

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3990 School Name: HILL CAMPUS OF ARTS AND SCIENCES 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	-	71.35%	-	-	61.45%	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	51.53%	-	-	54.04%	-	
		W	-	58.34%	-	-	56.51%	-	
		S	-	48.72%	-	-	40.56%	-	
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.
		R	Elem	MS	HS	Elem	MS	HS	
		M	-	33	-	-	55	-	
		W	-	68	-	-	59	-	
		ELP	-	52	-	-	60	-	
	-	50	-	-	51	-			

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>	<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.</p>	<p>ELL Subgroup = 77.8</p> <p>FRL Subgroup = 55.6</p> <p>Minority Subgroup = 55.6</p>	<p>Overall Rating for Growth Gaps:</p> <p>Meets</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 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.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
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	Hill 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	Hill 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	Hill 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?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

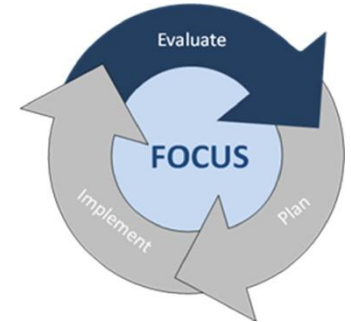
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Donald Roy
	Email	Don_roy@dpsk12.org
	Phone	720-423-9680
	Mailing Address	451 Clermont Street Denver CO 80220
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R) 65 M) 56	R) 61—target not met M) 54—target not met	Inconsistent progress monitoring throughout building; insufficient instructional focus on assessment frameworks and Essential Learning Goals and resulting formative instruction; insufficient academic supports provided to minority populations; insufficient Professional Development provided on instructional strategies for engaging minority students; math intervention classes were ineffective; Insufficient collaborative planning with teachers; Insufficient professional development provided on the effective use of learning objectives;
	W) 60 S) 44	W) 56-- target not met S) 39—target not met	
Academic Growth	R) 66 M) 67	R) 55—target not met M) 57—target not met	
	W)72	W) 62—target was not met	
Academic Growth Gaps	ELL Subgroup Growth FRL Subgroup Growth	ELL Subgroup Growth—77.8%--target was met FRL Subgroup Growth—66.7%--target was met	
	Minority Subgroup Growth	Minority Subgroup Growth—55.6%--target was met	

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.
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)	In reading, percent proficient/advanced has increased from 59% to 60% since 2009. In writing, percent proficient/advanced has increased from 52% to 58% since 2009.	Reading status is 11% below state target; Writing status is 4% below state target;	Literacy skills (both reading and writing) have not been sufficiently taught and reinforced throughout all subject areas and grade levels. Academic rigor is too low in pathways (mainstream) classes.
	In math, percent proficient/advanced has increased from 50% to 54% since 2009. In science, percent proficient/advanced has increased from 30% to 41% since 2009.	Math is 3 % above state target; Science is 7% below state target.	School lacks a uniform and consistent process for monitoring the progress of underachieving minority populations. Academic rigor is too low in pathways classes.
Academic Growth	In reading, MGP decreased from 56 to 55 over 4 years. In writing, MGP increased from 58 to 62 over 4 years.	Reading MGP above state target; Writing MGP above state target; The MGP for our SPED population has declined from	Parents and students have an inadequate exposure to and understanding of achievement on standardized tests and historical MGP. School needs to improve accountability system to ensure that all faculty fully engage in a continuous process of implementing recommended instructional strategies to increase student engagement and challenge all students, regardless of their background knowledge, at a high level.
	In math, MGP decreased from 63 to 57 over 4 years.	Math MGP 11% below state target.	Math intervention classes have been ineffective; students have resented being in the class and losing an elective class.
Academic Growth Gaps	The median growth percentile for Hill’s minority	The MGP for SPED	SPED students have not been sufficiently exposed to rigorous grade

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p>disaggregated group lags behind the non-minority group in each subject area:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 30%;">Non-minority</th> <th style="width: 30%;">Minority</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">55</td> <td style="text-align: center;">49</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">60</td> <td style="text-align: center;">59</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">53</td> <td style="text-align: center;">51</td> </tr> </tbody> </table>		Non-minority	Minority	Reading	55	49	Writing	60	59	Math	53	51	<p>students has shown a steady decline over 4 years in every subject area; 55.6% MEDIAN GROWTH PERCENTILE is not sufficient progress to close the achievement gap.</p>	<p>level math instruction or tasks.</p>
	Non-minority	Minority													
Reading	55	49													
Writing	60	59													
Math	53	51													

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

Description of School Setting and Process for Data Analysis:

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

Review Current Performance:

Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.

Priority Performance Challenges:

Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.

Root Cause Analysis

Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.

Description of School Setting and Process for Data Analysis

Ethnicity	Number
American Indian or Alaskan Native	14
Asian	29
Black (Not Hispanic)	197
Hispanic	221
Unknown	30
White, not Hispanic	344
Grand Total	835

Demographics: 17% of our students (139) have an IEP. 6% of our students (49) are identified as GT. Although 93% of our students speak English or Spanish, 30 other languages are distributed among the remaining 7% of our population. 54% of our students are eligible for free or reduced lunch.

Data Analysis: Our data were drawn primarily from the state TCAP results (via SchoolView) and the DPS TCAP reports and School Performance Framework results. These data were examined by the CSC, the School Leadership Team, the school TLA team, and the Hill faculty in data team and grade level meetings. School Leadership, CSC and teacher leaders continue to monitor school interim assessment data and other data to revise and refine the action steps related to each of our major improvement strategies.

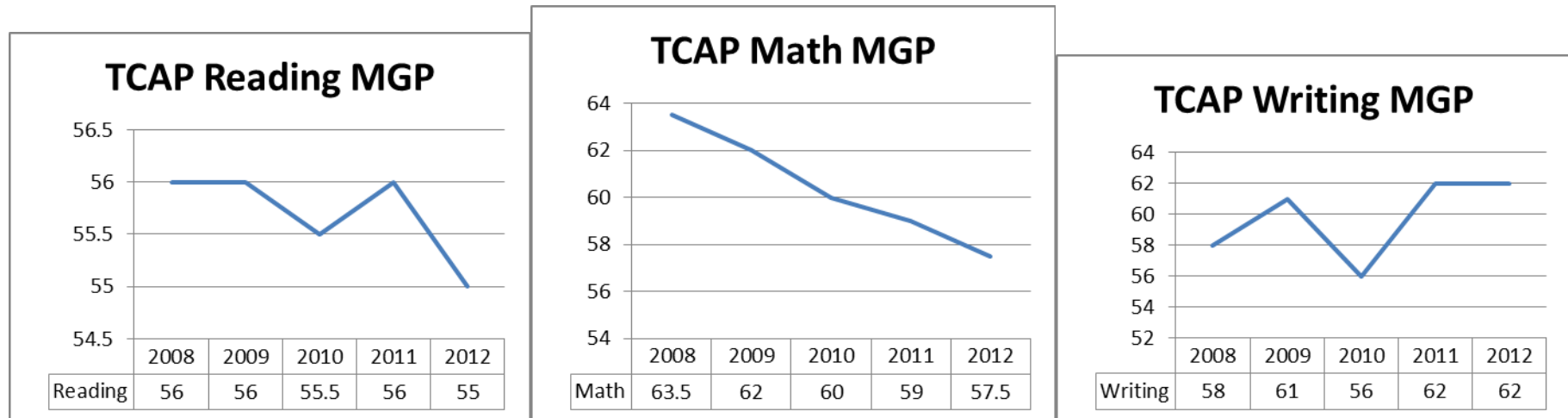
Review of Current Performance

Our Median Growth Percentiles are inadequate in Reading and Math for both minority and non-minority groups. In writing, our growth was better (62 MGP) but still did not meet the 2011-12 school target. Significant achievement gaps remain at each grade level for minority subgroups in reading, writing and math. In status, we reached our target only in reading; we missed our writing target by 3%. Overall, our challenge is to attain MGP of 65 in every grade level, every subject; within this broad goal, attaining the 65 MGP for each minority subgroup is of primary importance. Many adjustments have been made to systems and practices at Hill, based on data results and current priorities. These are reflected in our revised UIP, along with strategic adjustments that are planned for the coming school year.

Trend Analysis

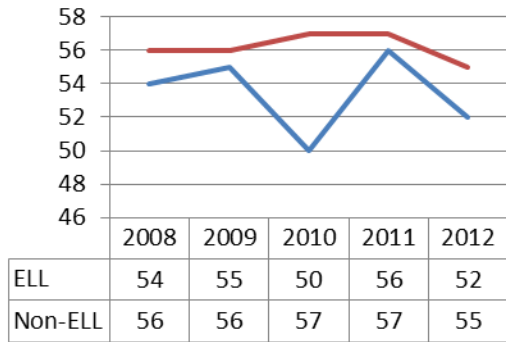
(Growth):

For the overall population, the trend in MGP is down in reading 56 to 55 over 4 years, and down more significantly in math, from 63 to 57 over 4 years. Conversely, the trend in writing has been upward, moving from 58 to 62 over 4 years:

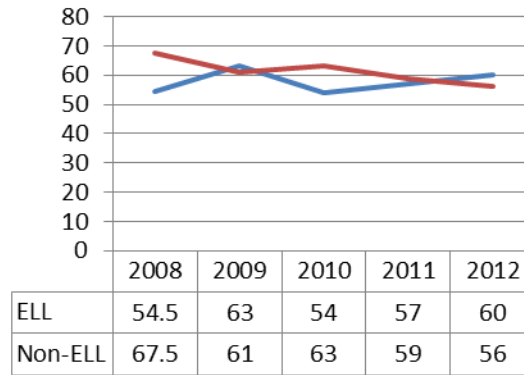


The MGP in writing for our ELL students has surpassed that of our non ELLs, moving from 55 to 64 over 4 years. Likewise, the ELL population has shown stronger growth in Math, moving from 54 to 60 over 4 years. Non-EILL students lost significant ground in math, moving from 67 to 56 over 4 years. And in reading, our ELL population dropped from 54 to 52 MGP over 4 years:

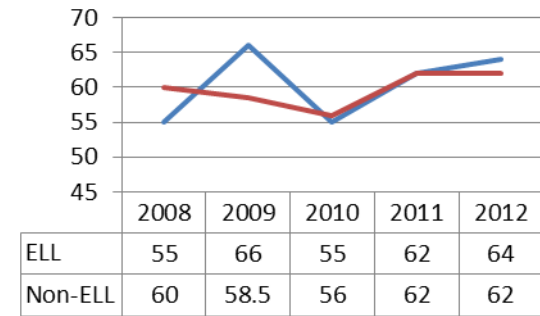
TCAP Reading MGP



TCAP Math MGP

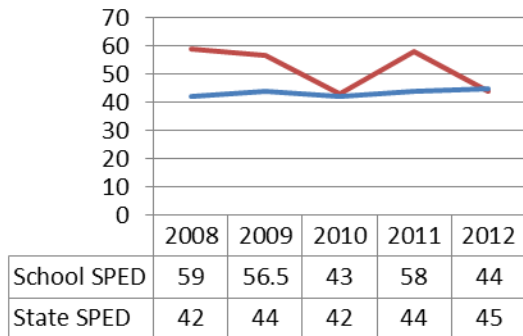


TCAP Writing MGP

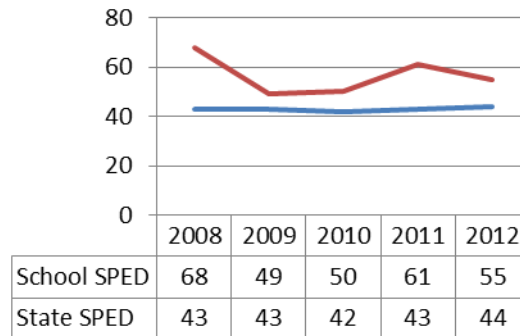


The MGP in writing for our SPED students has decreased from 71 to 56 over 4 years, a significant decline. Similar declines are notable in Math (68 down to 55) and in Reading (from 59 down to 44). Over the same time period, the state-wide MGP scores have increased slightly in each subject area.

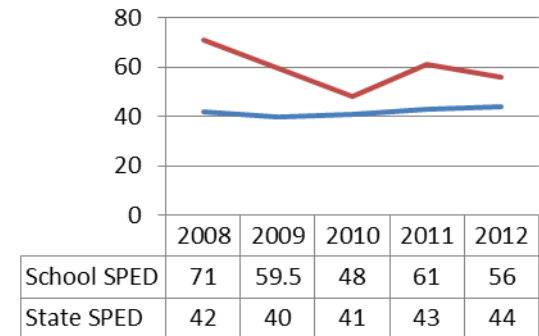
TCAP Reading MGP



TCAP Math MGP



TCAP Writing MGP



(Status):

- In reading, our percent proficient/advanced has increased from 59% to 60% since 2009.
- In writing, our percent proficient/advanced has increased from 52% to 58% since 2009.
- In math, our percent proficient/advanced has increased from 50% to 54% since 2009.
- In science, our percent proficient/advanced has increased from 30% to 41% since 2009.
- In reading, a large gap exists between the % proficient/advanced of Hispanic and Black students compared to White students:

Reading	2008	2009	Change	2010	Change	2011							Change	2012							Ch
	% At or Above	% At or Above	2008 to 2009	% At or Above	2009 to 2010	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	% At or Above	2010 to 2011	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	% At or Above	20
State	68 %	68 %	0 %	68 %	0 %	482,950	1 %	10 %	21 %	61 %	7 %	68 %	0 %	489,987	1 %	9 %	20 %	62 %	8 %	69 %	
All DPS Schools	46 %	47 %	1 %	50 %	3 %	42,153	1 %	21 %	29 %	44 %	5 %	49 %	-1 %	43,437	1 %	18 %	29 %	47 %	5 %	52 %	
Hill Campus of Arts and Scie	53 %	59 %	6 %	62 %	3 %	814	1 %	16 %	23 %	44 %	16 %	60 %	-2 %	885	0 %	15 %	25 %	45 %	15 %	60 %	
Amer. Indian/Alaskan Native+						3	0 %	67 %	0 %	33 %	0 %	33 %	*a	5	0 %	60 %	0 %	40 %	0 %	40 %	
Asian+						18	0 %	6 %	6 %	61 %	28 %	89 %	*a	21	0 %	10 %	10 %	52 %	29 %	81 %	
Black (not Hispanic)+						185	1 %	29 %	34 %	35 %	1 %	36 %	*a	188	1 %	24 %	33 %	40 %	2 %	42 %	
Hawaiian/Other Pacific Islander +						0	*a	*a	*a	*a	*a	*a	*a	1	0 %	0 %	0 %	100 %	0 %	100 %	
Hispanic+						255	1 %	24 %	36 %	35 %	4 %	39 %	*a	278	0 %	23 %	39 %	33 %	4 %	38 %	
Multiple Races+						27	0 %	19 %	11 %	59 %	11 %	70 %	*a	35	0 %	11 %	17 %	60 %	11 %	71 %	
White (not Hispanic)+						326	1 %	3 %	8 %	54 %	33 %	87 %	*a	357	0 %	4 %	11 %	56 %	29 %	85 %	

- In writing, a similar gap is evident between the % proficient/advanced of Hispanic and Black students compared to White students:

Writing	2008	2009	Change 2008 to 2009	2010	Change 2009 to 2010	2011							Change 2010 to 2011	2012						
	% At or Above	% At or Above		% At or Above		% At or Above	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.		% At or Above	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.
State	53 %	55 %	2 %	53 %	-2 %	482,975	1 %	5 %	39 %	46 %	10 %	55 %	2 %	490,064	1 %	5 %	40 %	45 %	9 %	54 %
All DPS Schools	33 %	36 %	3 %	35 %	-1 %	42,148	1 %	10 %	50 %	33 %	6 %	39 %	4 %	43,446	1 %	9 %	49 %	35 %	6 %	41 %
Hill Campus of Arts and Scie	44 %	52 %	8 %	51 %	-1 %	814	1 %	5 %	39 %	38 %	18 %	56 %	5 %	884	0 %	4 %	38 %	38 %	20 %	58 %
Amer. Indian/Alaskan Native+						3	0 %	0 %	67 %	33 %	0 %	33 %	*a	5	0 %	20 %	60 %	20 %	0 %	20 %
Asian+						18	0 %	6 %	17 %	33 %	44 %	78 %	*a	21	0 %	0 %	24 %	33 %	43 %	76 %
Black (not Hispanic)+						185	1 %	8 %	61 %	30 %	1 %	31 %	*a	187	0 %	7 %	58 %	30 %	4 %	35 %
Hawaiian/Other Pacific Islander +						0	*a	*a	*a	*a	*a	*a	*a	1	0 %	0 %	100 %	0 %	0 %	0 %
Hispanic+						255	1 %	7 %	58 %	30 %	5 %	35 %	*a	278	0 %	5 %	54 %	33 %	8 %	40 %
Multiple Races+						27	0 %	0 %	37 %	48 %	15 %	63 %	*a	35	0 %	6 %	26 %	57 %	11 %	69 %
White (not Hispanic)+						326	1 %	2 %	13 %	48 %	36 %	84 %	*a	357	0 %	2 %	15 %	45 %	38 %	83 %

- In Math, the gap between the % proficient/advanced of Hispanic and Black students compared to White students is similarly unacceptable:

Math	2008	2009	Change 2008 to 2009	2010	Change 2009 to 2010	2011							Change 2010 to 2011	2012						
	% At or Above	% At or Above		% At or Above		% At or Above	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.		% At or Above	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.
State	53 %	54 %	1 %	55 %	1 %	484,312	1 %	16 %	27 %	33 %	22 %	56 %	1 %	491,286	1 %	16 %	27 %	33 %	23 %	56 %
All DPS Schools	35 %	37 %	2 %	39 %	2 %	42,725	1 %	28 %	30 %	27 %	15 %	41 %	2 %	44,031	1 %	27 %	30 %	27 %	16 %	43 %
Hill Campus of Arts and Scie	43 %	50 %	7 %	51 %	1 %	814	1 %	21 %	26 %	23 %	29 %	52 %	1 %	884	0 %	21 %	25 %	23 %	31 %	54 %
Amer. Indian/Alaskan Native+						3	0 %	33 %	33 %	33 %	0 %	33 %	*a	5	0 %	20 %	60 %	0 %	20 %	20 %
Asian+						18	0 %	11 %	11 %	22 %	56 %	78 %	*a	21	0 %	10 %	10 %	24 %	57 %	81 %
Black (not Hispanic)+						185	1 %	40 %	35 %	18 %	5 %	24 %	*a	187	0 %	40 %	35 %	20 %	5 %	25 %
Hawaiian/Other Pacific Islander +						0	*a	*a	*a	*a	*a	*a	*a	1	0 %	0 %	100 %	0 %	0 %	0 %
Hispanic+						255	2 %	28 %	32 %	27 %	11 %	38 %	*a	278	0 %	29 %	33 %	22 %	15 %	37 %
Multiple Races+						27	0 %	22 %	19 %	33 %	26 %	59 %	*a	35	0 %	11 %	20 %	46 %	23 %	69 %
White (not Hispanic)+						326	1 %	5 %	17 %	21 %	57 %	78 %	*a	357	0 %	7 %	13 %	23 %	57 %	80 %

Priority Performance Challenges

1. The MGP for SPED students has shown a steady decline over 4 years in every subject area.
2. The percentage of White students in the proficient/advanced category in Reading, Writing and Math is roughly double that of Hispanic and Black students. This achievement gap must be significantly narrowed.
3. Black male students represented 39% of suspensions last year, but only 12% of the school population.
4. Reading proficient/Advanced is 9% below state target.

Root Cause Analysis

- SPED students have ineffective instruction in some intervention classes in math and Language Arts; SPED students have not been sufficiently exposed to grade level math instruction; SPED students have had ineffective instruction in some intervention classes in math and Language Arts; inequitable opportunities—expectations for academic growth and achievement in SPED and traditional classes
- Progress monitoring of achievement and associated instructional modifications has been inconsistently driven by formative assessment results; minimal structures in place for teachers to have collaborative conversations about best practices in instruction, classroom management, etc.
- due to nature of pilot, CSR implemented only in 50 % of Science and Social Studies Classes last year; minority populations unequally represented in advanced classes.
- The level of academic rigor and challenge in Pathways classes is lower than it is in Honors classes
- Low-achieving minority students were losing one or more elective classes to be replaced with intervention classes and consequently losing interest in school and academic motivation
- Faculty have had insufficient training in best practices for increasing student engagement and effectively managing classroom environments
- Faculty have had insufficient training in culturally responsive teaching
- Literacy instruction has not been taught and reinforced consistently and comprehensively throughout the school, in all subject areas
- Writing Instruction has not focused sufficiently on content/organization, style/fluency, and grammar/usage and responding to text, consistently in all subject areas

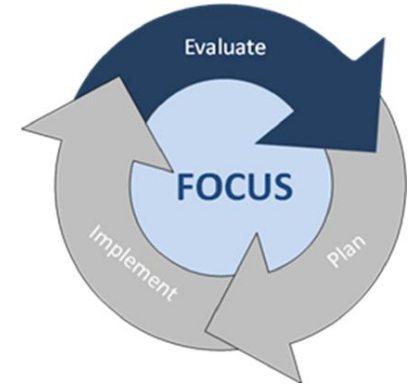
Section IV: Action Plan(s)

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	8.9 % overall increase needed; increase for Black students = 27%; increase for Hispanic students = 31%	69	74	Interim assessments	#1
		M	5.0 % overall increase needed; increase for Black students = 34%; increase for Hispanic students = 32%	59	62	Interim assessments and weekly ELG assessments	#2
		W	5.0 % overall increase needed; increase for Black students = 28%; increase for Hispanic students = 23%	63	67	Interim assessments	#1 and #3
		S	8.3% overall increase needed; increase for Black students = 32 %; increase for Hispanic students = 33%	49	54	Interim assessments	#1 and #2
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	10% increase needed over all; 16% increase needed for minority subgroup	65	65	Interim assessments	#1
		M	3 % overall increase needed; 6% increase needed for minority subgroup	65	65	Interim assessments and weekly ELG assessments	#2

		W	7% overall increase needed; 6% increase needed for minority subgroup	65	65	Interim assessments	#1 and #3
		ELP	Already at target	65	65	Interim assessments	#1 and #2
Academic Growth Gaps	Median Student Growth Percentile	R	14% growth needed for FRL and ELL subgroups; 16% growth needed for minority subgroup	65	65	Interim assessments	#1
		M	12% growth needed for FRL subgroup; 5% growth needed for ELL subgroup; 14% growth needed for minority subgroup	65	65	Interim assessments and weekly ELG assessments	#2
		W	5% growth needed for FRL subgroup; ELL subgroup has surpassed target; 6% growth needed for minority subgroup	65	65	Interim assessments	#1 and #3

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Establish and maintain a learning environment in which all students feel included, safe, engaged, supported and excited about learning. **Root Cause(s) Addressed:** Faculty have had insufficient training in best practices for increasing student engagement, effectively managing classroom environments and culturally responsive teaching.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy:

- 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: _____

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)
Teachers will be trained in No Nonsense Nurturing to increase engagement in classrooms. <ul style="list-style-type: none"> New staff members will receive initial training Continue to reinforce with learning walks and reflection conferences 	Throughout school year	Teacher Effectiveness Coach; Student Advisor	Local school budget	School wide NNN training agendas, Kagan training agendas, continued real-time coaching support for NNN and Kagan provided weekly	Initial phase completed; training is on-going throughout spring of 2013
Teachers will be trained in Kagan Cooperative Learning strategies to increase engagement in academic activities. <ul style="list-style-type: none"> New staff members will receive initial training Continue to reinforce with learning walks and reflection conferences 	Throughout school year	Teacher Effectiveness Coach; Student Advisor	Local school budget	School wide NNN training agendas, Kagan training agendas, continued real-time coaching support for NNN and Kagan provided weekly	Initial phase completed
Support staff will be trained in and utilize Restorative Approaches. <ul style="list-style-type: none"> Continue to send Hill staff to the DPS 2- 	Throughout school year	Administration/support staff	Local school budget	Agendas from weekly support staff meetings; Discipline data	In progress—two trainings in spring 2013

<p>day RA training</p> <ul style="list-style-type: none"> Consider hiring an RA position at Hill Team will refine RA systems 				<p>PD for restorative approaches; De-escalation training</p>	
<p>Teachers will be trained in PBIS to increase engagement in classrooms and positive behavior throughout the school.</p> <ul style="list-style-type: none"> Have conversations with PTA relative to funding for next year 	Throughout school year	Teacher Effectiveness Coach; Student Advisor	Local school budget	School wide PBIS training agendas, continued real-time coaching support for NNN and Kagan provided weekly; sign-up sheet for school store; agendas from school climate committee meetings	Initial phase completed—PBIS will continue in the 13-14 school year
<p>Teachers will continue to receive support with Culturally Responsive Teaching to increase teacher-to-student relationships and rapport, and to enhance engagement in classrooms and positive behavior throughout the school. Leadership team will monitor discipline and disproportionality statistics and implement strategies to improve results</p> <ul style="list-style-type: none"> Leadership team meeting with Darlene Sampson during Spring 2013 to develop additional strategies to address disproportionality 	Throughout school year	Teacher Effectiveness Coach; Student Advisor; Dr. Darlene Sampson; Mike Kitch/Hillary Niebauer	Local school budget	School wide PBIS training agendas, continued real-time coaching support for NNN and Kagan provided weekly; sign-up sheet for school store; agendas from school climate committee meetings	Initial phase completed—work is on-going
<p>Establish HML (Highly Motivated Learners) classes at each grade level consisting of at least 50% minority students who show potential for success in the Honors program. Review achievement and affective data quarterly and reschedule students into Honors as they qualify.</p>	Beginning summer 2013; throughout 13-14 school year	Counselor and SAL; school leadership team	Local school budget	Progress-monitoring spreadsheet data	
<p>Study TCAP results on incoming 6th graders to identify minority applicants for Honors program.</p>	Beginning summer 2013; throughout 13-14 school year	Counselor and SAL	Local school budget	Progress-monitoring spreadsheet data	

Major Improvement Strategy #2: Develop and implement a school-wide collaboration plan which will foster a high-impact professional learning community. **Root Cause(s) Addressed:** minimal structures in place for teachers to have collaborative conversations about best practices in instruction, classroom management, culturally responsive teaching, etc.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy:

- 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: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources	Implementation Benchmarks	Status of Action Step
Use collaboration time to monitor students' progress toward students' ELG mastery in Language Arts and Math <ul style="list-style-type: none"> Progress monitoring data submitted monthly to school leadership Schedule—ensure that maximum possible # of teachers have access to collaborative planning time Data team cycles—create more effective systems for the 13-14 school year 	Weekly Sept 2012- through May 2014	Math & Language Arts teachers, Instructional Coach Hillary Niebauer; Site Assessment Leader, Teacher Effectiveness Coach, administration	Local: school budget; Title II funds used toward purchase of Hillary Niebauer	Weekly Professional Development agendas; classroom ELG (Essential Learning Goals) wall charts, grade-books representing tracking of Essential Learning Goals; Monthly learning walks to learn how other teachers implement ELGs ; Identified Teacher Leaders serving as TLA Standards Leads in LA and Math attending DPS Teacher Leadership Academy and Standards Institute. Teacher Leaders will bring back and share important instructional information about the instructional shifts represented by the new CCSS. (Essential Learning Goals) and progress monitoring;	In progress
Data Team Meetings will focus on ELG progress	Weekly, Sept	Math & Language	Local: school budget	Weekly Data Team	In progress

monitoring, and determining which students need additional support through tutoring or being placed in intervention classes.	through May 2014	Arts teachers, Site Assessment Leader, Teacher Effectiveness Coach, administration		agendas; quarterly interim results; curriculum-imbedded assessment results; ELG (Essential Learning Goals) progress monitoring charts, updated monthly	
Revised 2012-13 master schedule allows for increased teacher collaboration time to focus on ELG progress monitoring and implementation. Collaboration time will also focus on NNN and Kagan to support instruction of ELGs. <ul style="list-style-type: none"> • Refine and improve this model for the 13/14 school year <ul style="list-style-type: none"> ○ Adjust collaborative planning time to include all staff 	August 2012 – May 2013	Administration with Hill ELO planning committee and CSC SLT	Local school budget	Revised 2012-13 extended time master schedule; LA teachers use weekly collaboration time to create common ELG (Essential Learning Goals) assessments and rubrics for each unit; Collaborate to create best ELG progress monitoring system. Collaborate on NNN and Kagan structures to support instruction of ELGs.	in progress
CSR implementation in Language Arts, Science, Social Studies, to include weekly collaboration planning time, IVC fidelity checks on CSR implementation, PD sessions for CLO and CCSS alignment, Civcore data, weekly implementation of strategies (60 minutes per teacher, per class), Teacher Leader support through co-teaching and observation opportunities	2012-13 School year	CSR Teacher Leaders: Alex Saba, Lee Jackson, Gary Bagstad	CSR Grant	Records of weekly meetings; monthly streams of study agendas;	In progress
Eliminate ineffective math intervention classes.	For 12-13 school year	School Leadership Team	Local school budget	2012-13 Master Schedule	Completed
Work with teachers to develop Student Growth Objectives that are aligned with the Major Improvement Strategies in the UIP.	September, October, 2012	Math, Language Arts teachers, SAL, Teacher Effectiveness Coach,	DPS/school budget	Records of meetings; examples of approved Student Growth Objectives; % of teachers	In progress

		administration, Literacy Coach		that attain their Student Growth Objectives	
Low-achieving students will be kept in mainstream math classes and exposed to grade level material, rather than scheduling them in ineffective intervention classes	Throughout school year	All math teachers	Local budget	Master schedule	In progress
Parents and students will be exposed to and develop an understanding of achievement on standardized tests and historical MEDIAN GROWTH PERCENTILE	Throughout school year	All staff	Local budget	BOE sheets	In progress
Using the BOE as a focus, dialoging with all students, helping them understand last year's and current academic achievement, setting goals and using related strategies; using BOEs for parent conferences and throughout year	Fall semester, 2012 – Spring semester, 2013	Academic core and elective teachers; Literacy Coach; TEC	DPS/school budget	Body of evidence sheets and student goal-setting sheets; collaboration meetings' agendas focusing on BOE discussion points	In progress
Provide on-going Professional Development around instructional strategies for effectively engaging all students, including Kagan Cooperative Learning structures, NNN, and culturally responsive instruction.	Throughout 2012-13 school year	Administration; School Leadership Team; Teacher Effectiveness Coach; Site Assessment Leader; Literacy Coach	DPS/school budget	Agendas from Professional Development; results on interim data; results from faculty feedback survey; collaboration calendar; learning walks reflection forms	In progress

Major Improvement Strategy #3: Refine and enhance all teachers’ instructional skills, pedagogical knowledge and cultural competence to increase academic rigor and school-wide consistency of effective instruction for students of all backgrounds and achievement levels. **Root Cause(s) Addressed:** Root Cause(s) Addressed: Hill students are not exposed to effective, high level instruction in all classes. Inequitable opportunities—expectations for academic growth and achievement vary between Honors and traditional classes

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy:

- 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: _____

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)
Add one teacher to the special education MM department; add one ELA-S teacher, for the 2013-14 school year.	2013-14	SLT; CSC	DPS central budget provides .5 of ELA-S teacher; local school budget provides 1.0 of MM teacher	CSC approved budget in February 2013	In progress
Revised 2012-13 master schedule provides math intervention time in every CMP class.	Sept 2012- May 2013	Math teachers; TEC	Local school budget	Copy of master schedule	In progress
Provide math tutors at 6 th and 8 th grade to boost achievement for students who are unsatisfactory on the 2013 TCAP	2013-14 School year	Math Fellows Coordinator	Mill Levy Funds		In progress
Provide weekly Professional Development for elective teachers, focused on support of the GIW (Get into Writing) program and writing as a response to text	2012-13 school year	Literacy Coach; elective teachers	DPS/school budget	Agendas from Professional Development; teacher evaluations; evidence of classroom implementation; learning walk reflection forms	In progress
Math teachers will define high level tasks to add rigor to Essential Learning Goals	Fall semester, 2012 – Spring semester 2013	Math teachers; Teacher Effectiveness Coach,	DPS/school budget	Agendas for math department meetings and examples of high-level tasks utilizing book 5 Practices for Orchestrating Productive	In progress

				Mathematics Discussions.	
School-wide writing SGO (Student Growth Objective) using GIW (Get into Writing) as a structure and responding to text, C/O as content	2012-13 school year	Literacy Coach; Site Assessment Leader; teaching staff; administration;	DPS/school budget	Approved Student Growth Objectives; percent of teachers meeting Student Growth Objectives; examples of student writing; agenda from collaboration scoring and norming	In-progress
Work with elective teachers to progress monitor selected students' writing growth; provide scoring rubrics and calibration activities in data teams.		Literacy coach; elective teachers; administration	DPS/school budget	Agendas from Elective Department data team meetings; progress-monitoring charts from data team meetings; examples of student writing	In-progress

Section V: Appendices

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

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