

## 2013 TIERED INTERVENTION GRANT

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

Name of Lead Local Education Agency (LEA)/Organization:		Adams 14 School District	
Mailing Address: 5291 East 60th Ave Commerce City, CO 80022			
District Turnaround Project Manager:		Dr. Kandy Steel	
Mailing Address: 5291 East 60th Ave, Commerce City, CO 80022			
Telephone: 303-289-3910		E-mail: ksteel@adams14.org	
Signature: 			
Program Contact Person (if different):		Gianni Thompson	
Mailing Address: 5291 East 60th Ave Commerce City, CO 80022			
Telephone: 303-289-2983		E-mail: gthompson@adams14.org	
Signature: 			
Fiscal Manager:			
Telephone: 303.853.2252		E-mail: lwinchell@adams14.org	
Signature: 			
Region: Indicate the region(s) this proposal will directly impact			
<input checked="" type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
Total LEA Request: Indicate the total amount of funding you are requesting. Please note: An individual budget will be required for each school site totalling to the amount listed below.			
Year 1 (May 30, 2013 – September 30, 2014)	Year 2 (July 1, 2014 – September 30, 2015)	Year 3 (July 1, 2015 – September 30, 2016)	Total
\$401,559	\$385,608	\$380,291	\$1,097,854

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

In Addition: The Year 1 grant period may include pre-implementation costs from May 30, 2013 to June 30, 2013 (see Attachment B). The duration of Year 1 will be May 30, 2012 to September 30, 2014.



**PART IA: SCHOOLS TO BE SERVED**

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

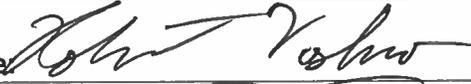
SCHOOL NAME	NCES ID #	INTERVENTION Model			
		Tutoring	Restart	Closure	Transformation
Lester Arnold High School	0030-0022				X

**PART IB: LEA/School Information and Signature Page**

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

**District Signatures**

District Name: Adams 14 School District District Code: 0030

School Board President Signature: 

Superintendent Signature: 

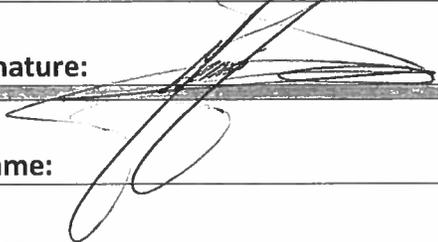
**School Information**

School #1 Name: Lester Arnold High School School Code: 0030-0022

Principal Name: Gianni Thompson

Telephone: 303-284-2983 E-mail: gthompson@adams14.org

Is school currently receiving a School Improvement Grant funded through 1003(a) funds?  Yes  No

Principal Signature: 

School #2 Name: School Code:

Principal Name:

Telephone: E-mail:

Is school currently receiving a School Improvement Grant funded through 1003(a) funds?  Yes  No

Principal Signature:

School #3 Name: School Code:

Principal Name:

Telephone: E-mail:

Is school currently receiving a School Improvement Grant funded through 1003(a) funds?  Yes  No

Principal Signature:



## PART IC: Certification and Assurance Form

*(Complete and attach as the fourth and fifth pages of proposal)*

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

On April 16, 2013 , 2013 the Board of Adams 14 School District hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools. In addition, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention Grant** agree to the following assurances:

### **Federal Assurances:**

- Use its School Improvement Grant to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements;
- Establish annual targets for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive School Improvement funds;
- (If the applicant implements a restart model in a school) Include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to recruit, select and provide oversight to external providers to ensure their quality;
- Monitor and evaluate the actions schools have taken as outlined in the approved School Improvement Grant application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of School Improvement Grant funding; and
- Report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements (program guidance can be found at: <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf>).

### **State Assurances:**

- Provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant (e.g., CSAP/TCAP by State Assigned Student IDs, school level non-performance data). The district will report to CDE, at least quarterly, the school level interim measures of student learning required under section III of the final requirements (program guidance can be found at: <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf>);
- Align current and future funding sources in support of improvement goals, including commitment to identify and reallocate existing local funds for the purpose of sustaining the improvement work after federal funds expire;



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

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



Robert Vashaw

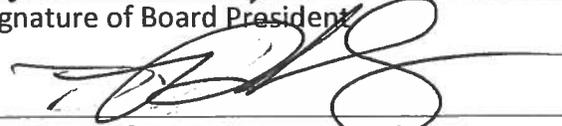
Name of Board President



Signature of Board President

Patrick Sanchez

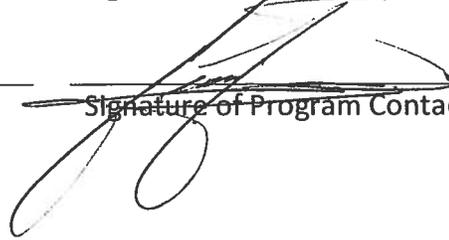
Name of District Superintendent



Signature of District Superintendent

Gary Thompson

Name of Program Contact



Signature of Program Contact

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

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

## Part II: Narrative

### Section 1: LEA Readiness

**a. Clearly articulate what need this grant would fulfill within your school(s) and district.** As Adams 14's alternative education campus (AEC), Lester Arnold High School (LAHS) serves students who are above traditional school age for grade level, yet lack adequate credit hours and are off-course for graduation. Most LAHS students are exposed to additional risk factors as well, from teen parentage to violence, from homelessness to substance abuse problems. These are the children in our district who need the most support, yet they are the students whom our district has served least well historically. Some refer to the children of alternative education campuses as "opportunity youth,"<sup>1</sup> yet LAHS has failed to create true opportunities for its students. This grant will provide the resources necessary to dramatically transform LAHS into a model AEC — and a model high school — through the implementation of a) significant professional development to support data-driven instruction, along with data-based teacher accountability, b) an integrated blending learning model, and c) new systems to support family and student engagement and re-engagement.

**b. Describe the role of district leadership in communicating the importance of achieving academic gains, compelling action and being available to strategically support the reform effort.** In advance of the 2012-2013 school year, the Adams 14 Board of Education initiated the complete reconstruction of district administration in order to accelerate reform and improvement. The Board selected Pat Sanchez, a lifelong educator who has served at the classroom, school and district levels within Aurora Public Schools and Denver Public Schools, as the district's new superintendent. The Board based its hiring decision on both on Mr. Sanchez's qualifications and the transformation model he proposed, one that is based on data-driven instruction.<sup>2</sup> Working with new assistant school superintendent, Dr. Kandy Steel, Mr. Sanchez has ushered in a period of unprecedented transparency about the district's turnaround status, the underperformance of its schools and the expectation that rapid improvement must take shape in every classroom, at every school, for every child. During weekly leadership meetings, which include every school principal and key members of the central office staff, the team engages in study, discussion and planning for implementation elements of the district's reform-driven strategic plan. As important, Mr. Sanchez has facilitated heightened transparency with parents/guardians and with the Commerce City community more broadly about the urgent need to transform Adams 14 schools.<sup>3</sup>

**c. How is the district able to demonstrate readiness for the Tiered Intervention grant and what steps have been taken that demonstrate commitment to the specific requirements of this grant?** The 2012-2013 school year has been marked by significant changes at the district and school leadership levels, in order to prepare the district and its schools for rapid improvements in teaching and learning. Seven out of 11 central office administrators are new,

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<sup>1</sup> <http://www.dkfoundation.org/our-work/alternative-education-and-youth-track-graduation>

<sup>2</sup> See: Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction* (2010) and Bambrick-Santoyo, Paul. *Leverage Leadership: A Practical Guide to Building Exceptional Schools* (2012)

<sup>3</sup> For example, see page six at [http://www.c3gov.com/archives/35/pub\\_March\\_2013\\_Connected\\_English\\_web.pdf](http://www.c3gov.com/archives/35/pub_March_2013_Connected_English_web.pdf) and page four at [http://www.c3gov.com/archives/35/December\\_City\\_News\\_2012\\_English\\_web.pdf](http://www.c3gov.com/archives/35/December_City_News_2012_English_web.pdf) and

including Mr. Sanchez and Dr. Steel, two directors of learning and teaching, a director of assessment and technology, a new public information officer and a new chief financial officer. At the school level, seven of our 11 schools welcomed new principals — including at LAHS, where Gianni Thompson is now leading preparations for its transformation. Every instructional leader in the district is preparing, individually and in weekly group meetings, for the wholesale implementation of data-driven instruction<sup>4</sup> in 2013-2014. Further, central office leaders, in collaboration with principals, teachers and union representatives, are developing a new teacher evaluation protocol, to comply with SB-191, which will be piloted in 2013-2014. Finally, the Board-adopted strategic plan empowers principals to make school-level decisions, including those related to the school schedules, budgeting and hiring. Each of these steps prepares the district and LAHS well for implementation of the transformation model.

**d. Describe how you have made the community aware of the performance of schools for which you are applying.** Transparency about district and school performance has been a hallmark of Superintendent Sanchez’s leadership. In order to encourage constituent attendance at community meetings about the turnaround status of the district and some of its schools, including LAHS, Adams 14 has brought in nationally renowned speakers, including actor and activist Edward James Olmos, Mexican bestselling author Carlos Cuauhtémoc Sánchez, and renowned education professor, Pedro Noguera. These events have brought hundreds of families to the table and have helped ensure that our families not only know about the status of the district and its schools, but also see themselves as partners in the transformation. Adams 14 also has exercised transparency with Commerce City more broadly through regular columns and updates in *Commerce City Colorado News* and *Commerce City Connected*, as well as on the district’s website.<sup>5</sup> At LAHS specifically, Mr. Thompson began by working with teachers and staff to examine historical data and align the need for change. He has engaged community members through weekly “Talking with Thompson” meetings and through a targeted evening event that drew dozens of community members in for direct discussion of the TIG and the school’s transformation plans.

**e. Describe how your community and school board have been involved in improvement planning to date.** The Adams 14 Board of Education initiated transformation through the removal of the prior administration, the appointment of Mr. Sanchez and the authorization of his new leadership team, at the district and school levels, including LAHS. Further, the Board has engaged actively in issues related to transformation, including the adoption of a new strategic plan. In 2012-2013, our District Accountability Advisory Committee (DAAC), which consists of parents/guardians, educators and other constituents, was charged specifically with advising on “overall district compliance with the state accreditation and accountability requirements” and has met monthly throughout the school year. The DAAC includes a LAHS parent representative.

**f. Describe how this grant opportunity fits into the district/schools’ overall improvement plan.** The strategies we aim to implement to transform LAHS not only align with the grant’s requirements — strong use of data to drive instructional decisions and foster teacher accountability; effective, job-embedded professional development; and family and student engagement, for example — they also align to strategies being adopted district-wide. These

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<sup>4</sup> See Bambrick-Santoyo, 2010 & 2012

<sup>5</sup> For example, see <http://www.adams14.org/superintendent-sanchez>

strategies will be holistic focuses of Adams 14 in 2013-2014 and beyond. Lester Arnold's inclusion of a flexible, integrated blended learning model as an anchor of our transformation plan reflects the particular needs of our students and a best practice among AECs.

**g. Describe what makes your district/school(s) ready and capable of dramatic change at this point in time.** Our Board of Education has taken the necessary step of removing an administration that was not making adequate gains and appointed a new slate of leaders to usher in significant reforms and drastically improve the district's educational outcomes. The district's new leadership and its principals have spent the 2012-2013 school year readying for the roll-out of data-driven instruction and quality professional development, including intensive coaching practices, in the 2013-2014 school year. Further, Adams 14 has worked diligently to exercise transparency with our constituents about school performance and to engage their support for transformation. District and school leaders are fully aligned with the need for change and are well-equipped to move into implementation.

## **Section II: LEA Commitment and Capacity**

**a. What methods did the district use to consult with relevant stakeholders regarding the LEA's application and implementation of school intervention models in its schools?** The district began the year by initiating heightened transparency about the district's turnaround status, the turnaround status for specific schools, including LAHS, and the need for rapid improvement. As described earlier, the district used community-wide meetings and online and print communications to align the need for change and engage constituents as partners in the transformation.

**b. Detail how the community was given notice of intent to submit an application and how any waiver requests will be made available for public review after submission of the application.** LAHS principal Gianni Thompson began discussions at the school-level with teachers and staff, analyzing school data and aligning the need for change. From there, he initiated weekly community meetings, "Talking with Thompson," an open-door, drop-in time for parents/guardians to learn more about LAHS's transition and to share their views about what's working and not working in the school. This groundwork paid off in April 2013, when dozens of constituents — parents, students and staff — convened at LAHS for dinner and discussion about transformation and the specifics of the TIG application itself. Adams 14 does not intend to seek waivers as part of its application.

**c. What specific actions has the district taken (or will take) to design and implement interventions consistent with the final requirements?** The district has taken, or is in the process of taking, numerous steps to design, implement and support interventions consistent with grant requirements for transformation, including:

- Removal of the former LAHS principal. In November 2012, Adams 14 hired Gianni Thompson to lead transformation efforts at the school.
- Development of new teacher evaluation protocols that are aligned with SB-191.

- Selection of a research-based model for data-driven instruction,<sup>6</sup> along with weekly professional development for school leaders to prepare for its implementation in 2013-2014. Professional development will intensify at the school level as implementation occurs.
- Engagement of our families and the broader community as partners in school and district reforms, as described above.
- Commitment to school-level autonomy and site-based decision-making, as defined in our strategic plan.<sup>7</sup> This commitment to autonomy, for example, provides heightened operational flexibility to our school leaders, including the ability to define and structure the school day, leverage available funds to align staffing to school needs, and direct oversight in hiring, removal and non-renewal.

**d. Describe the specific actions the district has taken or will take to recruit, screen and select external providers, if applicable.** Adams 14's model — and that of LAHS — focuses on building internal capacity and is not dependent on third parties, such as EMOs or CMOs.

**e. What specific actions has the district taken or will the district take to align other resources with the proposed interventions (e.g., Title 1, local grants)?** The district recently hired a grants specialist to help identify and align available grant and private-sector funding opportunities with strategic district and school needs, including those at LAHS.

**f. What *specific* actions has the district taken, or will take, to ensure flexibility, modify its practices, policies, oversight structures, outside of normal district constraints, if necessary, to enable its schools to implement the interventions fully and effectively?** The district has taken several steps to ensure greater operational flexibility for LAHS during its transformation, including:

- Budgetary autonomy, in order to align available resources to school-level needs
- Autonomy over school scheduling
- Authorization to pursue financial rewards for teacher performance at LAHS
- Alignment with SB-191, which precludes teacher placement and aligns, as well as a shift to principals' direct involvement, and final decision-making, in hiring of new teachers and staff

**g. For schools that are selected, how will the district demonstrate capacity to carry out the proposed interventions? If there are schools in the district that will not be covered by this grant, please provide a detailed explanation for why the district lacks the capacity to serve them.** The district will have spent a year laying the groundwork for the transformation work at LAHS and elsewhere by bringing in new leaders with a track record of success; engaging in weekly professional development to build capacity and a shared vision for implementation work of data-driven instruction; and fostering a shared sense of purpose and urgency with families and

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<sup>6</sup> Bambrick-Santoyo, 2010 & 2012

<sup>7</sup> [http://www.adams14.org/Websites/adams14/images/Strategic\\_Plan\\_FINAL\\_3-28.pdf](http://www.adams14.org/Websites/adams14/images/Strategic_Plan_FINAL_3-28.pdf)

the larger community. Importantly, the Board and administration also have advanced a detailed strategic plan to guide the work ahead. Further, as the district implements data-driven instruction in 2013-2014, data will be analyzed at the classroom, school and district levels, as well as at the teacher and child levels. Indicators will reveal early warning signs as to what course corrections, including significant ones, may be required. To support LAHS's transformation specifically, Adams 14 has convened a School Transformation Team (STT) to support and oversee LAHS's intervention plan. The STT includes Deputy Superintendent Kandy Steel, the Director of Student Achievement, the Director of Assessment and Technology, the assessment and research analyst, both Directors of Teaching and Learning and the grants specialist. The SST will convene at least monthly to monitor LAHS's progress and address course corrections, as needed.

LAHS is the only school in our district eligible for a TIG grant.

**h. What specific actions has the district taken, or will take, to sustain reforms after the funding period ends?** Our transformation model is based on transforming the practices and structures that inform teaching and learning at LAHS. In order to obtain rapid results, this proposal includes additions to staffing at LAHS. Looking beyond the potential life of the grant, we expect that a successful transformation will allow us to reduce LAHS's drop-out rate considerably, increasing available per-pupil revenue and offsetting loss of grant funding. Moreover, as an AEC, LAHS also plays a key role in re-engaging students who have dropped out of Adams 14's traditional high school, Adams City High School. Re-engagement with former students of both LAHS and Adams City should produce per-pupil gains for LAHS as well.

**i. Set feasible, attainable and measurable objectives for each project goal. Identify how progress will be monitored towards each objective. Identify the timeline by which progress targets should be met.** In forming its goals for improvement, LAHS identified several root causes leading to its underperformance, engaged in significant community outreach to gain constituent input into transformation planning and studied best practices among high-quality AECs.<sup>8</sup> The identified goals and supportive activities are feasible, attainable, and scaffolded over time to ensure proper progress monitoring and the ability to make course corrections, as needed.

***Goal 1: Dramatically improve instruction, through the implementation of data-driven instruction, heightened cultural competencies and related, job embedded professional development.***

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<sup>8</sup> The Donnell Kay Foundation, for example, in studying model AECs found that they share several characteristics, including "excellent leadership and instruction;" "student-centered design with flexible programming, competency-based curriculum and applied learning opportunities;" and "supplemental funding." See <http://dkfoundation.org/sites/default/files/files/Alternative%20Schools%20-%20Models%20for%20Success%20FINAL%202%205%2013.pdf>

Activity	Timeline	On-Track Indicators
Summer institute, incentivized, to on-board teachers and staff. Themes (to continue throughout year): <ul style="list-style-type: none"> <li>* Common Core standards</li> <li>* Creating effective formative, interim and summative assessments for grade-level coursework</li> <li>* Understanding student data within online course recovery programs</li> <li>* Understanding student data related to work readiness programs</li> <li>* Analyzing data to drive instructional decisions</li> <li>* Building culturally responsive practices for teaching and learning (see Singleton, Glenn E. and Linton, Curtis W. <i>Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools</i>, 2005)</li> </ul>	Annually in August	pre- and post-surveys of participant knowledge in core areas
Use of PD time for professional learning community & all-staff engagement, driven by data and to build culturally responsive practice.	Weekly, Ongoing	100% participation among teachers and staff, including instructional and ELD coaches, less illness-related absences
Weekly observations & coaching, from instructional coach and principal	Weekly, ongoing	Coaching tracking sheets show continual improvement of teacher use in quality assessments and data to drive instructional decisions.  Baseline of teacher competencies to be set in first month of school year, with 20% improvement gains monthly thereafter

***Goal 2: Implement student-centered academic design with flexible programming, competency-based curriculum and applied learning opportunities.***

This goal reflects a best practice for AECs, as traditional school environments have failed our students historically. By offering flexible programming and scheduling, LAHS will be better positioned to meet students needs, improve attendance and thus improve students' course completions, achievement, growth and graduation rate.

<b>Activity</b>	<b>Timeline</b>	<b>On-Track Indicator</b>
Implement dual school-day schedule, i.e., A.M. Cohort Schedule: 8:00-3:05 pm; P.M. Cohort Schedule: 10:25 am-5:26 pm	August 2013; Ongoing	It is expected that students meet and sustain an 80 percent attendance rate. Attendance will be monitored daily, and those who fall below 80 percent will be approached for further interventions.
Implement subject-specific blended-learning classrooms, with direct grade-level instruction and online course recovery, with certified subject-area teachers	August 2013 Ongoing	Students will make measurable progress towards completing course credits by completing course recovery units with an 80 percent success rate.
Integrate two periods within each schedule to support applied learning opportunities, electives, work-readiness courses, and intervention supports	August 2013; Ongoing	Students will make satisfactory progress with a minimum 80% on course assessments and 80% attendance rate in selected work-readiness and electives courses.

***Goal 3: Create new systems to support family and student engagement.***

<b>Activity</b>	<b>Timeline</b>	<b>On-Track Indicator</b>
Create and deliver annual orientation program for new and returning LAHS students and families	July 2013: Hire engagement coordinator  Develop orientation & engage in marketing  Delivery dates: August 2013 August 2014 August 2015	50% participation in year 1; 70% participation in year 2; 80% participation in year 3
Offer one-on-one orientations, or small group orientations, for students and families entering the school mid-year	Ongoing	Attendance rate for mid-year placements at 40% in year 1, 60% in year 2, 70% in year 3

Activity	Timeline	On-Track Indicator
<p>Convene and support parent/teacher/student organization (PTSO)</p>	<p>August 2013: Begin promotions &amp; outreach</p> <p>September 2013: Hold first meeting</p> <p>Hold meetings at least every other month, ongoing</p> <p>PTSO-Administration Community Meeting at least once per semester for school transformation update</p>	<p>PTSO meeting attendance average school-year growth at least 20%</p> <p>Attendance at PTSO-Administration sponsored Community Meeting each semester at 25% greater than average PTSO meeting attendance</p>
<p>Launch re-engagement efforts to support students and families affected by: poor attendance truancy drop-out</p>	<p>August-September 2013: Locate all available data sources for identifying students and families in need; assess prior school practices and district-level practices</p> <p>October 2013 Develop and pilot scaffolded protocol for outreach, to include phone, email, text, mail and home visits and to include the coordinator, teachers, the principal, counselor and others at appropriate junctures</p> <p>November 2013: Develop and pilot system for individualized re-engagement plans</p> <p>December 2013-forward: monitor &amp; adjust</p>	<p>* Attendance/truancy: 50% higher attendance among students with re-engagement plans, compared to students and families eligible for the program, but who did not take advantage</p> <p>* Drop-out: 50% re-enrollment among students and families who develop a re-engagement plan</p>

**j. Discuss how data will be disaggregated by subgroups on a regular basis.** Student proficiencies and growth — and the numbers of students tested, especially in subgroups — are currently so low at LAHS that disaggregation often renders statistically invalid results. That said, the department of assessment and technology has developed annual data reports for Adams 14 schools, a process that will be adapted for monthly delivery in 2013-2014 for LAHS in order to support transformation oversight. These monthly maps will be based on sets of data from newly

administered assessments for direct-instruction, grade-level classes, online course recovery work and work-readiness courses, as well as data related to attendance, truancy and enrollment. These maps will include disaggregated data for specific improvement areas, including achievement, student engagement, and college/workforce readiness.

**k. Who will monitor and evaluate the progress of the program? Who will be responsible for sharing those results with CDE on a monthly basis?** Aaron Diel, Assessment and Research Analyst, will compile, monitor and report data, in cooperation with the School Transformation Team. Prior to joining Adams 14, Mr. Diel served as a research analyst with the Denver Public Schools, as a data and evaluation analyst with the Colorado Department of Human Services and as a programmer in support of research and evaluation with the OMNI Institute.

**l. How will the project strategies be modified if the progress monitoring data does not show that targets have been met?** The monthly meetings of the School Transformation Team are designed to review data, goals, and action steps and to evaluate progress. In cases where targets are not being met or planned actions are not be implemented satisfactorily, attendees in these meetings will bring their diverse perspectives and expertise to bare on challenges and leverage meeting time to develop plan(s) for course corrections. In addition, at least one team member will visit LAHS weekly and observe in classrooms to provide regular feedback to the principal based on those observations.

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

**a. Submit the Unified Improvement Plan Addendum (Attachment E) for each proposed site. Use the template making sure to clearly address the needs assessment. Additional narrative detail may be added if there s not enough clarity within the plan itself.** Attached.

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

Data Category	Trends
<b>Demographics</b>	Race/ethnicity: 78% Hispanic, 19% White, 3 % Black FRL: 74% English Language Learners: NEP: 2% LEP: 14% FEP: 19% Special Education: 11% (2011-2012)

Data Category	Trends
<b>Enrollment &amp; Student Perceptions</b>	<p>Adams 14 is experiencing an increase in enrollment district-wide. At LAHS, enrollment increased to 149 students from 89 students, between the 2010-2011 and 2011-2012 school years.</p> <p>In a May 2012 district-administered survey:  * A large majority of students (69%) said school was never or only sometimes interesting.  * 53% said they never or only sometimes learn a lot at school.</p>
<b>State AEC SPF</b>	Turnaround status, earning just 31% of available points
Academic Achievement	<p>28.6% of possible points earned</p> <p>TCAP/CSAP Academic Achievement:  Reading, 19.61% proficient/advanced  Mathematics, 1.96% proficient/advanced  Writing, 6.25% proficient/advanced  Science, 4.08% proficient/advanced</p>
Academic Growth	<p>33.3% of possible points earned</p> <p>TCAP/CSAP Academic Growth:  Reading, 33%  Mathematics, 28%  Writing, 42%  NWEA MAP:  Reading, 42  Language Arts, 35.1  Math, 37.4</p>
Student Engagement:	<p>25% of possible points earned</p> <p>75.6% attendance  19.6% truancy</p>
Post-Secondary and Workforce Readiness	<p>33.3% of possible points earned</p> <p>Completion Rate: 48.7%  Dropout Rate: 24.3%  Colorado ACT Composite: 13.5</p>

Data Category	Trends
<b>Teachers</b>	<p>Staff at LAHS includes 10 teachers and 1 administrator, who have been at the school an average of four years. Thirty percent have been with the district less than a year, and one employee has been at the school for more than 10 years. In a May 2012 district-administered survey, teachers indicated a high degree of readiness for reform and transformation:</p> <ul style="list-style-type: none"> <li>* 60% expressed frustration with professional development, disagreeing or disagreeing strongly that such activities are “based on student achievement and documented need.”</li> <li>* An equal percentage said provided professional development failed to impact their teaching strategies.</li> <li>* A majority (60%) disagreed that the curriculum design is “focused on continuity and integration across grade levels.”</li> <li>* None of the teachers (0%) felt there was adequate parent participation in the school.</li> </ul>
<b>Parents</b>	<p>Parent voice and involvement has been decidedly absent at LAHS historically. For example, there is no parent/teacher organization at the school, and few relationships have been forged or sustained between staff and parents. (Preparation for transformation has afforded some important first steps.)</p>

These data sets point toward two fundamental issues at LAHS: 1) low achievement, growth and readiness, and 2) low engagement.

**c. Analyze the current conditions in the proposed school(s) by identifying root causes. What is preventing the school from increased academic performance? To what does the district attribute the failure of student academic growth over time?** Students’ low achievement, growth and readiness is a direct result of 1) an academic program design that fails to meet students’ needs, and 2) lack of meaningful, job-embedded professional development to bolster teacher effectiveness, especially as it relates to data-driven instruction. Low engagement stems from 1) lack of a high-quality instructional program (see low achievement, growth and readiness, above), and 2) the absence of meaningful engagement opportunities and supports.

**d. Analyze the current conditions in the district by demonstrating that the LEA has the capacity to ensure that the school(s) implements the required activities of the selected school intervention model fully and effectively. (Attach relevant data: external evaluation, relevant student achievement, school performance and relevant school culture data as an appendix.)** There are multiple pieces now in place within Adams 14 that situated it well for intensive support and oversight of a significant intervention at LAHS, including:

Transparent Accountability to the School Board — With the Board’s authorization of the strategic plan, district and school-level leaders understand exactly what is expected, why and by when.

Reconstruction of Adams 14 Leadership — The Board means business, and so does the new leadership of Adams 14, including the new superintendent, deputy superintendent, director of assessment and technology, and two directors of teaching and learning. They are joined by district veterans, including the director of student achievement, who share a steadfast commitment to transformation and a track record of professional excellence.

Principal Hiring — Seven of 11 principals in Adams 14 were hired during the 2012-2013 school year. In order to support its transformation agenda, the district has placed steadfast emphasis on selecting (or retaining) school-level leaders with demonstrated commitments to data-driven instruction and with successful track records of leadership resulting in increased achievement among diverse student populations. Gianni Thompson, LAHS’s new principal, is no exception.

Leadership PLC — Professional learning communities aren’t just for teachers; they’re for leaders, too. Adams 14 has implemented a weekly PLC that brings together principals and district leadership to delve deep into implementation issues related to transformation plans at the school and district levels. The PLC includes Mr. Thompson of LAHS and the principal of Hanson Elementary, another Adams 14 school that has experienced improvement with a TIG-supported transformation.

School Transformation Team — Adams 14 has convened a School Transformation Team (STT) to support and oversee LAHS’s intervention plan. The STT includes Deputy Superintendent Kandy Steel, the Director of Student Achievement, the Director of Assessment and Technology, the assessment and research analyst, both directors of Director of Teaching and Learning, and the grants specialist.

Data Collection & Analysis — Adams 14 has invested significantly in new personnel to build our capacity for robust data collection and analysis, with the hires of both a director of assessment and technology and an assessment analyst. The district also has imbedded data-driven instruction and related leadership activities and practices (as defined by Bambrick-Santoyo, 2010 & 2012) into the Leadership PLC, preparing principals for implementation in 2013-2014.

Incentivizing Teacher Effectiveness — Because the need for accelerated learning is particularly acute among LAHS students, it will incentivize teacher effectiveness with financial rewards, assuming TIG support. Teachers also will have access to incentivized professional development opportunities, such as the Summer Institute.

Fiscal Grant Oversight — Adams 14 has built a professional team to assist school-level leaders with fiscal oversight of grants, ensuring appropriate and discreet use of funds. The team includes the chief financial officer, a grants accountant and a grants specialist.

***Attached, please find the LAHS School Data Profile for 2012-2013, an organizational chart for the district and the Board-adopted Strategic Plan.***

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

LAHS	2011-2012 Baseline	2013-2014 Target	2014-2015 Target	2015-2016 Target	2012 SPF AEC Meets Expectations	2012 SPF AEC Exceeds Expectations
Proficiency: Reading	19.61	26	30	35.4	35.4	54.8
Proficiency: Mathematics	1.96	4	7	9.4	4.4	9.4
Proficiency: Writing	6.26	11	13	14.6	14.6	28.6
Growth: Reading	33	37	42	46.8	46.8	57.4
Growth: Mathematics	28	32	37	42	42	50.6
Growth: Writing	42	48	53	57.2	43.4	57.2
Student Engagement: Attendance	75.6	83	87	93.1	86.46	93.1
Student Engagement: Truancy	19.6	12	9.5	7.69	7.69	0.53
Readiness: Completion Rate	48.7	53	56	58	55.8	72
Readiness: Dropout	24.3	17	12	9	11.3	4.5
Readiness: ACT	13.5	14	15	15.5	15.5	16.6

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

LAHS's root causes indicate that its underperformance is directly related to a) a poorly structured academic program that has failed to meet students' needs, b) lack of meaningful, job-embedded professional development, especially as it relates to using data to drive instruction, and c) few meaningful opportunities for family and student engagement. The best school intervention model for LAHS is transformation, and its intervention plan meets all the requirements of the model, as demonstrated in Attachment E.

**g. Provide evidence to demonstrate the proposed plan is aligned with the district Unified Improvement Plan.** Major improvement strategies identified in Adams 14's UIP are 1) Enable a culture and climate that support student success [to include elements related to family and student engagement], 2) Implement Data Driven Instruction (DDI) to improve academic growth and achievement for all groups of students; 3) Implement aligned programs and initiatives to support the District moving forward to increase student achievement, and 4) Evaluate and redesign secondary structures [like those at LAHS] to increase student achievement. These strategies are reflected in the transformation plan for LAHS as well.

**h. Provide evidence to demonstrate the sustainability after the implementation of the changes.** As described earlier, looking beyond the potential life of the grant, we expect that a successful transformation will allow us to reduce LAHS's drop-out rate considerably, increasing available per-pupil revenue and offsetting loss of some grant funding. Moreover, as an AEC, LAHS also plays a key role in re-engaging students who have dropped out of Adams 14's traditional high school, Adams City High School. Re-engagement activities should also produce per-pupil gains for LAHS.

#### **Section IV: Budget Narrative**

**a. All expenditures contained in the budget are described in the budget narrative and justified in connection to project goals, activities and specific model. The costs of the proposed project are reasonable and the budget sufficient in relation to the objectives, design and scope of the project activities.** The budget for LAHS's transformation is aligned as follows. Implementation of integrated blended learning model: addition of math, science and language arts teacher, 1 each, to ensure student access to direct instruction at grade-level and to course recovery supports by subject-area certified teachers (\$158,208 in salaries; \$41,134 in benefits), plus a contracted interventionist to provide targeted supports to individual students (\$55,000). Implementation of professional development to build teacher effectiveness, through data-driven instruction and individual observation and coaching. Associated costs are a contracted instructional coach (\$60,000), an incentivized Summer Institute (\$9,712), a small amount for miscellaneous expenses (\$2,500) for Summer Institute, professional learning communities and all-staff PD efforts, and \$13,500 in performance incentives for teachers and the principal, along with \$2,565 in related benefits. Family engagement and re-engagement: The budget affords a contracted engagement coordinator (\$35,000), with costs dissipating over time as related systems are institutionalized. Indirect costs are listed as well.

**b. Amount of school improvement funds to be used for both pre-implementation and implementation of the selected model and activities in each school the LEA commits to serve is clearly delineated.** LAHS is not requesting pre-implementation funds. The School Improvement Team will work directly with Principal Thompson to advance preparatory activities, before the new fiscal year starts July 1.

**c. Amount of school improvement dollars used by the LEA to support implementation of the selected school intervention model and activities are clearly detailed.** As specified in (a) above, amounts are specifically aligned to transformation activities.

**d. Demonstrates how the district will align current and future funding in support of improvement goals.** As described earlier, looking beyond the potential life of the grant, we expect that a successful transformation will allow us to reduce LAHS's drop-out rate considerably, increasing available per-pupil revenue and offsetting loss of some grant funding. Moreover, as an AEC, LAHS also plays a key role in re-engaging students who have dropped out of Adams 14's traditional high school, Adams City High School. Re-engagement activities should also produce per-pupil gains for LAHS.

**e. Details any portion of the plan paid for by grant funds.** LAHS has not sought additional funding for its transformation, although the district has hired a grants specialist to help identify and align grant opportunities and private-sector funding to support strategic needs of the district and its schools, including LAHS.

**Lester Arnold High School (LAHS)  
Tiered Intervention Grant  
Application Addendum**

***Extending the School Day***

Historically, LAHS students have “been in seats” as few as 4.5 hours per day. The Tiered Intervention Grant will allow LAHS to extend learning time for students significantly and allow for teacher planning and professional development. In order to accommodate life realities for our AEC students, we will run morning and afternoon cohorts, each with its own dedicated faculty. (The split schedule also allows for increased enrollment of up to 200 students, keeping the size of core classes at 25 students or less.) The school day will be supplemented by tutoring/enrichment programs before and after school, through 21st Century funding. In addition, LAHS will offer nighttime credit recovery labs, allowing our students extra time and support to accelerate their progress toward graduation. Functionally, our building will be open and accessible to students for 13 hours per day Monday-Thursday, and for 9.5 hours on Fridays.

		LAHS Transformation School Schedule			
Start 8:00 am; 65 minute blocks		AM Cohort: Core Classes (Blended)		PM Cohort: 21st Century (tutoring/enrichment)	
		AM Cohort: Core Classes (Blended)			
		AM Cohort: Core Classes (Blended)		PM Cohort: Interventions/ Electives/Recovery	Teacher PD
		AM Cohort: Core Classes (Blended)			Teacher Planning
30 minutes			Lunch		
	Teacher Planning	AM Cohort: Interventions/ Electives/Recovery		PM Cohort: Core Classes (Blended)	
	Teacher PD			PM Cohort: Core Classes (Blended)	
		AM Cohort: 21st Century (tutoring/enrichment)		PM Cohort: Core Classes (Blended)	
End time 5:26				PM Cohort: Core Classes (Blended)	
4:30-9:00			Evening Credit Recovery Labs		

### ***Transforming the Strength of the Academic Program***

LAHS's transformation plan is designed to improve student performance dramatically, especially in math and language arts:

- All students will participate in grade-level academic courses, along with credit recovery, in core subject classrooms that employ blended learning with a subject-area certified teacher. This is a tremendous shift in program design. Previously, for example, it was not uncommon for students to work in a credit recovery room without a teacher who was subject-certified in a student's particular need area. Blended learning classrooms will ensure students have constant access to both grade-level direct instruction and subject-area supports for credit recovery. The model also affords for small-group interventions and collaborations.
- Math and literacy classrooms will be supported by interventionists, one on the AM track and another employed for the PM track. These interventionists not only will provide individual or small-group support during core subjects, but also will leverage the elective/intervention blocks to provide additional support, as needed.
- Class sizes will be kept small in core subjects, with no more than 25 students per classroom.
- Importantly, LAHS is transitioning to data-driven instruction, which will allow teachers and interventionists to target instruction at the classroom and individual levels with intention and specific purpose. As an AEC, educators will consider all data available, including information from students' work in course recovery.
- As described below, the transformation also will allow us to employ an ELA interventionist, who will rotate on the AM and PM blocks, allowing us to focus in on — and close — gaps between our ELA and non-ELA students.

### ***A Note About Our ELA Program***

Although LAHS has a smaller percentage of English Language Learners than other schools in our district, LAHS's transformation provides a critical opportunity to better meet these students' needs. Historically, district staff have provided weekly interventions to ELL students at LAHS. Our revised budget, however, includes the addition of an ELA interventionist who will alternate on the split schedule. With continued support from the district's ELA coordinator, the ELA interventionist will a) oversee student assessments and the development of individual learning plans, as needed; b) work with students during core classes and during intervention/elective blocks, as needed; and c) provide meaningful professional development to LAHS teachers, including PD around sheltered instruction.

### ***Leveraging Resources & Partnerships***

LAHS's transformation model is built around extended learning time; it's also designed to leverage resources and partnerships in creative ways that strengthen academic programs and expand opportunities for the youth in our care. In addition to tutoring and enrichment programs funded through 21st Century, our model also includes:

- A significant realignment of historical LAHS staffing that allows us to cover all 8 of the needed core subject area teachers;
- The district's assignment of an instructional coach, to supplement coaching to be provided by the administration, in order to strengthen the quality of teaching building-wide, using Title funding;
- Access for LAHS students to Career and Technical Education programs offered at Adams City High School, during elective/intervention blocks;
- A new partnership with Goodwill's Youth Career Development Program, to help prepare students for, and place students in, meaningful job opportunities. (This program also will be offered during elective/intervention blocks.)
- A new partnership with the Adams County Workforce Investment Act Youth Program (WIA), which will provide individual case management, mentoring and financial incentives to LAHS students and also allow them to connect work experiences to credit-earning opportunities. (Again, access will be offered during elective/intervention blocks.)

### ***The Revised Budget***

It is important to restate the fundamentals of our transformation model. This grant will provide the resources necessary to dramatically transform LAHS into a model AEC — and a model high school — through the implementation of a) extended learning opportunities, b) significant professional development to support data-driven instruction, along with data-based teacher accountability, c) an integrated blending learning model in core classes, and d) new systems to support family and student engagement and re-engagement.

Our revised budget looks significantly different than the budget submitted originally. With our original proposal, we did not have the benefit of the district's 2013-2014 budget. As part of that budgeting process, the enrollment forecast for LAHS increased by 65 students.<sup>1</sup> This reality, combined with a commitment to creatively leverage existing resources, shifts our needs. Our “big buckets” are as follows:

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<sup>1</sup> The district has long run an Intergenerational Learning Center that provided both adult education and some youth programs, including GED courses and expulsion school. Beginning in 2013-2014 SY, all youth-based programs will operate at LAHS. This strategic shift ensures that all youth, ages 21 and under, will have access to the full scope of our alternative programs and supports.

	<b>Extended Learning Time</b>	<b>Data-Driven Instruction &amp; Accountability</b>	<b>Blended Core Classes</b>	<b>Family &amp; Student Engagement</b>	<b>Rationale</b>
Assistant Principal	x	x		x	The AP will ensure oversight throughout our 13 hour day and serve as one of 3 instructional coaches in the building, along with the principal and the coach being provided by the district. In addition, he or she will manage family/student engagement initiatives.

	<b>Extended Learning Time</b>	<b>Data-Driven Instruction &amp; Accountability</b>	<b>Blended Core Classes</b>	<b>Family &amp; Student Engagement</b>	<b>Rationale</b>
ELA Interventionist	x	x	x		The ELA interventionist will oversee needed interventions during the elective/ intervention blocks, ensure proper data-driven instruction for ELLs, and provide needed supports in blended core classes.
AM Interventionist		x	x		The AM interventionist will work with teachers and students in the AM cohort's math and literacy classes, helping to drive and implement data-driven instruction in blended core classes.

	<b>Extended Learning Time</b>	<b>Data-Driven Instruction &amp; Accountability</b>	<b>Blended Core Classes</b>	<b>Family &amp; Student Engagement</b>	<b>Rationale</b>
PM Interventionist		x	x		The PM interventionist will work with teachers and students in the AM cohort's math and literacy classes, helping to drive and implement data-driven instruction in blended core classes.
Student Engagement Coordinator				x	The student engagement coordinator will work to re-engage students and strategize with them to address any attendance issues.
Family Engagement Coordinator				x	The family engagement coordinator will work to create home-school partnerships, including the development of a PTSO.

	<b>Extended Learning Time</b>	<b>Data-Driven Instruction &amp; Accountability</b>	<b>Blended Core Classes</b>	<b>Family &amp; Student Engagement</b>	<b>Rationale</b>
Summer Institute		x	x		An annual Summer Institute will collectively onboard instructional staff with annual strategic goals and PD frameworks.
Teacher/Principal Incentives		x			Core subject area teachers, the principal and assistant principal will gain access to incentive bonuses, based on student outcomes.

	<b>Extended Learning Time</b>	<b>Data-Driven Instruction &amp; Accountability</b>	<b>Blended Core Classes</b>	<b>Family &amp; Student Engagement</b>	<b>Rationale</b>
Targeted PD & Train the Trainers		x	x		At least once monthly, teacher planning and PD blocks will be combined to offer adequate time for collective, targeted PD, based on needs identified during coaching. These PD sessions occasionally will involve third-party providers. We also anticipate that needs may be identified that will require staff travel to PD train-the-trainers.

	<b>Extended Learning Time</b>	<b>Data-Driven Instruction &amp; Accountability</b>	<b>Blended Core Classes</b>	<b>Family &amp; Student Engagement</b>	<b>Rationale</b>
Evening Credit Recovery Labs	x	x		x	All students at LAHS are behind on credit for grade level. Evening credit recovery labs will afford extra time for students to engage in school work and accelerate progress toward graduation. Student progress in evening labs will be monitored as part of data-driven instruction.