

Colorado's Unified Improvement Plan for Schools for 2012-15

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3340 School Name: ARCHULETA ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 3 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	72.05%	-	-	48.77%	-	-	Overall Rating for Academic Achievement: Approaching <small>* Consult your School Performance Framework for the ratings for each content area at each level.</small>
		M	70.11%	-	-	53.29%	-	-	
		W	54.84%	-	-	37.06%	-	-	
		S	45.36%	-	-	27%	-	-	
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 <small>* Consult your School Performance Framework for the ratings for each content area at each level.</small>
			Elem	MS	HS	Elem	MS	HS	
		R	47	-	-	51	-	-	
		M	61	-	-	55	-	-	
		W	56	-	-	52	-	-	
ELP	43	-	-	57	-	-			

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 style="text-align: center; color: blue;">Approaching</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 style="text-align: center;">- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">-</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.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	-	-	-	

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).	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		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	N/A
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	N/A
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.	N/A

Improvement Plan Information

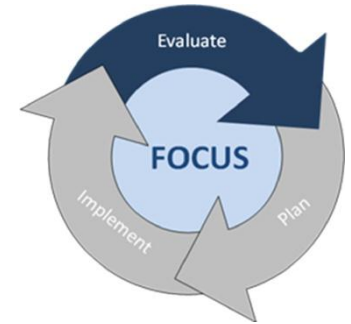
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Salvador Di Marco
	Email	salvador_dimarco@dpsk12.org
	Phone	720.424.9888
	Mailing Address	16000 E. Maxwell Pl. Denver, CO 80239
2	Name and Title	Yolanda Ortega
	Email	yolanda_ortega@dpsk12.org
	Phone	720.424.9888
	Mailing Address	16000 E. Maxwell Pl. Denver, CO 80239

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)	By the end of the 2011-12 school year, Federal and State expectations were for 72.05% to be proficient or advanced in Reading, 70.11% of students to be proficient or advanced in Math, 54.84% of students to be proficient or advanced in Writing, and 45.36% of students to be proficient or advanced in Science.	No, CSAP target was not met The following shows the percentage of proficient or advanced student in each content area: Reading: 48.77% (-23.28%) Math: 53.29% (-16.82%) Writing: 37.06% (-17.78%) Science: 27% (-18.36%) Archuleta obtained an overall rating of Approaching for Academic Achievement (Status).	Inconsistent implementation of small group instruction across content which would provide students with immediate and descriptive feedback; Inconsistent school-wide alignment to the CAS, lack of fidelity to the core curriculum; Lack of clear understanding of content/language objectives and use of the 5 Components of Reading (phonics, phonemic aware, vocabulary, fluency, comprehension) and how to instruct students in these areas. Inconsistent teacher collaboration in regards to use of data and implementation of instructional practices is contributing to the insufficient growth.
Academic Growth	Federal and State Expectations outlined the following Student Growth Percentiles	Archuleta received an overall rating of Meets for Academic Growth. Archuleta obtained the following	

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.
	in each content area: Reading: 47 Math: 61 Writing: 56 ELP: 43	SGP for each content area: Reading: 51 (+4) Math: 55 (-6) Writing: 52 (-4) ELP: 57 (+14)	Horizontal and vertical collaboration should include special educators
Academic Growth Gaps	Target was not set for 2012, will be set for 2013	Target was not set for 2012, will be set for 2013	
Post Secondary Readiness			

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																																								
<p>Academic Achievement (Status)</p>	<div style="text-align: center;"> <h3>TCAP Reading</h3> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Reading</td> <td>49%</td> <td>49%</td> <td>49%</td> <td>45%</td> <td>47%</td> </tr> </table> <p>The % of all students who scored proficient and advanced on Reading TCAP remained flat from 49% to 49% to 49% to 45% to 47% from 2008-2012.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4">TCAP Reading Proficiency by Grade Level</th> </tr> <tr> <th></th> <th>Grade 3</th> <th>Grade 4</th> <th>Grade 5</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>54%</td> <td>29%</td> <td>63%</td> </tr> <tr> <td>2009</td> <td>64%</td> <td>46%</td> <td>43%</td> </tr> <tr> <td>2010</td> <td>51%</td> <td>40%</td> <td>54%</td> </tr> <tr> <td>2011</td> <td>56%</td> <td>30%</td> <td>50%</td> </tr> <tr> <td>2012</td> <td>56%</td> <td>39%</td> <td>48%</td> </tr> </tbody> </table> </div>		2008	2009	2010	2011	2012	Reading	49%	49%	49%	45%	47%	TCAP Reading Proficiency by Grade Level					Grade 3	Grade 4	Grade 5	2008	54%	29%	63%	2009	64%	46%	43%	2010	51%	40%	54%	2011	56%	30%	50%	2012	56%	39%	48%	<p>From 2008-2012 across all content areas, achievement for third through fifth grades, and the majority of disaggregated groups (Sped, FRL etc.) excluding Non-FRL, combined has been decreasing or flat and below state expectations. In addition, students who are Black, Hispanic, FRL, or SPED show inadequate growth compared to students who are White and consistently perform below state expectations.</p>	<p>Inconsistent teacher collaboration (including special education) in regards to use of data and implementation of instructional practices and fidelity to the core curriculum is contributing to the insufficient growth. Collaboration will include a special emphasis on small group instruction across all content areas.</p>
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	<p>The % of 5th grade students who scored proficient and advanced on Writing TCAP has significantly decreased from 50% to 32% to 41% to 43% to 32% from 2008-2012.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Science</td> <td>26%</td> <td>6%</td> <td>29%</td> <td>27%</td> <td>20%</td> </tr> </tbody> </table> </div> <p>The % of all students who scored proficient and advanced on Science TCAP decreased from 26% to 6% to 29% to 27% to 20% from 2008-2012.</p>		2008	2009	2010	2011	2012	Science	26%	6%	29%	27%	20%		
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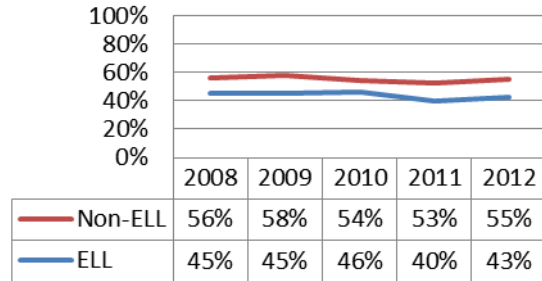
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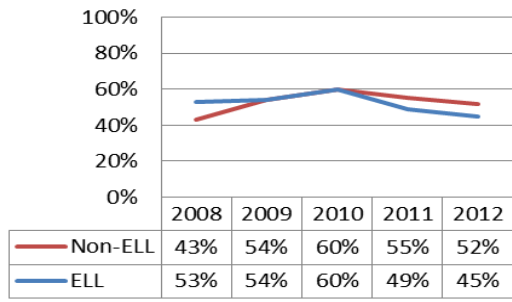
TCAP Reading



The % of Non- ELL students who scored proficient or above on Reading TCAP remained flat from 56% to 58% to 54% to 53% to 55% between 2008-2012 school years.

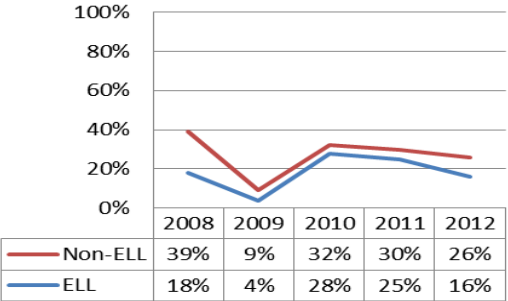
The % of ELL students who scored Proficient or above on Reading TCAP remained flat from 35% to 32% to 28% to 26% to 35% between 2008-2012 school years.

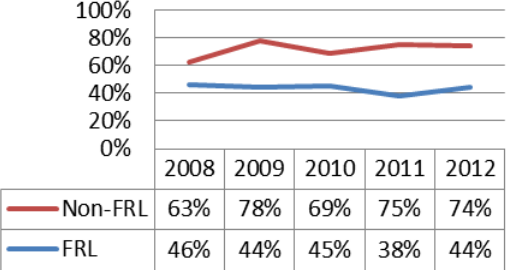
TCAP Math



The % of ELL students who scored Proficient or above

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>on Math TCAP has decreased from 44% to 48% to 51% to 39% to 40% between 2008-2012 school years.</p> <p>The % of Non ELL students who scored Proficient or above in Math TCAP decreased from 43% to 54% to 60% to 55% to 52% between 2008-2012 school years.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td style="color: red;">— Non-ELL</td> <td>35%</td> <td>41%</td> <td>37%</td> <td>46%</td> <td>43%</td> </tr> <tr> <td style="color: blue;">— ELL</td> <td>33%</td> <td>28%</td> <td>30%</td> <td>30%</td> <td>29%</td> </tr> </tbody> </table> </div> <p>The % of Non-ELL students who scored Proficient or above on Writing TCAP show a slight increase from 35% to 41% to 37% to 46% to 43% between 2008-2012 school years.</p> <p>The % of ELL students who scored Proficient or above on Writing TCAP remained flat from 19% to 17% to 12% to 17% to 20% between 2008-2012 school years.</p>		2008	2009	2010	2011	2012	— Non-ELL	35%	41%	37%	46%	43%	— ELL	33%	28%	30%	30%	29%		
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— Non-FRL	63%	78%	69%	75%	74%																
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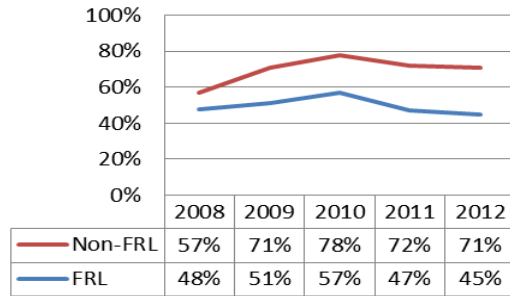
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance Challenges

Root Causes

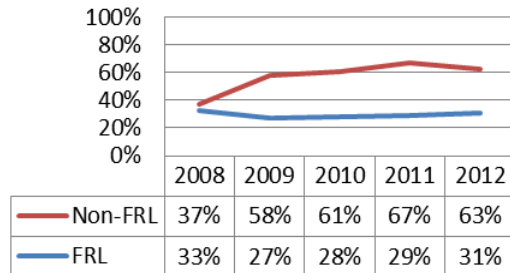
TCAP Math



The MGP of Free and Reduced students on the Math TCAP remained flat from 48% to 51% to 57% to 47% to 45% between 2008-2012 school years.

The MGP of Non Free and Reduced students on the Math TCAP increase from 57% to 71% to 78% to 72% to 71% between 2008-2012 school years.

TCAP Writing



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>The % of Free and Reduced students scored Proficient or above on Writing TCAP remained flat from 33% to 27% to 28% to 29% to 31% between 2008-2012 school years.</p> <p>The % of Non Free and Reduced students on Writing TCAP increased from 37% to 58% to 61% to 67% to 63% between 2008-2012 school years.</p> <div data-bbox="415 706 987 1084" data-label="Figure"> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Non-FRL</td> <td>50%</td> <td>15%</td> <td>50%</td> <td>69%</td> <td>70%</td> </tr> <tr> <td>FRL</td> <td>21%</td> <td>4%</td> <td>26%</td> <td>20%</td> <td>15%</td> </tr> </tbody> </table> </div> <p>The % of Free and Reduced students scored Proficient or above on Science TCAP declined from 21% to 4% to 26% to 20% to 15% between 2008-2012 school years.</p> <p>The % of Non Free and Reduced students on Science TCAP increased from 50% to 15% to 50% to 69% to 70% between 2008-2012 school years.</p>		2008	2009	2010	2011	2012	Non-FRL	50%	15%	50%	69%	70%	FRL	21%	4%	26%	20%	15%		
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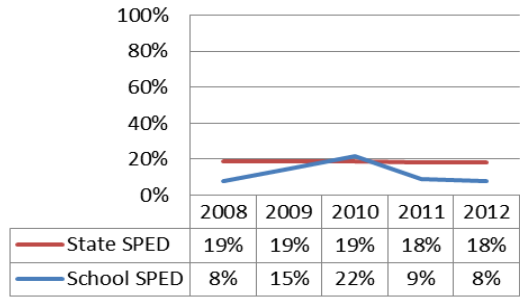
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Description of Notable Trends
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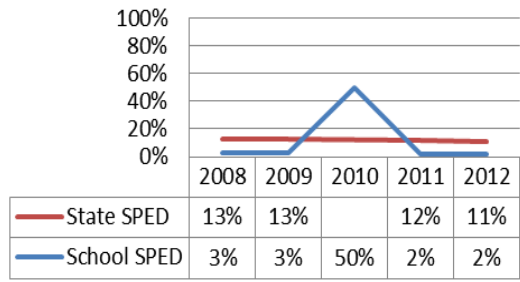
Root Causes

TCAP Math



The % of SPED students who scored Proficient or above on Math TCAP remained flat from 8% to 15% to 23% to 9% to 8% between 2008-2012 school years.

TCAP Writing



The % of SPED students who scored Proficient or above on Writing TCAP remained flat from 3% to 3% to 50% to

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
	<p>2% to 2% between 2008-2012 school years.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>TCAP Reading</caption> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>State SPED</td> <td>24%</td> <td>24%</td> <td>22%</td> <td>21%</td> <td>22%</td> </tr> <tr> <td>School SPED</td> <td>14%</td> <td>5%</td> <td>3%</td> <td>7%</td> <td>4%</td> </tr> </tbody> </table> </div> <p>The % of SPED students who scored Proficient or above on Reading TCAP decreased from 14% to 5% to 3% to 7% to 4% between 2008-2012 school years.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>TCAP Reading Proficiency and Above by Race/Ethnicity</caption> <thead> <tr> <th></th> <th>Black</th> <th>Hispanic</th> <th>White</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>42%</td> <td>41%</td> <td>75%</td> </tr> <tr> <td>2012</td> <td>52%</td> <td>43%</td> <td>76%</td> </tr> </tbody> </table> <p>The % of White students who scored Proficient or above on Reading TCAP remained flat from 75% to 76% between 2011-2012 school years.</p> <p>The % of Black students who scored Proficient or above on Reading TCAP increased from 42% to 52% between 2011-2012 school years.</p>		2008	2009	2010	2011	2012	State SPED	24%	24%	22%	21%	22%	School SPED	14%	5%	3%	7%	4%		Black	Hispanic	White	2011	42%	41%	75%	2012	52%	43%	76%		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
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2012	51.5	54																						
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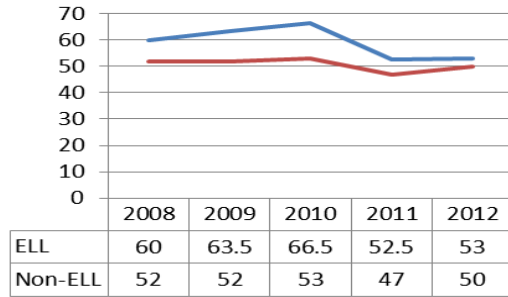
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance Challenges

Root Causes

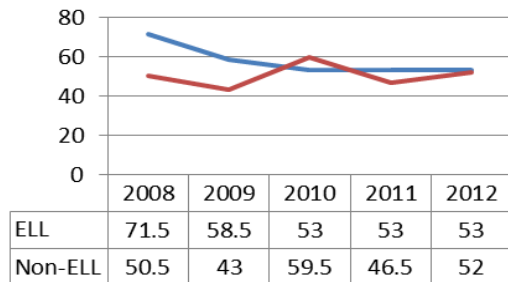
TCAP Math MGP



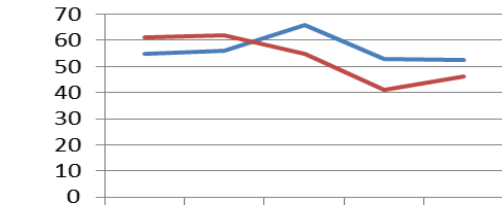
The MGP of ELL students on the Math TCAP decreased from 60% to 63.5% to 66.5% to 52.5% to 53% between 2008-2012 school years.

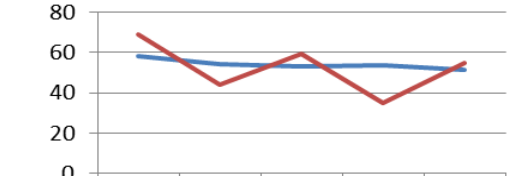
The MGP of Non-ELL students on the Math TCAP remained flat from 52% to 52% to 53% to 47% to 50% between 2008-2012 school years.

TCAP Writing MGP



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>The MGP of ELL students on the Writing TCAP decreased from 71% to 58.5% to 53% to 53% between 2008-2012 school years.</p> <p>The MGP of Non-ELL students on the Writing TCAP remained flat from 50.5% to 43% to 59.5% to 46.5% to 52% between 2008-2012 school years.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>FRL</td> <td>65</td> <td>50</td> <td>51</td> <td>54</td> <td>48</td> </tr> <tr> <td>Non-FRL</td> <td>74</td> <td>52.5</td> <td>49</td> <td>50</td> <td>55</td> </tr> </tbody> </table> </div> <p>The MGP of Free and Reduced Lunch students on the Reading TCAP decreased from 65% to 50% to 51% to 54% to 48% between 2008-2012 school years.</p> <p>The MGP of Non Free and Reduced Lunch students on the Reading TCAP decreased from 74% to 52.5% to 49% to 50% to 55% between 2008-2012 school years.</p>		2008	2009	2010	2011	2012	FRL	65	50	51	54	48	Non-FRL	74	52.5	49	50	55		
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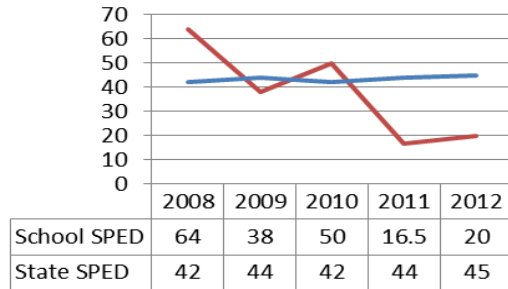
Performance Indicators

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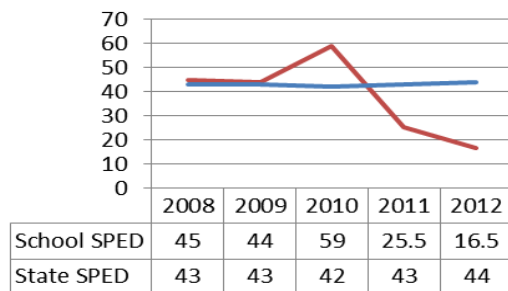
Root Causes

TCAP Reading MGP



The MGP of SPED students on the Reading TCAP decreased from 64% to 38% to 50% to 16.5% to 20% between 2008-2012 school years.

TCAP Math MGP



The MGP of SPED students on the Math TCAP decreased from 45% to 44% to 59% to 25.5% to 16.5% between 2008-2012 school years.

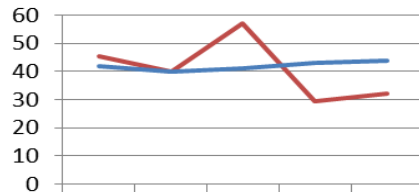
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance Challenges

Root Causes

TCAP Writing MGP



	2008	2009	2010	2011	2012
School SPED	45.5	40	57	29.5	32
State SPED	42	40	41	43	44

The MGP of SPED students on the Writing TCAP decreased from 45.5% to 40% to 57% to 29.5% to 32% between 2008-2012 school years.

MGP TCAP Reading by Ethnicity/Race

	Black	Hispanic	White
2011	31	55	85
2012	40	50	56

The MGP of Black students on the Reading TCAP increased from 31% to 40% between 2011-2012 school years.

The MGP of the Hispanic students on the Reading TCAP marginally decreased from 55% to 50% between 2011-2012 school years.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																
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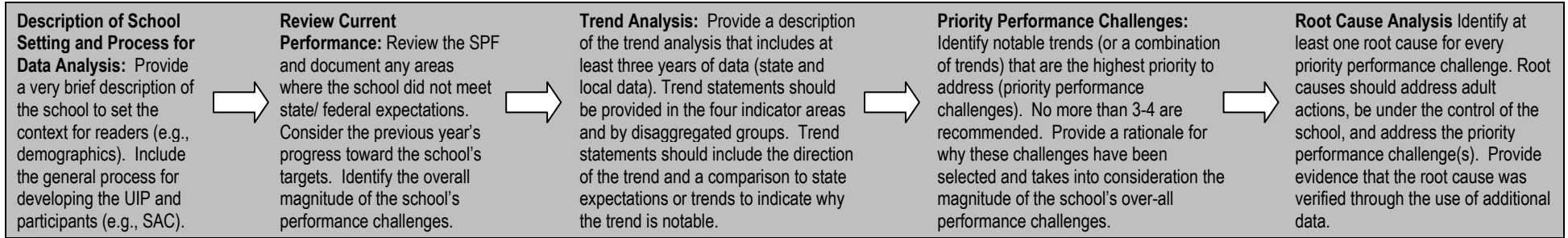
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Data Narrative for School

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



Narrative:

Data Narrative Elements:

Description of School and Process for Data Analysis

(Include a brief description of the school, the process for developing the UIP, and who participated in the data analysis such as parents, school staff, and program administrators such as Early Reading First or Head Start.)

Narrative:

In the fall of 2012, faculty analyzed data to determine if 2011-2012 targets were met, examined trends and root causes for academic achievement (status), academic growth, and academic growth gaps. Data reviewed included: CSAP, DRA, and CELA data which was compared at the school, district and state “at or above proficient” score levels, in the areas of reading, writing, mathematics and science. We examined School Satisfaction Surveys, CSAP Gains Report, Summary of Content, Three Year Performance Comparisons, Demographic Group Performance Summaries, and All Content Areas Combined by Grade, Content Area Summary by Education Level, GAP Report, and Continuously Enrolled for Three Years, Demographic Group Performance Summary by Grade, Grade Level Reading Status Reports, School Growth Summary, and DRA 2 Assessment Reports. After examination of the data, the UIP Planning team decided to continue with our laser like focus on reading, while implementing instructional strategies that will increase student achievement across all content areas and disaggregated groups.

Archuleta’s whole faculty, Instructional Leadership Team, and Collaborative School Committee have examined median growth percentile and achievement status data from the 2011-2012 TCAP. The trend statements in the section above were written by Archuleta’s faculty in a whole staff meeting. After writing the trend statements, faculty members reflected on the trends. Further analysis of student achievement data in the 2012-2013 school year does support a continued focus on reading. Median growth percentile data indicates that we are “approaching” expectations for MGP in reading. While math and writing MGP are meeting expectations, data indicates that we are not making the progress necessary to close achievement gaps. Across all content areas, data is reflective of flat or declining growth and achievement for most subgroups. Archuleta’s non free and reduced lunch population has shown the most growth when looking at trends. Trends were used to identify priority performance challenges and root causes as a whole

staff. The additional data below has been shared by staff with the school community as a whole at Collaborative School Committee meetings and Community Nights. Assessment data is reviewed by teachers, staff, and parents on a regular basis. Adjustments to programming are made on an as needed basis. End of year data will be used to further refine action steps listed below.

State and Federal Accountability Expectations

*(Identify where you did not meet expectations in status, growth, and growth gaps. Reference the state and district SPFs and section I of this template. At a high level, **Magnitude**)*
In 2011-2012, Archuleta was rated Meets Expectations on DPS and State SPFs. The school’s performance on the district SPF saw a slight decrease within “Meets Expectations” from 67% overall to 56% overall.

On the Status Indicator for the district SPF, Archuleta is Approaching.

On the Growth Indicator for the district SPF, Archuleta Meets Expectations.

Progress Toward Last Year’s Targets

Performance Indicator	Measures/Metrics	Denver Public Schools Targets for Archuleta Elementary					
		Baseline % P+A		2012	2013	2014	2015
Academic Achievement (Status)	CSAP Description: %P+A in reading, math, writing, and science		2011	2012	2013	2014	2015
		Reading	47%	53%	59%	65%	70%
		Math	51%	56%	61%	66%	72%
		Writing	39%	43%	46%	49%	52%
		Science	27%	33%	40%	46%	53%

Performance Indicators	Measures/Metrics	Performance on 2012 Targets for Archuleta						
		Elementary						
Academic Achievement (Status)	CSAP Description: %P+A in reading, math, writing, and science		2011 Performance	2012 Target	2012 Performance	Percentage Points Above/Below Target	Target Met?	Percentage Points Needed to Meet 2013 Target
		Reading	47%	53%	48%	-4.9	No	10.6
		Math	51%	56%	48%	-8.4	No	13.7
		Writing	39%	43%	36%	-6.9	No	10.2
		Science	27%	33%	20%	-13.3	No	19.8

Trends Data

*(Talk about what data you analyzed including relevant local performance data such as STAR and Interims. Consider comparing school and district data. Describe trends you noticed including negative trends (priority performance challenges.) Be explicit about which indicator the trend refers to (status, growth, growth gaps.) Include analysis of data at a more detailed level than presented in the SPF report including **all** students (for example, within a cohort, within a grade level, within a disaggregated group).*

Median growth percentile and academic status were analyzed by staff in a process of looking at trends, writing, trend statements, and using those statements to identify priority performance challenges and root causes. This was a collaborative process that included all faculty members, school leadership teams, the Collaborative School Committee, and Parents in Action. Additional data that was disseminated to our school community include the following:

ARCHULETA TCAP DATA ANALYSIS 2012-13

TCAP SUBGROUPS OVERALL GAINS IN READING

- *ELLs (186 students at 9%)- 37 more students tested than in 2011*
- *African American (50 students at 10%)- 5 more students tested than in 2011*
- *Free and Reduced Lunch (305 students at 6%)- 70 more students tested than in 2011*
- *Male (167 students at 4%) 22 more students tested than in 2011*
- *Hispanic (246 students at 2%)- 44 more students tested than in 2011*
- *White (25 students at 1%)- 9 more students tested than in 2011*
- *Non-ELLs (133 students at 1%) 32 more students tested than in 2011*
- *Non-SPED (302 students at 3%) 57 more students tested than in 2011*
- ***Lectura (11 students 33%) 1 less student tested than in 2011*

- ***Lectura (2 students 50%) same # students tested*

TCAP SUBGROUPS OVERALL GAINS IN WRITING

- *ELLs (186 students at 3%)- 37 more students tested than in 2011*
- *African American (50 students at 2%)- 3 more students tested than in 2011*
- *Free and Reduced Lunch (305 students at 2%)- 70 more students tested than in 2011*
- *Male (stable) 23 more students tested than in 2011*
- *White (25 students at 4%)- 9 more students tested than in 2011*
- *SPED (stable)-3 more students tested than in 2011*

TCAP SUBGROUPS OVERALL GAINS IN MATH

- *ELLs (186 students at 1%)- 38 more students tested than in 2011*
- *African American (50 students at 10%)- 3 more students tested than in 2011*
- *Hispanic (246 students at 2%)- 44 more students tested than in 2011*

TCAP SUBGROUPS OVERALL GAINS IN SCIENCE

- *Free and Reduced Lunch (305 students at 6%)- 70 more students tested than in 2011*
- *Female (stable) 9 more students tested than in 2011*
- *White (25 students at 1%)- 9 more students tested than in 2011*
- *Exited-ELLs (8 students at 25%) 10 less students tested than in 2011*
- *SPED (14 students at 7%) 1 more students tested than in 2011*

TCAP OVERALL GAINS

- *Overall gains (district 3%, Archuleta 2% - but we beat the state 1%)*
- *2% Overall gains in reading (District summary for all schools)*
- o *4th grade 9% change in Reading- (higher than district at 6%) (Gains report)*
- o *4th grade 8% change in math (higher than the 3% district)*
- o *4th grade 8% change in writing (higher than the -2% district)*
- *Tested more students at 3rd grade than in year's past- did not lose any gains*
- ***starting to stabilize as a group in reading*

TCAP MGP

- *Writing MGP 52.0- Meets Standards*
- *Math MGP 52.0- Meets Standards*

DRA/EDL2 END OF YEAR INFO

- *1st Grade DRA 43% GL or Above (16% increase)*
- *2nd Grade DRA 54% GL or Above (9% increase)*

STAR data has also been analyzed by staff. The following table shows beginning of the year comparisons for 2011 and 2012 STAR data:

<i>Grade</i>	<i>2011 Beginning of Year</i>	<i>2012 Beginning of Year</i>	<i>Change</i>
1	47%	66%	+ 19%
2	37%	65%	+28%
3	29%	35%	+6%
4	35%	45%	+10%
5	35%	43%	+8%

Reading Interim data review indicated significant growth from the beginning of 2011 to the beginning of 2012 for fourth and fifth grades. Third grade showed a slight decline:

<i>Grade</i>	<i>2011</i>	<i>2012</i>	<i>Change</i>
3	36%	34%	-2%
4	26%	34%	+8%
5	25%	34%	+9%

End of the year projected performance based on last year's interim growth:

<i>Grade</i>	<i>Growth BOY to EOY 2011</i>	<i>End of Year Projection For Interims 2012</i>
3	+26	60%
4	+26	60%
5	+34	68%

Priority Performance Challenges

From 2008-2012 across all content areas, achievement for third through fifth grades, and the majority of disaggregated groups (Sped, FRL etc.) excluding Non-FRL, combined has been decreasing or flat and below state expectations. The current data from 3 years of TCAP/CSAP indicate that students at Lena Archuleta Elementary are not exhibiting

consistent growth in Reading. Although 75% of our ELL students tested on the CELA 2012 are on track to obtain CELA level 5, there is still significant data that shows language supports are needed for further growth. In addition, students who are Black or Hispanic continue to underperform compared to their White classmates across all content areas. Students who receive Free & Reduced Lunch also are underperforming in comparison to non-FRL students across all contents. Growth for students who are serviced in the Special Education model show minimal growth, and consistently perform below the State, which also significantly impacts overall Reading Achievement.

Root Cause

We met as a faculty, as a CSC, and as an UIP Development Team to identify and address the root causes of low reading achievement when developing our 2011-2012 UIP. The staff determined the root causes to be the following: Inconsistent implementation of small group instruction across content which would provide students with immediate and descriptive feedback; Inconsistent school-wide alignment to the CCSS/CAS, lack of fidelity to the core curriculum; Lack of clear understanding of content/language objectives and use of the 5 Components of Reading (phonics, phonemic awareness, vocabulary, fluency, comprehension) and how to instruct students in these areas.

Based on the data research and discussion with faculty, we focused on the identification of the root causes of low and inconsistent reading achievement.

Archuleta will continue to focus on the above root causes of stagnant growth and achievement in reading based on 2012 TCAP data. In addition, root causes of flat or declining scores across all content areas were examined. It was determined that inconsistent teacher collaboration in regards to use of data and implementation of instructional practices is contributing to the insufficient growth. Horizontal and vertical collaboration should include special educators in order to meet the needs of this subgroup as well.

We, the school community (alongside parent support), are committed to implementing high impact instructional moves and committing to fidelity of implementation of the Literacy Block. Improvement in reading instruction will be made by teachers and paraprofessionals via strategic professional development specific to the needs of our faculty and staff individually and as a whole. In addition, we will train parents to help and support their children at school and at home with the goal of improving reading.

ONGOING

Interim Measures

(For each interim measure you identified in the Action Plan, examine and describe results. Indicate next steps that will happen as a result of examining this data, and make any relevant changes to your action plan.

At a minimum, consider the following points in the year for review of data based on availability of results:

January: STAR, Math Interim, Reading Interim (optional), CBLA data, additional informal data

April: CELA, additional informal data

May: third grade TCAP, CoAltSTAR, Math interim, Reading interim (optional, Writing interim, CBLA data, additional informal data)

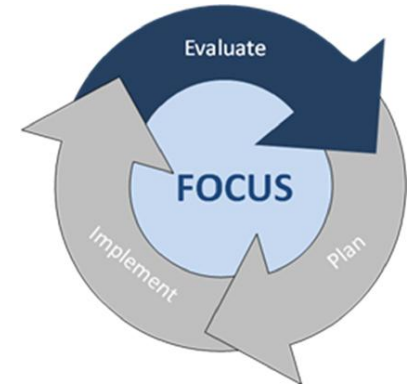
Section IV: Action Plan(s)

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	<p>PPC: From 2008-2012 across all content areas, achievement for third through fifth grades, and the majority of disaggregated groups (Sped, FRL etc.) excluding Non-FRL, combined has been decreasing or flat and below state expectations. In addition, students who are Black, Hispanic, FRL, or SPED show inadequate growth compared to students who are White and consistently perform below state expectations.</p> <p>R: The % of all students who scored proficient and advanced on Reading TCAP remained primarily flat from 49% to 47% from 2008-2012.</p> <p>M: The % of all students who scored proficient and advanced on Math TCAP overall remained primarily flat from 49% to 48% from 2008-2012.</p> <p>W: The % of all students who scored proficient and advanced on Writing TCAP is flat from 34% to 35% from 2008-2012.</p>	59% proficient and advanced	65% proficient and advanced	<p>59% of students will be proficient or above as measured by mid-year STAR assessment and/or Winter Reading Interim Assessment.</p> <p>K-2 STAR Reading Overall is 72% at or above grade level as of December 2012.</p> <p>78% of K-2 Black students are at or above grade level.</p> <p>72% of K-2 Hispanic students are at or above grade level.</p> <p>3-5 STAR Reading overall is 42% at or above grade level as of December 2012.</p> <p>51% of Black 3-5 students are at or above grade level, 36% of 3-5 Hispanic students are at or above grade level. 10% of 3-5 SPED students are at or above grade level.</p> <p>District Reading Interim Overall is 40% proficient and advanced.</p>	Establish and norm systems and structures around teacher collaboration in order to build proficiency with use of data, implementation of best instructional practices, and fidelity to core curriculum.
		M	<p>61% proficient and advanced</p>	66% proficient and advanced	61% of students will be proficient or above as measured by the Winter		

			S: The % of all students who scored proficient and advanced on Science TCAP decreased from 26% to 20% from 2008-2012.			Math Interim Assessment. K-2 Winter Math Interim Assessment: Overall 66% proficient and advanced, Black students were 56% proficient and advanced, Hispanic students were 67% proficient or advanced. 3-5 Winter Math Interim Assessment: Overall 49% proficient and advanced, Black students were 38% proficient or advanced, Hispanic students were 47% proficient or advanced, SPED students were 12% proficient or advanced.	
			W	46% proficient and advanced	49% proficient and advanced	46% of students will be proficient or above as measured by the Winter Writing Interim Assessment. 3-5 Winter Interim Assessment: Overall 27% proficient or advanced. Black students were 29% proficient or advanced, Hispanic students were 24% proficient or advanced. Grade 2: 31% proficient or advanced for Winter Interim Assessment. Black students were 32% proficient or advanced, Hispanic students were 27% proficient or advanced.	

		S		40% proficient and advanced	46% proficient and advanced	40% of students will be proficient or above as measured by informal classroom assessment by January 31, 2012.	
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R	From 2008-2012 across all content areas, achievement for third through fifth grades, and the majority of disaggregated groups (Sped, FRL etc.) excluding Non-FRL, combined has been decreasing or flat and below state expectations. In addition, students who are Black, Hispanic, FRL, or SPED show inadequate growth compared to students who are White and consistently perform below state expectations.	55%ile	55%ile	Mid-Year Update District Reading Interim grades 2-5: Students with BoY 2012 proficiencies of U, PP, or P who moved up one or more proficiency bands in the Mid-Year Interim- <ul style="list-style-type: none"> • Black – 17%(10/60) • Hispanic – 31% (96/310) • FRL unavailable 	Establish and norm systems and structures around teacher collaboration in order to build proficiency with use of data, implementation of best instructional practices, and fidelity to core curriculum.
		M		55%ile	55%ile	Mid-Year Update District Math Interim grades 2-5: Students with Fall 2012 proficiencies of U, PP, or P who moved up one or more proficiency bands in the Mid-Year Interim- <ul style="list-style-type: none"> • Black – 17%(10/60) • Hispanic – 22% (84/385) FRL unavailable	

		W		55%ile	55%ile	<p>Mid-Year Update District Writing Interim grades 2-5: Students with Fall 2012 proficiencies of U, PP, or P who moved up one or more proficiency bands in the Mid-Year Interim-</p> <ul style="list-style-type: none"> • Black – 30%(18/60) • Hispanic – 31% (97/316) <p>FRL unavailable</p>	
Post Secondary & Workforce Readiness	Graduation Rate		N/A				
	Disaggregated Grad Rate		N/A				
	Dropout Rate		N/A				
	Mean ACT		N/A				

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.

Group

Major Improvement Strategy #1: Establish and norm systems and structures around teacher collaboration in order to build proficiency with use of data, implementation of best instructional practices, and fidelity to core curriculum.

Root Cause(s) Addressed: Inconsistent systems and structures around teacher collaboration (including special education) in regards to use of data and implementation of instructional practices and fidelity to the core curriculum is contributing to the insufficient growth across all disaggregated groups.

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)
Collaboration will include a special emphasis on small group instruction across all content areas.	2012-2013 school year and 2013-2014	<ul style="list-style-type: none"> • Teachers • Administrators • Facilitators • TEC 	District funded professional development for teachers and paraprofessionals	Expectations regarding use of small group instruction will be outlined by administration at the beginning of the 2012/2013 school year and at the beginning of the 2013/2014 school year. Facilitator coaching will include feedback around small group instruction as measured by coaching and administrator observation and feedback notes beginning August 2012 through May 2014.	In progress for 2012-2013 school year.

<p>The school will develop and implement a weekly 90 minute collaborative planning block (PLC) that incorporates horizontal as well as vertical work, in order to hold teachers accountable for maintaining a strong fidelity to the core by analyzing data, identifying specific student needs, sharing instructional practices, and adjusting instruction accordingly.</p>	<p>2012-2013 school year and 2013-2014</p>	<ul style="list-style-type: none"> • Instructional Leadership Team • Classroom Teachers • Special Educators 	<p>District Funded Teacher Leadership Academy Professional Development</p>	<p>100% of classroom teachers will participate in weekly Collaborative Planning sessions. Work (Backward design plans, SMART goals, etc) will be documented with grade level meeting minutes, completed data protocols, and data charts beginning September 2012 through May 2014.</p> <p>SMART goals will be reviewed and modified every 6-8 weeks to drive instruction and will be documented in PLC notebooks.</p> <p>Visits to exemplary schools will be documented by administration and facilitators.</p>	<p>In progress for 2012-2013 school year.</p>
<p>Based on past trainings and upcoming professional development, teachers will be trained in Content and Language Objectives, Thinking Maps, Write from the Beginning, and sentence stems. Teachers will model and teach academic language throughout the day, and ensure that students use it.</p>	<p>2012-13 school year and 2013-14</p>	<ul style="list-style-type: none"> • Teachers • Interventionists • TEC/Facilitators • Administrators 	<p>Professional development for teachers and paraprofessionals provided by in-house staff.</p>	<p>During LEAP observations and evaluation conferences conducted by the administrative team, teachers and paraprofessionals will demonstrate and describe how they utilize CLO's, Thinking Maps, WFTB, and sentence stems throughout the day beginning September 2012 through May 2014. Each grade level will provide parents with a workshop and tools to use with students beginning September 2012 through May 2014.</p> <p>Professional Development topics will be documented by facilitators.</p>	<p>In progress for 2012-13 School Year</p>
<p>Real-time coaching for classroom management and best instructional practices will be provided.</p>	<p>2012-2013 school year and 2013-2014</p>	<ul style="list-style-type: none"> • TEC • Facilitators • Classroom Teachers 	<p>District funded TEC and real time coaching</p>	<p>TEC, Facilitators, and Administration will work together to identify teachers who would benefit from real-time coaching</p>	<p>In progress for 2012-2013 school year</p>

		<ul style="list-style-type: none"> Administration 	materials.	beginning August 2012 through May 2014. TEC and Facilitators will track real-time coaching sessions and document outcomes beginning August 2012 through May 2014.	
Teachers will provide opportunities (workshops, conferences, etc.) to parents to reinforce the use of academic language and best instructional strategies at home. This will occur via demonstration by teachers in classroom. Each grade level will organize and present a minimum of one parent training workshop focused on academic language and best instructional practices during the day and/or in the evening.	Specific occasions during the 2012-13 school year and 2013-14	<ul style="list-style-type: none"> Teachers Administration 	Title I Parent Involvement Supplies and Food: \$3,349.58	Teachers will track parent attendance at workshops with sign-in sheets beginning August 2012 through May 2014.	In progress for 2012-2013 school year
Teachers will utilize reports from Schoolnet/Teacher Portal to make more informed decisions regarding student interventions and provide individualized instruction for small groups of students who score below proficient on TCAP, in addition to using ongoing formative and summative data. Based on that data, grade level teams will group students on a monthly basis. Data will be used with students at individual teacher-led student conferences in order to involve students in the data process.	2012-13 school year and 2013-14	<ul style="list-style-type: none"> Teachers Interventionists TEC/Facilitators Administration 	District provided data analysis tools (School Net/Principal Portal) and PLC developed assessments.	Evidence of use of data at PLC and vertical team meetings. Data charts and data protocols will be utilized as evidenced by PLC minutes/documents at grade level and vertical team meetings beginning August 2012 through May 2014. Data to be used with parents at parent- teacher conferences as evidenced by teacher agenda/protocol and parent sign sheet for conferences as scheduled per district calendar and parent/teacher needs. Data to be used with students at individual teacher/student conferences beginning September 2012 through May 2014.	In progress for 2012-13 School Year
Teachers will implement their training of the received professional development in the 5	2012-13 school year and 2013-	<ul style="list-style-type: none"> Teachers 	District provided professional	100% of classroom teachers will implement 2-3 guided reading	In progress for 2012-2013

<p>components of Literacy (phonics, phonemic awareness, vocabulary, fluency, comprehension, in addition to writing in response to reading) at faculty meetings, and teachers will progress monitor students during their guided reading instruction.</p>	<p>14</p>	<ul style="list-style-type: none"> • Interventionists • TEC/Facilitators • Administrators 	<p>development.</p>	<p>groups per day based on student needs as evidenced by classroom schedules, guided reading lesson plans, and data to support groupings beginning September 2012 through May 2014.</p> <p>Guided reading lessons which demonstrate effective use of the 5 components of Literacy beginning August 2012 through May 2014.</p> <p>Documentation of coaching sessions will be kept by the Humanities Facilitator beginning September 2012 through May 2014.</p> <p>LEAP Observations by Principals and evaluation conferences. Two to three observations will be conducted based on student needs as evidenced by classroom schedules, guided reading lesson plans and data to support groupings beginning August 2012 through May 2014.</p>	<p>school year.</p>
<p>Administrators will revisit the components of the Literacy Block and establish clear school-wide expectations to insure fidelity and consistency throughout the school.</p>	<p>2012-13 school year and 2013-14</p>	<ul style="list-style-type: none"> • Teachers • Administrators 	<p>District provided LEAP observation framework and tools, provided in-house.</p>	<p>LEAP Observations by Principals and evaluation conferences beginning August 2012 through May 2014.</p>	<p>In progress for 2012-13 School Year</p>
<p>Teachers will be trained in how to align curriculum with the CCSS/CAS with guidance from facilitators and administration during PLC.</p>	<p>2012-2013 school year and 2013-2014</p>	<ul style="list-style-type: none"> • Teachers • Interventionists • TEC/Facilitators • Administrators 	<p>District funded professional development for teachers and paraprofessionals.</p>	<p>100% of teachers in school will participate in Professional Learning Communities beginning August 2012 through May 2014.</p> <p>Weekly administrator walk-through beginning August 2012</p>	<p>In progress for 2012-2013 school year.</p>

				through May 2014.	
Learning Walks will be conducted at faculty meetings and during the school day in order for teachers to share best practices and strategies.	2012-2013 school year and 2013-2014	<ul style="list-style-type: none"> • Facilitators • All teachers • TEC • Administrators Teachers • TEC/Facilitators • Administrators 		Learning Walks will be documented on the school's PD calendar beginning August 2012 through May 2014.	In progress for 2012-2013 school year
Teachers will share student data with colleagues to vertically align Power Standards and identify areas of need.	During Faculty Meetings during 2012-13 school year and 2013-14.	<ul style="list-style-type: none"> • Teachers • Interventionists • TEC/Facilitators • Administrators 	District provided resources for data.	<p>SMART goals will be maintained in central data notebook beginning September 2012 through May 2014.</p> <p>Data charts to track student growth beginning September 2012 through May 2014.</p> <p>Data from student assessments posted outside of classroom to show student growth. SMART goals will be maintained in central data notebook beginning September 2012 through May 2014.</p> <p>PLC documentation includes Backwards Design Plan, Data Protocols, Meeting Minutes and agendas from meetings and professional development trainings beginning September 2012 through May 2014.</p>	In progress for 2012-13 School Year
Teachers will share student data with parents and students during Back to School Night, parent/teacher conferences, parent meetings and individual student conferences.	2012-13 school year and 2013-14	<ul style="list-style-type: none"> • Teachers • Interventionists • Administrators 	Title I Parent Involvement Supplies and Food: \$3,349.58.	Sign in sheets will be used to document attendance at parent meetings and conferences August 2012 through May 2014.	In progress for 2012-13 School

		<ul style="list-style-type: none"> • TEC/Facilitators 			
<p>Archuleta teachers and staff will participate in professional development to increase proficiency for culturally responsive education.</p> <p>Teachers will complete a pre-and post test for cultural proficiency.</p>	2012-2013 school year and 2013-14	<ul style="list-style-type: none"> • Teachers • Administrators • TEC/Facilitators 	Professional development for teachers and paraprofessionals provided in house.	<p>100% of teachers will participate in culturally responsive PD as measured by sign in sheets at faculty meetings December 2012 through May 2014.</p> <p>Agenda and PD materials will reflect PD sessions.</p> <p>Pre and post test assessments.</p>	In progress for 2012-13 school year.
<p>Based on research, Archuleta is focusing on early intervention in reading in order to ensure students are at or above grade level prior to intermediate grades so that students can focus on reading to learn rather than solely on learning to read.</p>	2012-2013 school year and 2013-2014	<ul style="list-style-type: none"> • Teachers • TEC/Facilitators • Administration • Reading Interventionists 	<p>Reading Interventionists: \$134,000 from General fund, \$67,000 from Title I</p>	<p>100% of classroom teachers will conduct 2-3 guided reading groups per day August 2012 through May 2014.</p> <p>Reading Interventionists will team with classroom teachers to group students, provide intervention, and frequently monitor progress using formative data.</p>	In progress for 2012-2013 school year

* 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).

Section V: Appendices



Parent-Student-Teacher-Administrator Compact

2012-2013 School Year

Student Responsibilities:

- Be responsible for your own learning and education.
- Set high expectations for yourself.
- Come to class on-time everyday.
- Be organized and prepared for class.
- Become an active learner.
- Listen and participate in class.
- Ask questions and seek help when you need it.
- Complete all classroom and homework assignments on time.
- Challenge yourself academically.
- Follow School Rules.
- Wear your school uniform each day.
- Have Respect for ALL: Self, Friends, Teachers/Staff, and ALL Adults.

Parent/Guardian Responsibilities:

- Be involved in your student's education at school and at home.
- Come to parent meetings, Back to School Nights, Parent/Teacher Conferences, and school activities.
- Have a quiet place in your home for your child to read and do homework.
- Help your child with their homework.
- Know what is happening at school and in the classroom.
- Talk to your child's teacher often and ask how your child is doing in school.



- Volunteer within the school – in the library, playground, after- school clubs, recycling, safety, reading groups, and fundraising.
 - Make sure your child understands that teachers and all adults must be respected.
 - Have high expectations for your student.
 - Ensure your student is punctual and attends school every day.
- Know the school rules and make sure your student abides by the rules.
 - Continuously provide structure and routine for your child.
 - Praise and reward your student often.
 - Show and tell your children that you really care about them and their education.
 - Read daily with your children and talk about what they have read.
 - Get to know the teachers.
 - Be responsive to the teacher’s concerns about discipline and learning.
 - Support the school uniform policy.
 - Be sure your child wears the school uniform each day.
 - Be a positive role model.

Teacher and Support Staff Responsibilities:

- Encourage and motivate all students to achieve their full potential.
- Set high expectations for all students.
- Implement a challenging and relevant curriculum.
- Teach to the different learning styles of the students.
- Get to know the students personally.
- Communicate frequently with students, parents, colleagues and community.
- Be available to students outside of class.

Administrator Responsibilities:

- Set high expectations for staff, students and parents.
- Ensure a challenging, interactive and relevant curriculum.

- Implement quality programs that will increase the academic achievement of all students.
- Ensure and maintain a positive and safe school environment.
- Commit to recruit, retain, and train highly qualified staff.
- Provide quality equipment, materials and supplies for students and teachers.
- Strengthen the role of teachers, staff, students and parents in the decision-making process of the school.
- Communicate frequently with teachers, students, parents, and community members.
- Praise teachers, students, staff and parents. Celebrate their accomplishments.
- Have parent workshops and meetings to inform parents about what students are learning and how parents can help students at home.

Student Name: _____ Grade: _____

Student Signature

Teacher Signature

Parent /Guardian Signature

Administrator Signature

Title I Accountability Provision #1: Parent Involvement/Communication

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant
 Title I school wide or targeted assistance requirement School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (implemented, in progress, not begun)
Hold Back to School Night to orient parents to Archuleta policies, procedures and school data	August 2012 August 2013	All teachers, interventionists, specialists, and administrators		Attendance sign-in sheets	Completed for 2012.
Bi-annual Parent Constituency Meetings	Nov 2012- April 2014	CSC Parent Representatives	Food and child care (Funds – Federal, State and Local).	Attendance sign-in sheets & agenda	Completed for 2011-2012 school year and will continue through April 2014.

Monthly Parents in Action Meetings	2012-13 and 2013-2014 School Year	Parents in Action members	Food (Funds – Federal, State and Local).	Attendance sign-in sheet & agendas	Completed for 2011-2012 school year and will continue through April 2014.
Monthly Community Nights / Parent Information nights	2012-13 and 2013-2014 School Year	Parents in Action members / Teachers / Administrators / Support Staff	Community Resources Grant Food (Funds – Federal, State and Local).	Attendance sign-in sheet	Completed for 2011-2012 school year and will continue through April 2014.
School performance framework training for parents	September 2012	Parents in Action, Fathers in Action		Attendance sign-in sheet	Completed.
Parent Volunteer Program	2012-13 and 2013-2014 School Year	Parents, Parent Liaison, Administrators, Teachers, and other staff	Food (Funds – Federal, State and Local).	Tracking of volunteer time	Completed for 2011-2012 school year and will continue through April 2014.
Monthly School Newsletters and articles in Community News Paper provided in English and Spanish.	2012-13 and 2013-2014 School Year	<ul style="list-style-type: none"> • Office Staff • School Psychologist • Administrators • Teachers 	Newsletters and News Articles Published in school and local community newsletters	<ul style="list-style-type: none"> • School Newsletters • Community newspaper 	Completed for 2011-2012 school year and will continue through April 2014.
Updated information on School Marquee and Archuleta School website	2012-13 and 2013-2014 School Year	Administrators, Office Staff, Support Staff		Updated weekly and more as needed	Completed for 2011-2012 school year and will continue through April 2014.
ESL Classes for Parents (Tuesday and Thursday)	2012-13 and 2013-2014 School Year	Parent Liaison, Parents and Administrators	Title I funds for salary of Parent Liaison. Title I funds for parent activity to practice English in community.	<ul style="list-style-type: none"> • Attendance sign-in sheets • Documentation of parent volunteer hours 	Completed for 2011-2012 school year and will continue through April 2014.
Teachers will conduct home visits as part of the Parent Teacher Home Visit Project.	2012-2013 and 2013-2014 School Year	Parents in Action, Teachers, Administration	Funds provided by Denver Public Schools elementary education.	<ul style="list-style-type: none"> • Documentation of all home visits completed • <u>Sign in sheets</u> at home visit trainings 	Implemented in 2011-2012 and will continue through May 2014.

Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant
 Title I school wide or targeted assistance requirement School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (implemented, in progress, not begun)
The certification of the Title I teachers and paraprofessionals will be monitored to ensure that they are highly qualified.	2012-13 and 2013-2014 School Year	Administrators		The Title I teachers and paraprofessionals are highly qualified as per their certifications and annual evaluations.	Completed for 2011-2012 school year and will continue through April 2014.
Monthly workshops for paraprofessionals led by facilitators. The focus of the training is guided reading, writing strategies and academic language.	2012-13 and 2013-2014 School Year	<ul style="list-style-type: none"> Teachers Facilitators Paraprofessionals 	Salaries for teachers, facilitators, and paraprofessionals (Funds – Federal, State).	Paraprofessionals effectively working with students in the classrooms as observed by teachers, facilitators and principals. Attendance sign in sheets.	Completed for 2011-2012 school year and will continue through April 2014.

Title I Accountability Provision #3: Transition from Early Childhood Programs

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant
 Title I school wide or targeted assistance requirement School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (implemented, in progress, not begun)
The Principal, Early Childhood Educators (ECE), Kindergarten teachers and Title 1 teachers will meet quarterly. <ul style="list-style-type: none"> a. Discuss curriculum expectations with a focus on preschool literacy skills. b. Align curriculum ECE – 5th 	2012-13 and 2013-2014 School Year	<ul style="list-style-type: none"> Title 1 Teachers Early Childhood Educators Kindergarten Teachers Facilitators Administrators 	<ul style="list-style-type: none"> Title 1 Funds State Funds 	Teacher lesson plans will document that the curriculum of the Kindergarten and the preschool programs are aligned to the 1 st – 5 th grade curriculum as observed by the teachers and principals.	Completed for 2011-2012 school year and will continue through April 2014.

grade					
The 1 st grade teachers will meet with the ECE/Kindergarten teachers at Escalante Biggs to discuss the academic expectations and skills needed for Advanced Kindergarten and 1 st grade students in order to progress.	2012-13 School Year	<ul style="list-style-type: none"> • First Grade Teachers • Early Childhood Educators • Facilitators • Administrators 	<ul style="list-style-type: none"> • Title 1 Funds • State Funds 	<p>Meeting minutes.</p> <p>Attendance sign in sheets.</p> <p>Observations by Teachers and Principals.</p>	Completed for 2011-2012 school year and will continue through April 2013.

Title I Accountability Provision #4: Coordination and Integration of Federal, State, and Local Services and Programs

- School Plan under State Accountability
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 Title I school wide or targeted assistance requirement
 School Improvement Grant

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (implemented, in progress, not begun)
We coordinate and Integrate Federal, State, and Local Services and Programs in the following ways: <ul style="list-style-type: none"> • All professional development for teachers, paraprofessionals and training for parents is coordinated and targeted to the Unified Improvement Plan (UIP). This includes salaries, supplies, materials, child care and food for parents. 	2012-13 and 2013-2014 School Year	<ul style="list-style-type: none"> • Teachers • Interventionists • Facilitators • Paraprofessionals • Administrators • Parents 	<ul style="list-style-type: none"> • Title I • Title II • Parents in Action • Local Funds • State Funds • Federal Funds 	Expenditures will be approved by the Collaborative School Committee (CSC) and the School Leadership Team. We will use evaluations after each teacher, paraprofessional and parent training to ascertain effectiveness of the training and to make adjustments throughout the year as necessary.	Completed for 2011-2012 school year and will continue through April 2014.

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 34
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)	<i>Pages 34-38 and Section V</i>
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>Pages 34-38, 43-48 and Section V</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)	Teachers are recruited and hired through the district application process. Additionally, Archuleta has partnered with and recruited teachers through the Denver Teacher Residency Program and the University of Northern Colorado.

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)	<i>Pages 34-38, 43-48 and Section V</i>
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)	Section V
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 V
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	<i>Pages 34-38, 43-48 and Section V</i>