

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1295 School Name: COLLEGIATE PREPARATORY ACADEMY 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%	-	-	30.53%	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%	-	-	20.43%	
		W	-	-	50%	-	-	22.11%	
		S	-	-	50%	-	-	-	
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	-	-	51	
		M	-	-	99	-	-	69	
		W	-	-	95	-	-	58	
ELP	-	-	76	-	-	66			

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 Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</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: 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 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 - using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness: -</p>
	<p>Disaggregated Graduation Rate 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.	-	
	<p>Dropout Rate Expectation: At or below State average overall.</p>	3.6%	-	-	
	<p>Mean ACT Composite Score Expectation: At or above State average</p>	20	-	-	

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 meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance 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 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.	TIG Awardee	In addition to the general requirements, TIG schools are expected to align activities funded through the grant with overall school improvement efforts in the UIP. All TIG activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 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 .
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).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

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		
Title I Program	Does the school receive Title I funds? If yes, indicate the type of Title I program	<input type="checkbox"/> Targeted Assistance <input checked="" type="checkbox"/> Schoolwide
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	The school received a SIG grant in 06-07 and 07-08 for a total of \$686,967.
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	The school had an Expedited Review April 6-9, 2010.
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.	No

Improvement Plan Information

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

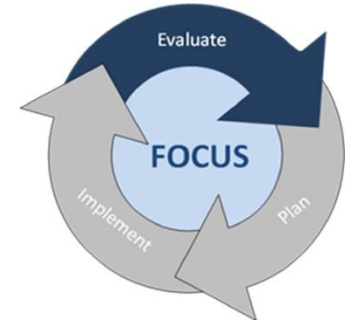
- State Accountability
 Title IA
 Tiered Intervention Grant
 School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Karen Alexander, Principal
	Email	Karen_Alexander@dpsk12.org
	Phone	720-423-5800
	Mailing Address	5000 Crown Blvd. Denver, CO 80239-4329
2	Name and Title	Kenna Moreland, Assistant Principal
	Email	Kenna_Moreland@dpsk12.org

	Phone	720-423-5800
	Mailing Address	5000 Crown Blvd. Denver, CO 80239-4329
2	Name and Title	Ruben Morris, Assistant Principal
	Email	Ruben_Morris@dpsk12.org
	Phone	720-423-5800
	Mailing Address	5000 Crown Blvd. Denver, CO 80239-4329

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)	N/A		
Academic Growth	N/A		
Academic Growth Gaps	N/A		
Post Secondary Readiness	N/A		

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)	CPA was a new school in 2011-2012. Year 1 data is detailed in the Data Narrative.		
Academic Growth	CPA was a new school in 2011-2012. Year 1 data is detailed in the Data Narrative.		
Academic Growth Gaps	CPA was a new school in 2011-2012. Year 1 data is detailed in the Data Narrative.		
Post Secondary & Workforce Readiness	CPA was a new school with 9 th grade only in 2011-2012.		

Worksheet: Data Analysis**Data Narrative for School**

Directions: 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. This analysis should be tightly linked to section IV; targets and action planning should be aimed at addressing the priority performance challenges and root causes identified in this section. The narrative should not take more than five pages.

Data Narrative for School

Section IV: Action Plan(s)

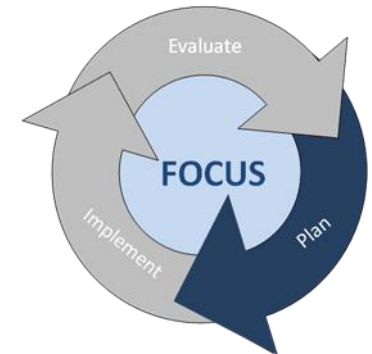
This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Goals Form below. Then you will move into action planning, which should be captured in the Action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

For federal accountability, annual targets for AYP have already been determined by the state and may be viewed on the CDE website at:

www.cde.state.co.us/FedPrograms/danda/aypprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. 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. Finally, list the major improvement strategies that will enable the school to meet each target. The major improvement strategies will be detailed in the Action Planning Form at the end of this section.



School Target Setting Form

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2011-12	Major Improvement Strategies	
			2011-12	2012-13			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R		9 th – 60%	9 th – 65% 10 th – 70%	DPS interim assessments SRI	1,2
		M		9 th – 50%	9 th – 55% 10 th – 60%	DPS interim assessments SMI	1,2
		W		9 th – 50%	9 th – 55% 10 th – 60%	DPS interim assessment	1,2
		S		9 th – not tested	9 th – not tested 10 th – 60%	DPS interim assessments	1,2
	AYP (Overall and for each disaggregated groups)	R		94.92% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.92% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	DPS interim assessments SRI	1, 2, 3
		M		86.75% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	86.75% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	DPS interim assessments SMI	1, 2, 3
Academic Growth	Median Student Growth Percentile	R		Will meet or exceed adequate student growth percentile	Will meet or exceed adequate student growth percentile	DPS interim assessments SRI	1, 2, 3
		M		Will meet or exceed adequate student growth	Will meet or exceed adequate student growth	DPS interim	1, 2, 3

			percentile	percentile	assessments SMI	
		W	Will meet or exceed adequate student growth percentile	Will meet or exceed adequate student growth percentile	DPS interim assessment	1, 2, 3
Academic Growth Gaps	Median Student Growth Percentile	R	Will meet or exceed adequate student growth percentile	Will meet or exceed adequate student growth percentile	DPS interim assessments SRI	1, 2, 3
		M	Will meet or exceed adequate student growth percentile	Will meet or exceed adequate student growth percentile	DPS interim assessments SMI	1, 2, 3
		W	Will meet or exceed adequate student growth percentile	Will meet or exceed adequate student growth percentile	DPS interim assessment	1, 2, 3
Post Secondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	ABC Stoplight (Attendance, Behavior, Course Grades) On-Track to Graduate	1, 2, 3
	Dropout Rate		4%	3%	ABC Stoplight (Attendance, Behavior, Course Grades) On-Track to Graduate	1, 2, 3
	Mean ACT		17	18	ACT prep tests	1, 2, 3

Action Planning Form

Directions: Identify the major improvement strategy(s) 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: Building Instructional Systems, Structures and Processes

Root Cause(s) Addressed: Lack of distributed leadership, Lack of systems of accountability, Instruction not standards based or data driven. The vision of the school is not very clear to everyone. No plan/direction for school. Need for communication norms/structures. Lack of sense of urgency.

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

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Hire a Dean of Instruction to organize and lead the strategic professional support plan for the school, including facilitating PLC meetings and coaching. Hire coaches and/or additional instructional leadership support, as needed.	Summer 2011 Summer 2012	Principal	TIG \$75,000 – salary \$18,000 – benefits	Instructional Coach Assistant Principal	Complete
Hire an executive coach to work with the principal	August 2011 August 2012	Principal Executive coach	TIG \$6000 Teri Schwartz	Coach hired	Complete
Hire an interventionist to support students	October 2011	Principal	TIG	Interventionist hired	
Hire a Communications Specialist to facilitate and enhance community involvement and parent engagement. Utilize parent feedback to align with	June 2011 October 2012	Principal	Heather Johnson (share with Montbello)	Communications Specialist hired Heather Johnson (share	Complete

job description and search.				with Montbello)	
Identify a leadership team who will lead the school in implementing the mission and vision, based on core values	June 2011 June 2012	Principal DSSN Network supervisors	Local DSSN	Roster of leadership team, including roles and responsibilities	Complete
DSSN meetings for principals to train and improve instructional support for teachers in their building; Building leadership capacity at the building level	June 2012 - 2013	DSSN Network supervisors, Principals, Assistant Principals	District	Data information and tools Readings based on research	Ongoing
Provide retreats or early staff development during for staff members to develop a mission and vision for a school-wide commitment for expectations and practices aligned to school improvement, and to continue planning and monitoring	Summer 2011	Principal Leadership Team Teachers	TIG	Agenda from retreats and deliverables (planning documents) Roster of attendees	Complete
Provide a retreat for leadership team summers and mid-winter	September 2011 January 2012	Principal Leadership Team	TIG	Agenda from retreat and deliverables (progress monitoring) Roster of attendees	Complete and on track
Utilize DPS curriculum guides that are vertically and horizontally aligned, based on CO state and ACT standards, defining "mastery" of standards Use backward design as part of mapping/planning process. Understanding By Design	2011-2012 2012 - 2013	Principal Leadership Team Teachers	\$600 TIG	Curriculum guides developed and utilized by all teachers for planning	On track
Create common writing rubrics for identifying proficient student work and common pre- and post-assessments	August 2011 Ongoing 2013	Teachers District Dept. of Assessment	Local DSSN	Rubrics, pre and post assessments developed and utilized by all teachers in instruction	On track with SRI, SMI In progress with other formative assessments
Implement school-wide SIOP strategies in all classrooms.	August 2011 2012 - 2013	Principal Leadership Team	TIG \$12,000 – consulting	Weekly/monthly PD centered around use of	On track

		Consultant		SIOP strategies Observation protocols show evidence of implementation, common exit ticket, assessments	
Buy student planners; include critical student expectations (behavior, dress code, bell schedule) in it	August-Sept 2011 2012 - 2013	Principal	TIG \$2500		Complete
Develop and use district required summative and formative assessments and recording systems, so that the progress of all students is monitored as students move through the school, as well as to inform instruction.	August 2011 (Ongoing) 2012 - 2013	Principal, Leadership Team, Teachers, DPS Assessment, Research and Evaluation	DSSN Local	On-going analysis of data in teacher PLC meetings, with identification of strategies to remedy or support solutions.	On track
Monitor and provide feedback to teachers on lesson planning, lesson delivery and student work	Daily Ongoing 2012 - 2013	Principal, Leadership Team Blueprint Schools	Local DSSN	Protocols used daily to inform coaching and feedback conversations, as well as to inform PLC work	On track
Extend the school day by one hour and the school year by 6 days	2011-2012 2012 - 2013	Principal, Leadership Team, Teachers Tutor Manager Math Fellows	TIG \$42,000 – salary \$8000 – benefits		Complete
Offer tutorials (at school or at home) utilizing Study Island for students who require intervention support	2011-2012 2012 - 2013	Principal Leadership Team Students	\$1,000 - TIG		On track
Offer after-school and Saturday school support for students who are falling behind through remediation/tutoring or Apex	2011-2012 2012 - 2013	Principal Leadership team Students	TIG \$5500 – stipends \$1000 – benefits	Students earning less than 80 required to attend Saturday school.	On track

			\$5500 – Apex training \$1000 – Apex training materials	Students off track assigned to attend APEX to catch up.	
Offer daily 2-on-1 mathematics tutoring for students in grade 9	2011-2012 2012 - 2013	Principal Math Fellows (14)	Title I Central Program	Daily instruction	On track
Partner with Blueprint Schools in the implementation of the five tenets: 2-on-1 tutoring in grade 9, extending the school day and year, hiring and supporting strong leaders and teachers, facilitating a culture of “no excuses” and using data to drive instruction	January 2011- June 2011 2012- 2013	Principal Leadership Team OST	DSSN	6 weeks site visits	On track
Provide Professional Learning Communities for all Deans of Instruction and Communication Specialists working in DPS turnaround/TIG-funded schools	2011-2012 2012 - 2013	Office of School Turnaround Deans of Instruction Communication Specialist	Admin team and Teacher leaders attended PLC conference in February 2012	PLC meetings throughout school year	Ongoing PLC meetings
Partner with a consultant who specializes in scheduling, to include creative use of time, focusing on meeting needs of students (extended time within day, time for interventions, time for teachers to collaborative, etc.	Summer 2011	Principal Leadership Team Dean of Instruction National Center on Time and Learning	TIG \$5000 National Center on Time and Learning	New schedule developed for Year 2	Complete
Offer “Morning Meetings for students on Mondays and Tuesdays to build culture of high expectations for students.	2 days/weekly	Principal Leadership Team Advocacy Teachers	TIG \$4000 - <u>The Morning Meeting</u> book	Meetings in Montebello’s lecture halls A & B	November 2012 - 2013
Offer an AVID class for students	5 days/week	Principal, AVID teachers assigned to teach class, AVID Coordinator	TIG \$1000		On track

		Director of AVID			
Offer a girls' empowerment program	1 day/week	Principal Partner	TIG XXX Girls, Inc.	Implementation stage	Not started
Offer Professional Development based on teachers Results Based Professional Development Rubric	Weekly	Principal, Teachers, Instructional Coach, DSSN Leaders	Teach Like a Champ Results Based Rubric	Weekly visits	November 2012 - 2013
Areas of Focus: Learning Environment Instructional Quality Lesson Planning	Weekly	Principal, Instructional Coach, Teachers	Professional Development	Weekly PD 1.5 hours on Wednesday based on Rubric	November 2012 - 2013

* 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: Human Capital Development

Root Cause(s) Addressed: Lack of a protocols for planning. "Sink or swim" atmosphere for new teachers. Preparation for culturally-responsive teaching.

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

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Partner with a consultant to support school turnaround improvement efforts	2011-2012	Principal Dean of Instruction	TIG \$10,000 TBD		
Develop a schedule for weekly PLC meetings identifying step in the data cycle. PLCs will meet in both content area and grade level teams. The schedule will indicate periods for coaching and peer observation by teacher.	2011-2012 2012 - 2013	Principal Leadership Team, Teachers	Time in the schedule mandated for PLCs	PLC agendas, notes, and minutes	On track
Develop and implement a schedule including roles/responsibilities for the leadership team regarding facilitating/supervising PLCs, conducting classroom observations, and coaching	2011-2012 2012 - 2013	Principal Leadership Team	TIG	Schedule developed	Complete
Select grade team (and content area team) leaders to facilitate meetings, responsible for reporting out progress	2011-2012 2012 - 2013	Teacher leaders	Roles are unpaid teacher leadership opportunities	Selection of teacher leaders	Complete
Develop clear protocols and expectations for coaching, peer and administrative observations, including specific forms to provide critical feedback; teachers receive feedback once/week	2011-2012 2012 - 2013	Instructional Coach Leadership Team Teacher Leaders Teachers	Printing	Protocols used daily to inform coaching and feedback conversations, as well as to inform PLC work	Complete, on track
Develop new teacher induction program including	2011-2012	DSSN Network	DSSN	Implementation of new	Started

support, mentoring to meet the unique and real needs of new teachers	2012 - 2013	Leadership Team Teacher Leaders Teachers		teacher induction plan	2012 - 2013
Provide training for administrators in facilitating a data cycle/process during PLC sessions	Summer 2011 Summer 2012 – 2013 UBD	Principal Leadership Team	TIG PLCs at Work Summit (\$2800 – registration)	Completion of training and evidence of effective facilitation	On track
Develop principal leadership goals and schedule monthly coaching sessions	August 2011 August 2012	Principal Executive Coach	Local budget	Goals and schedule	On track
Train all teachers in ELA-T	2011-2013	Teachers College personnel	DSSN	Evidence of school-wide implementation during learning walks	On track ongoing
Continue resource mapping to capitalize on expertise/knowledge in the teaching faculty	2011	Principal Leadership Team		Survey	
Offer professional development opportunities for increasing teachers' use of instructional technology	2011-2012 2012 - 2013	Principal Leadership Team	DSSN	Instructional technology plan, including technology upgrade and teacher training	Not begun
Develop and submit a proposal to achieve Innovation status	June 2011	Collegiate Prep Principal, Teachers, OST Office of School Reform and Innovation	DSSN	Proposal to present to Board of Education	Complete
Develop and implement a recruitment plan for finding and hiring the best talent, both turnaround leaders and teachers	Plan finalized by October 2011 May 2012 - 2013	Office of School Turnaround Human Resources Office of Diversity	DSSN/Local	High quality staffing and high retention rates	On track

Utilize LEAP, the district's teacher observation and feedback system	2011-2013	Principal, AP Teachers	DSSN	Rollout of new system	On track
Attend summer workshops to tighten and prepare for year 2 data tracking and PLC work	Summer 2012	Principal Leadership Team	DSSN	Attend, develop action plan, and implement	
Provide AVID training for teachers to support student success	Summer 2011 Summer 2012	Instructional Coach, Avid Teacher Leaders	TIG	Attend, develop action plan, and implement	Complete
Send Leadership Team to ASCD Conference to learn about new innovations in education	2011-2012	Principal Leadership Team	TIG Registration Travel	Attend conference	Complete
Offer professional development on culturally responsive teaching, restorative justice and classroom management strategies for teachers and staff	2012 -2013	Leadership Team Barb Downing and Darlene Sampson Student Support services	DPS Support Staff	Develop professional development and implementation of strategies; follow up by support staff team. Monthly visits	November 2012

Major Improvement Strategy #3: Community Involvement and Engagement

Root Cause(s) Addressed: Need for communication norms/structures. Perception of the school among community members.

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

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Continue organizing the series of meetings for key stakeholders during the spring to, involving them in	2010-2013	Far Northeast Community	Provided by district and A Plus Denver	Agendas of community meetings and deliverables	Completed, on track

the planning and implementation if improvement strategies		Committee		for each meeting	
Build the mission of the school on the shared beliefs and common vision of the school community through a beginning of year orientation or back-to-school night for parents. At this event, expectations will be shared (parents to school, school to parents) and in particular, a sharing the communication strategies to which the school is committed	August-Sept 2011 August 2012	Principal Leadership Team, Teachers Parents Students Community Members	Local	Mission statement that defines practices, shared beliefs and common vision aligned to support student learning.	Complete, on track
Prepare a schedule for teacher visits to students' homes (Home Visit Program).	2011-2012	Teachers	TIG \$4000— salary \$800— benefits	Home visit log	
Develop a set of norms and practices for communication to be used school-wide	August 2011 August 2012	Communications Specialist	Communication Specialist	Norms developed, distributed, and followed	November 2012
Celebrate successes through announcements, assemblies, and written communication – all bilingual	2011-2012 2012 - 2013	Leadership Team, Teachers Communication Specialist	Local	Copies of announcements, positive news stories, Student engagement survey	On track
Organize regular celebrations of student performance by inviting parents and community to attend work displays and presentations.	Monthly	Principal, Leadership Team, Teachers, Communications Specialist	Local	Roster of student performances/celebrations of learning.	On track
Develop a schedule of community events (picnics, dances) that is year-round through the Montbello campus, plus additional, school-specific activities	Sept 2011 Ongoing 2012 - 2013	Communications Specialist Teachers Student leaders	Local Communication Specialist	Calendar of events	On track
Conduct an audit of current community resources and programs and re-align support to support students	Ongoing 2012 - 2013	Communications Specialist, School Partners Program	Local	Log and analysis of community and parent outreach activities and	On track

				plan for improvement	
Forge relationships with local commerce and industry so that the school has closer ties with local companies and associations.	Ongoing 2012 - 2013	Principal, Communications Specialist, Office of Community Engagement School Partner Program	Local DSSN	List of identified partners and potential contributions/interests	On track
Develop the school website so that it is bilingual so that all parents and community members can access information about the school, including homework and details of the curriculum provided in each grade level. Teachers will have updated class websites connected to the homepage that are user-friendly for students and their parents.	May 2011 Ongoing	Communications Specialist Library Media Specialist	Communication Specialist	Functional and informative website	On track
Develop a physical and visual directory of school staff (with photos, roles) to map the resources in the school; have available as a handout on the website	August 2011 2012 - 2013	Communications Specialist	Communication Specialist	Map as handout and on website	Complete
Offer a Challenge Day, Challenge Week, guest speakers, and other motivational opportunities for students	2011-2012	Principal Leadership Team Communications Specialist	TIG \$7500	Calendar of events	Not begun
Establish a Student Council to involve students members in supporting student achievement	2011-2012 2012 - 2013	Principal Leadership Team Parents Students	Local		Just started
Offer specific monthly engagement activities for parents to meet with the principal	2011-2012 2012 - 2013	Principal Parents Students	TIG \$3000	Dates scheduled	On track

Section V: Appendices

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)

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 cross-walk 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)	Page 16
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)	Page 16 - 18

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)	<i>Page 10 - 17</i>
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)	<i>Page 14 - 16</i>

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)	Page 8 & 9
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)	NA
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)	Page 1 - 5
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	Page 8 - 9

CPA Commitment to Excellence

TEACHERS' COMMITMENT:

We fully commit to CPA in the following ways:

We will arrive at CPA every day by 7:00 AM.

We will remain at CPA until 4:15 PM.

We will come to CPA on appropriate Saturdays at 9:00 AM and remain until 12:00 PM

We will commit to the CPA extended school year.

We will always teach in the best way we know how and we will do whatever it takes for our students to learn.

We will always make ourselves available to students, parents, and any concerns they might have.

We will always protect the safety, interests, and rights of all individuals in the classroom.

Failure to adhere to these commitments can lead to our removal from CPA.

X_____ X_____ (Please print name(s) here)

PARENTS' /GUARDIANS' COMMITMENT:

We fully commit to CPA in the following ways:

We will make sure our child arrives at CPA every day by 7:30 AM.

We will make arrangements so our child can remain at CPA until 4:00 PM.

We will make arrangements for our child to come to CPA on appropriate Saturdays at 9:00 AM and remain until 12:00 PM

We will commit to the CPA extended school year.

We will always help our child in the best way we know how and we will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night, let him/her call the teacher if there is a problem with the homework, and try to read with him/her every night.

We will always make ourselves available to our children, the school, and any concerns they might have. This also means that if our child is going to miss school, we will notify the teacher as soon as possible, and we will read carefully all the papers that the school sends home to us.

We will always make ourselves available to our children, the school, and any concerns they might have.

We will allow our child to go on earned CPA quarterly trips.

We will make sure our child follows the CPA dress code.

We understand that our child must follow the CPA rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior

and actions of our child.

Failure to adhere to these commitments can cause my child to lose various CPA privileges, earn CPA consequences, and can lead to my child finding another school that is a better fit.

X _____

STUDENT'S COMMITMENT:

I fully commit to CPA in the following ways:

I will arrive at CPA every day by 7:30 AM.

I will remain at CPA until 4:00 PM.

I will come to CPA on appropriate Saturdays at 9:00 AM and remain until 12:00 PM

I will commit to the CPA extended school year.

I will always work, think, and behave in the best way I know how and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete all my homework every night, I will call my teachers if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.

I will always make myself available to parents, teachers, and any concerns they might have. If I make a mistake, this means

I will tell the truth to my teachers and accept responsibility for my actions.

I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my CPA teammates and give everyone my respect.

I will follow the CPA dress code.

I am responsible for my own behavior, and I will follow the teachers' directions.

Failure to adhere to these commitments can cause me to lose various CPA privileges, earn CPA consequences, and can lead to me finding another school that is a better fit.

X _____

X _____

Section V: Supporting Addenda Forms

For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
<p>Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.</p>	<p>Section IV: A description of the selected turnaround strategy in the Action Plan Form.</p> <p>If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.</p>	<p>X Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. <i>Provide name of Turnaround Partner: Blueprint</i></p> <p>X School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.</p> <p>X Innovation School. School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.</p> <p><input type="checkbox"/> School/District Management Contract. A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute. <i>Provide name of Management Contractor: _____</i></p> <p><input type="checkbox"/> Charter Conversion. (For schools without a charter) The school has converted to a charter school.</p> <p><input type="checkbox"/> Restructure Charter. (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.</p> <p><input type="checkbox"/> School Closure.</p> <p><input type="checkbox"/> Other.* Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").</p>