Executive Summary

Sheridan School District is requesting $975,874 to implement a Turnaround Reform Model at Sheridan Middle School (SMS). The efforts of reform will be targeted to build upon the district efforts that began in August 2008. Several of the requirements of turnaround have been implemented in the school, though challenges have risen with fully implementing turnaround initiatives, largely due to follow-through and leadership deficits. The district feels confident that it has a solid foundation to demonstrate greater gains in student achievement and community outcomes as major changes for the 2012/13 school year will be implemented. Much of the focus of this grant seeks to address the underlying issues of stagnation in previous turnaround efforts. An in-depth data analysis, facilitated by Dr. Mary Beth Romke with members of the District Team, Building Leadership, and lead teachers, identified the following deficits that will be addressed in the turnaround proposal:

   I.   Inconsistency and follow-through with current turnaround initiatives by building leadership
   II.   Lack of understanding and implementation of consistent, clearly defined key elements of effective instruction, including components of direct instruction and literate engagement
   III.   Inadequate literacy and instructional supports for all students with special emphasis on second-language learners
   IV.   Inconsistent expectations and supports for behavioral/cultural issues
   V.   Lack of engagement and communication with parents and community

Part III (Section 1): LEA Commitment and Capacity

1a/1b – Methods to Consult Relevant Stakeholders / How the Community Was Given Notice

The district utilized the following measures to consult with relevant stakeholders regarding the LEA's application and implementation of the turnaround intervention model:

(5/7/12): Sheridan School District was informed of eligibility for TIG funding to SMS.

(5/8/12): After learning about the opportunity, the Board of Education was fully briefed and provided with explicit guidance to pursue the opportunity (final approval 5/22/12). This set in motion a series of conversations (5/22/12 +) about the importance of turnaround with the middle school staff and key district advisory individuals, including the District Instructional Advisory Committee (DIAC) and the District Accountability and Advisory Committee (DAAC), which is comprised of teachers, parents (reflective of district demographics), and administration.

(5/28/12): Turnaround Implementation Committee was formed.

(6/4/12): The superintendent contacted Sheridan Education Association and UNISERVE, both of which have expressed support for the process.

(6/6/12): The district hosted a middle school staff meeting, led by the superintendent and current principal, to share information about the intent and scope of this grant. This included a solicitation for teacher participation on the Advisory Team, with three teachers being elected by their peers to represent their interests. Ninety percent of staff attended this optional meeting.

(6/6/12): Turnaround Advisory Group, inclusive of staff, parents, and administration, was formed.

(6/7/12): Parents received a letter (in both English and Spanish) stating the district's intent to apply for this grant. Follow-up meetings are planned throughout the summer of 2012 to assess family perceptions and willingness to engage in the process of fully supporting their children's success.

(6/7/12): Notice of intent to apply was posted to the district and school website, along with an email message via listserv, to all applicable stakeholder groups (e.g., parents, staff, CDE, SEA, community groups, etc.). The greater community will be able to link to details about the purpose and intent of this grant via the Sheridan District website. The Communication Team will further develop a specific turnaround portal on this website to house all relevant turnaround documents, resources, personnel, activities, events, and other opportunities for participation.

(Ongoing since 2009/10 school year): Surveys have been administered to district teachers and other staff to assess leadership, climate and culture, and instructional effectiveness.

Sheridan School District will not be applying for waivers.

1c – Readiness & Commitment for This TIG

Actions taken thus far to support readiness for this TIG grant include:

(10/08): School Support Team (SST) review was conducted by the Colorado Department of Education at SMS to identify programmatic strengths and concerns. District and building leadership collaborated with the Sheridan Board of Education to share results from the reviews of these SST visits with middle school staff, DAAC, and a community meeting.

(12/6/11): The district contracted with Dr. Mary Beth Romke of the Center for Transforming Learning and Teaching (CTLT) to facilitate an in-depth data trend analysis, development of priority needs, and identification of root causes for SMS. The team included district leadership, building leadership, and lead teachers.

(5/22/12): Sheridan School Board committed to apply for TIG funding and commitment to actions outlined in the Turnaround Guidance Model.

(5/29/12): The current principal was removed. Additionally, over the last two years, Sheridan School District has achieved a 50% change in instructional staff through non-renewals and other assignments that are in alignment with the district's Master Agreement with the teacher's union, particularly among literacy and math teachers at the middle school level.

Additional actions taken to support readiness of TIG grant:
- The Sheridan School Board has made a solid commitment to this process of reform by taking action in applying for this 2012 TIG grant and offering incentive packages to encourage early retirement for those teachers whose skill capacity and/or willingness to work in a turnaround environment are not fully developed/supportive of applicable high-risk students. Further, there will be planned "instructional rounds" at a different school each month to assess school culture and instructional impact as it relates to this process by the board of education. The district and school board has also committed a tremendous amount of fiscal and human resource to support high-quality job-embedded professional development.
- The district has developed a rubric-based evaluation tool that aligns with Colorado SB-191. Members of the team included building teachers, SEA, and district representation.
- Data analysis and plan development was shared with DAAC leadership and the building parent group to provide information and to seek feedback.
- A change to the 2012-2013 school year calendar was made to support reform, increasing the number of instructional days and giving more opportunities for students to bridge academic gaps.

1d – Design and Implementation of Interventions

- *New measures for hiring* – in addition to a standard performance interview, the district feels it is important to assess whether a prospective teacher can and is willing to commit to working in a turnaround situation. Candidates will be able to tour the prospective school to see whether it is something to which they desire to fully commit and whether their core beliefs and practices align with the district's mission to serve in this capacity. Ultimately, the decision to hire will be informed by the individual's skill level balanced with his/her fit with the school culture and the turnaround mission, as well as the needs of the students in the building.
- *Changes to District and School Calendar*-The school calendar has been modified to increase the length of the school year to address summer loss and increase instructional time for students. Additionally, the calendar is set up to provide teachers with time to study interim assessments and adjust instruction based on the interim data.
- *Creation of intercession*- 3 intercession periods have been built into the calendar to allow for intense re-teaching of critical skills to students who have not demonstrated mastery based on interim assessment results.
- *Creation and implementation o f locally developed competencies*- to evaluate, screen, and provide information to provide supports to teachers who are not at a proficient teaching level. The competency aligns with SB 191, but will be more fully developed within the scope of this proposal
- *Training and professional development* – instructional rounds modeling explicit instruction have been given to staff and are closely aligned with the requirements of the turnaround model. The turnaround grant will allow for a high focus on embedded professional development, financial incentives, and opportunities for promotion, with an emerging desire to better leverage efforts in order to create a higher quality evaluation system that supports the assessment of effectiveness as well as inform incentive rewards.
- *Recruitment and retention plan* – the district is working to keep a competitive salary schedule and compensation package to get and keep the best instructional talent.

The district wishes to seek teachers with ELA qualifications, and it has enlisted the help of Teach for America to recruit highly qualified candidates whose skill sets are well matched to the needs of the district's community.

- *Interventions to meet requirements are more fully detailed in Section 2f of the proposal*

1e – Recruiting, Screening, Selecting External Providers

The district uses a process/approach to interview potential external providers:

- An initial screening tool was developed locally, informed by data from CDE, that has assisted the district in narrowing the partners based on high-yield structures and strategies associated with growth in Title I schools. The district also looks to match potential vendors with district core beliefs. A rubric was developed to identify provider strengths:

Sheridan School District Screening				
FOCUS AREA	CORE	Focal Point	UVA	NCSE
Culture			*X*	X
Academic and Literacy Focus	X		X	
English Language Learners	X			X
Leadership Capacity	X	X	X	
Student and Family Support	X		X	X
Comprehensive Turnaround Evaluation		X	X	

- Phone interviews are conducted with each of the candidates to assess the strengths of their programming to match the identified needs of the Sheridan Middle School. Vendors who scored highest in the areas identified highest in the areas as outlined in the executive summary listed above were moved forward for consideration. The next step of the process was to determine the effectiveness of their work on student data with populations similar to the demographics within Sheridan Middle School. Determination of the final partners are identified within the above rubric.

1f – Aligning Resources with Interventions

- Draft of consolidated application for Title I, II, and III are aligned to the turnaround proposal, including staffing, professional development, and resource allocation (see UIP addendum to demonstrate leveraging of resources).
- "Race to the Top" funds are targeted to build interim assessments by teacher leaders to increase the validity and reliability of interim assessments, increase teacher knowledge for building assessments, and understand grade-level expectations.
- Learnings, practices, and systemic changes incorporated into current TIG grant at Sheridan Elementary School have been incorporated into SMS over the last two years of the grant cycle.
- Title I support, along with the Improvement Support Grant Partnership, addresses alignment of curriculum, high-quality assessment design, explicit instruction, and leadership.
- A Turnaround Performance Manager will specifically address coordination of various resources throughout the district.

1g – Flexibility and Other Practices to Ensure Implementation

- District administration will provide a support and monitoring role for SMS through high-quality feedback and systemic review and evaluation instruments; additionally, SMS will be monitored both internally by the District Turnaround Performance Manager and externally by the CDE Performance Manager, CORE, and the University of Virginia. Documents for feedback and review that will be utilized by the district were designed by Focal Point, but will be adopted for local use in order for monthly monitoring to occur, rather than the current 2x's per year.
- The district will work collectively with the Sheridan Education Association on the Master Agreement, which may need to be adjusted as the district adopts more progressive methods of addressing turnaround situations. Past relations with the association have demonstrated positive interactions with few roadblocks, and therefore the district is confident in being able to adjust expectations in this regard.
- In this district, principals have high degrees of autonomy in the hiring and firing of teachers/other staff; as they demonstrate cumulative success in these decisions, the range of that with which they are entrusted increases, allowing greater local control and ability to act timely and responsively. This includes scheduling and master scheduling, Master Agreements, and the overall functioning of their building.

1h – Capacity to Carry Out Interventions

Evaluation is a primary vehicle to assess performance and adjust implementation strategies/interventions. The district has a rigorous evaluation system by which assessments are given four times a year, at the six-week mark of each nine-week schooling session, based on Colorado Academic Standards. Previously done by an external evaluator, the district now feels trained and ready to adopt these practices for itself. There are several measures with which the district can address these key course-correction windows:

- The Turnaround Performance Manager will be creating a corresponding systems review to track the progress of implementation benchmarks of adult actions utilizing the system's review document developed by Focal Point. The systems review panel will be comprised of the superintendent, the Director of Learning Services, the Turnaround Performance Manager, and one principal from another building. They will review the implementation of the School UIP and all of the actions associated with the plan to ensure that the school is on track. Monitoring will occur monthly with full reports filed bi-annually, with the intent of informing course correction. The Turnaround Performance Manager will then meet with each of the respective principals to discuss the ways in which they are on track, as well as the areas for improvement/adjustments.
- As a result of this systems-review, principal and teacher performance measures will be developed as a way to inform incentive-bonus decisions based on growth.
- A climate survey is also administered to staff to assess their perceptions of school/professional culture. Based on the most recent climate data from the previous school year, there is already baseline information about some of the areas to focus on in the middle school, such as better communication, follow-through, and leadership.
- District and building leadership will work with external partners to refine and adjust implementation benchmarks/interim measures currently created in the building UIP to track progress of student achievement and adult actions. The District Turnaround Performance Manager will provide ongoing checks for implementation and recommend adjusted supports.
- Discipline and Attendance data (as found in the SWIS data) will be used to monitor the school climate.
- Student achievement benchmarks are established within the Unified Improvement Plan (UIP) and include summative, interim, and formative assessments (see UIP for specific goals).

These will be monitored by the Executive Director of Learning Services, the District Turnaround Performance Manager, and the building's Lead Data Specialist. Instruction and intervention will be adjusted and increased based on data.

- The work identified in the above bullet will be operationalized by increasing the professional learning communities (PLC), which assist in monitoring the progress of both students and schools. The District Instructional Team will monitor the effectiveness and the work of the building PLC.
- Interim benchmark assessments will be used to measure academic progress of students against the Colorado Academic Standards. As the grant progresses, the scores will be correlated to TCAP to gage relevance and rigor of the current curriculum.
- High-quality training, including leadership capacity building, will give staff and leadership the tools to meet their students and instructional peers more effectively.

1i – Sustaining Reforms after the Funding Period

In order to sustain the anticipated gains supported by the Tiered Intervention Grant, the Sheridan School District is committed to integrating best practices and successful methods into its daily operational practices. As a result of investing in evaluation, the district feels it is in a stronger position to adopt and sustain many training/professional development practices. This will allow for continued best practices once external providers are gone. The district feels it is extremely important to continue with professional development opportunities , as well as offer competitive incentives to entice high-quality teachers to stay. The district is also committed to using other sources of funds including local and federal funds to keep key initiatives moving if a specific grant is not rewarded. It also recognizes that for every program/project undertaken, sustainability planning is an essential part of the implementation process. The development of teacher-leaders who are solid in knowledge and strong in implementation of these turnaround practices is what will carry this grant forward after resources are exhausted.

A combination of individuals and groups will be accountable for tracking progress and evaluating the program on a regular basis as outlined in the sections above. It will be the expectation of the district that all partner agencies provide regular status reports against pre-assigned goals as outlined in the school UIP and TIG UIP addendum. However, it will ultimately be the responsibility of District Turnaround Performance Manager to gather all information and report monthly to the Colorado Department of Education.

1j – Objectives for Each Project Goal (more specific goals/objectives outlined in UIP and addendum)

Measurable Objectives					
Objective	**Outcomes**	**2012-13**	**2013-14**	**2014-15**	**Person(s) Responsible**
Leadership	Building Leadership will demonstrate effectiveness in the areas of philosophy, processes, and implementation as measured by a systems review conducted 2x per year Baseline (2012): Philosophy-weak Process-Proficient/Low Implementation-Proficient/ Medium	Rating-Average-high	Rating-Strong-low	Rating-Strong-Med/high	District Turnaround Performance Manager District Systems Review Teams UVA

	Cont.				
Culture	Teachers will report an increase in effective supports for staff around behavioral expectations as measured by a climate survey conducted 2x per year Baseline (2012) 38.5% staff indicate school climate/culture supports an environment of high expectation for student achievement	75%	90%	95%	District Turnaround Performance Manager and National Center for Student Engagement Behavioral Specialist
	Students will report an increase in behavioral and affective supports as measured by focus group reports conducted 2x per year	75%	90%	95%	
Instructional Effectiveness	Instructional effectiveness rating will increase as measured by effectiveness/evaluation tool and walk-through data (examined monthly)	80% Effective/ Exemplary	90% Effective/ Exemplary	95% Effective/ Exemplary	District Turnaround Performance Manager Dr. Diana Sirko CORE Principal/AP
Parent & Community Partnership	Parents will report an increase in communication and active participation in students' education as measured by parent survey conducted 2x per year	75%	90%	95%	District Turnaround Performance Manager Community Outreach Coordinator
	Students will report effective strategies for problem-solving as information is collected through quarterly student focus groups	N/A	N/A	N/A	N/A

1k – Disaggregation of Data

The district has allocated funds outside of the tiered intervention grant to integrate its reports of summative and interim data through the Alpine and Data Director system. CSAP and CELA student achievement and growth data will be examined to determine system effectiveness. Locally developed, Curriculum Based Quarterly Measures (CBQMs) will be administered to determine student progress toward mastery of critical skills as outlined in the Colorado Academic Standards.

The reports will then be created by the Data Director and managed by the District Turnaround Performance Manager, who will then provide/review reports disaggregated by subgroup to CDE, district leadership, and building leadership on a monthly basis. The District Turnaround Performance Manager will also be conducting a meeting with the State Performance Manager to discuss expectations and timelines, and it will be that person's responsibility to create and submit those reports. Through strong PLCs (tapping the work to date with the UVA and "Race to the Top" funds), there will be focus on "each by name and need." The district has implemented a calendar that is supportive of the use of data to drive the instructional process. Each Monday afternoon, there will be data team and PLC meetings to monitor progress and make appropriate instructional, scheduling, and staffing decisions. Newly created intercessions will allow growth opportunities for students who may need more time to master the identified content.

Although behavioral data has not been utilized fully in the past to make programmatic and staffing decisions, as this grant moves forward, the middle school will utilize SWIS and IC to track student behavior patterns. Behavioral data will be disaggregated by subgroups to determine which interventions will be implemented. The National Center for Student Engagement has worked extensively with SMS around truancy. NCSE found that many of the truancy issues were related to behavior and school refusal. The district will utilize NCSE to continue the work that has begun around truancy, behavior, and school refusal. As the grant moves forward, there will be an integration of behavior and attendance data as part of the PLC process.

1l – Monitoring and Evaluation of Program Progress

The Executive Director of Learning Services, the District Instructional Team, and the District Performance Manager will provide internal monitoring and evaluation every four-six weeks. These reports will be shared with the superintendent and the building leadership. CORE and the University of Virginia will serve as the outside evaluation team to monitor and evaluate program progress two times per year. Additionally, Riverside Publishing Department of Research will be providing evaluation utilizing data sources from SMS. Together, these parties will look at both the data and process to assess whether/how there has been any progress and the mid-course adjustments that need to be made.

The District Turnaround Performance Manager, who brings a vast knowledge of education and organizational management, will be charged with tracking and reporting benchmark implementation and student achievement data on a monthly basis. The District Turnaround Performance Manager will also track Leading Indicators on a monthly basis (e.g., the distribution of teachers by performance level on the LEA's evaluation system, dropout rate, participation rate on state assessments, student attendance, teacher attendance, disciplinary incidents, truancy rates, the number of instructional minutes, and the number of students enrolled in honors or grade-advanced classes). Reports will be due to the Executive Director of Learning Services by the 15th of each month. Reports will be uploaded to the state Tracker system by the 20th of the month. Further, partner agencies will be required to provide implementation reports to the Turnaround Performance Manager and Executive Director of Learning Services on a quarterly basis to demonstrate progress on programming targets.

1m – Modification of Project Strategies

As implementation gets underway, the District Turnaround Performance Manager will be coordinating with the external vendors to assess whether/how any progress is being made and what mid-course corrections will be necessary to get things back on track. Sheridan School District, in fact, has developed a reputation for proactively engaging mid-course corrections – even to a dramatic degree – if it becomes clear that certain implementation approaches need adjustment. While this intrepid exploration sometimes creates a perception of instability among staff members, the district is completely committed to discovering a process that truly meets the students, staff, and community.

Monthly meetings will be held with the CDE Performance Manager, Executive Director of Learning Services, District Turnaround Performance Manager, and building principal to review student achievement and implementation data.

Part IV (Section 2): Needs Assessment and Program Plan

2a – Unified Improvement Plan Addendum (Attachment D)

2b – Current Conditions: Student Performance

SMS has been identified over the last two years as a Priority Improvement School and is identified for federal purposes as Restructuring Implementation, Year 3. As such, the district has increased the amount of district oversight and accountability and has replaced over 50% of staff. As a result of this radical change, focused planning and rebuilding of instruction, culture, and leadership is necessary to move student achievement forward. The system's focus must be articulated with greater clarity and tools to support teachers and building leaders in the areas of content and delivery strategies in literacy.

In order to begin the plan for improvement, the district contracted with the Center for Transforming Learning and Teaching (CTLT) to facilitate an in-depth data trend analysis, development of priority needs, and identification of root cause. Individuals and groups participating in this discussion include the superintendent, District Instructional Team members, District Support Team, building principals, lead teachers, DAAC, and ELL parent groups. Data that was examined included state data (Performance Framework, CSAP), external data (Focal Point, University of Virginia Turnaround Group), district data (EdPerformance and CBQM), and school data (attendance, teacher perception data, climate surveys, parent surveys, etc.).

After initial work to gain a clear picture of our students' achievement level based on the state assessments, it was determined that there was a need to incorporate additional school and district data to further shape our understanding of our students' achievement data. This deeper data examination included analyzing CBQM data and EdPerformance data. This data substantiated the trend evidenced in CSAP. In conjunction with staff from CTLT, SMS data and trends were systematically analyzed and grouped. The preponderance of data related to poor achievement and inadequate growth in the key academic areas of reading and math was acknowledged by the group as taking substantial priority over less compelling data trends.

SMS priority improvement areas in the Achievement performance indicators include:

- *Math*: Overall achievement and achievement for subgroups has trended up over the last three years, but remains below the 55th percentile to meet state expectations for growth.
- *Reading*: Overall achievement and achievement for all subgroups has trended down over the last three years and remains below the 55th percentile to meet state expectations for growth.

Academic Achievement									
Grade	Subject	2009	2010	2011	Grade	Subject	2009	2010	2011
6	Math	27.27%	53.76%	36.45%	6	Reading	40.50%	51.61%	37.38%
7	Math	21.54%	20.35%	28.43%	7	Reading	37.69%	30.97%	31.37%
8	Math	19.61%	18.60%	21.49%	8	Reading	44.12%	45.74%	25.62%
State	Subject	2009	2010	2011	Grade	Subject	2009	2010	2011
6	Math	62.56%	61.44%	62.84%	6	Reading	71.78%	72.09%	71.02%
7	Math	54.22%	48.53%	52.87%	7	Reading	67.15%	67.93%	67.13%
8	Math	49.93%	50.96%	51.29%	8	Reading	64.47%	67.92%	66.99%

Student Growth									
Grade	**Subject**	**2009**	**2010**	**2011**	**Grade**	**Subject**	**2009**	**2010**	**2011**
6	Math	43	69	56	6	Reading	53	59	46
7	Math	26	43	47	7	Reading	52	39	38
8	Math	26	37	46	8	Reading	45	53	34
State	**Subject**	**2009**	**2010**	**2011**	**Grade**	**Subject**	**2009**	**2010**	**2011**
6	Math	50	50	50	6	Reading	50	50	50
7	Math	50	50	50	7	Reading	50	50	50
8	Math	50	50	50	8	Reading	50	50	50

Sheridan School District #2
CELA Growth Data 2011

School	Overall	Listening	Reading	Writing	Speaking
District	49	47	46	50	58
Middle School	48	44	46	54	53

Grade	Overall	Listening	Reading	Writing	Speaking
6th	40	37	51	49	47
7th	60	55	52	70	49
8th	43	39	36	42	62

Although the district will be inclusive of all core areas, the data shows a significant need to focus particularly on first-best literacy instruction with an additional focus on intervention and second-language learner needs. Math has shown some improvement, however scores remain well below state averages for achievement and growth. Thus, the district will contract with CORE to support math and literacy instruction with intentional focus on strategies to support second language learners. By leveraging local resources to have on-site embedded support, the district has also hired a Director of Student Achievement and Turnaround, who will be a key decision-maker for the implementation strategies recommended by CORE.

2c – Current Conditions: Root Causes

As a result of the findings reflected in the most recent UIP, a root cause analysis was conducted around both of the areas of reading and math by the same principal and instructional leadership team for achievement, achievement gaps, growth, and growth gaps. The team, again in conjunction with staff from CTLT, took the priority performance challenges and worked through the procedural, programmatic and systematic levels of root causes.

The team considered the many changes and instructional adjustments the district had already adopted, including changes in staff, schedules, time and instructional processes, as well as the professional development already offered. The team also analyzed perception data from external providers and the school's parent ELL group. The analysis led the team to uncover and arrive at a broader and more systematic conclusion: The root cause for achievement and growth challenges was identified as "leadership and culture has not been adequately established to support the development of conditions for instruction, curriculum, and assessment."

The following areas were identified as ineffective systems that are impeding student achievement and growth:

- *Culture/Climate* – a significant challenge has been a (1) behavioral inconsistency in implementing agreed-upon practices, which has led to an erosion of confidence and trust. There may also exist, with certain staff members, (2) a core belief-incongruence (when matched against the district's own values) around what students are inherently capable of in terms of academic performance and/or overall successes in the district's school culture. There may also be (3) an inability or need for improvement in staff members' abilities to develop positively influential relationships with both students and their families, which includes the profound impact this has upon overall school culture/climate.
  In the past, instructional expectations have been strengthened, but the district is learning from the National Center for Student Engagement that by raising academic rigor, many marginalized, behaviorally challenged students are further pushed to the side; the district also must contend with a high occurrence of mental health issues among students, as well as students who are at risk for gang involvement, both of which exacerbate the problem. When this happens, students typically choose a path of resistance, which leads to the district's experience of student behavioral issues.
- *Leadership Capacity* –feedback provided by teacher survey and external partners has overwhelmingly acknowledged that instructional leadership in the middle school has failed to monitor, support, and conduct follow-through for the implementation efforts that were started in fall 2008.
- *Instructional Reform* – according to the district's most recent UIP, a real challenge has been a "lack of consistent systems for creating clarity and effective implementation and accountability of first, best instruction among leadership and staff." As one teacher mentioned in an exit interview, "There isn't one single thing that's been implemented at the school level that has fully been implemented from start to finish. . . . The school has been a much better starter than finisher."
- *Parent and Community Outreach*: In a recent comprehensive study of truancy rates at SMS (conducted by National Center for Student Engagement), parents expressed (1) a disconnect with SMS. They talked about a caring staff that "just doesn't communicate with us very well." They also expressed that (2) current means of communication, especially when students are "in trouble," are ineffective.

2d – Current Conditions: Implementing the School Intervention Model-

The district has demonstrated solid success in implementing projects and intervention models, including one previous TIG grant for Ft. Logan Elementary. Recent TCAP and CSAP trend data have shown an improvement in 3rd grade reading scores over the last two years by 10% and that growth scores in math are up 17 points and trending slightly up in reading. The qualitative data from the spring 2012 Staff Climate Survey demonstrates that Year Two, TIG grant demonstrates a dramatic improvement in school climate and culture. Implementation of turnaround strategies has been successful throughout the district as demonstrated by benchmark implementation with the exception of the middle school due to inconsistent follow-through and consistency by leadership (external provider data and staff survey data).

Additional, relevant data including external evaluation conducted by Focal Point & UVA, school performance frameworks, climate /culture data appear in **attachment F**, labeled Qualitative Data.

2e – Overall Goals and Performance Targets by Year-performance targets by disaggregated groups are outlined within the SMS UIP

Performance Indicators	Measures/ Metrics		Annual Performance Targets *			Interim Measures to track progress toward goal
			2011-12	2012-13	2012-13	
Academic Achievement (Status)	CSAP CSAPA Lectura Escritura	R	Meet or exceed state level expectation of 70.5% P/A or 10% increase from 32.6% P/A	Meet or exceed state level expectation of 70.5% P/A or 10% increase from 42.6% P/A	Meet or exceed state level expectation of 70.5% P/A or 10% increase from 52.6% P/A	Edperformance and locally developed CBQMs
		M	Meet or exceed state level expectation of 50% P/A or 10% increase from 29.6% P/A	Meet or exceed state level expectation of 50% P/A or 10% increase from 39.6% P/A	Meet or exceed state level expectation of 50% P/A or 10% increase from 49.6% P/A	Edperformance and locally developed CBQMs
Academic Growth	CSAP CSAPA Lectura Escritura	R	Meet or exceed adequate growth of 55 or higher or increase of growth percentile of minimum of 10 percentile from 39th percentile growth	Meet or exceed adequate growth of 55 or higher or increase of growth percentile of minimum of 10 percentile from 49th percentile growth	Meet or exceed adequate growth of 55 or higher or increase of growth percentile of minimum of 10 percentile from 59th percentile growth	Edperformance and locally developed CBQMs
		M	Meet or exceed adequate growth of 55 or higher or increase of growth percentile of minimum of 10 percentile from 50th percentile growth	Meet or exceed adequate growth of 55 or higher or increase of growth percentile of minimum of 10 percentile from 55th percentile growth	Meet or exceed adequate growth of 55 or higher or increase of growth percentile of minimum of 10 percentile from 65th percentile growth	Edperformance and locally developed CBQMs

2f – Interventions Consistent with Final Requirements

(1) Replace the principal who led the school prior to the commencement of the turnaround model	
SMS principal moved to a position within the district that matches the competencies demonstrated in the BEI, a process developed and utilized by the UVA. Incentives created for incoming Turnaround principal (100% targets met); leadership retreat/coaching for new principal and leadership staff.	Release current principal 5/2012; new hire 7/2012
(2) The LEA will grant the principal sufficient operational flexibility in these areas…	
Calendars/time	
Currently district/ school schedules have been adjusted to match the assessment calendar for targeted instruction.	5/2012
Summer break was shortened to offset summer loss.	
Create intercession to provide additional support to students who are not on track for content mastery on a nine-week basis to address student needs identified in PLCs utilizing interim and formative assessment information.	
The district will provide the new principal with autonomy to bring change; buyout/retirement incentives offered by 5/2013; See Attachment D for more details.	7/2012
Budgeting	
Budgeting will be established to make mid-course corrections based on student achievement data and reports provided by external providers.	7/2012
(3) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	
The district will hire a District Turnaround Performance Manager – job responsibilities will closely align with the structure established by CDE's Turnaround Office, and this person will report directly to the Executive Director of Learning Services to provide monthly reports on implementation benchmark and student academic, achievement, and growth data.	7/2012
(4) Use locally developed adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. Screen all existing staff, rehire not more than 50 percent, and select new staff.	
The District created a new teacher evaluation system to align with the requirements outlined in SB 191 (retreat to address bill 9/2012). Team members developing the evaluation system included district leadership members, building principals, lead teachers, the SEA president, and paraprofessionals. This locally developed tool was utilized to screen teachers for instructional effectiveness within the evaluation cycle. Over the last two years, 50% of instructional staff has been replaced; a removal/remediation plan has been put in place for teachers receiving an ineffective rating on evaluation. The evaluation tool will need to incorporate measures to assess student growth. Dr. Diana Sirko will be leading the school in next steps in this process (see UIP addendum for details)	5/2011; replacement staff screened by 10/2012
(5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in turnaround schools.	
Teacher leaders have been included in monthly leadership academies, training, and planning associated with the University of Virginia Turnaround Specialist Program. Financial incentives were awarded 5/2013.	9/2011-ongoing
Teacher leaders were trained on creating high-quality assessments, followed by creating assessment blueprints and quarterly assessments aligned to Evidence Outcomes.	

Financial incentives based on implementation and student growth targets will be established for SMS leadership and staff.	
(6) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies in order to support the school's comprehensive instructional programming. Teachers have received the following professional development opportunities:	
Explicit Instruction: Dr. Anita Archer, formal training followed by on-site modeling and feedback in classrooms.	9/2011-ongoing
Literate Engagement: Dr. Keven Feldman, formal training followed by on-site modeling and feedback on instruction for classroom teachers.	
Capturing Kids' Hearts: Flippen Group to support safe and civil learning environment with follow-up coaching and implementation follow-up.	
Curriculum Alignment – training on use of standards-aligned curriculum maps and creating and posting learning objectives and demonstrations of learning; embedded support for math/literacy with focus on intervention and second-language learners 7/2012; create model classroom for 2012/13 school year.	
Instructional staff and leadership will be receiving high-quality job-embedded instruction around literacy, math, behavioral supports with intentional focus to second language learners within the scope of the grant.	
(7) Use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with state academic standards.	
Work has begun within this area in the form of instructional design utilizing instructional calendars that are horizontally and vertically aligned to drive daily instruction; Pacing Guides were created to align with CO State standards.	8/2009; updated annually to transition to new CO academic standards
(8) Promote the continuous use of student data (such as formative, interim, and summative) to inform and differentiate instruction in order to meet the academic needs of individual students.	
Assessment calendar for 2012/13 includes summative measures, including CBQMs, CSAP, and CELA. Interim assessments include CBQMS and EdPerformance. Formative assessment is in process.	5/2012
Initial training provided by UVA and CTLT to principal/teacher leaders to establish protocols and structure to utilize the data in PLCs to inform instruction; refinement of training by 10/2012; UIP training 12/2012; PLC training is ongoing.	6/15/2012-ongoing
Schedule was developed to allow for teachers to collaborate to examine data and plan for re-teach and individual student interventions. This was embedded into the school and district calendar.	5/2012-ongoing refinement
Riverside Data provided training of creation of quality assessments and the purpose of formative, interim, and summative assessments.	
Leadership summit was developed for principals and instructional coaches to gain skills in facilitating highly effective PLCs in making instructional adjustments, planning for interventions, and intercession. Ongoing job-embedded support/training provided by Riverside and CTLT	5/29/2012 – 5/30/2012
(9) Establish schedules and implement strategies that provide increased learning time.	
Increased length of the school year – Summer break was shortened to offset summer loss.	5/2012
Created intercession – provide additional support on a frequent basis to address student needs identified in PLCs utilizing interim and formative assessment information, embedded into district/school calendar; additional hour for math/literacy.	

(10) *Provide appropriate social-emotional and community-oriented services and supports for students.*	
Training in Capturing Kids' Hearts – to provide relational support for students; hire behavioral specialist to support students/staff; hire affective needs teacher 8/2012. National Center for Student Engagement will provide outside monitoring and evaluation	7/2010-ongoing
See attachment D for detailed information	

2g – Proposed Plan Is Aligned with UIP

The major improvement strategies that are embedded into the district UIP include the following: Culture/Core Beliefs, Curriculum Alignment, First Best Instruction specific to literate engagement and direct instruction, Leadership, and Parent Involvement, which align with the major improvement strategies outlined in the SMS TIG proposal. Sheridan School District is labeled as a Priority Improvement district, which necessitates similar systems reform as outlined within the current proposal (see Sheridan District UIP on Schoolview for additional detail). Resources from local funds, consolidated grants, and other federal and state funding are aligned to support systems for all schools within the Sheridan School District. District and building leadership teams have received training from both the Colorado Department of Education and the University of Virginia on strategic resource alignment.

2h – Sustainability after Implementation

As is demonstrated in the budget narrative, the proposed plan is sustainable by the Sheridan School District because the vast majority of resources will be dedicated to systems improvements and professional training that can ultimately become embedded in daily operational practices in the district. Once adopted in this manner, there are no incremental costs associated beyond maintenance expenses that the district is committing to covering through appropriate cost centers. The district is 100% committed to continuing the program established through the grant and will support the grant life through general fund revenue and Title funds.

2i – Timeline for Action Steps

Sheridan Middle School Start-Up Schedule		
Activity	**Assurance**	**Start-Up Date**
Replace Principal	√	May 1, 2012
Leadership Retreat		July 15, 2012
Screen Staff/SB 191 Implementation		October 15, 2012
Implement High Quality in Literacy and Math		July 15, 2012
Coordinate School Culture Initiatives		August 1, 2012
Develop Communication Plan		August 15, 2012
First Parent Meeting		September 30, 2012
* Detailed implementation timeline including professional development for leadership and staff, policy changes, additional autonomy, and staffing changes are included in Attachment D.		

Part V (Section 3): Budget Narrative

3a – Narrative of Expenditures

All budget figures are justified and clearly outlined throughout the grant application. Details appear in the budget narrative table and grouping of expenditures as they relate to project goals, and allocation of project goals are located in the UIP Tiered Intervention Grant Action Plan Template (see Attachment D).

3b – Pre-Implementation and Implementation of Funds

Because the district has already been investing in various turnaround strategies, there is not a need to allocate funds in a pre-implementation capacity; the district, in essence, is ready to move forward with turnaround implementation.

3c – Dollars Used to Support Implementation

See Attachment D for clarity of alignment.

3d – Aligning Current and Future Funding

The district has aligned resources to support the middle school. Turnaround dollars have been allocated with sustainability in mind. Focus on staff development and high-quality training will ensure that a high-quality staff remains supported by additional district resources at the conclusion of the turnaround grant.

3e – Use of Grant Funds

All costs associated with turnaround are associated with the table below. See Attachment E for resource allocation to support the plan.

Sheridan Middle School Budget Narrative			
A detailed breakdown of the budget can be found in Attachment E			
	Year 1	Year 2	Year 3
Leadership			
Replacing principal, leadership incentives, coaching and development	$101,418	$65,990	$68,098
Operational Flexibility and Reform			
Staffing, calendar, and schedule reform	$81,033	$83,736	$86,728
Instructional Reform			
Staff effectiveness and evaluation, maintaining a quality staff, professional development – literacy and math, new governance structure, alignment and assessment practices, time	$531,251	$539,349	$552,142
Culture and Climate			
Socio-emotional supports, professional development	$166,345	$171,388	$177,135
Parent and Community Outreach			
Quality communication and increased parent involvement	$40,328	$41,198	$42,243
Total requests with indirect costs	$975,874	$956,031	$982,210

UIP Tiered Intervention Grant (TIG) Action Plan Template

The applicants must complete Tables below for the Intervention strategy that corresponds to the selected TIG Model (Turnaround, Transformation, Restart, Closure). If the grant proposal is approved, the Major Improvement Strategies Section should be copied into the latest version of school's UIP.

Major Improvement Strategy : Adopt **Tiered Intervention Grant (TIG)** *Turnaround* Model

Summary of Root Cause(s) this Strategy will address (from existing UIP): Lack of understanding and implementation of consistent, clearly defined key elements of direct explicit instruction

*indicates required elements of Turnaround Model

Description of Action Steps to Implement the Major Improvement Strategy	Assurances		Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)
Conduct Expedited Diagnostic Review	Yes		EDR conducted and roll-out to staff and community by November, 2012	District Leadership CDE Early Diagnostic Review Team Building Staff Parents and Community	$30,000 TIG funds	EDR report completion Adjusted plan-dependant on findings	Not Begun
Parent and Community Outreach							
			Recruit and hire Community Outreach Coordinator by August, 2012	Superintendent Executive Director of Learning Services Communication	$18,578	Contract signed by identified Community Outreach Coordinator	Not Begun

				Specialist, Mark Stevens			
			Drop-out and Truancy Support August 2012-ongoing	National Center for Student Engagement District Leadership Principal Staff Parents/Community	$5,250	Survey and Reporting Completed by National Center for Student Engagement	Not Begun
			Development and Implementation of Communication Plan to engage and inform community of Turnaround efforts	Mark Stevens, Communication Specialist	$15,000	Monthly communication created and disseminated 6x's per year	In Progress
School Leadership							
*Replace the principal who led the school prior to commencement of the turnaround model;	Yes	No	Release current principal, June 2012	Sheridan Board of Education Superintendent	NA	NA	Completed
	X		Recruit and hire Turnaround Principal by July, 2012	Sheridan Board of Education Superintendent Executive Director of Learning Services Turnaround	$ 7,500 signing bonus- TIG funds	Contract signed by identified Turnaround Principal Candidate	Not Begun

			Advisory Team CDE Performance Manager			
Turnaround Principal Incentives			July, 2012-August, 2013	Superintendent Executive Director of Learning Services Turnaround Advisory Team CDE Performance Manager	$12,000 – TIG funds	100% targets met as measured by implementation benchmarks and student achievement growth benchmarks as outlined in UIP	Not Begun
Leadership Retreat and Additional time outside of contracted day –Turnaround Principal and building leadership team			July, 2012	Turnaround Principal and Building Leadership Team	$ 7586 TIG funds	Development of specific turnaround dates and responsibilities calendar	Not Begun
Leadership Coaching			August, 2012-ongoing	Leadership Coach SMS staff members	$26,676 TIG	Quarterly Report- leadership objectives met	Not Begun for staff leadership
UVA Jumpstart Training for new principal and leadership			July, 2012	UVA Principal AP Behavior Specialist	$6,750 TIG	Update of UIP following completion of training	Not Begun for new leadership
Operational Flexibility and Reform							
*The LEA will Grant the principal sufficient operational flexibility in these areas:	Yes	No	Operational flexibility will be allowed, Accountability will be increased	Superintendent Executive Director of Learning Services	Incentives for Turnaround Performance Manager $3,000 TIG funds	District Performance Manager Monthly reports	Not Begun
*staffing,	X						

*calendars/time,	X		Buy-out/retirement incentives offered by May, 2013		Buy out/ retirement $45,000 TIG		
*budgeting	X						
Instructional Reform							
*Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, *(A) Screen all existing staff and rehire no more than 50 percent; and *(B) Select new staff;			Locally adopted competencies-evaluation tool that aligns with SB 191 created May, 2011 Implementation of tool August, 2011-May, 2012	Executive Director of Learning Services, SPED Director, building principal, SEA representation, and lead teachers	Local	Completion of Evaluation Tool Implementation of tool as measured by completed evaluations	Completed
			50% of staff removed or transferred by May, 2012	Superintendent Chief Financial Officer Principal	Local	Removal or remediation plan for teachers receiving an ineffective rating on evaluation	Completed
			Remainder of staff screened and select new staff by October, 2012	District Turnaround Performance Manager Dr. Diana Sirko Principal	$19,000 TIG funds	Completion of screening process	Not Begun

		SB 191 Retreat, September, 2012	Dr. Diana Sirko Principal Lead Teachers	$2,400 TIG funds	Update of Teacher Effectiveness/Evaluation instrument	
*Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;		Lead Teachers inclusion in leadership academies, University of Virginia Turnaround Specialist Training May 2008-on-going	Superintendent, Executive Director of Learning Services, District Instructional Team, Building Leadership and Lead Teachers	$2,850 Title IIA CDE and WestEd funding	Implementation of focused content from leadership training	In Progress/On-going
		Financial Incentives awarded to SMS teachers, instructional coaches and AP May 2013	Superintendent Executive Director of Learning Services District Turnaround Performance Manager Building Principal SMS staff	$49,392 TIG funds	Documentation of percentage of targets met as measured by implementation benchmarks and student achievement growth benchmarks as outlined in UIP for	Not Begun
		Financial Incentives awarded to teachers for teaching 2 or more intercession periods, May, 2013	District Performance Manager CFO Principal SMS teachers	$2,500 TIG	Documentation collected by District Turnaround Performance of completion of teaching 2 or more intercession periods	

*Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;		Explicit Instruction: Dr. Anita Archer January, 2012 Literate Engagement February, 2012-Feb, 2013 Curriculum and Assessment Alignment	District and Building Leadership SMS staff	$9,000 Anita Archer Title I $ 15,000 Dr. Keven Feldman ISP Grant $10,000 Curriculum and Assessment Alignment Race to the Top Funds	Implementation based on walk-through data Creation of Aligned interim (CBQM) assessments	In Progress
		Intensive training, embedded support, and feedback training to support math and literacy with intentional focus on intervention and second language learners July 2012-ongoing	CORE District and Building Director of Student Achievement and Turnaround Leadership SMS staff	$12,825 Literacy Support ISP $130,740 TIG funds	Implementation of high yield instructional strategies based on walk-through data	Not Begun
		Create Model	Executive Director	$110, 960	Document created	Not Begun

		Literacy Classroom by August, 2012	of Learning Services Principal Staff		outlining expected outcomes for model classroom	
*Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new —turnaround officell in the LEA or SEA, hire a —turnaround leaderll who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability		Recruit and Hire District Turnaround Performance Manager by July, 2012	Superintendent Chief Financial Officer Executive Director of Learning Services	$77,505 TIG funds	Contract signed by identified District Turnaround Performance Manager Candidate	Not Begun
*Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;		Pacing Guides were created to align to Colorado State Standards, revisions made to align to Colorado Academic Standards	Focal Point	Title I $5,000 ISP $3,750	Completion and Implementation of curriculum pacing guides as measured by walk-through data	On-going Updates and Revisions
*Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;		Assessment Calendar Created May, 2012	Executive Director of Learning Services District Assessment Coordinator Building Principals	Local	Completion of Assessment Calendar	Completed

		Refinement and training of interim benchmark assessments by October, 2012	Riverside District and Building Leadership SMS staff	$10,000 Curriculum and Assessment Alignment Race to the Top Funds (stated in section above) $28.863 TIG funds	Completion of Benchmark/interim assessments	In progress
		UIP training and implementation, December 2012-ongoing	Dr. Mary Beth Romke, CTLT District Instructional Team Building Leadership Team	Local $8,250 ISP	Completion and Implementation of UIP	In Progress
		PLC training on using data to inform instruction	Dr. Mary Beth Romke, CTLT Tish Howard, University of Virginia District Instructional Team Building Leadership Team	Local $2,375 Title IIA	Completion of PLC outcomes and calendar of data examined	Completed-Procedures PLCs-ongoing

		Provide teacher time outside contract day for assessment and data study	Principal Instructional Coaches Staff	$29,635	Completion of data protocols and calendared plan for instruction	
*Establish schedules and implement strategies that provide increased learning time;		Create district and school calendar to lengthen school year by May, 2012	Sheridan Board of Education District Staff DAAC Parent Groups	Local	Completion of 2012-13 District/School Calendar	Completed
		Creation and implementation of intercession schedule May, 2012-ongoing		$29,492 TIG funds	Completion of 3 intercession periods during 12-13 school year Student growth data in focused content area	Schedule-Completed Implementation-Not Begun
		Additional intervention hour scheduled for math and literacy intervention	Principal Building Leadership Staff	$31,784 TIG funds	Documentation of additional time scheduled to meet student needs for 120 days x 1 hour Provided by principal and District Turnaround Performance Manager	Not Begun
*Provide appropriate social-emotional and community-oriented services and supports for students.		Training of all staff on CKH June, 2010-ongoing	District Staff All middle school staff	$4,415 Title IA $16,650 TIG funds	Implementation of CKH strategies as measured by walk-through data	In Progress/ ongoing
		Hire Behavioral Specialist to support students, staff,	Superintendent Executive Director of Learning	$73,695 TIG funds	Contract signed by identified Behavioral Specialist	Not Begun

		and parents by July, 2012	Services SPED Director		Candidate	
		Hire affective needs teacher to support students, staff, and parents by August, 2012	Superintendent Executive Director of Learning Services SPED Director Principal	$76,000 TIG funds	Contract signed by identified Affective Needs Candidate	Not Begun

Attachment E Detailed Budget Narrative-2012			Year 1	Year 2	Year 3
Actions	Vendor/Provider	Breakdown of Cost	Cost	Cost	Cost
Leadership					
Ex. Diagnostic Review	CDE		$ 30,000		
Replace Principal	Sheridan School District		$ -	$ -	$ -
Recruit Principal	Moving and Signing		$ 7,500		
Principal Incentives			$ 12,000	$ 12,000	$ 12,000
			$ 2,112	$ 2,184	$ 2,292
Leadership Retreat	Food, Lodging, Mileage		$ 1,706	$ 1,706	$ 1,706
Leadership Coaching	Leadership Coach	20 visits/$125 $600 Benefits	$ 3,100	$ 3,100	$ 3,100
Retirement Incentive Package	1 Package per year	$ 45,000	$ 45,000	$ 47,000	$ 49,000
Total Leadership			**$ 101,418**	**$ 65,990**	**$ 68,098**
Instructional Reform					
School wide incentive teachers	100%/ $1,500 per teacher 50%/$750 per teacher	28 teachers at $ 1500 $7392 PERA	$ 42,000	$ 42,000	$ 42,000
			$ 7,392	$ 7,644	$ 8,022
Incentive for intercession teachers	For teachers who taught 2 or more intercessions	Estimated at 5 teachers @ 500 PERA/$440	$ 2,500	$ 2,500	$ 2,500
			$ 440	$ 455	$ 478
Alignment of SB 191/Screening and Monitoring Effectiveness	Dr. Diana Sirko LLC	$950 per day at 20 days	$ 19,000	$ 19,000	$ 19,000
191 Retreat-3 MS teacher and Principal		$550/ per for meals, travel, lodging, materials	$ 2,400	$ 2,400	$ 2,400
Lead Data Specialist--PLC and Assessments		Sheridan School District at .50% of $55,000 $6600 PERA	$ 27,500	$ 28,325	$ 29,175
			$ 7,636	$ 8,035	$ 8,538
Training and support on the use of high quality assessments.	Riverside	4 days/ $2,500 embedded/$1500	$ 16,000	$ 16,000	$ 16,000
Substitutes-Assessment Training	4 Days 8 Participants	$100 per day/PERA	$ 3,200	$ 3,200	$ 3,200
			$ 563	$ 582	$ 611
Data Warehouse and Test Banks for assessments	Riverside, Scantron,Alpine Achievement, SWIS	28.00 per student	$ 9,100	$ 9,646	$ 14,560
Leadership Development	UVA Darden	$ 5,000.00	$ 5,000	$ 2,500	$ 2,500
	Travel to UVA trainings	Charlottesville 3@$1250	$ 3,750		
		Phoenix 3@$1,000	$ 3,000		
Reading in Content Areas-Vocab.	CORE	SMS Training at $5,000/Day	$ 10,000	$ 15,000	$ 15,000
Embedded Coaching- Literacy		15 Days @ $2800/day inclusive of all travel	$ 45,000	$ 47,800	$ 47,800
Coaching Effective Feedback Literacy-District and MS Leaders	CORE	$3000 per day inclusive of travel	$ 6,000	$ 6,000	$ 6,000

Item	Provider	Detail	Yr 1	Yr 2	Yr 3
Substitutes for coverage	50 Sub Days	100 per day/PERA $1,000	$ 5,000	$ 5,000	$ 5,000
			$ 880	$ 910	$ 955
Literacy Training Materials		15 @ $80	$ 1,200	$ 1,200	$ 1,200
Training researched based math	CORE	5 days at 3000	$ 15,000	$ 15,000	$ 15,000
Embedded Coaching- Math		10 @2800	$ 28,000	$ 29,400	$ 30,870
Materials		5 X 120	$ 640	$ 750	$ 750
Staff add'l intervention time math and literacy		4 teachers/1.5 Hours for 120 Days/$30 per hour/$5184 benefits	$ 26,784	$ 27,095	$ 27,095
Intervention/Extension Materials-		Materials	$ 5,000	$ 5,000	$ 5,000
Evaluation of assessment and perception data	Riverside Publication	2 Days/Training 20 Days of data analysis/reports	$ 11,500	$ 11,500	$ 11,500
Model Classroom -model quality intervention math/literacy	Sheridan Staff	$ 80,000.00	$ 80,000	$ 82,400	$ 84,872
			$ 19,225	$ 20,296	$ 21,670
Incentives\ Model Class. Teacher $5,000 recruitment& $5,000/ incentives			$ 10,000	$ 10,000	$ 10,000
			$ 1,760	$ 1,820	$ 1,910
Members of the leadership team	5 SM teachers- paid $1,000 for additional time	5 SM teachers- paid $1,000 for additional time PERA	$ 5,000	$ 5,000	$ 5,000
			$ 880	$ 910	$ 955
Teacher time for outside of contract assessment and data study	MS Staff	28 staff at 30 hours at $30 per hour	$ 25,200	$ 25,200	$ 25,200
			$ 4,435	$ 4,586	$ 4,813
Staff Leadership Coaching	Leadership Coach	20 staff members at 8 visits each $125 travel	$ 24,176	$ 25,627	$ 25,385
Implementation of newly created Intercession	SSD Staff 8 Teachers	12 daysX8 teachersX6.5 hrs.X$30hr.	$ 18,720	$ 18,720	$ 18,720
			$ 3,295	$ 3,407	$ 3,576
Transporation for intercession and afterschool		$500 a day	$ 4,500.00	$ 4,725.00	$ 4,961
Administration (outside of contract)	MS Principal or MS Asst Principal	at 40 per hour x 6 hours x 10 days	$ 2,400	$ 2,400	$ 2,400
			$ 422	$ 437	$ 458
Adminsitrative Staff-Intercession	2 Staff	9 daysX6.5 hours X18 hr. + benefits	$ 2,106	$ 2,106	$ 2,106
			$ 371	$ 383	$ 402
Professional Development on High Quality Instruction	Sheridan School District	Materials Room and Food	$ 2,050	$ 2,050	$ 2,050

Teacher Hourly for High Quality Instruction Training CORE	Staff	30 participants X 7 hours X3 days X $30 hourly + benefits	$ 18,900	$ 18,900	$ 18,900
			$ 3,326	$ 3,440	$ 3,610
Total Instructional Reform			**$ 531,251**	**$ 539,349**	**$ 552,142**
Parents and Community Outreach					
Community Outreach Coordinator	TBA	25 hours @$60.00/monthy	$ 15,000	$ 15,750	$ 16,800
Nat. Ctr. for Student Engagement	Consultants on Truancy	$750 per day 7 Days	$ 5,250	$ 5,250	$ 5,250
Support of parent meetings		Food, materials, Printings	$ 1,500	$ 1,500	$ 1,500
Communications Development	Mark Stevens LLC	25 hours per month $50/hr.	$ 15,000	$ 15,000	$ 15,000
Printing and Deliveray	Yankee Peddler/Englewood Printing		$ 3,578	$ 3,698	$ 3,698
Total Parents and Community Outreach			**$ 40,328**	**$ 41,198**	**$ 42,248**
Operational Flexibility					
Performance Manager	Sheridan School District	60% of Contract + Benefits	$ 58,265	$ 60,013	$ 61,815
			$ 19,240	$ 20,177	$ 21,340
Incentives Perf. Mang.			$ 3,000	$ 3,000	$ 3,000
			$ 528	$ 546	$ 573
Total Operational Flexibility			**$ 81,033**	**$ 83,736**	**$ 86,728**
Climate and Culture					
Flippen Training	CKH Booster & Training	7 new staff at $750	$ 5,250	$ 5,250	$ 5,250
	compensation is in-kind	Meals travel @$200	$ 1,400	$ 1,400	$ 1,400
	Flippen Group	CKH Momentum	$ 10,000	$ 10,000	$ 10,000
Behavioral Specialist	Brad Schulz at .60	60% of $93,000 + benefits	$ 55,800	$ 57,474	$ 59,198
			$ 17,895	$ 18,776	$ 19,872
Affective Needs Teacher		$60,000 salary +benefits	$ 60,000	$ 61,800	$ 63,654
			$ 16,000	$ 16,688	$ 17,761
Total Climate and Culture			**$ 166,345**	**$ 171,388**	**$ 177,135**
Total Request			$ 920,375	$ 901,661	$ 926,351
Indirect Costs .063	0.0603		$ 55,499	$ 54,370	$ 55,859
Total Request			$ 975,874	$ 956,031	$ 982,210

Notes-Year 2 Adjusted for Inflation
SSD2 Staff 3%Salaries and Benefits
and Consultants 5% yearly

Attachment F – Qualitative Data

Sheridan Middle School Building Level Staff Survey

Which position do you hold?

Answer Options	Response Percent
Teacher or licensed staff	83.3%
School support staff	16.7%
District support staff	0.0%
Principal/Assistant Principal	0.0%
Other	0.0%

How many years have you been employed in the district?

Answer Options	Response Percent
0 - 3	33.3%
4 - 6	8.3%
7 or more	58.3%

If you are a certified teacher, what is your employment status?

Answer Options	Response Percent
First year teacher	0.0%
First year teacher in this district (have taught elsewhere)	16.7%
Probationary, not first year	8.3%
Non-probationary	75.0%

The instructional feedback I get helps me improve the quality of instruction:

Answer Options	Response Percent
Strongly agree	0.0%
Agree	33.3%
Neutral	16.7%
Disagree	33.3%
Strongly disagree	16.7%

From the list below, select the 3 District Core Beliefs:

Answer Options	Response Percent
With effective instruction, at-risk students will achieve at	16.7%
All Sheridan District employees must have a commitment	41.7%
Effective high quality instruction makes the most	66.7%
Our main purpose is to improve student achievement. A	58.3%
Strong leadership is evident at all levels.	16.7%
Teachers grow individually and strengthen their craft	33.3%
Effective student engagement and positive relationships	66.7%

To what extent do you agree with the school's Core Beliefs?

Answer Options	Response Percent
A great deal	25.0%
Mostly	25.0%
Neutral	33.3%
A little	16.7%
Hardly at all	0.0%

My school operates in a manner that is consistent with the District's Core Beliefs:

Answer Options	Response Percent
Strongly agree	0.0%
Agree	33.3%
Neutral	16.7%
Disagree	41.7%
Strongly disagree	8.3%

The school climate is characterized by support and encouragement for high student achievement:

Answer Options	Response Percent
Strongly agree	0.0%
Agree	25.0%
Neutral	16.7%
Disagree	25.0%
Strongly disagree	33.3%

I understand my role in implementing the school's key actions:

Answer Options	Response Percent
Strongly agree	16.7%
Agree	33.3%
Neutral	16.7%
Disagree	33.3%
Strongly disagree	0.0%

I have the support I need from building leadership to do my job well:

Answer Options	Response Percent
Strongly agree	8.3%
Agree	25.0%
Neutral	8.3%
Disagree	33.3%
Strongly disagree	25.0%

I have sufficient opportunities and encouragement to develop my leadership potential:

Answer Options	Response Percent
Strongly agree	0.0%
Agree	8.3%
Neutral	25.0%
Disagree	16.7%
Strongly disagree	50.0%

My building leaders help me make sense of District policies and recent changes:

Answer Options	Response Percent
Strongly agree	0.0%
Agree	25.0%
Neutral	16.7%
Disagree	33.3%
Strongly disagree	25.0%

During the last several years, the quality of my instruction has improved:

Answer Options	Response Percent
Strongly agree	8.3%
Agree	66.7%
Neutral	16.7%
Disagree	8.3%
Strongly disagree	0.0%

My building leaders help me improve the quality of my instruction:

Answer Options	Response Percent
Strongly agree	0.0%
Agree	25.0%
Neutral	33.3%
Disagree	25.0%
Strongly disagree	16.7%

Overall, the school is headed in the right direction:

Answer Options	Response Percent
Yes, definitely	0.0%
Mostly	33.3%
Somewhat	16.7%
Not very much	8.3%
Definitely not	41.7%

My morale at this time is:

Answer Options	Response Percent
Very high	16.7%
High	0.0%
Average	16.7%
Low	16.7%
Very low	50.0%

I believe I work in an environment of support and respect:

Answer Options	Response Percent
Strongly agree	16.7%
Agree	33.3%
Neutral	0.0%
Disagree	33.3%
Strongly disagree	16.7%

Unruly students are not permitted to continue to disrupt the learning environment:

Answer Options	Response Percent
Strongly agree	0.0%
Agree	0.0%
Neutral	8.3%
Disagree	0.0%

Students understand the behavior expectations the school has established:

Answer Options	Response Percent
Strongly agree	0.0%
Agree	0.0%
Neutral	16.7%
Disagree	16.7%
Strongly disagree	66.7%

In my school, discipline is enforced consistently and effectively:

Answer Options	Response Percent
Strongly agree	0.0%
Agree	0.0%
Neutral	8.3%
Disagree	16.7%
Strongly disagree	75.0%

The facility I work in is both clean and safe (free of physical hazards):

Answer Options	Response Percent
Strongly agree	8.3%
Agree	66.7%
Neutral	16.7%
Disagree	0.0%
Strongly disagree	8.3%

Sheridan Middle School

Glad to see:

Feel of building (climate) is good - suspension rate and referrals are way down (almost 2/3 less than last year). Implementation of Capturing Kids Hearts has made a substantial improvement in faculty student relationships. Staff should be commended and informed that progress is evident to campus visitors

Dress Code has been instituted as asked for by parents and started at beginning of the year

Implementation of a credit program to eliminate social promotion. Criteria for grades, attendance and assessments have been established for students to go on to high school.

Math and Reading quarterly assessments are in place,With a focus on high quality data analysis, teachers will have the information they need to address improvements in instruction and interventions and support for struggling students

Would like to see:

Increased focus on implementation of the data analysis cycle. Until teachers have first hand experience using the CBQM assessment results paired with short cycle assessments to monitor progress, the principal will continue to have problems with staff "buy-in" and understanding A consistent expectation is that PLCs will meet twice per week for 60 minutes and as soon as possible, increase the time to at least one 90 minute meeting per week. We find that sessions of less than 90 minutes make it difficult for teams to fully engage in meaningful data analysis and planning

A clearly stated strategy for improving instruction that is consistently applied across the campus. The middle school could learn from the work of the high school in this area. One of the benefits of the approach (Kevin Feldman) in place at the high school is the opportunity for teachers to observe one another with a specific learning focus

A number of teachers are in need of basic classroom management strategies to ensure that students at least have the opportunity to make meaningful use of academic time

Additionally, we have concerns about the principal at the middle school and his willingness and/or ability to recognize and fully commit to the work required to dramatically improve the middle school.

Priority Improvement Plan

This is the plan type the school is required to adopt and implement. Schools are assigned a plan based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the plan type.

Plan Assignment	Framework Points Earned
Performance	at or above 59%
Improvement	at or above 47% - below 59%
Priority Improvement	at or above 37% - below 47%
Turnaround	below 37%

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	*Rating*	*% of Points Earned out of Points Eligible**	
Academic Achievement	**Does Not Meet**	25.0%	(6.3 out of 25 points)
Academic Growth	**Approaching**	41.7%	(20.9 out of 50 points)
Academic Growth Gaps	**Approaching**	41.7%	(10.4 out of 25 points)
Test Participation**	**95% Participation Rate Met**		
TOTAL		**37.6%**	(37.6 out of 100 points)

* Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

** Schools do not receive points for test participation. However, schools are assigned one plan category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one subject (reading, writing, math, science, and COACT), or (2) for schools serving multiple grade levels, meet at least a 95% participation rate in all or all but one subject area when individual subject rates are rolled up across grade levels AND the school makes AYP participation (in reading and math) for each grade level overall (not including disaggregated groups).

What do the performance indicators measure?

Academic Achievement

The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) median growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their median and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

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*** Data in this report is based on results from: 2010-11
Final plan type based on: 3 Year SPF report.

School: SHERIDAN MIDDLE SCHOOL - 7837   **(1 Year***)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	304	32.6%	2
Mathematics	1	4		Does Not Meet	308	29.6%	14
Writing	1	4		Does Not Meet	308	25.6%	6
Science	1	4		Does Not Meet	109	14.7%	6
Total	**4**	**16**	**25%**	**Does Not Meet**			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	1	4		Does Not Meet	291	39	64	No
Mathematics	2	4		Approaching	294	50	86	No
Writing	2	4		Approaching	294	49	80	No
Total	**5**	**12**	**41.7%**	**Approaching**				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	258	38	64	No
Minority Students	1	4		Does Not Meet	251	37	64	No
Students w/ Disabilities	1	4		Does Not Meet	40	29	87	No
English Language Learners	2	4		Approaching	165	41	64	No
Students needing to catch up	1	4		Does Not Meet	179	35	76	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	261	49	86	No
Minority Students	2	4		Approaching	253	50	86	No
Students w/ Disabilities	2	4		Approaching	41	46	99	No
English Language Learners	2	4		Approaching	166	53	86	No
Students needing to catch up	2	4		Approaching	201	49	95	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	261	48	80	No
Minority Students	2	4		Approaching	253	48	80	No
Students w/ Disabilities	1	4		Does Not Meet	41	36	93	No
English Language Learners	2	4		Approaching	166	50	80	No
Students needing to catch up	2	4		Approaching	218	50	86	No
Total	**25**	**60**	**41.7%**	**Approaching**				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	97.5%	95% Participation Rate Met	317	325
Mathematics	99.7%	95% Participation Rate Met	324	325
Writing	99.7%	95% Participation Rate Met	324	325
Science	100.0%	95% Participation Rate Met	115	115

Counts and ratings are not reported for metrics when the district/school does not meet the minimum student counts required for reportable data.

SPF Non-Combined 2011 0123 - 7837 - 1 Year

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was:				25
	• at or above the 90th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Exceeds	4	16 (4 for each content area)	
	• below the 90th percentile but at or above the 50th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Approaching	2		
	• below the 15th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Does Not Meet	1		
Academic Growth	If the school meets the median adequate student growth percentile and its median student growth percentile was:			12 (4 for each content area)	50
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Academic Growth Gaps	If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:			60 (5 for each subgroup group in 3 content areas)	25
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		

Cut-Points for each performance indicator

Cut-Points for plan type assignment

	Cut Point: The school earned … of the points eligible on this Indicator.			Cut Point: The school earned … of the total Framework points eligible.	
Achievement; Growth; Gaps	• at or above 87.5%	Exceeds	**Total Framework Points**	• at or above 59%	Performance
	• at or above 62.5% - below 87.5%	Meets		• at or above 47% - below 59%	Improvement
	• at or above 37.5% - below 62.5%	Approaching		• at or above 37% - below 47%	Priority Improvement
	• below 37.5%	Does Not Meet		• below 37%	Turnaround

School plan type assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

Comparison Data

Academic Achievement

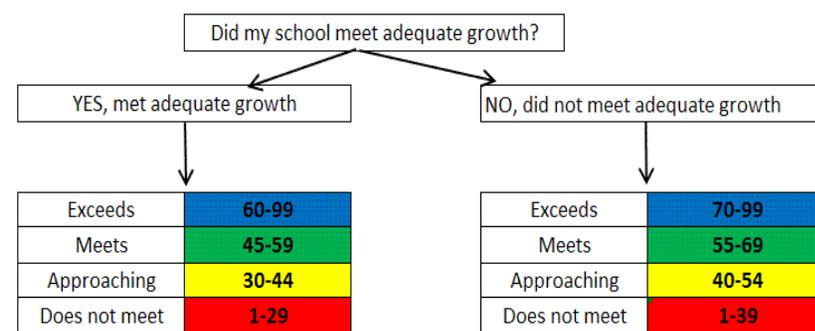**Percent of Students Proficient or Advanced by Percentile Cut-Points - 2010 baseline (1-year SPF)**

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 2008-10 baseline (3-year SPF)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

All achievement data is compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

Academic Growth and Academic Growth Gaps

Did my school meet adequate growth?

YES, met adequate growth → NO, did not meet adequate growth

Exceeds	60-99
Meets	45-59
Approaching	30-44
Does not meet	1-29

Exceeds	70-99
Meets	55-69
Approaching	40-54
Does not meet	1-39

For Academic Growth and Academic Growth Gaps, the median growth percentile required to earn each rating depends on whether or not the school met adequate growth. Schools that met adequate growth use the rubric on the left; schools that did not meet adequate growth use the rubric on the right.

1-year vs. 3-year report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools may not have public data on the basis of a single year because of insufficient student counts for some performance indicator metrics, but a report on the basis of three years of data increases the student count.

Only one of the two sets of results (1-year or 3-year) is the one that will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.

Priority Improvement Plan

This is the plan type the school is required to adopt and implement. Schools are assigned a plan based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the plan type.

Plan Assignment	Framework Points Earned
Performance	at or above 59%
Improvement	at or above 47% - below 59%
Priority Improvement	at or above 37% - below 47%
Turnaround	below 37%

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible*	
Academic Achievement	Does Not Meet	25.0%	(6.3 out of 25 points)
Academic Growth	Approaching	50.0%	(25.0 out of 50 points)
Academic Growth Gaps	Approaching	50.0%	(12.5 out of 25 points)
Test Participation**	95% Participation Rate Met		
TOTAL		43.8%	(43.8 out of 100 points)

* Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

** Schools do not receive points for test participation. However, schools are assigned one plan category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one subject (reading, writing, math, science, and COACT), or (2) for schools serving multiple grade levels, meet at least a 95% participation rate in all or all but one subject area when individual subject rates are rolled up across grade levels AND the school makes AYP participation (in reading and math) for each grade level overall (not including disaggregated groups).

What do the performance indicators measure?

Academic Achievement
The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth
The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) median growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps
The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their median and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

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*** Data in this report is based on results from: 2010-11, 2009-10, 2008-09
Final plan type based on: 3 Year SPF report.

School: SHERIDAN MIDDLE SCHOOL - 7837 | **(3 Year***)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	938	39.2%	6
Mathematics	1	4		Does Not Meet	944	27.1%	11
Writing	1	4		Does Not Meet	942	28.3%	7
Science	1	4		Does Not Meet	320	21.9%	11
Total	4	16	25%	**Does Not Meet**			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	897	46	56	No
Mathematics	2	4		Approaching	901	42	86	No
Writing	2	4		Approaching	899	49	79	No
Total	6	12	50%	**Approaching**				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	775	46	57	No
Minority Students	2	4		Approaching	720	45	58	No
Students w/ Disabilities	2	4		Approaching	126	52	84	No
English Language Learners	2	4		Approaching	489	48	60	No
Students needing to catch up	2	4		Approaching	528	46	71	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	780	43	87	No
Minority Students	2	4		Approaching	722	42	87	No
Students w/ Disabilities	2	4		Approaching	127	41	99	No
English Language Learners	2	4		Approaching	491	44	88	No
Students needing to catch up	2	4		Approaching	629	41	95	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	777	49	80	No
Minority Students	2	4		Approaching	721	48	80	No
Students w/ Disabilities	2	4		Approaching	127	40	92	No
English Language Learners	2	4		Approaching	490	50	80	No
Students needing to catch up	2	4		Approaching	649	50	85	No
Total	30	60	50%	**Approaching**				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	99.0%	95% Participation Rate Met	1003	1013
Mathematics	99.7%	95% Participation Rate Met	1010	1013
Writing	99.7%	95% Participation Rate Met	1010	1013
Science	99.4%	95% Participation Rate Met	343	345

Counts and ratings are not reported for metrics when the district/school does not meet the minimum student counts required for reportable data.

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*			16 (4 for each content area)	25
	• at or above the 90th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Exceeds	4		
	• below the 90th percentile but at or above the 50th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Approaching	2		
	• below the 15th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Does Not Meet	1		
Academic Growth	*If the school meets the median adequate student growth percentile and its median student growth percentile was:*			12 (4 for each content area)	50
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Academic Growth Gaps	*If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:*			60 (5 for each subgroup group in 3 content areas)	25
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		

Cut-Points for each performance indicator / **Cut-Points for plan type assignment**

	Cut Point: The school earned … of the points eligible on this Indicator.			Cut Point: The school earned … of the total Framework points eligible.	
Achievement; Growth; Gaps	• at or above 87.5%	Exceeds	Total Framework Points	• at or above 59%	Performance
	• at or above 62.5% - below 87.5%	Meets		• at or above 47% - below 59%	Improvement
	• at or above 37.5% - below 62.5%	Approaching		• at or above 37% - below 47%	Priority Improvement
	• below 37.5%	Does Not Meet		• below 37%	Turnaround

School plan type assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	five consecutive years before the District or Institute is required to restructure or close the school. The five
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	consecutive school years commences on July 1 during the summer immediately following the fall in which the
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

Reference

Comparison Data

Academic Achievement

Percent of Students Proficient or Advanced by Percentile Cut-Points - 2010 baseline (1-year SPF)
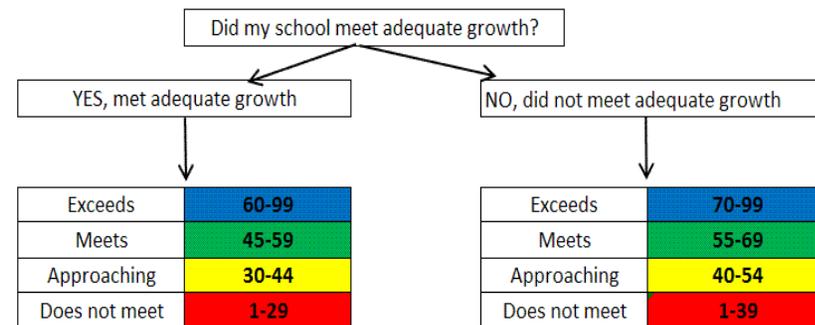
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 2008-10 baseline (3-year SPF)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

All achievement data is compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

Academic Growth and Academic Growth Gaps

Did my school meet adequate growth?

YES, met adequate growth →

NO, did not meet adequate growth →

Exceeds	60-99		Exceeds	70-99
Meets	45-59		Meets	55-69
Approaching	30-44		Approaching	40-54
Does not meet	1-29		Does not meet	1-39

For Academic Growth and Academic Growth Gaps, the median growth percentile required to earn each rating depends on whether or not the school met adequate growth. Schools that met adequate growth use the rubric on the left; schools that did not meet adequate growth use the rubric on the right.

1-year vs. 3-year report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools may not have public data on the basis of a single year because of insufficient student counts for some performance indicator metrics, but a report on the basis of three years of data increases the student count.

Only one of the two sets of results (1-year or 3-year) is the one that will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.

Mid-year Review Summary

School: Sheridan MS   **Date: Nov, 2011**

Our best for every child, every day

MEMORANDUM

Date: **17 Sep 2011**
From: **Mike Miles**
To: **District and Building Leadership**
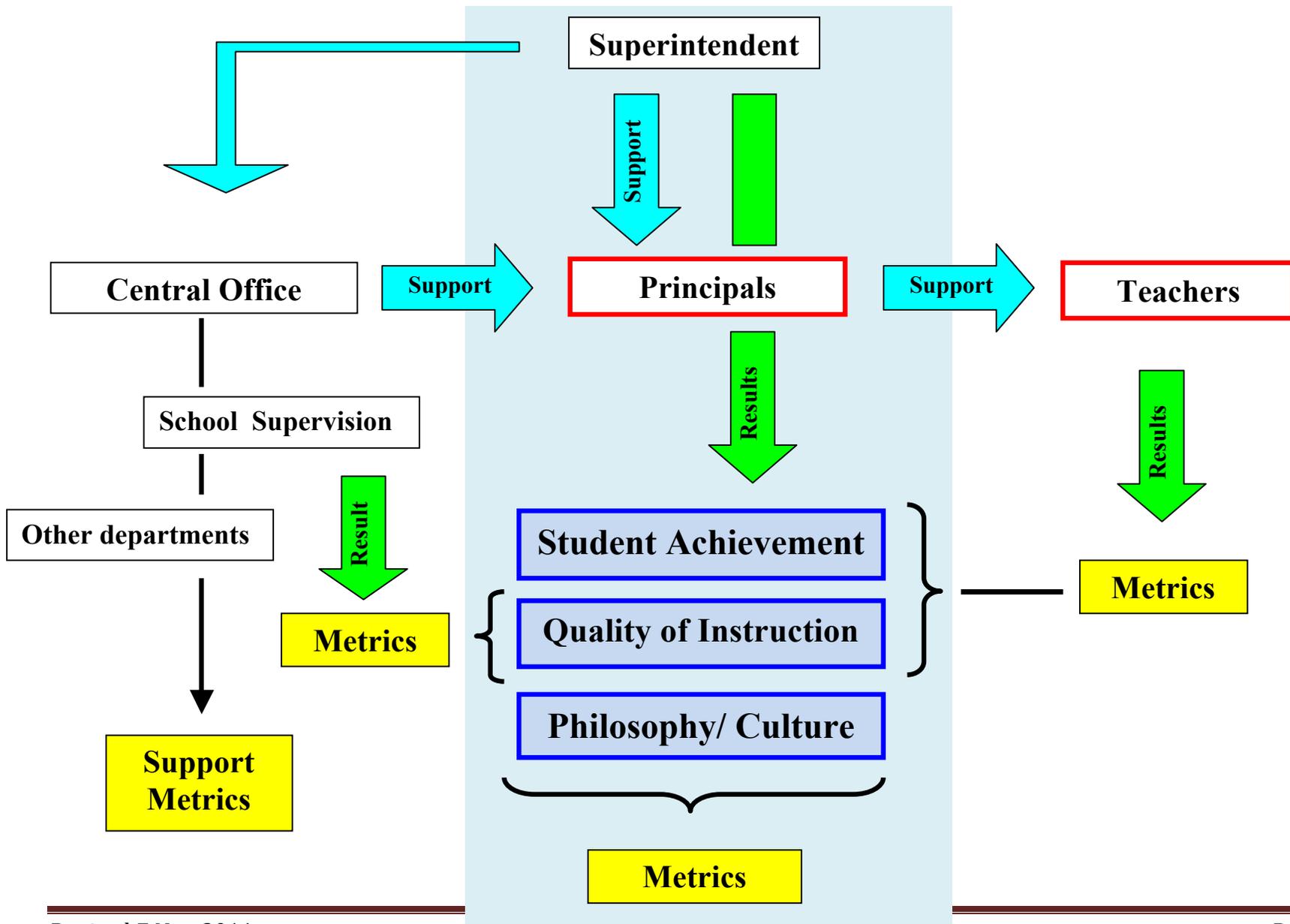**Subject:** **Mid-year Reviews**

- The Focal Point team will conduct a mid-year review with each building. The reviews will be conducted according to the following schedule:

  [Place times here according to District schedule.]

- The meetings will take place at your respective buildings. We will start with a quick walkthrough of a few classrooms and then discuss your school's progress in improving instruction. Please allow approximately two hours for the visit.

- Please be prepared to discuss the following:

  ➢ Building Action Plans. Please have a copy of your action plan and professional development plan. Be prepared to discuss how well your action plan is being accomplished. (This is a general discussion. There is no need to produce documents or evidence to support your discussion.)

  ➢ Curriculum alignment rubric. Please conduct a self-assessment of your school's curriculum alignment status and the degree to which you have met your responsibilities in this area. Be prepared to discuss lesson objectives, DOLs, and general alignment.

  ➢ Instructional feedback rubric. Please conduct a self-assessment of your building leadership team's ability to provide effective instructional feedback, using the instructional feedback rubric.

  ➢ Spot observations. Provide data about your spot observations. Provide a copy of the spot observations conducted to date. Discuss how the information from the spot observations has helped you provide effective feedback to improve instruction.

  ➢ Data from progress-monitoring assessments. Discuss how your school has used achievement data to improve instruction.

- Additionally, we will review your achievement data to date, including:
  - ➢ CSAP data
  - ➢ School performance framework

- All of you have done a lot of work in all of the areas under review. I hope you will use this opportunity to have a frank discussion with the District leaders and the Focal Point team about the state of student achievement and the quality of instruction in your building at this point in the year. Let me know if you have any questions about any aspect of the review.

Support – Results Diagram

Superintendent

Support

Central Office

Support → **Principals**

Support → **Teachers**

School Supervision

Other departments

Result

Results

Results

Metrics

Support Metrics

Student Achievement

Quality of Instruction

Philosophy/ Culture

Metrics

Metrics

Metrics

Progress-monitoring metrics

Date/ Time			Metric	Target	Actual
1st Semester					
Aug-11			School Action Plan	Proficient on rubric	
Oct 11			Student Achievement -- Assessment Set One	60% prof/advanced on RWC; 50% P/A on math; 50% P/A on science	
Nov 11			Philosophy -- climate survey	Average of 75% (4 or 5) on six questions	
Nov 11			Action Plan -- independent review	Making adequate progress	
Nov 11			Mid-year Review	Proficient on instructional feedback rubric; Proficient (8) on curriculum alignment rubric; overall proficient on the review	
Nov 11			Quality of instruction -- 30 spot obs. in Oct - Dec; focus on lsn. obj., DOLs, alignment, engagement	Average of 1.80 on the four measures	
Dec 11			Student Achievement -- CBM 1	65% prof/advanced on RWC; 60% P/A on math; 60% P/A on science	
2nd Semester					
Mar-12			Philosophy -- climate survey	Average of 75% (4 or 5) on six questions	
Apr 12			Systems Review	Prof. medium on all three areas -- philosophy, processes, implementation; proficient on accomplishment of Action Plan	
May 12			Quality of instruction -- 30 spot obs. In Apr/May; focus on lsn. obj., DOLs, alignment, engagement	Average of 2.0 on the four measures	
May 12			Student Achievement -- CBM 2	65% prof/advanced on RWC; 60% P/A on math; 60% P/A on science	
Other observations and measurements include a review of the professional development plan and budget; observation of a staff meeting; observation of a PLC meeting; a 360 survey; and review of teacher evaluations.					

Mid-year review summary

Progress on Action Plan

Progressing	Proficient	Exemplary
⑤ < 6	6 - 8	9 - 10

Instructional feedback

Progressing	Proficient	Exemplary
㉛ < 33	33 - 42	43 - 50

Curriculum alignment

Progressing	Proficient	Exemplary
< 6	⑥ 6 - 8	9 - 10

Philosophy/ culture

Progressing	Proficient	Exemplary
< 70%	70% ⑧⓪% 85%	> 85%

Notes/ comments:

Quality of instruction

- Overall classroom instruction was proficient and represents an improvement over the instruction that was observed in April. There was more direct instruction and several attempts to use multiple response strategies. However, MRS strategies were not varied. Still, the Focal Point team experienced a good mid-year review at the Middle School.

Progress on Action Plan

- The indicators of success are not as clear with the format for the school action plan. For example, it is not clear how one will know when "All PLC teams will actually be data driven and use data results to change classroom instructional practices." There has to be progress indicators and indicators of success in order to determine whether the action was actually carried out and to what degree of effectiveness.

Notes/ comments (cont.):

Progress on Action Plan (cont.)

- A couple of the indictors related to spot observations rely on the District to conduct independent reviews. It might be useful to establish evidence of progress that the school itself can monitor.

- Overall it appears as if Sheridan Middle School is making progress on its action plan. However, without more rigorous evidence or indicators of success, it is hard to tell.

Instructional feedback

- The written feedback is generally good, but could be more effective if it focused on fewer items and gave more specifics around how to improve instruction.

- The leaders need to move from "providing feedback" to "coaching" teachers through the use of effective feedback.

Curriculum alignment

- Most teachers had lesson objectives and DOLs posted. Objectives and overall alignment are solid. The school should continue to work on effective demonstrations of learning.

- It is unclear how rigorously the teachers are teaching the new common core standards.

Climate survey

- 19 staff members responded to the short, anonymous survey. Overall the climate is positive and supportive.   The average positive response (top two choices) on the seven questions was approximately 80%.   The lowest response was to the question: "I have the support I need from building leadership to do my job well." 68% answered that questions positively.

- 89% of the respondents believe the school is headed in the right direction.

Recommendations:

- Review the action plan and establish indicators of success and progress monitoring targets for second semester. This will keep the school focused on short term wins. It will also keep the leadership team accountable and prevent "going through the motions" behavior among the staff.

- Practice being instructional "coaches." We recommend that the District help coach the leadership team in providing effective coaching to at least eight teachers next semester.

- Continue to improve comments on the spot observation forms. Ensure to focus comments in three areas: comments that are validating, ones that invite reflection, and specific helpful hints that will improve instruction.

- Conduct refresher training with staff on writing effective demonstrations of learning.

- The school is collecting a lot of data. The District should help the school package the data so that it is easier to analyze and use.

- The building leadership team should hold individual meetings or conversations with teachers to get a better idea of how each teacher would like to be supported.

Progress on Action Plan

	Unsat			Progressing			Proficient			Exemplary		
	1	2	3	4	5	6	7	8	9	10		
Progress on Action Plan	• The principal does not provide a copy of the action plan that is color-coded or the highlighted copy is incomplete. • There is evidence that the assessment of progress has not been conducted accurately and rigorously. • There are several red items or the red items significantly impede overall accomplishment of the key action or the principal cannot provide a satisfactory rationale for not accomplishing the specific action or indicator. • Specific actions outlined in the action plan and the observations of instruction and staff actions in general are inconsistent. • The staff has difficulty explaining their role in carrying out the school's key actions.			• The principal provides a copy of the action plan that is color-coded (green – completed; yellow – in progress and on track to accomplish; red – unlikely to accomplish in time allowed). Specific actions are highlighted. • There is evidence that the assessment of progress has been conducted accurately. • There are more than two red items; however, the items do not significantly impede overall accomplishment of the key action or the principal provides satisfactory rationale for not accomplishing the specific action or indicator. • There is general consistency between the specific actions outlined in the action plan and the observations of instruction and staff actions in general. Some behaviors or actual actions "on the court" are inconsistent with the assessment of progress. • Most of the staff can explain their role in carrying out the school's key actions.			• The principal provides a copy of the action plan that is color-coded (green – completed; yellow – in progress and on track to accomplish; red – unlikely to accomplish in time allowed). Both indicators of success and specific actions are highlighted. • There is evidence that the assessment of progress has been conducted accurately and rigorously. • There are no more than two red items and, if there are red items, they do not significantly impede overall accomplishment of the key action or the principal provides satisfactory rationale for not accomplishing the specific action or indicator. • There is great consistency between the specific actions outlined in the action plan and the observations of instruction and staff actions in general. • The staff can explain their role in carrying out the school's key actions.		

Instructional Feedback Rubric

Name: _____

Benchmark	Unsat			Progressing			Proficient		Exemplary	
	1	2	3	4	5	6	7	8	9	10
Establishes a culture of feedback	The administrator explains the concept, goals, and rationale behind instructional feedback. However, she is not purposeful about garnering staff support or understanding. The feedback process is designed without staff input. Staff members do not believe the instructional feedback they receive is helpful or feel that the classroom observations are conducted to catch them being unsuccessful.			The administrator takes steps to explain the concept, goals, and rationale behind instructional feedback. She persuades the staff that "what gets feedback gets done better." She solicits input regarding the type of feedback that is needed to improve instruction. She involves the staff in designing the feedback process and the creation of the instructional feedback form. The staff believes instructional feedback will help them improve their performance. The administrator ensures every person in the organization receives feedback, including the leadership team.			The administrator takes steps to explain the concept, goals, and rationale behind instructional feedback. She solicits input regarding the type of feedback that is needed to improve instruction. She involves the staff in designing the feedback process and the creation of the feedback form. She adjusts the degree of guidance and staff involvement based on the staff's level of experience and the maturity of the feedback processes already in place. The staff understands the role of feedback in improving instruction and welcomes constructive feedback. The administrator develops a process for staff to express concerns and provide input on instructional priorities, school goals, and objectives. She conducts climate surveys to help assess *philosophy* and receive feedback.		

Instructional Feedback Rubric (cont.)

Benchmark	Unsat 1 2 3	Progressing 4 5 6 Proficient 7	Exemplary 8 9 10
Develops effective and systemic feedback processes	Feedback is tied to the action plan, but it is not focused or the indicators of success are not clear. The feedback process is ad hoc or is focused on compliance rather than improving instructional behavior.	The administrator focuses feedback on the instructional behavior the school values most. The feedback is tied to instructional priorities and key actions. Instructional feedback is provided in multiple ways – verbally, written, formal, informal, etc. Feedback is based on observable behavior or other objective evidence. The standards and indicators of success are clear to those receiving feedback. All observers use similar criteria for assessing instruction and provide consistent feedback. Feedback is provided regularly. [For walkthroughs, 4 times each semester for non-probationary teachers; 8 times each semester for probationary.]	The administrator focuses feedback on the key actions and the instructional behaviors the school values most. Feedback is based on observable behavior or other objective evidence. The standards and indicators of success are clear to those receiving feedback. The administrator ties the feedback process to staff development; she provides *coaching* and professional development on the practices she is assessing. All observers use similar criteria for assessing instruction and provide consistent feedback. Feedback is provided regularly. The frequency of the walkthroughs is differentiated to take into account experience level and proven performance.
Benchmark	Unsat 1 2 3	Progressing 4 5 6 Proficient 7	Exemplary 8 9 10
Develops an effective instructional feedback instrument	The feedback instrument is not easy to use or is not easy to understand. The form does not outline criteria for effective instruction or does not clearly let staff members know what is being assessed.	The written feedback instrument is easy to use and easy to understand. Administrators and mentors are able to provide constructive feedback in 5 to 15 minutes. The form includes measurable indicators of success or criteria for effective instruction. The form indicates whether staff members performed at the proficient level or not. The form has room for written comments.	The written feedback instrument is easy to use and easy to understand. The form includes measurable indicators of success or criteria for effective instruction and differentiates levels of proficiency with regard to specific instructional behaviors or practices. The form has room for written comments. Criteria on the walkthrough instrument are consistent with competencies on the staff evaluation instrument.

Instructional Feedback Rubric (cont.)

Benchmark	Unsat			Progressing			Proficient		Exemplary		
	1	2	3	4	5	⑥	7		8	9	10
Delivers feedback constructively and professionally	Instructional feedback is vague or unclear. Staff members do not know how to use the feedback to improve. The administrator only comments on negative aspects of the staff member's performance. Written feedback is perfunctory, not regularly provided, or not provided within 24 hours of the observation.			The administrator provides positive comments to reinforce good instruction or practices, questions or comments that invite reflection, and helpful suggestions for improvement. Written or oral feedback is given in a way that is constructive and respectful. Feedback is also clear, specific, and provided in a way that will help improve instructional behavior. Comments focus on instructional behaviors and practices and the impact they have on student proficiency. Staff members receive feedback within 24 hours of the observation. More significant concerns are addressed face-to-face.					The administrator provides positive comments to reinforce good instruction or practices, questions or comments that invite reflection, and helpful suggestions for improvement. Written or oral feedback is given in a way that is constructive and respectful. Feedback is also clear, specific, and provided in a way that will help improve instructional behavior. Staff members receive feedback within 24 hours of the observation. More significant concerns are addressed face-to-face. The manner of delivery is differentiated to take into account the teacher's personality inventory. The various types of feedback are consistent and reinforcing.		

Benchmark	Unsat			Progressing			Proficient		Exemplary		
	1	2	3	4	⑤	6	7		8	9	10
Uses feedback data to improve school effectiveness	The administrator collects data from the feedback instrument. However, the data are not used to adjust professional development. Data are analyzed in a cursory way. Instructional feedback data are not shared with the staff.			The administrator collects data from the feedback instrument. The data are easy to record and input into a database. Instructional feedback data are shared with the staff. The leadership team analyzes the data and uses the data to determine professional learning needs.					The administrator collects data from the feedback instrument. The data are easy to record and input into a database. The leadership team analyzes the data and uses the data to determine professional learning needs. Feedback data are shared with the staff. The staff analyzes the data and helps develop additional professional development and coaching strategies.		

Classroom Curriculum Alignment Rubric   (this page was not assessed)

		Unsat 1 2	Progressing 3 4 5 6 7	Proficient / Exemplary 8 9 10
Classroom Alignment	Utilize Curriculum Map	• The curriculum map is not used or is used perfunctorily. Instruction is not focused or does not reflect curricular priorities.	• Teachers use and follow curriculum maps to plan instruction. Instruction focuses on curricular priorities.	• Teachers develop their own lesson plans from the curriculum maps and diagnostic data. Instruction focuses on curricular priorities.
	Lesson Planning	• Planning is done as the unit unfolds – not before instruction takes place. Unit or common assessments do not guide the planning of instruction.	• Units of instruction reflect purposeful "backward planning" from common assessments or unit assessments. However, there may be some pacing issues or too much time is devoted to less important objectives	• Units of instruction reflect purposeful "backward planning" from common assessments, diagnostic data, and/or unit assessments that are aligned with sections of the curriculum map. Pacing is rigorous.
	Unpacking Standards	• Teachers do not attempt to unpack the standards.	• Teachers have difficulty unpacking the standards.	• Teachers can unpack evidence outcomes or frameworks into essential skills or focused objectives.
	Lesson Objectives	• Lesson objectives are posted daily. However, the objectives do not meet the criteria for effective objectives or the teacher cannot specifically articulate what students are supposed to learn. ➢ Students cannot explain what they are supposed to learn.	• Lesson objectives are posted daily for each distinct area of study and meet the characteristics of effective lesson objectives. ➢ The lesson or activity is tightly aligned with the objectives. In some cases, ineffective strategies or teaching weakens the purpose of the lesson. ➢ In some cases, the activity or lesson does not support the rigor required. ➢ The majority of students can explain what they are supposed to learn.	• Lesson objectives are posted daily for each distinct area of study and meet the characteristics of effective lesson objectives. ➢ The lesson or activity is tightly aligned with the objectives and is rigorous. ➢ Students can explain what they are supposed to learn and how they will be able to demonstrate that they have learned the objective.
	DOLs	• Demonstrations of learning are not posted or do not meet the criteria for effective DOLs. ➢ Students do not consistently demonstrate what they have learned.	• Demonstrations of learning are posted daily and provide a tight "bookend" for the instruction. ➢ Students demonstrate what they have learned almost daily (at least 80% of the time). ➢ Teachers can articulate how students will demonstrate what they have been asked to learn. ➢ At least 80% of the DOLs meet the criteria for effective DOLs.	• Demonstrations of learning are posted daily and provide a tight "bookend" for the instruction. ➢ Students demonstrate what they have learned daily. ➢ Students can articulate how they will demonstrate what they have been asked to learn. ➢ DOLs meet the criteria for effective DOLs.
	Progress Monitoring and Assessments	• Teachers rely on school and district leadership to align progress monitoring and common assessments.	• Teachers rely on school and district leadership to align progress monitoring and common assessments.	• Teacher developed assessments and progress monitoring assessments are aligned to the curriculum and guide instruction.
	Use of Data	• Teachers do not use data to improve alignment or instruction.	• Teachers use data to improve alignment.	• Teachers use data and work with others to improve alignment and differentiate instruction.

		Unsat	Progressing	Proficient	Exemplary
		1　　　2	3　　　4　　　5　　　**6**　　　7	8　　　9　　　10	

		Unsat	**Progressing**	**Proficient / Exemplary**
Leader Responsibilities	Leading Curriculum Alignment	• Waits for the district or others to implement curriculum alignment. ➢ Does not seek information or training on curriculum alignment. ➢ Lacks knowledge of the curriculum at various grade levels or for various disciplines. ➢ Does not help staff understand the research or rationale for curriculum alignment.	• Demonstrates a willingness to learn curriculum alignment and become the school's leader on alignment. ➢ Seeks necessary information and training on alignment. ➢ Maintains strong knowledge of the curriculum at each grade level and for each subject. However, has to continuously refer to curriculum maps. ➢ Relies on the District to explain and reinforce the research and rationale around the implementation of alignment.	• Takes charge of and implements curriculum alignment in the school. ➢ Seeks necessary information and training to become the school's leader on curr. alignment. ➢ Maintains strong knowledge of the curriculum at each grade level and for each subject. ➢ Explains and reinforces research and rationale around the implementation of alignment.
	Providing Resources	• May provide resources such as instructional calendars or assessment frameworks, but provides little training to staff on the effective use of resources.	• Provides necessary resources such as instructional calendars, assessment frameworks, item maps, etc., however sometimes there little follow-up with staff development. ➢ Trains teachers on the use of alignment resources and on classroom curriculum alignment.	• Provides necessary resources such as instructional calendars, assessment frameworks, item maps, etc. ➢ Trains teachers on the use of alignment resources and on classroom curriculum alignment. ➢ Focuses on on-the-job training of alignment.
	Providing Feedback	• Provides little feedback on curriculum alignment. ➢ Does not complete the requisite number of spot observations.	• Provides effective written and verbal feedback on alignment. ➢ Conducts at least 8 spot observations each semester for each probationary teacher (4 each semester for non-probationary).	• Provides effective written and verbal feedback on alignment. ➢ Conducts at least 8 spot observations each semester for each probationary teacher (4 each semester for non-probationary). ➢ Conducts follow-up observation with the expectation that "next steps" have been implemented and instruction is improved.
	Classroom Observation Forms	• School observation forms are not aligned with district priorities or the teacher evaluation system.	• Relies on the District to ensure alignment among the spot observation form, alignment indicators, and the teacher evaluation instrument.	• Develops a building specific SPOT that includes alignment criteria and ensures congruence among the spot observation form, alignment indicators, and the teacher evaluation instrument.
	Monitor Objectives	• Monitors lesson objectives. However, objectives are not effective or activities are not aligned.	• Monitors lesson objectives, ensuring objectives are posted and meet the criteria for effectiveness.	• Monitors lesson objectives, ensuring objectives are posted and meet the criteria for effectiveness and result in an aligned lesson.
	Monitor DOLs	• Monitors DOLs. However, some DOLs are not effective or are not tied to objectives.	• Monitors the use of DOLs and ensures their alignment with lesson objectives.	• Monitors the use of DOLs and ensures their alignment with lesson objectives and meets all criteria for an effective DOL.
	Vertical Articulation	• Most subjects are not vertically articulated.	• Some subjects are not vertically articulated.	• Ensures strong articulation of standards and objectives among the grades in the school (vertical articulation).

	Unit/Assessment Alignment	• Does not help staff align unit and common assessments with curriculum maps.	• Trains staff to analyze alignment of the unit and common assessments with the curriculum maps.	• Facilitates continued analysis of alignment of the unit and common assessments with the curriculum maps.
	Utilizing Data	• Does not use data to improve alignment.	• <mark>Uses data to improve alignment.</mark>	• Regularly uses significant data to improve alignment.
	Common Assessments	• Administers district common assessments.	• Administers district common assessments and helps staff create building level assessments.	• Ensures an effective balance between district common assessments, building level assessments, and instructional time.

Notes:

See notes beginning on page 6.

Principal Metrics -- November Survey Questions

■ Review your answers to questions 5 and 6 above. Rate the level of congruence between the two sets of answers.
  - o Great congruence
  - o Mostly congruent
  - o Somewhat congruent
  - o Not very congruent
  - o Definitely not congruent

14/ 19

■ I understand my role in implementing the school's key actions:
  - o Strongly agree
  - o Agree
  - o Neutral
  - o Disagree
  - o Strongly disagree

17/ 19

■ To what extent do you agree with the school's Core Beliefs?
  - o A great deal
  - o Mostly
  - o Neutral
  - o A little
  - o Hardly at all

17/ 19

■ I have the support I need from building leadership to do my job well:
  - o Strongly agree
  - o Agree
  - o Neutral
  - o Disagree
  - o Strongly disagree

13/ 19

- My building leaders help me make sense of District policies and recent changes:
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree

14/ 19

- My building leaders help me improve the quality of my instruction:
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree

14/ 19

- Overall, the school is headed in the right direction:
    - Yes, definitely
    - Mostly
    - Somewhat
    - Not very much
    - Definitely not

17/ 19