

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 5605 School Name: MARTIN LUTHER KING JR. EARLY COLLEGE SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	-	71.35%	72.21%	-	34.52%	59.73%	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	51.53%	30.53%	-	21.78%	20.38%	
		W	-	58.34%	49.57%	-	24.07%	30%	
		S	-	48.72%	50%	-	13.1%	30.17%	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	61	46	-	47	64	
		M	-	90	98	-	45	60	
		W	-	80	82	-	49	60	
ELP	-	55	72	-	43	57			

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center;">Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p style="text-align: center;">90% using a 4 year grad rate</p>	Exceeds	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">Meets</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	Exceeds	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	3.9%	0.5%	Exceeds	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	20.1	17.2	Approaching	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	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		
Title I Program	Does the school receive Title I funds? If yes, indicate the type of Title I program	<input type="checkbox"/> Targeted Assistance <input checked="" type="checkbox"/> Schoolwide
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	Yes, August 2009
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Yes, January 2009
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):

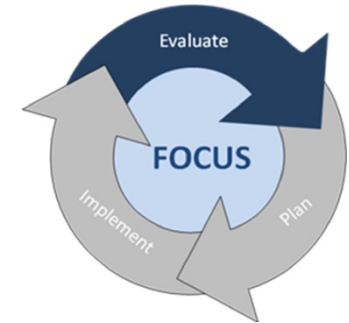
- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)	
Name and Title	Anthony Smith, Principal
Email	Anthony_Smith2@dpsk12.org
Phone	720-424-0471
Mailing Address	19535 E. 46 th Ave, Denver, CO, 80249
Name and Title	Jennifer Jackson
Email	jennifer_jackson@dpsk12.org
Phone	720-424-0475

Mailing Address	19535 E. 46 th Ave, Denver, CO, 80249
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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.*

MLK

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: MS: 39 HS: 68	MS:33 (no) HS: 52 (no)	Interventions for MS have been inconsistently implemented.
	M:MS: 26 HS: 24	MS:21 (no) HS: 19 (no)	
	W: MS: 26 HS: 34	MS:28 (yes) HS:31 (no)	Instruction has not been sufficiently focused and student progress has not been systematically monitored. Appropriate instructional strategies and progress
	S: MS 17	MS: 16 (no)	

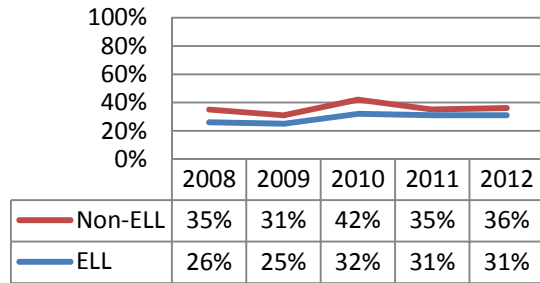
Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	HS: 30	HS: 31 (yes)	<p>monitoring of ELLs has been inconsistently implemented.</p> <p>Teachers in non-language arts content areas need professional development on implementing reading strategies.</p> <p>Appropriate instructional strategies and progress monitoring of ELLs has been inconsistently implemented.</p>
Academic Growth	R:MS: 50 HS: 64	MS: 45 (no) HS:56 (no)	
	M: MS 50 HS: 62	MS: 47 (no) HS: 59 (no)	
	W: MS: 50 HS: 55	MS: 59 (yes) HS: 66 (yes)	
Academic Growth Gaps	R: 60	MS: Black 47.5; Hispanic 42; ELL 41, SPED 36 HS : Black 51; Hispanic 57 ; ELL: 57 , SPED: 61	<p>Consistent school-wide writing strategies and expectations have been implemented.</p> <p>Strategies to engage learners in culturally relevant ways have been inconsistently implemented</p>
	M: 60	MS: Black: 47; Hispanic 47; ELL: 47.5; SPED 38 HS: Black: 56.5; Hispanic 59; ELL: 60; SPED: 46	
	W: 60	MS : Black 57 ; Hispanic 60 ; ELL:60; SPED: 42.5 HS: Black 55.; Hispanic 68 ; ELL 68: SPED: 69	
Post Secondary Readiness	Grad Rate:90	Grad Rate: 92% (yes)	<p>MLK implements strong systems to monitor and track students' progress towards graduation</p> <p>Teachers have not received in-depth training on ACT preparation strategies</p>
	Dropout: %1	Dropout: 1% (yes)	
	Mean ACT: 18	Mean ACT: 17 (yes)	

Worksheet #2: Data Analysis

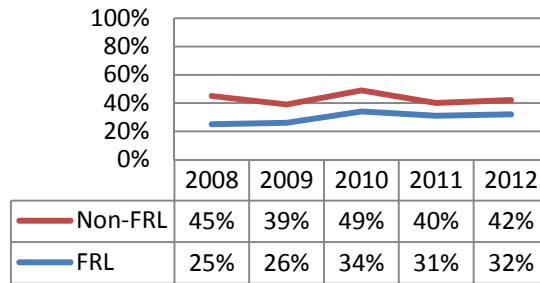
Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of 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 data)	Priority Performance Challenges	Root Causes																																
Academic Achievement (Status)	<p>MS Reading</p> <div style="text-align: center;"> <p>TCAP Reading</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>30%</td> <td>28%</td> <td>37%</td> <td>33%</td> <td>33%</td> </tr> </tbody> </table> </div> <table border="1" style="margin-top: 10px; border-collapse: collapse; width: 100%;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>39</td> <td>41</td> <td>32</td> <td>42</td> </tr> <tr> <td>7</td> <td>27</td> <td>36</td> <td>34</td> <td>30</td> </tr> <tr> <td>8</td> <td>20</td> <td>34</td> <td>32</td> <td>29</td> </tr> </tbody> </table>		2008	2009	2010	2011	2012	Reading	30%	28%	37%	33%	33%		2009	2010	2011	2012	6	39	41	32	42	7	27	36	34	30	8	20	34	32	29	<p>Achievement in middle school reading, writing, math and science are significantly below state and federal targets.</p> <p>Achievement gaps exist for black, FRL and SPED students in MS and for ELLs, FRL and SPED in HS.</p>	<p>Interventions for MS have been inconsistently implemented.</p> <p>Instruction has not been sufficiently focused and student progress has not been systematically monitored.</p> <p>Appropriate instructional strategies and progress monitoring of ELLs has been inconsistently implemented.</p> <p>Teachers in non-language arts content areas need professional development on implementing reading and writing strategies.</p> <p>Strategies to engage learners in culturally relevant ways have been inconsistently implemented.</p> <p>Special Education programming and interventions were not adequately implemented.</p>
	2008	2009	2010	2011	2012																														
Reading	30%	28%	37%	33%	33%																														
	2009	2010	2011	2012																															
6	39	41	32	42																															
7	27	36	34	30																															
8	20	34	32	29																															

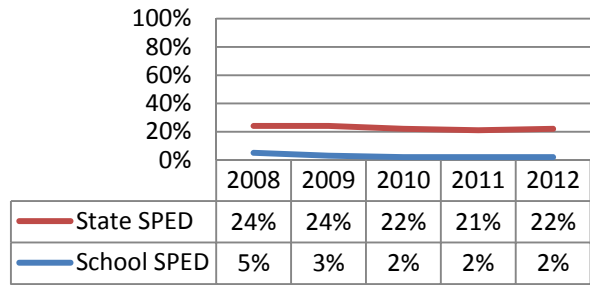
TCAP Reading



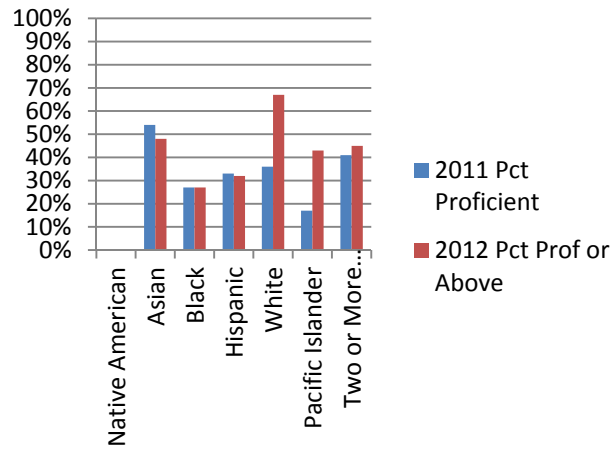
TCAP Reading



TCAP Reading



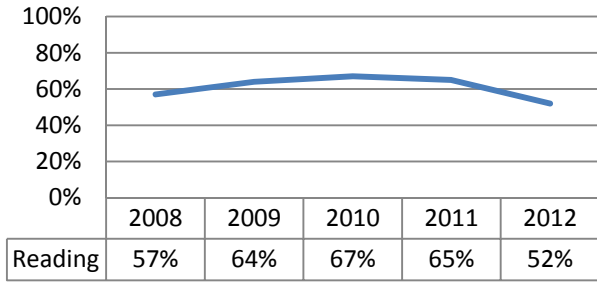
TCAP Reading



The five -year trend for middle school reading is stagnate within all desegregated groups and is below state and federal expectations. An achievement gap exists as well for ELLs and SPED students.

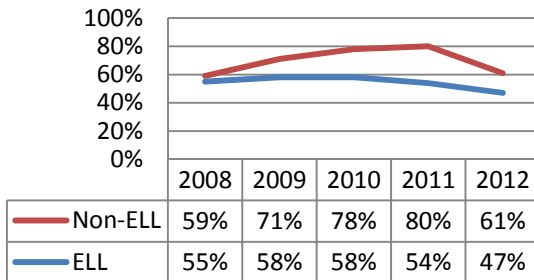
HS Reading

TCAP Reading

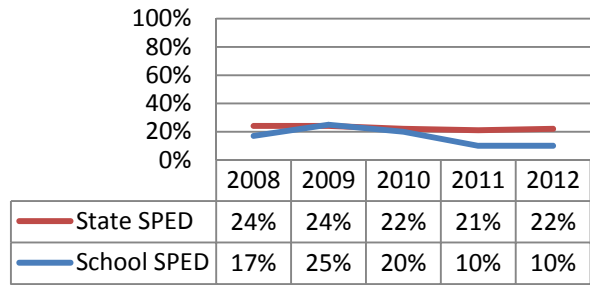


	2009	2010	2011	2012
9	60	62	60	42
10	70	72	70	62

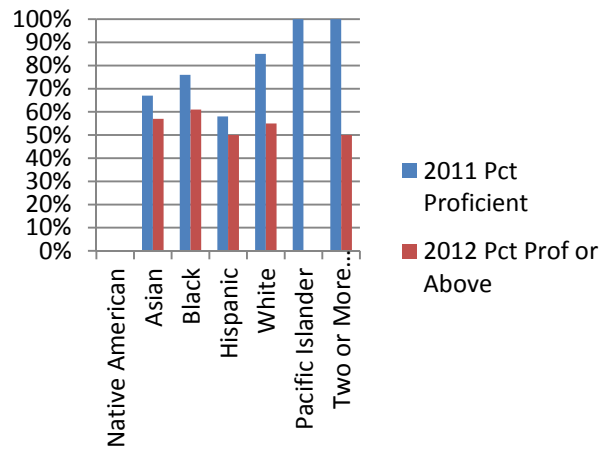
TCAP Reading



TCAP Reading



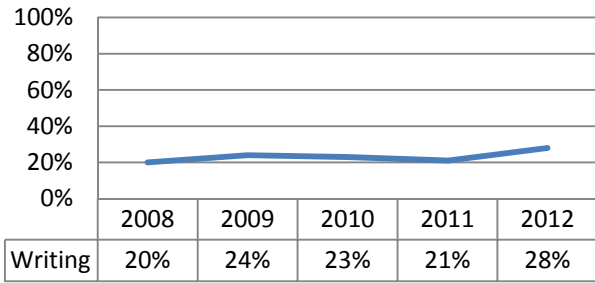
TCAP Reading



Achievement in HS reading has stagnated and then decreased and is below state and federal targets. A gap exists among ELL, FRL and SPED students.

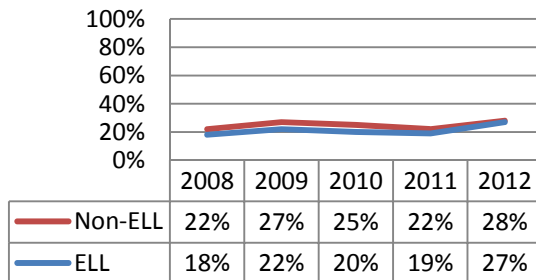
MS Writing

TCAP Writing

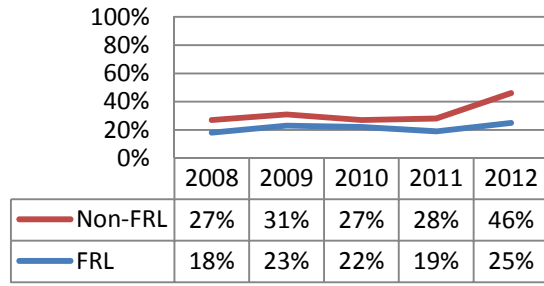


	2009	2010	2011	2012
6	33	24	24	32
7	28	25	22	28
8	24	23	21	24

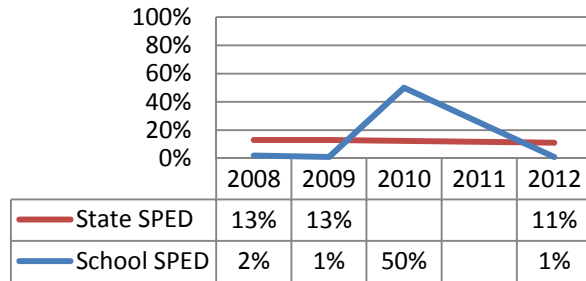
TCAP Writing



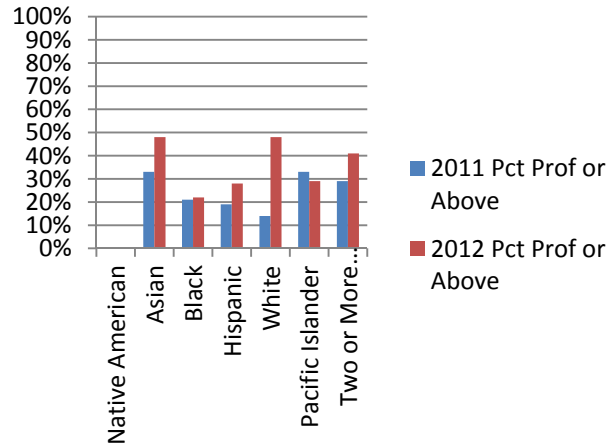
TCAP Writing



TCAP Writing



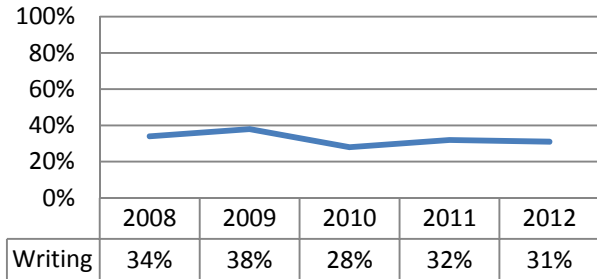
TCAP Writing



The five -year trend for middle school writing is increasing within all disaggregated groups and is below state and federal expectations. An achievement gap exists as well for ELLs and SPED students.

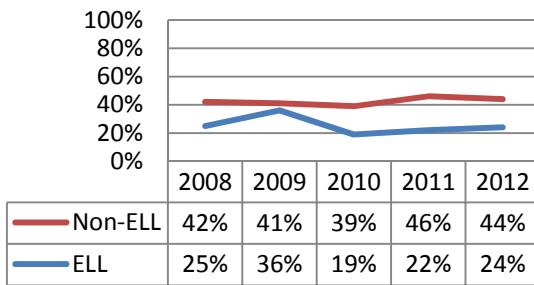
HS Writing

TCAP Writing

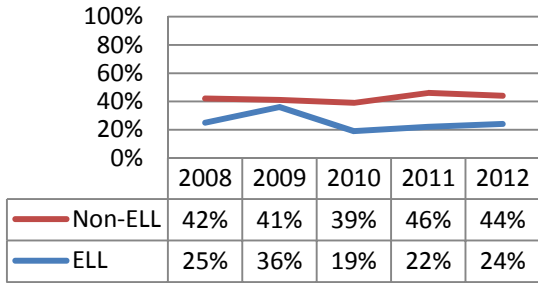


	2009	2010	2011	2012
9	38	29	34	26
10	38	28	32	37

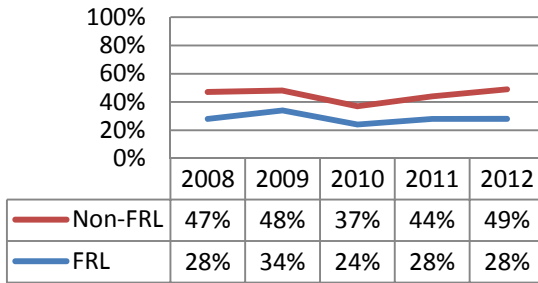
TCAP Writing



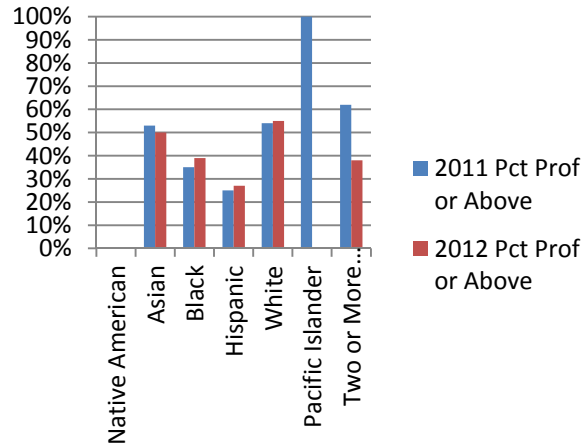
TCAP Writing



TCAP Writing



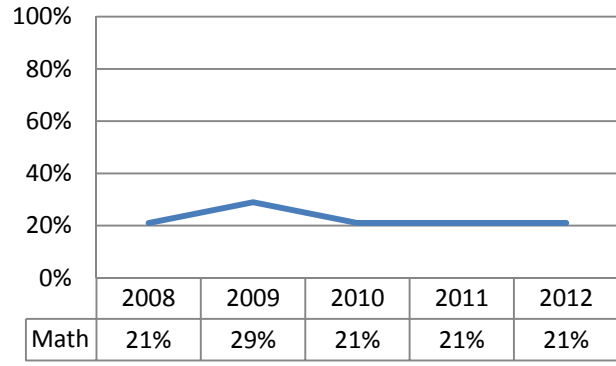
TCAP Writing



Achievement in HS writing has shown slight decline and is below state and federal targets. A gap exists among ELL, FRL and SPED students.

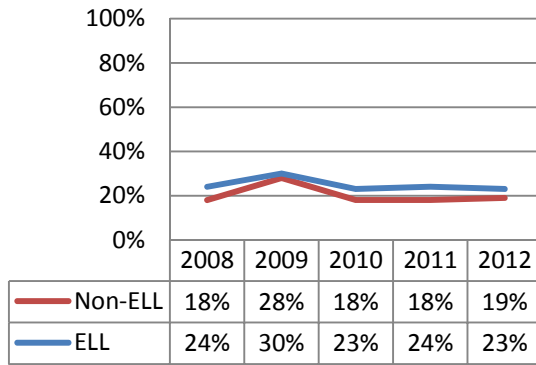
MS Math

TCAP Math

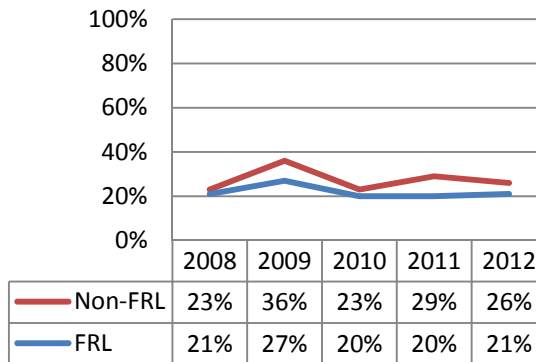


	2009	2010	2011	2012
6	51	21	29	30
7	26	19	10	22
8	13	18	24	13

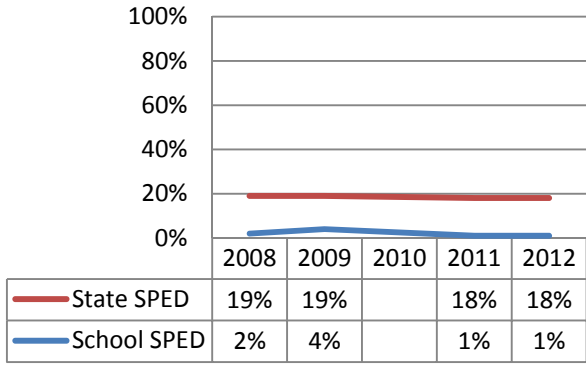
TCAP Math



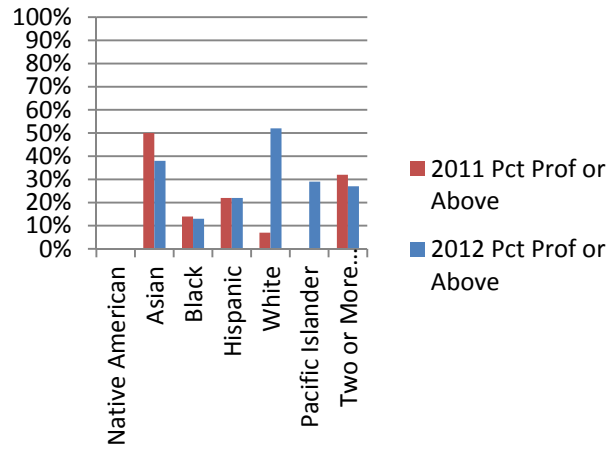
TCAP Math



TCAP Math

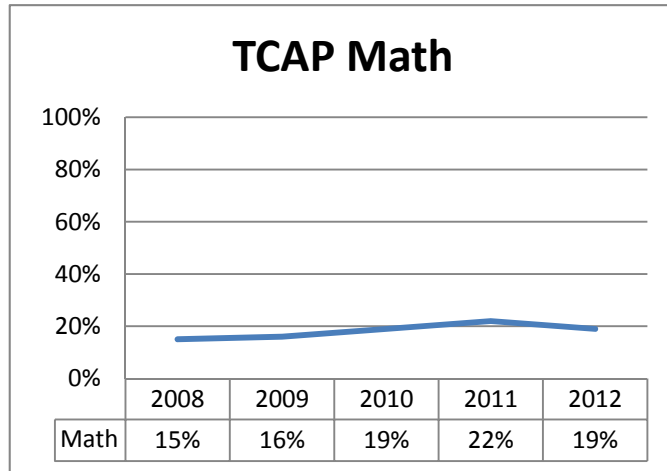


TCAP Math



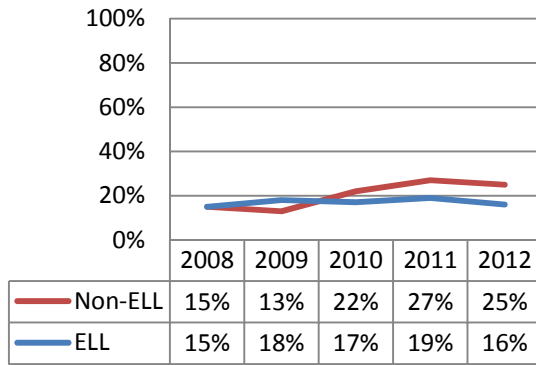
The five -year trend for middle school math is stagnate within all desegregated groups and is below state and federal expectations. An achievement gap exists as well for FRL, SPED and black students.

HS Math

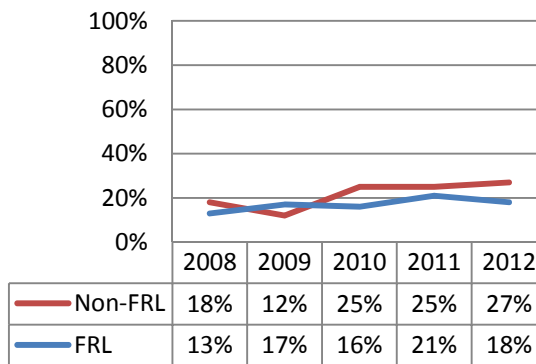


	2009	2010	2011	2012
9	19	22	22	17
10	10	14	23	21

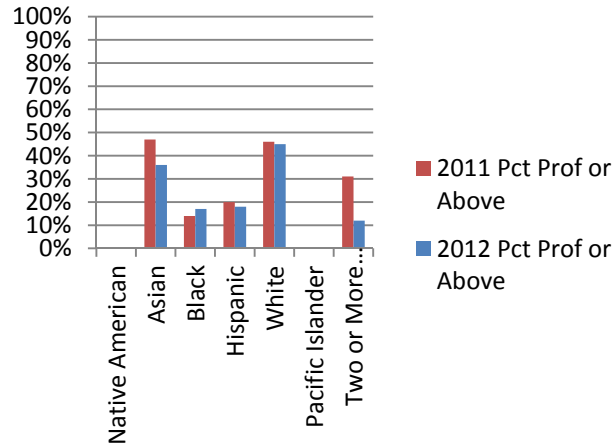
TCAP Math



TCAP Math



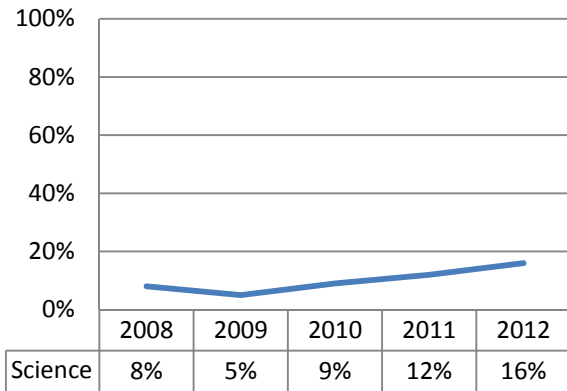
TCAP Math



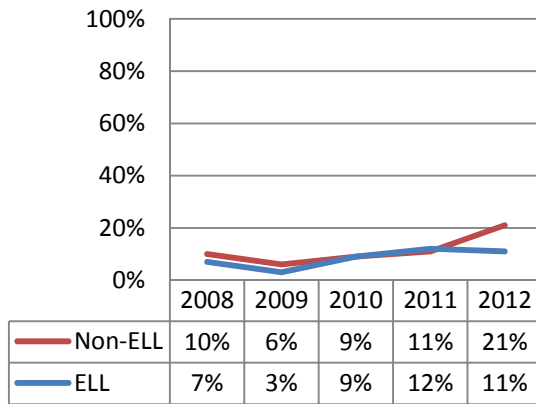
Achievement in HS math has shown slight increase but is below state and federal targets. A gap exists among ELL, FRL and SPED students.

MS Science:

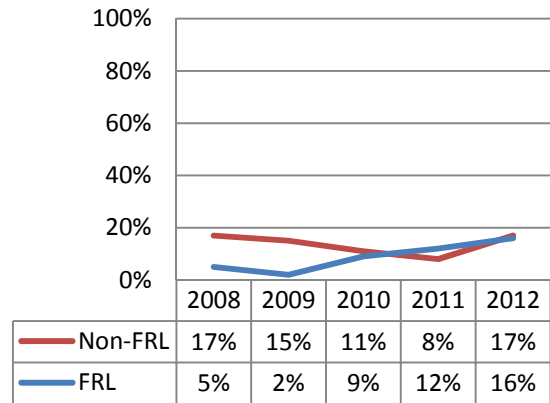
TCAP Science



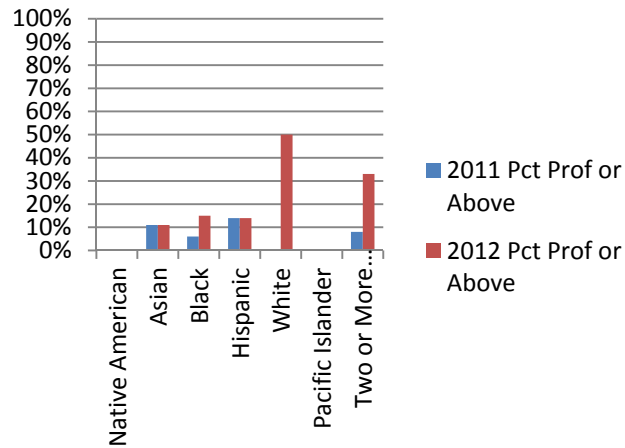
TCAP Science



TCAP Science



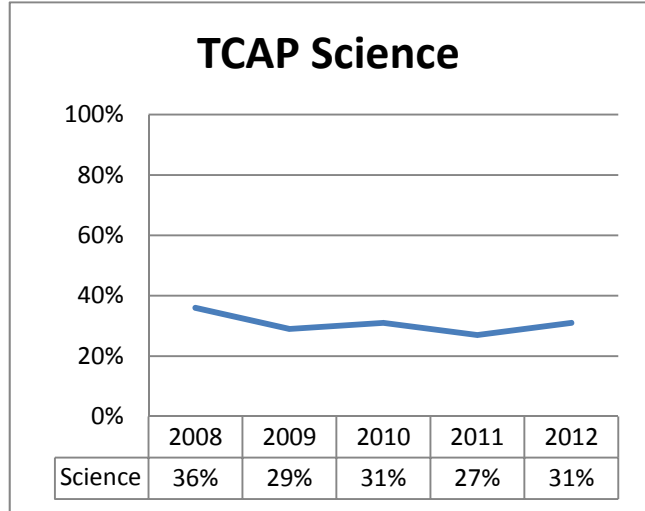
TCAP Science



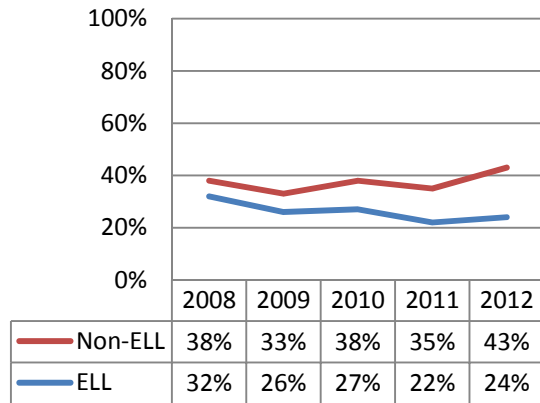
The five -year trend for middle school science increasing but

is still below state and federal expectations. An achievement gap exists for ELL students FRL students and SPED students.

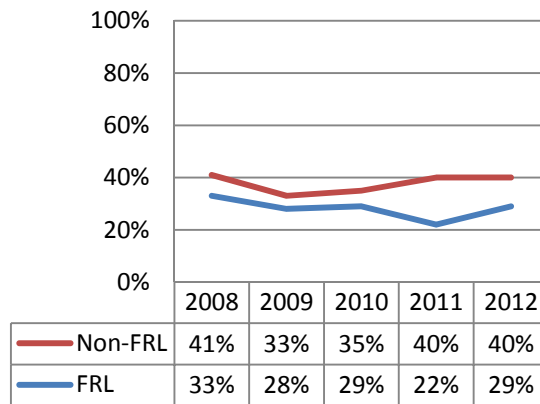
HS Science:



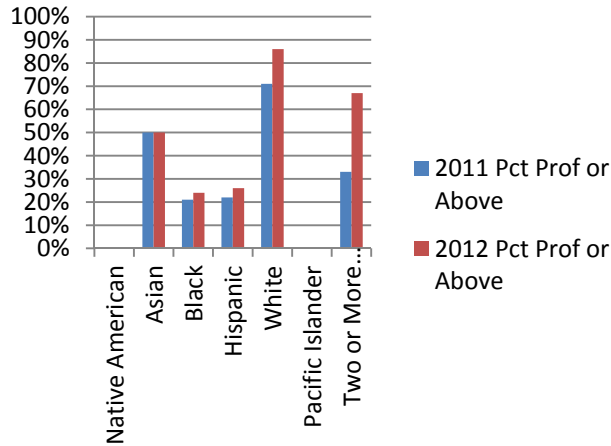
TCAP Science



TCAP Science



TCAP Science



Achievement in HS science has shown a slight decrease but is below state and federal targets. A gap exists among ELL, FRL and SPED students.

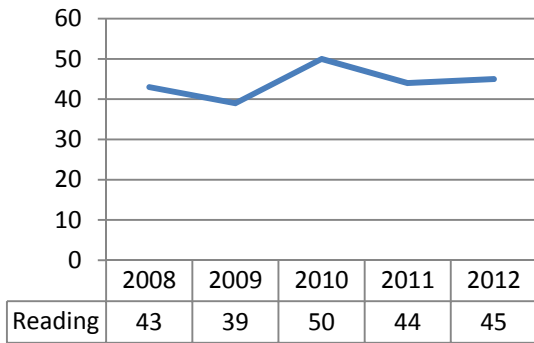
Academic Growth

Middle School Reading

MGPs in MS reading, math and English Language Proficiency are significantly below DPS and state and federal adequate

Interventions for MS have been inconsistently implemented.
Instruction has not been sufficiently focused and student progress has not been systematically monitored.
Appropriate instructional strategies and progress monitoring of ELLs has been inconsistently implemented.
Teachers in non-language arts content areas need

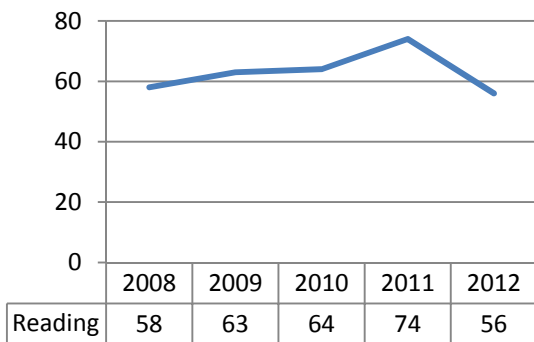
TCAP Reading MGP



MGPs in MS reading increased and then decreased and are below DPS targets and state and federal adequate growth targets.

High School Reading

TCAP Reading MGP



MGPs in HS reading increased and then decreased and are

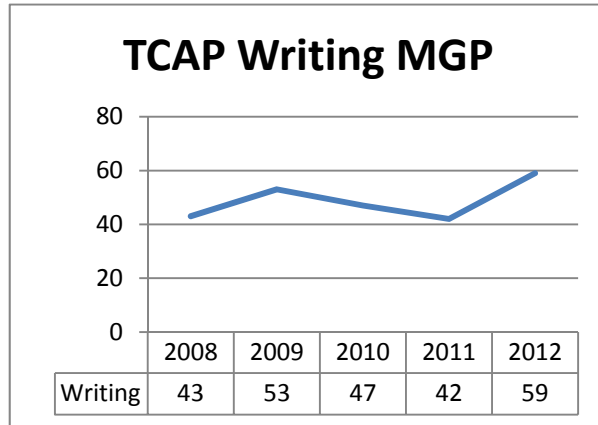
growth targets. professional development on implementing reading and writing strategies.

Strategies to engage learners in culturally relevant ways have been inconsistently implemented.

Special Education programming and interventions were not adequately implemented

below state and federal adequate growth targets.

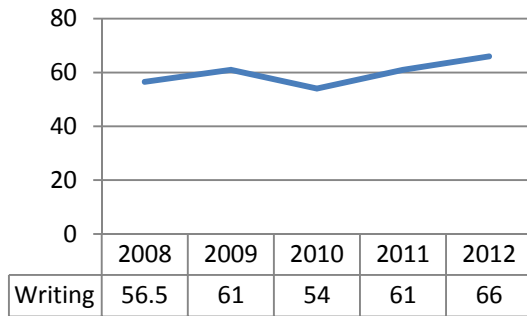
Middle School Writing



MGPs in MS writing have increased but are still significantly below state and federal adequate growth targets.

High School Writing

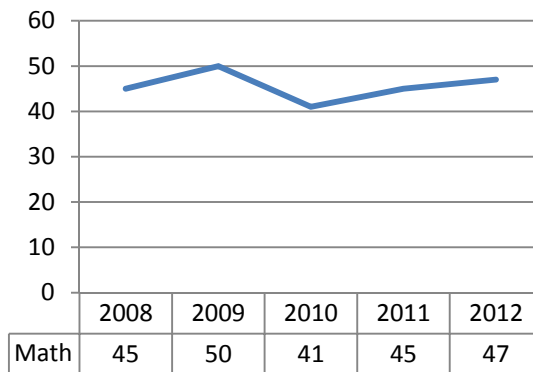
TCAP Writing MGP



MGP in HS writing have increased but are significantly below state and federal adequate growth targets.

Middle School Math

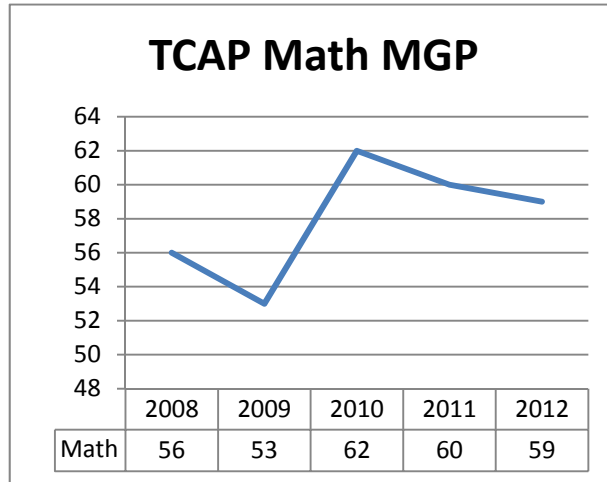
TCAP Math MGP



MGP in MS math have remained stagnant and are significantly below DPS targets and state and federal

adequate growth targets.

High School Math



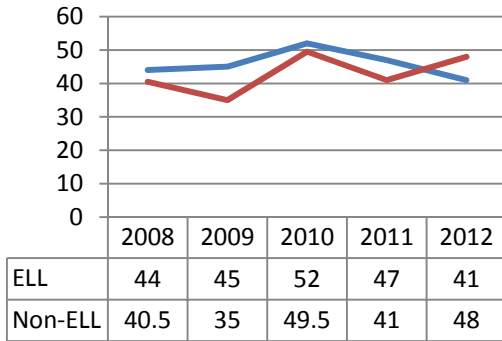
MGPs in HS math have increased but are significantly below DPS targets and state and federal adequate growth targets.

CELA Growth

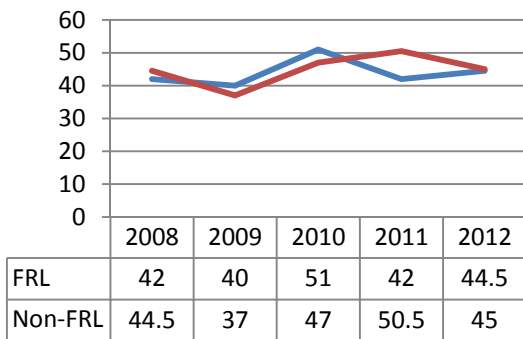
Level	2009	2010	2011	2012
Middle	53	46	42	40
High	-	38	59.5	57

	<p>MGPs for MS CELA have declined and are significantly below DPS targets and state and federal adequate growth targets.</p> <p>MGPs in HS CELA have increased but still remain below state and federal adequate growth targets.</p>													
Academic Growth Gaps	<p>MS Reading</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>43</td> <td>39</td> <td>50</td> <td>44</td> <td>45</td> </tr> </tbody> </table> </div>		2008	2009	2010	2011	2012	Reading	43	39	50	44	45	<p>MGPs of MS and HS ELL and SPED students are below state and federal adequate growth targets in reading, writing and math.</p> <p>Appropriate instructional strategies and progress monitoring of ELLs has been inconsistently implemented.</p> <p>Special Education programming and interventions were not adequately implemented.</p>
	2008	2009	2010	2011	2012									
Reading	43	39	50	44	45									

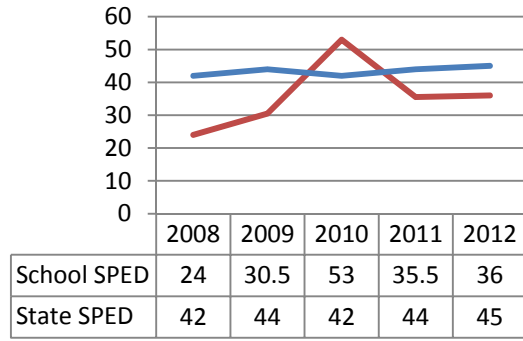
TCAP Reading MGP



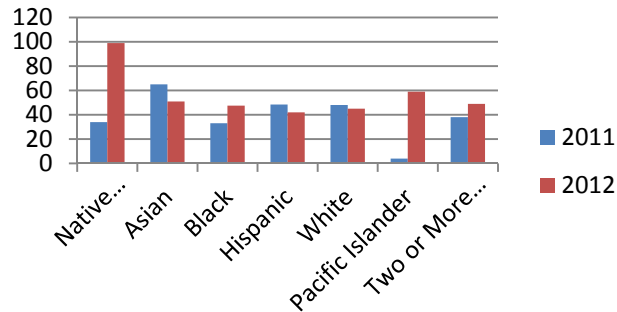
TCAP Reading MGP



TCAP Reading MGP



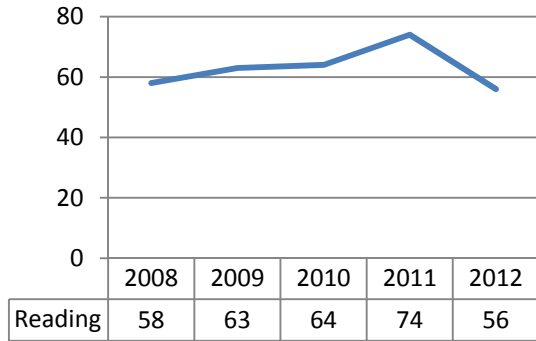
TCAP Reading MGP



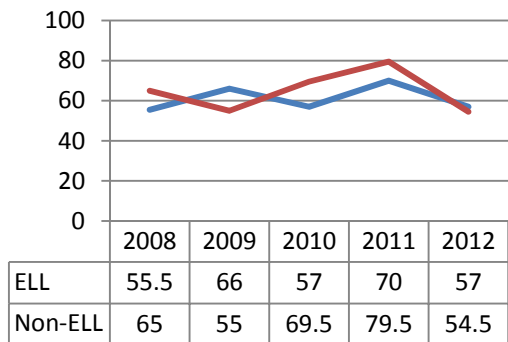
The trend for middle school reading growth is increasing and then decreasing for all disaggregated groups. All groups are below state and federal adequate growth targets with significant difference for ELL and SPED populations.

HS Reading

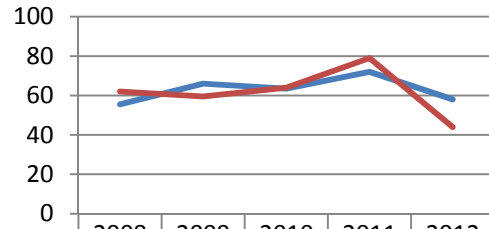
TCAP Reading MGP



TCAP Reading MGP

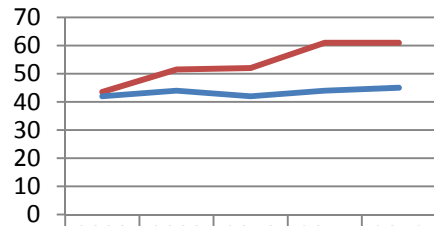


TCAP Reading MGP



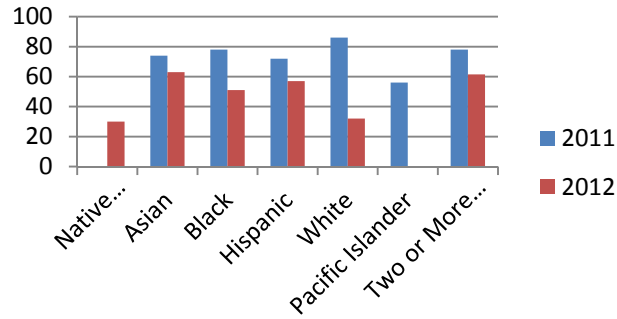
	2008	2009	2010	2011	2012
FRL	55.5	66	63.5	72	58
Non-FRL	62	59.5	64	79	44

TCAP Reading MGP



	2008	2009	2010	2011	2012
School SPED	43.5	51.5	52	61	61
State SPED	42	44	42	44	45

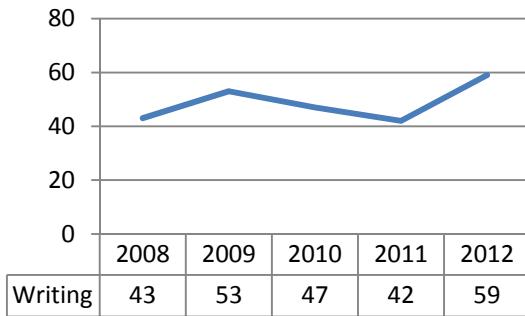
TCAP Reading MGP



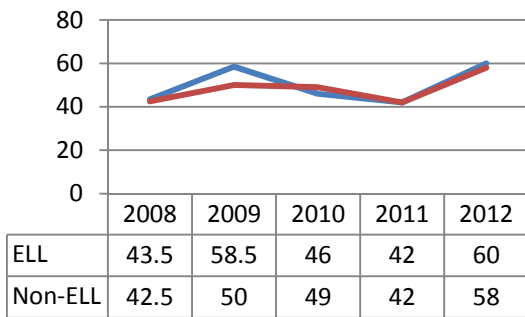
The trend for high school reading growth is increasing and then decreasing for all disaggregated groups. All groups are below state and federal adequate growth targets with significant difference for ELL and SPED populations.

MS Writing

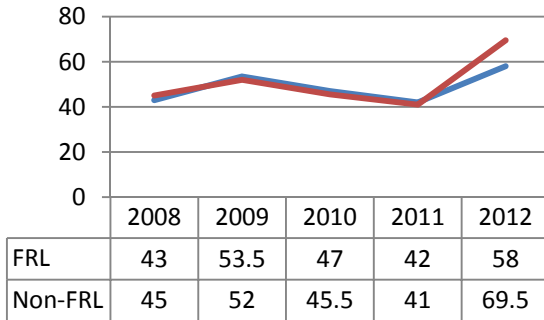
TCAP Writing MGP



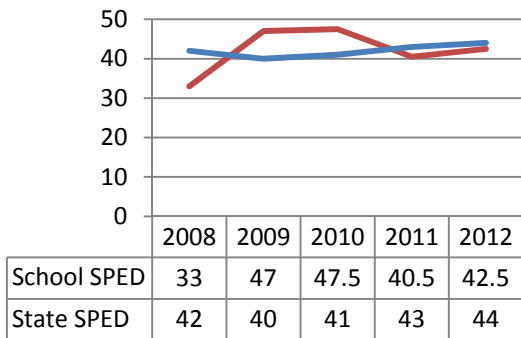
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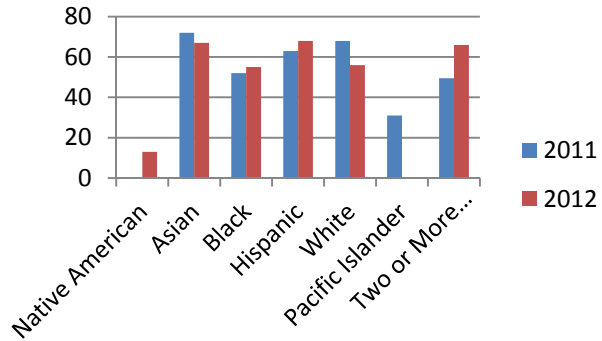
TCAP Writing MGP



TCAP Writing MGP



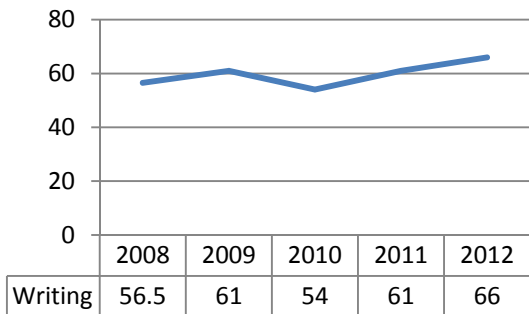
TCAP Writing MGP



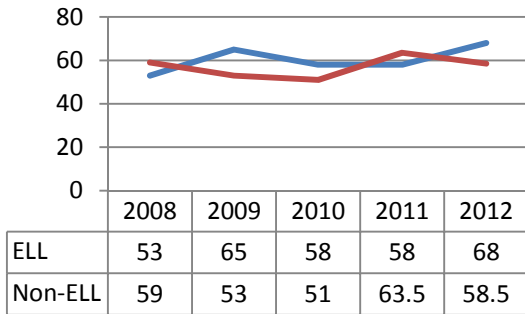
The trend for middle school reading growth is increasing for all disaggregated groups. However, groups are below state and federal adequate growth targets.

HS Writing

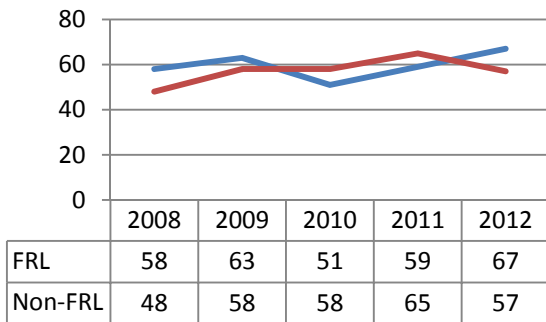
TCAP Writing MGP



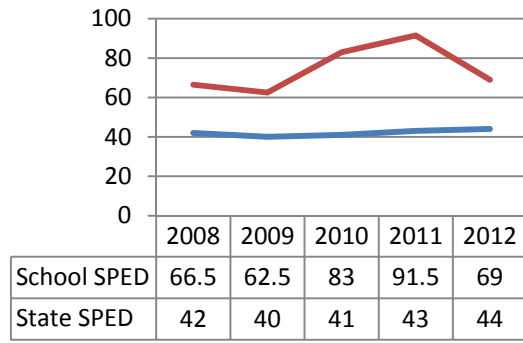
TCAP Writing MGP



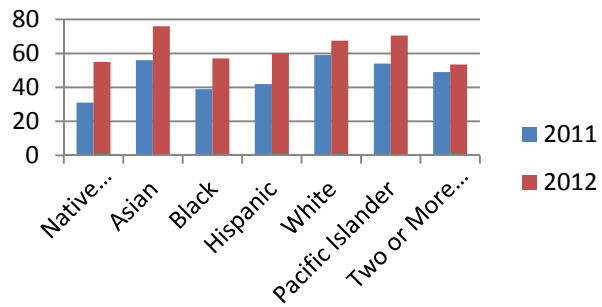
TCAP Writing MGP



TCAP Writing MGP



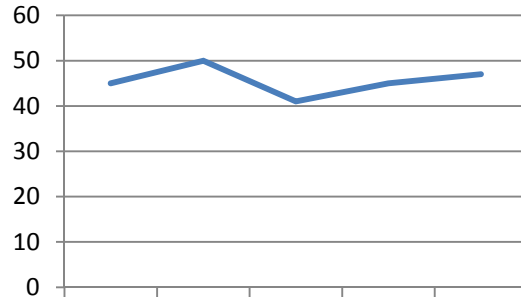
TCAP Writing MGP



The trend for high school reading growth is increasing for all disaggregated groups. However, all groups are below state and federal adequate growth targets.

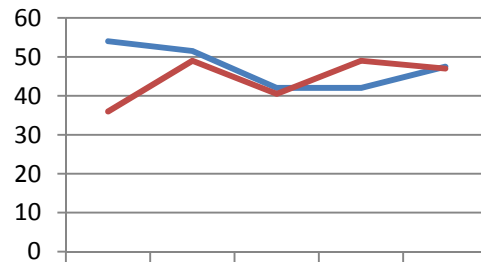
MS Math

TCAP Math MGP



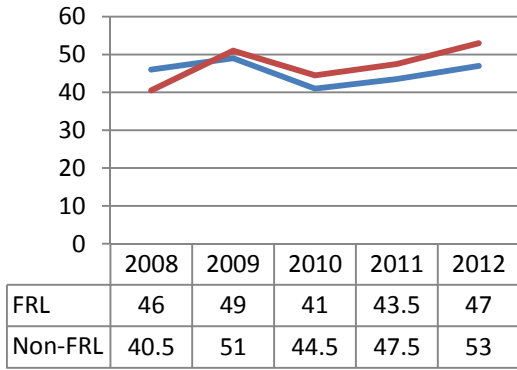
	2008	2009	2010	2011	2012
Math	45	50	41	45	47

TCAP Math MGP

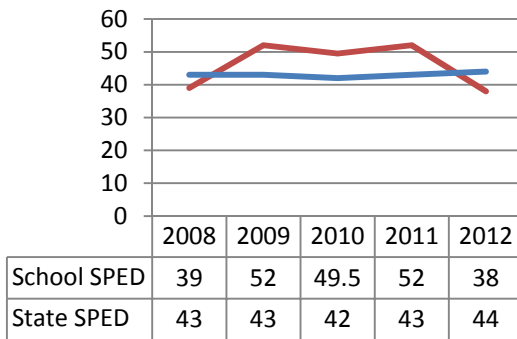


	2008	2009	2010	2011	2012
ELL	54	51.5	42	42	47.5
Non-ELL	36	49	40.5	49	47

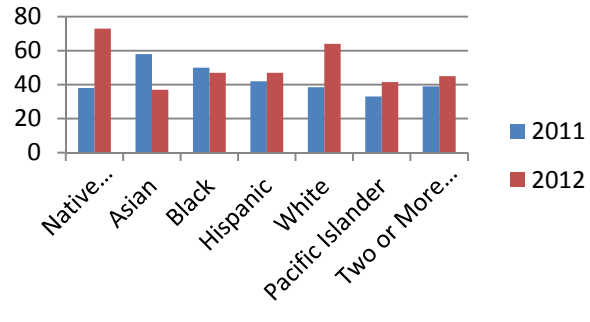
TCAP Math MGP



TCAP Math MGP



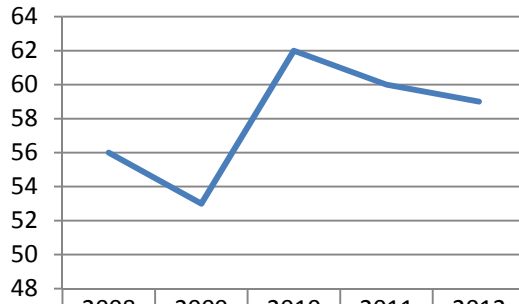
TCAP Math MGP



The trend for middle school math growth is increasing for all disaggregated groups. All groups are below state and federal adequate growth targets with significant difference for ELL and SPED populations.

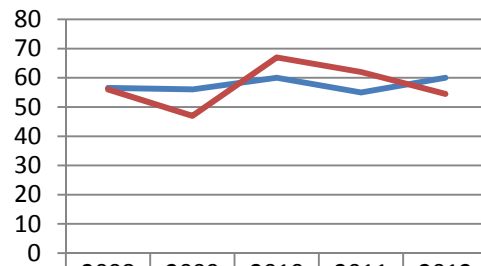
HS Math

TCAP Math MGP



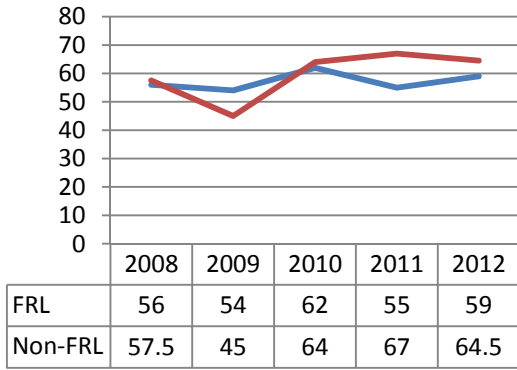
	2008	2009	2010	2011	2012
Math	56	53	62	60	59

TCAP Math MGP

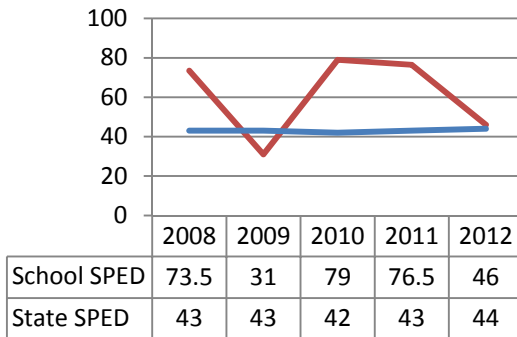


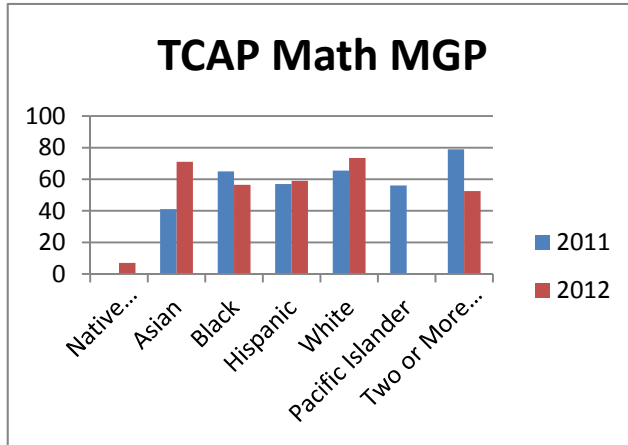
	2008	2009	2010	2011	2012
ELL	56.5	56	60	55	60
Non-ELL	56	47	67	62	54.5

TCAP Math MGP



TCAP Math MGP





The trend for high school math growth is increasing for all disaggregated groups. All groups are below state and federal adequate growth targets with significant difference for ELL

Post Secondary Readiness

ACT	2009	2010	2011	2012
Composite	17.4	16.8	17.2	17
English	16.5	15.1	16.0	16.0
Math	17.1	17.4	16.9	17.9
Reading	17.7	17.4	16.9	16.8
Science	18.2	17.3	18.2	18.1

	Composite	English	Math	Reading	Science
Black	17	16	17	16	17
Hispanic	17	16	18	17	18

ACT scores are stagnant and are below state averages and ACT benchmarks, especially for ELLs.

Teachers have not received in-depth training on ACT preparation strategies.

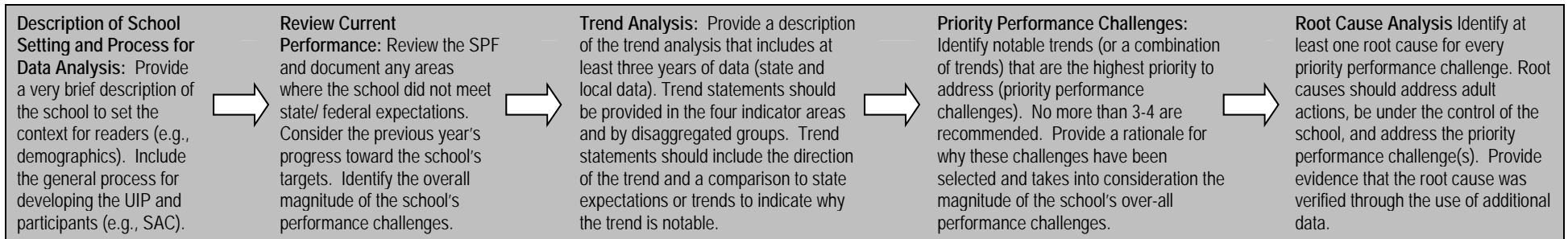
ACT Preparation opportunities for students have been inconsistently implemented.

	<table border="1" style="display: inline-table;"> <tr> <td>ELL</td> <td>15</td> <td>13</td> <td>16</td> <td>14</td> <td>15</td> </tr> </table>	ELL	15	13	16	14	15	
ELL	15	13	16	14	15			
	<p>ACT scores for composite and individual tests remain stagnant for all disaggregated groups and are all below benchmark for college readiness. ELL students' ACT scores are below other disaggregated groups.</p> <p>AP scores for the school have doubled each year since 2009. The growth of students with 3 or higher went from 6 in 2009, to 12, in 2010 and 24 in 2011, with an average score for all 3 years under 1.50</p> <p>MLK continues to graduate 98-100 percent of our Seniors. The students that have not graduated have attained GEDs and the school has assisted them in enrolling in the Community College of Aurora or other post-secondary option.</p>							

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:
(MARTIN LUTHER KING, JR. EARLY COLLEGE IS A FULLY INTEGRATED 6-12 SCHOOL. THE SAME DATA NARRATIVE APPLIES TO BOTH THE MS

AND HS UIPs)

Martin Luther King, Jr Early College (MLKEC) has experienced a major transformation in the last six years. In 2006, through a Revitalization Grant, it was changed from Martin Luther King, Jr. Middle School to an Early College and graduated its first high school class in 2010. Prior to the revitalization, the school had experienced consistent academic underperformance in all areas. In addition, the school had experienced significant problems in student engagement and behavior as well as parental engagement. Through an enormous cooperative effort on the part of administration, faculty and staff, students, parents, and community partners, MLK Jr. Early College has become a highly focused learning center in pursuit of new and innovative ways for the total learning community to acquire knowledge. In 2010, MLKEC was granted Innovation Status by the Denver Public Schools Board of Education and the State of Colorado.

The mission of Martin Luther King, Jr. Early College is to graduate students who are great leaders, great thinkers, and great communicators. The Early College model is a partnership of students, staff, parents, and the community. Its pre-collegiate mission includes: 1) providing a rigorous, pre-collegiate, technology-based curriculum; 2) focusing on student empowerment; and 3) respecting cultural diversity in a safe, productive environment.

In the past three years, MLKEC has achieved a number of successes. The following represents a sampling of these successes:

- 99% HS graduation for all seniors
- 100% of seniors had a postsecondary plan, with 84% enrolling in a 4-year institution
- Increase in the number of students enrolled in Advanced Placement
- Significant increases in both middle school and high school attendance
- Increased school demand and enrollment in both the middle school and high school
- Award winning competitors in the Urban Debate League
- Over twenty different after-school programs offered for students. Some examples include: sports, chess, mentoring, art studio, drum line, step team, technology club, and student leadership
- Continued reduction, over three years, of discipline incidents in both the middle school and high school

At first glance, the tests scores of MLKEC do not necessarily demonstrate the growth that has been made over the past few years. The number of students scoring proficient is below the state expectations in all content areas in both middle school and high school. However, closer reading of the data suggests that MLKEC is trending positively in all areas and, with focus, will see substantial growth in all areas. This is evidenced in the following analysis:

- In reading, over the past 2 years, the high school has seen a steady increase in the number of proficient and above students while the middle school proficiency levels has been consistent, while in the last year there was a significant decrease. Historically, students do not perform well on measures of critical thinking in reading. In particular, students in both the middle school and the high school do not appear to be able to apply reading skills in a variety of contexts, therefore impacting their performance across the curriculum, In addition, those

students who are scoring unsatisfactory lack basic reading skills, such as decoding. Our identified root causes include the need for more focused reading instruction and interventions, consistent progress monitoring, employing culturally relevant reading instruction and professional support for teachers (including non-language arts teachers) in how to teach and support reading instruction.

- Growth in math has been inconsistent over the past three years. Although the number of students scoring proficient dropped in the last year, the median growth percentile for the high school has been above the 50th percentile for the last three years and AYP targets were met for math in the high school. An analysis of individual assessment frameworks indicates that most students display proficiency with concrete application of mathematical concepts but, when asked to apply those skills to representational or abstract problems, they do not perform well. A root cause analysis uncovered that this is due to three significant factors: 1) the current math curricula do not provide culturally relevant, authentic problems and 2) teachers are not progress monitoring focused set of learning goals and 3) teachers need professional development to improve their conceptual knowledge to create rich learning opportunities for students.
- Writing performance has also been inconsistent over the past three years, although the past year the school showed significant growth in this area. While the number of students scoring proficient is below the state expectations in both middle school and high school, the majority of students are scoring in the partially proficient range. A review of the assessment framework reports for the past three years indicates that students have demonstrated increased success on the extended writing and constructed response items. Our root cause analysis indicates that MLKEC needs to continue a focused schoolwide writing initiative with professional support for teachers and consistent progress monitoring of student achievement.
- Science scores in both the middle school and the high school are significantly below state expectations. The DPS middle school and high school science curricula address distinct scientific disciplines at each grade level (e.g., earth science, biology, physical science). However, CSAP Science tests, administered on a triennial basis, require knowledge recall of key concepts from all three content areas. Students at Martin Luther King Jr. Early College demonstrates knowledge of key concepts in each discipline during the year of instruction, but CSAP data indicate that they experience difficulty in retaining these concepts over a multi-year period. In addition, many students fail to demonstrate scientific reasoning (Standard 1), especially the ability to identify and apply procedural approaches which are common to all of the scientific disciplines (e.g., hypothesis setting, data collection procedures, etc.).
- Our English Language Learners are consistently performing far below their native English-speaking peers in reading, writing, math, and science. At the end of the 2012-2013 school year, our school leadership team will analyze the efficacy of our current major improvement strategies by conducting an in depth root cause analysis to determine next steps to further increase achievement of our second language learners.

Martin Luther King Jr. Early College continually analyzes a variety of data throughout the year (ex. District Interim data, classroom assessments) and use the results to monitor and adjust our major improvements strategies. We operate on an April-April model in order to better support and

evaluate the action steps laid forth in the UIP. The focus of the planning is on the professional development cycle that begins in the spring and is continued in the fall and winter, as well as work around developing short cycle assessments and school-wide calendars to progress monitor student achievement. The April to April model allows us to be forward thinking in our planning and assessment. To hit the ground running as the school year starts, as opposed to more traditional models which require a great deal of front-loading in the first part of the year.

Martin Luther King, Jr. Early College was intentional about involving all stakeholders, (students, parents, community members, teachers, and administration), through the schools SGB (School Governing Board) process in the creation of this plan. The SGB reviewed and discussed the previous year's results in conjunction with our current year interim data and will also review the results of this 2012-2013 plan when state assessment results are released April through July 2013. As a result, we feel that our goals represent the most urgent priorities for the school to attain substantial growth.

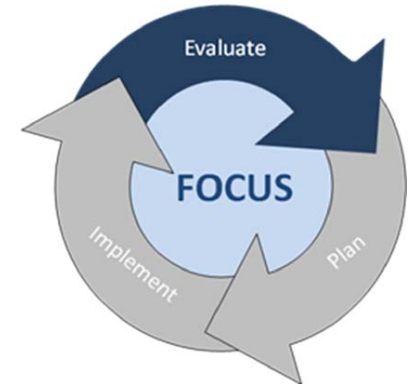
Section IV: Action Plan(s)

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 Strategies	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP, TCAPA, Lectura, Escritura	R	Achievement in middle school reading, writing, math and science are significantly below state and federal targets. Achievement gaps exist for black, FRL and SPED students in MS and for ELLs, FRL and SPED in HS.	MS: 39 HS:68	MS:45 HS:71	District Interim assessments SRI – Pre/Post test Star reading data Teacher created assessments	Backwards plan, implement and progress monitor E.L.G (Essential Learning Goals) in Math and Language Arts. Provide a full continuum of Reading and Math interventions.
		M	Achievement in middle school and high school in math is significantly below state and federal targets. Achievement gaps exist for black, FRL and SPED students in MS and for ELLs, FRL and SPED in HS	MS:26 HS:24	MS:30 HS:26	District Interim assessments Teacher created ELG quizzes	Backwards plan, implement and progress monitor E.L.G (Essential Learning Goals) in Math and Language Arts. Provide a full continuum of Reading and Math interventions.
		W	Achievement in middle school and	MS:29 Achievement in middle	MS:34	Schoolwide writing prompts (given 5x a	Backwards plan, implement and progress monitor E.L.G

			high school in writing is significantly below state and federal targets. Achievement gaps exist for black, FRL and SPED students in MS and for ELLs, FRL and SPED in HS	school and high school in math is significantly below state and federal targets. Achievement gaps exist for black, FRL and SPED students in MS and for ELLs, FRL and SPED in HS HS:34	HS:37	year) District Interim Assessments Teacher made assessments	(Essential Learning Goals) in Language Arts. Implement a school wide writing strategy in Social Studies, Science, and electives.
		S	Achievement in middle school and high school in science is significantly below state and federal targets. Achievement gaps exist for black, FRL and SPED students in MS and for ELLs, FRL and SPED in HS	MS:17 HS:30	MS:23 HS:33	District Interim assessments Teacher created assessments	Backwards plan, implement and progress monitor E.L.G (Essential Learning Goals) in Math and Language Arts. Provide a full continuum of Reading and Math interventions
Academic Growth	Median Student Growth Percentile	R	Achievement gaps exist for black, FRL and SPED students in MS and for ELLs, FRL and SPED in HS.	MS: 50 HS: 67	MS: 55 HS: 70	District Interim assessments SRI – Pre/Post test Star reading data Teacher created assessments	Backwards plan, implement and progress monitor E.L.G (Essential Learning Goals) in Math and Language Arts Provide a full continuum of Reading and Math interventions
		M	Achievement gaps exist for black, FRL	MS: 50	MS: 55	District Interim	Backwards plan, implement

			and SPED students in MS and for ELLs, FRL and SPED in HS.	HS: 62	HS: 65	assessments Teacher created ELG quizzes	and progress monitor E.L.G (Essential Learning Goals) in Math and Language Arts Provide a full continuum of Reading and Math interventions
		W	Achievement gaps exist for black, FRL and SPED students in MS and for ELLs, FRL and SPED in HS.	MS: 55 HS: 62	MS: 60 HS: 65	Schoolwide writing prompts (given 5x a year) District Interim Assessments Teacher made assessments	Backwards plan, implement and progress monitor E.L.G (Essential Learning Goals) in Math and Language Arts Implement a school wide writing strategy in Social Studies, Science, and electives
		E L P	MGP's of MS and HS ELL and SPED students are below state and federal adequate growth targets in reading, writing and math.	MS: 50 HS: 62	MS: 55 HS: 65	District Interims Teacher Made Assessments INSIDE and EDGE Curriculum Progress Monitoring Tools	Backwards plan, implement and progress monitor E.L.G (Essential Learning Goals) in Math and Language Arts Provide a full continuum of Reading and Math interventions
Academic Growth Gaps	Median Student Growth Percentile	R	MGP's of MS and HS ELL and SPED students are below state and federal adequate growth	60	70	District Interim Assessments SRI Teacher made assessments	Backwards plan, implement and progress monitor E.L.G (Essential Learning Goals) in Math and Language Arts

			targets in reading, writing and math.				Provide a full continuum of Reading and Math interventions
		M	MGPs of MS and HS ELL and SPED students are below state and federal adequate growth targets in reading, writing and math.	60	70	District Interim assessments	Backwards plan, implement and progress monitor E.L.G (Essential Learning Goals) in Math and Language Arts Provide a full continuum of Reading and Math interventions
		W	MGPs of MS and HS ELL and SPED students are below state and federal adequate growth targets in reading, writing and math.	60	70	District Interim assessment	Backwards plan, implement and progress monitor E.L.G (Essential Learning Goals) in Math and Language Arts Implement a school wide writing strategy in Social Studies, Science, and electives
Post Secondary & Workforce Readiness	Graduation Rate		90	91	Semester Credit checks	Provide structures and supports to maximize college readiness for all students.	
	Dropout Rate		1	0	Semester Credit checks		
	Mean ACT	ACT scores are stagnant and are below state averages and ACT benchmarks, especially for ELLs.	18	20	PSAT and Pre ACT testing Teacher Made Assessments District Interims.		

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: Backwards plan, implement and progress monitor E.L.G (Essential Learning Goals) in Math and Language Arts.

Root Cause(s) Addressed: Instruction has not been sufficiently focused and student progress has not been systematically monitored. Strategies to engage learners in culturally relevant ways have been inconsistently implemented. Appropriate instructional strategies and progress monitoring of ELLs has been inconsistently implemented. Teachers in non-language arts content areas need professional development on implementing reading strategies.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Provide all Math and Language Arts teachers with professional development and training on ELGs School-wide math program, 360 Math, implemented in all classrooms	2012-2014 school years	All Math and Language Arts Teachers, Assistant Principals, Dean of Instruction and Principal	Local School Budget District trainers Title 1 Budget	Unit plans High Impact instructional checklists for each teacher 1 time per week	In progress
Track and monitor individual student progress to mastery on the ELGs by teacher and by content in Math, Languages Arts, and English Language Development classes. School-wide reading and writing strategies with differentiated support for ELLs	2012-2014 school years	All Math and Language Arts Teachers, Assistant Principals, Dean of Instruction and Principal	Dean of Instruction PLC time General Budget	ELG progress monitoring Interim Assessment High Impact instructional checklists for each teacher 1 time per week	In progress
Provide all Math and Language Arts teachers with CSR (Collaborative Strategic Reading) strategies to assist students in gaining mastery of the ELGs Provide ongoing monthly training to support	2012-2014 school years	CSR teacher Leaders Lynette Welk Brian Clason	Professional development sign in sheets from 8/12/11 District CSR implementation team	Monthly CSR Observation Logs Professional Development Sign in	In Progress

teachers in the use of this strategy.		District CSR directors MLK Teacher Leaders	Title 1 Funds CSR Teacher Leaders	sheets	
Conduct weekly PLC/Data teams sessions to review student progress to mastery on ELGs using the grade book tracker and weekly assessment data.	2012-2014 school years	Dean of Instruction Assistant Principals Teachers Principal	Dean of instruction PLC Time	Collaboration checklist	In Progress
Provide teachers with professional development on Understanding By Design unit planning including Common Core Standards and data and progress monitoring in all subjects	March 2012-2014 school years	Dean of Instruction Assistant Principals Teachers Principal	Dean of Instruction PLC Time	UBD Checklist	In Progress
Identify Teacher Leaders to Serve as <i>TLA Standards Leads</i> in LA and Math to Attend DPS Teacher Leadership Academy and Standards Institute scheduled for June 12 th and 13 th .	March- April 2013	Dean of Instruction Assistant Principals Teachers Principal	District budget	TLAs prepared to facilitate Data Team and PLC work	Completed
	March April 2014				In-progress
Collaborative Teams of teachers will analyze End of Year Interims and Available TCAP data to identify instructional strengths and weaknesses.	May – August 2013	Dean of Instruction Assistant Principals Teachers Principal	Collaboration time	Deep Data Dives in May and August	In progress
	May August 2014				Not Begun

* 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: Implement a school wide writing strategy in Social Studies, Science, and electives.

Root Cause(s) Addressed: Consistent school wide writing strategies and expectations have not been implemented. Teachers have not received sufficient professional development on how to teach writing. Progress monitoring systems for writing achievement have not been consistently implemented.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Conduct a school wide professional development, cross content and cross grade level on the use and MOVIES writing program.	September 2012-	Language Arts Department Dean of Instruction	Local School Budget Title 1 Budget	Language Arts Department chairs PD sign in for teacher work days	Complete
	September 2013	Assistant Principal			In progress
Conduct monthly reviews of student work samples by grade level against the 4 point writing rubric.	2012-14 school year ongoing	Social Studies, Science, and Elective Teachers	Local School Budget	Dean of Instruction Assistant Principals Teacher work day sign in	In Progress
Provide PLC sessions by grade level to review student writing and track progress.	2012-2014 school year ongoing	All Social Studies, Science and Elective teachers Assistant Principal Dean of Instruction Principal	Dean of instruction Local School Budget No cost	District Interim Assessment	In Progress
Conduct whole staff "How to teach Writing Seminars" to all of the Social Science, Science, and Elective teachers	September 2012	Language Arts Department Chairs Dean of Instruction	Dean of Instruction Local School budget Title 1 Budget	Writing grading session	Complete
	September 2013	Teacher Effectiveness Coaches			In progress

		Administration			
Provide teachers with a structure and support to integrate meaningful writing into unit plans.	April 2012- April 2014 ongoing	Dean of Instruction Teacher Effectiveness Coaches Administration	Local School Budget	Unit plan reviews and teacher conferences	In progress

Major Improvement Strategy #3: Provide a full continuum of Reading and Math interventions.

Root Cause(s) Addressed: Reading and math interventions have been inconsistently implemented. Instruction has not been sufficiently focused and student progress has not been systematically monitored. Strategies to engage learners in culturally relevant ways have been inconsistently implemented. Appropriate instructional strategies and progress monitoring of ELLs has been inconsistently implemented.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Train all new Middle school teachers on implementing Accelerated Reading	September 2012	Jen Rey - Accelerated Reader Trainer,	Local School Budget Title 1 Budget	Professional Development Sign in Monthly AR sessions (Last Tuesday of every month) Weekly Data Review Daily Walk through schedule	Completed
	September 2013	Assistant Principals Principals			In progress
Train all MS math intervention teachers on the implementation and use of Jump Math	October 2012	District Trainer All MS Math intervention teachers	Local School Budget Title 1 Budget	Professional Development sign in	Completed
	September 2013				In Progress
Implement a homogenously grouped tutoring program for all 6 th and 8 th grade students	2013-14 school year	Tutoring Coordinator 18 Math Tutors	Local School Budget	Coordinator and Tutors Hired Tutoring integrated into schedule Weekly Progress Monitoring Data Cycle utilizing SMI assessment	Not begun
Train all MS Reading intervention teachers on the implementation and use of a comprehensive	2012-2014	All MS Reading	Local School Budget	Weekly PLC sessions	In Progress

Intervention program	school years	Intervention Teachers	Title 1 Budget		
Monitor student progress in intervention classes on a 2 week data cycle in PLC/Data teams with focused daily collaboration within each Department	2012-14 School year s	All intervention Teachers, Assistant Principals, Dean of Instruction	Local School Budget	Weekly Professional Development Progress Monitoring of: Comprehension Fluency	In Progress
Monitor students reading progress on a weekly basis through Accelerated Reader reports and individual student conferences.	2012-14 School years	All intervention Teachers, Assistant Principals, Dean of Instruction	Local School Budget	Monthly AR data sessions (Last Tuesday of each month)	In Progress
Allow for fluid student movement in and out of interventions classes based on mastery of skills as dictated by progress monitoring tools with reading and math curriculum (every 9 weeks).	2012-14 school year s	Intervention teachers AP Scheduler Counselor	Local School Budget	Master Schedule Interim Assessment Pre-Sit and Sit Team process	In Progress

Major Improvement Strategy #4: Post-secondary Readiness: Provide structures and supports to maximize college readiness for all students.

Root Cause(s) Addressed:

- There has not been a formal evaluation of the AP classes which are not getting the 50% passing rate.
- There has not been a structure for specific progress monitoring toward essential learning goals identified by ACT and AP.
- With the quantity of AP material, teachers are challenged to differentiate or re-teach when students struggle.
- Lack of systematic proactive supports (study groups, tutoring, etc). for struggling AP students.

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
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See College Readiness Plan for additional action steps	August 2012 – May 2014 on-going	All staff	College Readiness Grant, General Fund	As established in the plan	begun) In progress
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Title I Accountability Provision #1: Parent Involvement/Communication

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Employ a bilingual Parent/Community Liaison and, to the extent possible, ensure that at least one front office staff member is bilingual	Ongoing	Parent Liaison Principal	1.0 Classified FTE	Parent/Community Liaison hired
Provide weekly progress reports in addition to quarterly report cards to inform parents of their students' academic progress	Ongoing	All teachers and administrative staff	Printing supplies	Weekly progress reports handed out through advisory
Hold Quarterly Parent/Teacher evening conferences to discuss individual student's academic and behavioral progress (translation services will be available for all conferences)	Ongoing	All teachers and administrative staff	None; teachers will hold	Logs from conference attendance; at least 50% attendance at each conference
Continue to identify areas for improvement in parent communication through the continued development of a Parent/Community Engagement subcommittee of the School Governance Board	Ongoing	SGB Members, Principal	None	Regular meetings and meeting minutes of subcommittee
Establish outreach program to serve ELA families, financially challenged families, and foster parents.	Ongoing	Parent Liaison, Principal	Local funds for providing materials and incentives (i.e. snacks, babysitting) for attendance	At least two parent events held each month to target various groups within the schools
Actively recruit parents and community members to participate on school/district committees,(e.g., PTO, ELA PAC, SGB)	Ongoing	Parent Liaison, Principal	Local funds for providing materials and incentives (i.e. snacks, babysitting) for	Regular participation of parents on each committee

			attendance	
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Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
We will monitor the certification of all teachers to ensure that all are highly qualified.	Summer 2013; ongoing as necessary	Principal School Leadership Team	Local funds	100% of the core program, Title I, and special education teachers are highly-qualified.
The principal will work with the Human Resources Department to attract and maintain high-quality highly qualified teachers. <ul style="list-style-type: none"> Attend job fairs Create a new teacher mentoring program in the school 	Spring, 2013 Spring 2014	Principal Department Chairs Title I teacher	None Stipends to mentors	Our school will retain 95% of the content area staff, as well Title I and special education teachers.

Section V: Optional Addendum

For Schools Operating a Title I Schoolwide Program

Schools that participate in Title I may choose to use this format to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, some schools may meet some of the requirements in 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. 6)	See Data Narrative: Martin Luther King, Jr. Early College being a school of innovation has formed an SGB (School Governing Board) made of parents, teachers and students. This board is a decision making body that has input

			on all of the planning decisions affecting the school and will review the results of this plan. See Data Narrative.
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 6) and Section IV. Action Plan (p. 8)	See Data Narrative, Section II See Improvement Strategy #1, #2 and #3 and #4
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. 8)	See Major Improvement Strategy #1 - #4
Title I students are only taught by highly qualified teachers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 8)	MLK attends various recruiting fairs and events to ensure access to highly qualified candidates. We also invest in recruiting and accepting high quality student teachers, thereby having the opportunity to grow our own high quality teachers. See Major Improvement Strategies.

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 is the high quality professional development based on student and staff needs?		Section IV: Action Plan (p. 8) and Section III: Data Narrative (p. 6)	See Data Narrative Section II and Major Improvement Strategies #1, #2, #3 and #4. All professional development is aimed at accomplishing the goals set forth in our Major Improvement Strategies
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. 8)	N/A
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and includes the participation of parents?		Section IV: Action Plan (p. 8)	Data Narrative Section VI; Major Improvement Strategies #1, #2, #3, #4
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 8), Resource Column	Major Improvement Strategies #1, #2, #3, #4 Resource Column

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)

PARENTAL INVOLVEMENT CONTRACT

Parent/Guardian Commitment:

I want _____ to reach his/her full academic potential. Therefore I will commit to do all of the following:

- Ensure that my child attends school each day.
- Send my child to school on time and ready to learn.
- Review homework assignments and offer assistance when needed.
- Show an interest in my child's well-being by attending school functions, supporting school activities, and making every effort to attend parent-teacher conferences.
- Personal goal(s): _____

Parent Signature: _____

Pupil Commitment:

I want to reach my full academic potential. Therefore, I will commit to do all the following:

- Arrive at school and attend class on time each day.
- Show respect at all times to everyone who is part of the school by not acting hostile or creating fear in others.
- Obey all of the classroom rules and conduct myself accordingly.
- Pay attention in class and participate in class discussions.
- Complete all classroom lessons and homework on time in a way that is accurate and neat.
- Personal Goal(s): _____

Pupil Signature: _____

CONTRATO DE PARTICIPACIÓN DE LOS PADRES

Padre / madre / tutor Compromiso:

Quiero _____ para alcanzar su pleno potencial académico. Por lo tanto, se comprometan a hacer todo lo siguiente:

- Asegurar que mi hijo asiste a la escuela cada día.
- Enviar a mi hijo a la escuela a tiempo y listos para aprender.
- Revise las tareas y ofrecer asistencia cuando sea necesario.
- Mostrar un interés en mi bienestar del niño, asistiendo a las funciones de la escuela, el apoyo a las actividades escolares, y haciendo todo lo posible para asistir a conferencias de padres y maestros.
- Personal objetivo(s): _____

Firma del Padre: _____

Compromiso alumno:

Quiero llegar a todo mi potencial académico. Por lo tanto, se comprometan a hacer todo lo siguiente:

- Llegue a la escuela y asistir a clase a tiempo todos los días.
- Muestre respeto en todo momento a todos los que es parte de la escuela por no actuar hostil o creando temor en otros.
- Obedezca todas las reglas del salón de clases y llevar a cabo yo mismo en consecuencia.
- Prestar atención en clase y participar en las discusiones en clase.
- Complete todos los clases y las tareas a tiempo de una manera que sea precisa y ordenada.
- Personal Objetivo (s): _____

Firma del alumno: _____

MLK Early College: College and Career Readiness Plan 2011-12

Purpose of the College and Career Readiness Planning Document

- The purpose of this inventory is to help individual schools assess their progress in the creation of a college and career readiness culture. Accurately completing the inventory will provide you with a visual detailing significant progress as well as areas of potential improvement (if any). The Office of College and Career Readiness is prepared to assist and support you in the implementation of a comprehensive College and Career Readiness Plan for your school.

Connections to UIP and SPF

Performance Indicators	Measures/Metrics	Federal and State Expectations		School Results		Meet Expectations
Post-Secondary Readiness	Graduation Rate	80% or above		91.7%		N/A
	Dropout Rate Expectation: At or Below State Average	1 year	3 years	1 year	3 years	Exceeds
		5.09%	5.74%	.4	.4	
	Mean ACT Composite Score	1 year	3 years	1 year	3 years	
	19	20	16	17	Does Not Meet	

Connections to UIP and SPF cont...

Major Improvement Strategy # 1: Creation of Targeted intervention in Reading and Math

Major Improvement Strategy # 2: Implementation of the ELGs in grades 6-10

Major Improvement Strategy # 3: College and Career Readiness

<p>School's Measureable Goals for:</p> <p>Section 1: Academic Systems – Being a 6-12 we want to increase the number of students that have access to AP Courses and Concurrent Enrollment course by reducing the number of student that enter our high school in need of remediation. This call for a more targeted and intentional focus on increasing the number of students who are proficient and above in Reading, Writing and Math. This also aligns with increasing the number of ongoing intervention opportunities students have catch up and keep up with grade level and above content</p> <p>Section 2: College and Career Culture – 100% of our seniors will graduate and are accepted in a Post-Secondary option of their choosing</p> <p>Section 3: Social Capital with College and Career Planning – Create a strong College going culture that sets the level of expectation at College acceptance rather than high school graduation, evidenced by the number of students applying and being accepted into college</p>

Does Not Meet	Body of evidence or documentation not provided.
Approaching	Requires additional clarification and documentation.
Meets	Provides clear and complete evidence or documentation.
Exceeds	Body of evidence or documentation illustrates a thoroughly developed plan.

Section 1: Academic Systems

Elements Of College and Career Readiness	Does Not Meet	Approaching	Meets	Exceeds	SPF Indicator	Body of Evidence or Documentation (Examples)	Guiding Question	Action step(s)	One Measureable Goal for each Element	SEI Budget (If available)
1.1 The school provides and implements rigorous curriculum that is focused, coherent, appropriately challenging and that prepares students for college-level work.					3.4 3.5 4.6 3.5 3.5 3.5 3.5	<ul style="list-style-type: none"> ○ AP Status/ Growth – Test results are monitored on a yearly basis and correlated with student previous Plan/Escape scores and a plan for strengths and weakness are formulated. This is in conjunction with a rigorous AP summer prep session for students and teachers ○ AVID – We currently have one section of AVID grade 6-12 ranging in student enrollment of 15-30 ○ Career and Technical Education – We offer more than 10 CTE classes each semester ○ Concurrent Enrollment – We offer a full alignment of Concurrent enrollment courses through the Community College of Aurora, Adams State College, and other accredit Colleges and Universities ○ On-Track to Graduate – Status/ Growth – On track to graduate is tracked weekly by the schools D/F report by Grade. Students who do not improve their grades in two weeks are placed in Academic Probation classes and after school tutoring 	How are curricula vertically articulated and aligned to ensure that students are college and career ready before graduation?	To increase the number of students accessing Career and Technical Education classes, we have streamlined our course offerings to drive more students to take these classes. This combined with our Early College course articulation provides students with options in AP and/or College courses. In order to support the students gaining college access without the need for remediation we have required all Seniors who have not met proficiency on the ACT to take Math 090. We have also increased the number of English 121 classes offered to students in the 11 th and 12 th grades. With the advent of	<p>To increase school wide enrollment in CTE classes by 25% over the course of the 12/13 school year</p> <p>To increase the number of students scoring 3 or above on AP test by 10%</p> <p>100% of our High School seniors will successfully complete Math 090 during the 12/13 school year</p> <p>Our 9th Grade Summer Math Acceleration Academy will support 15 students in</p>	\$13K for CCA Student Tuition for PS Eng Class. Cost is \$200/per credit.

					<ul style="list-style-type: none"> o 090 (remedial) courses offered for English & Math – All eligible Juniors and Seniors who have not score high enough on the Accuplacer or ACT are enrolled in Math 090 o Summer School opportunities – MLKJEC currently offers a 2 week 8 hour a day summer credit recovery program, and also a 4 week, 4 hour a day 9th Grade Summer Math Acceleration program. This allows students to take Algebra 1 in the summer and enter 9th grade at the Geometry level 		<p>our new schedule we are creating new support systems through study halls and weekend tutoring sessions in addition to AVID tutorials to support student in the successful completion of AP and College curriculum. To support students gaining access to more rigorous and demanding curriculum we have create summer acceleration academies that are 4 weeks and 4 hours a day throughout the summer that allow incoming freshman to take Algebra 1 in the summer and start their high school careers with Geometry.</p>	<p>achieving mastery in Algebra and taking Geometry in their 9th grade year</p> <p>85% or more of the students enrolled in Concurrent Enrollment classes or Advance Placement course will attend at least one Saturday tutoring session throughout the 1st and 2nd semesters</p>	
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<p>1.2 The school assessment measures are used to intentionally inform students and parents about their level of college preparedness .</p>				<p>1.6 – 4.1d</p>	<ul style="list-style-type: none"> ○ System developed for interpretation of test scores and student needs with students and parents regarding exams such as: <ul style="list-style-type: none"> ➤ Accuplacer ➤ ➤ ACT/PLAN/EXPLORE Scores Status/Growth – are looked at as students submit course request in the Spring. These are also reviewed with students to ensure that each student knows where they are and how they need to improve ➤ Benchmarks – Are reviewed in weekly data teams dives and as a part of the school wide professional learning communities ➤ GPAs – Status/Growth are measured on a quarterly basis through our honor roll system and semester GPA tracker. Students in HS who are at a 2.0 or below are conferenced with and interventions are set in place to support their growth. This is a secondary measure that follows the Academic probation that is activated by weekly D/F reports ➤ Interim Assessments — Are reviewed in weekly data teams dives and as a part of the school wide professional learning communities ➤ Pre-AP Assessments are given in the fall during the school wide assessment day. Scores are communicated and reviewed with parents and teachers to support student growth in the April testing date. This also sparks a list of 	<p>How are you using this information to inform students and their parents of the student’s progress towards becoming college and/or career ready?</p>	<p>The school currently conducts an entire HS testing day grade 9-12. These scores are given to the students beginning with Juniors (pre ACT). Next steps include conducting a data dive with teachers and grade levels to understand what skills students are lacking, as well as reviewing the information with parents to help them understand where the student is in relation to college readiness and how to become better prepared.</p> <p>All assessment data is reviewed and cover with teachers and staff. Growth is the main focus as well as looking for natural cut points and identifying cusp students for targeted tier 2 and 3 intervention. All communication is ongoing and continual</p>	<p>During registration the school as a whole will meet with all parents and discuss the previous years data. The parents will leave with a body of evidence report that shows where their child is in relation to student achievement. During parent teacher conferences (once quarterly) parents will receive and updated form that allows them to track their student progress</p> <p>All MLKJEC teachers will be involved in a data team cycle that reviews not only standardized</p>	<p>Monthly AP Honors after school sessions (1 per month/9 months)</p> <p>\$200/mo. for food x 9 months = \$1800</p> <p>\$50/mo. for supplies x 9 mo’s = \$450</p> <p>Extra Teacher Pay for sessions: \$22.11/hr x 3 hrs x 9mo’s x 3 teachers = \$1,791</p>
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					<p>students that need targeted intervention to support meet college readiness numbers on assessment (CUSP students)</p> <ul style="list-style-type: none"> ➤ SAT/PSAT Status/Growth - Assessments are given in the fall during the school wide assessment day. Scores are communicated and reviewed with parents and teachers to support student growth in the April testing date. This also sparks a list of students that need targeted intervention to support meet college readiness numbers on assessment (CUSP students) ➤ TCAP/CSAP – Status/Growth – As a school we review the growth of grade levels and students during the first week of school ○ Parent check-in with intentional communication around assessment is done during the beginning of the year conferences as well as our quarterly Parent teacher conferences where parents receive an updated BOE report to show growth or areas of growth for students 			assessment data, but also real time bodies of evidence to accurately measure student performance	
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<p>1.3 The school teaches self-management skills and academic behaviors and expects students to use them.</p>				<p style="text-align: center;">Student Progress</p>	<ul style="list-style-type: none"> ○ AVID Strategies – are implemented school wide. We are an AVID school ○ Advisory Periods happen daily for 35 minutes and are focused on Reading in the MS and College Readiness in the HS ○ Guidance Lessons (PEPs) – Counselors conduct meetings with all students to support the accomplishment of the PEP and also utilize it in setting goals for students according to their BOE reports <p>The following are covered in our 6th and 9th grade orientations prior to the start of school (and as needed for any new students):</p> <ul style="list-style-type: none"> ➤ Goal setting ➤ Organizational skills ➤ Organize and participate in study groups ➤ Persistence with difficult tasks ➤ Planners, Binders, Interactive Notebooks, etc. ➤ Reading Skills ➤ Study skills ➤ Test-taking skills ➤ Time-management skills 	<p>How are you teaching these skills to all students?</p>	<p>MLKJEC currently utilizes a 40 minute advisory period</p> <p>MLKJEC currently requires students to utilize planners and Interactive student notebooks to support student gaining:</p> <ul style="list-style-type: none"> ➤ Goal setting ➤ Organizational skills ➤ Organize and participate in study groups ➤ Persistence with difficult tasks ➤ Planners, Binders, Interactive Notebooks, etc. 	<p>During the 12/13 school year MLKJEC will partner with College Summit to enhance our HS advisory curriculum for all 9th and 11th grade students</p> <p>All 10th and 12th grade students will be required to demonstrate proficiency on organizational skills by producing and AVID notebook (AVID and non-AVID students alike)</p>	<p>4 College and Career Nights:</p> <p>Food and Drinks- \$600 a mo. x 4 mo's = \$2,400</p> <p>Supplies & Materials- \$139.75 x 4 = \$559</p>
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Section 2: College and Career Culture

Elements Of College and Career Readiness	Does Not Meet	Approaching	Meets	Exceeds	SPF Indicator	Body of Evidence or Documentation (Examples)	Guiding Questions	Action Steps	One Measureable Goal for each Element	SEI Budget (If available)
2.1 The school communicates progress toward college and career readiness goals.					7.1	<p>Each student is given a WEEKLY progress report through their Advisory that details their progress towards grade level proficiency and College Readiness.</p> <ul style="list-style-type: none"> ➤ Visuals supports include ➤ Progress reports ➤ Infinite Campus Updates ➤ Emails and text regarding student progress 	<p>How do you ensure your families receive this information?</p> <p>How do you recognize progress towards post-secondary preparedness?</p>	<p>Every Junior and Senior who is accepted to college is publically acknowledge with announcements and framed pictures detailing their college of choice</p> <p>The school host various College Readiness nights for students Grade 6-12 to help students and families understand the college process</p> <p>The school host numerous College fairs and host individual schools to discuss admission criteria with parents and students</p>	<p>Conduct 3-5 grade specific seminars to discuss class progression towards the 100% college readiness goal and also individual progression towards the College of their choice</p> <p>Conduct backwards planning sessions with all 9th grade students and their parents around the top 3 school of their choice to support progress monitoring (quarterly) of individual students College</p>	

									Readiness Goals	
2.2 The school develops and coordinates intentional partnerships for college and career readiness.				5.1,5.2	<ul style="list-style-type: none"> ○ Internal Partnerships <ul style="list-style-type: none"> ➤ Vertical transition support is details specifically for MLKJEC through the Student Articulation Matrix that teachers and staff look at while creating their unit and lesson plans ➤ Peer to peer at MLK looks like WEB leaders and AVID tutorial, we also utilize external partners to support with mentoring/tutoring in gender specific groupings ➤ Club and event are conducted daily and each student is encouraged in the MS and required in the HS to participate in at least one afterschool or extra curricular activity ➤ Adult mentoring programs ○ We have established several key External Partnership that allow us to participate in the following: <ul style="list-style-type: none"> ➤ Regional based community events ➤ Internship programs ➤ Adult mentoring programs ➤ Business Sponsorship 	5.1, 5.2	Do you intentionally collaborate with district entities to meet College and Career Readiness goals?	MLKJEC has established numerous partnerships to support College Readiness: <ul style="list-style-type: none"> • Community College of Aurora • Gear UP • College Summit • DSF • Ernston Young • College in Colorado 	Work with local state schools to align curriculum to create a stronger pipeline of student admitted Create 2 new intentional partnerships with organization that have a direct impact on student College readiness	

2.3 The school shows a commitment to providing professional development around PEPs emphasizing College and Career Readiness.					5.1,5.2	<ul style="list-style-type: none"> ○ PEP workshops for faculty and staff are all encompassed in our monthly rotating professional development calendar 	<p>What is the nature of your PD? How are you informing your staff of College and Career Readiness (Faculty meetings, emails, etc.)</p>	MLKJEC has a rotating Wednesday PD schedule	Each quarter our College Readiness Coordinators and Counselors will facilitate a workshop on the PEP for MS and HS with an emphasis on improving College and Career Readiness

Section 3: Social Capital with College & Career Planning

Elements Of College and Career Readiness	Does Not Meet	Approaching	Meets	Exceeds	SPF Indicator	Body of Evidence or Documentation (Examples)	Guiding Question(s)	Action step(s)	SEI Budget (If available)
3.1 The school provides students with opportunities to complete PEPs.						<ul style="list-style-type: none"> ➤ Exploration of college and careers id supported by the various College and Career fairs that our students participate in at on and off campus venues. ➤ Our weekly counseling meetings allow us to promote the effective implementation of all components of PEP curriculum: <ul style="list-style-type: none"> ○ Academic planning ○ Goal setting ○ Career exploration ○ Postsecondary and financial planning ➤ As well as actively progress monitor them through frequent professional development and advisory meetings/presentations 	When and how do you provide opportunities for students to engage in PEP activities?	<p>Counselors and College Readiness Coordinators schedule class time prior to the beginning of the school year</p> <p>Students grades 6-12 are also taken on various informational and exploratory outings to help better frame College and Career Readiness by giving students more exposure to options and possibilities</p> <p>The school will conduct several (4 -1 Quarterly) College and Career nights as well as financial aids and planning session throughout the year</p>	

<p>3.2 The school shows a commitment to developing a comprehensive school counseling program.</p>					<p>5.1 5.2, 7.1 5.1, 5.2</p>	<ul style="list-style-type: none"> ○ Student to counselor ratio has been improved by adding and additional counselor and a additional College Readiness Coordinator to support student and parents in understanding the academic and college process ○ Regular department meetings with administration and other pre-collegiate programs are conducted on a weekly basis with standing agenda items that help support the monitoring of Career and College Readiness goals 	<p>How are your building administrators actively supporting the counselors in developing a comprehensive school counseling program?</p>	<p>The school has redesigned it counseling department to support a greater number of student counselor interaction increasing the department by 1 additional college readiness coordinator and 1 counselor making the total number 4</p> <p>The department meets and will continue to meet weekly with standing agenda items aimed at progress monitoring College readiness</p>		
<p>3.3 The school engages students, families, and the community in the college and career readiness process.</p>					<p>7.1, 7.2</p>	<ul style="list-style-type: none"> ○ MLKJEC has strong engagement such as: <ul style="list-style-type: none"> ➤ Parent information sessions ➤ Career and college visits ➤ Financial aid information nights ➤ Parent, students and school staff understand the role of the college and career readiness coordinator ➤ Availability of 	<p>How does your school engage students & their families with intentionality?</p>	<p>The MS and HS will host monthly community nights where information about College and the College process will be available.</p> <p>We also will hold additional College Nights and incorporate College and</p>		

					<p>translators for parents during community events</p> <ul style="list-style-type: none"> ➤ Variety of co-curricular and extra-curricular activities available to all students <p>All of these events are Communicated and promoted through various medias:</p> <ul style="list-style-type: none"> • Auto dialers • Mailings • Hand outs • Emails • Test Messages and phone calls <p>In hopes of getting the highest level of participation possible</p>		<p>Career readiness into our Quarterly parent teacher conferences</p> <p>Through a targeted parent and community outreach plan we will align and incorporate all of the College Readiness indicators at all of our functions and gatherings</p>		
3.4 The school develops a comprehensive approach to partnering with pre-collegiate programs.				4.3, 4.5 4.6	<ul style="list-style-type: none"> ○ Regular department meetings with administration, counselors and other pre-collegiate programs are conducted on a weekly and monthly basis. ○ MLKJEC has strong systems in place to coordinated events that enhance college and career readiness for students and families. This being a core tenant of the MLKJEC model is interwoven throughout all we do at the school. ○ Pre-collegiate programs provide monthly updates to 	How does your school engage pre-collegiate programs with intentionality?	<p>Pre Collegiate programs and partnerships will be a standing item on the weekly counseling meeting</p> <p>We will also screen and vet individual programs to support students finding the best fit and achieving the highest completion of pre collegiate</p>		

					support school intervention and support of success if needed		programs possible		
3.5 The school systematically collects and analyzes college and career related data.					<ul style="list-style-type: none"> ○ At MLKJEC all students are required to: <ul style="list-style-type: none"> ➤ Search and apply for at least 1 Scholarships ➤ Apply to at least 3 Post Secondary Institution ➤ Complete ALL PEP requirements ➤ Complete FAFSA ○ Report all scholarships awarded – which the school then communicates and tracks in the format of: <ul style="list-style-type: none"> ➤ # of students ➤ Total \$/school ○ Concurrent Enrollment goals are set each spring with the goal of increasing participation and success rates 3-5% <ul style="list-style-type: none"> ➤ Enrollment is tracked on a monthly basis and reported out ➤ Grades are tracked on a weekly basis for all students ○ AP courses are aligned and offered to reflect student selection but also a rigorous course load for poste secondary preparation 	How are you reviewing and using data to improve your College and Career Readiness programs?	Through the Office of Post Secondary Readiness we establish goals for the year and review them monthly, these are standing agenda items on our weekly meeting and also data that we share with staff on a monthly basis. MLKJEC will continue to progress monitor this on a monthly basis and make transparent to staff. The next level of work is to make this data transparent to parents in an easily digestible manner in our monthly newsletter to promote greater		

						➤ Test Scores are tracked and interventions are put in place through tutoring, Saturday sessions or extra class time as needed		student and school accountability		
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