic technology tutorial called K to the 8 th .	Superintendent of Schools, Director of Instruction	By May 15, 2009	K to the 8 th tutorial, Title II D Staff development funding	50 % of teachers will complete prescribed lessons on line and receive pay incentive for doing so.

III. Operations, Facilities and Equipment

A. By analyzing the structure of the school day look and how we make use of time.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. A district level committee will be established to explore the creation of alternative daily schedules and annual calendars with the charge to report back to the Board of Education with their findings and recommendations.	Superintendent of Schools, District level Committee.	Committee to be created by January 15, 2009 and to conduct study and report back to BOE by April 1, 2009.	Release time for committee members as needed, conference attendance and travel to visit sites as needed,	A recommendation for a comprehensive calendar/daily schedule model that best meets the needs of the district toward achieving it's strategic plan goals for the district to proceed with is presented to the Board of Education and adopted

B. By determining what facilities we will need to accomplish our goals?

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. An analysis of facility needs will take place on an annual basis to determine what facilities upgrades will be necessary to accomplish the goals of this strategic plan.	Superintendent of Schools and Board of Education	Each February	CDE Capital Construction Program and resources	Facilities needed to accomplish the goals of this strategic plan are in place or being pursued in a fiscally responsible fashion

C. By determining what equipment we will need to accomplish our goals?

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. Making and keeping up to date technology available to students and staff members. A primary goal being to outfit students in grades 6-12 with a personal laptop computer for use at school/home and to equip all elementary	Superintendent of Schools, Director of Technology, Technology	Laptops and pods by September 5, 2008. Annual Technology Committee	General Fund and Federal programs dollars	All students in grades 6-12 will have access to a personal laptop for use during the instructional day and to take home in the evenings, all elementary

classes with pods of computers that have access to the internet. Technology equipment needs will be evaluated on a yearly basis when the district technology planning committee meets.	Committee Members	meetings to take place each March to determine future needs.	allocated through Title II D	classrooms will have computer pods with internet access and the Technology Committee will review needs on an annual basis.
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D. By using newly acquired technology and equipment in a way which supports increased student learning?

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. Available technology will be used following McRel's "Using Technology with Classroom Instruction that Works" model. This work will be supported in grades 6-12 by a Contracted Services Technology and Information Literacy Coach to be available to teachers for a total 54 days during the 2008-09 school year.	Superintendent of Schools, Contracted Services Technology and Information Literacy Coach	Services to be provided during the 2008-09 school year.	Services to be paid for through Title II federal programs funding	Each teacher in grades 6-12 will be able to appropriately implement technology resources into at least one significant instructional unit during the course of the 2008-09 school year.

E. By supporting the interest in technology of community members by instructing classes in basic and intermediate technology skills.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. Parents and community members will have access to Center Schools technology resources via the teaching of adult technology instruction classes by Center School staff through the auspices of the Center Schools 21 st Century Community Learning Center grant and Title I Parent Involvement funding.	21 st Century Grant Director. Superintendent of Schools, Technology Director	2008-09 school year	21 st Century Grant and Title I Dollars	At least 20 people have attended at least 8 technology instruction sessions and earn a reconditioned laptop computer for having successfully completed the coursework.

IV. Early Childhood Education/Support

A. By pursuing the building of a facility that is more appropriate to house a preschool and daycare center for use by members of the community and staff.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. Apply for and receive State of Colorado Capital Construction Grant for the purpose of	Superintendent of Schools	2008-09 school	State Capital Construction	Grant has been submitted and approved for funding.

erecting a high quality preschool/daycare center on current school district property.		year	Grant dollars	
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B. By working to attain a four star Qualistar rating for the preschool by following Qualistar guidelines as prescribed through its programs.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. By training all preschool staff in the Qualistar rating system and having the staff, through PLC work, develop a plan to achieve a 4 star rating.	Preschool Director and preschool Staff	By spring 2010	Colorado Preschool Program Funding	Preschool achieves a 4 star rating.

C. By supporting teaching staff by offering a significant discount for making use of the preschool/daycare program.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. Establish a policy that offers a discounted rate to staff members for care of their children.	Preschool Director, Superintendent of Schools	By January 1, 2009	General Fund dollars	A greater percentage of staff members make use of the program.

V. Postsecondary Readiness of Students

A. By providing ways in which more high school students can get college credit for coursework taken while in high school.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. Make available to high school students coursework in Physics via 2 way videoconferencing technology because the district does not have a certified Physics teacher on staff.	Superintendent of Schools, Middle/High Principal, High School math and Science Teachers, Technology Director.	By September 1, 2008	Current technology resources, upgraded internet connection, General Fund dollars as needed.	Class is in place and students are successfully learning Physics content.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
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<p>2. Make available to high school students who are taking Adams State College correspondence courses an adult to supervise their progress and support their completion of work.</p>	<p>Middle/High Counselor, Middle/High principal</p>	<p>By September 1, 2008</p>	<p>General Fund Salary dollars</p>	<p>More students enroll in correspondence college level classes because they see more students getting the support they need to be successful at them.</p>
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VI. Parent Involvement/Parent Role in Education

A. How should parents be able to support their kids?

Strategy	Responsibility	Timeline	Resources	Indicators of Success
<p>1. Purchase, implement, and train parents in the use of Infinite Campus' Parent Web Portal for the purpose of allowing parents to contact classroom teachers and monitor the academic, behavior and attendance performance of their students.</p>	<p>Superintendent of Schools, Technology Director, Student Information Systems Consultant, Building Secretaries</p>	<p>By August 2007 to be continually available to parents in the future.</p>	<p>General fund allocation of dollars.</p>	<p>10% of parents make use of service during 07-08 school year, 25% make use during 08-09 school year and more than 75% make use of the service by the end of the 09-10 school year.</p>

B. How can the school reach out to parents?

Strategy	Responsibility	Timeline	Resources	Indicators of Success
<p>1. By making it a consistent priority to hire support staff in each building who have effective Spanish language skills (because nearly 40% of our students come from homes where Spanish is the primary language), including in the position of Receptionist, Secretary and Resource behavior Specialist</p>	<p>Superintendent of Schools, Building principals, Hiring Committees.</p>	<p>By August 2007 and continuing into the future as needed.</p>	<p>No special resources are necessary</p>	<p>Each office and building has qualified Spanish speakers in positions that deal with parents and the general public.</p>

Strategy	Responsibility	Timeline	Resources	Indicators of Success
<p>2. By making it a consistent priority to</p>	<p>Superintendent</p>	<p>By August</p>	<p>ELPA</p>	<p>Each communication item that</p>

send all parent/guardian communication home in both Spanish and English (because nearly 40% of our students come from homes where Spanish is the primary language) on a consistent basis by purchasing translation services from qualified English to Spanish translators.	of Schools, Building principals, Building Secretaries.	2007 and continuing into the future as needed.	Improved Instruction dollars and dollars from the district General fund.	is sent home is translated by a qualified Spanish translators.
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Strategy	Responsibility	Timeline	Resources	Indicators of Success
3. By maintaining the staffing of an At-Risk Student Behavior Specialist who can be free to contact parents at home and at work as needed to communicate regarding their child’s needs at school.	Superintendent of Schools, Board of Education	On an annual basis.	General Fund resources and grant dollars as they become available.	Teachers, Administrators and School Officials are able to make personal contact with parents of at-risk students whenever the necessity arises.

VII. School/Community Relations and Involvement

A. How do we involve community members?

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. By establishing and maintaining effective building and district Accountability committees that participate in the process of advising the school board regarding policy items and that participate by reviewing student performance data for the purpose of making recommendations to the BOE regarding Building Accreditation Status.	Superintendent of Schools, Building Principals, Board of Education.	On an annual basis.	Space, employee time, general fund dollars for the purpose of reporting to the community.	80% participation at each meeting and committees review policy and make accreditation recommendations according to organization by-laws.

B. How can the community help us achieve our goals?

Strategy	Responsibility	Timeline	Resources	Indicators of Success
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<p>1. By partnering with community members who participate in our vocational education programs as mentors who take on apprentices and work study students for the purpose of helping them to learn postsecondary readiness skills.</p>	<p>Vocational Director, Vocational Advisory Committees, High School Counselor.</p>	<p>On an annual basis beginning I the fall of 2008.</p>	<p>Community partners, Vocational funding, General Fund resources.</p>	<p>Two students participate in the program during the 2008-09 school year. 20% of senior class participates from 2009-10 forward.</p>
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C. What services can we provide to the community?

Strategy	Responsibility	Timeline	Resources	Indicators of Success
<p>1. By offering adult technology classes to community members free of charge that also support learners by providing them with technology devices on which to practice learned skills.</p>	<p>Superintendent of Schools, Technology Director, 21st Century Program Director</p>	<p>Beginning in Fall 2007 and continuing on an annual basis as needed.</p>	<p>Refurbished laptop computers formerly used by students or staff members, Title I Parent Involvement dollars, 21st Century Grant dollars.</p>	<p>20 adults take and complete coursework on an annual basis.</p>

Strategy	Responsibility	Timeline	Resources	Indicators of Success
<p>2. By offering parenting skills classes to community members based on the Jim Fay Love and Logic model on an annual basis.</p>	<p>Superintendent of Schools, At risk Students Contracted Counselor</p>	<p>Each Fall beginning in the third week of October and running for a total of 4 sessions.</p>	<p>Saguache County TANF funding, various state and local grant opportunities, incentives for parents to attend.</p>	<p>10 Parents participate in and complete the coursework on an annual basis.</p>

IX. Financial Goals

A. By building up required TABOR and Contingency reserves as well as Accrued Salary reserve by July 1 2011.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
<p>1. Conservatively predict pupil count</p>	<p>Board of</p>	<p>Each</p>	<p>Student</p>	<p>Budget income and staff</p>

when budgeting and conservatively staff schools in relation to pupil count factors on an annual basis.	Education, Superintendent of School, Business Manager	Spring	information management system and trend data.	expenditures are in line with actual needs on a yearly basis.
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B. By decreasing the long term cost of utilities through use of renewable resources.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. Pursue instituting the use of renewable energy resources such as Solar, Wind and Geothermal for the purpose of fueling our facilities by hiring a consultant to develop a plan that can be funded over a long period of time.	Superintendent of Schools, Business Manager	Plan by July 1, 2009...financing by January 1 2010, installation by August 15, 2010	Capital Construction QZAB loan process, Governor's Office of Energy Management.	A viable plan is drawn up, financed, installed and operating by the beginning of the 2010-11 school year.

C. By eliminating debt related to recent construction projects.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. By making annual payments and by budgeting to make double payments over the course of the next 5 fiscal years.	Superintendent of Schools, Business Manager	Begin double payments during the 2009-10 fiscal year and continue through 2012.	Grants, General Fund, Capital Reserve Fund	District makes significant progress toward paying off lease purchase debt by July 1, 2013.

D. By finding a way to fund the after school program after the 21st Century Grant runs out.

Strategy	Responsibility	Timeline	Resources	Indicators of Success
1. Pursue other grants that are available or bring a financing question to the community in fall 2009 to provide funding for its continuation.	Board of Education, Superintendent of Schools, Director of Instruction	2009-10 fiscal year.	Bonding company if necessary, various grantors.	Program is still in place for 2009-10 school year and beyond.

X. Constant Evaluation of Progress

Strategy	Responsibility	Timeline	Resources	Indicators of Success
<p>1. The progress toward the achievement of this strategic plan will be evaluated on a yearly basis beginning in February of 2009 for the purpose of evaluating the Superintendent of School’s work performance and for the purpose of establishing new goals or revising old goals.</p>	<p>Entire District, Superintendent of Schools, Board of Education</p>	<p>Each February beginning in February 2009</p>	<p>Evidence of goal completion or progress in each area.</p>	<p>All timelines for progress are being adhered to and additional goals aimed at helping us to achieve our stated outcomes are being added.</p>

Center Schools Student Achievement Goals 08-09

Global Achievement Status Goals

1. To increase the Center School District’s weighted index in CSAP reading from 59 in 2007 (most recent data) to 65 in 2009.
2. To increase the Center School District’s weighted index in CSAP writing from 58 in 2007 (most recent data) to 65 in 2009.
3. To increase the Center School District’s weighted index in CSAP math from 22 in 2007 (most recent data) to 26 in 2009.
4. To increase the Center School District’s weighted index in CSAP science from 16 in 2007 (most recent data) to 21 in 2009.

Longitudinal Growth Goals

1. To increase the Center School District’s median growth percentile in reading at the elementary level from the 36th percentile in 2008 to the 50th percentile in 2009, as measured by the Colorado Growth Model.
2. To increase the Center School District’s median growth percentile in reading at the middle school level from the 52nd percentile in 2008 to the 60th percentile in 2009, as measured by the Colorado Growth Model.
3. To increase the Center School District’s median growth percentile in reading at the high school level from the 62nd percentile in 2008 to the 66th percentile in 2009, as measured by the Colorado Growth Model.

4. To increase the Center School District's median growth percentile in writing at the elementary level from the 37th percentile in 2008 to the 50th percentile in 2009, as measured by the Colorado Growth Model.
5. To maintain the Center School District's median growth percentile in writing at the middle school level at the 72nd percentile as measured by the Colorado Growth Model.
6. To maintain the Center School District's median growth percentile in writing at the high school level at the 70th percentile as measured by the Colorado Growth Model.
7. To increase the Center School District's median growth percentile in math at the elementary level from the 32nd percentile in 2008 to the 50th percentile in 2009, as measured by the Colorado Growth Model.
8. To increase the Center School District's median growth percentile in math at the middle school level from the 64th percentile in 2008 to the 68th percentile in 2009, as measured by the Colorado Growth Model.
9. To increase the Center School District's median growth percentile in reading at the high school level from the 53rd percentile in 2008 to the 60th percentile in 2009, as measured by the Colorado Growth Model.

Disaggregated Group Goals

Status Goals

1. To increase the Center School District's Hispanic elementary level students scoring partially proficient or above in reading from 78% in 2008 to 88% in 2009 as measured by CSAP.
2. To increase the Center School District's LEP elementary level students scoring partially proficient or above in reading from 70% in 2008 to 88% in 2009 as measured by CSAP.
3. To increase the Center School District's Economically Disadvantaged elementary level students scoring partially proficient or above in reading from 79% in 2008 to 88% in 2009 as measured by CSAP.
4. To increase the Center School District's Hispanic elementary level students scoring partially proficient or above in math from 72% in 2008 to 89% in 2009 as measured by CSAP.
5. To increase the Center School District's LEP elementary level students scoring partially proficient or above in math from 64% in 2008 to 89% in 2009 as measured by CSAP.

6. To increase the Center School District's Economically Disadvantaged elementary level students scoring partially proficient or above in math from 72% in 2008 to 89% in 2009 as measured by CSAP.
7. To increase the Center School District's Hispanic high school students scoring partially proficient or above in math from 46% in 2008 to 50% in 2009 as measured by CSAP.
8. To increase the Center School District's LEP high school students scoring partially proficient or above in math from 42% in 2008 to 56% in 2009 as measured by CSAP.
9. To increase the Center School District's Economically Disadvantaged students scoring partially proficient or above in math from 44% in 2008 to 54% in 2009 as measured by CSAP.

Growth Goals

Among students eligible for Free or Reduced Lunch, increase the Center School District's CSAP Weighted Index in math from 15 in 2007 to 22 in 2009.

Among Hispanic students, increase the Center School District's CSAP Weighted Index in math from 19 in 2007 to 25 in 2009.

Among Migrant students, increase the Center School District's CSAP Weighted Index in math from 13 in 2007 to 20 in 2009.

Reducing Learning Gaps Goals

Status Goals

Decrease the gap in the CSAP Weighted Index among Hispanic and Anglo math students from 21 percentage points in 2007 to 10 percentage points in 2009.

Decrease the gap in the CSAP Weighted Index among Hispanic and Anglo reading students from 30 percentage points in 2007 to 15 percentage points in 2009.

Decrease the gap in the CSAP Weighted Index among Hispanic and Anglo writing students from 18 percentage points in 2007 to 8 percentage points in 2009.

Growth Goals

To decrease the gap in the Median Student Growth Percentile for math in male students and female students at the elementary level from 15 percentiles in 2008 to 5 percentiles in 2009, as measured by the Colorado Growth Model.

To decrease the gap in the Median Student Growth Percentile for writing in male students and female students at the elementary level from 12 percentiles in 2008 to 4 percentiles in 2009, as measured by the Colorado Growth Model.

Postsecondary Readiness Goals

To increase Center School District's graduation rate for LEP students from 69.2% in 2007 to 80% in 2009.

To increase Center School District's graduation rate for Economically Disadvantaged students from 80% in 2007 to 90% in 2009.

To increase Center School District's graduation rate for Migrant students from 60% in 2007 to 80% in 2009.

To increase Center School District's ACT composite score from 16.5 in 2008 to 17.5 in 2009.

To increase Center School District's ACT English score from 13.5 in 2008 to 15.5 in 2009.

Addendum

Governance:

The district had revised Haskin Elementary School's oversight structure to assure implementation of the interventions fully and effectively. In submitting the grant application Haskin would like the review team to understand the situation regarding the future administrative leadership of Haskin Elementary School.

Center Schools is a small rural district of approximately 600 students. Because of this there is only one elementary school, a middle/high, and an alternative school. This creates a situation where the school can't easily transfer administrators from one building to the next. Historically, Haskin has had 6 Principals since the 1996-97 school-year. In stark contrast to this, Skoglund Middle School/Center High School is only on its 3rd Principal in the same time frame (with the current Principal in his first year). Skoglund MS/Center HS has made wonderful academic growth over the past dozen years and this can be greatly attributed to stable leadership within the building.

It has been difficult to keep effective administrators at Haskin because of the obvious challenging population it serves and because this role at Haskin has typically served as a stepping stone to other positions outside the district. The average tenure of the school's 5 prior Principals has been 2 years, with each person moving on to a less challenging, more lucrative job.

The district feels it could pump an additional \$30,000 into the Principal salary through this grant and attract very highly qualified Principal candidates. However, grant programs come and go and the district believes it will be very difficult to keep such a person who comes under these circumstances for the long term. Thus, it is evident in the district's grant application that everything planned is geared toward being able to sustain what is learned and how to continue the growth beyond the end of this stream of funding.

The person who currently fills the Principal position began this role in August of 2007. When the district originally advertised the principal position there was only one "qualified" candidate (meaning they had certification...but a "bounce around"..."asked to leave a lot"..."track record) plus an in-house candidate who showed good instructional leadership skills and who was nearing the end of her education leadership training. Using an open process involving teacher leaders, parents, and community members, the district chose the current principal because of her leadership potential and her roots in the community.

Upon entering this position, Haskin's new principal had to immediately fill 4 open teaching positions during her first year, another 5 during her second year, and 2 more for the current year (more than half our classroom teaching staff over 3 years). The district's teacher applicant pool traditionally has not been a deep one, thus the district has had to do the best possible with the applicants available to fill positions. The new principal also immediately lost the services of a Reading First full time Reading Coach and a district level Teacher Quality Coach because of reductions in funding due to timed out grants.

The district gauges that it is the results of our April 2008 and April 2009 CSAP testing that led to Haskin qualifying for this grant opportunity. This has allowed for the new principal only a year and 8 months to create positive academic change. It is therefore the district's opinion, not knowing the exact principal replacement requirements in the Transformation process, that it should be the district's choice whether

or not to replace the principal through this program. However, one important lesson learned during the process of preparing for and writing this grant is that the district has been lax in providing support for the current principal to effectively train and evaluate such a young staff.

In the grant application the district makes it clear that it will be hiring an Instructional Coach out of the district General Fund to work side by side with the current principal to grow through Focal Point and Lindamood-Bell leadership instruction opportunities, to provide capacity for making sure all training is implemented with fidelity, and to support the continuation of programs into the future.

Locally, the district recognizes the requirement to change the governance structure as a condition of receiving this grant. Thus, the following roles will be filled by the following people in order to ensure change processes take hold:

Year 1: The school district will provide a Transformation Facilitator to be filled by the current Superintendent of Schools. The Transformation Facilitator will commit to 15 hours per week in the building directly supervising employees and program implementation (see attached job description **Appendix A -pg. 21**). In support of the Transformation Facilitator will be an Elementary School Director and an Instructional Coach directly supervised by the Building Administrator. The current Principal will fill the role of Building Administrator and a highly qualified Instructional Coach will be sought and hired by June 1, 2010. All three of these positions will be funded by the Center School District General Fund, with the exception of a \$3,000 stipend that has been requested through grant funds to support the Instructional Coach. Job descriptions for these individuals are attached as well (**Appendix A – pg. 21**).

Year 2: If 2nd year grant approval is given because appropriate progress is being made, the school district will continue with this model. In Year 2 the Transformation Facilitator will commit to up to 10 hours per week in the building directly supervising employees and program implementation. The district will continue with an Elementary School Director and an Instructional Coach to support building improvement strategies.

Year 3: If 3rd year grant approval is given because appropriate progress is being made, the school district will remove the Transformation Facilitator model and the Elementary School Director will be transferred to Transitional Principal to complete Year 3 and to focus on future continuity of programs after the grant has subsided. The Transitional Principal will be supported by a full time Instructional Coach funded through the grant for this year. At the end of Year 3 a decision will be made regarding who will fill the role of Principal for the following year.

Professional Development:

Haskin Elementary has chosen to focus on three instructional practices that will have the greatest impact on student achievement, which is a best practice when taking on a reform initiative. These three focuses are:

Major Improvement Strategy #1: The curriculum will become aligned, prioritized and mapped into the available instructional time in the core academic subjects and teachers will be instructing daily from it.

Major Improvement Strategy #2 Increase the availability of resources and exposure to strategies for using student data to inform instructional practice in the classroom.

Major Improvement Strategy #3: Improve implementation practices and support success of initiatives.

The District is contracting with Focal Point to help align the curriculum and train both school leaders and teacher to ensure teacher will teach the guaranteed and viable curriculum (See **Appendix B – pg. 24:** Focal Point Center Transformational Proposal - Detailed Agreement with Focal Point with explicit objectives, timeline and trainers and Focal Point MOU as well as Lindamood-Bell Contract: **Appendix P - pg. 103**). Year one focuses on obtaining a guaranteed and viable curriculum, training leaders and teacher in its use, and monitoring and evaluating the implementation progress. This agreement on providing curriculum includes:

- Designing maps that are aligned to the new state standards in Reading/Writing, Math, Science, and Social Studies
- Providing sample lesson objectives and Demonstrations of Learning for each grade and subject
- Mapping resources to current text and revising current curriculum
- Completing this work by August 8, 2010
- Making recommendations for resources to be used based on maps Demonstrations of Learning.

Year two focuses on increasing the skill of classroom teachers in purposeful instruction and engagement and beginning to tie teacher effectiveness to student achievement. Year three focuses on implementing the locally developed and customized plan to tie teacher effectiveness to student achievement. The work done in 2010-2011 and 2011-2012 school years will help set the stage for tying teacher effectiveness to student achievement. Only a system that is aligned will be able to effectively implement a plan to tie teacher effectiveness to student achievement. An aligned system would include strong instructional leaders, a culture of instructional feedback, aligned professional development and PLCs, effective use of data, expanded leadership capacity, and an evaluation system that differentiates performance.

The ultimate goal of each of the three key areas is changing student and teacher behaviors. Each area of improvement has and implementation rubric of responsibilities and indicators. The following documents clarify expectations of implementation and performance:

Appendix C – pg. 35: Leadership Rubric – Self-assessment for school leaders.

Appendix D – pg. 43: Implementing a Guaranteed and Viable Curriculum – School Leaders' Responsibilities. This provides explicit responsibilities of school leaders and indicators for success.

Appendix E – pg. 46: Implementing a Guaranteed and Viable Curriculum: Teacher Knows and Dos. This provides explicit expectations of what is expected of teachers implementing the curriculum and indicators of success.

Appendix F – pg. 49: Classroom Observations – This provides an explicit rubric for teacher proficiency levels.

Appendix G – pg. 64: Systemic Coaching Cycle Indicators – This provides an explicit list of indicators and evaluation from coaching.

Appendix H – pg. 68: Systemic Coaching Cycle Rubric – Coaching of school leader proficiency levels in key areas.

Appendix N – pg 85: Criteria for Lindamood-Bell School Services Consultant Certification – This document provides the criteria, rubrics and process used by Lindamood-Bell Learning Process in the evaluation of candidates for Consultant Certification. Candidates are evaluated in the areas of instruction, assessments and pacing and interactions by a rubric that has 4 levels of performance (beginning, developmental, competency, and mastery).

Additional Research to meet specific needs of ELL student, Hispanic students and students in upper elementary:

Lindamood-Bell has proven to have success with all three areas of concern: ELL students, Hispanic students and students in upper elementary. Summary findings from Pueblo City Schools 1997 through 2004 reflect the success of using the Lindamood-Bell learning processes intervention with English Language Learners:

- Pueblo City Schools as of 2003-04 is only 1% behind Boulder – yet with nearly 3 times the number of minority students.
- Hispanic ELL students have made greater gains compared to other students in 16 of the 23 tests given from 1998 to 2003-04 in the ‘proficient and advanced’ categories.
- Hispanic ELL students achieved an average gain of 50% in ‘proficient and advanced’ on all tests since testing began, which is nearly double the other student gain of 28% for the same period.
- The District had an average 16% reduction and the Hispanic ELL student sub-set averaged a 14% reduction in the number of students who scored ‘unsatisfactory’, in all categories since testing began.
- On the three tests with the longest trend data (8 years for 4th grade reading & writing and 7 years for 3rd grade reading) the combined average gain for the District was a 91% increase in students scoring at ‘proficient and advanced’. For Hispanic ELL students this average increase was 117% for the same tests over the same period. The same three tests with the longest trend data, the District averaged a 74% reduction in the students scoring ‘unsatisfactory’, while Hispanic ELL student trends for the same tests was a 77% reduction in students scoring ‘unsatisfactory’.

For additional information on success with closing the achievement gap between low-achieving, Hispanic, English learners and high-achieving, White, non-English learners who didn’t receive Lindamood-Bell see **Appendix I – pg. 73**. Data in support of increasing student success in grades 3-5 is from Vista Unified School District. This addresses student in grades 3-5 who has specific deficits in their ability to comprehend both oral and written language. Students who received V/V instruction made statistically significant progress ($p < .05$) from pre to post instruction in vocabulary, oral directions, and reading comprehension and 40% of the students improved at least one proficiency level on the CST, a horizontally scaled achievement test from 2008-2009. These students also made statistically significant scale score progress ($p < .05$) on the CST. In 2008, their average scale score was 12 points below ‘basic’ and in 2009 they were only 1 point below ‘basic’. For addition information on data from Vista Unified School District in meeting the needs ELLs, upper grade and SPED see **Appendix J – pg. 75, Appendix K – pg. 78, Appendix L – pg. 80, and Appendix M – pg. 82**.

Program Evaluation: Monitoring and Evaluating the System for Continuous Improvement and Action Plan:

Any reform initiative will stall if there is not strong attention placed on monitoring the system for continuous improvement. Focal Point will review data, indicators of success, and program goals and

evaluate progress. The District will establish ambitious targets to increase academic achievement, beginning immediately in the first year of implementation. Students will demonstrate significant progress in mean scale score growth on CSAP. Further, students receiving targeted intervention will make significant progress in various measures of reading and comprehension skills, which underlie reading fluency. Students will also show growth on the district-adopted NWEA MAP assessment data, consistent with the district's Strategic Plan. The **Action Plan – pg. 7** also specifies major implementation strategies, timelines, responsible individuals, resources, and key indicators/benchmarks of success that will allow for monitoring and continuous improvement. In addition, key individuals from both Focal Point and Lindamood-Bell will have specific responsibilities in the monitoring and evaluation for continuous improvement.

Focal Point will:

1. **Provide a program evaluator who will review and analyze achievement data and assess progress on goals for the turnaround proposal.**

Lindamood-Bell will:

1. **Provide a program evaluator who will review and analyze achievement data and assess progress on goals for the turnaround proposal.**
2. **Guide weekly PLC meetings to analyze formative assessments, monitor student progress, diagnose learning needs, and customize instruction/interventions appropriately.**
3. **Provide monthly key indicator reports and quarterly data analysis reports analyzing both professional development of teachers and literacy growth of students. Based on these data, recommendations will be provided to increase program fidelity and effectiveness.**

The district will also provide an in-house new hire who will serve as an independent reviewer. This individual will be paid from the district's general fund. The individual is highly qualified to serve in this position bringing the qualifications of an SST reviewer and previous CADI team member

Evaluation: Include disaggregated data by subgroups

The expectation that the district will disaggregate student data and use this information further in our planning is in the beginning steps. Part of the work in the leadership training will include assistance in doing this to a more effective degree with current data and new data acquired from our partners.

Outcomes and goals specific to Lindamood-Bell and Focal Point Initiatives that are designed to increase student achievement are stated in the Action Plan. Student Achievement goals, including disaggregated goals, are consistent with the Center School District's Improvement Plan.

Goals for Increasing Growth

1. Increase the CSAP median growth percentile in Reading at each school level from 36 in 2008 to 50 in 2011 as measured by the Colorado Growth Model.
2. Increase the Center School District median growth percentile in writing at the elementary level from 37 in 2008 to 50 in 2011 as measured by the Colorado Growth Model.
3. Increase the Center School District CSAP median growth percentile in Math from 32 in 2008 to 50 in 2011 as measured by the Colorado Growth Model.

Goals for Reducing Learning Gaps

1. Decrease the achievement gap in Reading between elementary Hispanic student and other groups as measured on the 2011 from 16% to 4%.

2. Decrease the achievement gap in Writing between Low Income and minority students and other groups as measured on the 2011 CSAP from 15% to 4%
3. Increase the percentage of low income and minority students who are on track to “catch up” in Reading and Math to meet or exceed the state median growth percentile as measured by the Colorado Growth Model.
 - a. Low Income: Reading - from 27.6 in 2008 to 50 in 2011
 - b. Low Income: Math - from 10.5 in 2008 to 50 in 2011
 - c. Minority: Reading – from 27.8 in 2008 to 50 in 2011
 - d. Minority: Math – from 9.8 in 2008 to 50 in 2011
4. Decrease the gap in CSAP Median Student Growth Percentile between Male and Female students in Writing from 12 in 2008 to 4 in 2011
5. Decrease the gap in CSAP Median Student Growth Percentile between Male and Female students in Math from 15 in 2008 to 5 in 2011.

Action Plan and Appendix A-P

Action Plan

Major Improvement Strategy #1: The curriculum will become aligned, prioritized and mapped into the available instructional time in the core academic subjects and teachers will be instructing daily from it.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Instruction and coaching on systemic and classroom curriculum alignment	Aug 2010 and ongoing in 2010-2011	All Teachers and Leaders	Tiered Intervention Grant	Continuous staff growth on Focal Point Curriculum Alignment Rubric
Train new staff in utilizing curriculum, maps and DOLs	2011-12 and ongoing	School Admin Team/Lead Teachers	Curriculum/text/Resources	100% of new staff will have completed required training
Continually monitor implementation and effectiveness of curriculum	2011-12 and ongoing	School Admin Team/Lead Teachers	Curriculum Mapper, and lesson plan and DOLs	100% of teachers will be successfully utilizing curriculum, maps and DOLs. Student achievement will increase according to goals.

Major Improvement Strategy #2 Increase the availability of resources and exposure to strategies for using student data to inform instructional practice in the classroom.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Curriculum Maps and pacing guides for core academic instructional areas provided to all certificated staff	June 2010-Aug 2010	All certificated instructional staff	Turnaround Grant	Continuous staff growth on Focal Point Curriculum Alignment Rubric monitored quarterly
Train leaders on curriculum alignment	Aug-Dec 2010	District, building and teacher leadership	Turnaround Grant	Continuous staff growth on Focal Point Curriculum Alignment Rubric monitored quarterly

Classroom instruction in LMB process, minimum 4 days per week: K-3 15 min. V/V and 15 minutes SI; Grades 4-5 15 minutes V/V	Begin August 2010 continual	All classroom teachers	Turnaround Grant	<p>1.All classroom teachers will provide high quality LMB instruction a minimum of 4 days per week.</p> <p>2.All classrooms will be monitored weekly coaching visits by LMB on-site Project Manager.</p> <p>3.Principal will conduct monthly classroom walkthroughs of all classrooms – See LMB Classroom Walkthrough:Appendix O-pg 101).</p> <p>4.LMB will provide Key Indicators reports to District and classroom “Look-Fors” documentation by Principal.</p>
Train teachers on diagnostic assessment and interpretation	June and Aug 2010	All certificated staff	Turnaround Grant	80% of certificated staff will reach level 2 proficiency in Lindamood-Bell process and level 3 by end of 2010-2011
<p>Diagnostic Needs Assessment for reading and comprehension</p> <p>1. All targeted students for Summer Reading Academy will be assessed</p>	<p>May 2010, August 2010, January 2011</p> <p>Cyclic as needed for students in future years</p>	LMB personnel, Certified staff	Turnaround Grant	<p>1. All students will be assessed at benchmark terms. (PPVT4: receptive vocabulary, WRAT4: reading, spelling).</p> <p>2. Symbol Imagery, Individual learning profiles and instructional recommendations provided by LMB for all students.</p>
Provide full time Project Manager to help train and conduct data meetings and training	Summer Academy and School year 2010-2011	All certificated staff	Turnaround Grant	80% of certificated staff will reach level 2 proficiency in Lindamood-Bell process and level 3 by end of 2010-2011
<p>Targeted Intervention in LMB instruction process</p> <p>1. 80% of incoming 3rd-5th grade students not proficient on 2010 CSAP or identified as At-Risk based on DIBELS and/or NWEA data will receive targeted</p>	Summer School 2010 and throughout 2010-11 school year, continuing	Principal, Director of Instruction and necessary designated staff	Turnaround Grant	1. Principal and Director of Instruction will review students data and refer appropriate students to LMB intervention and monitor participation goals.

<p>intervention.</p> <p>2. Students will receive minimum of 90 minutes of daily, small-group intervention for a min. total of 80 hours.</p>	in future years			2. LMB will provide monthly Key Indicators updates and quarterly accountability reports to district reflecting participation goals.
<p>Targeted Intervention in LMB Reading (Decoding Focus)</p> <p>1. LMB and School staff will administer standardized pre/post diagnostic tests: Lindamood Auditory Conceptualization, Woodcock Johnson-G (word attack)WRAT4 (reading)</p> <p>2. School staff will administer NWEA MAP assessment 3 times per year.</p> <p>3. LMB will submit quarterly accountability reports to district with analyses of pre/post summative assessments.</p>	Summer School 2010 and throughout 2010-11 school year, continuing in future years	LMB and School Staff	Turnaround Grant	<p>1. Students in LMB targeted intervention (aggregated) will make significant progress (p value < .05) in phonemic awareness, word attack, and word recognition skills.</p> <p>2. Students performing below median grade level on NWEA MAP will make 1 year's growth plus 10% on NWEA MAP over the course of the year.</p> <p>3. Students (aggregated) will significantly increase mean scale score on CSAP from 2010 to 2011 (cohort growth analysis)</p>
<p>Targeted Intervention in LMB Reading (Comprehension Focus)</p> <p>1. LMB and School staff will administer standardized pre/post diagnostic tests: Gray Oral Reading Test – 4th Edition.</p> <p>2. School staff will administer NWEA MAP assessment 3 times per year</p> <p>3. LMB will submit quarterly accountability reports to district with analyses of pre/post summative assessments.</p>	Summer School 2010 and throughout 2010-11 school year, continuing in future years	LMB and School Staff	Turnaround Grant	<p>1. Students in LMB targeted intervention (aggregated) will make significant progress (p value < .05) in reading comprehension.</p> <p>2. Students performing below median grade level on NWEA MAP will make 1 year's growth plus 10% on NWEA MAP over the course of the year.</p> <p>3. Students (aggregated) will significantly increase mean scale score on CSAP from 2010 to 2011 (cohort growth analysis)</p>
Continue the work with the PLC model embedded into schedule and daily practices	2011-12 and beyond	School Admin, all instructional staff,	School calendar and local time allocated, necessary funds for any additional out of school time planned	100% of all staff will continue to work in the PLC model, reviewing data, setting goals, and altering instructional practices as evidences by PLC meeting notes

Continue with walkthroughs and new teacher evaluation to ensure that resources are utilized and “best practice” instructional strategies are being consistently implemented.	2011-12 and beyond	District and school admin	Local admin staff time	Walkthrough and evaluation evidence will show that 100% of teachers are implementing resources and appropriate strategies.
Review resource and materials at the end of each year to assure the current curriculum needs are met, prior to the next school year.	2011-12 and beyond	Director of Instruction, Instructional Staff & Principal	District monies budgeted as priority needs each year.	By the end of March each year 100% of teachers will report on anticipated needs for the next year. The Building Leadership Team will review the needs, facilitate staff discussion and organize resource needs by the end of April.
Continue to support instructional staff with an instructional coach to sustain “best practices” instructional strategies and sustained application of the interventions and Data Team model in PLCs.	2011-12 and beyond	District Admin, Principal and Coach	District monies budgeted to support this position.	Coach will meet with 100% of staff during the year, as evidenced by meeting notes.

Major Improvement Strategy #3: Improve implementation practices and support success of initiatives

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Three day Summer LMB Leadership Institute	July 2010	Principal, district support admin	Turnaround grant	Admin team will complete the course. LMB report to district in September with those who have completed the course.
Three day Leadership Academy	Aug-Dec 2010	District/building and teacher leadership	Turnaround grant	Continuous growth on Curriculum Alignment Rubric
Five day introductory workshop in LMB process (V/V/, Si and RtI)	June and August 2010	All classroom teachers and appropriate support		All instructional staff, principal and support administration will complete the full 5 day course.

		teachers		LMB will report to district in September those who have completed the course.
Job-Embedded school-wide training in LMB instruction and intervention process	Daily/Weekly and ongoing in the 2010-2011	All Teachers and Leaders	Tiered Intervention Grant	<ol style="list-style-type: none"> 1. 80% of certificated staff will reach level 2 proficiency in LMB process by the end of 1st semester and level 3 by end of 2010-2011 2. All classrooms will be monitored weekly coaching visits by LMB on-site Project Manager – See School Services Consultant Summary for Teachers) 3. Principal will conduct monthly classroom walkthroughs of all classrooms. 4. LMB will provide Key Indicators reports to District and classroom “Look-Fors” documentation by Principal.
LMB Advanced Training	January through May, 2011	LMB Project manager and qualified staff	Tiered Intervention Grant	<ol style="list-style-type: none"> 1. Weekly coaching observations by LMB on-site Project Manager for certification candidates as documented by LMB Certification proficiency rubric 2. Minimum 1 Instructional Teacher Leader will be Certified in LMB process by end of 2nd Semester.
Job Embedded Professional Development	Oct 2010-Jan 2011	All staff	Turnaround grant	Continuous growth on Curriculum Alignment Rubric
Summative evaluation of progress and success	2010-2011	Focal Point staff presenting to leadership	Turnaround grant	Formative spot observations and feedback loops coupled with final report to staff
Train new staff in LMB instruction and intervention process	2011 and ongoing	School Admin Team/Certified LBM Trainer	Local Staff Development	100% of new staff will have completed required training

Continue to support instructional staff with an instructional coach to sustain “best practices” instructional strategies and sustained application of the interventions and Data Team model in PLCs.	2011-12 and beyond	District Admin, Principal and Coach	District monies budgeted to support this position.	Coach will meet with 100% of staff during the year, as evidenced by meeting notes.
The school admin team will continue to meet, learn and work together to support continued success of previous implementation work.	2011-12 and beyond	District Admin, Principal and Coach	Necessary district monies will be budgeted to support this work	Monthly meeting notes and goals will be reviewed and kept.
The Building Leadership Team (BLT) will continue to meet, plan, review and support all implementation work, resulting school achievement data, and any other necessary business.	2011-12 and beyond	Principal and BLT	Necessary district monies will be budgeted to support this work	Monthly meeting notes and goals will be reviewed and kept.
The school will continue the use of the new evaluation measure to support quality instructional practices to continue to increase and sustain student achievement.	2012 and beyond	District and Principal	Necessary district monies will be budgeted to support this work	100% of staff will be evaluated using the newly developed evaluation instrument.

Appendix A – Job Descriptions Transformation Facilitator

**QUALIFICATIONS/POWERS AND RESPONSIBILITIES OF SUPERINTENDENT/
TRANSFORMATION FACILITATOR**

Job Description

Title: Superintendent of Schools/Transformation Facilitator

Qualifications:

1. Meets Colorado legal certification requirements
2. Master of Arts degree in School Administration
3. At least five (5) years as a Superintendent or related administrative experience
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Reports to: The Board of Education

Evaluated by: The Board of Education

Job Goal:

To provide vision and leadership in developing and maintaining the best possible educational staff, programs and services for the children of the school district.

Performance Responsibilities

The Superintendent of Schools shall be responsible for the general management of the schools of the District under the requirements of the state and the policies of the Board. The Superintendent shall be responsible for guiding the development of the educational objectives and programs of the School District to fulfill the educational needs of all students. The Superintendent shall provide overall direction to the activities of the School District and its personnel toward the accomplishment of District goals, administer the policies of the Board, conserve the School District's assets and resources, and maintain and enhance the School District's standing in all its internal and external relationships.

The management responsibilities of the Superintendent shall extend to all activities of the District, to all phases of the educational program and to all parts of the physical plant.

1. **Operations.** The Superintendent shall:

- A. Manage the work of all personnel in planning and program development and direct the activities of the School District. The Superintendent may delegate these responsibilities together with appropriate authority, but he may not delegate nor relinquish his ultimate responsibility for results of any portion of his accountability.
- B. Manage the development of long and short-range educational objectives for the improvement and growth of the School District and of educational activities in the School District.

- C. Manage the development of the overall educational process and administrative procedures and controls necessary to the implementation of educational programs for the achievement of the educational objectives of the School District.
- D. Manage the regular and systematic evaluation, analysis and appraisal of the achievements of students and the performance of personnel in each of the educational programs or activities against stated objectives of the School District.
- E. Report to the Board the progress and status of the programs and activities of the School District.
- F. Inform the Board on all matters of major importance or significance to the activities, programs and progress of the School District.

2. **Organization.** The Superintendent shall:

- A. Establish and maintain an administrative organization which provides for the effective management of all the essential functions of the School District.
- B. Recommend proposed revisions to the organization of the management structure including the establishment or elimination or a revision of administrative positions.

3. **Personnel.** The Superintendent shall:

- A. Develop and recommend policies and programs for personnel recruitment, selection and employment; employee relations; employee benefits and services; employee safety; personnel evaluation, and salary administration for the School District.
- B. Insure the maintenance of an adequate staff of properly trained administrative and supervisory personnel throughout the School District.
- C. Recommend to the Board the selection, employment assignment, transfer and suspension of all personnel.
- D. Supervise assigned personnel and conduct periodic evaluation and appraisals of their performance.
- E. Recommend salary increases and salary adjustments for all personnel.
- F. Develop and recommend to the Board job classifications and responsibilities for all current and new positions.

4. **Finances.** The Superintendent shall:

- A. Direct the development of the annual budget of the School District.
- B. Review and recommend programs and supporting data for funds to be included in the annual budget of the School District.
- C. Provide for the overall management of the School District's financial activities and take appropriate action to insure that expenses are kept within the approved budgetary limits of the School District.
- D. Assist administrators and directors in maintaining economy and efficiency in the operation of their administrative units.
- E. Maintain an active contact and familiarization with all local, state, federal and philanthropic programs which provide or could provide financial assistance to the District.

5. **Relationships.** The Superintendent shall:

- A. Act as executive officer for the Board.
- B. Act as professional adviser to the Board.
- C. Attend meetings of the Board with the right to comment on all issues.
- D. Prepare the agenda for all educational matters for all meetings of the Board and deliver the agenda with pertinent information on each item well in advance of the meeting.
- E. Participate in the affairs of local, state and national professional organizations.
- F. Serve as representative of the school system and the community at meetings on the local, state and national level.

- G. Maintain a cooperative working relationship between the schools and the community and community agencies.
- H. Establish and maintain such other relationships within and outside the School District as required to carry out his or her responsibility.

6. **Transformation Facilitator** The Transformation Facilitator shall:

- I. Maintain an awareness of factors outside the elementary school which affect the school program.
- J. Enforce Board policies, administrative regulations, budget limitations, and employee contracts in the day to day operation of the elementary school.
- K. Exercises decisive leadership in crisis situations within the elementary school.
- L. Work with the Elementary Director and Instructional Coach to conduct fair, professional, timely and credible evaluations of all staff members.
- M. Supervises the activities of elementary club sponsors with such supervision to include the coordination, reporting, and accounting of all student fundraising projects.
- N. Assigns students in grades Pre K through 5 to educational programs or courses.
- O. Determines, in consort with Elementary Director and Instructional Coach, elementary staff member eligibility for year end stipends based on Transformation participation, completion and performance.

Other. The Superintendent/Transformation Facilitator shall:

- A. Perform all other administrative duties as may be assigned by the Board of Education.

Compensation

Salary to be determined based on qualifications and experience.

Term of Employment

Ten month year as established by board policy (including 20 days during summer)

(Superintendent's PK-5 Administrator Signature)

(Date)

Appendix A – Job Descriptions Elementary School Director

Job Description

Title:	Elementary Director
Qualifications:	A valid Colorado Administrative Certificate. At least five years experience teaching or administrating in a public school. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
Reports to:	Superintendent/Transformation Facilitator
Evaluated by:	Superintendent/ Transformation Facilitator
Job Goal:	To guide the transformation of the instructional program of Haskin Elementary School during the term of a Tier 1 Intervention Grant.

Responsibilities

1. Administers the general operations of the school on a day to day basis in conjunction with the Superintendent/Transformation Facilitator.
2. Fosters good interpersonal relations among students and staff members.
3. Promotes positive action toward the realization of stated Transformation objectives through supervision and evaluation of employees.
5. Keeps abreast of trends, developments and research as they pertain to Transformation and school operations.
7. Oversees the formulation and communication of curriculum for the school program.
8. Develops methods for evaluating student progress toward stated educational objectives and communicates results to staff and community.
9. Maintains close contact with all interested parties, including students, school staff, parents and the community.
11. Works with the Superintendent/ Transformation Facilitator and Instructional Coach to conduct fair, professional, timely and credible evaluations of all staff members.
12. Responsible for overseeing enforcement and continual revision of student discipline policies as they pertain to students in grades Pre K through 5.
15. Properly identifies the educational needs of all students in grades Pre K through 5 and creates programs to address these needs.
18. Seeks out child centered, highly effective educators who model good character for employment as openings become available.

Compensation

Salary to be determined based on qualifications and experience.

Term of Employment

Ten month year as established by board policy (including 20 days during summer)

Elementary Director

Date

Appendix A – Job Descriptions

Instructional Coach

Position Description

Title:	Elementary Instructional Coach
Qualifications:	State of Colorado Teaching Certificate and/or Administrative Certification with verifiable experience teaching and coaching instructors in research based instructional strategies.
Preferences:	Bilingual Spanish/English
Reports to:	Elementary Director
Evaluated by:	Elementary Director
Job Goal:	The Instructional Coach will work as a colleague with classroom teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding about researched-base effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers. The Instructional Coach will facilitate change in instructional practices of teachers that will enable teachers to diagnose student needs more analytically, plan more productively, and teach more effectively.

Duties/Activities

1. Make on-going classroom visitations as appropriate and necessary to be able to perform the duties of Instructional Coach.
2. Provide content knowledge and resources about learning and teaching – including teaching strategies, assessment techniques, assessment of reading skills, interpretation of assessment results, classroom routines and practices that promote literacy, as per required by the Elementary Transformation process.
3. Act as a link between school personnel and other professionals and resources.
4. Provide information and guidance regarding a range of effective and innovative teaching practices that make up a balance through various avenues such as:
 - Individual discussions (can be informal or formal)
 - Demonstration lessons with pre- and post- discussion/analysis
 - Study groups/Book studies
 - Staff meetings
 - Professional Development and/or in-service training programs
 - Staff Meeting presentations
 - Workshops

5. Maintain paperwork consistently and in an appropriate manner.
6. Work in partnership with teachers and administrators to improve school wide instruction.
7. Maintain the confidentiality of schools, students, teachers, and classrooms.
8. Exemplify collegial behavior and a “Together we can do it” attitude.
9. Present a pleasant and professional demeanor at all times.
10. Hold high expectations for teachers (and other professionals) as well as their students.
11. Model the characteristics of a reflective professional who monitors and evaluates one’s own professional activities with the goal of continual growth and development.
12. Keep abreast of current research-based literacy practices.
13. Maintain a record keeping system of teacher growth to be reviewed by the Transformation Facilitator.
14. Works with the Superintendent/ Transformation Facilitator and Elementary Director to conduct fair, professional, timely and credible evaluations of all staff members.

Compensation

Salary to be determined based on qualifications and experience. A \$3,000 annual stipend will be included during the term of the Transformation grant.

Term of Employment

Ten month year as established by board policy (including 20 days during summer)

(Employee Signature)

(Date)

Appendix B
Focal Point Transformational Proposal
and Memorandum of Understanding

Center Transformation Proposal

Year One – 2010-2011

Curriculum Alignment

As with most districts seeking to transform, there are many instructional areas that will eventually need to be improved. The best approach at the beginning of a reform initiative is to focus on the two or three instructional practices that will have the greatest impact on student achievement.

According to several experts, perhaps most notably Robert Marzano (2005), an aligned curriculum is the most important factor in improving school academic achievement. Very few other practices will make as much difference if teachers are not teaching the right things or if their lessons are not purposeful and focused.

Mike Miles and his team (Focal Point) will help Center align the curriculum and train both school leaders and teachers to ensure teachers teach the guaranteed and viable curriculum. The team will:

1. **Design curriculum maps in grades K through 8 that are aligned to the new State standards.**

Focal Point will:

- provide curriculum maps in Reading/Writing, Math, Science, and Social Studies
- provide sample lesson objectives and Demonstrations of Learning (DOLs) for each grade and subject
- map resources (textbooks) to the curriculum
- provide completed curriculum maps by 8 August 2010

2. **Train leaders on curriculum alignment.** Focal Point will:

- Conduct two days of training on systemic curriculum alignment
- Conduct one day of job-embedded training to strengthen alignment
- Assess alignment strengths and areas of improvement at the end of the first semester

3. **Train teachers on how to use curriculum maps.** Focal Point will:

- Conduct one day of training on curriculum alignment and how to use curriculum maps to staff

Leadership

Recent draft legislation on principal effectiveness in Colorado highlights the growing attention that will be placed on instructional leadership. Effective school-level instructional leaders are central to making instruction – and concomitantly, student achievement – the focus of reform. However, having been trained or selected as managers, many principals find it difficult to exercise instructional leadership.

Focal Point will help school leaders and administrators in Center School District become more effective instructional leaders. We will provide training and professional development to the administrators (and selected teacher leaders). Our core approach, however, will be to provide **on-the-job coaching** of building administrators and teacher leaders to strengthen instructional leadership and improve the quality of instruction.

Focal Point experts and successful practitioners will:

4. **Conduct three-day leadership academy for administrators (and selected teachers).**
Participants will learn to:
 - Measure principal effectiveness and identify principles of a high-performing school
 - Provide effective instructional feedback
 - Identify and help ensure “good, first instruction”
 - Expand leadership capacity
 - Monitor the school for continuous improvement
5. **Conduct two days of on-the-job coaching of instructional leadership**
 - For selected administrators and instructional coaches

Monitor and evaluate the system for continuous improvement

Any reform initiative will stall if there is not strong attention placed on monitoring the system for continuous improvement. Focal Point will review data, indicators of success, and program goals and evaluate progress. Specifically, Focal Point will:

6. **Provide a program evaluator who will review and analyze achievement data and assess progress on goals for the turnaround proposal.**

Year Two – 2011-2012

Purposeful instruction and engagement

After aligning the curriculum and training administrators to be instructional leaders, Center will be ready to focus on improving the quality of instruction in the classroom.

“The top-performing school systems recognize that the only way to improve outcomes is to improve instruction: learning occurs when students and teachers interact, and thus to improve learning implies improving the quality of that interaction.”

[How the World’s Best-performing School Systems Come Out on Top, McKinsey and Company (2007).]

Focal Point is expert at coaching teachers and administrators in improving classroom instruction. The team will:

7. **Train teachers and administrators on “good, first instruction,” purposeful instruction, and student/teacher engagement.**
 - Provide three days of professional development to teachers
 - Focus on teaching the aligned curriculum; good, first instruction; and multiple response and other engagement strategies
8. **Conduct job-embedded professional development for selected teachers on “good, first instruction,” purposeful instruction, and student/teacher engagement.**
 - Provide feedback and coaching directly to teachers
 - Conduct this job-embedded training and coaching over three separate days
9. **Provide a program evaluator who will review and analyze achievement data and assess progress on goals for the turnaround proposal.**

Tying teacher effectiveness to student achievement

The work done in 2010-2011 and 2011-2012 school years will help set the stage for tying teacher effectiveness to student achievement. Only a system that is aligned will be able to effectively implement a plan to tie teacher effectiveness to student achievement. An aligned system would include strong instructional leaders, a culture of instructional feedback, aligned professional development and PLCs, effective use of data, expanded leadership capacity, and an evaluation system that differentiates performance.

Focal Point will help analyze the strength of system alignment and preparedness for tying teacher effectiveness to student achievement. It will provide consulting services and design a detailed and customize plan to tie teacher effectiveness to student achievement by the 2012-2013 school year.

10. **Analyze strength of system alignment and preparedness for tying teacher effectiveness to student achievement.**
11. **Design a customized plan to tie teacher effectiveness to student achievement**

Year Three – 2012-2013

Implementing the customized plan to tie teacher effectiveness to student achievement

By year three, Curriculum Alignment, Leadership Training, Purposeful Instruction and Engagement and an evaluation system based on student achievement will be the language and culture of Center. At that point, the work of Focal Point will be to monitor, lead the charge to the next level and support the implementation of the new Teacher Effectiveness System tied to student achievement. The system will be in place to differentiate evaluation.

12. **Support Center in implementing the customized plan to tie teacher effectiveness to student achievement designed in year two. With a Focal Point coach for each level,**

13.

Center district leaders will:

- a. Measure effectiveness based on principles of effectiveness and results
- b. Provide effective instructional feedback
- c. Identify and help ensure “good, first instruction”
- d. Expand leadership capacity
- e. Provide Systemic Coaching
- f. Monitor the school for continuous improvement

Center building leaders will:

- g. Measure and coach teacher effectiveness based on principles of effectiveness and results
- h. Provide effective instructional feedback
- i. Identify and help ensure “good, first instruction”
- j. Expand leadership capacity
- k. Provide effective building curriculum alignment
- l. Monitor the school for continuous improvement

14. Provide a program evaluator who will review and analyze achievement data and assess progress on goals for the turnaround proposal.

Proposal Summary

Year One – 2010-2011

Item	Timeframe	Activity	Cost*
1	Jun-Aug 2010	Design curriculum maps	\$85,000
2	Aug-Dec 2010	Train leaders on curriculum alignment	\$12,000
3	Aug-Sep 2010	Train teachers on curriculum alignment	\$ 3,000
4	Aug-Dec 2010	Leadership Academy	\$11,000
5	Oct 10-Jan 11	Job-embedded professional development	\$ 8,000
6	2010-2011	Evaluate progress and success	\$ 5,000
Year one TOTAL			\$124,000

Year Two – 2011 – 2012

Item	Dates	Activity	Cost*
7	May – Dec 2011	Teacher professional development on purposeful instruction and engagement strategies	\$18,000
8	Aug 11 – Feb 12	Follow up coaching on purposeful instruction and engagement	\$25,000
9	2011-2012	Evaluate progress and success	\$ 5,000
10	Oct-Nov 2011	Analyze system preparedness	\$ 5,000
11	Jan-Apr 2012	Design plan to tie teacher effectiveness to student achievement	\$15,000
Year two TOTAL			\$68,000

Year Three – 2012 – 2013

Item	Dates	Activity	Cost*
12	May – Dec 2012	Teacher professional development on effectiveness and results strategies	\$15,000
13	Aug 11 – Feb 12	Follow up evaluation of purposeful instruction and engagement	\$25,000
14	2012-2013	Evaluate implementation of effectiveness and results teacher effectiveness usage	\$ 25,000
15	Oct-Nov 2011	Analyze, vette and revise plan	\$ 20,000
16	Jan-Apr 2013	Provide coach to implement plan to tie teacher effectiveness to student achievement	\$15,000
		Year two TOTAL	\$100,000

* Costs include all expenses and reflect total cost to the District.

Why Focal Point?

Over the last year, Mike Miles, the leader of the Focal Point team, has been working with numerous New Jersey and Colorado school districts and has provided professional development on action planning, systems thinking, instructional feedback, and other principles of turnaround districts and schools.

The Focal Point team members are all practitioners who have recently demonstrated success in working with at-risk students and schools and have gotten results. Guided by Miles' work, each member is skilled at improving instruction and has coached dozens of teachers and administrators. The various staffs will find them credible, competent, and compassionate.

Turning around a school is not for the faint of heart. Focal Point understands the urgency and what it will actually take to reform struggling schools. Unlike most consulting groups, most members of the team are currently or have recently been in the trenches, working with teachers and helping students achieve. Moreover, the team will be diplomatic and professional, and they will be honest and clear. Their assessments and recommendations will be based on data and objective criteria.

The Focal Point Team

The Focal Point Team comprises experts and practitioners in a number of areas. The team is led by Mike Miles, Superintendent of the Harrison School District in Colorado Springs. Over the last ten years, Mr. Miles has helped over 30 Colorado school districts improve instruction or raise student achievement. He also works with several large districts in New Jersey and with the New Jersey Department of Education to turnaround struggling schools and districts.

For some of the training and coaching in Center, Miles will be accompanied by one or more of the following Focal Point members:

- Kathy Van' t Hul, former elementary principal and principal of a Blue Ribbon school
- Dr. Andie Kutinsky, former elementary principal , former director of elementary education in Fountain, Colorado and director of special education in Boulder, Colorado
- Peggy Johnson, former elementary teacher and nationally recognized trainer of DIBELS and literacy instruction
- Ted Knight, acting middle school assistant principal and former elementary principal
- Shawn Weatherill, former elementary principal and middle school assistant principal
- Andie Ruskin, curriculum coordinator and instructional strategies coach

Focal Point will also bring in other practitioners and educators when necessary.

Focal Point MOU

Date: 17 MAY 2010
From: FOCAL POINT LLC, Andrea Kutinsky, Director
To: George Welsh, Superintendent and Lori Cooper Assistant Superintendent
Center Public Schools

Subject: Center Transformation Proposal

Year One – 2010-2011

- FOCAL POINT agrees to **design curriculum maps in grades K through 8 that are aligned to the new State standards.** Focal Point will:
 - provide curriculum maps in Reading/Writing, Math, Science, and Social Studies
 - provide sample lesson objectives and Demonstrations of Learning (DOLs) for each grade and subject
 - map resources (textbooks) to the curriculum
 - provide completed curriculum maps by 8 August 2010
 - make recommendations for resources to use based on maps Demonstrations of Learning
 - FOCAL POINT agrees to **train leaders on curriculum alignment.** Focal Point will:
 - Conduct two days of training on systemic curriculum alignment
 - Conduct one day of job-embedded training to strengthen alignment
 - Assess alignment strengths and areas of improvement at the end of the first semester
 - FOCAL POINT agrees to **train teachers on how to use curriculum maps.** Focal Point will:
 - Conduct one day of training on curriculum alignment and how to use curriculum maps to staff
 - FOCAL POINT agrees to **conduct three-day leadership academy for administrators (and selected teachers).**
Participants will learn to:
 - Measure principal effectiveness and identify principles of a high-performing school
 - Provide effective instructional feedback
 - Identify and help ensure “good, first instruction”
 - Expand leadership capacity
 - Monitor the school for continuous improvement
- 15. FOCAL POINT agrees to conduct two days of on-the-job coaching of instructional leadership**
a. For selected administrators and instructional coaches provided by current and recent successful practitioners from the Focal Point team.
- 16. FOCAL POINT agrees to provide a program evaluator who will review and analyze achievement data and assess progress on goals for the turnaround proposal.**

Year Two – 2011-2012

17. FOCAL POINT agrees to **Train teachers and administrators on “good, first instruction,” purposeful instruction, and student/teacher engagement.** Focal Point will:
 - Provide three days of professional development to teachers
 - Focus on teaching the aligned curriculum; good, first instruction; and multiple response and other engagement strategies
18. FOCAL POINT agrees to **conduct job-embedded professional development for selected teachers on “good, first instruction,” purposeful instruction, and student/teacher engagement.** Focal Point will:
 - Provide feedback and coaching directly to teachers
 - Conduct this job-embedded training and coaching over three separate days
19. FOCAL POINT agrees to **provide a program evaluator who will review and analyze achievement data and assess progress on goals for the turnaround proposal.**
20. FOCAL POINT agrees to **analyze strength of system alignment and preparedness for tying teacher effectiveness to student achievement.**
 - For selected administrators and instructional coaches
21. FOCAL POINT agrees to **design a customized plan to tie teacher effectiveness to student achievement**

Year Three – 2012-2013

22. FOCAL POINT agrees to **support Center in implementing the customized plan to tie teacher effectiveness to student achievement designed in year two.** With Focal Point assistance,
23. Center district leaders will:
 - a. Measure effectiveness based on principles of effectiveness and results
 - b. Provide effective instructional feedback
 - c. Identify and help ensure “good, first instruction”
 - d. Expand leadership capacity
 - e. Provide Systemic Coaching
 - f. Monitor the school for continuous improvement
- Center building leaders will:
 - g. Measure and coach teacher effectiveness based on principles of effectiveness and results
 - h. Provide effective instructional feedback
 - i. Identify and help ensure “good, first instruction”
 - j. Expand leadership capacity
 - k. Provide effective building curriculum alignment
 - l. Monitor the school for continuous improvement
24. FOCAL POINT agrees to **provide a program evaluator who will review and analyze achievement data and assess progress on goals for the turnaround proposal.**

MOU Summary and Budget

Year One – 2010-2011

Item	Timeframe	Activity	Cost*
1	Jun-Aug 2010	Design curriculum maps	\$85,000
2	Aug-Dec 2010	Train leaders on curriculum alignment	\$12,000
3	Aug-Sep 2010	Train teachers on curriculum alignment	\$ 3,000
4	Aug-Dec 2010	Leadership Academy	\$11,000
5	Oct 10-Jan 11	Job-embedded professional development	\$ 8,000
6	2010-2011	Evaluate progress and success	\$ 5,000
Year one TOTAL			\$124,000

Year Two – 2011 – 2012

Item	Dates	Activity	Cost*
7	May – Dec 2011	Teacher professional development on purposeful instruction and engagement strategies	\$18,000
8	Aug 11 – Feb 12	Follow up coaching on purposeful instruction and engagement	\$25,000
9	2011-2012	Evaluate progress and success	\$ 5,000
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11	Jan-Apr 2012	Design plan to tie teacher effectiveness to student achievement	\$15,000
Year two TOTAL			\$68,000

Year Three – 2012 – 2013

Item	Dates	Activity	Cost*
12	May – Dec 2012	Teacher professional development on effectiveness and results strategies	\$15,000
13	Aug 11 – Feb 12	Follow up evaluation of purposeful instruction and engagement	\$25,000
14	2012-2013	Evaluate implementation of effectiveness and results teacher effectiveness usage	\$ 25,000
15	Oct-Nov 2011	Analyze, vette and revise plan	\$ 20,000
16	Jan-Apr 2013	Provide coach to implement plan to tie teacher effectiveness to student achievement	\$15,000
Year two TOTAL			\$100,000

* Costs include all expenses and reflect total cost to the District.

Signature of FOCAL POINT Contracting Authority

DATE

Signature of CENTER Contracting Authority

DATE

For questions or further discussion, contact Focal Point at:

719-492-7967

DRANDIE305@AOL.COM

720-565-6872

PO Box 19832

Boulder, CO 80308

EIN 80-0158511

Appendix C
Focal Point
Leadership Rubric

LEADERSHIP RUBRIC

LEVEL ONE (Self-assess)			
Key Action	Basic	Effective	Distinguished
Self-assesses	The leader attends training on leadership development. He participates in exercises and personality inventories that help him <i>assess his talents and preferences</i> . He understands the job description, but is unclear of his role in achieving the goals of the organization. The leader welcomes feedback, but sometimes discounts feedback that outlines areas for improvement.	The leader <i>assesses his strengths, areas for growth, and preferences</i> . He uses researched-based instruments to help him assess his talents and preferences (i.e. Myers-Briggs, FIRO-B, Teacher Insight). The leader seeks to understand his role in the organization and outlines specific actions that will help him fulfill his role. He <i>actively seeks input</i> or feedback from subordinates and supervisors in order to get a more accurate picture of how he is perceived. He <i>self-identifies</i> as a leader.	The leader <i>assesses his strengths, areas for growth, and preferences</i> . He uses researched-based instruments to help him assess his talents and preferences. He <i>actively seeks input</i> or feedback from subordinates and supervisors in order to get a more accurate picture of how he is perceived. He <i>acts upon the feedback</i> in ways that reinforce his strengths or mitigates his weaknesses. He is a <i>student of leadership</i> , understanding different models and frameworks, and attempts to develop his own leadership abilities. He <i>self-identifies</i> as a leader.
Reflects	The leader <i>reflects on his actions</i> and his effectiveness. He establishes individual goals, but they are either not measurable or are not monitored. He considers how his actions and attitudes affect others. However, he takes few actions to be a positive influence.	The leader <i>reflects on his actions</i> and his effectiveness. He establishes individual, measurable goals and <i>monitors his progress</i> in reaching those goals. He purposefully assesses how his actions and attitudes affect others and attempts to be a <i>positive influence</i> . When reflecting on significant decisions or judgments he makes, <i>the leader considers that he might be wrong</i> .	The leader <i>reflects on his actions</i> and his effectiveness. He establishes individual, measurable goals and <i>monitors his progress</i> in reaching those goals. The leader reflects on his personal growth and character. He <i>challenges himself to improve</i> . He purposefully assesses how his actions and attitudes affect others and takes action to be a <i>positive influence</i> . When reflecting on significant decisions or judgments he makes, <i>the leader considers that he might be wrong</i> .

LEVEL TWO (Perceive)			
Key Action	Basic	Effective	Distinguished
Seeks to understand perspective of others	The leader <i>builds relationships</i> to further understanding. He <i>listens</i> , but often doesn't seek to understand his interlocutor. His interests and point of view are always paramount – he rarely considers the points of view of others.	The leader <i>listens well</i> to understand first before he attempts to be understood. In conversations, he asks clarifying questions and paraphrases his interlocutor's points. He actively attempts to get <i>others' points of view</i> and understand their interests. When faced with partial information, he <i>reserves judgment</i> . The leader <i>builds relationships</i> to further understanding.	The leader <i>uses active listening</i> strategies. He actively attempts to get <i>others' points of view</i> and understand their interests. He tries to determine the talents and preferences (personality inventory) of others and engages individuals appropriately. When faced with partial information, he <i>reserves judgment</i> . The leader seeks out the voices of the <i>loyal opposition</i> . He <i>builds relationships</i> to further understanding.
Gains organizational perspective	The leader <i>understands the goals and priorities</i> of the organization. However, he does not act to help achieve those goals. He has a narrow perspective of organizational effectiveness, focusing on his own interests and duties. He does not try to make sense of information he hears or receives.	The leader <i>understands the goals and priorities</i> of the organization. He understands the role others play in serving the organization. The leader ensures <i>timely and close coordination</i> with people in the organizational levels above and below him. The leader communicates well. He helps other <i>make sense of policies and practices</i> of the organization.	The leader <i>understands the goals and priorities</i> of the organization. He understands the role others play in serving the organization. He <i>understands the decision-making structure</i> and knows which decisions are his to make and which decisions belong to others. The leader ensures <i>timely and close coordination</i> with people in the organizational levels above and below him. The leader communicates well. He helps other <i>make sense of policies and practices</i> of the organization.

LEVEL TWO (Perform)			
Key Action	Basic	Effective	Distinguished
Strives for excellence	The leader tries to do <i>his best work</i> . He does not work according to a strict time schedule, but does what it takes to get the job done well. However, he may not know what distinguished performance looks like. While he tries to do his best, he is sometimes stymied by obstacles to mission accomplishment.	The leader <i>understands the “level of play”</i> and knows what distinguished performance looks like. He does not work according to a strict time schedule, but does what it takes to get the job done well. He is not a perfectionist, but tries to be an <i>expert at his craft</i> . When faced with obstacles, he nonetheless finds a way to meet his or the organization’s goals.	The leader <i>understands the “level of play”</i> and knows what distinguished performance looks like. He <i>helps define excellence</i> for his colleagues and subordinates. He does not work according to a strict time schedule, but does what it takes to get the job done well. He is not a perfectionist, but tries to be an <i>expert at his craft</i> . When faced with obstacles, he nonetheless finds a way to meet his or the organization’s goals. He is a <i>creative problem solver</i> and takes advantage of <i>group synergy</i> to maximize his and the organization’s effectiveness.
Continues to learn	The leader reads professional literature and is a member of professional organizations. The leader attends workshops or takes continuing education classes. However, there is little evidence that the courses have affected his practice or that new knowledge is being applied.	The leader is a <i>life-long learner</i> . He continues to grow professionally, taking advantage of learning opportunities. He attempts to share knowledge gained with colleagues. The leader values continuing education and <i>stays current</i> in his field.	The leader is a <i>life-long learner</i> . He continues to grow professionally, taking advantage of learning opportunities. The leader <i>demonstrates growth</i> in more than one area (as if learning were a habit or state of mind). He attempts to <i>share knowledge gained</i> , affecting the attitude of others toward lifelong learning. The leader values continuing education and <i>stays current</i> in his field.

LEVEL THREE (Inspire)			
Key Action	Basic	Effective	Distinguished
Motivates	The leader shows a positive attitude and belief that the organization can be successful. While he models having a positive attitude, he takes <i>few deliberate steps</i> to motivate the staff and rally them to reach shared aspirations.	The leader takes <i>deliberate actions</i> to motivate the staff and rallies them to reach shared aspirations. He models the way and demonstrates <i>personal conviction</i> toward the success of employees of the organization. He shows enthusiasm for what the organization is doing – he is a <i>cheerleader</i> . He helps others <i>make sense of policies and practices</i> . The leader <i>recognizes others</i> for good performance and leadership.	The leader continually motivates the staff to reach higher goals and is able to secure the <i>staff's commitment</i> . He models the way and demonstrates <i>personal conviction</i> toward the success of the employees and the organization. He shows enthusiasm for what the organization is doing – he is a <i>cheerleader</i> . He helps others <i>make sense of policies and practices</i> . In innumerable individual and group conversations, the leader encourages others and highlights their strengths. The leader <i>recognizes others</i> for good performance and leadership. He develops camaraderie among staff members.
Engenders trust	The leader's words are largely consistent with his actions. The leader <i>listens</i> to people, and tries to address their concerns. He does not explain his actions, assuming his staff will just have to abide by his decisions. He is not approachable. The staff has a hard time understanding the leader's motivations.	Through <i>consistency</i> of word and deed, the leader engenders trust. The leader is operationally <i>transparent</i> , and the staff understands most of his actions. The leader listens to people and addresses their concerns. He respects the "loyal opposition." Most staff members feel they can raise issues or <i>confide</i> in the leader. The leader does not take things personally.	Through <i>consistency</i> of word and deed, the leader engenders trust. He is operationally <i>transparent</i> , and the staff understands his actions and the rationale for his actions. He listens to people and addresses their concerns. He respects the "loyal opposition." Staff members assume decisions are made with <i>their interests</i> and the interests of the organization in mind. The leader does not take things personally and uses a <i>problem-solving approach</i> when faced with a challenge. The leader helps create and follows agreed-upon norms for working collaboratively.

LEVEL THREE (Develop)			
Key Action	Basic	Effective	Distinguished
Maximizes potential	The leader allows workers some control over their work activities. However, employees feel that they have to get <i>permission</i> to do anything out of the ordinary. Staff members have some latitude to accomplish organizational objectives, but operate with little guidance. Some rules and requirements <i>stifle creativity</i> .	The leader creates an environment in which workers have reasonable control over their work activities and are able to <i>exert influence</i> over work events. The leader provides clear direction and sets <i>parameters</i> , but staff members have wide latitude to accomplish operational objectives. The leader encourages leadership attributes among staff members.	The leader creates an environment in which workers are able to <i>exert influence</i> and have reasonable control over work events. Staff members are not afraid to <i>take risks</i> . The leader creates parameters and guidelines for operating, leaving day-to-day decisions to the front line level. He finds ways to connect each person's talents and passion to the work. He builds <i>leadership density</i> and provides leadership opportunities for staff members.
Leads change	The leader looks for ways to improve the organization and is receptive to new ideas. He tries to build acceptance to change, but fails to communicate clear rationale or <i>garner support</i> . Change is often implemented without a clear idea of how it will support organizational goals. The leader does not prepare his staff to accept new ideas, nor builds acceptance for positive change.	The leader continually looks for ways to improve the organization. He is <i>receptive</i> to new ideas and change. He is a responsible <i>change agent</i> , building acceptance to changes in proper stages. He articulates sound rationale for change and implements change in ways that minimize resistance and garners support. The leader is <i>adaptable</i> and is not discouraged by things out of his control.	The leader is not satisfied with the status quo. He <i>challenges</i> the way things have always been done, seeking more effective ways to accomplish goals and improve the organization. He seeks out good ideas and works to implement them. He <i>effects change</i> in ways that secure staff cooperation and advance the goals of the organization. The staff views change as a necessary element of dynamic organizations. The leader is <i>comfortable with ambiguity</i> , is adaptable, and not discouraged by things out of his control.

LEVEL FOUR (Envision)			
Key Action	Basic	Effective	Distinguished
Create a shared vision	The leader has a vision, but that vision is <i>not translated into meaningful guidance</i> for the organization. Discussions around the future of the organization are not purposeful and do not lead to organization improvement. The organization creates a mission statement that has meaning for some members of the staff, but the words are largely <i>empty</i> as they do not guide the staff's actions.	The leader has a vision of what the organization is about and where it is going. He articulates that vision in a way that <i>provides meaning</i> to staff and community. The leader and staff create or validate a <i>"mission statement"</i> that holds meaning for most members of the organization and stakeholders.	The leader <i>engages</i> the staff in creating or maintaining a shared vision of what the organization is about and where it is going. He articulates the vision in a way that provides meaning to staff and community. All staff members understand and <i>own</i> the organization's vision. The leader develops a strategic plan that looks beyond the present horizon and <i>takes steps</i> to secure the long-term success of the organization. Under his leadership, staff members <i>work in mutually reinforcing ways</i> to accomplish the organization's goals.
Establishes goals and clarifies purpose	The leader develops goals that are focused on organization improvement, but may not be measurable. The <i>rationale</i> for some goals may not be clear to everyone on the staff. The leader and staff refer to the goals, but the goals <i>do not guide</i> their efforts.	The leader develops <i>measurable</i> goals that will improve the organization. He <i>provides focus</i> and clarity to the goals through <i>indicators of success</i> . Staff members understand the goals and <i>use the goals and indicators</i> to guide their efforts. The organization's goals meet the requirements established by supervisory institutions.	The leader <i>engages</i> the staff in developing measurable goals that will improve the organization. The goals are not only clear, but also directly and purposefully reinforce the organization's vision. He <i>provides focus</i> and clarity to the goals through <i>indicators of success</i> . The staff <i>uses the goals and indicators</i> to guide their efforts. The organization's goals more than fulfill the requirements established by supervisory institutions.

LEVEL FOUR (Serve)			
Key Action	Basic	Effective	Distinguished
Serves and gives hope	The leader is <i>service oriented</i> and makes decisions based on the needs of others and the good of the organization. He serves his team or organization, but lacks commitment to something larger.	The leader is <i>service oriented</i> and makes decisions based on the needs of others and the good of the organization. He makes <i>personal sacrifices</i> for the sake of the organization. The leader's notion of service transcends the organization as he is <i>committed to a cause or idea</i> .	The leader is <i>service oriented</i> and makes decisions based on the needs of others and the good of the organization. The leader's notion of service transcends the organization as he is also <i>committed to a cause or idea</i> . He takes action to further a good cause or idea, helping others to support the larger concept or the greater good. He makes <i>personal sacrifices</i> for the sake of others or the common good. He finds a way to <i>give hope</i> to others.
	Acts with courage and integrity	The leader follows accepted moral practices and ethical standards. He follows laws and policies and does what he has to. However, his actions are guided by his calculation of tangible gains or rewards. He does not feel bound to any code of honor, loyalty, or duty.	The leader maintains the <i>highest standards of personal integrity and ethics</i> . He keeps his word and walks his talk. He does things for the <i>right reasons</i> , not because they are required by law or policy. He does the right things even when no one is watching or even if he will not receive recognition.
			The leader maintains the <i>highest standards of personal integrity and ethics</i> . He keeps his word and walks his talk. He does things for the <i>right reasons</i> , not because they are required by law or policy. He does the right things even when no one is watching or even if he will not receive recognition. The leader lives by some <i>code of honor, loyalty, or duty</i> . He exhibits " <i>courageous leadership</i> " by resisting convention or cutting a new path if necessary. Through his example and actions, the leader helps others do the right thing.

Appendix D

Focal Point

Implementing a Guaranteed and Viable Curriculum

School Leaders' Responsibilities

Implementing a Guaranteed and Viable Curriculum

School Leaders' Responsibilities

	School Leader Responsibilities	Alignment Indicators
Curriculum	<ul style="list-style-type: none"> • Understand the instructional priorities of the District and be able to align those priorities with the curriculum • Take charge of and implement curriculum alignment in the school <ul style="list-style-type: none"> ○ Work within the parameters established by the District ○ Seek necessary information and training to become the school's leader on curriculum alignment ○ Understand teacher "knows and dos" well enough to be able to guide and support the continuous improvement of classroom curriculum alignment ○ Explain and reinforce research and rationale around the implementation of curriculum alignment • Provide necessary resources such as instructional calendars, curriculum maps, assessment frameworks, item maps, released items, essential skills, Year 2020 competencies, etc. • Train teachers on the use of alignment resources and on systemic curriculum alignment • Monitor and provide feedback on alignment <ul style="list-style-type: none"> ○ Ensure close alignment of lesson objectives, lesson plans, and classroom activities ○ Provide both written and verbal feedback on alignment ○ Ensure alignment indicators on spot observations are tied to the teacher evaluation instrument • Ensure strong articulation of standards and objectives among the grades in the school (vertical articulation) 	<ul style="list-style-type: none"> • Aligned lesson objective is posted for each distinct area of study • Students can explain what they are supposed to learn and how they will be able to demonstrate that they have learned the objective • Teachers can articulate how the lesson objective is derived from the instructional calendars or curriculum maps • Teachers can unpack the objectives and frameworks into essential skills • The lesson plan outlines the lesson objective, the essential skills, the DOL, and the instructional strategy <ul style="list-style-type: none"> ○ The lesson plan is tied to the curriculum map • The school's spot observation form includes alignment criteria and there is congruence among the spot observation form, alignment indicators, and the teacher evaluation instrument • The principal provides effective written and verbal feedback on alignment • The curriculum is articulated and aligned vertically

	School Leader Responsibilities	Alignment Indicators
Assessment	<ul style="list-style-type: none"> • Administer district curriculum based measurements (CBMs) and other common assessments within the window provided by the District • Help teachers analyze alignment of the common assessments with the curriculum maps • Train teachers to create aligned assessments and to use various strategies to develop DOLs • Monitor the use of DOLs and ensure their alignment with lesson objectives • Use data to improve alignment <ul style="list-style-type: none"> ○ Analyze assessment data to determine sub-content areas of strength and weakness within individual classrooms/ departments ○ Use data from CBMs, DOLs, and other progress monitoring instruments to help teachers adjust strategies and differentiate instruction 	<ul style="list-style-type: none"> • Teachers can articulate how students will demonstrate what they have been asked to learn <ul style="list-style-type: none"> ○ Students demonstrate what they have learned • Classroom assessments are tightly aligned with the curricular objectives for the week/month • CBMs are administered with fidelity • Teachers can explain the alignment of the CBMs with the curriculum maps • Teachers use DOL and assessment data to improve alignment and adjust instruction <ul style="list-style-type: none"> ○ Teachers can demonstrate how lessons or classroom activities have been revised based on student progress monitoring data • School leaders monitor the use of DOLs and common assessments

	School Leader Responsibilities	Alignment Indicators
Aligned instruction	<ul style="list-style-type: none"> • Provide curricular resources to help teachers teach the aligned objectives • Provide training on the use effective strategies to teach lesson objectives and Year 2020 competencies <ul style="list-style-type: none"> ○ Ensure access to the curriculum for all students ○ Ensure instruction is differentiated to meet the needs of individual students • Monitor the quality of instruction and support and guide teachers in its continuous improvement 	<ul style="list-style-type: none"> • Teacher can identify and select aligned resources <ul style="list-style-type: none"> ○ Teacher can articulate how the resources support the guaranteed curriculum • The lesson or classroom activity is effective in helping students learn what they are supposed to know or do <ul style="list-style-type: none"> ○ Students demonstrate proficiency on the objectives through the DOLs ○ The lesson plan shows how instruction is differentiated • School leaders monitor and provide effective feedback on the quality of instruction

Appendix E

Focal Point

Implementing a Guaranteed and Viable Curriculum

Teacher Knows and Dos

Implementing a Guaranteed and Viable Curriculum

Teacher Knows and Dos

revised March 2009

	Teacher Knows and Dos	Alignment Indicators
Curriculum	<ul style="list-style-type: none"> • Know what students are supposed to know and be able to do <ul style="list-style-type: none"> ○ Know and understand relevant standards and assessment frameworks ○ Be able to use item maps to determine the frequency and weight of particular objectives • Unpack the objectives and frameworks in order to articulate essential skills (including Year 2020 skills and competencies) • Plan effective and aligned instruction <ul style="list-style-type: none"> ○ Use district-designed instructional calendars and/or curriculum maps ○ Create effective unit plans and lesson plans (develop complete units of instruction before the start of the unit) ○ Write aligned lesson objectives (focused on what students should learn, not on what one plans to teach) ○ Ensure plans are tied directly to the curriculum maps ○ Consider assessments of student academic strengths and deficiencies • Understand the standards and objectives for students in the grades above and below (vertical articulation) 	<ul style="list-style-type: none"> • Aligned lesson objective is posted for each distinct area of study • Students can explain what they are supposed to learn and how they will be able to demonstrate that they have learned the objective • Teacher can articulate how the lesson objective is derived from the instructional calendars or curriculum maps • Teacher can unpack the objectives and frameworks into essential skills • The lesson plan outlines the lesson objective, the essential skills, the DOL, and the instructional strategy <ul style="list-style-type: none"> ○ The lesson plan is tied to the curriculum map

	Teacher Knows and Dos	Alignment Indicators
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Assessment	<ul style="list-style-type: none"> • Use various strategies to assess students daily (have students demonstrate what they have learned) • Create assessments or “demonstrations of learning” (DOLs) <ul style="list-style-type: none"> ○ Develop daily DOLs ○ Develop more comprehensive DOLs regularly and before the start of a unit of study • Administer district curriculum based measurements (CBMs) • Analyze alignment of the CBMs with the curriculum maps 	<ul style="list-style-type: none"> • Teacher can articulate how students will demonstrate what they have been asked to learn <ul style="list-style-type: none"> ○ Students demonstrate what they have learned daily • Classroom assessments are tightly aligned with the curricular objectives for the week/month • CBMs are administered with fidelity • Teacher can explain the alignment of the CBMs with the curriculum maps
	Teacher Knows and Dos	Alignment Indicators
Aligned instruction	<ul style="list-style-type: none"> • Identify and select various resources aligned with the curricular knows and dos • Use effective strategies to teach each lesson objective and Year 2020 competencies <ul style="list-style-type: none"> ○ Provide access to the curriculum for all students ○ Differentiate instruction to meet the needs of individual students • Use data to improve alignment <ul style="list-style-type: none"> ○ Analyze assessment data to determine sub-content areas of strength and weakness within individual classrooms/ departments ○ Use data from CBMs, DOLs, and other progress monitoring instruments to adjust strategies and differentiate instruction • Understand and act upon the school’s instructional priorities 	<ul style="list-style-type: none"> • Teacher can identify and select aligned resources <ul style="list-style-type: none"> ○ Teacher can articulate how the resources support the guaranteed curriculum • The lesson or classroom activity is effective in helping students learn what they are supposed to know or do <ul style="list-style-type: none"> ○ Students demonstrate proficiency on the objectives through the DOLs ○ The lesson plan shows how instruction is differentiated • The teacher uses data to improve alignment <ul style="list-style-type: none"> ○ The teacher can demonstrate how lessons or classroom activities have been revised based on student progress monitoring data

Appendix F

Focal Point

Implementing a Guaranteed and Viable Curriculum

Teacher Knows and Does

1b. Use district adopted curriculum maps and content knowledge to design coherent lessons.			
UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
<input type="checkbox"/> Lesson plans, when available, do not align with the district adopted curriculum maps and/or district assessments.	<input type="checkbox"/> Lesson plans are partially aligned to the district adopted curriculum maps and district assessments.	<input type="checkbox"/> Lesson plans closely align to the district adopted curriculum maps and district assessments.	<input type="checkbox"/> Lesson plans are based on a thorough understanding of how to “unpack” the district adopted curriculum maps and alignment of district assessments.
<input type="checkbox"/> Lesson plans reference outdated content knowledge. Information presented in class contains content errors.	<input type="checkbox"/> Lesson plans are based on a general understanding of content knowledge. While information presented in class is accurate, it may not reflect the most current knowledge of the discipline.	<input type="checkbox"/> Lessons plans are based on solid content knowledge. Information presented in class is accurate and current.	<input type="checkbox"/> Lesson plans are based on extensive content knowledge. Information presented in class is accurate, current and consistent with well established concepts or sound practices of the discipline.
<input type="checkbox"/> Lesson and unit planning is inadequate. Learning activities do not follow an organized progression and time allocations are unrealistic.	<input type="checkbox"/> Lesson plans or units are based on activities or resources, rather than focused on objectives. Progression and pacing of learning activities is sporadic, thus, time allocations are not always reasonable.	<input type="checkbox"/> Lesson or unit is planned in detail around clearly defined lesson objectives. Progression and pacing of the planned learning time (instructional strategies, student activities, use of resources, assessment tasks) is constant, with reasonable time allocations.	<input type="checkbox"/> Lesson or unit is fully planned with explicit attention to detail leading to the demonstration of learning of the lesson objectives. The progression and pacing of planned learning time (instructional strategies, accessing materials, use of resources, student activities, and assessment tasks) is highly coherent.
1c. Post aligned lesson objectives and plan for demonstrations of learning.			
UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
<input type="checkbox"/> Lesson objectives cannot be found or the teacher simply posts a list of activities.	<input type="checkbox"/> Posts lesson objectives that reference grade level and/or course content but are not consistently aligned.	<input type="checkbox"/> Posts lesson objectives that align to a grade level or course essential content or skills, and the lesson objective effectively focuses student attention at the beginning of the lesson.	<input type="checkbox"/> Posts lesson objectives that align to cross disciplinary, grade-level or course essential content and skills, and the objectives serve to effectively focus student’s attention to learning targets throughout the lesson.
<input type="checkbox"/> Lesson objectives are not known to students and students do not know what they are expected to know and be able to do.	<input type="checkbox"/> Although students are aware of where to find the posted lesson objectives, they rely on teacher direction to focus them on what they are expected to know and be able to do.	<input type="checkbox"/> Lesson objectives are written in student-friendly language and students understand what they are expected to know and be able to do by the end of each lesson.	<input type="checkbox"/> When asked, students are clearly able to explain that the lesson objective identifies for them what they are expected to know, and the demonstration of learning identifies for them what they are expected to be able to do, which promotes independence in accomplishment of student assignments.

<input type="checkbox"/> The Demonstration of Learning (DOL) is not developed in advance of instruction and/or not aligned with the lesson objective.	<input type="checkbox"/> The Demonstration of Learning (DOL) is minimally developed and/or may be loosely connected to the lesson objective.	<input type="checkbox"/> The Demonstration of Learning (DOL) is developed in advance of instruction and is aligned with the lesson objective.	<input type="checkbox"/> The Demonstrations of Learning (DOL) are designed in advance of instruction, tie closely with the lesson objective and provide multiple ways for students to demonstrate what they have learned.
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Notes:

2b. Use a variety of assessment methods when designing classroom assessments.

UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
<input type="checkbox"/> A single type of classroom assessment method is used that is not aligned with the evidence outcomes in the curriculum map.	<input type="checkbox"/> Uses a limited number of classroom assessment methods (e.g., end of chapter or selected response tests) to assess all types of learning, which may be loosely aligned to the evidence outcomes in the curriculum map.	<input type="checkbox"/> Appropriately matches classroom assessment methods (e.g., personal communication, selected response, constructed response, portfolios and performance tasks) with evidence outcomes in the curriculum map.	<input type="checkbox"/> Evidence of a well-balanced classroom assessment system is in place which uses a variety of assessment methods (e.g. personal communication, selected response, constructed response, portfolios and performance tasks) that matches intended purpose and is closely aligned with evidence outcomes in the curriculum map.

<input type="checkbox"/> Classroom assessments are of poor quality.	<input type="checkbox"/> Uses prepared assessments with multiple choice responses as the main criteria for determining what students know.	<input type="checkbox"/> Creates a variety of classroom assessments that are a good measure student learning of the lesson or unit objectives. Assessment tasks provide varied options for students to demonstrate what they know and are able to do.	<input type="checkbox"/> Designs high-quality classroom assessments that accurately measure student learning of the lesson or unit objectives. Classroom assessments are a function of learning and not time. Assessment tasks may be embedded within the lesson and/or require a performance component for students to demonstrate what they know and are able to do.
<input type="checkbox"/> Does not implement or contribute to the development of common assessments.	<input type="checkbox"/> Cooperates with colleagues to implements common assessments. Compares results.	<input type="checkbox"/> Collaborates with colleagues to develop and implement common assessments. Engages in data-dialogues with colleagues to better understand how to use common assessment results to improve future instruction.	<input type="checkbox"/> Collaborates with colleagues to design and implement common assessments. Actively participates in data-dialogues with colleagues to evaluate the results from common assessment tasks and uses that information to re-teach or improve future lessons.

Notes:

2c. Involve students in assessing their own learning.

UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
<input type="checkbox"/> Students are not made aware of the assessment scoring criteria in advance of the lesson or unit.	<input type="checkbox"/> Students are provided with the scoring criteria for success too late in the process to allow adequate time for practice prior to taking assessments. Students may not be able to identify what they need to do to improve performance.	<input type="checkbox"/> Students have the scoring criteria in advance of the lesson or unit. Based on the scoring criteria, students can identify what they need to do to improve performance.	<input type="checkbox"/> Students are very familiar with the scoring criteria provided in advance of the lesson or unit. Based on the scoring criteria, students are able to take responsibility for improvements to their work by focusing on what needs to be done to move to the next performance level.
<input type="checkbox"/> The teacher takes a rather passive role in tracking student achievement results and does not assume responsibility for giving feedback to students on their level of proficiency.	<input type="checkbox"/> The teacher takes responsibility for monitoring achievement results for students. Without active involvement in monitoring their own learning, students wait for the teacher to let them know their level of proficiency.	<input type="checkbox"/> The teacher has a system in place that requires active teacher prompting in order for students to monitor their achievement results over time. By using the system, students know their level of proficiency against the achievement criteria.	<input type="checkbox"/> The teacher has established a system that empowers students to become active partners in monitoring their own achievement results over time. The system includes an organized way for students to keep artifacts that document their level of proficiency against established achievement criteria.
<input type="checkbox"/> Periodically provides anecdotal information to students about how they are doing.	<input type="checkbox"/> Provides students with information about how to understand achievement data and sets goals for students.	<input type="checkbox"/> Coaches students to understand how to interpret their own achievement data and to set realistic goals for improving their performance.	<input type="checkbox"/> The teacher facilitates opportunities for students to analyze their own achievement data and supports students in setting challenging goals to improve performance.

3a. Instruct bell to bell.

UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
<input type="checkbox"/> The teacher wastes too much time getting the attention of students to begin the lesson.	<input type="checkbox"/> The teacher loses instructional time engaging students in the learning after the bell rings.	<input type="checkbox"/> The teacher engages students within one minute of bell.	<input type="checkbox"/> Students are taught to be self-directed learners who engage in learning activities within one minute of the bell.
<input type="checkbox"/> Transitions are chaotic, with much time lost between activities or lesson segments.	<input type="checkbox"/> Not all transitions are efficient which results in some loss of instructional time. Teacher prompting is required for students to move from one learning segment to the next.\	<input type="checkbox"/> The teacher ensures transitions are smooth with no loss of instructional time. Students move efficiently from one learning segment to the next.	<input type="checkbox"/> Transitions are designed as instructional opportunities with very little down-time. Students are able to self-progress from one learning segment to the next through well established routines.

<input type="checkbox"/> The lesson ends abruptly without purposeful closure. Without meaningful closure, students are not adequately prepared for follow-up practice or not able to link the lesson to future learning.	<input type="checkbox"/> Lesson closure engages a limited number of students. Lesson closure is perfunctory in nature and does not effectively prepare all students for follow-up practice and/or to link the lesson to future learning.	<input type="checkbox"/> All students are engaged in purposeful closure to the lesson. Teachers use this time as an opportunity to guide reflection upon the learning accomplished, prepare students for follow-up practice and/or make connections to future learning.	<input type="checkbox"/> All students are engaged in purposeful closure to the lesson. As a result, students leave the classroom with a clear sense of accomplishment, are prepared for follow-up practice, can make connections with future learning and are better able to self-start the next lesson.
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Notes:

3b. Use a variety of instructional strategies to focus instruction.			
UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
<input type="checkbox"/> Lacking instructional focus, classroom time is often filled with activities that merely consume time.	<input type="checkbox"/> Selects instructional strategies specific to the subject matter to support student understanding.	<input type="checkbox"/> Selects multiple instructional strategies that serve to maintain focus and cognitively engage students.	<input type="checkbox"/> Strategically selects from an extensive repertoire of instructional strategies to design meaningful learning experiences that challenge all students to be cognitively engaged during the entire lesson
<input type="checkbox"/> Instructional delivery is poorly executed and significantly lacking any learning experiences that engage students.	<input type="checkbox"/> Instructional delivery (activities, groupings of students, materials, and resources) engages some, but not all, of the students in learning of content and skills.	<input type="checkbox"/> Instructional delivery (activities, groupings of students, materials and resources) is effective in engaging students in important learning of content and skills.	<input type="checkbox"/> Instructional delivery is well executed (activities, groupings of students, materials and resources) and effectively leads to student engagement in significant learning of content and skills.
<input type="checkbox"/> The teacher's written and/or oral directions are confusing to the students, leaving them with questions about what they are supposed to do.	<input type="checkbox"/> The teacher's written and/or oral directions are sometimes unclear, causing a need for teacher directions to be repeated. Explanations of content do not prepare all students to engage in classroom experiences without further guidance.	<input type="checkbox"/> The teacher's written and/or oral directions contain an appropriate level of detail and are clear to students. Explanations of content and pre-teaching important vocabulary effectively prepare students to engage in appropriate classroom experiences.	<input type="checkbox"/> The teacher's written and/or oral directions anticipate possible student misunderstanding and plans accordingly. The teacher prepares students well for understanding content by pre-teaching important vocabulary, scaffolding of more complex ideas and insuring that classroom experiences are appropriate.
3c. Engages students in learning.			
UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
<input type="checkbox"/> Allows learning in the classroom to be passive rather than active. Lecture and/or busy work characterize the learning experiences.	<input type="checkbox"/> Although learning experiences are primarily teacher-directed, the teacher experiments with engagement strategies.	<input type="checkbox"/> Creates an expectation around engagement that learning is an active process. Facilitates learning experiences that promote collaboration.	<input type="checkbox"/> Creates an expectation that learning is active not passive. Facilitates challenging learning experiences that promote collaboration, independent learning and choice for all students.
<input type="checkbox"/> Calls on one student at a time to respond.	<input type="checkbox"/> Frequently attributes the correct responses of a few students to the entire class.	<input type="checkbox"/> Solicits responses from all students (e.g. to write a response, to give a thumbs up or down, to ask questions, to hold up an answer on a dry erase desk board) to show they are understanding.	<input type="checkbox"/> Expects responses from all students (e.g. to write a response, to give a thumbs up or down, to ask questions, to hold up an answer on a dry erase desk board) to show they are understanding.

<input type="checkbox"/> The teacher and a few students dominate class discussions.	<input type="checkbox"/> The teacher has limited success in engaging all students in class discussions.	<input type="checkbox"/> The teacher successfully engages all students in class discussions.	<input type="checkbox"/> The teacher organizes the classroom to ensure that all students participate in class discussions. In addition, students are taught to take an active role to ensure that all voices are heard in class discussions.
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Notes:

3d. Continually checks for understanding.			
UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
<input type="checkbox"/> The teacher does not use checks for understanding during the lesson. Without checks for understanding no adjustments are made to the lesson sequence or pacing when students are confused.	<input type="checkbox"/> The teacher does not incorporate enough checks for understanding during the lesson. However, the teacher may adjust future lessons based on student response data at the conclusion of the lesson.	<input type="checkbox"/> The teacher uses a variety of checks for understanding during the lesson. Based on classroom response data the teacher adjusts the lesson sequence and pacing during the lesson.	<input type="checkbox"/> The teacher plans for a variety of checks for understanding during strategic points in the lesson. The teacher quickly adjusts the lesson sequence and pacing based on student response data to support individual student success.
<input type="checkbox"/> Questioning and in-class assignments are of poor quality with low cognitive challenge.	<input type="checkbox"/> Only some questioning strategies and in-class assignments invite a thoughtful response.	<input type="checkbox"/> Questioning strategies and in-class assignments require students to think and explain their answers.	<input type="checkbox"/> Questioning strategies and in-class assignments require students to think critically and defend or justify their answers.
<input type="checkbox"/> There is no Demonstration of Learning (DOL) or the lesson simply ends abruptly.	<input type="checkbox"/> The Demonstration of Learning (DOL) is cumbersome, and difficult to gain quick information from.	<input type="checkbox"/> The Demonstration of Learning (DOL) is completed in a short period of time and is easy to understand.	<input type="checkbox"/> The Demonstration of Learning (DOL) is completed in five to ten minutes and is quickly reviewed by the teacher to assess learning. The DOL is easy to understand and varies from day to day.
3e. Deliver rigorous and relevant content.			
UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
<input type="checkbox"/> Lessons and/or units are too easy for the majority of students and/or class time is spent on busy work with low intellectual engagement.	<input type="checkbox"/> Lessons and/or units spend the majority of class time on knowledge level tasks that may require only some intellectual engagement.	<input type="checkbox"/> Lessons and/or units are designed to provide students with rigorous and relevant curriculum that is intellectually engaging.	<input type="checkbox"/> Lessons and/or units are designed that maximize productive time focused on high levels of rigor and relevance that challenge students to be intellectually engaged throughout.

<input type="checkbox"/> Presentation of new content is either inappropriate for the grade level, poorly presented and/or does not connect with prior learning and knowledge. The teacher does not explain or leaves out information that would help students understand the relevancy of the concepts to their lives.	<input type="checkbox"/> Assumes that students are able to make the link to prior learning and knowledge when presenting new content. The teacher spends very little time helping students understand the relevance of concepts to their lives.	<input type="checkbox"/> Presentation of new content is grade level appropriate and students are able to connect prior knowledge and experiences with the new material being introduced. The teacher uses current examples and prerequisite knowledge known to students to illustrate concepts and make the content relevant for student's lives.	<input type="checkbox"/> Presentation of new content is challenging, appropriate and links well with students' prior knowledge and experiences. The teacher adeptly uses prerequisite knowledge known to students to illustrate concepts and skillfully bridges connections regarding the relevancy of the learning to student's lives.
<input type="checkbox"/> Presentation of lesson is not interesting. Students are bored and uninvolved in learning.	<input type="checkbox"/> Whether or not they find it interesting, the students follow the teacher's directions and do what is asked of them.	<input type="checkbox"/> Students are interested and engaged in the lesson and can state how the subject being studied is relevant to their own learning.	<input type="checkbox"/> Students find the lesson engaging and can explain how the subject being studied relates to other disciplines.
<p>Notes:</p>			

5a. Contribute to a safe and orderly learning environment.

UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
<input type="checkbox"/> Disregards, defies, or ignores school behavioral rules and regulations. Student safety is compromised by teacher's lack of compliance with emergency procedures. Is non-compliant and/or negligent with regard to supervision of students inside and outside the classroom setting.	<input type="checkbox"/> Does not consistently reinforce school behavioral rules and regulations and/or is not clear about established procedures in emergency situations. Supervision of students inside and outside the classroom lacks an appropriate level of attention.	<input type="checkbox"/> Complies with school behavioral rules and regulations and established emergency procedures to insure student safety needs are met. The supervision of students both inside and outside the classroom is at an appropriate level of attention.	<input type="checkbox"/> Implements and continually reinforces all school behavioral rules and regulations and established emergency procedures to insure student safety needs are consistently met. Is fully engaged at all times with active supervision of students both inside and outside the classroom setting. There is evidence of students as active partners in assuming responsibility for enforcement of school rules.
<input type="checkbox"/> The classroom arrangement is either unsafe or the use of space impedes learning.	<input type="checkbox"/> Creates an environment that is safe, but has a "neutral" feel to it. Limited attention has been given to use of space. The classroom arrangement, while not causing significant management problems, does not contribute to varied learning possibilities.	<input type="checkbox"/> The classroom environment is safe, organized and designed to support a student focus on learning purposes. Makes efficient use of available space.	<input type="checkbox"/> Establishes a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning. Maximizes efficient use of all available space to support a variety of instructional purposes.
<input type="checkbox"/> Uses physical resources (e.g., furniture arrangement, technology, learning stations) poorly and/or learning is not accessible to some students.	<input type="checkbox"/> The use of physical resources (e.g., furniture arrangement, technology, learning stations) limits engagement and do not necessarily promote learning activities that are accessible to all students.	<input type="checkbox"/> The use of physical resources (e.g., furniture arrangement, technology, learning stations) contributes to all students being able to access learning opportunities.	<input type="checkbox"/> Uses physical resources (e.g., furniture arrangement, technology, learning stations) optimally to ensure that all learning is equally accessible to all students. The physical arrangement of the classroom is flexible to maximize student engagement strategies. Takes into account individual needs of students when arranging the classroom environment.

Notes:

5b. Use effective classroom management procedures.

UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
<input type="checkbox"/> There are no established classroom routines and /or procedures are not reinforced. Students do not know classroom procedures resulting in confusion and a significant loss of wasted learning time characterized by student time off-task.	<input type="checkbox"/> Procedures to manage classroom routines are outlined, although they are inconsistently followed by the students and/or teacher. The teacher spends too much instructional time redirecting student behavior.	<input type="checkbox"/> Procedures to manage routine tasks and materials are in place resulting in efficient practices that do not interfere with learning time. Routines and responsibilities for management of tasks is known to students and accomplished efficiently and in ways that do not contribute to “down time.”	<input type="checkbox"/> Procedures to facilitate student management for carrying out routine tasks and materials management are in place resulting in highly efficient practices that maximize time for learning. Procedures and routines are efficiently managed by self-directed learners.
<input type="checkbox"/> Learning experiences and activities are disorganized and poorly managed.	<input type="checkbox"/> Learning experiences and activities are primarily managed by the teacher resulting in loss of learning time for some students who must wait for teacher directions. There are some inefficiencies in managing routine tasks that take time away from learning.	<input type="checkbox"/> Learning experiences and activities are routinely organized by the teacher in such a way that students can maximize time for learning.	<input type="checkbox"/> Learning experiences and activities are highly organized and efficiently facilitated by both the teacher and students who each assume responsibility for maximizing time for learning.

<input type="checkbox"/> Procedures for independent and/or cooperative group work are not established and/or not reinforced - resulting in considerable "down-time" where students are not productively engaged in learning.	<input type="checkbox"/> In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work.	<input type="checkbox"/> Procedures for independent and/or cooperative group work are known in advance and most students are engaged throughout the lesson in purposeful learning.	<input type="checkbox"/> Students consistently assume responsibility for following procedures for independent and/or cooperative group work and hold themselves accountable for contributing productively to their own learning.
5c. Effectively manage student behavior.			
UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
<input type="checkbox"/> Has not established classroom rules and/or procedures. Standards of conduct are unclear to students. The teacher attempts to control the classroom through threats of referral or by increasing vocal intensity. The teacher spends an inordinate amount of time dealing with behavior issues.	<input type="checkbox"/> Most students seem to understand the classroom rules and standards of conduct. Consequences for inappropriate behavior are inconsistently applied. The teacher is generally aware of student behavior, but may miss the misbehavior of some students.	<input type="checkbox"/> Explicit classroom rules and standards of conduct are clear to all students. Consequences for inappropriate behavior are reasonable and consistently applied. The teacher demonstrates awareness of events in the classroom and often anticipates and prevents potential problems.	<input type="checkbox"/> Students contributed to designing the classroom rules and standards of conduct upheld by all members of the classroom. Consequences for inappropriate behavior are reasonable, clear, and consistently applied. Monitoring by the teacher of events in the classroom is subtle and proactive.
<input type="checkbox"/> Lesson activities have numerous disruptions.	<input type="checkbox"/> The teacher's repertoire of techniques to manage student behavior is limited; resulting in too much time spent redirecting student misbehavior.	<input type="checkbox"/> While students also monitor their own behavior, the teacher is skilled at using a variety of techniques to re-direct students back to the task of learning.	<input type="checkbox"/> Students monitor their own and their peers' behavior, correcting one another respectfully. The focus of discipline is to maximize student learning time and students show a respect for the rights of other students to learn.
<input type="checkbox"/> Remains basically stationary and is often inaccessible to many students.	<input type="checkbox"/> Utilizes proximity to students during learning activities to prevent disruptive behavior.	<input type="checkbox"/> Circulates during instruction and learning activities to support engagement, interact with students and monitor behavior and learning.	<input type="checkbox"/> Circulates during instruction and learning activities to interact with students, prompt student thinking and assess progress. Exhibits a heightened awareness of the learning that occurs in all areas of the classroom.
Notes:			
5e. Promote positive and respectful rapport.			

UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
<input type="checkbox"/> The teacher allows student-to-student interactions characterized by conflict, sarcasm or put-downs. Student interactions in the classroom are disrespectful.	<input type="checkbox"/> The teacher reinforces student-to-student interactions that are appropriate, but there may be an occasional display of insensitivity to cultural or developmental differences among students.	<input type="checkbox"/> The teacher fosters student-to-student interactions that are polite and respectful. Student individuality and the dignity of each student are consistently maintained.	<input type="checkbox"/> The teacher fosters a classroom culture in which student-to-student interactions are highly respectful. As a class, students have learned to be supportive of one another's individuality and developmental levels. The dignity of each student is consistently maintained and honored.
<input type="checkbox"/> Teacher-student interactions reflect a lack of rapport between the teacher and students.	<input type="checkbox"/> Teacher-student interactions are respectful, but may not transfer to positive teacher-student relationships.	<input type="checkbox"/> Teacher-student interactions are positive and respectful rapport is demonstrated. Positive teacher-student relationships serve as a model for student learning and practicing of behaviors that contribute to a learning community.	<input type="checkbox"/> Teacher-student interactions serve as a model of positive and respectful rapport. Positive teacher-student relationships promote the development of socially competent students who are able to demonstrate behaviors that contribute to a learning community.
<input type="checkbox"/> The teacher does not teach or model tolerance strategies. Teacher actions/words embarrass and/or devalue students.	<input type="checkbox"/> The teacher is beginning to address issues related to tolerance and respect for cultural differences. However, may not consistently reinforce expectations.	<input type="checkbox"/> The teacher incorporates lessons on teaching tolerance strategies to students fostering respect for multicultural students. The teacher reinforces high expectations for demonstrations of civility among members of the class.	<input type="checkbox"/> The teacher is intentional about teaching tolerance strategies and reinforces classroom interactions that are respectful of multicultural students. Students take responsibility for ensuring high levels of civility among members of the class.

Notes:

Appendix G

Focal Point

Systemic Coaching Cycle Indicators

Systemic Coaching Cycle Indicators

	Key Indicators	Suggestions for system evaluation
PHILOSOPHY	<ul style="list-style-type: none"> ■ Do the leaders have a vision for the school? Have they outlined what success looks like? <ul style="list-style-type: none"> • Do teachers understand the vision? • Do teachers share the vision? Do teachers act upon it? • Is the vision aligned with the one created by the district and community? • Is there a mission statement? Was the mission statement developed by the staff? • Can teachers describe what success looks like? Can teachers quantify part of that success? ■ Are goals established? <ul style="list-style-type: none"> • Is there a focused action plan with measurable goals? • Is the plan reviewed with the staff? • Does the staff take concrete steps to help implement the plan? ■ Are goals prioritized? <ul style="list-style-type: none"> • Is there great congruence between what the top priorities of the school are and what teachers believe they should be? • When conflicts arise, are the priorities followed? ■ Is there general agreement about “what schools are for”? ■ Are the vision and goals revisited regularly and often? ■ Is there an identifiable school culture? Does that culture support the school’s mission or goals? <ul style="list-style-type: none"> • Does the behavior of the administrators and the teachers reinforce the philosophy? • Does the language of the administrators and the teachers reflect the school’s philosophy? • Do new teachers understand the school’s expectations? 	<ul style="list-style-type: none"> ■ Look for a mission statement or signs of vision. <ul style="list-style-type: none"> • Ask principal and teachers what success looks like for their school. • Ask principal about the ways in which the vision is revisited. ■ Review the school’s action plan. Evaluate alignment of concrete actions with goals, and check to see if goals are measurable. ■ Observe classroom instruction. <ul style="list-style-type: none"> • Evaluate adherence to key actions in plan regarding instruction. ■ Conduct a staff survey [see sample]. <ul style="list-style-type: none"> • Assess congruence between the stated top priorities of the school and what teachers believe they should be. • Ask teachers to write one phrase or describe one symbol that best illustrates the culture of the school. • Ask teachers to cite key actions from the action plan. ■ Conduct informal interviews with teachers. <ul style="list-style-type: none"> • Ask new teachers about school expectations. • Ask teachers what a successful school looks like. • Ask teachers to justify the priorities of the school. ■ Attend staff meeting or review sample communications (e-mail, memo, announcements) <ul style="list-style-type: none"> • Evaluate any reference to the school’s philosophy or priorities • Do meetings start with “philosophy first”? • Is there purposeful “sense making”? ■ Informally ask students why they attend school and what their school stands for. ■ Conduct a community survey <ul style="list-style-type: none"> • Assess the degree to which parents and other community members identify the culture of the building as one of inclusion for all students. • Assess congruence between school goals and community expectations.

	Key Indicators	Suggestions for system evaluation
PROCESSES	<ul style="list-style-type: none"> ■ Is there a process in place to maintain curriculum alignment? <ul style="list-style-type: none"> • Do teachers have an explicit list of mapped objectives? • Is this list reviewed or revised regularly by teachers? ■ Is there a process in place to assess student progress and achievement? <ul style="list-style-type: none"> • Do teachers regularly expect students to demonstrate learning? • Are assessments rigorous and aligned with what students have to know? • Do the assessments give an accurate picture of student proficiency? ■ Is there a process in place to analyze results of assessments and other data? <ul style="list-style-type: none"> • Are the results used to improve instruction? • Does this analysis take place regularly and often (progress monitoring)? • Are teachers involved in data collection and analyzing data? ■ Is there a focus on effective instructional strategies? <ul style="list-style-type: none"> • Do teachers have a repertoire of instructional strategies that challenge all students to think critically? • Have teachers received training on key instructional practices? ■ Do teachers meet regularly in professional learning communities to share best practices, monitor student progress, and design interventions? ■ Does building administration take concrete steps to build leadership density among the staff? ■ Do all students have access to a rigorous curriculum and is instruction differentiated to meet the needs of both struggling and advanced students? <ul style="list-style-type: none"> • Are the students with special needs or English language learners part of the integrated system of instruction? • Is there a process in place to regularly review data and share strategies for students who are not making academic growth? • Are there intentional actions to serve advanced student needs? ■ Is there a process in place to help students develop good habits of mind? <ul style="list-style-type: none"> • Do teachers reinforce habits of mind? • Does the school have a common language around positive behaviors? • Are habits of mind measured and are good habits rewarded? ■ Is staff development closely aligned with building goals and priorities? ■ Does resource use follow the building action plan? ■ Do building leaders develop practices to expand parental involvement? 	<ul style="list-style-type: none"> ■ Look for specific lists of what students have to know and be able to do; ask teacher how they use the lists. <ul style="list-style-type: none"> • Check to see if the lists are prioritized and mapped. ■ Review several unit plans and classroom instruction. <ul style="list-style-type: none"> • Evaluate whether objectives are prioritized. • Ask several teachers to walk you through unit planning. • Informally ask students what they are supposed to learn during a lesson. • Look for differentiated instruction. ■ Review several unit exams, quizzes, or other assessments. <ul style="list-style-type: none"> • Assess congruence with quarterly objectives. • Look for differentiated assessments. ■ Attend PLC, team, or department meetings. <ul style="list-style-type: none"> • Observe use of data to assess student proficiency and progress. • Observe discussion about demonstrations of learning. • Assess design of interventions and the sharing of best practices. ■ Look for spot observation form or feedback instrument. <ul style="list-style-type: none"> • Check congruence with building focus. • Assess alignment with staff development plan. ■ Look for the building budget priorities and budget. <ul style="list-style-type: none"> • Assess alignment with the building action plan. ■ Look for the staff development plan. <ul style="list-style-type: none"> • Assess alignment with building action plan. • Ask the principal how he determined the areas for staff development. ■ Assess adherence of special programs (SPED, ESL, G/T) to the key principles of a seamless system of services. ■ Review the child study process plan and schedule. ■ Review w/principal the plan to develop leadership density. <ul style="list-style-type: none"> • Assess degree of staff empowerment. ■ Assess openness of communication and feedback regarding processes, including feedback from parents.

	Key Indicators	Suggestions for system evaluation
IMPLEMENTATION	<ul style="list-style-type: none"> ■ Does the school get results? <ul style="list-style-type: none"> • Does the staff effectively carry out the school’s action plan? • Is the school meeting its goals? • Is student proficiency increasing? • Is there evidence of academic progress? ■ Is instruction monitored frequently? <ul style="list-style-type: none"> • Do teachers receive feedback on instruction? • Do teachers change behavior or instruction as a result of feedback? • Do teachers welcome observations and feedback? • Is feedback tied to the building priorities and staff development goals? ■ Are teachers evaluated regularly? <ul style="list-style-type: none"> • Are evaluations conducted with a rubric? • Are all teachers evaluated regularly? • Are the evaluations useful in improving instruction? ■ Are teachers held accountable? <ul style="list-style-type: none"> • Are data collected that show how a teacher is performing? • Are data collected to show how a teacher’s students are progressing? • Are evaluations accurate? • Are poor performing teachers remediated? ■ Are the use and effectiveness of key practices measured? ■ Does the school use data to improve instruction? <ul style="list-style-type: none"> • Do administrators act upon the data? • Are the analyses acted upon to make midcourse corrections when necessary? • Do teachers act upon the data? <ul style="list-style-type: none"> ➢ Do they change the way they teach as a result of information gleaned from student achievement and performance data? ➢ Do teachers reflect on the data? ➢ Do teachers meet regularly to share ideas to shore up weak curricular strands or help students make better progress? • Do administrators consider the data to help plan staff development and strengthen teacher performance? 	<ul style="list-style-type: none"> ■ Assess achievement data. <ul style="list-style-type: none"> • Evaluate results of CSAP, SAR, NCLB adequate yearly progress, “real AYP,” and longitudinal data. • Assess other data that monitors academic progress. ■ Assess progress on other building goals. <ul style="list-style-type: none"> • Evaluate how that progress is measured. ■ Observe building leaders monitoring instruction. <ul style="list-style-type: none"> • Review spot observation form or feedback on instruction. • Assess accuracy and effectiveness of the feedback. • Assess building focus. ■ Review teacher evaluations (HR and Curr. Dept.). <ul style="list-style-type: none"> • Assess accuracy and effectiveness of the feedback. • Assess alignment of the instrument with staff development needs and building goals. • Look for feedback given to teachers who are off-cycle. • Review remediation plans or improvement plans. ■ Look for data collected on how the staff is meeting building priorities or instructional goals. <ul style="list-style-type: none"> • Assess whether the data informs the principal’s actions and the staff development plan. ■ Observe instruction. <ul style="list-style-type: none"> • Assess effectiveness of instruction and whether the processes are making a difference at the classroom level. • Assess implementation of the building instructional priorities and staff development. ■ Conduct community survey. <ul style="list-style-type: none"> • Evaluate how the building is collecting and acting upon relevant feedback from parents and the community. • Assess community satisfaction with the school’s performance.

Appendix H
Focal Point
Systemic Coaching Cycle Indicators

Systemic Coaching Cycle Rubric

	Weak			Proficient			Strong		
	L	M	H	L	M	H	L	M	H
PHILOSOPHY	<p>Leaders may have developed a vision; however the staff does not act upon that vision. There is very little congruence between the stated or written priorities and what the staff believes the priorities should be. Leaders’ plan to meet building goals does not address differences in beliefs or priorities among the staff. Teachers, lacking direction or agreement on the direction, act in disconnected ways. There is no identifiable and positive school culture that would support a unified vision.</p>			<p>Leaders have clearly articulated a vision for the school. Teachers generally share that vision and can describe what success looks like. There is a focused improvement/action plan that is aligned with the mission and that has measurable goals that are also prioritized. Leaders are intentional about ensuring everyone on the staff understands the school’s priorities and teachers can name the top priorities. The plan is followed. The school’s culture supports the vision and goals. The students in the school and the community members identify the culture of the building as one of inclusion for all students.</p>			<p>Teachers and leaders develop a vision for the school and act upon that vision. The vision is aligned with that of the district’s and community’s. There is a focused action plan with measurable goals that are also prioritized. Teachers have input into the action plan and take concrete steps to help implement the plan. There is great congruence between what the top priorities of the school are and what teachers believe they <i>should be</i>. The vision, goals, and plan are revisited regularly and often. When conflicts arise, the priorities are followed. The behavior of the staff continually reinforces the school’s philosophy. Teacher leaders establish high expectations and ensure new teachers and others understand and act upon the school’s philosophy. The students in the school and the community members identify the culture of the building as one of inclusion for all students.</p>		

	Weak			Proficient			Strong		
	L	M	H	L	M	H	L	M	H
PROCESSES	<p>Curriculum, assessment, and instruction are not aligned or there is not a process to tighten the alignment. Staff development is often ad hoc or bears only a loose relationship to the building action plan. Administrators overly rely on the latest program or initiative instead of practices to solve identified weaknesses. Building leaders and teachers collect data of student progress, but the data is not used to improve instruction. Special education is seen as a separate program and not all students have access to a rigorous curriculum. There is no process to develop good habits of mind among students.</p>			<p>Teachers receive training on key practices such as curriculum alignment, use of data, differentiated instruction, time on task, or direct instruction. There is a process to align curricula: teachers have explicit lists of what students have to know and be able to do, and assessments are closely tied to these learning objectives. There is a process in place to collect data/evidence of student progress and proficiency. Teachers use achievement data to improve instruction. All students have access to core proficiencies and a rigorous curriculum. Teachers and administrators take concrete steps to develop good habits of mind among students. Building leaders develop practices to expand parental involvement.</p>			<p>Staff development is closely aligned with building goals and priorities. There is careful and purposeful integration of the processes to define the curriculum, develop aligned assessments, and strengthen classroom instruction. There is a process in place to collect evidence of student progress and proficiency. Teachers work collaboratively and use achievement data to improve instruction. All students have access to a rigorous curriculum and instruction is differentiated to meet the needs of both struggling and advanced students. Students have opportunities to extend time and learning beyond the school day. Teachers meet regularly in professional learning communities to share best practices, monitor student progress, and design interventions. The staff takes concrete steps to develop good habits of mind among students and leadership density among the staff. The school develops practices to engage the community and expand parental involvement.</p>		

last revised 1 Jun 08

Systemic Coaching Cycle Rubric (cont.)

	Weak			Proficient			Strong		
	L	M	H	L	M	H	L	M	H
IMPLEMENTATION	<p>The quality of instruction is inconsistent and/or poor. The range of instructional strategies is narrow and the strategies are not the most appropriate or effective. The staff fails to implement the school’s action plan. Administrators monitor instruction, but feedback is vague or teachers do not adjust instruction based on feedback. Administrators evaluate teachers regularly; however, evaluations provide little useful information to improve classroom instruction. Poor performing teachers are not held accountable. Staff development is not tied to data about teacher areas for improvement.</p>			<p>The school gets results. The quality of instruction is proficient and improving. Teachers use a wide range of instructional strategies matched to the appropriate level of rigor and relevance. The staff effectively carries out the school’s action plan. Administrators monitor instruction frequently and provide clear feedback on instruction. Teachers act upon the feedback they receive. Teachers are evaluated regularly, and evaluations are conducted with a rubric that outlines specifically what great teaching looks like. Administrators collect data on teacher performance. These data help plan staff development and strengthen teacher performance. Teachers adjust instruction based on new training and data.</p>			<p>The school gets results. Good quality instruction is pervasive. Teachers consistently draw on an extensive repertoire of instructional strategies that challenge all students to think critically. The staff effectively carries out the school’s action plan. Key building actions are frequently checked against the goals for consistency. The staff holds itself accountable. Administrators monitor instruction frequently and provide clear feedback on instruction. Teachers welcome observations and feedback. Spot observations include specific feedback tied to the building priorities and staff development goals. Teachers are evaluated regularly, and evaluations are conducted with a rubric that outlines specifically what great teaching looks like. All teachers develop a specific improvement plan collaboratively with the administrators and work to fulfill the goals of that plan. Administrators collect data on teacher performance. Poor performing teachers are remediated. Use and effectiveness of key practices are measured. Data on achievement is collected and analyzed by building leaders. This data helps plan staff development and strengthen teacher performance. The building leadership is intentional about collecting and acting upon relevant feedback from parents and the community.</p>		
Notes:									

Appendix I

Lindamood-Bell Data

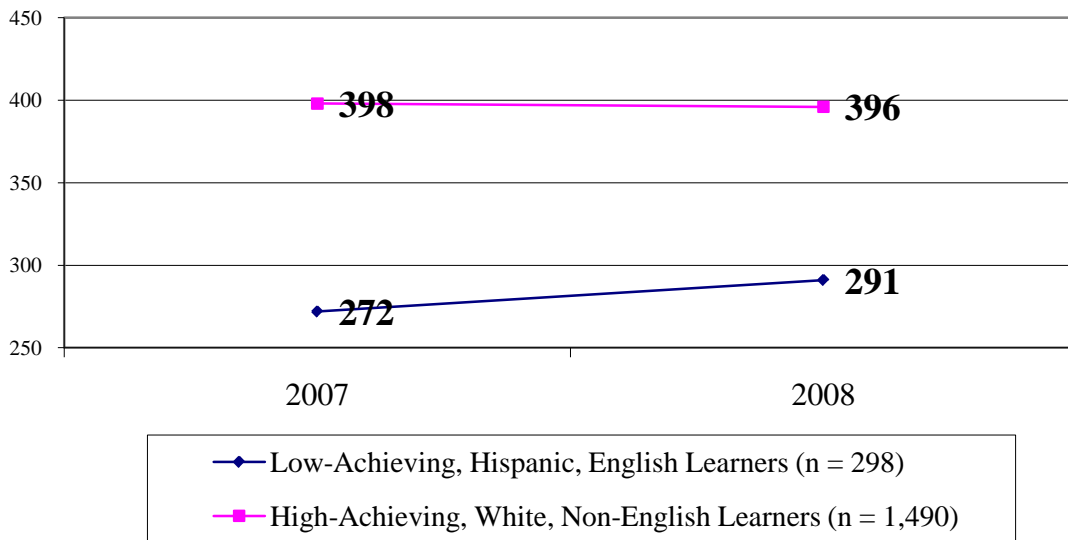
**The Effects of Lindamood-Bell Instruction on
the Achievement Gap between Low-
Achieving, Hispanic, English Learners and
High Achieving, White, non-English Learners
in Vista Unified School District, Vista, CA**

**The Effects of Lindamood-Bell Instruction on the
Achievement Gap between
Low-Achieving, Hispanic, English Learners
and High-Achieving, White, non-English Learners
in Vista Unified School District, Vista, CA**

The achievement gap within the small analysis refers to the difference in achievement between subgroups of students. The focus of this summary is on the achievement gap based on ethnicity and English proficiency as measured on the California Achievement Test (CST). During the 2007-08 school year low-achieving 3rd-11th grade students in Vista Unified School District received Lindamood-Bell instruction and the following question was posed. Did the achievement gap close between low-achieving, Hispanic, English learners who received Lindamood-Bell instruction and high achieving, White, non-English learners who didn't receive Lindamood-Bell? The outcome measure was the English-language arts portion of the California Standards Test (CST), a historically scaled test used across the state. Scale scores from 2007 and 2008 were analyzed. The results are positive—the achievement gap closed between low-achieving, Hispanic, English learners who received Lindamood-Bell instruction and high-achieving, White, non-English learners who didn't receive Lindamood-Bell. The chart below shows mean CST scale scores from 2007 to 2008 for both subgroups of students.

Mean CST Scale Scores from 2007 to 2008

**Low-Achieving, Hispanic, English Learners
and High-Achieving, White, Non-English Learners**



The achievement gap between the two subgroups was 126 points in 2007 and 105 points in 2008—a 21 point reduction! This difference was statistically significant ($p < .0001$). Propensity score matching was used to construct a comparison group that was similar in terms of 2007 CST, grade, and English learner level (beginning, early intermediate, intermediate, early advanced, and advanced).

Analysis notes: Students in this analysis received on average 101 hours of Lindamood-Bell instruction.

Appendix J

Lindamood-Bell Data

Vista Unified School District

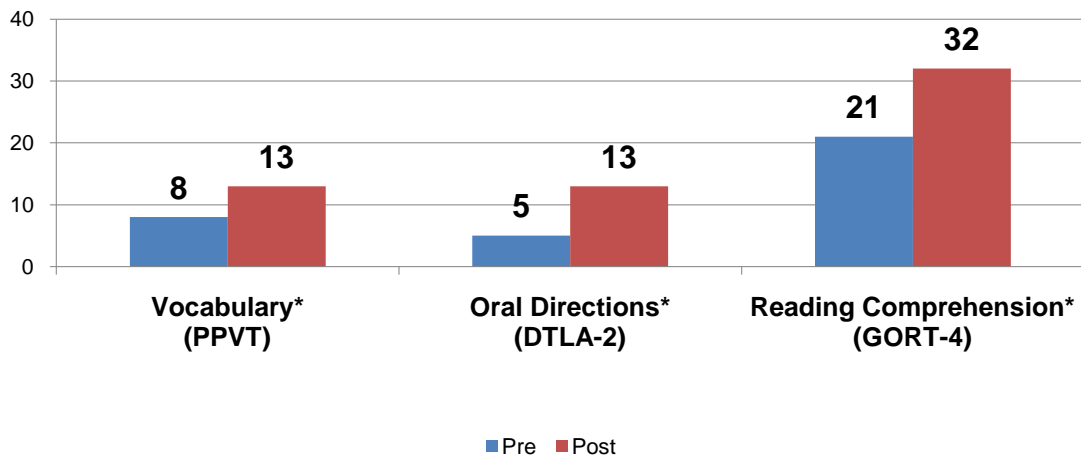
**Response to Intervention (RtI) for Upper
Elementary Students Comprehension
Results for Grades 3-5**

Vista Unified School District
Response to Intervention (RtI) for Upper Elementary Students
Comprehension Results for Grades 3-5

During the 2008-09 school year 120 students in grades 3-5 received on average 84 hours of comprehension instruction using the *Visualizing and Verbalizing*[®] (*V/V*[®]) for *Language Comprehension and Thinking* program. Consistent with the RtI rubric to provide differentiated interventions, these students revealed specific deficits in their ability to comprehend both oral and written language.

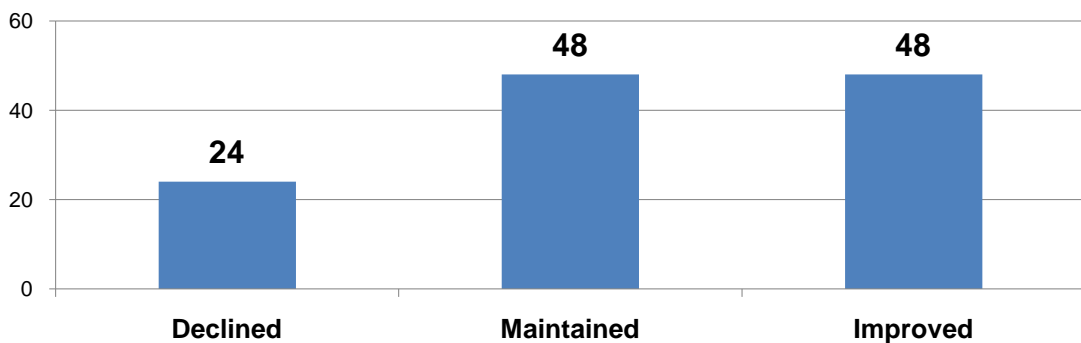
The charts below show their progress on tests administered pre- and post-instruction as well as progress from 2008 to 2009 on the English-Language Arts portion of the California Standards Test (CST).

Pre- and Post-Test Percentiles

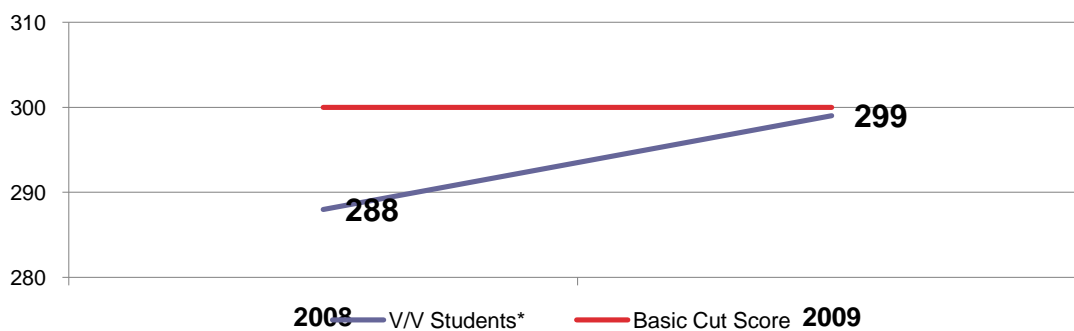


*Statistically significant ($p < .05$).

Number of Students by CST Proficiency Level Change



Average CST Scale Scores



*Statistically significant ($p < .05$).

This group of 3rd-5th grade students who received V/V instruction made statistically significant progress ($p < .05$) from pre- to post-instruction in vocabulary, oral directions, and reading comprehension. In addition, 40% of the students (48 out of 120) improved at least one proficiency level on the CST, a horizontally scaled achievement test from 2008 to 2009. They also made statistically significant scale score progress ($p < .05$) on the CST. In 2008, their average scale score was 12 points below 'basic', and in 2009 they were only 1 point below 'basic'.

As can be seen, substantial gains are realized in the area(s) of reading identified on the National Reading Panel report, resulting also in gains on state standardized testing.

Appendix K

Lindamood-Bell Data

Vista Unified School District

**Differentiated Diagnosis and Progress
Monitoring for English Learner Analysis**

Vista Unified Differentiated Diagnosis and Progress Monitoring for English Learner Analysis

During the 2007-08 school year over 600 English learners in Vista received intensive Lindamood-Bell instruction. These students fell into one of four English learner categories—beginning, early intermediate, intermediate, and early advanced. Several questions were asked of the data (answer noted):

1. Did students make similar progress? **Yes.**
2. Were their incoming (pre-test) vocabulary scores different? **Yes.**
3. Were their incoming (pre-test) comprehension scores different? **Yes.**
4. Did they receive similar amounts of instruction? **No.**

Here are the specific findings:

1. Did students make similar progress? **Yes.**

Level	Mean Gray Oral Reading Test ORQ (Oral Reading Quotient) Standard Score Change
Beginning	6.8
Early Intermediate	7.3
Intermediate	7.1
Advanced	7.3

2. Were their incoming (pre-test) vocabulary scores different? **Yes.**

Level	Mean Pre-Test PPVT Standard Score
Beginning	64
Early Intermediate	76
Intermediate	82
Advanced	86

3. Were their incoming (pre-test) comprehension scores different? **Yes.**

Level	Mean Pre-Test Comprehension Standard Score
Beginning	5.1
Early Intermediate	6.7
Intermediate	7.5
Advanced	7.6

4. Did they receive similar amounts of instruction? **No.***

Level	Mean Hours of Lindamood-Bell Instruction
Beginning	99
Early Intermediate	104
Intermediate	93
Advanced	78

*All statistically the same with the exception of advanced who received fewer hours

From this analysis, it can be seen that the Lindamood-Bell interventions used across ELL categories were equally effective, regardless of pretest differences in vocabulary and comprehension.

Appendix L

Lindamood-Bell Data

Vista Unified School District

Limited English Proficient Analysis

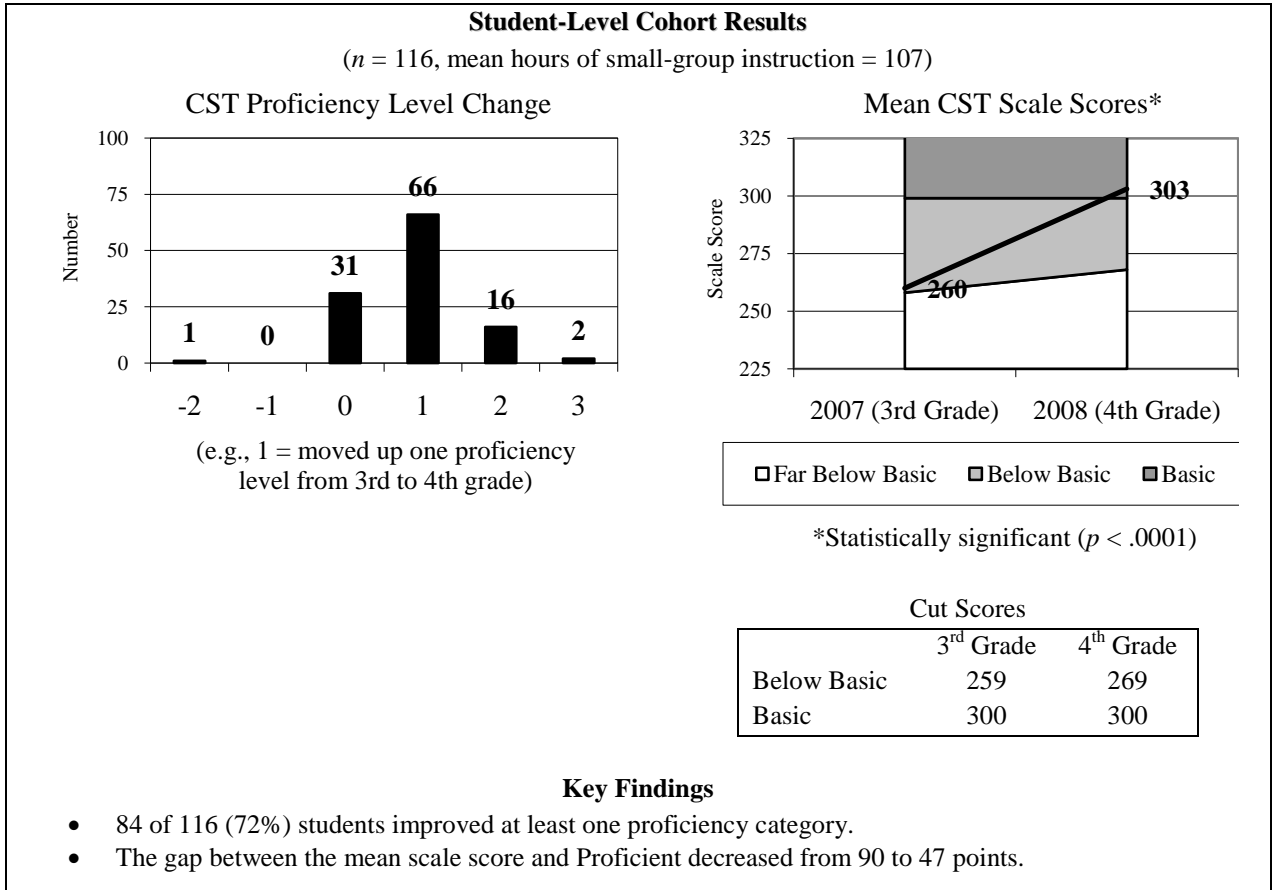
on CST for 4th Grade Students

Vista Unified School District
Limited English Proficient Analysis[†] on CST for 4th Grade Students
[†]Based on students classified as Limited English Proficient (LEP).

California Standards Test (CST) English-Language Arts Results

For Schools Implementing the Lindamood-Bell[®] Model

4th Grade



As can be seen through customized Lindamood-Bell interventions, the achievement gap can be significantly closed for students who speak English as a second language.

Appendix M

Lindamood-Bell Data

Vista Unified School District

English Learner and Special Education

Analysis 2008-09

**Vista Unified School District
English Learner and Special Education Analyses
2008-09**

During the 2008-09 school year at-risk students at Vista Unified School District received small-group Lindamood-Bell (LB) instruction. Many of those students were English Learners (EL) and many were Special Education (SPED). The following post-hoc questions were posed of students in grades 3-11.

Analysis was conducted of similar groups who did and did not receive LB (Note: Students who didn't receive LB were not administered the Gray Oral Reading Test, therefore the California Standards Test was the outcome measure.):

1. Did EL students who received Lindamood-Bell outperform EL students who only received standards based Language Arts instruction on the California Standards Test, English-Language Arts?
2. Did SPED students who received Lindamood-Bell outperform SPED students who only received standards based Language Arts instruction on the California Standards Test, English-Language Arts?

Analyses of variances were conducted to determine if the changes on the outcome measure were significantly different between the groups. The following table summarizes the findings (details of the analyses are provided on the following page):

Summary of Findings		
Question	Significant Difference*	If Significant, in Favor of
1	Yes	LB
2	Yes	LB

* $p < .05$

Analyses Details			
Question/Outcome Measure/Group	<i>n</i>	Average Hours of LB	Average Change
1 (California Standards Test, English Language-Arts)			
EL, LB	525	101	13.0*
EL, No LB	3,420	N/A	6.1
2 (California Standards Test, English Language-Arts)			
SPED, LB	192	108	24.8*
SPED, No LB	1,314	N/A	14.7

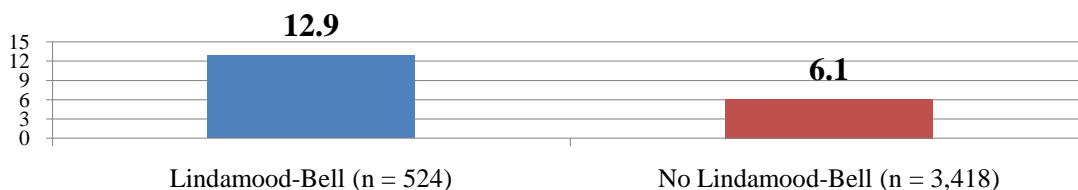
Notes: Change for the California Standards Test is expressed in scale scores, and change for the Gray Oral Reading Test is expressed in standard scores ($M = 100, SD = 15$). * $p < .05$.

Vista Unified School District

The charts below show average scale score changes from 2008 to 2009 on the California Standards Test English-Language Arts for English Language Learners and Special Education who received Lindamood-Bell instruction, as compared to those who used the standards based Language Arts instruction. The changes were significantly ($p < .05$) larger for English Learners and Special Education students who received Lindamood-Bell.

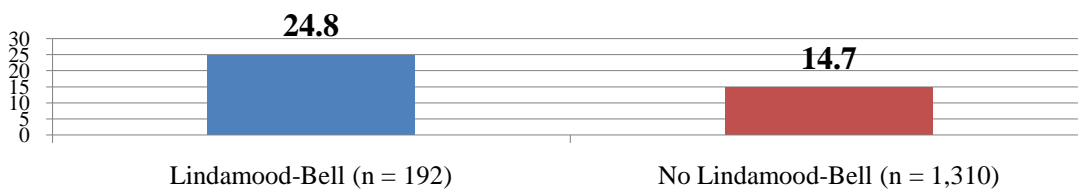
**California Standards Test English-Language Arts
Average Scale Score Changes**

English Learners



**California Standards Test English-Language Arts
Average Scale Score Changes**

Special Education



Appendix N

Lindamood-Bell Data

**Criteria for Lindamood-Bell School Services
Consultant Certification**

Criteria for Lindamood-Bell[®] School Services Consultant Certification

This document presents the criteria used by Lindamood-Bell Learning Processes in the evaluation of candidates for Consultant Certification. Consultant Certification is available to nominated candidates under a Lindamood-Bell[®] School Services contract. This evaluation reflects the observed performance and written assessments of the named candidate on the date(s) listed. The results are confidential and remain the exclusive property of Lindamood-bell Learning Processes.

Certification Scoring Rubric

The following is the rubric used when evaluating a candidate for Consultant Certification. Candidates are evaluated in the following areas: *instruction* (program skills), *assessments* (test administration/interpretation), and *pacing and interaction*. The rubric consists of four levels, defined as follows:

1 -Beginning Level: The following are some examples of this level of performance.

Program Skills

- Does not ask students many questions
- Provides answers instead of leading students through discovery process
- When steps are introduced, a significant piece in the progression of the logic is omitted (e.g., no mention of jaw/tongue in vowel circle set-up)
- Does not respond to students' responses
- No/limited positive feedback
- Questions continually on correct responses (e.g., belabored questioning)
- Does not recognize errors
- Word chains have errors; not able to create chains on the spot
- Tells students they are wrong; supplies correct answer
- Inappropriate sight word selection
- Inappropriate selection (grade level, length, or otherwise) of reading material
- Does not exhibit basic understanding of the Lindamood-Bell[®] language processing model

Test Administration/Interpretation

- Little or no experience with test administration
- Many errors in test administration

Pacing & Interaction

- Little or no experience pacing students through the programs
- Does not pace through the programs appropriately

- Does not overlap steps

2 -Developmental Level: The following are some examples of this level of performance.

Program Skills

- Asks questions, but not all questions target the students' responses
- Uncomfortable with major program transitions (e.g., single to multi-syllable)
- Few errors in chains for imaging, tracking
- Occasional errors in procedure
- Prepared HOT questions are utilized, but exhibits little ability to ask alternative or follow-up questions
- Positive feedback to students may seem forced
- Exhibits basic understanding of the Lindamood-Bell[®] language processing model

Test Administration/Interpretation

- Has administered tests; some errors in the more difficult tests (e.g., GORT-4)
- May inadvertently cue student

Pacing & Interpretation

- Selection of Visualizing & Verbalizing[®] material is appropriate grade-wise, but difficulty discerning abstract vs. concrete
- Lag time between tasks
- Asks many questions when moving from step to step, needs clarification
- May take too long on certain steps, needs clarification

3 -Competency Level: The following are some examples of this level of performance.

Program Skills

- Responds to students' responses with questioning
- Exhibits ability to error-handle unusual responses
- Exhibits equal skill level in all 3 programs
- Able to ask HOT questions in the moment

Test Administration/Interpretation

- Has experience in test administration with very few errors
- Understands initial grouping

Pacing & Interpretation

- Beginning to show ability in the pacing of students' instruction
- Beginning to make accurate recommendations of student sensory-cognitive needs, including when to move up in levels of complexity
- Sessions have very little down time
- Understands the difference between abstract and concrete reading material
- Picks appropriate level decoding materials
- Keeps all students involved and engaged

4 -Mastery Level: The following are some examples of this level of performance.

Skills

- Questioning is efficient and effective for students
- Exhibits ability to stimulate several concepts or functions in same task
- Follows procedure consistently in tasks
- Can write appropriate chains during sessions based on perceived student need
- Confidence in sessions and experience with a wide variety of students
- Able to mentor colleagues in positive manner

Testing

- Proficient in administration of all tests utilized by Lindamood-Bell's School Services division
- Testing session flows smoothly
- Vocalization is consistent and fair
- Understands concepts when aggregating data

Pacing

- Proficient in meeting needs of all students in group
- Able to spot re-grouping needs

Nomination versus Certification

Certification is a two-step process.

Step One – Nomination: A candidate must first attain a minimum score on Part One – Instruction before proceeding to Step Two – Certification.

Step Two – Certification: A candidate must first meet minimum scores on Parts One, Two, and Three to be certified. When a candidate is evaluated for certification, all categories in Part One must be reevaluated, and the minimum score on Part One is higher for certification than it is for nomination. Minimum scores for nomination equate approximately to Level 3 – Competency Level, whereas for certification, minimum scores range between the Competency and Mastery Levels (Level 3 to Level 4). For certification, a candidate can have no scores of 1.

Consultant Certification Criteria

Certification Candidate: _____

Part One -Instruction

Decoding: Seeing Stars[®] and LiPS[®] Programs

- 1) The Setting of Climate (Seeing Stars[®] and LiPS[®])
 - a) Basic what and why 1 2 3 4
 - b) Re-visits climate when/if necessary 1 2 3 4

- 2) Sound & Symbol Relationships
 - a) Procedure for introducing consonants and vowels with letter cards 1 2 3 4
 - b) Demonstrates reviewing both receptively and expressively 1 2 3 4
 - c) Follows air-writing procedure 1 2 3 4
 - d) Error-handling for Seeing Stars[®] 1 2 3 4
 - e) Procedure for introducing consonants brother pairs/cousins 1 2 3 4
 - f) Demonstrates at least 3 ways to practice cons. brother pairs/cousins 1 2 3 4
 - g) Procedure for introducing vowel circle 1 2 3 4
 - h) Demonstrates at least 3 ways to practice vowels with vowel circle 1 2 3 4
 - i) Error-handling for LiPS[®] 1 2 3 4
 - j) Engages all students in group and moves questions around 1 2 3 4

- 3) Basic 4 Expectancies & Borrowers
 - a) Discovery/introduction 1 2 3 4
 - b) Demonstrates ways to practice expectancies 1 2 3 4

- 4) See/Image/Write – Syllable Cards
 - a) Introduction of task 1 2 3 4
 - b) Follows air-writing procedure 1 2 3 4
 - c) Error-handling 1 2 3 4
 - d) Uses symbol imagery exercises 1 2 3 4
 - e) Engages all students in group and moves questions around 1 2 3 4

- 5) Syllable Board/Air Writing/Imaging *with* and *without* a Chain
 - a) Introduction of tasks 1 2 3 4
 - b) Follows procedures 1 2 3 4
 - c) Error-handling 1 2 3 4
 - d) Uses symbol imagery exercises 1 2 3 4
 - e) Uses appropriate chains; can create chains on the spot 1 2 3 4
 - f) Transitions to air writing/syllable imaging, when appropriate 1 2 3 4

Decoding – continued

g) Word choice is appropriate 1 2 3 4 h) Engages all students in group and moves questions around 1 2 3 4

6) Single Syllable Decoding

- a) Appropriate use of decoding lists/workbooks 1 2 3 4
- b) Appropriate use of tiles with LiPS[®] students 1 2 3 4
- c) Uses syllable cards for decoding appropriately 1 2 3 4
- d) Error-handling 1 2 3 4
- e) Uses symbol imagery exercises 1 2 3 4

7) Tracking with LiPS[®] Program

- a) Introduction of tracking and procedure 1 2 3 4
- b) Tracking with mouth-form pictures 1 2 3 4
- c) Color Encoding (blocks) 1 2 3 4
- d) Error-handling for tracking 1 2 3 4
- e) Creates suitable patterns (chains) for tracking 1 2 3 4
- f) Integrates symbol imagery 1 2 3 4

8) Multi-Syllable Imagery and Decoding

- a) Introduces multi-syllable concept (using Decoding Workbook 5) 1 2 3 4
- b) Introduction and use of affixes 1 2 3 4
- c) Uses multi-syllable syllable board/syllable cards appropriately 1 2 3 4
- d) Identifying accent, flexing accent, schwa 1 2 3 4
- e) Error-handling 1 2 3 4
- f) Discovery/introduction of breaking rules 1 2 3 4
- g) Appropriate decoding practice (multi-syllable) 1 2 3 4
- h) Uses symbol imagery exercises 1 2 3 4
- i) Engages all students in group and moves questions around 1 2 3 4

9) Tracking at Multi-Syllable Level (MSCE) with LiPS[®] Program

- a) Introduction to multi-syllable tracking (w/blocks and felts) 1 2 3 4
- b) 2 syllable tracking 1 2 3 4
- c) 3 syllable tracking 1 2 3 4
- d) 4 syllable tracking 1 2 3 4
- e) Creates appropriate multi-syllable patterns (chains) for tracking 1 2 3 4
- f) Error-handling for multi-syllable tracking 1 2 3 4
- g) Integrates symbol imagery 1 2 3 4

10) Sight Words

- a) 3x5 cards (Sight Word Box process) 1 2 3 4
- b) Demonstrates at least 3 ways to practice sight words 1 2 3 4
- c) Appropriate selection of sight words 1 2 3 4
- d) Error-handling 1 2 3 4

Decoding – continued

e) Uses symbol imagery exercises f) Checks for vocabulary (imagery, meaning, usage) 1 2 3 4

11) Spelling a) Uses proper procedure on Visual Spelling Chart (VSC) b) Uses symbol imagery exercises 1 2 3 4

12) Contextual Reading a) Selection of appropriately leveled material b) Appropriate error handling for contextual reading 1 2 3 4

Decoding – Totals

Add up all scores and indicate total below:

Total: _____/256

****For nomination, candidate must have minimum score of 166. **For certification, candidate must have minimum score of 217, with no scores of 1.***

Comprehension: Visualizing & Verbalizing® Program

1) Setting the Climate a) Basic what and why b) Re-visits climate when/if necessary 1 2 3 4

2) Picture to Picture a) Introduction to students b) Appropriate picture selection c) Introduction/ use of structure words d) Procedure e) Questioning to relevant imagery (gestalt) f) Error-handling 1 2 3 4

3) Word Imaging a) Introduction to students (including word to picture imagery) b) Personal noun vs. known noun (uses appropriately) c) Object imagery (uses appropriately) d) Procedure e) Questioning to imagery (gestalt) f) Error-handling 1 2 3 4

4) Single Sentence (optional step in Visualizing & Verbalizing®) a) Introduction to students b) Procedure c) Appropriate use of Single Sentence Imaging d) Appropriate use of Phrase Imaging e) Questioning to imagery (gestalt) f) Error-handling 1 2 3 4

5) Sentence by Sentence a) Introduction to students b) Procedure c) Appropriate selection of material (level and content) d) Questioning to relevant imagery (gestalt) e) Error-handling f) Asking and identifying appropriate main idea and HOT questions 1 2 3 4

6) Multi-Sentence by Multi-Sentence a) Procedure b) Appropriate selection of material (level and content) c) Questioning to relevant imagery (gestalt) d) Error-handling e) Asking and identifying appropriate main idea and HOT questions 1 2 3 4

Comprehension – continued

7) Whole Paragrapha) Procedure b) Appropriate selection of material (level and content) c) Questioning to relevant imagery (gestalt) d) Error handling e) Asking and identifying appropriate main idea and HOT questions	1	2	3	4
8) Paragraph by Paragrapha) Procedure b) Appropriate selection of material (level and content) c) Questioning to relevant imagery (gestalt) d) Error handling e) Asking and identifying appropriate main idea and HOT questions	1	2	3	4
9) Page Imaginga) Procedure b) Appropriate selection of material (level and content) c) Questioning to relevant imagery (gestalt) d) Error handling e) Asking and identifying appropriate main idea and HOT questions	1	2	3	4
10) Vocabulary Developmenta) Selection of vocabulary b) Questioning to relevant imagery c) Appropriate use of vocabulary cards (or sheet) and practice	1	2	3	4
11) Application to Content Materiala) Overall process b) Appropriate selection of material (level and content) c) Questioning to relevant imagery	1	2	3	4
12) Application to Writinga) Outlines and written summaries – procedure b) Expressive writing c) Writing from notes	1	2	3	4
13) Application to Study Skillsa) Introducing note-taking (chapter noting/ lecture noting) b) Studying from notes c) Time line	1	2	3	4
14) Application to Test Taking	1	2	3	4

Comprehension – Totals

Add up all scores and indicate total below:

Total: _____/236

**For nomination, candidate must have minimum score of 153. **For certification, candidate must have minimum score of 200, with no scores of 1.*

Part One – Instruction – Summary

Scores:

Decoding/ Fluency: _____

Comprehension: _____

Grand total: _____

**Nomination – Yes / No (minimum score of 319 for all sections) Certification –
Yes / No (minimum score of 417 for all sections, with no scores of 1)**

Part One – Comments/Observations:

Certification Candidate: _____

Part Two -Assessments

Administration & Interpretation of Tests

1) Peabody Picture Vocabulary Test-III/4a) Follows test administration procedures b) Accurate scoring	1	2	3	4
2) Detroit Tests of Learning Aptitude 2 -Oral Directions subtest a) Follows test administration procedures b) Accurate scoring	1	2	3	4
3) Woodcock Reading Mastery Tests-Revised NU -Word Attack subtest a) Follows test administration procedures b) Accurate scoring	1	2	3	4
4) Wide Range Achievement Tests 3/4 -Reading subtest a) Follows test administration procedures b) Accurate scoring	1	2	3	4
5) Wide Range Achievement Tests 3/4 -Spelling subtest a) Follows test administration procedures b) Accurate scoring	1	2	3	4
6) Gray Oral Reading Test -4 a) Follows test administration procedures b) Accurate scoring	1	2	3	4
7) Lindamood Auditory Conceptualization Test-3 a) Follows test administration procedures b) Accurate scoring	1	2	3	4
8) Symbol Imagery Test a) Follows test administration procedures b) Accurate scoring	1	2	3	4

Administration & Interpretation of Tests – continued

- 9) Percentiles, standard scores, grade equivalents, and age equivalents (mental age)a Exhibits understanding of normal range/strength/weakness 1 2 3 4
- 10) Correctly associates various assessments to the applicable sensory-cognitive processes (Venn Diagram) 1 2 3 4
- 11) Evaluating tests
- | | | | | |
|--|---|---|---|---|
| a) Correctly determines program(s) for instruction | 1 | 2 | 3 | 4 |
| b) Correctly recommends hours of instruction | 1 | 2 | 3 | 4 |
- 12) Appropriately groups students based on testing profiles 1 2 3 4

Administration and Interpretation of Tests – Totals

Add up all scores and indicate total below:

Total: _____/84

*****For certification, candidate must have minimum score of 71, with no scores of 1.***

Part Two – Assessments – Summary Total

score for Part Two: _____ Certification –

Yes / No (minimum score of 71) Part Two –

Comments/Observations:

Certification Candidate: _____

Part Three – Pacing and Interaction

General Pacing, Interaction and Concepts (Gestalt)

1) Responds to the response throughout all steps of all programs 2) Questions rather than lectures (Socratic Method) 3) Reviews test scores for accurate pacing and grouping 4) Adjusts groups when necessary 5) Indicates appropriate instruction times on lesson plans (for all steps) 6) Appropriate pace within sessions (little or no dead time) 7) Keeps consistent /informative instructional records 8) Keeps accurate attendance records 9) Keeps students progressing through programs (overall pacing) 10) Appropriate time between updates with parents/teachers 11) Appropriate duration of observation of teachers 12) Follows 80% general guideline for pacing 13) Provides students with consistent positive verbal reinforcement 14) Guides students to self-correction, independence 15) Creates & modifies behavior plans as needed 16) Integrates behavior mods (stones, MLM, etc.) 17) Engages students with program tasks consistently 18) Supports staff to complete goals and deadlines 19) Communicates student progress to parents/teachers 20) Provides periodic individual support and feedback to teachers 21) Oversees tracking of statistical data

1 2 3 4

LiPS® and Seeing Stars® Program Pacing

1) Overlaps steps of program(s) 2) Uses nonsense vs. real words appropriately 3) Appropriate pacing from simple to complex syllables 4) Utilizes articulatory feedback and/or imagery when appropriate 5) Starts new steps (and levels) as soon as appropriate (paces quickly) 6) Overlaps to multi-syllable at the appropriate time 7) Adds sight word box at the appropriate time 8) Adds contextual reading at the appropriate time 9) Provides clear and complete lesson plans 10) Updates lesson plans frequently (as needed) 11) Able to problem-solve student difficulties with programs 12) Overall, understands the goals and gestalt of LiPS® 13) Overall, understands the goals and gestalt of Seeing Stars®

1 2 3 4

Pacing & Interaction – continued

Visualizing & Verbalizing[®] Program Pacing

- 1) Overlaps steps of program 1 2 3 4
- 2) Starts various steps at the appropriate level 1 2 3 4
- 3) Selects appropriate materials (content level) per student 1 2 3 4
- 4) Questions to imagery/gestalt 1 2 3 4
- 5) Questions are relevant and not belabored 1 2 3 4
- 6) Good HOT questioning 1 2 3 4
- 7) Begins summary writing when appropriate 1 2 3 4
- 8) Includes application to content areas 1 2 3 4
- 9) Begins study skills when appropriate 1 2 3 4
- 10) Starts new steps (and levels) as soon as appropriate (paces quickly) 1 2 3 4
- 11) Provides clear and complete lesson plans 1 2 3 4
- 12) Updates lesson plans frequently (as needed) 1 2 3 4
- 13) Able to problem-solve student difficulties with program 1 2 3 4
- 14) Understands the goals and gestalt of Visualizing & Verbalizing[®] 1 2 3 4

Pacing and Interaction – Totals

Add up all scores and indicate total below:

Total: _____/192

****For certification, candidate must have minimum score of 163, with no scores of 1.**

Part Three – Pacing and Interaction – Summary

Total score for Part Three: _____ Certification –

Yes/ No (minimum score of 163) Part Three –

Comments/Observations:

Appendix O

Principal ‘Look-fors’

A Guide for Classroom Walkthroughs



Principal "Look-fors"
A Guide for Classroom Walkthroughs

School: _____ Grade: _____ Time out: _____
Teacher: _____ Date: _____ Programs: _____
Visitor: _____ Time in: _____

Instructional Quality

- Sets the climate for instructional activities
- Utilizes Sensory-Cognitive language
- Questions to imagery
- Responds to students' responses
- Utilizes Socratic questioning
- Tasks are implemented with fidelity
- Differentiates instruction real time
- Pre-teaches new vocabulary appropriately
- Transitions between tasks are smooth and quick
- Pace of session is energetic and dynamic (little down time)
- Engages all students in all activities
- Time on each task is appropriate
- Tier 2 and/or Tier 3 instruction is homogeneously grouped

Comments: _____

Organization

- Session(s) starting on time
- Lesson plans are updated and being utilized
- Tracking charts are checked and updated
- Implementation logs are completed
- Utilizes assessment and progress monitoring data
- Materials are available and organized for all tasks

Comments: _____

Positive Learning Environment

- Teacher-Student interaction is positive and dynamic
- Positive feedback is provided routinely
- Rules, routines, and procedures are well defined and implemented
- Behavior management tools are utilized
- Handles inappropriate behavior effectively
- Student behavior expectations are well defined
- Encourages all students to participate
- Celebrates student success frequently
- Distractions and disruptions are limited
- Room arrangement/seating is conducive to learning

Comments: _____

Highlights **Next time**

Appendix P

Lindamood-Bell

Center Contract

This Agreement is made and effective as of the date last written below, by and between Lindamood-Bell Learning Processes, a California corporation (“LBLP”), and Center Consolidated School District (the “District”). This Agreement is made with specific reference to the following facts:

A. LBLP has its principal place of business in San Luis Obispo, California. LBLP is engaged in the business of educating students, conducting seminars for teachers and educators and training educators in the field of teaching spelling, reading comprehension, oral language comprehension, oral language expression, written language skills, and learning management.

B. The District is located in Center, CO. The District desires to retain LBLP to provide specified programs to the District pursuant to the terms and conditions of this Agreement.

C. LBLP is the owner and/or exclusive licensee of the following trademarks and service marks:

Lindamood-Bell Learning Processes®

Lindamood-Bell®

Lindamood®

LiPS®

Lindamood Phoneme Sequencing®

Visualizing and Verbalizing®

Visualizing & Verbalizing®

Visualizing and Verbalizing for Language Comprehension and Thinking®

V/V®

Seeing Stars®

Vanilla Vocabulary®

On Cloud Nine®

OCN™

See Time Fly®

SI™

HLM®

Human Learning Management®

Gander Educational Publishing®

Gander Publishing®

Nancibell®

We Create the Magic of Learning®

Catch a Star®

Center in a School™

CIS™

OPAL™

Orthographic and Phonological Awareness for Literacy A Measure of Symbol Imagery™

Talkies®

Sensory Cognitive Processing™
Follow the Goose!®



Some of the trademarks and service marks have associated proprietary images.

D. In addition to the Marks, LBLP is the owner and/or exclusive licensee of the following copyrighted works (the “Copyrights”):

Visualizing and Verbalizing®
V/V®
On Cloud Nine®
Vanilla Vocabulary®
Seeing Stars®
LiPS®
LAC®

Each of the Copyrights has derivative works, including but not limited to text, images, software, audio and/or video materials related thereto. All such materials, including the Marks, the Copyrights and all other proprietary rights and materials of LBLP and its affiliates are hereinafter referred to individually and collectively as the “Materials.”

NOW, THEREFORE, for and in consideration of the foregoing Recitals and for other good and valuable consideration, the receipt of sufficiency of which are hereby acknowledged, the parties agree as follows:

TERMS AND CONDITIONS

1. LBLP Services. LBLP will provide the District with specified for the District to use only with District employees and students. The services are as follows:

1.1 LBLP will provide specified District employees with professional development workshop services in accordance with the scope of service schedule outlined in Schedule 1 to this Agreement. The workshop services shall address initial familiarization in the following LBLP programs: (i) Lindamood Phoneme Sequencing® (“LiPS”™) Program; (ii) Visualizing and Verbalizing® (“V/V”™) Program; (iii) Seeing Stars® for Symbol Imagery (“SI”™) Program; and (iv) initial instruction in school-based services and program integrations.

1.2 LBLP will provide the District with on-site oversight and LBLP personnel to supervise and implement the services pursuant to Schedule 2 of this Agreement.

Any and all LBLP personnel providing services to the District pursuant to this Agreement shall be and shall at all times remain the employees of LBLP and shall be supervised only by LBLP personnel.

1.3 As an additional element of the services to the District, LBLP shall provide consulting services from off-site LBLP personnel in accordance with the terms and conditions of Schedule 3 of this Agreement. These consulting services are designed to provide oversight for purposes of achieving program consistency among the District's schools for program implementation in accordance with the terms and conditions of this Agreement.

1.4 LBLP shall also assist the District in community outreach services in order to promote and facilitate the implementation of the program for the District. The community outreach services to be performed by LBLP under this Agreement are specified in Schedule 4 to this Agreement.

1.5 LBLP shall begin implementation of the services for the District on June 14, 2010, presuming all other conditions of this Agreement have been satisfied, including the purchase (and receipt) of the materials specified in Schedule 6.

1.6 The District acknowledges LBLP's program recommendations and expectations in Exhibit A. LBLP and the District will collaborate to analyze and use their respective reasonable best efforts to implement specific accountability standards as they pertain to LBLP's recommendations of the LBLP programs and the district-wide implementation of the model. The District's failure or refusal to conform to the program implementation requirements noted in Exhibit A will allow LBLP to terminate this Agreement unilaterally, upon fifteen (15) days' prior written notice to the District. Upon such a termination by LBLP, the District shall pay all sums then due LBLP under this Agreement, through the last day of the month during which the termination becomes effective.

2. Term. The term of this Agreement will be from the effective date of the Agreement (which is defined as the date last written below), until June 27, 2011 (the "Term"). The Term may be extended only by the mutual written agreement of the parties.

3. Consideration. For and in consideration of services to be provided to the District by LBLP pursuant to this Agreement, LBLP shall receive compensation from the District in the total amount of Two Hundred Fourteen Thousand Dollars (\$214,000). This compensation does not include program materials (as listed in Section 4 of this agreement) or any supplemental materials, and it does not include additional services not outlined in this Agreement; if additional services are required or requested, they will be contracted for separately. This compensation shall be due LBLP and shall be paid in the amounts and on the dates specified in Schedule 5. All sums due LBLP pursuant to this Agreement shall be paid by business check sent via U.S. mail. Interest will accrue on the unpaid portion of each payment beginning thirty

(30) days after payment due date at the rate of eight percent (8%) per annum. If action is instituted to collect payments per the terms of this Agreement, the District agrees to pay any and all collection costs including attorneys' fees, collection fees and other costs of enforcement.

3.1 All sums paid to LBLP by the District pursuant to this Agreement shall be paid in full, without withholding, offset or demand by the District. Center Consolidated School District, 2010-11 3 of 38

3.2 LBLP reserves the right to cancel services if the signed contract is not received at least two weeks prior to the start of services. If the signed contract has not been received by this time, the District will be responsible for any out of pocket expense (i.e. airline ticket, hotel deposit, shipping charges, manual fees, materials cost) LBLP has incurred.

4. Materials. As a material element of LBLP's willingness to enter into this Agreement with the District, the District has agreed to and shall acquire from LBLP's authorized affiliates the program materials specified in Schedule 6 to this Agreement (the "Program Materials").

4.1 The District's purchase of the Program Materials shall be made on or before June 1, 2010, and the District shall have purchased the Program Materials and have the Program Materials in the District's possession prior to LBLP's initiation of services pursuant to this Agreement.

4.2 The District recognizes and agrees that the Program Materials consist of copyrighted works. Neither the District nor its employees shall do anything in connection with the Materials or the Marks that might in any way violate copyright or trademark laws applicable to the Materials and their use by the District pursuant to the terms and conditions of this Agreement. For example, neither the District or its employees shall alter or amend the Materials without the express, prior written consent of LBLP. Further, neither the District or its employees shall copy or distribute the Materials in a manner not authorized by the terms and conditions of this Agreement.

4.3 Any reference to all or any portion of the Materials in any and all advertising materials, manuals, instructional materials, software, registrations, websites and other related documents or materials (collectively, the "Publications") produced or sponsored by the District shall contain the following disclaimer: "[District] is not affiliated with, certified, licensed, or sponsored by Lindamood-Bell Learning Processes, Nanci Bell, Phyllis Lindamood or Pat Lindamood. Lindamood-Bell Learning Processes in no way guarantees the quality of the materials or services that may be supplied by [District]." (the "Disclaimer"). The Disclaimer shall be placed in a conspicuous manner on any and all documents produced or sponsored by the District that in any way reference all or any portion of the Materials.

4.4 The District agrees to notify LBLP of any and all infringements of the Copyrights or the Marks that come to the District's attention. Further, the District shall take no action with regard to any such infringements without the prior written consent of LBLP.

4.5 The District may not reproduce all or any portion of the Materials, including those protected by the Copyrights without the express prior written permission of an officer of LBLP. If LBLP approves any use of the Materials in any Publications protected by the Copyrights, any and all such uses by Applicant shall include, in addition to the Disclaimer, a conspicuous credit notice identifying the use of the Copyrights as follows: "From [name of publication, date], © [year of publication and author]. All rights reserved. Used by permission and protected by the copyright laws of the United States. Such laws prohibit any copying, redistribution or retransmission of this materials without express written permission from [author]." Center Consolidated School District, 2010-11 4 of 38

4.6 The District shall submit to LBLP for its prior written approval any and all advertising materials that contain reference to all or any portion of the Materials, including but not limited to brochures, flyers, newspaper advertisements, mailing, World Wide Web postings, radio or television commercials. LBLP shall have fifteen (15) business days from its receipt of any and all such items from the District to provide its approval of the Materials or to provide the District with written objections to the District's requested use of the Materials. Any LBLP approved reference to all or any portion of the Materials on the District's website shall contain a direct link to the LBLP website at: <http://www.lblp.com>.

4.7 The District acknowledges that LBLP has the right and duty to control the use, quality and implementation of the Materials. Accordingly, the District acknowledges and agrees that it shall in no way utilize all or any portion of the Materials in a manner that would affect the quality or validity of the Materials, along with the goodwill and reputation of LBLP, Nanci Bell, Phyllis Lindamood, Pat Lindamood, and/or any of their programs, copyrighted works, or other proprietary materials, including the Materials. Any such action by the District or its agents in violation of this covenant shall be deemed a material breach of this Agreement by the District and shall provide LBLP the right to immediately terminate this Agreement, in addition to seeking damages and equitable relief.

4.7.1 The District hereby acknowledges the validity of each of the Copyrights and Marks, and neither District nor its agents shall in any way undertake any action or effort, directly or indirectly, to challenge the ownership or validity of the Marks or the Copyrights, or any other intellectual property of LBLP, Nanci Bell, Phyllis Lindamood, and/or Pat Lindamood.

4.7.2 The District hereby agrees to defend, indemnify and hold LBLP harmless from and against any and all suits, actions, claims, judgments, debts, obligations or rights of action, of any nature or description, and any and all costs, including attorneys' fees incurred by LBLP in connection with, arising out of or relating to the need for LBLP to protect the Copyrights and/or the Marks as a result of any acts, omissions, statements or representations of any employee or agent of the District. The District shall immediately notify LBLP of any known or expected violation of the Copyrights or the Marks, whether by an employee or agent of the District, or by any third party.

5. LBLP Personnel and Expenses. LBLP shall bear all costs and expenses associated with the on-site and off-site personnel utilized to perform the duties of LBLP under this Agreement, as specified below.

5.1 Neither the District nor its employees or agents shall do anything to interfere with the employer-employee relationship between LBLP and its personnel assigned to provide the District services under this Agreement, including but not limited to the solicitation of any such employee(s) away from the employ of LBLP.

5.2 LBLP's costs and expenses associated with the fulfillment of this Agreement shall include:

5.2.1 All LBLP staff salaries, taxes and benefits including, without

limitation, federal and state unemployment insurance, worker's compensation insurance, disability insurance and the like.

5.2.2 All required living expenses (lodging, food, etc.), all airline flight costs, all local transportation costs, all operating administrative expenses incurred by LBLP staff and the LBLP Company.

5.3 LBLP shall not discriminate on the basis of race, religion, sex, national origin, age, sexual orientation, or disability in employment or operation of its programs.

5.4 The District recognizes that LBLP personnel may be absent from a school assignment from time to time for unanticipated health or personal reasons. If this occurs during the term of this Agreement and the absence of the LBLP employee has a material impact on LBLP's requirements under the Agreement, LBLP will work with the District to make up workdays missed and/or assign replacement personnel.

6. Provision of Services. The District recognizes and agrees that as of the date of this Agreement, LBLP has not reviewed the abilities or performance characteristics of District employees who will be utilized by the District pursuant to the provision of services to the District by LBLP. For example, District employees may or may not follow LBLP's techniques and requirements when LBLP programs are administered to District students. Further, there is no baseline data for the students of the District who will participate in the services to be performed under this Agreement. Accordingly, it is recognized and agreed that LBLP cannot and will not provide the District with a guarantee of specified gains by District students.

7. Data. LBLP will establish a data system to provide comprehensive and timely data for the implementation of the program for the District pursuant to the terms and conditions of this Agreement. Each of the parties shall have the right to utilize this aggregate data (not individual data) for their respective purposes throughout the term of this Agreement and upon the termination of this Agreement for whatever reason.

7.1 LBLP and its employees understand that all individual student records which are generated by the District are intended to be confidential in nature. LBLP and its employees shall not disclose contents of any of the individual student records generated by the District, its employees, or students, except as required by state or federal law, or with the prior written permission of the District.

8. Partnership. Nothing contained in this Agreement or arising from the services to be performed by the parties under this Agreement shall be construed to place the parties in the relationship of partners or joint ventures, and neither party shall have the right to bind the other in any manner whatsoever concerning the subject matter of this Agreement.

9. Acknowledgment; Publicity. On occasion, the District may contact or be contacted by various representatives of the media to promote, market and advertise the services offered by the District under the terms of this Agreement. The parties acknowledge that LBLP's name recognition in connection with any promotion of the services is essential to the protection of LBLP's intellectual property and associated goodwill. Accordingly, prior to any public reference to the services by the District in any material, the District shall obtain LBLP's prior

written consent. In addition, LBLP shall be referenced in all press releases issued by the District involving the services.

10. Authority. Each of the parties to this Agreement represents and warrants that it has the legal authority to enter into this Agreement, and that this Agreement shall be binding upon the applicable party in accordance with its terms and conditions. Each person signing this Agreement on behalf of LBLP and the District has the authority to fully bind the respective party.

11. Assignability. This Agreement and the rights granted by this Agreement to the District are personal to the District and shall not be assignable by the District or by operation of law. LBLP shall have the right to assign this Agreement on the prior written consent of the District, which consent shall not be unreasonably withheld or delayed.

12. Peer Review. For all manuscripts prepared by the District whose data arises out of or relates to LBLP's provision of the services under this Agreement (collectively, the "Manuscripts"), LBLP must approve the contents of the Manuscripts prior to their submission by the District for publication (the "Submission Date"). The District shall provide LBLP with a complete copy of the final Manuscript no less than forty-five (45) days prior to the Submission Date. The Manuscript may not be submitted or published without the prior written consent of LBLP. Should LBLP's consent be granted on condition that certain revisions are incorporated into the Manuscript, the District shall be required to incorporate those revisions prior to the Manuscript's submission for publication. LBLP may, at its option, withhold consent if it deems the research contained in the Manuscript to be false or to compromise the integrity of the services or the Lindamood-Bell[®] method. LBLP may, at its option, in writing waive its right to review and comment upon any Manuscript.

13. Certification. It is possible that through the implementation of the program for the District, the District may choose to have one or more of its employees certified as LBLP certified consultants during the term of this agreement. The District understands and agrees that LBLP shall have the sole and exclusive right to determine whether or not it wishes to evaluate any or all employees designated by the District as LBLP certified consultant candidates. Further, the District recognizes that advanced mentoring is a pre-requisite for LBLP consultant certification, but such advanced mentoring is not a guarantee of certification. LBLP certification is competency-based and certification candidates must additionally pass a series of evaluations and reviews. All certification candidates from the District shall meet LBLP's consultant certification requirements, as determined solely by LBLP. Certification will require successful completion of all required evaluations and each candidate will be required to execute and deliver a separate consultant certification agreement the ("Consultant Agreement"). The Consultant Agreement and LBLP's certification procedures are outlined in Exhibit B of this Agreement. The District acknowledges and agrees that any and all of its employee(s) who may execute the Consultant Agreement shall at all times remain employee(s) of the District and not of LBLP.

13.1 Workshop. As an element of implementing the program for the District, LBLP shall conduct specified workshops (see Schedule 1) for District employees to prepare these employees to teach District students using the LBLP programs. It is recognized and agreed by the District that the receipt of any workshop, mentoring and/or certification of Center Consolidated School District, 2010-11 7 of 38

District employees in the LBLP programs shall not entitle the District or any of its employees to provide workshops in any of the LBLP programs to any persons, including other District personnel.

14. Miscellaneous Provisions. The following miscellaneous provisions shall apply to the terms and conditions of this Agreement:

14.1 Pursuit of any one remedy shall not preclude pursuit of any other remedies provided for herein or by law. No waiver of one violation of this Agreement shall be deemed or construed to constitute a waiver of any similar violations subsequently occurring, or any other violations whatsoever.

14.2 This Agreement shall be construed under the laws of California, and the rights and obligations of each of the parties of this Agreement during the term hereof and upon its termination shall be governed exclusively by California law. Venue for purposes of any actions brought in connection with or arising out of this Agreement shall be conclusively presumed to be in San Luis Obispo County, California.

14.3 This instrument contains all of the understandings and agreement of whatsoever kind and nature existing between the parties hereto with respect to this Agreement, and the rights, interests, understandings, agreements and obligations of the respective parties and their prior oral agreements.

14.4 This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, and all of which shall constitute one and the same Agreement.

14.5 The performance of this agreement by either party is subject to acts of God, war, government regulation, disaster, weather, civil disorder, curtailment of transportation facilities or other emergencies making it illegal, or impossible to provide the event.

14.6 If any one or more of the provisions contained in this Agreement are held to be invalid or unenforceable in any respect, such invalidity or unenforceability shall not affect any other provision hereof, and the intent manifested thereby shall be recognized.

14.7 Nothing expressed or mentioned in the Agreement is intended or shall be construed to give any person, other than the parties hereto and their respective heirs and successors, any legal or equitable rights, remedy or claim under or in respect to this Agreement, or any provisions herein contained.

14.8 This Agreement may not be amended, altered or modified except by a written instrument signed by each of the parties.

14.9 Each individual executing this Agreement on behalf of a corporation, partnership or other entity represents or warrants that he/she is duly authorized to execute and deliver this Agreement on behalf of such entity, and that this Agreement is binding upon such entity in accordance with its terms and in no way stands in contravention of any prior agreement to which such entity is a party. On request, each party shall furnish the other with evidence of Center Consolidated School District, 2010-11 8 of 38

authority.

14.10 If any legal proceeding is brought for the enforcement or interpretation of this Agreement, or because of any alleged dispute, breach, default or misrepresentation in connection with any of the provisions of this Agreement, the prevailing party in any such action will be entitled to recover its reasonable attorneys' fees and additional legal costs incurred, together with any other relief to which he/it may otherwise be entitled.

14.11 Any controversy between the parties involving the construction or application of any of the terms, covenants, or conditions of this Agreement shall be submitted to arbitration in San Luis Obispo, California, on the request of any party, and the arbitration shall comply with and be governed by the provisions of the California Arbitration Act (California Code of Civil Procedure Sections 1280-1294.2).

IN WITNESS WHEREOF, the parties have made this Agreement as of the date last written below.

“District”

Center Consolidated School District
550 S. Sylvester Ave. Center, CO
81125

By: _____

Title: _____

Sign: _____

Date: _____

“LBLP” Lindamood-Bell Learning Processes 416 Higuera Street San Luis Obispo, CA

93401 By: Nanci Bell Title: CEO Sign: _____ for

Lindamood-Bell Learning Processes Date: _____

SCHEDULE 1

Professional development workshops for District staff as follows:

- 1 Two 2-day professional development workshops in the Visualizing & Verbalizing[®] program** (dates to be mutually scheduled)
- 2 Two 2-day professional development workshops in the Seeing Stars[®] program* (dates to be mutually scheduled)
- 3 One 1-day Introduction to School Services workshop* (dates to be mutually scheduled)
- 4 Four professional development in-service days mutually scheduled for certification candidates and other select district staff.
- 5 One two-day leadership orientation, to be scheduled within the first week of the initiation of services, that guides principals, administrators, and other District leaders including Board of Education members in the implementation of the LBLP programs in the schools. This orientation will focus on project design, scheduling, solving challenges, and the expectations of teachers and leaders.

The four days of required workshops are to be scheduled consecutively. If this is not possible for District staff, the required workshops may be split into two sessions (one 3-day and one 2day or two 2-day and one 1-day). These sessions must take place within 30 days of one another.

LBLP requires each workshop participant to receive a course manual. LBLP will provide each participant with a manual.

*For all instructors providing small group instruction

**For all instructors providing classroom instruction

SCHEDULE 2

On-site services to be provided by LBLP to the District as follows:

1. Assessment– One (1) LBLP tester will be on-site for a total of five (5) working days (dates to be mutually scheduled) to work with District staff to administer LindamoodBell's testing battery to students. Students receiving testing must be released for approximately 90-120 minutes to complete the testing battery.
2. Consultation– One (1) LBLP consultant will be on-site from June 14, 2010 to July 23, 2010.
3. Consultation–One (1) LBLP consultant will be on-site from August 12, 2010 to May 27, 2011, excluding five (5) days to be mutually agreed upon, to mentor staff, pace students through programs, and assist in oversight of classroom and small group instruction. Consultant duties will also include:
 - Oversight to ensure consistency within school in program implementation
 - Administration and oversight of small group instruction components (listed below)
 - Communication to District staff, LBLP staff, and the school community concerning operations of the project
 - Evaluation of District staff in terms of program skills and certification requirements

SCHEDULE 3

Off-site services to be provided by LBLP to the District as follows:

1. LBLP will analyze assessment data obtained from pre-and re-testing and will submit a Center Consolidated School District, 2010-11 11 of 38

summary report to the District at the beginning of the school year and following the mid-year session and the year-end session.

2. These findings and an explanation of our programs and project design will be presented to the District's School Board (or similar decision-making body) following the three summary reports.
3. To maintain program quality and fidelity, LBLP will communicate in a transparent way with the District Administration and School Board Members. Communication will include: a) Regular written reports with data analyses and recommendations. b) Regular documentation following corporate site visits to summarize findings and

communicate recommendations for program refinement. c) School board presentations summarizing the project and data analyses.

4. District staff providing LBLP small group instruction will be given access to the *INFORMS for Schools* database during the term of this agreement. District employees will be responsible for timely and accurate data entry of test score and attendance information.

SCHEDULE 4

Community outreach services to be provided by LBLP to the District as follows:

- 1 LBLP will provide one (1) parent/community overview presentation (date to be mutually scheduled)
- 2 LBLP will provide two (2) Tips for Home presentations that includes strategies for parents/guardians to use at home with their students (dates to mutually scheduled)

SCHEDULE 5

The total fee to the District is \$214,000. The District will provide payment according to the following schedule, subject to the receipt of Tiered Intervention Grant funding from the Colorado Department of Education (the "Funding"):

June 1, 2010—\$31,500 July 1,
2010—\$11,500 August 1,
2010—\$23,500 September 1,
2010—\$17,000 October 1,
2010—\$15,000 November 1,
2010—\$20,000 December 1,
2010—\$15,000 January 1,
2011—\$15,000 February 1,
2011—\$14,500 March 1,
2011—\$16,000 April 1,
2011—\$16,000 May 1,
2011—\$19,000

The District shall provide Lindamood-Bell with periodic updates regarding the status of its receipt of the Funding.

Notwithstanding the foregoing or anything to the contrary in the Agreement, in the event (i) the District determines that it will not receive the Funding in advance of August 1, 2010, or (ii) the Funding is not received by the District by August 1, 2010 and the payments due June 1 – August 1, 2010 are not received by Lindamood-Bell on or before August 3, 2010, the parties

necessary for more effective implementation of the LBLP programs for instruction.

These materials may be purchased through Gander Educational Publishing at (800) 5541819 or www.ganderpublishing.com.

2. Testing Materials: In addition, each school site will acquire sufficient test protocols and forms for Lindamood-Bell's testing battery. Each school site will acquire adequate amounts of the following:

Peabody Picture Vocabulary Test 4, Form A—receptive vocabulary Woodcock Reading Mastery Tests Form G (WRMT-R NU “G”), word attack sub-test

These materials can be purchased from Pearson Assessments
1-800-627-7271

Wide Range Aptitude Test-4th Edition—reading and spelling

These materials can be purchased from Par, Inc.
1-800-331-8378

Gray Oral Reading Test-4th Edition, Form A The Lindamood Auditory Conceptualization-3 test

These materials can be purchased from Gander Educational Publishing
1-800-554-1819, or go to www.ganderpublishing.com

These materials must be purchased in time for project commencement. If the materials are not on-site at project start, and LBLP provides testing materials, the District will be invoiced for all related costs.

In addition, Lindamood-Bell will provide an adequate amount of test materials at a reduced rate or at no charge for the following: The Symbol Imagery Test Detroit Tests of Learning Aptitude-2nd Edition—following oral directions sub-test

To order these tests please email support.pdops@lindamoodbell.com

“Exhibit A”

LBLP Program Expectations for Center Consolidated School District

The following outlines expectations for LBLP program implementation, under the Colorado Department of Education’s (CDE) 2010 Tiered Intervention Grant, in Center Consolidated School District for the 2010 Summer Academy and the 2010-11 school year at Haskin Elementary School. Adherence to these program expectations and the fidelity of the LBLP Model is required to meet the mandates and goals pertaining to the implementation of Lindamood-Bell, outlined in the District’s Request for Proposal to CDE, dated April 20, 2010.

PROFESSIONAL DEVELOPMENT

- All key district administration and the Haskin Elementary School principal who will be managing and monitoring LBLP instruction will attend the introductory 5-day workshop (Introduction to School Services workshop and Seeing Stars® and Visualizing and Verbalizing® program workshops).
- All teachers from Haskin Elementary will attend the 5-day workshop (Introduction to School Services workshop and Seeing Stars® and Visualizing and Verbalizing® program workshops).
- All key district administration and the Haskin Elementary School principal will attend the LBLP Leadership Orientation – (minimum 6 hours)
- The School will identify at least one instructional staff member to participate in Lindamood-Bell’s Consultant Certification program, with the goal of being certified by LBLP and becoming the School’s program coordinator for the full LBLP Model beyond Year 1 of implementation. All Haskin Instructional staff may participate in any of the Consultant Certification professional development courses.
- All candidates for LBLPs Consultant Certification program will attend all 4 Lindamood-Bell Certification events, to meet all certification or recertification requirements.
- The on site LBLP consultant will coach all Haskin Elementary staff (classroom teachers and targeted intervention instructors) and provide regular feedback, both written and verbal, to facilitate improvement in instruction in the Lindamood-Bell programs. It is expected that all Haskin staff adhere to the instructional recommendations of LBLP staff to ensure program fidelity.
- All Haskin teachers will coordinate with the on site LBLP consultant to schedule weekly (minimum 1 per week) demonstrations and/or observation visits. All classroom teachers will have opportunities to observe the LBLP consultant providing instruction in the programs, and then allow the LBLP consultant to observe and coach during in-class visits.
- All Haskin teachers providing small group targeted intervention will schedule weekly PLC meetings (approximately 30 to 60 minutes per week) with the on site LBLP consultant to review data, refine instructional skills, and address issues of program quality and fidelity.
- All Haskin teachers providing small group, targeted intervention will participate in LBLP’s training on diagnostic assessment and data management. These staff will be expected to administer the LBLP battery of tests as early as the end of the first intervention cycle (approximately December 2010 or January 2011), and to complete and manage all necessary data entry.

(Initials)

LEADERSHIP AND MANAGED INSTRUCTION

- The on site LBLP Project Director will meet monthly with the Haskin Elementary School principal and with a designated district administrator (to be designated by the district) to review key indicators for LBLP instruction, including attendance, numbers of students in small-group instruction, number of classrooms implementing LBLP, and the amount of time devoted to LBLP implementation.
- The Haskin Elementary principal will conduct regular classroom visits in all classrooms to fulfill LBLP “Look Fors” and provide timely feedback to teachers based in these observations.
- A designated district administrator (to be designated by the district) will serve as the overall District Coordinator of Lindamood-Bell® implementation, reporting directly to the Superintendent on all matters concerning Lindamood-Bell.
- District administration and the Haskin Elementary principal will use reasonable efforts to address environmental and fidelity issues
- All above communication will be documented and reported to the Superintendent and to LBLP Corporate Directors by the LBLP Project Director and a designated district administrator (to be designated by the district) on a regular basis, but in all events no less often than monthly.
- LBLP will collaborate with the District administration to draft and submit expectations of LBLP implementation for District leadership and teachers. Expectations will be included in a Teacher Handbook.
- LBLP will submit a needs assessment report, a mid-year report, an end-of-year report, and a state achievement test report to the District School Board, with data analyses, a summary of key indicators, and recommendations for improving the program fidelity.
- District Administration and the Haskin Elementary principal will actively support the LBLP Model and to regularly communicate with Haskin instructional staff that this model is a main priority in the School’s Transformation Initiative. District and School leadership will communicate a shared vision and expectations with the staff.

(Initials)

LBLP INSTRUCTIONAL EXPECTATATIONS AT HASKIN ELEMENTARY

LBLP Small-Group Instruction

Students at risk for reading failure (e.g., students not proficient on the state achievement test, students in Special Education, etc.) will be the priority for participation in LBLP small-group instruction.

To help increase student achievement schoolwide and meet other performance goals outlined in the District’s Tiered Intervention Grant RFP, Haskin Elementary must provide small-group instruction in appropriate Lindamood-Bell instruction for at least 80% of students who were not proficient or above on the 2010 CSAP reading.

The amount of daily instruction and duration of instruction will be based on individual learning profiles. Instruction will be scheduled for a minimum of 90 minutes daily. Some students, based on learning profile, will be schedule for a minimum of 120 minutes daily.

Students will be scheduled to receive a minimum of 80 hours of small-group instruction. LBLP will consult with School staff to determine if students should receive additional intervention beyond the minimum 80 hours.

Small, homogeneous groups (maximum of 5) will be scheduled.

LBLP battery of tests will be implemented, pre and post, for each student identified for small-group instruction: GORT 4, Woodcock Word Attack, WRAT 4 Reading and Spelling, DTLA-2 Oral Directions, Symbol Imagery, PPVT4 Vocabulary, and Lindamood Auditory Conceptualization test.

Additionally, other assessments used for progress monitoring may be included in the overall analyses and reporting (e.g. DIBELS, MAPS).

Only tests given within the last 3 months will be used for scheduling, grouping, and diagnostic purposes. Generally, diagnostic testing administered in May can be used in August to group students and develop a schedule for small-group instruction.

(Initials)

Lindamood-Bell Classroom Instruction

All K-3 classroom teachers will provide a minimum 15 minutes of daily, stand-alone instruction in the Visualizing and Verbalizing® program throughout the school year (teachers will document instructional time and tasks in the LBLP Classroom Folder).

All K-3 classroom teachers will provide a minimum 15 minutes of daily, stand-alone instruction in the Seeing Stars® program throughout the school year (teachers will document instructional time and tasks in the LBLP Classroom Folder).

All 4-5 classroom teachers will provide a minimum 15 minutes of daily, stand-alone instruction in the Visualizing and Verbalizing® program throughout the school year (teachers will document instructional time and tasks in the LBLP Classroom Folder).

All K-5 classroom teachers will integrate the Seeing Stars® and Visualizing and Verbalizing® program methodology through the curriculum, in all language arts and content area instruction and methodology throughout the curriculum in all language arts and content area instruction.

(Initials)

ROLE OF SCHOOL PROGRAM COORDINATOR

The school's identified program coordinator of the LBLP Model will be expected to extensively support and monitor the school-wide LBLP implementation beyond Year 1.

The program coordinator's main responsibilities should allow for the following:

i. Responsible for lesson planning and pacing for all small group LBLP targeted intervention.

ii. Monitor instructional quality, provide coaching and support for small group and classroom teachers.

iii. Review key indicators with LBLP Project Director.

Communicate key indicators and issues of program fidelity with the principal.

Attends all 4 Lindamood-Bell Certification events, to meet all certification or recertification requirements.

“Exhibit B”

CONSULTANT CERTIFICATION AGREEMENT

This Consultant Certification Agreement (“Agreement”) is made and effective as of the date last written below, by and between Lindamood-Bell Learning Processes, Inc., a California corporation (“LBLP”) and _____ (“Educator”). This Agreement is made with specific reference to the following facts:

RECITALS

A. LBLP has its principal place of business in San Luis Obispo, California. LBLP is engaged in the business of educating students, conducting seminars for teachers and educators and training educators in the field of teaching spelling, reading comprehension, oral language comprehension, oral language expression and written language skills. LBLP provides such services to school districts through its Learning Community in a School program, which utilizes LBLP’s proprietary programs, which include without limitation: (i) Lindamood Phoneme Sequencing™ Program; (ii) Visualizing and Verbalizing® Program; and (iii) Seeing Stars® for Symbol Imagery Program (collectively, the “LBLP Programs”).

B. Educator is employed by the District. The District is currently participating in an agreement with LBLP.

C. Educator, through participation in the District’s program, has received advance training and exhibited proficiency in the application of the LBLP Programs, has met all of the eligibility criteria to become an LBLP certified consultant, as set forth in attached Schedule 1, and has been approved by LBLP to become an LBLP certified consultant (“LBLP Consultant”).

D. Educator now desires to become an LBLP Certified Consultant pursuant to the terms and conditions of this Agreement.

NOW, THEREFORE, for and in consideration of the foregoing Recitals and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

TERMS AND CONDITIONS

1. Certification. Upon execution and delivery of this Agreement by the parties, LBLP shall hereby certify Educator as an LBLP Certified Consultant, qualified to diagnose, interpret, prescribe, pace and integrate the LBLP Programs in instructional settings.

1.1 LBLP Consultant Certificate. LBLP shall provide Educator with a certificate acknowledging Educator’s status as an LBLP Certified Consultant.

2. Scope of Certification. As an LBLP Certified Consultant, Educator may be considered the on-site specialist for the LBLP Programs at any Qualified LBLP Site (as defined in Section 5 below) in which Educator is employed, and may provide mentoring, counseling and assistance to individuals previously trained in the LBLP Programs by a certified LBLP

Presenter (“LBLP Presenter”) through the District’s Program.

2.1 Educator not Qualified as Presenter. Notwithstanding the foregoing paragraph, nothing in this Agreement shall be construed as qualifying or authorizing Educator as an LBLP Presenter. Educator’s status as an LBLP Certified Consultant does not qualify or authorize Educator to present the LBLP Programs to other individuals (whether or not they are employees of the District), or to certify any individual as an LBLP Presenter or LBLP Consultant; provided, however, Educator will be authorized to conduct in-service programs for District employees to provide monitoring, counseling and assistance to individuals previously trained in LBLP Programs by a certified LBLP Presenter.

2.2 No License. Nothing in this Agreement shall be construed to provide Educator a license, express or implied, to utilize all or any portion of the LBLP Programs in a manner inconsistent with this Agreement.

3. Exclusivity. This Agreement is not exclusive. LBLP may, in its sole discretion, certify more than one LBLP Certified Consultant at any Qualified LBLP Site.

4. Term. The certification granted pursuant to this Agreement shall be for one (1) year, commencing on the date last written below (the “Effective Date”), and terminating twelve (12) months thereafter (the “Term”), unless terminated earlier pursuant to the terms and conditions of this Agreement. The Term may be extended only by the mutual written agreement of the parties.

5. Limitations. Educator is only qualified to perform services as an LBLP Certified Consultant within the District and at other sites where a program exists or LBLP Programs are implemented regularly, in strict accordance with LBLP quality standards, as the same may be amended from time to time (collectively, a “Qualified LBLP Site”). Educator shall not provide services in connection with the teaching or administering of any of the LBLP Programs outside of a Qualified LBLP Site, pursuant to an existing program.

6. Status as Independent Contractor. It is the intention of the parties that Educator is an independent contractor and not an employee, agent, joint venturer, or partner of LBLP. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between LBLP and Educator. As an independent contractor, Educator is not eligible for health or disability insurance, retirement benefits, or other welfare or pension benefits under the terms of LBLP’s plans and programs.

7. LBLP Intellectual Property.

7.1 Trademarks. Educator acknowledges that any trademarks, trade names and service marks owned by LBLP (the “Trademarks”), shall remain the sole property of LBLP and that Educator shall not do anything that might in any way infringe upon LBLP’s rights in the Trademarks, including but not limited to the use of the Trademarks to describe, advertise or endorse any service or program conducted by Educator in violation of this Agreement.

7.2 Copyrighted Materials. Educator recognizes and agrees that the LBLP materials used in connection with the LBLP Programs (the “Materials”) consist of copyrighted Center Consolidated Center School District; Haskin Elementary Addendum

works. Educator shall not do anything in connection with the Materials that might in any way violate copyright laws applicable to the Materials. For example, Educator shall not copy, alter or amend the Materials without the express, prior written consent of LBLP.

7.3 Intellectual Property Indemnification. Educator hereby agrees to defend, indemnify and hold LBLP harmless from and against any and all suits, actions, claims, judgments, debts, obligations or rights of action, of any nature or description, and any and all costs, including attorneys' fees incurred by LBLP in connection with, arising out of or relating to the need for LBLP to protect the Materials and/or Trademarks as a result of any acts, omissions, statements or representations of Educator.

8. Termination. This Agreement may be terminated at any time by mutual agreement of the parties. LBLP may also terminate this Agreement without notice if it is determined, in LBLP's sole discretion, that Educator has taken any actions which reflect negatively upon LBLP, or in any way constitute a breach of this Agreement by Educator.

9. Assignability. This Agreement and the rights granted by this Agreement to the Educator are personal to the Educator and shall not be assignable by the Educator or by operation of law.

10. Miscellaneous Provisions. The following miscellaneous provisions shall apply to the Terms and Conditions of this Agreement:

10.1 Waiver. Pursuit of any one remedy shall not preclude pursuit of any other remedies provided for herein or by law. No waiver of one violation of this Agreement shall be deemed or construed to constitute a waiver of any similar violations subsequently occurring, or any other violations whatsoever.

10.2 Choice of Law; Venue. This Agreement shall be construed under the laws of California, and the rights and obligations of each of the parties of this Agreement during the term hereof and upon its termination shall be governed exclusively by California law. Venue for purposes of any actions brought in connection with or arising out of this Agreement shall be conclusively presumed to be in San Luis Obispo County, California.

10.3 Entire Agreement. This instrument contains all of the understandings and agreement of whatsoever kind and nature existing between the parties hereto with respect to this Agreement, and the rights, interests, understandings, agreements and obligations of the respective parties and their prior oral agreements.

10.4 Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, and all of which shall constitute one and the same Agreement.

10.5 Enforceability. If any one or more of the provisions contained in this Agreement are held to be invalid or unenforceable in any respect, such invalidity or unenforceability shall not affect any other provision hereof, and the intent manifested thereby shall be recognized.

10.6 No Third Party Beneficiaries. Nothing expressed or mentioned in the Agreement is intended or shall be construed to give any person, other than the parties hereto and their respective heirs and successors, any legal or equitable rights, remedy or claim under or in respect to this Agreement, or any provisions herein contained.

10.7 Amendments. This Agreement may not be amended, altered or modified except by a written instrument signed by each of the parties.

10.8 Attorneys' Fees. If any legal proceeding is brought for the enforcement or interpretation of this Agreement, or because of any alleged dispute, breach, default or misrepresentation in connection with any of the provisions of this Agreement, the prevailing party in any such action will be entitled to recover its reasonable attorneys' fees and additional legal costs incurred, together with any other relief to which he/it may otherwise be entitled.

IN WITNESS WHEREOF, the parties have made this Agreement as of the date last written below:

“Educator”

Name: _____SAMPLE_____

Address: _____SAMPLE_____

_____SAMPLE_____

Sign: _____SAMPLE_____

Date: _____SAMPLE_____

“LBLP”

Lindamood-Bell Learning Processes, Inc.
416 Higuera Street San Luis Obispo, CA
93401

By: Nanci Bell, CEO

Sign: _____SAMPLE_____ for Lindamood-Bell Learning Processes

Date: _____SAMPLE_____

SCHEDULE 1



LINDAMOOD-BELL
Learning Processes

Criteria for Lindamood-Bell[®] School Services Consultant Certification for Schools

This document presents the criteria used by Lindamood-Bell Learning Processes (LBLP) in formal reviews and evaluation of candidates for Consultant Certification. Consultant Certification is granted solely to individuals involved in an LBLP School Services project. This evaluation reflects the observed performance and written assessments of the named candidate on the date(s) listed. The results are confidential and remain the exclusive property of LBLP.

Certification Scoring Rubric

The following is the **rubric**, or scoring system, used when evaluating a candidate for possible Consultant Certification. There are three separate categories of evaluation — *instruction* (program skills), *assessments* (test administration/interpretation), and *pacing and interaction*. The rubric consists of four levels, defined as follows:

1 -Beginning level: Skills are poor, but individual does not exhibit processing deficits that would prohibit use of the programs. The following are some examples of this level of performance:

Skills

- Does not ask students many questions
- Provides answers instead of leading students through discovery process
- When steps are introduced, a significant piece in the progression of the logic is omitted (e.g., no mention of jaw/tongue in vowel circle set-up)
- Does not respond to students' responses
- No/limited positive feedback
- Questions continually on correct responses
- Does not recognize errors
- Word chains have errors; not able to create chains on the spot
- Tells students they are wrong; supplies correct answer
- Inappropriate sight word selection
- Inappropriate selection (grade level, length, or otherwise) of reading material
- Does not exhibit basic understanding of the Lindamood-Bell[®] language model

Pacing

- Little or no experience pacing students through the programs
- Does not pace through the programs appropriately
- Does not overlap steps

Testing

- Little or no experience with test administration
- Many errors in test administration

2 - Developmental level: Program skills are utilized, but in need of development. Candidate understands concepts of programs, but application is unrefined. The following are some examples of this level of performance:

Skills

- Asks questions, instead of lectures, but not all questions target the students' responses
- Uncomfortable with major program transitions—e.g., single to multi-syllable
- Few errors in chains for imaging, tracking
- Occasional errors in procedure
- Prepared HOTS questions are utilized, but exhibits little ability to ask alternative or

follow-up questions

- Positive feedback to students may seem forced
- Exhibits basic understanding of the Lindamood-Bell[®] language processing model

Pacing

- Selection of V/V[®] material is appropriate grade-wise, but difficulty discerning abstract vs. concrete
- Lag time between tasks
- Asks many questions when moving from step to step, needs clarification
- May take too long on certain steps, needs clarification

Testing

- Has administered tests; some errors in the more difficult tests (e.g., GORT-4)
- May inadvertently cue student

3 -Competency level: Implementation is free from major mistakes. Candidate still benefits from guidance. The following are some examples of this level of performance:

Skills

- Questions respond to response of students
- Exhibits ability to error-handle unusual responses
- Exhibits equal skill level in all 3 programs
- Able to ask HOTS questions in the moment

Pacing

- Beginning to show ability in the pacing of students' instruction
- Beginning to make accurate recommendations of student sensory-cognitive needs, including when to move up in levels of complexity

- Sessions have very little down time
- Understands the difference between abstract and concrete reading material
- Picks appropriate level decoding materials
- Keeps all students involved and engaged

Testing

- Has experience in test administration with very few errors
- Understands initial grouping

4 -Mastery level: This individual exhibits a high level of competence and efficiency. The following are some examples of this level of performance:

Skills

- Questioning is efficient and effective for students
- Exhibits ability to stimulate several concepts or functions in same task
- Follows procedure consistently in tasks
- Can write appropriate chains during sessions based on perceived student need
- Confidence in sessions and experience with a wide variety of students
- Able to mentor colleagues in positive manner

Pacing

- Proficient in meeting needs of all students in group
- Able to spot re-grouping needs

Testing

- Proficient in administration of all tests utilized by Lindamood-Bell’s School Services division
- Testing session flows smoothly
- Vocalization is consistent and fair
- Understands concepts when aggregating data

Nomination versus Certification

Certification is a two-step process. A candidate first must be nominated for certification. In order to be nominated, a person must attain a minimum score on Part 1 – Instruction – before proceeding to the next step. If the candidate meets the requirements for nomination, he or she is later evaluated for certification. In order to be certified, minimum scores on Parts 1, 2, and 3 must all be met. When a candidate is evaluated for certification, all categories in Part 1 must be reevaluated, and the minimum score on Part 1 is higher for certification than it is for nomination.

Minimum scores for nomination equate approximately to Level 3 – Competency Level, whereas for certification, minimum scores range between the Competency and Mastery Levels (Level 3 to Level 4). For certification, a candidate can have no scores of 1.

Consultant Certification Criteria

Certification Candidate: _____

Part One - Instruction Lindamood Phoneme

Sequencing[®] Program Skills

1) Setting the Climate a) Simple climate for younger students 1 2 3 4 b) Thorough climate for older students 1 2 3 4 c) Integrates Seeing Stars[®] climate w/ LiPS[®] climate when appropriate 1 2 3 4 d) Re-visits climate when/if necessary 1 2 3 4

2) Consonants a) Procedure for introducing consonants 1 2 3 4 b) Demonstrates at least 3 ways to practice consonants 1 2 3 4 c) Error-handling for consonants 1 2 3 4

3) Vowels a) Procedure for introducing vowels 1 2 3 4 b) Demonstrates at least 3 ways to practice vowels 1 2 3 4 c) Error-handling for vowels 1 2 3 4

4) Tracking a) Introduction of tracking and procedure 1 2 3 4 b) Tracking with mouth-form pictures 1 2 3 4 c) Color Encoding 1 2 3 4 d) Error-handling for tracking 1 2 3 4 e) Creates suitable patterns (chains) for tracking 1 2 3 4 f) Integrates Symbol Imagery 1 2 3 4

5) Encoding (spelling) a) Introduction for encoding 1 2 3 4 b) Error-handling for encoding 1 2 3 4 c) Practices with tiles and on paper/syllable board 1 2 3 4

Lindamood Phoneme Sequencing[®] Program Skills – continued

6) Decoding (reading) a) Error handling for decoding single words 1 2 3 4 b) Integrates Symbol Imagery 1 2 3 4

7) Basic 4 Expectancies & Borrowers a) Discovery/introduction 1 2 3 4 b) Demonstrates ways to practice expectancies 1 2 3 4

8) Introduction to Multi-Syllable Concept a) Counting syllables, I.D. vowel sounds 1 2 3 4 b) Identifying accent, flexing accent, schwa 1 2 3 4 c) Introducing appropriate suffixes 1 2 3 4

9) Tracking at Multi-Syllable Level (MSCE) a) Introduction to multi-syllable tracking (w/blocks and felts) 1 2 3 4 b) 2 syllable tracking 1 2 3 4 c) 3 syllable tracking 1 2 3 4 d) 4 syllable tracking 1 2 3 4 e) Creates appropriate multi-syllable patterns (chains) for tracking 1 2 3 4 f) Error-handling for multi-syllable tracking 1 2 3 4 g) Integrates Symbol Imagery 1 2 3 4

10) Decoding at Multi-Syllable Level a) Introduction of breaking rules 1 2 3 4 b) Error-handling for multi-syllable decoding 1 2 3 4 c) Appropriate use of multi-syllable nonsense vs. real words 1 2 3 4

11) Encoding (spelling) at Multi-Syllable Level a) Introduction of ‘chunk-line’ process 1 2 3 4 b) Error-handling for multi-syllable spelling 1 2 3 4 c) Appropriate use of multi-syllable nonsense vs. real words 1 2 3 4

Lindamood Phoneme Sequencing® Program Skills – continued

12) Ending Grid a) Discovery/introduction of ending grid b) Ways to practice ending grid c) Application of endings to decoding and encoding 1 2 3 4

13) Contextual Reading a) Selection of appropriately leveled material b) Appropriate error handling for contextual reading 1 2 3 4

Lindamood Phoneme Sequencing® Program Skills – Totals

Add up all scores and indicate total below:

Total: _____

****For nomination, candidate must have minimum score of 114.***

*****For certification, candidate must have minimum score of 150, with no scores of 1.***

Seeing Stars® Program Skills

1) The Setting of Climate

a) Basic what and why	1	2	3	4
c) Re-visits climate when/if necessary	1	2	3	4

2) Single Letter Imagery

a) Procedure for introducing consonants and vowels	1	2	3	4
b) Demonstrates reviewing both receptively and expressively	1	2	3	4
c) Follows air-writing procedure	1	2	3	4
d) Error-handling	1	2	3	4
e) Engages all students in group and moves questions around	1	2	3	4

3) See/Image/Write – Syllable Cards

a) Introduction of task	1	2	3	4
b) Follows air-writing procedure	1	2	3	4
c) Error-handling	1	2	3	4
d) Uses symbol imagery exercises	1	2	3	4
e) Engages all students in group and moves questions around	1	2	3	4

4) Image and Track – Syllable Board and Air-writing

a) Introduction of task	1	2	3	4
b) Follows procedures	1	2	3	4
c) Error-handling	1	2	3	4
d) Uses symbol imagery exercises	1	2	3	4
e) Engages all students in group and moves questions around	1	2	3	4

5) Image and Air-write *with* Chain

a) Introduction of task	1	2	3	4
b) Follows procedure	1	2	3	4
c) Uses appropriate chains; can create chains on the spot	1	2	3	4
d) Error-handling	1	2	3	4
e) Uses symbol imagery exercises	1	2	3	4
f) Engages all students in group and moves questions around	1	2	3	4

6) Image and Air-write *without* Chain

a) Introduction of task	1	2	3	4
b) Follows procedure	1	2	3	4
c) Word choice is appropriate	1	2	3	4
c) Error-handling	1	2	3	4
d) Uses symbol imagery exercises	1	2	3	4
e) Engages all students in group and moves questions around	1	2	3	4

Seeing Stars® Program Skills – continued

7) Multi-Syllable Imagery and Decoding a) Introduces multi-syllables (using Decoding Workbook 5) 1 2 3 4

b) Introduction and use of affixes	1	2	3	4
c) Uses multi-syllable syllable board/syllable cards appropriately	1	2	3	4
d) Error-handling	1	2	3	4
e) Appropriate pacing from 2- to 4-syllable words	1	2	3	4
i) Engages all students in group and moves questions around	1	2	3	4

8) Applying Imagery - Real Words a) Sight Words (i) 3X5 cards (Sight Word Box process)

(ii) Demonstrates at least 3 ways to practice sight words	1	2	3	4
(iii) Appropriate selection of sight words	1	2	3	4
(iv) Error-handling	1	2	3	4

b) Visual Spelling Chart

(i) Uses proper procedure	1	2	3	4
(ii) Uses symbol imagery exercises	1	2	3	4

Seeing Stars® Program Skills – Totals

Add up all scores and indicate total below:

Total: _____

**For nomination, candidate must have minimum score of 120.*

***For certification, candidate must have minimum score of 156, with no scores of 1.*

Visualizing & Verbalizing® Program Skills

1) Setting the Climate

a) Uses appropriate version for the student	1	2	3	4
b) Re-visits climate when/if necessary	1	2	3	4

2) Picture to Picture

a) Introduction to students	1	2	3	4
b) Appropriate picture selection	1	2	3	4
c) Procedure	1	2	3	4
d) Questioning to imagery (gestalt)	1	2	3	4
e) Error-handling	1	2	3	4

3) Word Imaging

a) Introduction to students	1	2	3	4
b) Personal noun vs. known noun (uses appropriately)	1	2	3	4
c) Procedure	1	2	3	4
d) Questioning to imagery (gestalt)	1	2	3	4
e) Error-handling	1	2	3	4

4) Single Sentence

a) Introduction to students	1	2	3	4
a) Procedure	1	2	3	4
b) Questioning to imagery (gestalt)	1	2	3	4
c) Error-handling	1	2	3	4

5) Sentence by Sentence

a) Introduction to students	1	2	3	4
b) Procedure	1	2	3	4
c) Appropriate selection of material (level and content)	1	2	3	4
d) Questioning to imagery (gestalt)	1	2	3	4
e) Error-handling	1	2	3	4
f) Asking and identifying appropriate main idea and HOTS questions	1	2	3	4

6) Multi-Sentence by Multi-Sentence

a) Procedure	1	2	3	4
b) Appropriate selection of material (level and content)	1	2	3	4
c) Questioning to imagery (gestalt)	1	2	3	4
d) Error-handling	1	2	3	4
e) Asking and identifying appropriate main idea and HOTS questions	1	2	3	4

Visualizing & Verbalizing[®] Program Skills – continued

7) Whole Paragraph a) Procedure 1 2 3 4 b) Appropriate selection of material (level and content) 1 2 3 4 c) Questioning to imagery (gestalt) 1 2 3 4 d) Error handling 1 2 3 4 e) Asking and identifying appropriate main idea and HOTS questions 1 2 3 4

8) Paragraph by Paragraph a) Procedure 1 2 3 4 b) Appropriate selection of material (level and content) 1 2 3 4 c) Questioning to imagery (gestalt) 1 2 3 4 d) Error handling 1 2 3 4 e) Asking and identifying appropriate main idea and HOTS questions 1 2 3 4

9) Vocabulary Development a) Selection of vocabulary 1 2 3 4 b) Questioning to imagery 1 2 3 4 c) Appropriate use of vocabulary cards (or sheet) and practice 1 2 3 4

10) Application to Content Material a) Overall process 1 2 3 4 b) Appropriate selection of material (level and content) 1 2 3 4

11) Application to Writing a) Outlines and written summaries – procedure 1 2 3 4 b) Expressive writing 1 2 3 4 c) Writing from notes 1 2 3 4

12) Application to Study Skills a) Introducing note-taking (2 types) 1 2 3 4 b) Studying from notes 1 2 3 4 c) Time line 1 2 3 4

13) Application to Test Taking 1 2 3 4

Visualizing & Verbalizing® Program Skills – Totals

Add up all scores and indicate total below:

Total: _____

**For nomination, candidate must have minimum score of 127.*

***For certification, candidate must have minimum score of 167, with no scores of 1.*

Part One – Instruction – Summary

Scores:

Lindamood Phoneme Sequencing® : _____ Seeing

Stars® : _____ Visualizing & Verbalizing® : _____

Grand total: _____

**Nomination – Yes / No (minimum score of 361 for all sections) Certification – Yes / No
(minimum score of 473 for all sections, with no scores of 1)**

Part I – Comments/Observations:

Certification Candidate: _____

Part Two - Assessments Administration & Interpretation of Tests

1) Peabody Picture Vocabulary Test-3 a) Follows test administration procedures b) Accurate scoring	1	2	3	4
2) Detroit Tests of Learning Aptitude 2 - Oral Directions subtest a) Follows test administration procedures b) Accurate scoring	1	2	3	4
3) Woodcock Reading Mastery Tests-Revised NU - Word Attack subtest a) Follows test administration procedures b) Accurate scoring	1	2	3	4
4) Wide Range Achievement Tests 3 - Reading subtest a) Follows test administration procedures b) Accurate scoring	1	2	3	4
5) Wide Range Achievement Tests 3 - Spelling subtest a) Follows test administration procedures b) Accurate scoring	1	2	3	4
6) Gray Oral Reading Test - 4 a) Follows test administration procedures b) Accurate scoring	1	2	3	4
7) Lindamood Auditory Conceptualization Test-3 a) Follows test administration procedures b) Accurate scoring	1	2	3	4
8) Symbol Imagery Test a) Follows test administration procedures b) Accurate scoring	1	2	3	4

Administration & Interpretation of Tests – continued

9) Other Test _____ a) Follows test administration procedures 1 2 3 4 b) Accurate scoring 1 2 3 4

10) Percentiles, standard scores, grade equivalents, and age equivalents (mental age) a) Exhibits understanding of normal range/strength/weakness 1 2 3 4

11) Correctly associates various assessments to the applicable sensory-cognitive processes (Venn Diagram) 1 2 3 4

12) Evaluating tests a) Correctly determines program(s) for instruction 1 2 3 4 b) Correctly recommends hours of instruction 1 2 3 4

13) Appropriately groups students based on testing profiles 1 2 3 4

Administration and Interpretation of Tests – Totals

Add up all scores and indicate total below:

Total: _____

*****For certification, candidate must have minimum score of 78, with no scores of 1.***

ones.

Administration and Interpretation of Tests – Totals

Total score for Part 2: _____ Certification –

Yes / No (minimum score of 78) Part II –

Comments/Observations:

Certification Candidate: _____

Part Three – Pacing and Interaction

General Pacing and Concepts (Gestalt)

1) Responds to the response throughout all steps of all programs	1	2	3	4
2) Questions rather than lectures (Socratic Method)	1	2	3	4
3) Reviews test scores for accurate pacing and grouping	1	2	3	4
4) Adjusts groups when necessary	1	2	3	4
5) Indicates appropriate treatment times on lesson plans (for all steps)	1	2	3	4
6) Appropriate pace within sessions (little or no dead time)	1	2	3	4
7) Keeps consistent /informative clinical records	1	2	3	4
8) Keeps accurate attendance records	1	2	3	4
9) Keeps students progressing through programs (overall pacing)	1	2	3	4
10) Appropriate time between updates with parents/teachers	1	2	3	4
11) Appropriate duration of observation of teachers	1	2	3	4
12) Follows 80% general guideline	1	2	3	4

Lindamood Phoneme Sequencing® and Seeing Stars® Program Pacing

1) Appropriate use of vertical vs. horizontal path (LiPS®)	1	2	3	4
2) Overlaps steps of program	1	2	3	4
3) Uses nonsense vs. real words appropriately	1	2	3	4
4) Integrates symbol imagery with color encoding	1	2	3	4
5) Appropriate pacing from simple to complex syllables	1	2	3	4
6) Utilizes articulation and/or imagery when appropriate	1	2	3	4
7) Starts new steps (and levels) as soon as appropriate (paces quickly)	1	2	3	4
8) Overlaps to multi-syllable at the appropriate time	1	2	3	4
9) Adds contextual reading at the appropriate time	1	2	3	4
10) Provides clear and complete lesson plans	1	2	3	4
11) Updates lesson plans frequently (as needed)	1	2	3	4
12) Able to problem-solve student difficulties with programs 1 13) Overall, understands the goals and gestalt of LiPS® and Seeing Stars® 1		2	3	4

Visualizing & Verbalizing® Program Pacing

1) Overlaps steps of program	1	2	3	4
2) Starts various steps at the appropriate level	1	2	3	4
3) Selects appropriate materials (content level) per student	1	2	3	4
4) Questions to imagery/gestalt	1	2	3	4
5) Good HOTS questioning	1	2	3	4
6) Begins summary writing when appropriate	1	2	3	4
7) Includes application to content areas	1	2	3	4
8) Begins study skills when appropriate	1	2	3	4
9) Starts new steps (and levels) as soon as appropriate (paces quickly)	1	2	3	4
10) Provides clear and complete lesson plans	1	2	3	4
11) Updates lesson plans frequently (as needed)	1	2	3	4
12) Able to problem-solve student difficulties with program 13) Overall, understands the goals and gestalt of V/V®	1	2	3	4

Interpersonal Interactions

1) With students:

a) Provides positive, supportive environment for learning	1	2	3	4
b) Questions with positive orientation	1	2	3	4
c) Guides students to self-correction, independence	1	2	3	4
d) Problem solves student difficulties	1	2	3	4
e) Provides positive solutions for behavior problems	1	2	3	4
f) Presents overall positive attitude with students	1	2	3	4

2) With other team (staff) members:

a) Provides positive support	1	2	3	4
b) Communicates student progress to parents/teachers	1	2	3	4
c) Fosters teamwork	1	2	3	4
d) Adheres to programs & ensures that team adheres to programs	1	2	3	4
e) Sets goals and deadlines for staff	1	2	3	4
f) Supports staff to complete goals and deadlines	1	2	3	4
g) Provides periodic individual support and feedback to teachers	1	2	3	4
h) Exhibits effective communication skills	1	2	3	4
i) Oversees tracking of statistical data	1	2	3	4
j) Presents overall positive attitude with teachers and other staff	1	2	3	4

Pacing and Interaction – Totals

Add up all scores and indicate total below:

Total: _____

***For certification, candidate must have minimum score of 184, with no scores of 1.*

Part Three – Pacing and Interaction – Summary

Total score for Part 3: _____ Certification –

Yes/ No (minimum score of 184) Part III –

Comments/Observations:

Final Evaluation Summary

Candidate: _____
Date Evaluation Completed: _____
LBLP Evaluator: _____
Project/School Location: _____

Summary of Candidate's Results

Part I, total score: _____ (minimum required is 473)
Part II, total score: _____ (minimum required is 78)
Part III, total score: _____ (minimum required is 184)
Grand total score: _____ (minimum required is 735)*

*For certification, there can be no scores of 1.

Recommended for Certification: Yes No (circle one)

Dates of Certification (one year): _____

If recommending certification, please note any areas for continued refinement:

If not, please indicate the reasons and make any further recommendations:
