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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 4795 School Name: KUNSMILLER CREATIVE ARTS ACADEMY SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	71.65%	71.43%	-	48.65%	44.24%	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	-	45.64%	30.61%	-	
		W	53.52%	57.77%	-	36.91%	38.41%	-	
		S	47.53%	48%	-	33.96%	19.85%	-	
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: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	49	53	-	51	49	-	
		M	60	87	-	46	45	-	
		W	54	73	-	51	58	-	
		ELP	40	56	-	44	45	-	

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	Median Student Growth Percentile **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	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.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	Graduation Rate **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Post Secondary Readiness: -
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	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.	-	
	Dropout Rate **Expectation:** At or below State average overall.	-	-	-	
	Mean ACT Composite Score **Expectation:** At or above State average	-	-N/A	-	

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

Accountability Status and Requirements for Improvement Plan

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?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

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

☑ State Accountability   ☑ Title IA (Targeted Assistance or Schoolwide) ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)

☐ Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant   ☐ Other: _____

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School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Peter Castillo – Principal
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	Mailing Address	2250 S Quitman Way, Denver Co 80219
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	Email	Greg_isaac@dpsk12.org
	Phone	720-424-0202
	Mailing Address	2250 S Quitman Way, Denver Co 80219

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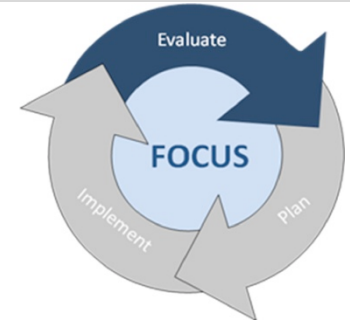
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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	The annual performance target for student achievement is to increase the number of students % proficient or above by 3% in Reading. Below are the projected target scores. 3rd – 43.8 4th – 54.0 5th – 51.1 6th – 45.8 7th – 49.8 8th – 50.2	Below is the % of students scoring proficient or advanced on reading TCAP for 2011-2012. 50% of our grade levels met the performance target: 3rd, 5th and 6th grade. 3rd – 46.94 - met 4th – 33.33 – not met -20.67% 5th – 62.96 – met 6th – 49.24 - met 7th – 42.42 – not met -7.38% 8th – 40.15 – not met -10.05% 9th – 50%	**Academic Achievement-Reading** Targets were met in three of the six grade levels in Reading. Though our MGP has increased, our overall proficient still lags slightly behind. Main attribute is focus placed on reducing our unsatisfactory numbers while failing to increase our overall proficiency numbers.
	M	The annual performance target for student achievement is to increase the number of students % proficient or above by 5% in Math. Below are the	Below is the % of students scoring proficient or advanced on math TCAP for 2011-2012. 33% of our grade levels met the performance target: 5th and 8th grade	**Academic Achievement-Math** Targets were met in two of the six grade levels in Math. With last year's MGP growth of roughly 55, our

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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.
		projected target scores. 3rd – 45.8 4th – 71.7 5th – 18.2 6th – 54.3 7th – 37.6 8th – 18.2	3rd – 36.73 – target not met -6.89% 4th – 37.5 – target not met -34.2% 5th – 62.96 target met 6th – 44.70 target not met -9.6% 7th – 30.30 – target not met -7.3% 8th – 23.48 – target met 9th – 8%	focus was turned away from math. While our overall proficiency did not drop, it did not keep pace with our growth model. **Academic Achievement - Writing** Writing became a school wide focus and it showed in our overall academic growth. We achieved four out of our six targets. Teachers engaged in a variety of leveled and cross-curricular PD sessions focused on writing.
	W	The annual performance target for student achievement in to increase the number of students % proficient or above by 5% in Writing. Below are the projected target scores. 3rd – 23.4 4th – 56 5th – 55 6th – 47.8 7th – 39.8 8th – 29.5	Below is the % of students scoring proficient or advanced on writing TCAP for 2011-2012. 66% of our grade levels met the performance target: 3rd grade, 5th grade, 7th grade and 8th grade. 3rd – 32.65 – target met 4th – 20.83 – target not met -35.17% 5th – 55.56 – target met 6th – 40.91- target not met -6.89% 7th – 42.42 – target met 8th – 34.85 – target met 9th – 8%	
	S	The annual performance target for student achievement in to increase the number of students % proficient or above by 5% in Science. Below are the projected target scores.	Below is the % of students scoring proficient or advanced on writing TCAP for 2011-2012. 5th -33 – target met	**Academic Achievement-Science** Targets were met at the 5th grade but not at the 8th grade. Our 5th graders last year were our highest performing grade across all subjects in our school. Fifth grade staff for the second year in a row has achieved exceptional growth on class level data.

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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.
			5th – 31.9 8th – 25.8	8th -20 – target not met -5.8%	

Academic Growth	R		By the end of the 2011-12 school year, the Median Student Growth will be 50 in both MS and ES.	ES – 51 target met
				
				MS – 49 target not met (-1%)
					Academic Growth-Reading
					       Missed hitting both targets by 1 percentile in middle school.
					
					Academic Growth-Math
					       Neither target in math was met. Focus was detracted from math progress due to high MGP gains the year before.
					
					Academic Growth -Writing
					       Both targets met. School wide focus on writing in professional development had led to noticeable growth and achievement on benchmark assessment leading to increased growth on TCAP.
					
					No data in Academic Growth Gaps or Post-Secondary Readiness

	M		By the end of the 2011-12 school year, the Median Student Growth will be 53 in both MS and ES.	ES – 46 target not met (-7%) MS – 45 target not met (-8%)	
	W		By the end of the 2011-12 school year, the Median Student Growth will be 48 (50 in ES and 45 in MS).	ES – 52 target met MS – 58 target met	
Academic Growth Gaps	R		By the end of the 2011-12 school year, the school will meet SPF growth expectations for students designated as F/R Lunch by reducing both gap percentages (ES and MS) to under 40.	Target met the current growth gap for the 2011-2012 school year. Current growth gap for F/R lunch is 6.	
	M		By the end of the 2011-12 school year, the school will meet SPF growth expectations for students designated as F/R Lunch by reducing both gap percentages (ES and MS) to under 35.	Target met the current growth gap for the 2011-2012 school year. Current growth gap for F/R lunch is 9.	
	W		By the end of the 2011-12 school year, the school will meet SPF growth expectations for students designated as F/R Lunch by reducing both gap percentages (ES and MS) to under 40 in ES and under 43 in MS.	Target met the current growth gap for the 2011-2012 school year. Current growth gap for F/R lunch is 3.5	
Post Secondary			No annual performance targets were set in the 2011-2012 unified improvement plan as the school had no baseline data for high school students.		

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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.
Readiness			

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**Reading Trends** 	Reading	2010	2011	2012
3rd	56	40.8	45.8
4th	45.5	51	33.3
5th	51	48.1	64.15
6th	45.6	42.8	48.9
7th	49.1	46.8	42.6
8th	31.8	47.2	40
9th	-	-	50 | Based on TCAP Reading proficiency scores, the overall trend is inconsistent showing both up and down over 3 years. • Sixth grade has showed consistent increase over 3 years, but other grades are inconsistent. • 4th grade showed a sharp decline in 2012.	Building foundational skills in literacy and math. Elementary – consistent formative assessment of skill mastery to drive instruction. Secondary - overall scores are hovering at or below the state expectation when entering MS.	1. Lack of targeted intervention system for instructional times that focuses on ELD foundational skills. 2. Lack of targeted professional development for teachers in reading and math. 3. Lack of targeted system of intervention at specific grade level for students based on prior performance. 4. Lack of targeted professional development of foundational reading strategies for teachers. 5. Lack of consistent informal and formal reading and math assessments to assure mastery of concepts at both the elementary and secondary levels.

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Math Trends

| Math	2010	2011	2012
3rd	54	40.8	36.7
4th	34.1	66.7	37.5
5th	57.1	42.3	63
6th	42.3	49.3	44.7
7th	13.2	32.6	30.3
8th	12.4	13.2	23.5
9th	-	-	8.3

Based on TCAP Math proficiency scores, the overall trend is inconsistent showing both up and down over 3 years.

- 3rd grade is the only are showing consistent drops over 3 years.
- 7th grade shows the largest gains over 3 years.

Writing Trends

Writing	2010	2011	2012
3rd	42	18.4	32.7
4th	29.5	51	20.8
5th	49	50	55.6
6th	21.2	42.8	40.9
7th	26.2	34.8	42.4
8th	37.7	24.5	34.9
9th	-	-	25

Based on TCAP writing proficiency scores, the overall trend is inconsistent showing both up and down over 3 years. However, when tracking the same group of students diagonally (ex: 3rd grade in 2010 – 5th grade in 2012) student groups showed consistent growth over

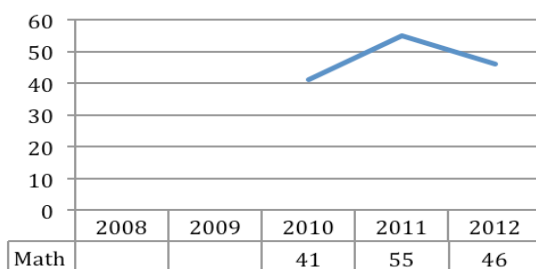6. Lack of school wide tutoring and homework support system.

three years.

Academic Growth			

TCAP Reading MGP

	2008	2009	2010	2011	2012
Reading			44	47	51
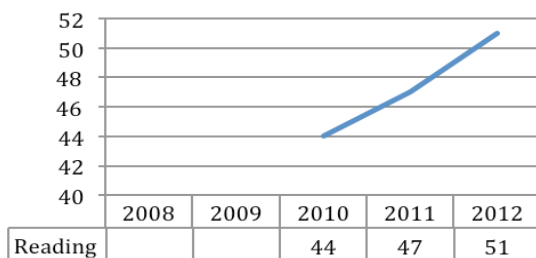
KCAA students have shown consistent growth in their reading Median Growth Percentile over the last three years.

TCAP Math MGP

|	2008	2009	2010	2011	2012
Math			41	55	46

KCAA students have demonstrated gowth in their math Medain Growth Percentile over the past 3 years although performance was inconsistent from year to year.

Reading and writing are not growing at an adequate pace to meet district and state expectations.

Math growth is not consistent to meet expectations.

1. Lack of a system to develop teacher leaders due to new school creation.
2. Lack of comprehensive math strategies, including identifying salient ELGs, homework support, engaging families, and intervention.
3. Small math department lacking systems to integrate into a professional learning community including experts outside of the building.
4. Lack of school wide tutoring and homework support system.

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TCAP Writing MGP

	2008	2009	2010	2011	2012
Writing			39	46	51
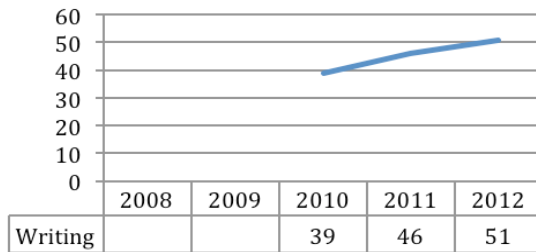
KCAA students have shown consistent growth in their writing Median Growth Percentile over the last three years.

Academic Growth Gaps

Reading Growth Gaps

	2010	2011	2012
ELL	44.5	45	64
Non-ELL	41	48	46.5
SPED	50	39.5	49
St SPED	42	44	45
FRL	43	46	49
Non-FRL	47	51	55

Math Growth Gaps

	2010	2011	2012
ELL	43	50	44
Non-ELL	40	57.5	49.5
SPED	33	44	38
St SPED	42	43	44
FRL	41	54	44
Non-FRL	38	56.5	53

FRL students have the only growth gaps. These gaps only exist in reading and math. All other academic gaps are negative, the disaggregated students are out performing their peers.

1. Since 83% of the school is FRL, a school wide grading system, through a culturally responsive lens, is not utilized consistently across all PLCs (grades and content areas.)"

Writing Growth Gaps

	2010	2011	2012
ELL	42	45	55
Non-ELL	37	46	48
SPED	42	37	64
St SPED	41	43	44
FRL	39.5	43.5	51
Non-FRL	37	49	47.5

Post Secondary & Workforce Readiness

Drop Out Rate

2010	2011	2012
NA	NA	0%

9th grade started in 2011-2012

Mean ACT Composite

2012	2011	2012
NA	NA	14.8

52 freshmen took the ACT Explore with no previous class to compare it to.

CTE Program Classes

2010	2011	2012
NA	NA	1

CTE program approval was granted August of 2012

AP Class Offering

2010	2011	2012
NA	NA	0

First AP course (AP Human Geography) offered in 2012-2013

Lack of student body of evidence and data to notice trends and alter programing.

1. 52 students took ACT Explore for the first time in the school's history.
2. We are still building our high school program and do not have the data to make statements regarding Mean ACT Composite scores.

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Data Narrative for School

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

Data Narrative for School

| 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

KCAA is in its fourth year of operation and beginning to clearly identify trends with data in addition to gaining an understanding of longitudinal data from year to year with regards to skill and standard subsets. Our current demographics are still the same as they were at our launch date in 2009/10: FRL - 83%, ELL- 31% (but with 688 Hispanic students out of 893, many more needed academic language development), minority combined - 82%, SPED -92 students with IEP's. Currently our Professional development structure focuses on three main aspects of data collections. First, our PLC groupings occur on a weekly basis where student data is reviewed and instructional SMART Goals are established. Second, teams meet weekly to prepare for arts integration units utilizing CCSS and district-based curriculum. Third, the teaching community meets weekly to discuss school-wide initiatives and student mentoring opportunities between schools.

Review Current Performance

Current performance, as shown on TCAP, STAR, SRI scores and embedded assessments, indicates an overall drop or flat line of our math scores, an overall small three year trend increase in reading and a nominal performance gain in writing. Reviewing the assessment framework for our school indicates an overall school deficiency in math standard 1, reading standard 4 and writing standard 2.c (use of appropriate word choice). Our Teacher Leadership team and administration agreed that a linear component through all of these standards was an overall weakness of our students to read through non-fiction based text for details. Thus, the focus for our root cause shifted to how school wide instruction in reading was occurring and how professional development needed to be enhanced to help non-proficient students. The use of our Title I funds will again focus on our Leveled Literacy (LLI) program at the elementary level (where 2.5 FTE's are allocated) our secondary reading support program (where 1.0 FTE's are allocated) and distributed Para-Professional support (1.0 full time Para in elementary).

Trend Analysis Priority Performance Challenges

Positive trends include overall attendance, elementary school growth and levels of Prof/Adv rates in comparison to district averages (KCAA

outperformed the district in 6 of the 10 ES TCAP assessments), gap reduction (ELL, FRL and Special Education), HS reading status and MGP and improvement in our School Performance Framework. Our FRL students have met federal and state expectations in median growth percentile for all elementary school students. In addition, our FRL gap is currently our largest with gaps in reading (6 pts.), and math (9 pts.). Upon completion of our third year we have shown stabilized growth in all areas of CSAP (status and median growth percentile). Our SPF ranking went from red (32% of total points) in 2010 to yellow (47% of total points) in 2012.

Negative trends include overall reading scores, overall math levels of MGP. KCAA students had a flat reading score 45% P/A. Our Math scores have dropped in MGP (9 pts.) and is our largest MGP drop in the building. While our MGP in reading has increased steadily over three years, we have been unable as a school to exceed 50% total proficiency. This is an area of need that will be differentiated into professional development provided through the professional leadership committees

Root Couse Analysis

We engaged our staff in the work specified through the UIP by analyzing the CSAP framework data. Our school-based leadership team also reviewed School Performance Frameworks and identified specific grade level and content-based needs and priorities. These priorities were determined by federal and state expectations, CSAP overall scoring, district based assessment framework and teacher grade and content level reflection of student classroom performance; priority challenges were determined by a full staff data review and a holistic approach to school needs including that of ELL, FRL and minority students. Our priority challenge focuses on the need for accelerated growth form our students. Our data trend indicates somewhat flat trends in literacy and a downward trend in math. After discussing this phenomenon with our Teacher Leaders, there was a deep aspect that centered on the idea of reading in the content area. This was supported school wide by all of our teacher leaders, administration and support staff. Our Principal has implemented a staff wide approach to focusing on our Reading initiative, focusing on Reading in the content areas and establishing a cadre of secondary math teachers to help increase support for students in math. Through this collaboration, our staff determined a need for professional development focused on enhanced reading and writing strategies and continued focus on math growth support.

Our goal is to continue to increase our overall growth and status by continuing:

- An infused arts approach to education building content connection.
- Implementation of a systematic teacher based professional learning community focusing on reading in the content area and common math assessments resulting in high quality products and performances.
- Instructional support on a school wide focus on high impact instructional moves for our professional development.
- Increasing the parent base of support and involvement in our school through performances, field expert presentations and a solid PBIS behavioral model for students.

End of year (2012-13) review

At the conclusion of the 2012-2013 school year it has become evident classroom observations and PLC share-out's that our professional development has continued to develop a very strong structure for reading and writing instruction throughout the building. The professional learning community and assessment process has become an effective staple of both professional development and student focus.

PLC work

With the focus of our UIP on Writing and Reading, we have developed a systematic approach to structuring our PLC's.   Our three day a week cycle provides focus in the following

areas:

- **Extension of Community-** Our weekly community meeting brings together our staff from K-10 on a weekly basis providing for discussions in scaffolding, blended learning and arts instruction.
- **PLC Content/Grade level-** These weekly meetings have created opportunities for teachers to rotate between conversation in their content subject and grade level discussions about their grade level students. Teachers have focused on best practice and assessment tools in literacy while also sharing instructional strategies across content area in grade level shared writing assignments.
- **Instructional PD-** These weekly meetings have been led by teacher leaders within the building on a variety of instructional, behavioral and engagement tools. Teachers' volunteer lesson preparation focused on UIP MIS and teachers select areas of need. Administration tracks both attendance and teacher selection.

Assessment work

To aid in the support of our PLC work the school took on several measures to help with a correlation of grading standards for all secondary students and a review of standards based grading versus compliance grading at K-5. Our focus centered on:

- **Implementation of standard grading practice-** KCAA began the year with a standard grading system for all secondary teachers. The plan was focused on a proficiency based system with percentage allocations being allotted to both process and product.
- **K-5 review of proficiency levels-** The elementary teachers began to correlate grading with standards based assessments (TCAP, DRA2, SRA, STAR) to develop more of a direct correlation with standards based reporting to parents.
- **Research based organization-** KCAA entered into a partnership with the Metro Center of NYU to design a school focused approach to successful grading practices and calibration. The Metro team met with administration five times over the course of the first 6 months of school. Comparisons were draw from last year to this year with regards to:
  - **Proficiency correlation**
  - **A's and F's**
  - **Intervention targeting**

In conclusion, KCAA has begun to focus its professional development practice and structure to directly impact both instructional support and student achievement. Future endeavors will focus on the continuation of these efforts in addition to the creation and implementation of common formative assessments and increased differentiated intervention programs.

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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.

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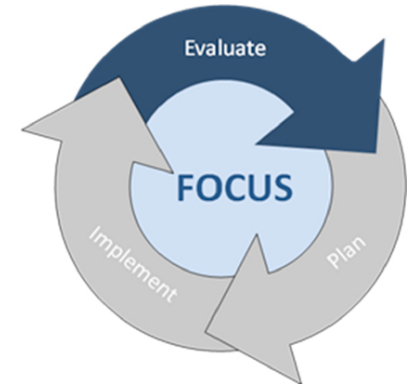
School Target Setting Form

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	Building foundational skills in literacy and math. Elementary – consistent formative assessment of skill mastery to drive instruction. Secondary - Overall scores are hovering at or below the state expectation when entering MS.	Elem – 63% MS – 60% HS – 55%	Elem – 69% MS – 68% HS – 60%	District created assessment cycle, STAR reading and SRI will be used as part of a comprehensive assessments schedule constructed by teachers and administration during professional development sessions in progress throughout the year.	KCAA teachers will collaborate within a PLC structure that will focus on high priority literacy (Reading and Writing) improvements in content areas. Teachers will receive professional development to look at units, create common formative assessments, and evaluate at data to adjust instruction.
		M		Elem – 63% MS – 50% HS – 20%	Elem – 68% MS – 57% HS – 30%	District created assessment cycle and Khan Academy will be used as part of a comprehensive assessments schedule constructed by teachers and administration during professional development sessions in progress throughout the year.	KCAA math teachers will engage in student proficiency surveys. Process will include intervention strategies, consistency of writing rubrics and assessments and shared grading and instructional technique sessions.
		W	Reading 2012 – 48% Math 2012 – 37% Writing 2012 – 46%	Elem – 47% MS – 47% HS – 35%	Elem – 50% MS – 50% HS – 40%	District created assessment cycle, STAR reading and SRI will be used as part of a comprehensive assessments schedule constructed by teachers and administration during professional development sessions in progress throughout the year.	KCAA teachers will collaborate within a PLC structure that will focus on high priority literacy (Reading and Writing) improvements in content areas. Teachers will receive professional development to look at units, create common formative assessments, and evaluate at data to adjust instruction.
		S	Our overall science scores are still lower that state expectations.			Utilization of periodic teacher constructed assessments utilizing common instruction	KCAA math and science teachers will engage in bi-weekly student proficiency

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			Science 2012- 33%	Elem – 39% MS – 39%	Elem – 46% MS – 46%	language across grade levels.	surveys. Process will include intervention strategies, consistency of writing rubrics and assessments and shared grading and instructional technique sessions.
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	Reading is not growing at an adequate pace to meet district and state expectations.	60	60		MIS 1
		M	Math growth is not consistent to meet expectations.	60	60		MIS 2
		W	Writing is not growing at an adequate pace to meet district and state expectations.	60	60		MIS 1
		ELP	41.7% of KCAA students are classified as ELD and are lacking foundational skills in reading, writing and math.	60	60		MIS 1 & MIS 2
Academic Growth Gaps	Median Student Growth Percentile	R	FRL students have the only growth gaps.	Our target for each subgroup (ELL, Minority, FRL, SPED) is 65MGP in reading.	Our target for each subgroup (ELL, Minority, FRL, SPED) is 65MGP in reading.	All interim measures will be used to disaggregate the data by subgroups and adjust school systems and interventions accordingly throughout the year.	MIS 1
		M	FRL students have the only growth gaps.	Our target for each subgroup (ELL, Minority, FRL, SPED) is 65MGP in math.	Our target for each subgroup (ELL, Minority, FRL, SPED) is 65MGP in math.		MIS 2

		W	Gaps are negative, the disaggregated students are out performing the rest of the population	Our target for each subgroup (ELL, Minority, FRL, SPED) is 65MGP in writing.	Our target for each subgroup (ELL, Minority, FRL, SPED) is 65MGP in writing.		MIS 1
Post Secondary & Workforce Readiness	Graduation Rate		NA – Our students will not begin graduating until 2015	NA	NA	NA	MIS 4
	Disaggregated Grad Rate		NA – Our students will not begin graduating until 2015	0%	0%	NA	MIS 4
	Dropout Rate		Lack of student body of evidence and data to notice trends and alter programing.	0%	0%	• On Track to Graduate Monitor. • Sophomore CTE Contracts • PWR Days (4)	MIS 4
	Mean ACT		Lack of student body of evidence and data to notice trends and alter programing. 2011-2012 (Mean 14.8)	15.9	17	Annual ACT assessments	MIS 4

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: KCAA classroom teachers will focus on high priority literacy (Reading and Writing) improvements in content areas. Teachers will collaborate within the PLC structure to monitor individual student progress of rigorous tasks, create common formative assessments, and evaluate data to improve student achievement.

Root Cause(s) Addressed:

- Need for targeted professional development for teachers in reading and writing
- Need for a targeted system of intervention at specific grade level for students based on prior performance.
- Need for a consistent informal and formal reading assessments to assure mastery of concepts at both the elementary and secondary levels.
- Need for a school wide tutoring and homework support system.

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

X School Plan under State Accountability X 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)
Teachers continue to focus on professional development and comprehensive understanding of assessments, rubrics and data implementation at each grade level.	3 cycles during the 2012-2013 school year.	• Teacher Effectiveness Coaches • Teacher Leaders • Administration	PD time Grade Level Time TLA Allocation	6 week cycles coinciding with grading dates. Data will be collected at the completion of each cycle to determine implementation and success of each PD goal.	In Progress
Teachers continue to focus on professional development and comprehensive understanding of assessments, rubrics and data implementation at	3 cycles during the 2012-2013 school year.	• Teacher Effectiveness Coaches	PD time Grade Level Time TLA Allocation	6 week cycles coinciding with grading dates.	In Progress

the content level.		• Teacher Leaders • Administration		Data will be collected at the completion of each cycle to determine implementation and success of each PD goal.	
Student schedules to include reading intervention courses as electives based on previous test data and RtI team recommendations. (RTI support will grow in 2014-2015)	SY 2012-2013 SY 2013-2014	• Teachers • Scheduler • Reading Specialist	Title 1 funds RtI support	District interims/ benchmark	In Process
Elementary teachers will integrate technical literacy into specials rotation to develop a blended learning environment.	October 2012- May 2014	• Technical Literacy Teacher • ES teachers	Technology resources (software and hardware) Art Funds	Review data generated by technology programs 6 times a year to increase base skills of students so they can increase grade level proficiency skills.	In progress
Content teachers begin utilizing complex text while integrated literacy components with technology (iPads).	October 2012- May 2013	• Secondary content teachers • Administration	All Secondary teachers will be using the SRI reading to identify strength and Focus skills.	Reviewing data generated by programs to increase base skills of students so they can increase grade level proficiency skills	In progress
Recruiting and retaining highly qualified personnel.	Hiring Cycle for 2013-2014 school year.	PSC	Local administrative budget, teacher volunteer process, grade level representation.	All new hires go through a multiple level recruiting and interview process that begins with district based credential screening and Gallup testing. The interview process at the school is a multi-step program which requires interviewees to submit arts based integrated lesson plans, prior examples of both arts based lessons that	Spring 2013 Spring 2014

				have been done or observed and interview questions based on teaching credentials and styles.	
Before and After school tutoring services scheduled to support Language Arts	Weekly through May 2013 2013-2014 not yet scheduled	• Language Arts Teacher • Scheduler	General Funds Building Space	Progress eligibility grades bimonthly Progress report cards every six weeks.	In progress

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

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Major Improvement Strategy #2: KCAA teachers will target instruction of math content through PLC work focusing on progress monitoring, analyzing data and targeting interventions to improve student progress.

Root Cause(s) Addressed:

- Need for a targeted professional development for teachers in math.
- Need for a targeted system of intervention at specific grade level for students based on prior performance.
- Need for consistent informal and formal math assessments to assure mastery of concepts at both the elementary and secondary levels.
- Need for a school wide tutoring and homework support system.

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

X School Plan under State Accountability   X 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)
Content teachers will integrate technology to support Mathematics	October 2012-May 2014	Math teachers Asst. principal for MS	All MS math teachers will be using the Kahn Math Academy and to identify strength and focus skills.	Review data generated by programs to increase base skills of students so they can increase grade level proficiency skills	In process
Student schedules to include differentiated math courses based on previous test data and RtI team recommendations.	Continuous	• Teachers • Scheduler • Reading Specialist	Title 1 funds RtI support	District interims (fall, winter, spring)/TCAP	In process
Math Tutoring	Weekly through May 2013 2013-2014 not yet scheduled	Math Teachers Administration	General Funds Building Space	Progress eligibility grades bimonthly per teacher reporting 2013-2014 SMI Progress report cards every six weeks.	In process

Math Professional Development – The math department will develop common assessments to use vertically in the content.	2013 - 2014	Math Teachers	General Funds	Attend NCTM (4/2013) Benchmarks and other formative assessments.	In Process
Continue NCTM work on common formative embedded assessments while designing the KCAA approach to math intervention.	2013 - 2014	Math teachers Administration	Grant funds Mill Levy	Internal CFA created by math department.	Begins 2013-2014
KCAA will host a community math day for professionals.	Spring 2013	Math Teachers West Denver Network Team		Gather SW Denver math teachers into a PLC to help support each other.	Not Begun

Major Improvement Strategy #3: KCAA Administration and teachers will implement a comprehensive parent engagement plan that focuses on the culture of the school through activities in the areas communication, volunteers, and education. (Each of these activities will include informational, feedback, and social integration strategies.)

Root Cause(s) Addressed:

- Increase community involvement at multiple levels and venues to help foster an academic approach to homework, submission, reading environment and overall desire for post-secondary academic success.

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

X School Plan under State Accountability   X 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)
Monitor and track parent participation and overall school satisfaction and make necessary adjustments.	Sept 2012-May 2013	Principal Assistant Principals Parent Liaison Parent Leadership Team	Event feedback forms DPS School Satisfaction Survey	Event feedback forms distributed at all school events. Parent Engagement Team to gather surveys and share data with school staff.	In process
Unify and align KCAA parent groups to build one school parent group with many specialized functions.	October 2012-December 2012	Principal Assistant Principal Parent Liaison Parent Engagement Leaders West Denver Network Parent Liaison	West Denver Network Parent Engagement Office District Training and parent forums Colorado Statewide Parent Coalition advisors.	October 2011 parent engagement plan shared with current specialized parent groups including PTO, BPAC, CSC, Title 1 Nov 2011 publish first ever KCAA all school directory Nov 2011 bilingual parent ambassadors assigned to teachers by grade level K-9th	In process
Work with Principal Focus Group to bring external agency to support Parent Coaching	November 2012-February 2013	Principal Principal Focus	Parent Engagement funds allocated by KCAA	Review SPF and communicate CSC and school wide needs.	In process

		Group Love and Logic		Meetings established for Fall	
Implement enhanced parent engagement plan to support school events and academics	October 2012-May 2014	Principal Assistant Principals Parent Liaison Parent Engagement Team	West Denver Network Parent Engagement Office Colorado Statewide Parent Coalition advisors.	Nov 2012 activate parent communication team to invite parent participation at school, community and district events as well as district parent forums	Not begun
Development of an online database of resources for parents.	September 2012- May 2014	Website Facebook Twitter	Site coordinator DoTS support		In process
Begin Program transition process for new Kindergarten students.	October-December 2011	Asst. principals	School based budget used for admission process.	Begin school-wide tours for prospective parents (10/11). Kinder readiness night (12/6 and 12/7). Meet and greet with Kindergarten teachers and AP for K-5.	Completed.

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Major Improvement Strategy #4: KCAA will develop a visible school-wide college-going culture that focuses on post secondary workforce readiness and career and technical education.

- Students took ACT Explore for the first time in the school's history.
- We are still building our high school program.

Cause(s) Addressed:

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

X School Plan under State Accountability   X 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)
KCAA will apply for an additional CTE track – Technical Theatre	Spring 2013	• CTE Teachers • Administration	General Funds	Monthly progress meetings	In process
KCAA will align with the Community College of Denver to develop a concurrent enrollment plan for students.	Fall 2012 Start Fall 2013	• CCD Staff • Office of Post-Secondary Readiness • Administration	General Funds	Accuplacer Spring 2013 Scheduled Fall 2013	In Process
KCAA will create a comprehensive course catalogue outlining the requirements and expectations for KCAA HS graduation.	March 2013	• Counselor • HS teachers • Administration	Office of Post Secondary Readiness West Denver Network CDE	Draft Completed by Nov. 2012 Final completed by March 2013	In Progress
100% of staff K-10 will be trained in implementing PWR day lessons.	September 2012- May 2013	• Teachers • Counselors • Administration	Community representatives PWR lessons	4 PWR days scheduled during the year	In Progress
98% of All KCAA students will complete a PEP in the 2012-2013 school year	May 2013 & May 2014	• Counselor • Administration • SAL	Computers Naviance College in Colorado	PEPs will be completed throughout the school year and monitored	In Progress

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				during PWR days. Completion rate will be collected at the end of each school year.	
All KCAA students will chose a PWR/CTE track by the end of the 10th grade year	May 2013	• Counselor • HS assistant principal • Office of Post Secondary Readiness • CCD • Parents	Course catalogue Agreements with CCD	Monthly progress will be completed in the UIP tracker. Biannual Counseling Advisory Board meeting will review requirements with the school community.	In Progress
95% of 10th grade students will complete the ACT PLAN test.	Fall 2012	• Counselor • SAL • HS assistant principal	General Funds	Scheduled September 27, 2012	In Progress
KCAA art based classrooms will direct students on two college campus visits a year to research and observe different program available to them.	2012-2013	• Teachers • Counselor • Administration	CTE Funds General Funds Transportation	One per grade level scheduled each semester.	In Progress
APEX credit recovery to help students stay on track for graduation.	Piloting 2013 SY Full rollout expected 13-14	APEX coordinator Content teachers Counselor		Grade monitoring	In Process

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)	Section III: Data Narrative (p. 16) Teachers and staff were involved in Root Cause Analysis. Our goal is to involve more parents in this process next year.
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)	Data Narrative- pg 15 Action Plan MIS III- pg 25
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	Major Improvement Strategy #1: KCAA teachers will collaborate within a PLC structure that will focus on high priority literacy (Reading and Writing) improvements in content areas. Teachers will receive professional development to look at units, create common formative assessments, and evaluate at data to adjust instruction. Major Improvement Strategy #2: KCAA will develop a system to target math integration, intervention and tutoring to establish a community of teachers that will look at units, create common formative assessments, and evaluate data to modify instruction.

All core content teachers are highly qualified.	X Yes ☐ No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	Section IV: MIS #1, Action Plan (p. 22)

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	Section IV: Action Plan (p. 18) KCAA teachers will collaborate within a PLC structure that will focus on high priority literacy (Reading and Writing) improvements in content areas. Teachers will receive professional development to look at units, create common formative assessments, and evaluate at data to adjust instruction. Section III: Data Narrative (p15) Our Teacher Leadership team and administration agreed that a linear component through all of these standards was an overall weakness of our students to read through non-fiction based text for details. Thus, the focus for our root cause shifted to how school wide instruction in reading was occurring and how professional development needed to be enhanced to help non-proficient students.
The school's Parent Involvement Policy (including the Parent Compact) is attached.	X Yes ☐ No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	Section IV: MIS #3, Action Plan (p. 27)
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	Section IV: MIS #3, Action Plan (p. 27) Data narrative: Root Cause Analysis, (p. 16)
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	*Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.*

Appendix A

SCHOOL-PARENT COMPACT

*The **Kunsmiller Creative Arts 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 **2012-13**.*

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS
**(provisions bolded in this section are required to
be in the Title I, Part A school-parent compact)**

School Responsibilities

The   Kunsmiller Creative Arts Academy   will:

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

   All students will receive a rigorous and supportive education. All teachers will meet daily during common planning to effectively plan their instruction based on formative assessments. The goal is to prepare all students to succeed in a four-year college or university.

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

   Parent-teacher conferences will be held on October 8-12 during semester 1 and February 13-17 during semester 2.

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

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Students' grades are updated in IC (Infinite Campus) on a Bi-weekly basis (grades 6-10). Students in K-5 receive a weekly folder that includes progress monitoring based on standards based reporting. Every six weeks, all students will receive an academic progress report that is shared with their parents.

Appendix A

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

   Teachers will be available to meet with students and parents during their planning time or after school. Parents should schedule this directly with their teacher.

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

   All parents can contact Maria Sanchez in the Welcome Center to set up volunteer hours. KCAA has a parent volunteer program.

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

[Describe the ways in which parents will support their children's learning, such as:
1. *Monitoring attendance.*
2. *Making sure that homework is completed.*
3. *Monitoring amount of television their children watch.*
4. *Volunteering in my child's classroom*.
5. *Participating, as appropriate, in decisions relating to my children's education.*
6. *Promoting positive use of my child's extracurricular time.*
7. *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
8. *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

   Parents may work with our Welcome Center in becoming a member of the KCAA Family Parent Group. There are various volunteer opportunities for parents: working in the classroom, helping in the Welcome Center, translation, making phone calls home, filing paper work.

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OPTIONAL ADDITIONAL PROVISIONS

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:

[Describe the ways in which students will support their academic achievement, such as:
1. *Do my homework every day and ask for help when I need to.*
2. *Read at least 30 minutes every day outside of school time.*
1. *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

School   Parent(s)   Student

Date   Date   Date

(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.