

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 4782 School Name: HALLETT FUNDAMENTAL ACADEMY 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
<b>Academic Achievement (Status)</b>	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura <b>Description:</b> % P+A in reading, writing, math and science <b>Expectation:</b> %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	R	72.05%	-	-	57.46%	-	-	Overall Rating for Academic Achievement: <b>Approaching</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	58.65%	-	-	
		W	54.84%	-	-	37.13%	-	-	
		S	45.36%	-	-	15.79%	-	-	
<b>Academic Growth</b>	Median Student Growth Percentile <b>Description:</b> Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency <b>Expectation:</b> 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: <b>Exceeds</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	46	-	-	57	-	-	
		M	60	-	-	63	-	-	
		W	57	-	-	61	-	-	
ELP	44	-	-	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?	
<b>Academic Growth Gaps</b>	<p>Median Student Growth Percentile</p> <p><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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;"><b>Meets</b></p> <p><small>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</small></p>	
<b>Post Secondary/ Workforce Readiness</b>	<p>Graduation Rate</p> <p><b>Expectation:</b> 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><b>Expectation:</b> 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><b>Expectation:</b> At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p><b>Expectation:</b> At or above State average</p>	-	-	-	

**Accountability Status and Requirements for Improvement Plan**

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
<b>ESEA and Grant Accountability</b>			
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?	
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**

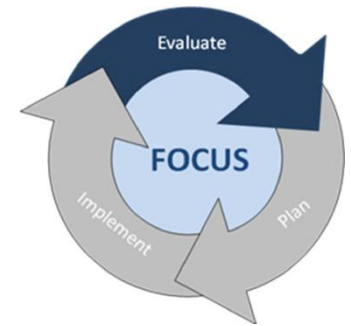
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Charmaine Keeton, Principal
	Email	charmaine_keeton@dpsk12.org
	Phone	720-424-6070
	Mailing Address	2950 Jasmine Street Denver, CO 80207-4924
2	Name and Title	April McLaughlin, Ritchie Intern
	Email	april_mclaughlin@dpsk12.org
	Phone	720-424-6070
	Mailing Address	2950 Jasmine Street Denver, CO 80207-4924

**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)	The percentage of students scoring proficient and higher on CSAP writing will increase from 18% to 23%.	The percentage of students scoring proficient and higher on CSAP writing was 13%. We missed our target by 10 points.	We are not building relationships with students as effectively as we can.  Finding high interest materials was a challenge.
Academic Growth	The median student growth percentile will be greater than or equal to 55.	The median student growth percentile was 37. We missed our goal by 18 points.	Need to create more independence and transfer of skills. (what children will do by themselves vs what they do with teacher support)
Academic Growth Gaps	The median student growth percentile for ELLs will be greater than or equal to 55.	The median student growth percentile for ELLs was 59. We exceeded our goal by 4 points.	

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																														
<p>Academic Achievement (Status)</p>	<div style="text-align: center;"> <p><b>Status - Overall</b></p> <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>Reading</td> <td>52</td> <td>51</td> <td>50</td> <td>66</td> <td>56</td> </tr> <tr> <td>Writing</td> <td>36</td> <td>29</td> <td>34</td> <td>43</td> <td>33</td> </tr> <tr> <td>Math</td> <td>40</td> <td>42</td> <td>60</td> <td>58</td> <td>56</td> </tr> <tr> <td>Science</td> <td>12</td> <td>7</td> <td>2</td> <td>19</td> <td>24</td> </tr> </tbody> </table> </div> <p>The percentage of our students scoring proficient and advanced on the reading CSAP/TCAP has remained stable from 2008-2012 and is below the state's expectation of 72.</p> <p>The percentage of our students scoring proficient and advanced on the writing CSAP/TCAP has increased and decreased from 2010-2012 and is below the state's expectation of 55.</p> <p>The percentage of our students scoring proficient and advanced on the math</p>		2008	2009	2010	2011	2012	Reading	52	51	50	66	56	Writing	36	29	34	43	33	Math	40	42	60	58	56	Science	12	7	2	19	24	<p>The percentage of students at our school who scored proficient or advanced on the reading TCAP/CSAP has remained stable from 2008-2012 (52, 51, 50, 66, 56) and is 15 points below the state's expectation of 72.</p>	<p>We lack common agreements about the structure of our reading block.</p> <p>We lack a kid-friendly system and structure for involving students in weekly reading goals.</p> <p>We are not building relationships with students as effectively as we can.</p>
	2008	2009	2010	2011	2012																												
Reading	52	51	50	66	56																												
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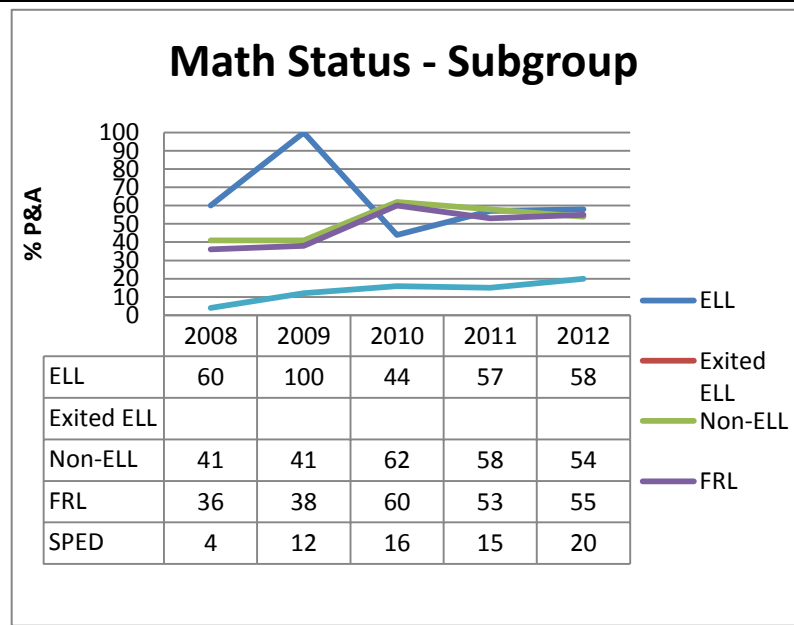
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p>CSAP/TCAP has remained stable from 2010-2012 and is below the state's expectation of 70.</p> <p>The percentage of our students scoring proficient and advanced on the science CSAP/TCAP has increased from 2010-2012 and is below the state's expectation of 45.</p> <div data-bbox="411 581 1220 1260" style="border: 1px solid black; padding: 10px;"> <h3 style="text-align: center;">Reading Status - Subgroup</h3> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>80</td> <td>100</td> <td>25</td> <td>62</td> <td>47</td> </tr> <tr> <td>Exited ELL</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non-ELL</td> <td>51</td> <td>50</td> <td>53</td> <td>66</td> <td>56</td> </tr> <tr> <td>FRL</td> <td>49</td> <td>47</td> <td>49</td> <td>63</td> <td>53</td> </tr> <tr> <td>SPED</td> <td>21</td> <td>24</td> <td>16</td> <td>15</td> <td>15</td> </tr> </tbody> </table> </div> <p>The percentage of our English Language Learners scoring proficient and advanced on the reading CSAP/TCAP has increased and decreased each year from 2008-2012 and is below the state's expectation of 72.</p>		2008	2009	2010	2011	2012	ELL	80	100	25	62	47	Exited ELL						Non-ELL	51	50	53	66	56	FRL	49	47	49	63	53	SPED	21	24	16	15	15		
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FRL	49	47	49	63	53																																		
SPED	21	24	16	15	15																																		



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p>The percentage of our Non-English Language Learners and Free and Reduced Lunch students scoring proficient and advanced on the reading CSAP/TCAP have remained stable from 2008-2012 and are below the state's expectation of 72.</p> <p>The percentage of our Special Education students scoring proficient and advanced on the reading CSAP/TCAP has remained stable from 2010-2012 and is below the state's expectation.</p> <div data-bbox="411 651 1188 1295" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Writing Status - Subgroup</b></p> <table border="1" style="margin-left: auto; margin-right: 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>ELL</td> <td>60</td> <td>0</td> <td>13</td> <td>29</td> <td>16</td> </tr> <tr> <td>Exited ELL</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non-ELL</td> <td>34</td> <td>28</td> <td>36</td> <td>45</td> <td>34</td> </tr> <tr> <td>FRL</td> <td>33</td> <td>26</td> <td>31</td> <td>41</td> <td>31</td> </tr> <tr> <td>SPED</td> <td>4</td> <td>8</td> <td>5</td> <td>15</td> <td>5</td> </tr> </tbody> </table> </div> <p>The percentage of our English Language Learners scoring proficient and advanced on the writing CSAP/TCAP has remained stable from 2010-2012 and is below the state's expectation of 55.</p>		2008	2009	2010	2011	2012	ELL	60	0	13	29	16	Exited ELL						Non-ELL	34	28	36	45	34	FRL	33	26	31	41	31	SPED	4	8	5	15	5		
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Performance Indicators      Description of Notable Trends (3 years of past state and local data)      Priority Performance Challenges      Root Causes

The percentage of our Non-English Language Learners and Free and Reduced Lunch students, and Special Education students scoring proficient and advanced on the writing CSAP/TCAP have remained stable from 2008-2012 and are below the state's expectation of 55.

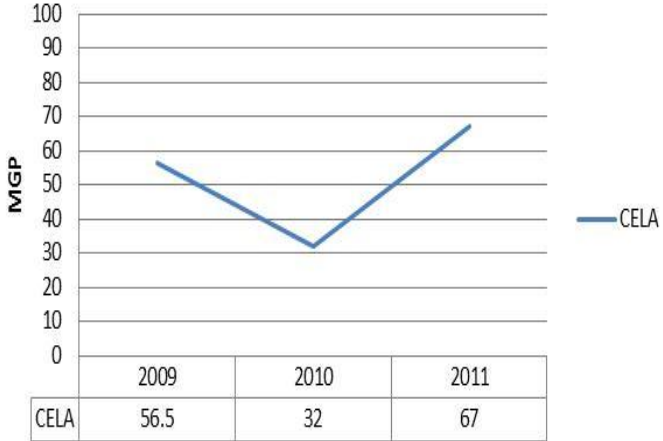


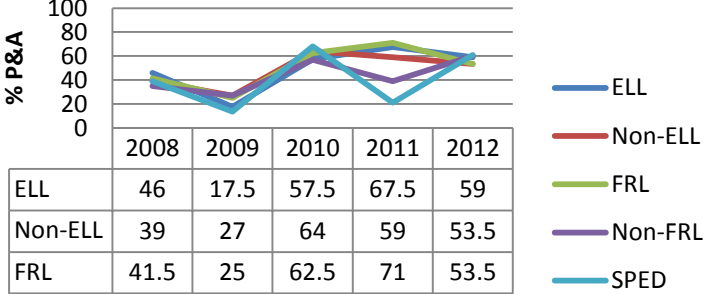
The percentage of our English Language Learners scoring proficient and advanced on the math CSAP/TCAP has remained stable from 2008-2012 and is below the state's expectation of 70.

The percentage of our Non-English Language Learners and Free and Reduced

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p>Lunch students, and Special Education students scoring proficient and advanced on the math CSAP/TCAP have remained stable from 2010-2012 and are below the state's expectation of 70.</p> <div data-bbox="411 475 1213 1052"> <h3 style="text-align: center;">Science Status - Subgroup</h3> <table border="1" data-bbox="443 748 1058 995"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Exited ELL</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non-ELL</td> <td>15</td> <td>8</td> <td>3</td> <td>21</td> <td>23</td> </tr> <tr> <td>FRL</td> <td>4</td> <td>0</td> <td>3</td> <td>19</td> <td>22</td> </tr> <tr> <td>SPED</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> </div> <p>The percentage of our Non-English Language Learners and Free and Reduced Lunch students scoring proficient and advanced on the science CSAP/TCAP has increased from 2010-2012 and is below the state's expectation of 45.</p>		2008	2009	2010	2011	2012	ELL						Exited ELL						Non-ELL	15	8	3	21	23	FRL	4	0	3	19	22	SPED							
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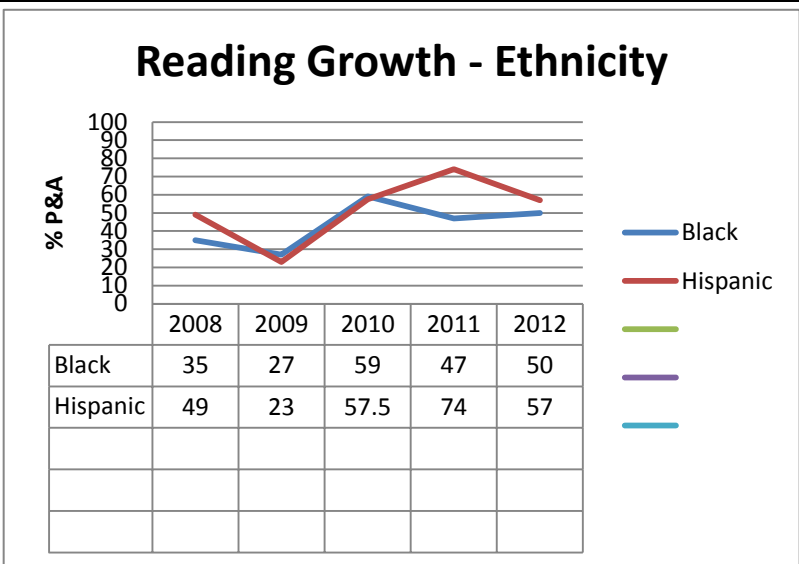
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Academic Growth	<p style="text-align: center;"><b>Growth - Overall</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40</td> <td>27</td> <td>60</td> <td>63</td> <td>54</td> </tr> <tr> <td>Writing</td> <td>47</td> <td>31</td> <td>63.5</td> <td>61</td> <td>59</td> </tr> <tr> <td>Math</td> <td>34</td> <td>32.5</td> <td>74.5</td> <td>59</td> <td>52</td> </tr> </tbody> </table> <p>The median growth percentile for our students on the reading CSAP/TCAP has decreased slightly from 2010-2012 and is four point above the state's median of 50.</p> <p>The median growth percentile for our students on the writing and math CSAP/TCAP has decreased from 2010-2012 and is above the state's median of 50.</p>		2008	2009	2010	2011	2012	Reading	40	27	60	63	54	Writing	47	31	63.5	61	59	Math	34	32.5	74.5	59	52	<p>The median growth percentile for our students on the reading TCAP/CSAP has decreased from 60 to 54 from 2010-2012 and is 4 points above the state's median of 50.</p>	<ul style="list-style-type: none"> <li>~ We lack common agreements about the structure of our reading block.</li> <li>~ We lack a kid-friendly system and structure for involving students in weekly reading goals.</li> <li>~ We are not building relationships with students as effectively as we can.</li> </ul>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes								
	<div style="text-align: center;"> <h3>CELA Growth Overall</h3>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>CELA</td> <td>56.5</td> <td>32</td> <td>67</td> </tr> </tbody> </table> </div> <p>The overall median growth percentile for students on the CELA has decreased and increased from 2009-2012 and is above the adequate growth percentile of 44.</p>		2009	2010	2011	CELA	56.5	32	67		
	2009	2010	2011								
CELA	56.5	32	67								

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p style="text-align: center;"><b>Reading Growth - Subgroups</b></p>  <table border="1" data-bbox="451 609 955 852"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>46</td> <td>17.5</td> <td>57.5</td> <td>67.5</td> <td>59</td> </tr> <tr> <td>Non-ELL</td> <td>39</td> <td>27</td> <td>64</td> <td>59</td> <td>53.5</td> </tr> <tr> <td>FRL</td> <td>41.5</td> <td>25</td> <td>62.5</td> <td>71</td> <td>53.5</td> </tr> <tr> <td>Non-FRL</td> <td>35</td> <td>27</td> <td>57</td> <td>39</td> <td>60</td> </tr> <tr> <td>SPED</td> <td>39</td> <td>13.5</td> <td>68</td> <td>21</td> <td>61</td> </tr> </tbody> </table> <p>The median growth percentile for our English Language Learners on the reading CSAP/TCAP has remained stable from 2010-2012 and is above the state's median of 50.</p> <p>The median growth percentile for Non-English Language Learners on the reading CSAP/TCAP has decreased from 2010-2012 and is above the state's median of 50.</p> <p>The median growth percentile for our Free and Reduced Lunch students, Non-Free and Reduced Lunch students, and Special Education students on the reading CSAP/TCAP have decreased and increased from 2008-2012 and are above the state's median of 50.</p>		2008	2009	2010	2011	2012	ELL	46	17.5	57.5	67.5	59	Non-ELL	39	27	64	59	53.5	FRL	41.5	25	62.5	71	53.5	Non-FRL	35	27	57	39	60	SPED	39	13.5	68	21	61	<p>The median growth percentile for our fourth graders (36, 17, 45, 69, 32) on the reading TCAP/CSAP has been lower than the median growth percentile for our fifth graders in four of the last five years and has been below the state's median of 50 four of the last five years.</p>	<p>We lack common agreements about the structure of our reading block.</p> <p>We lack a kid-friendly system and structure for involving students in weekly reading goals.</p> <p>We are not building relationships with students as effectively as we can.</p>
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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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Academic Growth Gaps

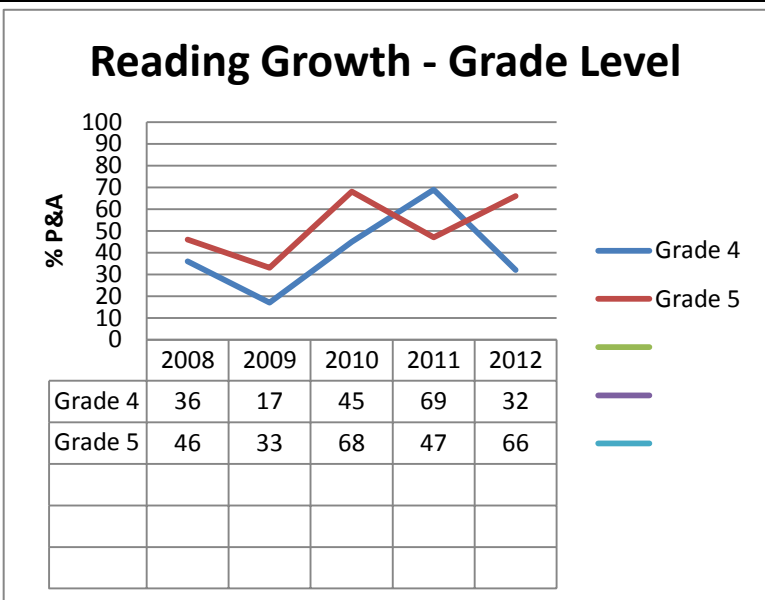


The median growth percentile for our Black and Hispanic students on the reading CSAP/TCAP have decreased and increased from 2008-2012 and are equal to or above the state's median of 50.

Priority Performance Challenges

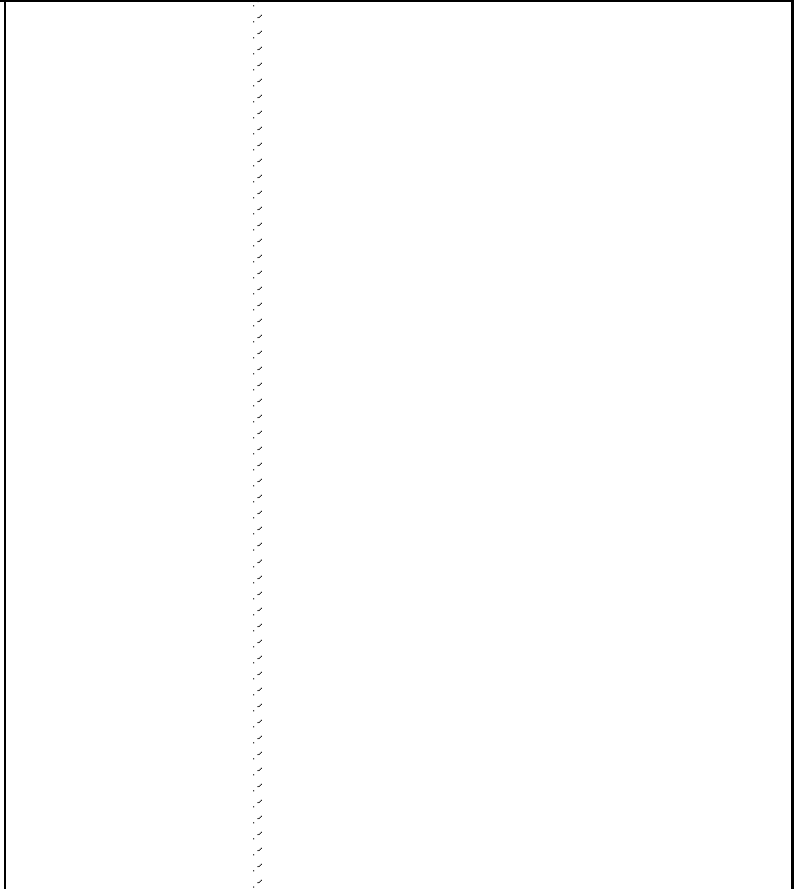
Root Causes

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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The median growth percentile for our fourth grade students on the reading CSAP/TCAP has increased and decreased from 2008-2012 and is below the state's median of 50.

The median growth percentile for our fifth grade students on the reading CSAP/TCAP has decreased and increased from 2008-2012 and is above the state's median of 50.





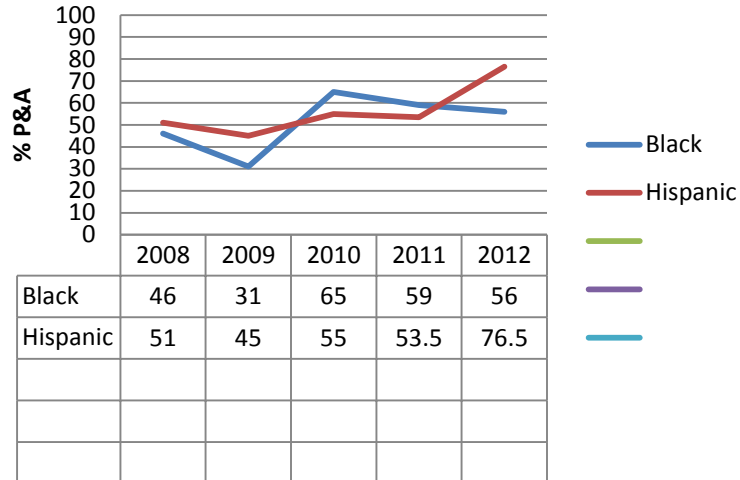
Performance Indicators

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

Priority Performance  
Challenges

Root Causes

**Writing Growth - Ethnicity**

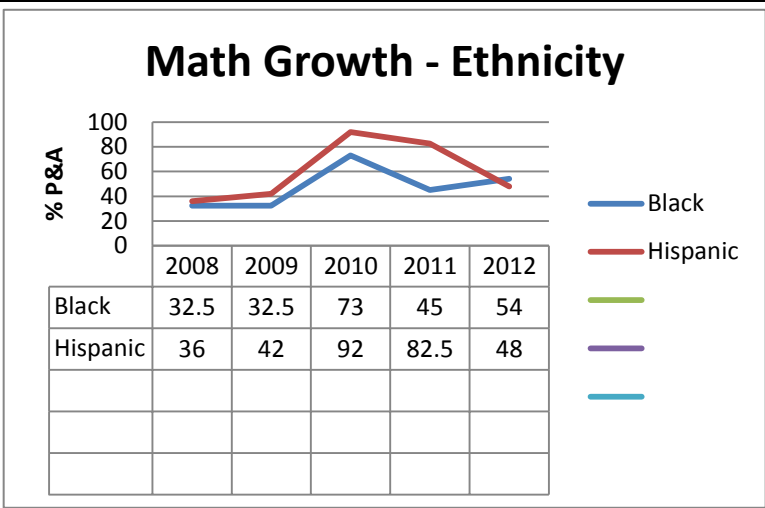


The median growth percentiles for our Black and Hispanic students on the writing CSAP/TCAP have decreased and increased from 2008-2012 and are above the state's median of 50.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
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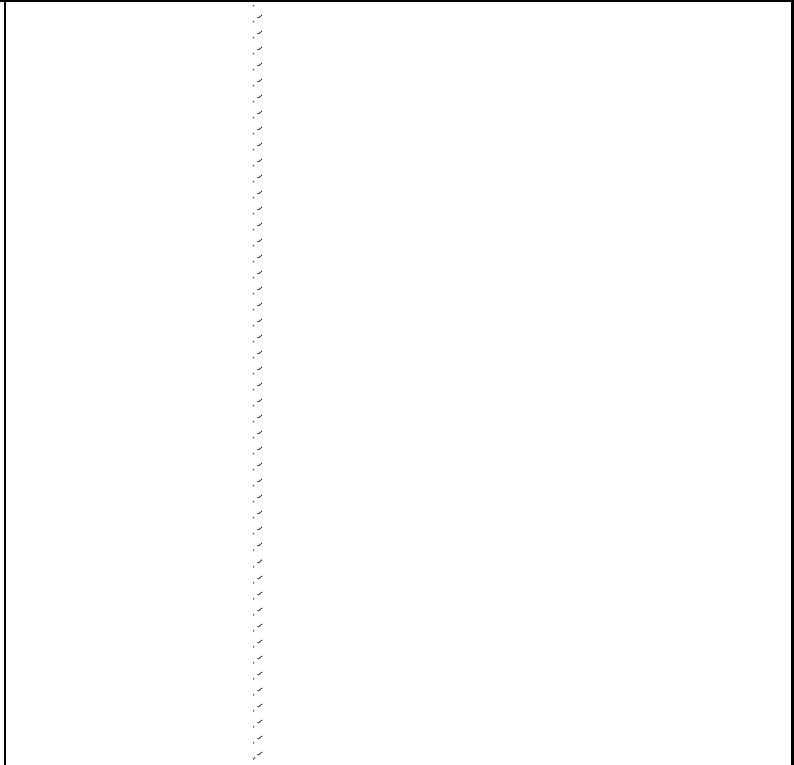
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	<p style="text-align: center;"><b>Writing Growth - Grade Level</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Grade 4</td> <td>39</td> <td>31</td> <td>73.5</td> <td>52.5</td> <td>51</td> </tr> <tr> <td>Grade 5</td> <td>61.5</td> <td>32</td> <td>53</td> <td>67</td> <td>62</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The median growth percentile for our fourth grade students on the writing CSAP/TCAP has decreased and increased from 2008-2012 and is just above the state's median of 50.</p> <p>The median growth percentile for our fifth grade students on the writing CSAP/TCAP has increased from 2009-2012 and is above the state's median of 50.</p>		2008	2009	2010	2011	2012	Grade 4	39	31	73.5	52.5	51	Grade 5	61.5	32	53	67	62														
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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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The median growth percentile for our Black students on the math CSAP/TCAP has decreased and increased from 2008-2012 and is above the state's median of 50.

The median growth percentile for Hispanic students on the math CSAP/TCAP has decreased from 2010-2012 and is below the state's median of 50.



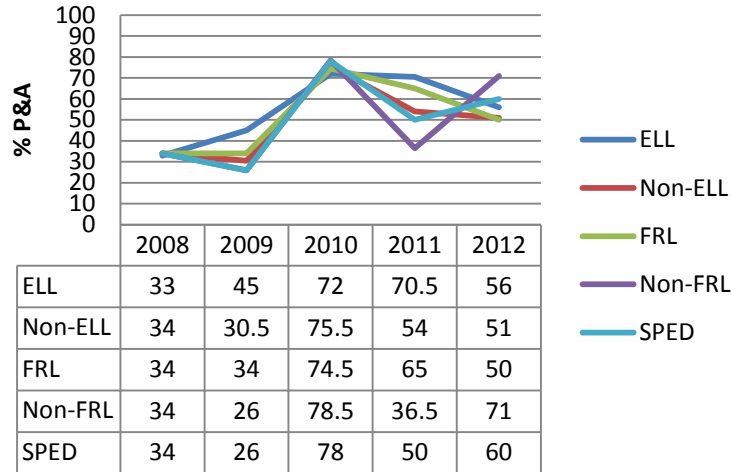
Performance Indicators

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

Priority Performance  
Challenges

Root Causes

**Math Growth - Subgroups**



The median growth percentiles for our English Language Learners, Non-English Language Learners, and Free and Reduced Lunch students on the math CSAP/TCAP have decreased from 2010-2012 and are above or equal to the state's median of 50.

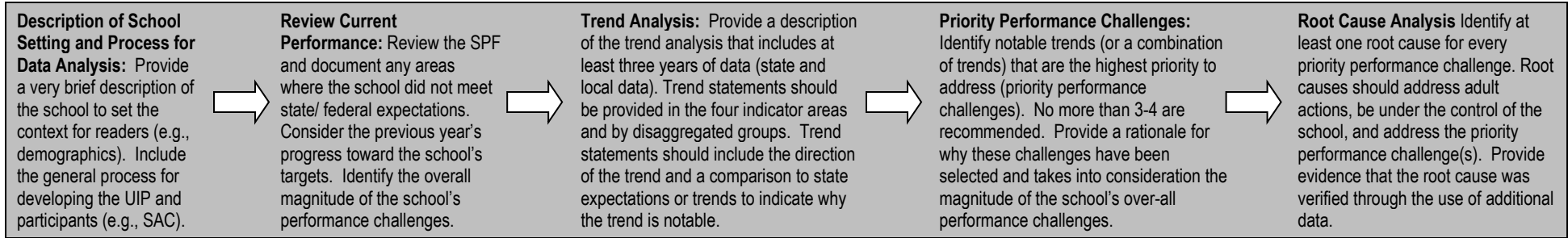
The median growth percentile for our Non-Free and Reduced Lunch students and Special Education students on the math CSAP/TCAP have decreased and increased from 2008-2012 and are above the state's median of 50.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
<p>Post Secondary &amp; Workforce Readiness</p>	<div style="text-align: center;"> <h3>Math Growth - Grade Level</h3> <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>Grade 4</td> <td>25.5</td> <td>27</td> <td>85</td> <td>81</td> <td>34</td> </tr> <tr> <td>Grade 5</td> <td>42</td> <td>33</td> <td>71</td> <td>35</td> <td>64</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> </div> <p>The median growth percentile for our fourth grade students on the math CSAP/TCAP has decreased from 2010-2012 and is below the state's median of 50.</p> <p>The median growth percentile for our fifth grade students on the math CSAP/TCAP has decreased and increased from 2008-2012 and is above the state's median of 50.</p>		2008	2009	2010	2011	2012	Grade 4	25.5	27	85	81	34	Grade 5	42	33	71	35	64																				
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Grade 4	25.5	27	85	81	34																																		
Grade 5	42	33	71	35	64																																		

**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:**

**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.)*

Hallett Fundamental Academy is a magnet school that serves primarily minority students and students on free and/or reduced lunch. Our 2012 spotlight scorecard lists the following demographic information:

- Enrollment: 360 students
- % Free and Reduced Lunch: 88.9
- % Minority Combined: 92.5
- % English Language Learners: 16.1
- % Special Education: 18.1 *(Percentage includes three center-based programs that serve our primary grades.)*

Over the course of the last four years, Hallett has moved from a “red” school on the district’s School Performance Framework to “green.” Our current rating is “Meets Expectations”.

**Review Current Performance**

*(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. Describe whether or not you met the targets you set last year in status, growth and growth gaps, what those targets were, and how far away you were from your goals.)*

On August 21, 2012, our staff convened to review last year's targets. Our school was approaching state expectations for status. We exceeded for growth and met for growth gaps.

We also had these results around our last year's targets:

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)	The percentage of students scoring proficient and higher on CSAP writing will increase from 18% to 23%.	The percentage of students scoring proficient and higher on CSAP writing was 13%. We missed our target by 10 points.	We are not building relationships with students as effectively as we can.
			Finding high interest materials was a challenge.
Academic Growth	The median student growth percentile will be greater than or equal to 55.	The median student growth percentile was 37. We missed our goal by 18 points.	Need to create more independence and transfer of skills. (what children will do by themselves vs what they do with teacher support)
Academic Growth Gaps	The median student growth percentile for ELLs will be greater than or equal to 55.	The median student growth percentile for ELLs was 59. We exceeded our goal by 4 points.	

**Trend Analysis**

*(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).*

On August 21, 2012, the whole staff convened to examine TCAP status and growth reports across content areas. We noted the following trends:

- The percentage of third graders at our school who scored proficient or advanced on the reading TCAP/CSAP increased from 51 to 63 between 2008 and 2012, which is above the minimum state expectation of 54.
- The percentage of boys who scored below proficiency on the reading TCAP/CSAP decreased from 55 to 48 between 2010 and 2012.
- The median growth percentile for Black students on the writing TCAP/CSAP decreased by 9 points from 2010 to 2012.
- The median growth percentile for Hispanic students on the writing TCAP/CSAP increased by 21.5 points from 2010 to 2012.

Please refer to the trends column for a complete list of trends.

**Priority Performance Challenges**



(Explain how you prioritized performance challenges. Include at least one priority performance challenge for each indicator for which minimum expectations were not met. Specify priority disaggregated groups in detail such as for a cohort of students, a grade level, or within a sub-content area.)

On September 5, 2012, the School Leadership Team (SLT) examined a visual representation of our trends data across content areas and subgroups utilizing this tool:

Reading				Writing				Math				Science			
TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend
56	→	54	↓	33	→	59	↓	56	→	52	↓	24			
63	incon			19	↓			55	↑						
49	→	32	↓	28	→	62	↓	44	→	34	↓				
55	incon	66	incon	49	→	51	→	67	↓	64	incon		↑		
		50	incon			56	incon			54	incon				
		57	incon			76.5	incon			48	↓				
52	→			28	→			56	→			33	↑		
58	→			37	→			56	→			24	↑		
53	→	53.5	incon	31	→	56.5	incon	55	→	50	↓		↑		
		60	incon			72	→			71	incon				
47	incon	59	→	16	→	69	incon	58	→	56	↓				
56	→	53.5	↓	34	→	56.5	↓	54	→	51	↓	23	↑		
15	↓	61	→	5	→	57	incon	20	→	60	incon				
63	→	53.5	incon	38	→	59	→	62	→	48	↓	29	↑		

We selected reading as a content area of focus so that we can leverage our work to improve across all content areas. We captured our observations, applied the REAL criteria, and agreed upon the following priority performance challenges:

**Status:**

The percentage of students at our school who scored proficient or advanced on the reading TCAP/CSAP has remained stable from 2008-2012 (52, 51, 50, 68, 56) and is 15 points below the state's expectation of 72.

**Growth:**

The median growth percentile for our students on the reading TCAP/CSAP has decreased from 60 to 54 from 2010-2012 and is 4 points above the state's median of 50.

### Growth Gaps:

The median growth percentile for our fourth graders (36, 17, 45, 69, 32) on the reading TCAP/CSAP has been lower than the median growth percentile for our fifth graders in four of the last five years and has been below the state's median of 50 four of the last five years.

Although our focus will be on reading, we do expect to leverage our work to improve across content areas.

### Root Cause Analysis

*(Name the root causes for each of your priority performance challenges. Make sure the causes are ones the school can control and that they reflect the analysis of multiple types of data. Consider broad, systemic root causes if the school did not meet expectations on a large number of indicators. Explain how you identified and verified (with more than one data source) root causes and how stakeholders were involved.)*

Root cause analysis was conducted as a two-part conversation. Part I involved the entire school staff on September 13, 2012. We presented the priority performance challenges and generated all possible explanations for status, growth, and growth gaps. We then took explanations that we could not control or were not supported by data. We consolidated and named the remaining explanations in sentences crafted as deficits (we lack/do not have/have not mastered.) Some of the possible root causes we generated were as follows:

- We lack intervention support and strategies to improve our unsatisfactory and low partially proficient students.
- We lack consistent expectations around academics in grades ECE-5 to support growth.
- We are not engaging boys.
- "Treasures" does a lot of whole group reading.
- We are not preparing students with test taking skills.

The SLT then convened on October 4, 2012 to begin to prioritize the remaining items and to examine "why." The following root causes were identified:

- We lack common agreements about the structure of our reading block.
- We lack a kid-friendly system and structure for involving students in weekly reading goals.

We then verified the root causes through anecdotal data and classroom observations.

### 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, CoAlt, STAR, Math Interim, Reading Interim, Writing interim, CBLA data, additional informal data

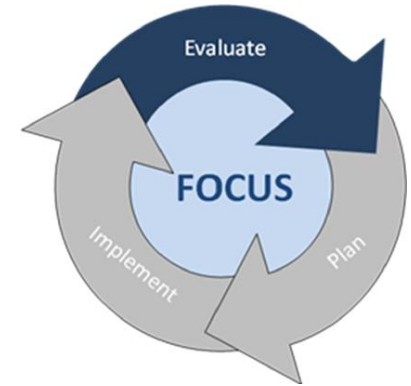
## Section IV: Action Plan(s)

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	The percentage of students at our school who scored proficient or advanced on the reading TCAP/CSAP has remained stable from 2008-2012 (52, 51, 50, 68, 56) and is 15 points below the state's expectation of 72.	The percentage of students scoring proficient or advanced on the reading TCAP will be 74.	The percentage of students scoring proficient or advanced on the reading TCAP will be 78.	<p>DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of students making at least one year's worth of growth as per DRA2/EDL2 guidelines.</p> <p>STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see</p>	<p>Establish common agreements about the structure of our reading block.</p> <p>Create a kid-friendly system and structure for involving students in weekly reading goals.</p>

						100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines.	
		M				Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
		W					
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	The median growth percentile for our students on the reading TCAP/CSAP has decreased from 60 to 54 from 2010-2012 and is 4 points above the state's median of 50.	The median growth percentile for our students on the reading TCAP will be 55.	The median growth percentile for our students on the reading TCAP will be 55.	DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of students making at least one	Establish common agreements about the structure of our reading block.  Create a kid-friendly system and structure for involving students in weekly reading goals.

						<p>year's worth of growth as per DRA2/EDL2 guidelines.</p> <p>STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see 100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines.</p> <p>Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.</p>	
			M				
			W				
			ELP				

Academic Growth Gaps	Median Student Growth Percentile	R	<p>The median growth percentile for our fourth graders (36, 17, 45, 69, 32) on the reading TCAP/CSAP has been lower than the median growth percentile for our fifth graders in four of the last five years and has been below the state's median of 50 four of the last five years.</p>	<p>The median growth percentile for our fourth graders on the reading TCAP will be 55.</p>	<p>The median growth percentile for our fourth graders on the reading TCAP will be 55.</p>	<p>DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of fourth graders making at least one year's worth of growth as per DRA2/EDL2 guidelines.</p> <p>STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see 100% of fourth graders making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading</p>	<p>Establish common agreements about the structure of our reading block.</p> <p>Create a kid-friendly system and structure for involving students in weekly reading goals.</p>
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						guidelines.	
		M				Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

**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 common agreements about the structure of our reading block.

**Root Cause(s) Addressed:** We lack common agreements about the structure of our reading block.

**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)
Collect schedules and observe classrooms to ensure Treasures Reading Series is taught with fidelity. Must include:  Mini lesson Small Group Instruction Independent Work Skills Block Lesson Closure	10/16/12	TEC: Facilitator: Classroom teachers Administration	SIG Funds	By Nov 1 <sup>st</sup> 100% of the teacher will have treasure fully implemented as evidenced by schedules and observation records.	In progress
Observe teachers on their professional growth plan (PGP) indicators as they relate to reading.	November 2012	Principal	LEAP observation tool	Observe 100% of teachers as evidenced by the LEAP observation tool.	In progress
Provide professional development based on the	November	Facilitator	SIG Funds	100% of identified	In progress

PGP observation results.	2012			teachers will receive professional development on PGP observation results as evidenced by meeting notes.	
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\* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

**Major Improvement Strategy #2:** Create a kid-friendly system and structure for involving students in weekly reading goals.

**Root Cause(s) Addressed:** We lack a kid-friendly system and structure for involving students in weekly reading goals.

**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)
Design a goal setting notebook for students.	Mid November	TEC: Facilitator: Classroom teachers Administration	Goal setting notebook	By November 30 <sup>th</sup> 100% of the teachers will have a goal setting notebook for each student.	Not begun
Design group will pilot the notebook and make necessary adjustments.	January	Teacher Leaders	School will purchase notebooks for students	Notebook will be revised based on recommendations of the pilot group.	Not begun
Once the notebook is ready, provide professional development to reach common agreements about goal setting notebooks such as:  Have bimonthly conferences w/ students: Progress monitors on a regular basis and share data with students. AR Data Star Data Unit and Weekly Test	February-May	Teacher Leaders	N/A	100% of teachers will receive professional development on common agreements around goal setting notebooks as evidence by meeting notes.	Not begun
Observe the use of goal setting notebooks in the classroom.  By December 15 <sup>th</sup> 100% each teacher will have met	Mid November	TEC: Facilitator: Classroom teachers Administration	N/A	100% of teachers will be observed using goal setting notebooks in the classroom as evidenced by an observation tool.	Not begun

with 50% of their students for a conference					
Provide opportunities for students to share their notebooks with parents.	February	Teachers, Parents and Students	N/A	100% of students will have the opportunity to share their notebook with parents as evidence by notes.	Not begun

**Major Improvement Strategy #3:** Consistently and intentionally build positive culture and relationships with students.

**Root Cause(s) Addressed:** We are not building relationships with students as effectively as we can.

**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)
Communicate expectation to implement PBIS with fidelity; specifically address a culturally responsive learning environment as related to LE1- LE4 in the LEAP framework.	October 16, 2012	TEC: Facilitator: Classroom teachers Administration PBIS Committee	Materials related to PBIS	100% of all teachers will have the following in place by October 31: Melt Class Meetings Marble Jars Behavior Jars Positive Contacts / Communication(2) At Least 1 family visit 10 Minutes Brain Break Honor Badges Small celebrations	In Progress
Observe implementation of PBIS	October 16, 2012	TEC: Facilitator: Classroom teachers Administration PBIS Committee	N/A	100% of teachers will be observed using PBIS as evidenced by observation notes.	In progress

**Section V: Appendices**

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

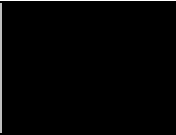
- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

**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)	The SLT was directly involved with creating the goals and the larger staff furthered the development and gave their approval. This was brought to CSC where parents were given their opportunity to give feedback and approval.
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>Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.</i>  The Title I funds directly support the interventions provided under our major improvement strategy that addresses the need for such interventions.
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>Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.</i>  The interventions provide students with skills that increase the ability to access the core curriculum.
All core content teachers are highly qualified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

<p>How are highly qualified teachers recruited and retained?</p>		<p>Section IV: Action Plan (p. 10)</p>	<p>Highly qualified teachers are recruited through district staffing procedures and alternative licensure programs such as TFA and DTF. They are retained as a result of professional development and administrative support.</p>
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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)	
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)	Parents are supported through providing information on school choices, but they are also highly encouraged to keep their students at Hallett.
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)	Regular leadership team meetings will look at data that supports our UIP to monitor the progress and inform any necessary changes. Regular CSC meetings also are held and UIP info is shared at each session.
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	

### SCHOOL-PARENT COMPACT

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

*This school-parent compact is in effect during school year 2012-2013*

### **School Responsibilities**

#### **Hallett will:**

:

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

- Providing core program that is systematic k-5
- High expectations set for all students
- Professional development regarding high impact instructional moves
- Assessment that is used to drive instruction

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

-This will occur at back to school night at beginning of the year and followed up during first round of parent teacher conferences in October.

**Provide parents with frequent reports on their children's progress.**

- Report cards
- Awards assemblies
- Daily/weekly behavior reports
- Participation in home visitation program

**Provide parents reasonable access to staff.**

- Monthly family nights

- Parent phone call logs

**Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities:**

- Classroom observations are encouraged throughout the school year
- Family nights focus on homework help
- Various classroom have volunteer sign up sheets for parents.

**Parent Responsibilities**

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

- Daily attendance
- Completion of homework
- Nightly reading at home
- Attendance at family nights and parent/teacher conferences
- Return signed daily behavior slips
- Volunteer in classrooms
- Support academic/behavior interventions as needed
- Communicate with teachers/staff

**Student Responsibilities (revise as appropriate to grade level)**

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

- Put forth maximum effort
- Attend daily
- Complete homework
- Participate in class

- Be respectful of self others and property
- Take responsibility for own actions and learning

Parent

School

Student

*(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)*  
**\*This sample template is not an official Colorado Department of Education document. It is provided only as an example.**