

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 0010 School Name: ABRAHAM LINCOLN HIGH SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	-	-	73.33%	-	-	34.05%	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	13.59%	
		W	-	-	50%	-	-	18.12%	
		S	-	-	50%	-	-	12.12%	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency 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.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	74	-	-	57	
		M	-	-	99	-	-	55	
		W	-	-	96	-	-	56	
ELP	-	-	73	-	-	52			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>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.</p>	See your school'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 school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p>Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>74% using a 6 year grad rate</p>	Approaching	<p>Overall Rating for Post Secondary Readiness:</p> <p>Approaching</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	Approaching	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	3.6%	4.3%	Approaching	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	20	15.5	Does Not Meet	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school is approaching or 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, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the in UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Diagnostic Review Grantee (2012)	In addition to the general requirements, the school is expected to align activities funded through the grant with overall school improvement efforts in the UIP. All grant activities must be included in the action steps of the action plan (e.g., activity, resources). The plan is due April 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Diagnostic Review Grant- May 2012
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	SST review September 10-14, 2012
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

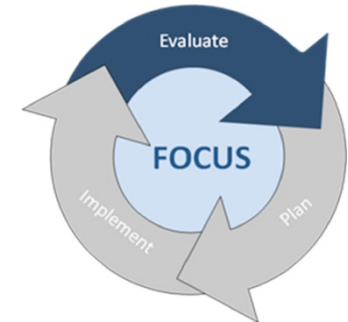
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Josefina Petit Higa
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2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading: Increase proficiency levels and above by +18% to 51% (Schoolnet-current population) Overall and +18% to 48% grade 9 (Schoolnet-current population) and +18% to 54% in grade 10 (Schoolnetcurrent population) ELL and SPED students will be a priority. Math: Increase Math proficiency levels and above by +7% to 26%-overall (Schoolnet current population) +9.5% to 30% in grade 9 (Schoolnet current population) +8% to 22% in grade 10 (Schoolnet-current	Reading (32.5%) missed target by 17.5% Math (9.9%) missed target by 15.1% Writing(14.3%) missed target by 10.7% Science (12.7%) missed target by 7.3%	Our catch up percentile is 99% for students with Disabilities, since the MGP in growth gap for this group is 52%, we did not have the necessary growth to meet the proficiency goals. ELA population at ALHS needs to learn better strategies to help close the achievement gap. Math curriculum needs to be aligned for vertical transition. Writing lab needs to align writing with all subject levels. Because of the gap in learning for students, all though growth numbers did go up, they still do not

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	population) Writing: Increase proficiency levels and above by+6.4% to 25% overall (Schoolnet-current population) +4% to 20% in grade 9 (Schoolnet-current population) and +7.6% to 30% in grade 10 (Schoolnetcurrent population Science: Increase proficiency levels and above by 8.81% to 20% (Schoolnet-current population) And +8.81% to 20% in grade 10 (Schoolnet current population)		reflect achievement.
Academic Growth	Reading: 65 th growth percentile Math: 65 th growth percentile Writing: 65 th growth percentile	Reading (55%) missed target by 10% Math (52%) missed target by 13% Writing (51%) missed target by 14%	Our curriculum is not yet fully vertically aligned. Continue to work with Professional Learning Communities. Improvements with extra tutorials and 10 th period work. Current freshman class came in at a lower than previous classes, gaps and grades.
Academic Growth Gaps	Reading: 55 th Growth percentile Math: 55 th Growth percentile Writing: 55 th Growth percentile	Reading Free Reduced exceeded target by 2%. Minority exceeded target by 2%. Students with Disability missed target by 3%. ELL exceeded target by 2%.	English Intervention classes and extra ELA support with double periods Students with disabilities are understaffed

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
		<p>Students needing to catch up exceeded target by 2%.</p> <p>Math Free Reduced exceeded target by 1%. Minority met. Students with Disability missed target by 5%. ELLs exceeded target by 1%. Students needing to catch up exceeded target by 1%.</p> <p>Writing Free Reduced exceeded target by 1%. Minority met. Students with Disability exceeded target by 5%. ELL exceeded it by 1%. Students needing to catch up exceeded target by 1%.</p>	<p>Growth due to more math intervention classes and doubling up on math.</p> <p>Growth due to targeted PLCs and introduction of writing in ALL subject areas.</p>
<p>Post Secondary Readiness</p>	<p>Graduation rate: 10.72% increase to 80% Dropout rate target: 1.8% decrease from 3.6% CDE target (per CDE target) Mean ACT: 5.1 point composite score increase to 20 (per CDE target)</p>	<p>6 year Graduation target missed by 6%. Dropout CDE target rate missed by 0.7%. CDE ACT target missed by 5 composite score.</p>	<p>APEX program, Academic success classes, tutorial, period 10. (ASCENT program negatively impacts rate)</p> <p>Additional ACT practice times are needed for students.</p> <p>Partially due to higher dropout rate, still approaching goals, ACT ongoing. – Students have not acquired enough higher level questions.</p>

Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>Reading Academic performance in TCAP/CSAP Reading from 2008-2012 for ALHS overall, is flat, with 31%, 30%, 31%, 31%, 33% proficient and advanced from 2008-2012. This is 19 percentage points below the district average percent proficient and advanced (52%), and 36 percentage points below the state average (69%) for 2012. This is also below the minimum state expectation of 73%.</p> <p>The percent of 9th graders at or above proficient on TCAP/CSAP was stable between 2008 and 2012 (29%, 31%, 28%, and 31%) and well below the district and state averages for the same period.</p> <p>The percentage of 10th graders at or above proficient increased 7 percentage points (28% to 35%) between 2010 and 2012, which was a greater increase than the district as a whole (50% to 52%) and the state (66% to 68%) for the same time period, but still remained below both.</p> <p>When comparing 9th & 10th grade students, when they</p>	<p>Reading 67% or 485 ALHS students, in the 9th and 10th grade, were not proficient on the 2012 Reading TCAP. Although there was a growth in the percent proficient of 2% from 2008 to 2012, it is not enough to meet the state minimum % proficient or above of 50%.</p> <p>Currently the Overall School Reading MGP is 57 which is above the minimum state expectation of 55, but below the Median Adequate Growth Percentile (MAGP) of 74 and is insufficient growth to increase the percent of students who are proficient from 33 to 50.</p> <p>Writing 83% or 601 ALHS students, in the 9th and 10th grade, were not</p>	<p>Reading: We do not have a systemic reading curriculum in place to support all students.</p> <p>Writing: We lack school wide structures to monitor mastery of learning targets (standards) by students, administrators and educators.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>entered 9th grade, our current 10th graders had very similar scores to our current 9th graders. (Current 10th graders vs. Current 9th graders in their grade 8 TCAP) Advanced 0% vs. 0%, Proficient 4% vs. 4%, Partially Proficient 18% vs. 19%, Unsatisfactory 78% vs. 77%. These scores show that they are entering at about the same place.</p> <p>Students who exited ELL scored 16 percentile points higher in the 2012 reading TCAP (57% vs. 41%) in % at or above proficient compared to non-ELL students. However, this is still below minimum state expectation of 73% but is above the school average of 33%.</p> <p>Lincoln's ELL students scored 32 percentile points lower on the 2012 reading TCAP (8% vs. 41%) in % at or above compared to non-ELL students. This is a 3 percentile point gain compared to 2011 and 2010 where ELL students scored 35 percentiles below (5% vs. 40%) non-ELL students.</p> <p>All Literature Advanced Placement Tests Combined went up 1.2% in the school. In particular, passing scores in the school in English Literature & Composition went from 0% in 2011 to 10.8% in 2012. This is a notable trend because the percentage of passing AP scores on all literature tests combined in the district decreased at -1.3% while the school's scores went up by 1.2%.</p> <p>During the 2011-12 school years ALHS Interim assessment passing scores increased from 24.5% to</p>	<p>proficient on the 2012 Writing TCAP. Although there was a growth in the percent proficient of 3% from 2008 to 2012, it is not enough to meet the state minimum % proficient or above of 50%. Currently the Overall School Writing MGP is 56 which is above the minimum state expectation of 55, but below the Median Adequate Growth Percentile (MAGP) of 96 and is insufficient growth to increase the percent of students who are proficient from 17 to 50.</p>	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>42.4% to 45.5% (BOY, Midterm, Final) in Intro to Lit Reading, and from 21.6% to 24.3% to 43.4% in American Lit Reading. However, ALHS Final Interim passing scores in both were 7.2% and 9.4% lower than that of the district as a whole.</p> <p>Out of 497 students tested in at the BOY 2011 STAR Reading in grade 9, 63 (13%) were "at/above benchmark", 63 (13%) were "on watch", 152 (31%) were "intervention" and 219 (44%) were "urgent intervention".</p> <p>Out of 321 students tested in BOY 2011 STAR Reading in grade 10, 59 (18%) were "at/above benchmark", 49 (15%) "On watch", 64 (20%) were "intervention" and 149 (46%) were "urgent intervention". .</p> <p>Writing: The trend in CSAP/TCAP Writing performance has been stable with 16% of students scoring %at or above for 2009-2011 with a slight increase in 2012 to 17%. This performance was substantially below district performance (which steadily increased from 2008 to 2012 from 33% to 41% at or above proficient) during the same time period and below the minimum state expectation of 50% at or above proficient.</p> <p>Students who exited ELL scored 10 percentile points higher in the 2012 writing TCAP (31% vs. 21%) in % at or above proficient, compared to non-ELL students. This is below the state minimum expectation of 50%, but is above the school average of 17%.</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Lincoln's ELL students scored 18 percentile points lower on the 2012 Writing TCAP (3% vs. 21%) in % at or above proficient compared to non-ELL students. This is a 2 percentile point gain compared to 2011 where ELL students scored 20 percentiles below (1% vs. 21%) non-ELL students.</p> <p>Math: The percent of students at or above proficient in math on CSAP/TCAP has increased (9%, 10%, and 12%) between 2010 - 2012, but remains below the district trend (39%, 41%, and 43%) and the minimum state expectation of 33.5% at or above proficient.</p> <p>The percentage of 9th graders at or above proficient increased from 3 percentage points (8% to 11%) between 2008 and 2012 and the percentage of 10th graders at or above proficient increased 8 percentage points (5% to 13%)</p> <p>The percent of 10th grade students scoring unsatisfactory on TCAP/CSAP in math graders decreased from 60% to 53% (7 % points) from 2010-2012, while the state's unsatisfactory percentage decreased by 1% (29% to 28%) and the district only decreased by 4% (47% to 43%) during the same time period.</p> <p>When comparing 9th & 10th grade students, when they entered 9th grade, our current 10th graders had higher scores in Math CSAP when they were in grade 9 than our current 9th graders. (Current 10 vs. Current 9 in</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>grade 8 CSAP) Advanced 4% vs. 1%, Proficient 33% vs. 40%, Partially Proficient 35% vs. 34%, Unsatisfactory 27% vs. 26%. This data shows that our current 10th graders came into Lincoln with a higher advanced rating but Close to the same %at or above proficient.</p> <p>ALHS outperformed all but one other school in the West Denver Network (WDN) on the Algebra 1 Interim Final with 44.4% at or above proficient, which was higher the district average of 42.3% and just below the WDN average of 45.1%.</p> <p>Out of 288 students tested in BOY 2011 STAR Math in grade 10, 91 (32%) were “at/above benchmark”, 40 (14%) were “on watch”, 46 (16%) were “intervention” and 111 (39%) were “urgent intervention”.</p> <p>Out of 493 students tested in BOY 2011 STAR Math in grade 9, 158 (32%) were “at/above benchmark”, 59 (12%) were “on watch”, 115 (23%) were “intervention” and 161 (33%) were “urgent intervention”.</p> <p>Science: The percent at or above proficient in CSAP/TCAP in science for 10th graders has remained remarkably stable from 2010-2012 at 11%, which is well below the state average which increased from 47% to 49%, and the district average which increased from 26% to 31% during the same time period.</p> <p>The percentage of students scoring unsatisfactory in science on CSAP/TCAP, during the 2010-2012 testing</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>cycle, decreased from 68% to 61%, which is a larger decrease than the state 22%-21% or the district 40% to 37% during the same period.</p> <p>FRL students are performing at a stable rate on the TCAP in science. From 2010 to 2012, about 10% of these students have scored Proficient or Advanced. This is notable because this is well below the state level of 49% and even that of the district level of 31%.</p> <p>Social Studies: Compared to WDN schools, AHLS scored 2.1% lower on the Geography interim final.</p> <p>Compared to WDN schools, AHLS scored 5.2% lower on the US History interim final.</p> <p>ALHS Final Interim passing scores increased from 3.4% to 17.2% in World History AP, from 0.0% to 19.2% in Government & Civics, from 8.6% to 11.4% in Euro History and from 12.9% to 22.6% in US History AP from 2010 to 2012. However, ALHS Final Interim passing scores in Geography and US History were 2.1% and 5.2% lower than that of the WDN.</p> <p>ALHS has fewer students passing the Social Science AP tests than other content areas, but numbers have been improving over time (7.1%, 8.5%, 6.5%, 9.6%, and 17.4%) between 2008 and 2012. 25.2% more students have passed AP US, AP Euro and AP Gov from the 2011 to the 2012 years.</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>ALHS social studies AP students had a 10.2% increase in pass rates as compared to DPS' 2.7% increase in pass rates. In comparison to DPS from 2008-2012, ALHS' FRL students had an 8% increase in pass rates while DPS as a district had a 2.7% increase in AP Social Studies pass rates.</p> <p>English Language Proficiency (CELAPro) Students who exited ELL scored 16 percentile points higher in the 2012 reading TCAP (57% vs. 41%) in % at or above compared to non-ELL students. This is above the state minimum expectation of 55% and is above the school average of 33%.</p> <p>Students who exited ELL scored 10 percentile points higher in the 2012 writing TCAP (31% vs. 21%) in % at or above compared to non-ELL students. This is below the state minimum expectation of 50%, but is above the school average of 17%.</p> <p>During the past 2 years, the overall percentage of students scoring a 5 on CELAPro has stayed the same at 6%. 11th grade students have made the greatest improvements as they have an increasing trend line with the past 2 year having increased 3% each from 6% to 9% to 12%.</p> <p>The CELAPro overall data shows a pretty even spread of students scoring a 3 or 4 in 2011 and 2012. There was an overall decrease in students who scored a 1 (10% to 8%) and at a 2 (13% to 11%). This shows that CELA students are progressing across CELA proficiency bands.</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Compared to the other levels, Lincoln had the greatest number of students increasing at least 1 band in level 1 (54.55%) and level 2 (43.75%). Level 1 students showed the greatest growth increasing 2 or more bands (13.64%).</p> <p>World Languages ALHS Spanish Language AP students had a 22.9% increase in passing scores from 2011 to 2012 as compared to DPS' 4.4% increase in passing scores.</p> <p>ALHS 'FRL students increased their passing score percentage from 58.3% to 81.5% between the 2011-2012 school years.</p> <p>When you compare the World Language Overall Spring assessment for 2011 and 2012 in Spanish 1, more students who took the assessment in 2011 scored Novice High than the students who took the assessment in 2012 (6.3% vs. 0%). This created a difference in the number of students who scored Novice Mid (82.5% vs. 90.7%) and Novice Low (11.1% vs. 9.3%).</p> <p>When you compare the World Language Reading component of the Spring assessment for 2011 and 2012 in Spanish 1, more students who took the assessment in 2011 scored Novice High than the students who took the assessment in 2012 (29.1% vs. 0%). This created a difference in the number of students who scored Novice Mid (69.1% vs. 80%) and</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Novice Low (1.8% vs. 20%).</p> <p>When you compare the World Language Writing component of the Spring assessment for 2011 and 2012 in Spanish 1, less students who took the assessment in 2011 scored Novice High than the students who took the assessment in 2012 (15.9% vs. 39.5%), but more student scored Novice Mid (73% vs. 46.5%) and less students scored Novice Low (11.1% vs. 14%).</p> <p>When you compare the World Language Overall Spring assessment for 2011 and 2012 in French 1, more students who took the assessment in 2011 scored Novice High than the students who took the assessment in 2012 (90.3% vs. 77.8%), and more students scored Novice Mid (90.3% vs. 77.8%) but less students scored Novice Low (7.6% vs. 22.2%).</p> <p>When you compare the World Language Listening component of the Spring assessment for 2011 and 2012 in French 1, more students who took the assessment in 2011 scored Novice High than the students who took the assessment in 2012 (16.9% vs. 0%),and more students scored Novice Mid(80.2% vs. 69.5%) but less students scored Novice Low (3% vs. 30.5%).</p> <p>When you compare the World Language Writing component of the Spring assessment for 2011 and 2012 in French 1, less students who took the assessment in 2011 scored Novice High than the students who took the assessment in 2012 (8.5% vs.</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>23.8%), but more students scored Novice Mid (66.4% vs. 60.3%) and more students scored Novice Low (25.2% vs. 15.9%).</p>		
Academic Growth	<p>Reading: The school overall median student growth percentile in reading on the 2012 TCAP increased from 55 to 57 between 2010 and 2012. For 10th grade, the median student growth percentile increased from 52 to 59 and for 9th grade, it decreased from 57 to 56. This exceeds the district median growth in 2012 of 54 and is above state expectations of 55.</p> <p>Writing: Academic growth in TCAP Writing from 2008-2012 is inconsistent from year to year but overall flat with median growth percentiles of 58, 57, 51, 53, and 56 from 2008-2012. For 10th grade, the median student growth percentile increased from 47 to 59 and for 9th grade it stayed stable at 53. This is a notable trend overall as a school and for 10th grade because the MGP is above the minimum state expectation of 55% percentile.</p> <p>Math: The TCAP overall school median student growth percentile in math increased from 52 to 55 between</p>	<p>92% or 339 of AHLS's ELL students, in the 9th and 10th grade, were not proficient on the 2012 Reading TCAP and 97% or 357 were not proficient on the 2012 Writing TCAP.</p> <p>Currently the Overall ELL Reading MGP is 57 which is above the minimum state expectation of 55, but below the Median Adequate Growth Percentile (MAGP) of 81 and is insufficient growth to increase the percent of students who are proficient from 8 to 50. Overall ELL Writing MGP is 58 which is above the minimum state expectation of 55, but below the Median Adequate Growth Percentile (MAGP) of 97 and is insufficient growth to increase the percent of students who are proficient from 3 to 50.</p>	<p>ELL We do not have systemic cross-curricular consistency to teach English Language Development.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>2010 and 2012. For 10th grade, the median student growth percentile increased from 52 to 61 and for 9th grade it remained stable (51 to 52). This is above the state expectation of 55 except for 9th grade math.</p> <p>On the 2012 Math TCAP, 9th grade students that were placed in the Algebra 1-Geometry combo had a high average MGP (60) compared to students that were placed in the Algebra 1- Lab combo (46). The Algebra 1-Geometry combo MGP is above minimum state expectation of 55.</p> <p>On the 2012 Math TCAP, 9th grade students who were placed in Geometry Honors scored 8 percentile points higher (59 vs. 51) than those students who were placed in regular geometry and 1 percentile point below those students who were put in the Algebra 1 Geometry combo. The MGP for Geometry Honors is above the minimum state expectation of 55; however the MGP for regular Geometry is just below.</p> <p>On the 2012 Math TCAP, 10th grade students who were placed in Algebra 2 Advanced Honors scored 24percental points higher (65% vs. 41%) in MGP than those who were in regular Algebra 2 Advanced. This exceeds the minimum state expectation of 55%; however the MGP for regular Algebra 2 Advanced is well below the state expectation.</p> <p>Science: ALHS growth proficiency in all science classes on the</p>	<p>Math</p> <p>The MGP for students taking Algebra 1 is the 46th percentile which is lower than students taking Algebra/Geometry combo (MGP of 60), the special education students taking Algebra 1 (MGP of 60), & students taking Honors Geometry (MGP of 59). The Algebra 1 MGP is also lower than the Overall school Math MGP of 55, the minimum state expectation of 55, and well below the Median Adequate Growth Percentile of 99.</p>	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>district interim assessment from beginning to end of the 2011-12 school year is well below the district with growth gains being 2.36% in Earth Science, 1.5% in Biology and 0.5% in Chemistry.</p> <p>English Language Proficiency (CELA)</p> <p>The overall median growth percentile increased from 40.5% to 58.0 between 2009-2011. However in 2012 the overall median growth percentile decreased to 52.0. This is a 6 point decrease.</p> <p>The median growth percentile for grade 12 students increased from 32.0 to 72.0 between 2009-2011. However in 2012 the median growth percentile decreased to 45.0. This is a 27 point decrease.</p> <p>The median growth percentile for grade 11 students increased from 39.0 to 54.0 between 2009-2011. However in 2012 the median growth percentile decreased to 45.0. This is a 9 point decrease.</p> <p>The median growth percentile for grade 10 students increased from 44.0 to 58.0 between 2009-2011. However in 2012 the median growth percentile decreased to 47.0. This is a 11 point decrease.</p> <p>The median growth percentile for grade 9 students increased from 39.0 to 58.0 between 2009-2012.</p> <p>Social Studies:</p> <p>ALHS had 36.2% growth in proficient and advanced in</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>the geography district interim assessment from beginning to the end of the 2011-12 school years.</p> <p>World Language: ALHS Spanish Language AP students had a 22.9% increase in pass scores from 2011 to 2012 as compared to DPS' 4.4% increase in pass scores from 2008-2012,</p> <p>The number of students taking the Spanish Language AP test has increased from 50 to 66 from 2011-2012. With this came an increase in the percentage of students with passing scores from 58% to 81.8% from 2011-2012.</p> <p>The number of students of Hispanic ethnicity who are taking the Spanish Language AP test increase from 47 to 65 from 2011-2012. This is still lower than the number of students who took the test in 2010 (77), however the percentage of students with passing scores is higher (70.1% in 2010, 57.4% in 2011 and 81.5% in 2012).</p> <p>The percentage of male students with passing scores in the Spanish AP language test increased from 52.2% to 88.5% from 2010 -2012.</p>		
Academic Growth Gaps	<p>Reading: The TCAP median student growth percentile in reading for ELL students increased from 55 to 57 between 2010-2012 and it is above the minimum state</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>expectation of 55, and 1 growth percentile behind non-ELL students.</p> <p>The TCAP median student growth percentile in reading for FRL students increased from 55 to 57 between 2010-2012 and is 2 percentile points below those students who are not FRL. This is also above the minimum state expectation of 55.</p> <p>The TCAP median student growth percentile in reading for females students increased from 53 to 57 between 2011-2012, while the median student growth percentile for males increased from 52 to 57 between 2011-2012. This is above the minimum state expectation of 55 for both groups.</p> <p>The TCAP median student growth percentile in reading for IEP students increased from 42 to 52 between 2011-2012 and it is above the district MGP of 49 and the state MGP of 47. However it is 6 percentile points below that of non-IEP students in the school (58%) and is below the minimum state expectation of 55.</p> <p>Writing: The TCAP median growth percentile in writing for ELL students increased from 53% to 58% between 2010-2012 and is above the minimum state expectation of 55% and exceeds the median growth percentile(51%) for students who are non-ELL.</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>The TCAP median student growth percentile in writing for students on FRL increased from 51% to 56% between 2010-2012 and is now above the minimum state expectation of 55% and exceeds the median growth percentile for students not on FRL.</p> <p>The TCAP median student growth percentile in writing for students on IEPs increased from 48 %to 58% between 2010-2012 but is still 8 percentile points below those students who are not on an IEP. This is also above the minimum state expectation of 55%.</p> <p>The TCAP median student growth percentile in writing for females increased from 48% to 58% between 2010-2012 and is now above male students which have a median growth percentile of 53 in 2012. This is above the minimum state expectation of 55%.</p> <p>Math: The TCAP median student growth percentile in math for students on an IEP increased from 37 to 42 to 60 between 2010-2012 and is now above the minimum state expectation of 55 and exceeds the median growth percentile for students not on an IEP.</p> <p>The TCAP median student growth percentile in math for students on FRL increased from 52 to 56 between 2010-2012 and exceeds the median growth percentile for non-FRL students (42). Lincoln's MGP is higher</p>	<p>Math The MGP for students taking Algebra 1 is the 46th percentile which is lower than students taking Algebra/Geometry combo (MGP of 60), the special education students taking Algebra 1 (MGP of 60), & students taking Honors Geometry (MGP of 59). The Algebra 1 MGP is also lower than the Overall school Math MGP of 55, the minimum state expectation of 55, and well below the Median Adequate Growth Percentile of 99.</p>	<p>Math: We lack consistent rituals, routines and expectations across classrooms.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>than the district's MGP of 54 and is above the minimum state expectation of 55.</p> <p>The TCAP median student growth percentile in math for ELL students increased from 51 to 56 between 2010-2012 and is now above the minimum state expectation of 55 and exceeds the median growth percentile of 53 for non-ELL students.</p> <p>The TCAP median student growth percentile in math for students on an IEP increased from 37 to 60 between 2010-2012 and exceeds the median growth percentile for non-IEP students (55), and exceeds the district IEP MGP of 51. This also exceeds the minimum state expectation of 55.</p> <p>The TCAP median student growth percentile in math for female students increased from 50 to 55 between 2010-2012 and is just below the median growth percentile for male students (56). Both MGPs meet the minimum state expectation of 55.</p> <p>Science: Students who exited ELL increased their percentage of students who are At or Above proficient by 3 percentile (16% - 19%) between 2011-2012. This is above the percentage proficient for students who are not ELL by 4 percentile as they held steady at 15% from 2011-2012.</p>	<p>PSWR</p> <p>The number of 1st time students enrolling in college increased from 55 in 2008 to 92 in 2011. This is a 67% increase in enrollment rates. However remediation rates, according to Colorado Department of Higher Education (CDHE), has been unstable with 78.2% of 1st time students assigned to remediation in 2008, 68.9% in 2009, 78.6% in 2010 and 78.2% in 2011. Although the 2011 remediation percentage is above ALHS's lowest remediation rate of 68.9%, there were 31 more 1st time students who attended in 2011 compared to 2009. AHLS also had 22 more 1st time college students enroll in 2011 compared to 2010, and had a slight decrease in the remediation rate. Although the remediation rate decreased slightly and more 1st time students enrolled in college and AHLS on-time graduation rate of 63.5% is still below the state minimum of 80%.</p>	<p>PSWR:</p> <p>We do not provide rigorous and precise instruction that emphasizes the need for cross-curricular connections, inquiry based learning, relevance learning, and high expectations.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Students who are listed as non-free/reduced lunch scored 8 percentile points higher (18% vs. 10%) than those students who were listed at Free and Reduced Lunch.</p>		
<p>Post Secondary & Workforce Readiness</p>	<p>Graduation Rate: The on-time graduation rate has steadily increased between 2008 to 2011 from 45.3% to 63.5%, which is over 7% higher than the district, but below minimum state expectation of 80%.</p> <p>ALHS on-time graduation rates have increased from 45.3% to 63.5% in 2007-2011 and are above the district average for 2011 of 56.1 %. However College remediation rates for ALHS increased 57.8% to 78.26% from 2009 to 2011 while the district remediation rate increased but stayed under 50% with no change in 2011 as per the CDHE website (45.8%-49.6%).</p> <p>AHLS on-time completion rates have increased from 2007-2011 from 47.6 % to 64.3% which is higher than the district on-time completion rate for the same period of 48.0% to 60.3%.</p>	<p>PSWR The number of 1st time students enrolling in college increased from 55 in 2008 to 92 in 2011. This is a 67% increase in enrollment rates. However remediation rates, according to Colorado Department of Higher Education (CDHE), has been unstable with 78.2% of 1st time students assigned to remediation in 2008, 68.9% in 2009, 78.6% in 2010 and 78.2% in 2011. Although the 2011 remediation percentage is above ALHS's lowest remediation rate of 68.9%, there were 31 more 1st time students who attended in 2011 compared to 2009. AHLS also had 22 more 1st time college students</p>	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Dropout Rate: The dropout rates for ALHS steadily decreased in each year between 2007 to 2011 from 10.6% to 4.3%, which is below the district dropout rate by 2.1%. However it is still above the minimum state expectation of 3.6%.</p> <p>ACT The ACT Composite score has increased from 14.2 to 15.4 between 2007 -2012, but remains below the minimum state expectation of 20.</p> <p>The average ACT English score increased between 2007-2012 from 11.6 to 13.9, but remains below the minimum state expectation of 18.</p> <p>The average ACT Math score has increased from 15.1 to 16.8 between 2007 -2012. This is below the minimum state expectation of 22.</p> <p>The average ACT Reading score has increased from 14.2 to 15.0 between 2007-2012. This is below the state expectations of 21.</p> <p>The average ACT Science score has increased from 15.2 to 15.7 between 2007-2012. This is below the state expectation of 24.</p> <p>Females and males students scored similarly overall (15) on the 2012 ACT test. This is below the minimum state expectation of 20.</p> <p>Non FRL students scored an average overall ACT score of 16 while FRL students scored an average</p>	<p>enroll in 2011 compared to 2010, and had a slight decrease in the remediation rate. Although the remediation rate decreased slightly and more 1st time students enrolled in college and AHLS on-time graduation rate of 63.5% is still below the state minimum of 80%.</p>	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>score of 15. Both are below the state minimum expectation of 20.</p> <p>Sped students scored an average overall score of 12 on the 2012 ACT test, which is lower than those students who are not categorized as SPED by 4 points (16). This is below the state minimum expectation of 20.</p> <p>Advanced Placement: All Literature Advanced Placement Tests Combined went up 1.2% in the school between 2011-2012. In particular, passing scores in the school in English Literature & Composition went from 0% in 2011 to 10.8% in 2012. This is a notable trend because the percentage of passing AP scores on all literature tests combined in the district decreased at -1.3% while the school's scores went up by 1.2%.</p> <p>The number of students that took the Spanish literature AP test and the English Literature & Composition AP test decreased from 2011 to 2012 from 15 to 14 and 42 to 37 respectively. However, the overall passing scores for both tests increased from 40.0% to 42.9% and 0% to 10.8% respectively between 2011-2012.</p> <p>The number of students taking the English Language & Composition AP test has double between 2011-2012 from 35 to 77; however the percentage of students passing the test has decreased from 8.6% to 5.2%.</p> <p>The percentage of students with passing scores in AP</p>		





Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Arts has decreased from 10.0% to 6.7% from 2010-2011 but increased to 16.7% in 2012.</p> <p>The number of students, taking the Music AP test have decreased from 8 to 5 from 2010-2012, but the number of students taking AP Art has increased from 5 to 15 from 2010-2012.</p> <p>Students who exited ELL and took the AP Arts tests scored a higher percentage passing scores than those who were ELL and then those who are Non-ELL (18.2% vs. 0% vs. 14.3%).</p> <p>The percentage of students scoring passing scores on the AP math test has increased from 4.8% to 9.5% from 2010-2012.</p> <p>The percentage of students scoring passing scores on the AP Computer Science A test has increased from 0% to 15.4% from 2011 to 2012.</p> <p>The percentage of students scoring passing scored on the AP Calculus AB test has decreased from 8.3% to 6.9% from 2009-2012.</p> <p>The percentage of male students scoring passing scored in Math AP tests exceeds that of female students in the past 2 years (10% vs. 0% in 2011, 16% vs. 0% 2012).</p> <p>ALHS has significantly less students passing the Social Science AP tests compared to the district, but numbers have been improving over time (7.1%, 8.5%, 6.5%,</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>9.6%, 17.4%).35.1% more students have passed AP US History, AP Euro History and AP Governments from the 2011 to the 2012 years.</p> <p>In comparison to DPS from 2008-2012, ALHS social studies AP students had a 10.2% increase in passing scores compared to DPS' 2.7% increase in passing scores.</p> <p>In comparison to DPS from 2008-2012, ALHS' FRL students had an 8% increase while DPS as a district had a 2.7% increase in AP Social Studies.</p> <p>The percentage of ELL students passing AP Social Science has increased from 0% to 33.3% from 2010-2012. This is greater than students who are non-ELL which decreased from 9.7% to 3.8% during the same timeframe.</p> <p>The percentage of ELL students passing AP Science has been unstable since 2009 (25%, 0%, 20%, 14.3%) but has been higher or the same as non-ELL students during the same timeframe (0%, 0%, 25%, 0).</p>		

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>		<p>Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
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Narrative:

Description of School Setting and Process for Data Analysis:

Abraham Lincoln High School (ALHS) is a traditional high school which incorporates transitional native language instruction and is a designated ELA- S high school in the Denver Public Schools. It is the second largest high school providing services to 1,800 students in the 2011-12 school year and 1,667 in the current school year. We serve students who are in the early stages of English Language Acquisition (levels 1 and 2) and who receive content instruction in Spanish in the areas of Math, Science and Social Studies as well as English Language Development in their first year in the United States. Our English Language Learner (ELL) population is at different levels of English proficiency, constitutes 42.38% of our student body and 48.15% of our Hispanic population. Our school composition is 88.02% Hispanics, 4.21% Caucasian, 2.59% Asian, 1.02% Black and 0.72% American Indian. Our Male to Female composition is 52.14% and 47.86% respectively; and our special education population in Mild moderate and MIS is 10.42% of our student body.

The UIP development was broken down into stages. With the help of the CDE, ALHS held 2 different data analysis days with staff, parents and students. Our first data analysis day was on September 21st, 2012. This was a full day data analysis workshop that included all staff members of ALHS, selected parents and selected students. Participants learned how scores were calculated at CDE and how to look at data. When the training was complete, the data trend section of our UIP was filled with information. Our second data analysis day was on October 11th, 2012. This was a full day workshop looking at priority performance challenges and root cause analysis. The group consisted of about 20 teachers and staff from different content areas. The group split into Reading, Writing, Math, PSWR, Science and ELL where each table evaluated the data trends and developed 1 or 2 priority performance challenges from their area. Once the groups had completed the priority performance challenges, they were posted on the wall and each person voted for their top 3 with stickers. From the votes, the top 5 priority performance challenges were selected and the groups reformed to work on the priority performance challenge they were most comfortable with and developed a rough root cause by looking at various data. The root causes were then taken to different Professional Learning Communities' meetings and summarized to fit into one solid statement for each priority performance challenge. The 3rd stage was completed by Lincoln staff. 15 staff members were split into 3 groups where root causes; priority performance strategies and trends were analyzed and discussed. Through utilizing a think-pair-share strategy, the group came up with 3 Major improvement strategies to tackle the root causes.

Review Current Performance:

Abraham Lincoln High School's over-all performance challenges impact more than 65% of the students across all content areas, with some notable differences across content areas. The largest percent of students impacted by the performance challenges in the school are in the content areas of science, math, and writing (89%, 86% and 82% below proficient respectively), with fewer impacted in reading (66% below proficient). The school has better than the 50th percentile growth across all content areas (math, reading and writing) and most disaggregated groups. For some groups, growth percentiles are in the high 50s and even 60 (English Learners and Students with Disabilities). However, typical student growth is substantially below the level that would be adequate for most students to be proficient by the end of the 10th grade. Growth in English language proficiency (for more than 50% of the student population identified as English learners) has been inconsistent over the last 3 to 5 years, increasing notably across all grade levels between 2009 and 2012 with a drop between 2011 and 2012 (decrease of 11 percentile points in 10th grade, 9 percentile points in 11th grade and 27 percentile points in 12th grade). Also, while ALHS remains below minimum state expectations for Graduation Rates, Dropout Rates and ACT composite scores, Graduation and Dropout Rates have improved substantially over the last few years from 10.6% in 2007 to 4.3% in 2011.

Trend Analysis:**Academic Status:****Reading**

Academic performance in TCAP/CSAP Reading from 2008-2012 for ALHS overall, is flat, with 31%, 30%, 31%, 31%, 33% proficient and advanced from 2008-2012. This is 19 percentage points below the district average percent proficient and advanced (52%), and 36 percentage points below the state average (69%) for 2012. This is also below the minimum state expectation of 73%.

The percent of 9th graders at or above proficient on TCAP/CSAP was stable between 2008 and 2012 (29%, 31%, 28%, and 31%) and well below the district and state averages for the same period.

The percentage of 10th graders at or above proficient increased 7 percentage points (28% to 35%) between 2010 and 2012, which was a greater increase than the district as a whole (50% to 52%) and the state (66% to 68%) for the same time period, but still remained below both.

When comparing 9th & 10th grade students, when they entered 9th grade, our current 10th graders had very similar scores to our current 9th graders. (Current 10th graders vs. Current 9th graders in their grade 8 TCAP) Advanced 0% vs. 0%, Proficient 4% vs. 4%, Partially Proficient 18% vs. 19%, Unsatisfactory 78% vs. 77%. These scores show that they are entering at about the same place.

Students who exited ELL scored 16 percentile points higher in the 2012 reading TCAP (57% vs. 41%) in % at or above proficient compared to non-ELL students. However, this is still below minimum state expectation of 73% but is above the school average of 33%.

Lincoln's ELL students scored 32 percentile points lower on the 2012 reading TCAP (8% vs. 41%) in % at or above compared to non-ELL students. This is a 3 percentile point gain compared to 2011 and 2010 where ELL students scored 35 percentiles below (5% vs. 40%) non-ELL students.

All Literature Advanced Placement Tests Combined went up 1.2% in the school. In particular, passing scores in the school in English Literature & Composition went from 0% in 2011 to 10.8% in 2012. This is a notable trend because the percentage of passing AP scores on all literature tests combined in the district decreased at -1.3% while the school's

scores went up by 1.2%.

During the 2011-12 school years ALHS Interim assessments' passing scores increased from 24.5% to 42.4% to 45.5% (BOY, Midterm, Final) in Intro to Lit Reading, and from 21.6% to 24.3% to 43.4% in American Lit Reading. However, ALHS Final Interim passing scores in both were 7.2% and 9.4% lower than that of the district as a whole.

Out of 497 students tested in at the BOY 2011 STAR Reading in grade 9, 63 (13%) were "at/above benchmark", 63 (13%) were "on watch", 152 (31%) were "intervention" and 219 (44%) were "urgent intervention".

Out of 321 students tested in BOY 2011 STAR Reading in grade 10, 59 (18%) were "at/above benchmark", 49 (15%) "On watch", 64 (20%) were "intervention" and 149 (46%) were "urgent intervention".

Writing:
The trend in CSAP/TCAP Writing performance has been stable with 16% of students scoring %at or above for 2009-2011 with a slight increase in 2012 to 17%. This performance was substantially below district performance (which steadily increased from 2008 to 2012. from 33% to 41% at or above proficient) during the same time period and below the minimum state expectation of 50% at or above proficient.

Students who exited ELL scored 10 percentile points higher in the 2012 writing TCAP (31% vs. 21%) in % at or above proficient, compared to non-ELL students. This is below the state minimum expectation of 50%, but is above the school average of 17%.

Lincoln's ELL students scored 18 percentile points lower on the 2012 Writing TCAP (3% vs. 21%) in % at or above proficient compared to non-ELL students. This is a 2 percentile point gain compared to 2011 where ELL students scored 20 percentiles below (1% vs. 21%) non-ELL students.

Math:
The percent of students at or above proficient in math on CSAP/TCAP has increased (9%, 10%, and 12%) between 2010 -2012, but it still remains below the district trend (39%, 41%, and 43%) and the minimum state expectation of 33.5% at or above proficient.

The percentage of 9th graders at or above proficient increased from 3 percentage points (8% to 11%) between 2008 and 2012 and the percentage of 10th graders at or above proficient increased 8 percentage points (5% to 13%)

The percent of 10th grade students scoring unsatisfactory on TCAP/CSAP in math graders decreased from 60% to 53% (7 % points) from 2010-2012, while the state's unsatisfactory percentage decreased by 1% (29% to 28%) and the district only decreased by 4% (47% to 43%) during the same time period.

When comparing 9th & 10th grade students, when they entered 9th grade, our current 10th graders had higher scores in Math CSAP when they were in grade 9 than our current 9th graders. (Current 10 vs. Current 9 in grade 8 CSAP) Advanced 4% vs. 1%, Proficient 33% vs. 40%, Partially Proficient 35% vs. 34%, Unsatisfactory 27% vs. 26%. This data shows that our current 10th graders came into Lincoln with a higher advanced rating but Close to the same %at or above proficient.

ALHS outperformed all but one other school in the West Denver Network (WDN) on the Algebra 1 Interim Final with 44.4% at or above proficient, which was higher the district average of 42.3% and just below the WDN average of 45.1%.

Out of 288 students tested in BOY 2011 STAR Math in grade 10, 91 (32%) were “at/above benchmark”, 40 (14%) were “on watch”, 46 (16%) were “intervention” and 111 (39%) were “urgent intervention”.

Out of 493 students tested in BOY 2011 STAR Math in grade 9, 158 (32%) were “at/above benchmark”, 59 (12%) were “on watch”, 115 (23%) were “intervention” and 161 (33%) were “urgent intervention”.

Science:

The percent at or above proficient in CSAP/TCAP in science for 10th graders has remained remarkably stable from 2010-2012 at 11%, which is well below the state average which increased from 47% to 49%, and the district average which increased from 26% to 31% during the same time period.

The percentage of students scoring unsatisfactory in science on CSAP/TCAP, during the 2010-2012 testing cycle, decreased from 68% to 61%, which is a larger decrease than the state 22%-21% or the district 40% to 37% during the same period.

FRL students are performing at a stable rate on the TCAP in science. From 2010 to 2012, about 10% of these students have scored Proficient or Advanced. This is notable because this is well below the state level of 49% and even that of the district level of 31%.

Social Studies:

Compared to West Denver Network schools (WDN), AHLS scored 2.1% lower on the 2012 Geography interim final.

Compared to WDN schools, AHLS scored 5.2% lower on the 2012 US History interim final.

ALHS Final Interim passing scores increased from 3.4% to 17.2% in World History AP, from 0.0% to 19.2% in Government & Civics, from 8.6% to 11.4% in Euro History and from 12.9% to 22.6% in US History AP from 2010 to 2012. However, ALHS Final Interim passing scores in Geography and US History were 2.1% and 5.2% lower than that of the WDN.

ALHS has fewer students passing (scores 3, 4 and 5) the Social Science AP tests than other content areas, but numbers have been improving over time (7.1%, 8.5%, 6.5%, 9.6%, and 17.4%) between 2008 and 2012. 25.2% more students have passed AP US, AP Euro and AP Government from the 2011 to the 2012 years.

ALHS social studies AP students had a 10.2% increase in passing rates as compared to DPS' 2.7% increase in passing rates. In comparison to DPS from 2008-2012, ALHS' FRL students had an 8% increase in passing rates while DPS as a district had a 2.7% increase in AP Social Studies pass rates.

English Language Proficiency (CELApro)

Students who exited ELL scored 16 percentile points higher in the 2012 reading TCAP (57% vs. 41%) in % at or above compared to non-ELL students. This is above the state minimum expectation of 55% and is above the school average of 33%.

Students who exited ELL scored 10 percentile points higher in the 2012 writing TCAP (31% vs. 21%) in % at or above compared to non-ELL students. This is below the state

minimum expectation of 50%, but is above the school average of 17%.

During the past 2 years, the overall percentage of students scoring a 5 on CELAPro has stayed the same at 6%. 11th grade students have made the greatest improvements as they have an increasing trend line with the past 2 year having increased 3% each from 6% to 9% to 12%.

The CELAPro overall data shows a pretty even spread of students scoring a 3 or 4 in 2011 and 2012. There was an overall decrease in students who scored a 1 (10% to 8%) and at a 2 (13% to 11%). This shows that CELA students are progressing across CELA proficiency bands.

Compared to the other levels, Lincoln had the greatest number of students increasing at least 1 band in level 1 (54.55%) and level 2 (43.75%). Level 1 students showed the greatest growth increasing 2 or more bands (13.64%).

World Languages

ALHS Spanish Language AP students had a 22.9% increase in passing scores from 2011 to 2012 as compared to DPS' 4.4% increase in passing scores.

ALHS 'FRL students increased their passing score percentage from 58.3% to 81.5% between the 2011-2012 school years.

When you compare the World Language Overall Spring assessment for 2011 and 2012 in Spanish 1, more students who took the assessment in 2011 scored Novice High than the students who took the assessment in 2012 (6.3% vs. 0%). This created a difference in the number of students who scored Novice Mid (82.5% vs. 90.7%) and Novice Low (11.1% vs. 9.3%).

When you compare the World Language Reading component of the Spring assessment for 2011 and 2012 in Spanish 1, more students who took the assessment in 2011 scored Novice High than the students who took the assessment in 2012 (29.1% vs. 0%). This created a difference in the number of students who scored Novice Mid (69.1% vs. 80%) and Novice Low (1.8% vs. 20%).

When you compare the World Language Writing component of the Spring assessment for 2011 and 2012 in Spanish 1, less students who took the assessment in 2011 scored Novice High than the students who took the assessment in 2012 (15.9% vs. 39.5%), but more student scored Novice Mid (73% vs. 46.5%) and less students scored Novice Low (11.1% vs. 14%).

When you compare the World Language Overall Spring assessment for 2011 and 2012 in French 1, more students who took the assessment in 2011 scored Novice High than the students who took the assessment in 2012 (90.3% vs. 77.8%), and more students scored Novice Mid (90.3% vs. 77.8%) but less students scored Novice Low (7.6% vs. 22.2%).

When you compare the World Language Listening component of the Spring assessment for 2011 and 2012 in French 1, more students who took the assessment in 2011 scored Novice High than the students who took the assessment in 2012 (16.9% vs. 0%), and more students scored Novice Mid (80.2% vs. 69.5%) but less students scored Novice Low (3% vs. 30.5%).

When you compare the World Language Writing component of the Spring assessment for 2011 and 2012 in French 1, less students who took the assessment in 2011 scored Novice High than the students who took the assessment in 2012 (8.5% vs. 23.8%), but more students scored Novice Mid (66.4% vs. 60.3%) and more students scored Novice

Low (25.2% vs. 15.9%).

Academic Growth:

Reading:

The school overall median student growth percentile in reading on the 2012 TCAP increased from 55 to 57 between 2010 and 2012. For 10th grade, the median student growth percentile increased from 52 to 59 and for 9th grade, it decreased from 57 to 56. This exceeds the district median growth in 2012 of 54 and is above state expectations of 55.

Writing:

Academic growth in TCAP Writing from 2008-2012 is inconsistent from year to year but overall flat with median growth percentiles of 58, 57, 51, 53, and 56 from 2008-2012. For 10th grade, the median student growth percentile increased from 47 to 59 and for 9th grade it stayed stable at 53. This is a notable trend overall as a school and for 10th grade because the MGP is above the minimum state expectation of 55% percentile.

Math:

The TCAP overall school median student growth percentile in math increased from 52 to 55 between 2010 and 2012. For 10th grade, the median student growth percentile increased from 52 to 61 and for 9th grade it remained stable (51 to 52). This is above the state expectation of 55 except for 9th grade math.

On the 2012 Math TCAP, 9th grade students that were placed in the Algebra 1-Geometry combo had a high average MGP (60) compared to students that were placed in the Algebra 1- Lab combo (46). The Algebra 1-Geometry combo MGP is above minimum state expectation of 55.

On the 2012 Math TCAP, 9th grade students who were placed in Geometry Honors scored 8 percentile points higher (59 vs. 51) than those students who were placed in regular geometry and 1 percentile point below those students who were put in the Algebra 1 Geometry combo. The MGP for Geometry Honors is above the minimum state expectation of 55; however the MGP for regular Geometry is just below.

On the 2012 Math TCAP, 10th grade students who were placed in Algebra 2 Advanced Honors scored 24percental points higher (65% vs. 41%) in MGP than those who were in regular Algebra 2 Advanced. This exceeds the minimum state expectation of 55%; however the MGP for regular Algebra 2 Advanced is well below the state expectation.

Science:

ALHS growth proficiency in all science classes on the district interim assessment from beginning to end of the 2011-12 school year is well below the district with growth gains being 2.36% in Earth Science, 1.5% in Biology and 0.5% in Chemistry.

English Language Proficiency (CELA)

The overall median growth percentile increased from 40.5% to 58.0 between 2009-2011. However in 2012 the overall median growth percentile decreased to 52.0. This is a 6 point decrease.

The median growth percentile for grade 12 students increased from 32.0 to 72.0 between 2009-2011. However in 2012 the median growth percentile decreased to 45.0. This is a 27 point decrease.

The median growth percentile for grade 11 students increased from 39.0 to 54.0 between 2009-2011. However in 2012 the median growth percentile decreased to 45.0. This is a 9 point decrease.

The median growth percentile for grade 10 students increased from 44.0 to 58.0 between 2009-2011. However in 2012 the median growth percentile decreased to 47.0. This is a 11 point decrease.

The median growth percentile for grade 9 students increased from 39.0 to 58.0 between 2009-2012.

Social Studies:

ALHS had 36.2% growth in proficient and advanced in the geography district interim assessment from beginning to the end of the 2011-12 school years.

World Language:

ALHS Spanish Language AP students had a 22.9% increase in pass scores from 2011 to 2012 as compared to DPS' 4.4% increase in pass scores from 2008-2012,

The number of students taking the Spanish Language AP test has increased from 50 to 66 from 2011-2012. With this came an increase in the percentage of students with passing scores from 58% to 81.8% from 2011-2012.

The number of students of Hispanic ethnicity who are taking the Spanish Language AP test increase from 47 to 65 from 2011-2012. This is still lower than the number of students who took the test in 2010 (77), however the percentage of students with passing scores is higher (70.1% in 2010, 57.4% in 2011 and 81.5% in 2012).

The percentage of male students with passing scores in the Spanish AP language test increased from 52.2% to 88.5% from 2010 -2012.

Academic Growth Gaps:

Reading:

The TCAP median student growth percentile in reading for ELL students increased from 55 to 57 between 2010-2012 and it is above the minimum state expectation of 55, and 1 growth percentile behind non- ELL students.

The TCAP median student growth percentile in reading for FRL students increased from 55 to 57 between 2010-2012 and is 2 percentile points below those students who are not FRL. This is also above the minimum state expectation of 55.

The TCAP median student growth percentile in reading for females students increased from 53 to 57 between 2011-2012, while the median student growth percentile for males increased from 52 to 57 between 2011-2012. This is above the minimum state expectation of 55 for both groups.

The TCAP median student growth percentile in reading for IEP students increased from 42 to 52 between 2011-2012 and it is above the district MGP of 49 and the state MGP of 47. However it is 6 percentile points below that of non-IEP students in the school (58%) and is below the minimum state expectation of 55.

Writing:

The TCAP median growth percentile in writing for ELL students increased from 53% to 58% between 2010-2012 and is above the minimum state expectation of 55% and exceeds the median growth percentile(51%) for students who are non-ELL.

The TCAP median student growth percentile in writing for students on FRL increased from 51% to 56% between 2010-2012 and is now above the minimum state expectation of 55% and exceeds the median growth percentile for students not on FRL.

The TCAP median student growth percentile in writing for students on IEPs increased from 48 %to 58% between 2010-2012 but is still 8 percentile points below those students who are not on an IEP. This is also above the minimum state expectation of 55%.

The TCAP median student growth percentile in writing for females increased from 48% to 58% between 2010-2012 and is now above male students which have a median growth percentile of 53 in 2012. This is above the minimum state expectation of 55%.

Math:

The TCAP median student growth percentile in math for students on an IEP increased from 37 to 42 to 60 between 2010-2012 and is now above the minimum state expectation of 55 and exceeds the median growth percentile for students not on an IEP.

The TCAP median student growth percentile in math for students on FRL increased from 52 to 56 between 2010-2012 and exceeds the median growth percentile for non-FRL students (42). Lincoln's MGP is higher than the district's MGP of 54 and is above the minimum state expectation of 55.

The TCAP median student growth percentile in math for ELL students increased from 51 to 56 between 2010-2012 and is now above the minimum state expectation of 55 and exceeds the median growth percentile of 53 for non-ELL students.

The TCAP median student growth percentile in math for students on an IEP increased from 37 to 60 between 2010-2012 and exceeds the median growth percentile for non-IEP students (55), and exceeds the district IEP MGP of 51. This also exceeds the minimum state expectation of 55.

The TCAP median student growth percentile in math for female students increased from 50 to 55 between 2010-2012 and is just below the median growth percentile for males students (56). Both MGPs meet the minimum state expectation of 55.

Science:

Students who exited ELL increased their percentage of students who are At or Above proficient by 3 percentile (16% - 19%) between 2011-2012. This is above the percentage

proficient for students who are not ELL by 4 percentile as they held steady at 15% from 2011-2012.

Students who are listed as non-free/reduced lunch scored 8 percentile points higher (18% vs. 10%) than those students who were listed at Free and reduce lunch.

Post-Secondary & Workforce Readiness:

Graduation Rate:

The on-time graduation rate has steadily increased between 2008 to 2011 from 45.3% to 63.5%, which is over 7% higher than the district, but below minimum state expectation of 80%.

ALHS on-time graduation rates have increased from 45.3% to 63.5% in 2007-2011 and are above the district average for 2011 of 56.1 %. However College remediation rates for ALHS increased 57.8% to 78.26% from 2009 to 2011 while the district remediation rate increased but stayed under 50% with no change in 2011 as per the CDHE website (45.8%-49.6%).

AHLS on-time completion rates have increased from 2007-2011 from 47.6 % to 64.3% which is higher than the district on-time completion rate for the same period of 48.0% to 60.3%.

Dropout Rate:

The dropout rates for ALHS steadily decreased in each year between 2007 to 2011 from 10.6% to 4.3%, which is below the district dropout rate by 2.1%. However it is still above the minimum state expectation of 3.6%.

ACT

The ACT Composite score has increased from 14.2 to 15.4 between 2007 -2012, but remains below the minimum state expectation of 20.

The average ACT English score increased between 2007-2012 from 11.6 to 13.9, but remains below the minimum state expectation of 18.

The average ACT Math score has increased from 15.1 to 16.8 between 2007 -2012. This is below the minimum state expectation of 22.

The average ACT Reading score has increased from 14.2 to 15.0 between 2007-2012. This is below the state expectations of 21.

The average ACT Science score has increased from 15.2 to 15.7 between 2007-2012. This is below the state expectation of 24.

Females and males students scored similarly overall (15) on the 2012 ACT test. This is below the minimum state expectation of 20.

Non FRL students scored an average overall ACT score of 16 while FRL students scored an average score of 15. Both are below the state minimum expectation of 20.

Sped students scored an average overall score of 12 on the 2012 ACT test, which is lower than those students who are not categorized as SPED by 4 points (16). This is below the state minimum expectation of 20.

Advanced Placement:

All Literature Advanced Placement Tests Combined went up 1.2% in the school between 2011-2012. In particular, passing scores in the school in English Literature & Composition went from 0% in 2011 to 10.8% in 2012. This is a notable trend because the percentage of passing AP scores on all literature tests combined in the district decreased at -1.3% while the school's scores went up by 1.2%.

The number of students that took the Spanish literature AP test and the English Literature & Composition AP test decreased from 2011 to 2012 from 15 to 14 and 42 to 37 respectfully. However, the overall passing scores for both tests increased from 40.0% to 42.9% and 0% to 10.8% respectively between 2011-2012.

The number of students taking the English Language & Composition AP test has double between 2011-2012 from 35 to 77; however the percentage of students passing the test has decreased from 8.6% to 5.2%.

The percentage of students with passing scores in AP Arts has decreased from 10.0% to 6.7% from 2010-2011 but increased to 16.7% in 2012.

The number of students taking the Music AP test have decreased from 8 to 5 from 2010-2012, but the number of students taking AP Art has increased from 5 to 15 from 2010-2012.

Students who exited ELL and took the AP Arts tests scored a higher percentage passing scores than those who were ELL and then those who are Non-ELL (18.2% vs. 0% vs. 14.3%).

The percentage of students scoring passing scores on the AP math test has increase from 4.8% to 9.5% from 2010-2012.

The percentage of students scoring passing scores on the AP Computer Science A test has increased from 0% to 15.4% from 2011 to 2012.

The percentage of students scoring passing scored on the AP Calculus AB test has decreased from 8.3% to 6.9% from 2009-2012.

The percentage of male students scoring passing scored in Math AP tests exceeds that of female students in the past 2 years (10% vs. 0% in 2011, 16% vs. 0% 2012).

ALHS has significantly less students passing the Social Science AP tests compared to the district, but numbers have been improving over time (7.1%, 8.5%, 6.5%, 9.6%, 17.4%). 35.1% more students have passed AP US History, AP Euro History and AP Governments from the 2011 to the 2012 years.

In comparison to DPS from 2008-2012, ALHS social studies AP students had a 10.2% increase in passing scores compared to DPS' 2.7% increase in passing scores.

In comparison to DPS from 2008-2012, ALHS' FRL students had an 8% increase while DPS as a district had a 2.7% increase in AP Social Studies.

The percentage of ELL students passing AP Social Science has increased from 0% to 33.3% from 2010-2012. This is greater than students who are non-ELL which decreased from 9.7% to 3.8% during the same timeframe.

The percentage of ELL students passing AP Science has been unstable since 2009 (25%, 0%, 20%, 14.3%) but has been higher or the same as non-ELL students during the same timeframe (0%, 0%, 25%, 0).

Priority Performance Challenges:

ALHS has decided on 5 priority performance challenges.

1. The MGP for students taking Algebra 1 is the 46th percentile which is lower than students taking Algebra/Geometry combo (MGP of 60), the special education students taking Algebra 1 (MGP of 60), & students taking Honors Geometry (MGP of 59). The Algebra 1 MGP is also lower than the Overall school Math MGP of 55, the minimum state expectation of 55, and well below the Median Adequate Growth Percentile of 99.
2. 67% or 485 ALHS students, in the 9th and 10th grade, were not proficient on the 2012 Reading TCAP. Although there was a growth in the percent proficient of 2% from 2008 to 2012, it is not enough to meet the state minimum % proficient or above of 50%. Currently the Overall School Reading MGP is 57 which is above the minimum state expectation of 55, but below the Median Adequate Growth Percentile (MAGP) of 74 and is insufficient growth to increase the percent of students who are proficient from 33 to 50.
3. 92% or 339 of AHLS's ELL students, in the 9th and 10th grade, were not proficient on the 2012 Reading TCAP and 97% or 357 were not proficient on the 2012 Writing TCAP. Currently the Overall ELL Reading MGP is 57 which is above the minimum state expectation of 55, but below the Median Adequate Growth Percentile (MAGP) of 81 and is insufficient growth to increase the percent of students who are proficient from 8 to 50. Overall ELL Writing MGP is 58 which is above the minimum state expectation of 55, but below the Median Adequate Growth Percentile (MAGP) of 97 and is insufficient growth to increase the percent of students who are proficient from 3 to 50.
4. 83% or 601 ALHS students, in the 9th and 10th grade, were not proficient on the 2012 Writing TCAP. Although there was a growth in the percent proficient of 3% from 2008 to 2012, it is not enough to meet the state minimum % proficient or above of 50%. Currently the Overall School Writing MGP is 56 which is above the minimum state expectation of 55, but below the Median Adequate Growth Percentile (MAGP) of 96 and is insufficient growth to increase the percent of students who are proficient from 17 to 50.
5. The number of 1st time students enrolling in college increased from 55 in 2008 to 92 in 2011. This is a 67% increase in enrollment rates. However remediation rates, according to CDHE, has been unstable with 78.2% of 1st time students assigned to remediation in 2008, 68.9% in 2009, 78.6% in 2010 and 78.2% in 2011. Although the 2011 remediation percentage is above ALHS's lowest remediation rate of 68.9%, there were 31 more 1st time students who attended in 2011 compared to 2009. AHLS also had 22 more 1st time college students enroll in 2011 compared to 2010, and had a slight decrease in the remediation rate. Although the remediation rate decreased slightly and more 1st time students enrolled in college and AHLS on-time graduation rate of 63.5% is still below the state minimum of 80%.

A large percent of students are impacted by these performance challenges in the school. Our first priority is math, where 87% of students were below proficient. Our second priority is reading, where 67 % are below proficient. Third is ELL students where 92% of students were below proficient. Fourth is writing where 83% of students are below proficient and our fifth priority is college remediation and graduation rates as ALHS is only graduating 63.5% of students on-time.

Root Cause Analysis:

Math

We lack consistent rituals, routines and expectations across classrooms.

Resources looked at:

- TCAP Math Grade Level Achievement

- School Growth Summary Report
- Interim Proficiency Growth
- High school Final Interim % Correct and Graphs
- AP Math Scores
- Discussions with PLCs
- Observations by peers and/or administration

Reading

We do not have a systemic reading curriculum in place to support all students.

Resources looked at:

- TCAP Reading Grade Level Achievement
- School Growth Summary Report
- Interim Reading Proficiency Growth (Intro to Lit, American Lit)
- AP Literacy Scores
- Discussions with PLCs
- Observations by peers and/or administration

ELL

We do not have systemic cross-curricular consistency to teach English Language Literacy Development.

Resources looked at:

- TCAP Subgroup for Reading and Writing
- School Growth Summary Report
- CELA MGP
- CELA Growth Report
- CELA by Content Area
- Discussions with PLCs
- Observations by peers and/or administration

Writing

We lack school wide structures to monitor mastery of learning targets (standards) by students, administrators and educators.

Resources looked at:

- TCAP Writing Grade Level Achievement
- School Growth Summary Report
- Interim Reading Proficiency Growth (Intro to Lit, American Lit)
- AP Literacy Scores
- Discussions with PLCs

- Observations by peers and/or administration

PSWR

We do not provide rigorous and precise instruction that emphasizes the need for cross-curricular connections, inquiry based learning, relevant learning, and high expectations.

Resources looked at:

- Post -Secondary Readiness School Report
- CDHE remediation report
- 2012 ACT Scores
- Number of graduates over time
- DPS 2010-2011 On-Time Graduation Rate by Ethnicity and Gender

Looking forward

Abraham Lincoln High School will continue to assess, monitor and revise the UIP with the help of school and district personnel, school families and the community. In February 2013 Abraham Lincoln High School staff members attended the Colorado Department of Education (CDE) SST rollout and learned what the CDE found in the school interviews back in September 2012. Using the information from the roll out staff members gave recommendations on changes to the major improvement strategies.

A group will be formed to review the UIP action steps and assessed them again at the end of the school year to see what worked and what didn't work. Items that have been completed or do will be archived to the bottom of the list and new items if needed will be entered.

During registration and Back to School Right, parents and students will be given the School-Parent Compact. This information in the document was created with input from school staff members, school families and students.

Abraham Lincoln is in the process of developing an Equity Calendar as a way for school personnel to assess the data that the school collects. By using this data, Abraham Lincoln will be able to increase student performance.

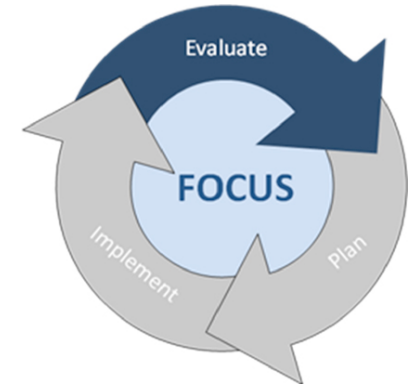
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	67% or 485 ALHS students, in the 9th and 10th grade, were not proficient on the 2012 Reading TCAP. Although there was a growth in the percent proficient of 2% from 2008 to 2012, it is not enough to meet the state minimum % proficient or above of 50%. Currently the Overall School Reading MGP is 57 which is above the minimum state expectation of 55, but below the Median Adequate Growth Percentile (MAGP) of 74 and is insufficient growth to increase the percent of students who are proficient from 33 to 50.	The percentage of students who are proficient or above in TCAP Reading will increase to 43% (from 33%) by the end of the 2012-2013 school year.	The percentage of students who are proficient or above in TCAP Reading will increase to 49% (from 43%) by the end of the 2013-2014 school year.	<p>1) Common formative assessments aligned to literacy (reading and writing, listening and speaking) standards are analyzed within the PLC weekly</p> <p>2) STAR Reading Assessments are analyzed four times a year within the PLC to monitor progress</p> <p>3) Reading DPS Interim assessments are analyzed 3 times a year within the PLC to monitor progress</p> <p>4) WIDA Access results are analyzed once a year</p>	Improve instruction and student achievement by ensuring and strengthening the data team process and common formative assessments with our PLCs.
		M		The percentage of students who are proficient or above in TCAP Math will increase to 20% (from	The percentage of students who are proficient or above in TCAP Math will increase to 25% (from	1) Common formative assessments aligned to reading are analyzed within the PLC weekly	

			12%) by the end of the 2012-2013 school year.	16%) by the end of the 2013-2014 school year.	<p>2) STAR Math Assessments are analyzed four times a year within the PLC to monitor progress</p> <p>3) Math DPS Interim assessments are analyzed 3 times a year within the PLC to monitor progress</p> <p>4) ACT results analyzed once a year</p>		
		W	<p>83% or 601 ALHS students, in the 9th and 10th grade, were not proficient on the 2012 Writing TCAP. Although there was a growth in the percent proficient of 3% from 2008 to 2012, it is not enough to meet the state minimum % proficient or above of 50%. Currently the Overall School Writing MGP is 56 which is above the minimum state expectation of 55, but below the Median Adequate Growth Percentile (MAGP) of 96 and is insufficient growth to increase the percent of students who</p>	<p>The percentage of students who are proficient or above in TCAP Writing will increase to 25% (from 17%) by the end of the 2012-2013 school year.</p>	<p>The percentage of students who are proficient or above in TCAP Writing will increase to 30% (from 25%) by the end of the 2013-2014 school year.</p>	<p>1) Common formative assessments aligned to writing standards are analyzed within the PLC weekly</p> <p>2) Writing DPS Interim assessments are analyzed 3 times a year within the PLC to monitor progress</p> <p>3) WIDA Access results are analyzed once a year</p> <p>4) TCAP results are analyzed once a year</p> <p>5) ACT scores are analyzed once a year</p>	<p>Improve instruction and student achievement by ensuring and strengthening the data team process and use of common formative assessments within our PLCs.</p>

			are proficient from 17 to 50.				
		S		The percentage of students who are proficient or above in TCAP Science will increase to 16% (from 11%) by the end of the 2012-2013 school year.	The percentage of students who are proficient or above in TCAP Science will increase to 21% (from 16%) by the end of the 2013-2014 school year.	<ol style="list-style-type: none"> 1) Common formative assessments aligned to science standards are analyzed within the PLC weekly 2) Science DPS Interim assessments are analyzed 3 times a year within the PLC to monitor progress 3) TCAP results are analyzed once a year 4) ACT scores are analyzed once a year 	
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R		The median growth percentile in Reading for 9 th and 10 th grade students will increase to 65 (from 57) by the end of the 2012-2013 school year.	The median growth percentile in Reading for 9 th and 10 th grade students will increase to 70 (from 65) by the end of the 2013-2014 school year.	<ol style="list-style-type: none"> 1) Common formative assessments are analyzed within the PLC weekly and progress is monitored 2) STAR Reading Assessments are analyzed four times a year within the PLC to monitor progress 3) Reading DPS Interim assessments are analyzed 3 	

						times a year within the PLC to monitor progress	
						4) WIDA Access results are analyzed once a year	
		M		The median growth percentile in Math for 9 th and 10 th grade students will increase to 65 (from 55) by the end of the 2012-2013 school year.	The median adequate growth percentile in Math for 9 th and 10 th grade students will increase to 70 (from 65) by the end of the 2013-2014 school year.	<p>1) Common formative assessments aligned a=to standards are analyzed within the PLC weekly</p> <p>2) STAR Math Assessments are analyzed four times a year within the PLC to monitor progress</p> <p>3) Math DPS Interim assessments are analyzed 3 times a year within the PLC to monitor progress</p> <p>4) ACT results analyzed once a year</p>	
		W		The median growth percentile in Writing for 9 th and 10 th grade students will increase to 65 (from 56) by the end of the 2012-2013 school year.	The median growth percentile in Writing for 9 th and 10 th grade students will increase to 70 (from 65) by the end of the 2012-2013 school year.	<p>1) Common formative assessments are analyzed within the PLC weekly</p> <p>3) Reading DPS Interim assessments are analyzed 3 times a year within the PLC to monitor progress</p> <p>4) WIDA Access results are</p>	

					analyzed once a year		
					5) TCAP results are analyzed once a year		
					6) ACT scores are analyzed once a year		
		ELP	<p>92% or 339 of AHLS's ELL students, in the 9th and 10th grade, were not proficient on the 2012 Reading TCAP and 97% or 357 were not proficient on the 2012 Writing TCAP. Currently the Overall ELL Reading MGP is 57 which is above the minimum state expectation of 55, but below the Median Adequate Growth Percentile (MAGP) of 81 and is insufficient growth to increase the percent of students who are proficient from 8 to 50. Overall ELL Writing MGP is 58 which is above the minimum state expectation of 55, but below the Median Adequate Growth Percentile (MAGP) of 97 and is insufficient</p>	<p>The median adequate growth percentile in Reading for the 9th and 10th grade ELL students will increase to 65 (from 57) by the end of the 2012-2013 school year. The median adequate growth percentile in Writing for the 9th and 10th grade ELL students will increase to 65 (from 58) by the end of the 2012-2013 school year.</p>	<p>The median adequate growth percentile in Reading for the 9th and 10th grade ELL students will increase to 72 (from 65) by the end of the 2013-2014 school year. The median adequate growth percentile in Writing for the 9th and 10th grade ELL students will to 72 (from 65) y the end of the 2013-2014 school year.</p>	<p>1) Common formative assessments aligned to literacy domain- reaching, writing, listening and speaking, are analyzed within the ELD PLCs weekly</p> <p>2) Edge assessments are analyzed three times a year</p> <p>3) Reading DPS Interim assessments are analyzed 3 times a year within the PLC to monitor progress</p> <p>4) Writing DPS Interim assessments are analyzed 3 times a year within the PLC to monitor progress</p>	<p>Improve instruction and student achievement by ensuring and strengthening the data team process and use of common formative assessments within our PLCs.</p>

			growth to increase the percent of students who are proficient from 3 to 50.				
Academic Growth Gaps	Median Student Growth Percentile	R		The median growth percentile in Reading for 9 th and 10 th grade students with disabilities will increase to 61 (from 52) by the end of the 2012-2013 school year.	The median growth percentile in Reading for 9 th and 10 th grade students with disabilities will increase to 70 (from 61) by the end of the 2013-2014 school year.	<p>1) Common formative assessments are analyzed weekly across all classrooms at each PLC</p> <p>2) STAR Reading Assessments are analyzed four times a year across all classrooms at each PLC (Renaissance Learning)</p> <p>3) Reading DPS Interim assessments are analyzed 3 times a year within the PLC to monitor progress</p> <p>4) WIDA Access results are analyzed once a year across all ELD classes</p>	
		M	The MGP for students taking Algebra 1 is the 46th percentile which is lower than students taking Algebra/Geometry combo (MGP of 60), the special education	The median growth percentile for Algebra 1 students will increase to 60 (from 46) by the end of the 2012-2013 school year.	The median growth percentile for Algebra 1 students will increase 5 percentile points to 70 (from 60) by the end of the 2013-2014 school year.	<p>1) Common formative assessments aligned to math standards are analyzed weekly across all classrooms at each PLC</p> <p>2) STAR Math Assessments are analyzed four times a</p>	Implement structure for teacher observation and assistance to improve consistency with respect to strategies, expectations and content.

			students taking Algebra 1 (MGP of 60), & students taking Honors Geometry (MGP of 59). The Algebra 1 MGP is also lower than the Overall school Math MGP of 55, the minimum state expectation of 55, and well below the Median Adequate Growth Percentile of 99.			year across each PLC to monitor progress (Renaissance Learning)	
		W		The median growth percentile in Writing for 9 th and 10 th grade students with disabilities will increase to 60 (from 49) by the end of the 2012-2013 school year.	The median growth percentile in Writing for 9 th and 10 th grade students with disabilities will increase to 70 (from 60) by the end of the 2013-2014 school year.	<p>3) Math DPS Interim assessments are analyzed 3 times a year across all classrooms at each PLC</p> <p>1) Common formative assessments aligned to writing standards are analyzed across classrooms at each Language Arts PLC weekly</p> <p>3) Writing DPS Interim assessments are analyzed 3 times a year across classrooms at each Language Arts PLC weekly</p> <p>4) WIDA Access results are analyzed once a year for all ELD and Language Arts classrooms</p> <p>5) TCAP results are analyzed once a year for all ELD and Language Arts</p>	

						classrooms once a year	
Post Secondary & Workforce Readiness	Graduation Rate	<p>The number of 1st time students enrolling in college increased from 55 in 2008 to 92 in 2011. This is a 67% increase in enrollment rates. However remediation rates, according to CDHE, has been unstable with 78.2% of 1st time students assigned to remediation in 2008, 68.9% in 2009, 78.6% in 2010 and 78.2% in 2011. Although the 2011 remediation percentage is above ALHS's lowest remediation rate of 68.9%, there were 31 more 1st time students who attended in 2011 compared to 2009. AHLS also had 22 more 1st time college students enroll in 2011 compared to 2010, and had a slight decrease in the remediation rate. Although the remediation rate decreased slightly and more 1st time students</p>	<p>The percentage of students graduating on-time will increase to 70% (from 63.5%) by the end of the 2012-2013 school year.</p>	<p>The percentage of students graduating on-time will increase to 80% (from 70%) by the end of the 2013-2014 school year.</p>	<p>1) "F" reports are analyzed every six weeks and note the trends and rationale for failure</p> <p>2) On track to graduate reports are analyzed at all grade levels to determine the gatekeeper courses two times a year</p>	<p>Discuss, design and implement a rigorous product-performance based grading system.</p>	

		enrolled in college and AHLS on-time graduation rate of 63.5% is still below the state minimum of 80%.				
	Disaggregated Grad Rate		The graduation rate for ELL students will increase to 74% (from 68.9%) by the end of the 2012-2013 school year.	The graduation rate for ELL students will increase to 80% (from 74%) by the end of the 2013-2014 school year.	<p>1) Disaggregated "F" reports are analyzed every six weeks and note the trends and rationale for failures</p> <p>2) Disaggregated On track to graduate reports are analyzed at all grade levels to determine the gatekeeper courses fro ELLs</p>	
	Dropout Rate		The dropout rate for AHLS students decrease to 2.85% (from 4.3%) by the end of the 2012-2013 school year.	The dropout rate for AHLS students decrease to 1% (from 2.85%) by the end of the 2013-2014 school year.	<p>1) Use the DPS transitions process to identify students who are at risk of dropping out and find a suitable placement in other DPS options</p> <p>2) Analysis of disaggregated credit recovery program completion rate data of all enrolled students</p>	
	Mean ACT		The ACT Composite score will increase to 17 (from 15.5) by the end of the 2012-2013 school year.	The ACT Composite score will increase to 20 (from 17) by the end of the 2013-2014 school year.	1) Test practice events three times prior to ACT testing	

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Instruction - Improve instruction and student achievement by ensuring and strengthening the data driven process and common formative assessments within our Professional Learning Communities. **Root Cause(s) Addressed:** We lack consistent rituals, routines and expectations across classrooms. We lack school wide structures to monitor mastery of learning targets (standards) by students, administrators and educators. We do not provide rigorous and explicitly differentiated instruction that emphasizes the need for cross-curricular connections, inquiry based learning, relevant learning, and high expectations.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Assess and monitor the data team process of developing common formative assessments that align to CCSS or State standards, and how their results inform instruction within the Professional Learning Communities (PLCs)	2013-14 Implement	PLC leaders, school administrators, district leaders and educational specialists	GB, T1, SLD Coaches- \$111,867 3 coaches total, 2 funded via SLD, 1 via Title II. All content- \$8,631,735	PLC evidences of development on Common Formative assessments for each unit as per PLC instructional pacing. Weekly PLC template-indicating discussion on data team process. PLC /teacher reflection on students data indicating the areas of students weaknesses and strengths toward course mastery at the unit /lesson benchmark	Not begun

				Weekly admin conversations with PLCs on data team process	
Monitor the Equity Calendar events for continuous improvement in the areas of Academics, Behavior and Credits.	2013-14 (implement)	Teachers and school leaders	General Budget, Title I, Title II, Student Literacy Development, ELL/ESL/ELA Teacher Total- \$6,926,191 Admin - \$607,036	<p>PLC/teacher notes showing discussions on monitoring for students' progression each month benchmark.</p> <p>Student Success Teams' minutes on monitoring for students' progression each month</p> <p>Admin conversations minutes on monitoring for students' progression each month</p> <p>Monthly staff newsletter is sent out with information on the ABCs.(Attendance, Behaviors and Credit)</p>	Calendar is already designed for 2013-14. Templates and protocols are in the developmental stages.
Faculty development on what goes into the grade book and ensuring that it is aligned to a content standards mastery based grading system and consistent within PLCs.	2013-14 (implement)	Teachers and school leaders	General Budget, Title I, Title II, Student Literacy Development, ELL/ESL/ELA Teacher Total- \$6,926,191 Admin - \$607,036	<p>Records of individual PLC members' grade-books to check and verify consistency in September 2013 and January 2014</p> <p>Student work verifying levels of grading standards and connection to standards</p>	Conversations on grading policy are in progress

				in September 2013 and January 2014	
Refine the interventions used for the ABCs(Attendance, Behavior, Credits) and tutorial scheduling system to allow for greater effectiveness.	2013-2014	Teachers and school leaders	General Budget, Title I, Title II, Student Literacy Development, ELL/ESL/ELA Teacher Total- \$6,926,191 Admin - \$607,036	Tutorial schedule showing students being assigned to classes in which they need assistance. Data showing students academic progression as a result of their participation in interventions.	Conversations for improvement of tutorials are in progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Professional Growth and Development- Implement an effective result based Professional Development and teacher observation plan that improves consistency in instructional quality with respect to content delivery, teaching and learning strategies. **Root Cause(s) Addressed:** We lack consistent rituals, routines and expectations across classrooms. We do not have a systemic reading curriculum in place to support all students. We do not have systemic cross-curricular consistency to teach English Language Literacy Development. We lack school wide structures to monitor mastery of learning targets (standards) by students, administrators and educators. We do not provide rigorous and explicitly differentiated instruction that emphasizes cross-curricular connections, inquiry based learning, relevant learning, and high learning teaching and expectations.

Title 1: How are highly qualified teachers recruited and retained? The current percentage of highly qualified teachers at Abraham Lincoln High School (ALHS) is 100%. By implementing staff initiatives (set by the district), allowing staff to participate in school decisions and treating staff with respect, ALHS is able to retain and recruit staff. How are student and staff needs used to identify the high quality professional development? ALHS has implemented a professional development committee that is composed of administrators and staff members. Through staff surveys, classroom observations and instructional coach input, high quality professional development is implemented in 3 part AHLS professional development cycle. How will the UIP be annually evaluated for effectiveness and include the participation of parents? The UIP will be reviewed and evaluated by the staff, CSC and SAC in August and all parents will be notified when the UIP is posted in the CDE website.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Implement a successful Professional Development plan and asses it by implementing Instructional rounds to monitor instructional quality progression in classrooms that informs professional development planning and its delivery	2012-2013 and 2013-2014.	School leaders, Instructional specialists, Teacher leaders, Teachers	General Budget, Title I, Title II , Teacher Total- \$6,926,191 Coaches- \$111,867 Admin - \$607,036	Calendar with dates and listed Professional Development Weekly lesson plans /briefs showing implementation of professional development strategies.	In progress
Implement an observation timeline of all teachers by school leaders, district leaders and instructional specialists with a descriptive feedback loop and	2013-2014	School leaders, Instructional specialists, district	General Budget, Title I, Title II, Student Literacy Development, ELL/ESL/ELA	LEAP and informal observations timeline	Not begun

support.		leaders	Teacher Total- \$6,926,191 Coaches- \$111,867	Educator's needs trends as evidenced from descriptive feedback along with recommendations for professional development and/or assistance to improve instruction.	
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Major Improvement Strategy #3: College Readiness - Implementation of ACT, AP vertical alignment, course integration and professional development to ensure higher test scores and passing scores and rates. **Root Cause(s) Addressed:** We do not have systemic cross-curricular consistency to teach English Language Literacy Development. We lack school wide structures to monitor mastery of learning targets (standards) by students, administrators and educators. We do not provide rigorous and explicitly differentiated instruction that emphasizes cross-curricular connections, inquiry based learning, relevant learning, and high learning teaching and expectations.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Practice ACT data will be analyzed with junior level core subject teachers and a comparison will be conducted to align skills to COACT.	2012-2013	College Readiness Coordinator; Instructional Coaches; Core teachers	General Budget, Title I, Title II, Student Literacy Development, ELL/ESL/ELA TOSA- \$78,490 Coaches- \$111,867 Teacher Total- \$6,926,191.	Practice ACT 3-4 times a year administered by core teaches (Math Language Arts and Science) Core teacher notes on progression analysis of students: 1) ACT academic foundations and test taking skills, and. 2) Support strategies	In progress
Colorado Legacy will conduct AP prep tests, such as Kaplan	2012-2013 and 2013-2014	College Readiness Coordinator; Instructional Coaches; Core teachers	General Budget, Title I, Title II, Student Literacy Development, ELL/ESL/ELA TOSA- \$78,490 Coaches- \$111,867 Teacher Total- \$6,926,191.	Language Arts, Math and Science teacher notes/data on progression analysis of students on AP academic foundations and test taking skills.	In progress
With the assistance of Colorado Legacy and Early College Expansion Partnership Grants (I3), content teachers and AP teachers will continue to work on vertically aligning courses to help student get AP	2013-2014	College Readiness Coordinator; Instructional Coaches; Core	General Budget, Title I, Title II, Student Literacy Development, ELL/ESL/ELA	Meeting minutes showing discussion on what needs to be implemented in pre-AP courses in	In progress in Social Studies and Math

and college ready.		teachers	TOSA- \$78,490 Coaches- \$111,867 Teacher Total- \$6,926,191.	order to make students AP ready. Pacing Guides/ Lesson plans showing changes discussed in AP/Content meetings.	
Post-Secondary Counseling Process develops a strong counseling pipeline to ensure that there is maximum enrollment in AP and concurrent enrollment courses.	2013-2014	College Readiness Coordinator, Counselors	General Budget, Title I, Title II, Student Literacy Development, ELL/ESL/ELA TOSA- \$78,490 Counselors -	Counseling notes/ minutes	In progress
AP Tutorial sessions, post-secondary counselors and College tutors support students to ensure academic success in each college or AP course.	2012-2013 and 2013-2014	College Readiness Coordinator,	General Budget, Title I, Title II, Student Literacy Development, ELL/ESL/ELA TOSA- \$78,490	Weekly tutorials sessions for all AP and ACT students. Tutoring sign-in sheets.	In progress

Major Improvement Strategy #4: Family and Community Engagement - Increase parent engagement to assist in creating an academic culture for our students.

Root Cause(s) Addressed: We lack consistent rituals, routines and expectations across the classroom. We lack school wide structures to monitor mastery of learning targets (standards) by students, administrators and educators. We do not provide rigorous and explicitly differentiated instruction that emphasizes the need for cross-curricular connections, inquiry based learning, relevant learning, and high teaching and learning expectations.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed in progress, not begun)
Educational Activities The school will provide opportunities for the family and community by making educational classes available for them. These classes include: <ol style="list-style-type: none"> 1. Development Class (Technology, ESL, Family) 2. IC Training Parent Portal 3. DPS Parent Leadership Institute 4. LF Thursday Workshops 5. WDN Tuesday Workshops 6. TOCA Conference 	2012-2013 and 2013-2014	Parent Liaison	General Budget Pro-Tech- \$44,340	Monthly classes and attendance records and DPS Parent Leadership Institute	In progress
Volunteer Program The school will provide opportunities for parents to get involved by allowing volunteer opportunities to parents. These opportunities include: <ol style="list-style-type: none"> 1. Parents Office 2. Parent Mobile Station (Positive Motivational Engagement)	2012-2013 and 2013-2014	Parent Liaison and Volunteers	General Budget Pro-Tech- \$44,340	Monthly count of volunteers	In progress
Social Integrating Activities: The school will provide opportunities for parents, students and the community to get	2012-2013 and 2013-	Parent Coordinator and Parent Liaison; Principal, Assistant Principal; Student	General Budget Pro-Tech - \$44,340	Monthly activities and participation records	In progress

<p>together in a variety of fashions. These activities include:</p> <ol style="list-style-type: none"> 1. LC Pool Day 2. LC Bowling Day 3. LC Arts Day 4. LF Bowling Day 5. LC Art Museum Visit 6. College Campus Visits 7. LC Winter Park Activity 8. LF Rocky Mountain Activity 9. LC Downtown Tour 10. Trick or Treat Street: Feeder elementary school students and families participate 11. LC Sport Day (Soccer, Volleyball) 12. LF Museum Field Trip <p>LC Cherry Creek End of the Year Activity</p>	<p>2014</p>	<p>Activities Director; Athletic Director</p>	<p>Principal, 2 Assistant Principals - \$294,818 Activities Director - \$65,308</p>		
<p>School Culture Activities The school will have activities to inform and help parents with ideas on how to make their child more successful. These activities include:</p> <ol style="list-style-type: none"> 1. Coffee with the Principal 2. Back to School Breakfast 3. Parent Teacher Conferences 4. Trick or Treat Street: Feeder elementary school students and families participate 5. 5 de Mayo Celebration 6. AP Family Night 7. Parent student compact 8. UIP Feedback page <p>Special event to get more families to complete School Survey.</p>	<p>2012-2013 and 2013-2014</p>	<p>Parent Liaison, Principal and Assistant Principal; College Readiness Coordinator; Activities Director; Athletic Director; Counselors</p>	<p>General Budget Pro-Tech - \$44,340 Principal/AP- \$228,921 TOSA- \$78,490 Activities - \$65,308 4 counselors - \$261,232</p>	<p>Monthly and semester count of designated activities</p>	<p>In progress</p>

<p>Parent Newsletter Monthly newsletter - Information to parents regarding school programs and activities</p>	<p>2012-2013 and 2013-2014</p>	<p>Parent Liaison, Principal and Assistant Principal</p>	<p>General Budget Pro-Tech - \$44,340 Principal/AP-\$228,921</p>	<p>Monthly mailing</p>	<p>In progress</p>
<p>Home academic support School – home connections to support students at home</p>	<p>2013-2014</p>	<p>Parent Liaison, Principal and Assistant Principal</p>	<p>General Budget Pro-Tech - \$44,340 Principal/AP-\$228,921</p>	<p>Training sessions provided to parents to guide them on how to support students at home.</p>	<p>Not begun</p>

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program

Schools that participate in Title I must use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a crosswalk of the Title I program elements in the UIP.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	Section III- Data Narrative, page 29
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	Section III- Data Narrative, pages 29-41
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 10)	Section IV – Action Plan, pages 52- 61
All core content teachers are highly qualified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	Section IV – Action Plan, Major Improvement Strategy #2, page 54

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	Section IV – Action Plan, Major Improvement Strategy #2, page 54
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	N/A
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	Section IV – Action Plan, Major Improvement Strategy #2, page 54
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	Section IV – Resource Column, Major Improvement Strategy #1-5, page 52-59

SCHOOL-PARENT COMPACT

The **Abraham Lincoln High School**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year **2012-14**.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The **Abraham Lincoln High School** will:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Teachers will hold their supports accountable for implementing the UIP with integrity, meaning that we will keep focused on the strategies and action steps presented in the UIP and do them well before committing to any additional strategies and/or actions.

Teachers will study the new shifts and research in the standards and teaching practices as an open-minded professional community and collaborate in order to produce excellent curriculum materials, instructional practices, and assessments to meet the unique needs of the students and maximize their learning regardless of their background.

Teachers will collaborate within their PLCs to produce quality materials that hold all students accountable for the same learning including common presentations and assessments for all students of the same course and use data to continuously improve these materials.

- 2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

Parent-teacher conferences will be held on October 16 and 17 during semester 1 and February 26 and 27 during semester 2.

- 3) Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Every four weeks, all students will receive an academic progress report that is shared with their parents. In addition, every six weeks a report card is sent home with each child.

Appendix A (cont.)

- 4) **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Teachers will be available to meet with students and parents during their planning time or after school. Parents should schedule this with their child's guidance counselor.

- 5) **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

All parents can contact Isela Galvan in the Welcome Center to set up volunteer hours. Abraham Lincoln High School has a parent volunteer program.

We, as parents, will support our children's learning in the following ways:

- 1) **Assist our children in making important educational decisions by:**

Helping our children identify and pursue post-secondary education and career goals and participating, as appropriate, in decisions relating to my children's education.

- 2) **Engage in open and timely communication with the school by:**

Being proactive in asking questions, expressing concerns, and seeking information and serving, to the extent possible, on policy advisory groups, such as being a part of the Lincoln Parent Group, the community School Committee, etc.

- 3) **Create a supportive environment for learning in our homes by:**

Modeling the importance of life-long learning, helping out student make connections between their learning experiences and their everyday lives, and expecting achievement and offering encouragement and praise.

- 4) **Become actively involved in the life of the school by:**

Attending school programs, volunteering in the school, acting as an advocate for quality education within the community, and promoting Abraham Lincoln High School to the extended community.

Appendix A

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- 1) **Take responsibility for our education, decisions, and actions by:**
Studying, setting priorities and using time management strategies.

- 2) **Act in a manner that best represents ourselves, school, and community by:**
Attending school, following rules, respecting the uniform policy and everyone in the building, and having pride/school spirit.

- 3) **Be active in the school and community by:**
Volunteering, joining clubs and/or sports, keeping an open mind, and trying new things.

- 4) **Maintain a balance between academics, co-curricular activities, and other endeavors; continually giving our best efforts to each by:**
Setting priorities, not taking on things you can’t do, and being organized.

- 5) **Respect our fellow students and their activities by:**
Not bullying, keeping an open mind, being supportive, and providing encouragement.

- 6) **Respect cultural diversity, individuality, and the choices and rights of others by:**
Not bullying, keeping an open minded, being supportive, and providing encouragement to our peers.

- 7) **Promote a safe and healthy learning environment by**
Not participating in violence, and knowing when to inform teachers of misconduct.

 School

 Parent(s)

 Student

 Date

 Date

 Date