

Cover Sheet for Colorado's Unified Improvement Plan for Districts for 2010-11

Organization Code: **0980** District Name: **Harrison 2** AU Code: **21020** AU Name: **EL PASO 2 HARRISON**

DPF Year: **1-Year**
Accountable By: **3-Year**

Section I: Summary Information about the District/Consortium

Directions: CDE has pre-populated the district's 2009-10 data in **blue** text which was used to determine whether or not the district met the 2009-10 accountability expectations. More detailed reports on the district's results are available on SchoolView (www.schoolview.org). The tables below have been pre-populated with data from the District Performance Framework and AYP (available through CDE reports shared with the districts). The state and federal expectations are provided as a reference and are the minimum requirements a district must meet for accountability purposes.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 District Results			Meets Expectations?			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Approaching * Consult your District Performance Framework for the ratings for each content area at each level.		
			71.5	70.5	71.5	65.5	60.6	58.4			
		M	70.5	50.0	32.2	68.5	47.0	21.9			
		W	54.7	56.4	48.6	53.1	49.3	40.3			
		S	48.0	45.6	48.9	35.7	31.4	32.6			
	ESEA: Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in reading and math for each group Expectation: Targets set by state www.cde.state.co.us/FedPrograms/danda/aypprof.asp	Overall number of targets for District: 146			% of targets met by District: 95.9%			R	Elem	MS	HS
									NO	YES	YES
								M	YES	YES	NO
								Grad	--	--	NO
	IDEA: CSAP, CSAPA for Students with Disabilities on IEPs Description: % PP+P+A in reading and math for students with IEPs Expectation: Targets set by state in State Performance Plan	R	59.0%			52.2%			NO		
		M	59.5%			51.2%			NO		

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

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 District Results			Meets Expectations?	
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.	R	Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			34	34	30	51	45	50	
		M	53	71	98	53	51	45	
		W	44	57	69	50	51	53	
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your district's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.			See your district's performance frameworks for listing of median growth by each disaggregated group.			Overall Rating for Growth Gaps: Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	Graduation Rate Expectation: 80% or above for all students. For IDEA, disaggregate by students on IEPs.	80% or above(overall and for students on IEPs)			Overall	64.7%	Does Not Meet		
					IEPs	67.2%	NO		
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall	3.6%		4.5%		Approaching		
		IEPs	2.4%		1.6%		YES		
		Mean ACT Composite Score Expectation: At or above State average	20			17.4		Approaching	

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

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations	'09-10 Grantee Results	Meets Expectations?
English Language Development and Attainment	AMAO 1 Description: % making progress in learning English on CELA Expectation: Targets set by state for all AMAOs	48% of students meet AMAO 1 expectations	55.09%	YES
	AMAO 2 Description: % attaining English proficiency on CELA	5% of students meet AMAO 2 expectations	11.20%	YES
	AMAO 3 Description: % of AYP targets met for the ELL disaggregated group	All (100%) ELL AYP targets are met by district	100.00%	YES

Educator Qualification and Effectiveness Measures

Performance Indicators	Measures/ Metrics	'09-10 State and Federal Expectations	'09-10 District Results		Expectations Met?
Teacher Qualifications	% of classes taught by Highly Qualified Teachers (as defined by NCLB)	100% of core content classes taught by HQ teachers	2007-08	96.2%	NO
			2008-09	97.2%	NO
			2009-10	97.7%	NO

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for completing improvement plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited with Improvement Plan	The district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement an improvement plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. Refer to the Quality Criteria for District Improvement Plans available on the SchoolView.org Learning Center to ensure that all required elements are included in the district's plan.
Dropout/Re-engagement Designation to Increase Graduation Rates	District had a graduation rate (1) below 70% in 2007-8, and (2) below 59.5% in 2008-09 and (3) a dropout rate above 8%.	District has not been identified as a high priority/priority dropout district	District does not need to complete a plan that addresses the Student Graduation and Completion Plan requirements.
ESEA Accountability			
Program Improvement or Corrective Action (Title IA)	District missed AYP target(s) in the same content area and level for at least two consecutive years	Corrective Action – Year 5	The district is required to revise the corrective action plan for Title I so that it goes beyond the previous plan. The plan must be submitted to CDE by January 17, 2011 using the Unified Improvement Planning Template. Refer to the Quality Criteria for District Improvement Plans available on SchoolView.org Learning Center to ensure that all required elements are included in the district's plan.
2141c (Title IIA)	District did not make district AYP and did not meet HQ targets for three consecutive years	District has been identified under 2141c	District must enter into an agreement with CDE on the use of Title IIA funds by using the UIP. Incorporate strategies to strengthen staff capacity and improve professional development into your improvement plan. In addition, complete Section V of the template which details how your Title IIA funds will be allocated. Refer to the Quality Criteria for District Improvement Plans available on SchoolView.org Learning Center to ensure that all required elements are included in the district's plan.
Program Improvement (Title III)	District/Consortium missed AMAOs for two consecutive years	Grantee is not identified under Title III	Grantee (district or consortium lead) does not need to complete a plan that addresses the Title III requirements.

Section II: Improvement Plan Information

Directions: This section should be completed by the district/consortium lead.

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the district participating in any grants associated with district improvement (e.g., CTAG, District Improvement Grant)? Provide relevant details.	NO
CADI	Has or will the district participated in a CADI review? If so, when?	NO
Self-Assessment	Has the district recently participated in a comprehensive self- assessment for Title IA Corrective Action? If so, include the year and name of the tool used.	NO
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	NO

Improvement Plan Information

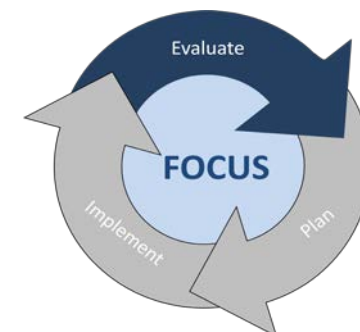
The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

- ☒ State Accreditation
 ☒ Dropout/Re-Engagement Designation
 ☒ Title IA
 ☒ Title IIA
 ☒ Title III
 ☐ CTAG Grant
☐ District Partnership Grant
 ☐ District Improvement Grant
 ☐ Other: _____

District or Consortium Lead Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Dan Snowberger, Executive Director of Schools
	Email	DSnowberger@hsd2.org
	Phone	719-538-1330
	Mailing Address	1060 Harrison Road; Colorado Springs, CO 80905
2	Name and Title	Morgan Kibby, Grants Manager
	Email	MKibby@hsd2.org
	Phone	719-579-2301
	Mailing Address	1060 Harrison Road; Colorado Springs, CO 80905

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. Provide a narrative that examines the data for your district/consortium – especially in any areas where the district/consortium was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, districts/consortia are required to pull specific performance reports and are expected to supplement their analyses with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in Step Two.

- *Required reports.* At a minimum, the school is expected to reference key data sources including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), (4) Post Secondary Readiness data, and (5) CELApro and AMAO data. This information is available either on SchoolView (www.schoolview.org/SchoolPerformance/index.asp) or through CDE reports shared with the district.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	District Processes Data	Perception Data
<ul style="list-style-type: none"> • Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency) • Student Early Warning System data (e.g., course failure in core courses, students on track/off track with credits to advance or graduate) 	<ul style="list-style-type: none"> • District locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover, effectiveness measures, staff evaluation) • List of schools and feeder patterns • Student attendance/absences • Safety and Discipline Incidence Data (e.g., suspension, expulsions, discipline referrals) 	<ul style="list-style-type: none"> • Comprehensive evaluations of the district (e.g., CADI) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure (e.g., induction, coaching, common planning time, data teams) • Services and/or programs (Title I, special ed, ESL/bilingual) • Extended day or summer programs • Dropout Prevention & Student Engagement Practices Assessment 	<ul style="list-style-type: none"> • Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level) • School climate/prevalence of risk surveys (e.g., Healthy Kids Colorado)

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post-secondary/workforce readiness). The summary provided in Part I of this template (pp. 1-4) will provide some clues as to which content areas, grade levels and disaggregated groups the district/consortium need attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should identify observations of its performance strengths on which it can build, and performance challenges or areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which the district/consortium did not at least meet state and/or federal expectations. These efforts should be documented in the Data Narrative. Trends and priority needs should be listed in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in Step Two. A cause is a “root cause” if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education). Finally, the district/consortium should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Narrative. Root causes should also be listed in the Data Analysis Worksheet.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your district/consortium level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analyses will guide the major improvement strategies you choose in Section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes												
Academic Achievement (Status)	<p>Percent Proficient & Advanced 2008-2009-2010</p> <table> <tr> <td>Reading</td><td>57</td><td>59</td><td>61</td></tr> <tr> <td>Writing</td><td>43</td><td>48</td><td>47</td></tr> <tr> <td>Math</td><td>42</td><td>45</td><td>47</td></tr> </table>	Reading	57	59	61	Writing	43	48	47	Math	42	45	47	<p>Continue efforts to attain an aligned curriculum.</p> <p>Provide quality progress monitoring assessments to assist teachers in tracking skill attainment on state standards.</p>	<p>Teachers often find themselves teaching a resource as opposed to a guaranteed and viable curriculum - set of knowledge outlined by the State standards.</p> <p>While teachers track student performance traditionally with grades and unit test performance, clear focus on skill attainment based on the state standards is often overlooked. Assessments must be based on clear understanding of what students need to know and be able to do.</p>
Reading	57	59	61												
Writing	43	48	47												
Math	42	45	47												
Academic Growth	<p>Median Growth Percentile 2008-2009-2010</p> <table> <tr> <td>Reading</td><td>51</td><td>49</td><td>48</td></tr> <tr> <td>Writing</td><td>50</td><td>53</td><td>51</td></tr> <tr> <td>Math</td><td>45</td><td>48</td><td>51</td></tr> </table>	Reading	51	49	48	Writing	50	53	51	Math	45	48	51	<p>Provide professional development around effective instructional practices in literacy, especially at the elementary level.</p> <p>Provide professional development on effective instructional practices in writing.</p> <p>Provide focused professional development on effective instructional practices in math, specifically at the secondary level.</p> <p>Provide quality progress monitoring assessments to assist teachers in tracking skill attainment on state standards.</p>	<p>While teachers track student performance traditionally with grades and unit test performance, clear focus on skill attainment based on the state standards is often overlooked. Assessments must be based on clear understanding of what students need to know and be able to do.</p> <p>The factor within a classroom that has the greatest impact on student achievement is the quality of the teacher. Professional development must be focused on providing effective strategies to teachers to accomplish critical instructional goals.</p>
Reading	51	49	48												
Writing	50	53	51												
Math	45	48	51												



Data Analysis Worksheet (cont.)

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes																
Academic Growth Gaps	<p>Harrison continues to show an achievement gap in students with disabilities. The data is as follows:</p> <table><tr><td>(IEP/Non)</td><td>2008</td><td>2009</td><td>2010</td></tr><tr><td>Reading</td><td>44/52</td><td>48/50</td><td>47/48</td></tr><tr><td>Writing</td><td>42/51</td><td>45/53</td><td>48/52</td></tr><tr><td>Math</td><td>42/45</td><td>47/48</td><td>48/51</td></tr></table>	(IEP/Non)	2008	2009	2010	Reading	44/52	48/50	47/48	Writing	42/51	45/53	48/52	Math	42/45	47/48	48/51	<p>Continued emphasis on mastery of grade level standards for all students, including those with disabilities.</p> <p>Provide quality progress monitoring assessments to assist teachers in tracking skill attainment on state standards.</p>	<p>Because of an identified disability, students often have different expectations placed upon them then their non-disabled peers.</p> <p>Disabled students are often exempt from assessment systems implemented at the local level, thereby lacking the necessary information to track attainment of state standards throughout the year.</p>
(IEP/Non)	2008	2009	2010																
Reading	44/52	48/50	47/48																
Writing	42/51	45/53	48/52																
Math	42/45	47/48	48/51																
Post Secondary/Workforce Readiness	<p>Harrison continues to focus on its graduation rate and will implement aggressive steps in the coming years.</p> <table><tr><td></td><td>2008</td><td>2009</td><td>2010</td></tr><tr><td>Grad Rate</td><td>XX%</td><td>XX%</td><td>66.0%</td></tr></table>		2008	2009	2010	Grad Rate	XX%	XX%	66.0%	<p>Ensure that every student looks forward to participating in a post secondary option.</p> <p>Ensure that supports are in place to help students achieve proficiency in CORE learning areas before exiting high school</p>	<p>Harrison has operated a large GED program serving students from around the El Paso region – a majority from neighboring districts. As Harrison enrolled these students, they immediately impacted the graduation rate of the district. During the 2010-11 school year, Harrison closed its program to non district participants.</p>								
	2008	2009	2010																
Grad Rate	XX%	XX%	66.0%																
English Language Development and Attainment (AMAOs)	<p>Harrison School District met all three AMAO's during the 2009-10 school year.</p>	N/A	N/A																
Teacher Qualifications (Highly Qualified Teachers)	<p>Harrison continues to make progress toward meeting 100% HQ staff.</p> <table><tr><td>% HQ</td></tr><tr><td>2007-2008 – 96.2%</td></tr><tr><td>2008-2009 – 97.2%</td></tr><tr><td>2009-2010 – 97.7%</td></tr></table>	% HQ	2007-2008 – 96.2%	2008-2009 – 97.2%	2009-2010 – 97.7%	<p>Harrison continues to seek highly qualified staff through a variety of methods including participation in the Teach for America Program and the implementation of Early Recruitment Programs from local universities.</p>	<p>Harrison has aggressively pursued the best and brightest teachers, often finding many from other states. Due to the time delay in licensure, candidates often are marked as non-HQ due to the lag time in processing paperwork at the State level.</p> <p>Harrison is encountering the same shrinking pool that other districts experience with regard to teacher candidates.</p>												
% HQ																			
2007-2008 – 96.2%																			
2008-2009 – 97.2%																			
2009-2010 – 97.7%																			

Step 4: Create the Data Narrative

Directions: Describe the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for District/Consortium

<p>Trend Analysis and Priority Needs: On which performance indicators is our district/consortium trending positively? On which performance indicators is our district/consortium trending negatively? Does this differ for any disaggregated student groups, (e.g., by grade level or gender)? What performance challenges are the highest priorities for our district/consortium?</p>		<p>Root Cause Analysis: Why do we think our district/consortium's performance is what it is?</p>		<p>Verification of Root Cause: What evidence do we have for our conclusions?</p>
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Narrative:

The Harrison School District comprises 22 schools that serve approximately 10,500 students in the southeast section of Colorado Springs. The District employs 810 licensed staff and 520 support staff. 65% of HSD2 teachers are probationary (1st, 2nd, 3rd year) and the district employs approximately 150 (15-20%) new teachers each year. HSD2 is the most ethnically diverse among the ten school districts in the Pikes Peak region. 40% of the students claim Hispanic heritage; 28% are Black and 25% are Caucasian. Approximately 1,200 (11%) of HSD2 students meet the eligibility criteria for placement on IEP's. 1,500 (14%) of HSD2 students have been identified as English Language Learners. For 95% of the identified ELL students, Spanish is the first language. The mobility rate for the 2007-2008 school year was 38.6%. Over the last few years, poverty in the District has grown from 62% to 79% as defined by the number of children that qualify for free and reduced lunch.

In 2006, HSD2 embarked on a journey to significantly raise student achievement and focused on improving the quality of instruction. Accomplishing that goal required a transformation of the system – we had to change the way we thought about our profession, the way we worked, the way we taught. We changed our Core Beliefs, making no excuses for quality instruction and believing that, with our help, all students could learn and reach their potential. We raised our expectations and professional standards. We developed our instructional leaders, built a culture of instructional feedback, established rigorous evaluation systems, and created an educational system where teachers and administrators are accountable for results.

Five years later, we have accomplished what few, large at-risk districts ever have – we have significantly improved the quality of instruction and raised student achievement. We did this even though our poverty indicator grew from 60% to 75%. Harrison is considered a state success story and recognized as one of the most innovative districts in the nation.

Student Achievement Results

The 2009 & 2010 CSAP scores marked the largest increase in proficiencies for Harrison students in the history of the state tests. Out of the 27 CSAP areas tested, District students stayed almost level (not more than 2 pt drop) on two exams and improved on 22 exams in 2009 and on 21 exams in 2010. Furthermore, our subgroups performed even with or exceeded the performance of their non-subgroup peers. No other district in the Pikes Peak area and no other large at-risk district in the state improved proficiency as much as the Harrison District this year. More important than the one year improvement is the significant improvement the District's students have demonstrated over the last four years. Our students have significantly improved proficiency in 25 of 27 areas over the last four years.

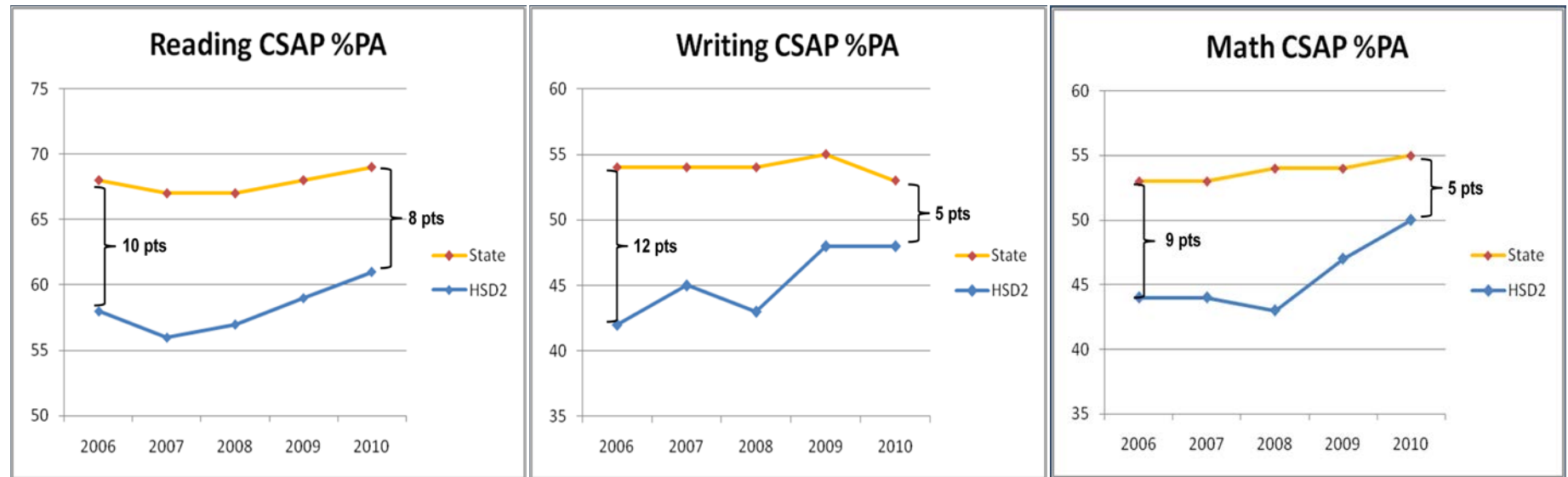
Reading (% PA)						
	Harrison			Colorado		
	2008	2009	2010	2008	2009	2010
3rd	59	69	65	70	73	70
4th	59	59	65	66	65	66
5th	60	61	64	70	69	70
6th	61	61	63	71	72	72
7th	56	58	56	65	67	68
8th	54	52	61	67	64	68
9th	52	56	57	66	67	68
10th	57	58	57	66	69	66
Avg	57	59	61	68	68	69
Diff	4	16	14	4	5	2

Writing (% PA)						
	Harrison			Colorado		
	2008	2009	2010	2008	2009	2010
3rd	43	54	54	50	54	50
4th	42	45	47	52	51	50
5th	50	53	52	59	58	57
6th	50	54	50	60	61	57
7th	49	51	47	58	62	58
8th	40	42	47	53	53	55
9th	35	41	41	49	51	49
10th	35	40	37	47	49	47
Avg	43	48	47	54	55	53
Diff	-14	36	-5	-3	11	-16

Math (% PA)						
	Harrison			Colorado		
	2008	2009	2010	2008	2009	2010
3rd	63	68	68	70	69	71
4th	63	66	70	68	70	70
5th	56	60	64	65	63	66
6th	55	50	56	61	63	61
7th	33	46	38	46	54	49
8th	30	36	41	47	50	51
9th	21	19	26	38	35	39
10th	16	17	16	30	30	30
Avg	42	45	47	53	54	55
Diff	-11	25	17	0	9	3

Science (% PA)						
	Harrison			Colorado		
	2008	2009	2010	2008	2009	2009
5th	30	33	34	44	45	47
8th	29	31	30	46	49	48
10th	31	35	31	47	50	47
Avg	30	33	32	46	48	47
Diff	-5	9	-4	-5	7	-2

While Harrison has traditionally scored significantly below the State Average, recent trends over the past three years shows that we continue to close the achievement gap between our students and the State average.



Progress monitoring data, especially CBM data, for the first semester of the 2010-2011 school year reveal that achievement continues to improve. Additionally, the strength of the mid-year reviews and the overall improvement in the quality of instruction suggest that Harrison should stay the course on its key actions that are focused on instruction.

Effectiveness and Results (E&R)

After four years of reform, the foundation was laid for adding the last major piece that will maximize our effectiveness and move us from good to great in the next couple of years. We needed to align our teacher compensation system with the other parts of our system: evaluations, instructional feedback, use of data and resources, PLC, professional development, and leadership. No other school district in Colorado was as prepared as the Harrison School District to change the teacher compensation system and base teacher compensation on the quality of instruction and student outcomes. With the passage of Senate Bill 191 in May of 2010, Harrison is light years ahead of other districts by having a system that determines teachers rating based on performance and student achievement.

The School Board approved the Harrison Effectiveness and Results or pay-for-performance plan on 5 January 2010. As a result, in 2010-2011, the schools and the District has spent considerable time and energy ensuring that teachers understand and implement with fidelity the

E&R plan.

With regard to “key actions,” we continue to reinforce the concepts, principles, and actions that have gotten us to this point. We will reinforce curriculum alignment, strengthen understanding and use of DOLs, continue to improve student-teacher engagement, refine the use of data, increase the effectiveness of PLCs, and expand leadership capacity.

Vision 2016

With the 2011-12 school year starts a new vision for the Harrison School District. We have much more to do. While we have significantly raised student achievement, our gains at the high school level have been less impressive. We still have a low graduation rate and many of the students who graduate are not college ready. Too many students still are socially promoted every year without the requisite level of proficiency that would allow them to be successful at the next grade level. And while we have raised the standards and expectations for the quality of our instruction and our professional practice, sometimes our expectations for the students are too low.

Given that a more global environment and flatter world require a higher level of education and rigorous, year-2020 skills, we must expect more of our students and challenge ourselves to prepare them for post-secondary education and the Year 2020 workplace. We need to create a college-going mindset.

We need to expect our students to have the skills and proficiency needed to continue their education after high school. We need to convince our parents and community that college is within the reach of our students. We need to follow through on the notion that a student who can read, communicate well both verbally and in writing, do math, and demonstrate proficiency in Year 2020 skills such as working in teams, information literacy, and economics, will not only be better able to enter college, but, should the student choose not to go to college, be better able to enter the vocational trades. A “vocational education” program can no longer mean that a student does not attain proficiency in the core subjects and a Year 2020 curriculum.

Maintain Focus on Quality Instructions

A focus on quality instruction will continue with the District key actions serving to guide our actions for the coming year. In year one, we had ***five years to create a miracle and one year to prove that we could do it.*** By year two, we were ***making headway.*** We ***stayed the course*** in year three and in year four we were in a position to ***hoist sails.*** ***Year Five, we moved full speed ahead!*** ***As we begin a new vision moving our district forward over the next five years, we leave the nautical theme and take to the galaxy with thrusters on full!***

Our destination is drawing nearer, but the sense of urgency with which we started this journey should not be diminished. We will continue to have an action plan that challenges us to improve the quality of instruction. With the E&R plan being implemented in the District, we will continue to move forward and increase achievement closing the gap that exists in a number of subject areas with the State of Colorado.

District goals

Our specific achievement goals, adjusted last year to include the new longitudinal growth measurement, remain the same:

- Improve the overall academic growth of the district and schools as measured by the median growth percentile.
 - 15 out of 21 median growth percentiles (reading, writing, and math) will be above the state median (50).
- Improve the individual academic growth of students as measured by Real AYP, a district growth calculation.
 - The District will attain a 1.05 overall Real AYP growth in reading, writing, and math with 1.00 indicating a growth of one academic year.
- Continue to maintain equal or greater growth of subgroups as measured by CSAP scores for different subgroups.

By 2016,

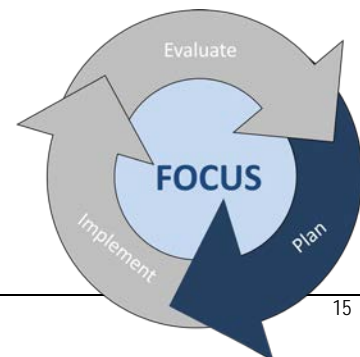
- 90% of our students will graduate from high school (using CDE's definition and graduation rate criteria).
- 70% of the students graduating will be "college ready"
 - they will not need remediation and will be proficient in reading, writing, communicating, math, and science
 - proficiency will be measured by one of the following:
 - composite ACT of 21 or higher
 - success on the Accuplacer (a college placement exam)
 - Minimum reading composition score – 80
 - Minimum sentence skills score – 95
 - Minimum elementary algebra score -- 85
 - proficiency on 12th Grade District Proficiency Exam
- 70% of our students will enter a post-secondary institution or college, or the military, directly from high school

Section IV: Action Plan(s)

This section focuses on the "plan" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the District/Consortium Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

District/Consortium Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in Section III; although, all districts are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypprof.asp Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, districts are expected to set their own annual



targets for academic achievement, academic growth, academic growth gaps and post secondary/ workforce readiness. For guidance on target setting on state accountability indicators, go to the Learning Center in SchoolView: www.schoolview.org/learningcenter.asp. Once annual targets are established, then the district/consortium must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in Section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the district/consortium to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.

Example of an Annual Target at the Elementary Level

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

District/Consortium Goals Worksheet

Performance Indicators	Measures/ Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
		2010-11	2011-12		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	By the end of 2010-11 school year, the percentage of students who score proficient or advanced on the reading CSAP at each level will increase by 2 or more percentage points with the district achieving an overall MGP of 50 or higher.	By the end of the 2011-12 school year, the percentage of students who score proficient or advanced on the reading CSAP at each level will increase by 2 or more percentage points with the district achieving an overall MGP of 50 or higher.	<p>District created assessments administered in grades K-12 every 6-8 weeks based on state reading standards.</p> <p>DIBELS assessments administered at least monthly for elementary students who are below grade level to ensure continued growth in reading.</p> <p>DRP assessment administered to secondary students in a pre and post diagnostic format to track growth of students who are significantly below grade level in reading.</p> <p>Continue to focus on instruction providing teachers with quality instructional feedback on a frequent basis.</p> <p>Continue work on curriculum alignment and training to increase teacher proficiency at understanding and teaching an aligned curriculum.</p> <p>Develop and administer district created progress monitoring assessments to track student growth and performance on state standards.</p> <p>Provide effective professional development opportunities to new and existing teachers to assist them in becoming more effective at delivering quality reading instruction.</p>

		M	By the end of 2010-11 school year, the percentage of students who score proficient or advanced on the Math CSAP at each level will increase by 2 or more percentage points with the district achieving an overall MGP of 50 or higher.	By the end of the 2011-12 school year, the percentage of students who score proficient or advanced on the Math CSAP at each level will increase by 2 or more percentage points with the district achieving an overall MGP of 50 or higher.	District created assessments administered in grades K-12 every 6-8 weeks based on state math standards.	<p>Continue to focus on instruction providing teachers with quality instructional feedback on a frequent basis.</p> <p>Continue work on curriculum alignment and training to increase teacher proficiency at understanding and teaching an aligned curriculum.</p> <p>Develop and administer district created progress monitoring assessments to track student growth and performance on state standards.</p> <p>Provide effective professional development opportunities to new and existing teachers to assist them in becoming more effective at delivering quality mathematics instruction.</p>
		W	By the end of 2010-11 school year, the percentage of students who score proficient or advanced on the Writing CSAP at each level will increase by 2 or more percentage points with the district achieving an overall MGP of 50 or higher.	By the end of the 2011-12 school year, the percentage of students who score proficient or advanced on the Writing CSAP at each level will increase by 2 or more percentage points with the district achieving an overall MGP of 50 or higher.	District created assessments administered in grades K-12 every 6-8 weeks based on state math standards.	<p>Continue to focus on instruction providing teachers with quality instructional feedback on a frequent basis.</p> <p>Continue work on curriculum alignment and training to increase teacher proficiency at understanding and teaching an aligned curriculum.</p> <p>Develop and administer district created progress monitoring assessments to track student growth and performance on state standards.</p> <p>Provide effective professional development opportunities to new and existing teachers to assist them in becoming more effective at delivering quality mathematics instruction.</p>

		S	By the end of 2010-11 school year, the percentage of students who score proficient or advanced on the Science CSAP at each level will increase by 2 or more percentage points with the district achieving an overall MGP of 50 or higher.	By the end of the 2011-12 school year, the percentage of students who score proficient or advanced on the Science CSAP at each level will increase by 2 or more percentage points with the district achieving an overall MGP of 50 or higher.	District created assessments administered in grades K-12 every semester based on state math standards.	<p>Continue to focus on instruction providing teachers with quality instructional feedback on a frequent basis.</p> <p>Continue work on curriculum alignment and training to increase teacher proficiency at understanding and teaching an aligned curriculum.</p> <p>Develop and administer district created progress monitoring assessments to track student growth and performance on state standards.</p>
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District/Consortium Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	In 2010-11, Harrison will meet at least one more AYP Target at the elementary level.	In 2011-12, Harrison will meet all of its AYP targets.	Through district level assessments, student achievement toward meeting state standards will be monitored closely.	Provide Professional Development opportunities in reading for staff, with special emphasis on elementary teachers.
		M	In 2010-11, Harrison will meet at least two more AYP Target at the elementary level.	In 2011-12, Harrison will meet at least two more AYP Target at the elementary level.	Through district level assessments, student achievement toward meeting state standards will be monitored closely.	Provide focused professional development at the secondary level on math instruction. Improve curriculum alignment by revising math instructional maps and providing teachers with increase professional development opportunities around alignment.
Academic Growth	Median Student Growth Percentile	R	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Student Growth Percentile	R	By the end of 2010-11, the district will meet SPF growth expectations for students with IEP's.	By the end of 2011-12, the school district will meet expectations in all subgroups in the area of reading.	Through district level assessments, student achievement toward meeting state standards will be monitored closely.	Develop and administer district created progress monitoring assessments to track student growth and performance on state standards, specifically in subgroup categories.
		M	By the end of 2010-11, the district will meet SPF growth expectations for two of the four areas in Mathematics: FRL, Minority, IEP, or ELL.	By the end of 2011-12, the school district will meet expectations in all subgroups in the area of math.	Through district level assessments, student achievement toward meeting state standards will be monitored closely.	Develop and administer district created progress monitoring assessments to track student growth and performance on state standards, specifically in subgroup categories.

		W	By the end of 2010-11, the district will meet SPF growth expectations for two of the three areas in Writing: FRL, IEP, or ELL.	By the end of 2011-12, the school district will meet expectations in all subgroups in the area of writing.	Through district level assessments, student achievement toward meeting state standards will be monitored closely.	Develop and administer district created progress monitoring assessments to track student growth and performance on state standards, specifically in subgroup categories.
Post Secondary/ Workforce Readiness	Graduation Rate		By the end of the 2010-11 school year, Harrison will increase its graduation rate to at least 70%.	By the end of the 2011-12 school year, Harrison will increase its graduation rate to at least 75%.	Closely monitor student achievement and credit status with monthly reviews by district level administrators with high school principals.	Harrison will begin a major focus on ensuring that students achieve proficiency by their graduation by streamline coursework, revise curriculum maps, implement effective progress monitoring measures to respond to student academic needs, and ensure students receive effective post-secondary guidance.
	Dropout Rate		By the end of the 2010-11 school year, Harrison will decrease its drop out rate to less than 4%	By the end of the 2011-12 school year, Harrison will have a drop out rate at or below the state average.	Closely monitor student withdrawals with monthly reviews by district level administrators.	Harrison will begin a major focus on ensuring that students achieve proficiency by their graduation by streamline coursework, revise curriculum maps, implement effective progress monitoring measures to respond to student academic needs, and ensure students receive effective post-secondary guidance.
	Mean ACT		By the end of the 2010-11 school year, Harrison will achieve a mean ACT score of at least 18.	By the end of the 2011-12 school year, Harrison will achieve a mean ACT score of at least 19.	Through district level assessments, student achievement toward meeting state standards will be monitored closely.	Continue work on curriculum alignment and training to increase teacher proficiency at understanding and teaching an aligned curriculum. Develop and administer district created progress monitoring assessments to track student growth and performance on state standards and ACT Assessment Framework areas to ensure student mastery.

English Language Development & Attainment	CELA (AMAO 1)	N/A	N/A	N/A	N/A
	CELA (AMAO 2)	N/A	N/A	N/A	N/A
Teacher Qualifications	Highly Qualified Teacher Data	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	Require Human Resources to certify that each candidate recommended for hire is highly qualified.	Extend efforts to recruit HQ staff by continuing participation with <i>Teach for America</i> Program and expand recruitment efforts.

Action Planning Worksheet

Directions: Based on your data analysis in Section III, prioritize the root causes that you will address through your action plans and then match them to a major improvement strategy(s). For each major improvement strategy, identify the root cause(s) that the action will help to dissolve (e.g., implement new intervention in K-3 reading). Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps necessary to implement the major improvement strategy (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff). Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the district/consortium with checkpoints to ensure that activities are being implemented as expected. If the district/consortium is identified for improvement/corrective action under Title I, action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the district/consortium may add other major strategies, as needed.

Major Improvement Strategy #1: Continue to focus on instruction providing teachers with quality instructional feedback on a frequent basis and embedded professional development around delivering effective instruction.

Root Cause(s) Addressed: The factor within the classroom that has the greatest impact on student achievement is the quality of the teacher. Professional development must be focused on providing effective strategies to teachers to accomplish critical instructional goals.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- ☒ State Accreditation
 ☒ Title IA Program Improvement/Corrective Action Plan
 ☒ Title IIA (2141c)
 ☐ Title III (AMAOs)
 ☐ Dropout/Re-engagement Designation to Increase Graduation Rates
 ☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Harrison will retain three instructional coaches to support teachers and administrators in providing high quality instructional feedback and training to teachers in the classroom. These coaches will work with struggling teachers, as well as with their administrators to support them in guiding development.	July 1, 2011-June 30, 2012	Executive Director of Schools	Title IIA - \$260,000	Through district observations conducted by the School Supervision & Leadership Department, 75% of teachers will score proficient or above in observable criteria on SPOT observations conducted by the School Supervision & Leadership Team in the month of April & May.
During the month of July, all new K-3 teachers hired in the District will attend a Literacy Academy to train them on effective instructional strategies in teaching literacy to primary students. This academy will include both professional development, as well as guided practice with a master teacher in serving at-risk students who attend the summer literacy academy.	July 11-August 5, 2011	School Supervision & Leadership Staff	Title I - \$180,000	95% of teachers who participate will receive a "Literacy Certificate" upon satisfactory completion of the academy with 90% of those teachers being retained at the end of the school year.
During the month of July, all new 4-12 th grade teachers will attend a two week "Harrison Institute" to receive training around effective instructional strategies and curriculum alignment.	July 25-August 5, 2011	School Supervision & Leadership	Title II - \$200,000	Participants will demonstrate competency in critical instructional strategies as they enter their classrooms with 70% demonstrating proficient teacher competencies during the month of September and 90% during the month of April.
Harrison will retain two instructional specialists in English Language Development to support teachers throughout the district in continuing to meet the needs of our non-English and limited English Proficient students. These instructional	July 1, 2011-June 30, 2012	English Language Development Coordinator	Title IA-Corrective Action - \$100,000	Harrison will maintain its achievement of AMAO's during the 2011-12 school year.

specialists will monitor instructional quality in the classrooms as well as provide professional development to staff on effective strategies to help students acquire language.				
Harrison will retain an instructional specialist in Special Education to continue to support teachers throughout the district in meeting the needs of children with disabilities. This instructional specialist will work with teachers to address the unique needs of students, both academically and socially, that could prevent them from achieving maximum growth.	July 1, 2011-June 30, 2012	Director of Special Programs	Title IA – Corrective Action - \$80,000	Harrison will continue to close the achievement gap of students with disabilities by 2% points each year as evidenced through CSAP scores.
Harrison will continue to aggressively hire and retain highly qualified teachers. Due to lag time at the Colorado Department of Education, teachers eligible for licenses often do not have a license during reporting time leading to several teachers often being reported as non-HQ. All teachers in the district are eligible for a license or do not receive employment. Recruitment and retention efforts continue to focus on securing HQ teachers to work with our students.	July 1, 2011-June 30, 2012	Human Resources Department	General Fund Early Recruitment Programs Teach for America	Harrison will achieve and maintain 100% highly qualified status of teachers in the district.

Major Improvement Strategy #2: Provide effective professional development opportunities to new and existing teachers on curriculum, instruction, and assessment that will support them in achieving maximum student achievement within their classrooms.

Root Cause(s) Addressed: Teachers often find themselves teaching a resource as opposed to a guaranteed and viable curriculum or set of knowledge outlined by the State standards. The factor within a classroom that has the greatest impact on student achievement is the quality of the teacher. Professional development must be focused on providing effective strategies to teachers to accomplish critical instructional goals. Through effective professional development, districts can increase the retention rate of teachers who work in challenging environments, preventing them from seeking positions in other districts that require less demand.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- ☒ State Accreditation
 ☒ Title IA Program Improvement/Corrective Action Plan
 ☒ Title IIA (2141c)
 ☐ Title III (AMAOs)
 ☐ Dropout/Re-engagement Designation to Increase Graduation Rates
 ☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Harrison will retain a ¾ time elementary and ¾ time secondary curriculum coach. This coach will work with teachers to provide professional development around teaching the aligned curriculum and support teachers in identifying effective resources to lead to student learning of State and National CORE standards.	July 1, 2011-June 30, 2012	Executive Director of Curriculum & Assessment	Title II - \$75,000/each (Total - \$150,000)	Student achievement will continue to increase in the areas of Reading, Writing, Mathematics, and Science by 2 or more percentage points during the 2011-12 school year as evidenced on CSAP.
Harrison will retain a half-time assessment specialist at both elementary and secondary levels. These specialists will continue to work with teachers to provide professional development around the use of assessment data to drive instructional practice and address critical learning needs of students.	July 1, 2011-June 30, 2012	Executive Director of Curriculum & Assessment	Title II - \$100,000	Student achievement will continue to increase in the areas of Reading, Writing, Mathematics, and Science by 2 or more percentage points during the 2011-12 school year as evidenced on CSAP.
Harrison will retain an instructional specialist in Special Education to continue to support teachers throughout the district in meeting the needs of children with disabilities. This instructional specialist will work with teachers to address the unique needs of students, both academically and socially, that could prevent them from achieving maximum growth.	July 1, 2011-June 30, 2012	Director of Special Programs	Title IA – Corrective Action - \$80,000	Harrison will continue to close the achievement gap of students with disabilities by 2% points each year as evidenced through CSAP scores.

Harrison will hire and retain a Post-Secondary Options Specialist to support high school staff in making connections for students to post secondary options and opening their horizons to future educational opportunities. This will be accomplished through coaching and modeling effective strategies to connect students to future opportunities as well as work with high school teachers to prepare students for the rigor of post secondary education.	July 1, 2011-June 30, 2012	School Supervision & Leadership Department	Title IA – Corrective Action - \$80,000	Harrison's graduation rate will continue to increase by at least 2% points each year.
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Major Improvement Strategy #3: Use achievement data to drive instruction and ensure students master State standards and achieve required proficiencies.

Root Cause(s) Addressed: While teachers track student performance traditionally with grades and unit test performance, clear focus on skill attainment based on the state standards is often overlooked. Assessments must be based on clear understanding of what students need to know and be able to do. Because of an identified disability, students often have different expectations placed upon them than their nondisabled peers. Disabled students are often exempt from assessment systems implemented at the local level, thereby lacking the necessary information to track attainment of state standards throughout the year.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- ☒ State Accreditation
 ☒ Title IA Program Improvement/Corrective Action Plan
 ☒ Title IIA (2141c)
 ☐ Title III (AMAOs)
 ☐ Dropout/Re-engagement Designation to Increase Graduation Rates
 ☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Harrison will retain a half-time assessment specialist at both elementary and secondary levels. These specialists will continue to work with teachers to provide professional development around the use of assessment data to drive instructional practice and address critical learning needs of students.	July 1, 2011-June 30, 2012	Executive Director of Curriculum & Assessment	Title II - \$100,000	Student achievement will continue to increase in the areas of Reading, Writing, Mathematics, and Science by 2 or more percentage points during the 2011-12 school year as evidenced on CSAP.
Through the implementation of the District's Effectiveness and Results initiative, teacher effectiveness will be tied to student achievement using multiple district and state measures. Teacher compensation will be tied to their overall effectiveness based on 50% student achievement and 50% classroom performance.	July 1, 2011-June 30, 2012	Building Principals Central Office Staff	General Fund	Student achievement will continue to increase in the areas of Reading, Writing, Mathematics, and Science by 2 or more percentage points during the 2011-12 school year as evidenced on CSAP.
Develop and administer district created progress monitoring assessments and Curriculum Based Measures (CBMs) to track student growth and performance on state standards throughout the year.	July 1, 2011-June 30, 2012	Curriculum & Assessment Department	General Fund	Student achievement will continue to increase in the areas of Reading, Writing, Mathematics, and Science by 2 or more percentage points during the 2011-12 school year as evidenced on CSAP.
Ensure that students with disabilities have progress monitoring data collected on all IEP objectives using AIMS Web or other approved district measures – thereby ensuring that IEP measurements more effectively track student growth and achievement toward meeting grade level proficiencies.	July 1, 2011-June 30, 2012	Director of Special Programs	General Fund	Harrison will continue to close the achievement gap of students with disabilities by 2% points each year as evidenced through CSAP scores.

Section V: Additional Documentation

Proposed Budget for Use of Title IIA funds in 2011-12. This chart **must** be completed for any district identified under ESEA 2141c (Title IIA), because the state and district are expected to enter into a financial agreement. See requirements and state priorities for the use of Title IIA dollars on the Title IIA website: www.cde.state.co.us/FedPrograms/tii/a.asp. In the chart, include all proposed Title IIA activities for FY 2011-12. Activities should have already been referenced in the action plans of this template (Section IV). List references to that plan in the crosswalk. Add rows in the table, as needed. The total should equal the district's projected 2011-12 Title IIA allocation. If the 2011-12 allocation is unknown, use the 2010-11 allocation.

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
Elementary Curriculum Specialist (0.75 FTE) Salary & Benefits	Major Improvement Strategy #2 – Line 1	\$75,000
Secondary Curriculum Specialist (0.75 FTE) Salary & Benefits	Major Improvement Strategy #2 – Line 1	\$75,000
Elementary Assessment Specialist (0.5 FTE) Salary & Benefits	Major Improvement Strategy #3 – Line 1	\$50,000
Secondary Assessment Specialists (0.5 FTE) Salary & Benefits	Major Improvement Strategy #3 – Line 1	\$50,000
Instructional Coaches (2.6 FTE) Salary & Benefits	Major Improvement Strategy #1 – Line 1	\$259,162
Grade 4-12 New Teacher Institute (Professional Developers)	Major Improvement Strategy #1 – Line 3	\$15,000
Grade 4-12 New Teacher Institute (Master Teacher Stipends)	Major Improvement Strategy #1 – Line 3	\$35,000
Grade 4-12 New Teacher Institute Participant Compensation	Major Improvement Strategy #1 – Line 3	\$150,000
Charter School Allocation		\$42,699
Indirect Costs (5.89%)		\$44,490
Total (The total should equal the district's project 2011-12 Title IIA allocation. If unknown, use the 2010-11 allocation.)		\$755,351